

## Sample Low-Tech Speech-Generating Device (SGD) Activities

When we work with a student who is using any SGD it is important to remember that the SGD itself is just a tool within the activity. The goal is to improve the student’s understanding of its function within the activity, not to just increase the number of times they use it. This will often take some time and many repetitions because not only are they working on understanding its’ function within activities, they are working on interacting and timing, and possibly learning to control the muscles in their body and learning to hit the SGD once (instead of many times) within a single interaction. It is important to use the SGD if one is available because when it is used in activities, the student is also getting a huge social reward by participating in an activity rather than passively observing it or listening to it.

### Ideas for using an SGD within activities:

Activity	Recorded Message
Any push toy that lights up or makes a noise	“Push it again” “I want a turn” “I want another turn with that toy” “I want more turns with that toy”
Any toy with buttons	“I want to push a button” “It’s my turn”
Puzzle	“Put another piece in” “Can I have more pieces?” “Can I have another piece?” “I want to take more pieces out”
Nesting boxes or blocks or any stacking activity (like rings)	“Put another one on: “Build it up” “I want to put more rings on” “I want to take more rings off” “Put on a big block” “Now put on a little block” “Knock them down”
Repetitive tasks like lacing beads, putting books on the shelf, putting apples in the fridge.	“Pass me another one” “I’m ready to put another one in/on”
Hiding game with a towel (put towel over the student’s head and wait until they take it off- you might have to help- and then cue them to hit the SGD: see “cueing” within this document)	“Do it again” “I’m ready to hide” “That was fun, let’s do it again”

<p>Taking turns letting cars or balls go down a small ramp</p>	<p>“Make it go”          “I want a turn”          “That was fun, let’s do it again”</p>
<p>With a balloon</p>	<p>“Blow it up”          “Let it go”</p>
<p>Any musical instrument or tape recorder</p>	<p>“I want more”          “That sounded great, more please”          “I want a turn”          “Play it again”          “Blow it again”          “Do it again”</p>
<p>Singing Songs          (the student may need hand over hand help to be able to guarantee timing)</p> <p>Ex. -Old Macdonald          -If you’re happy and You Know it          - The Wheels on the Bus          -Eensy Weensy Spider          -Row, Row, Row Your Boat          -Five Green and Speckled Frogs          -5 Little Monkeys Swinging in the Tree          -5 Little Monkeys Jumping on the Bed</p>	<p>Record the repetitive part of the song:          (When you sing the song and the repetitive line comes up, the student needs to push the button to “sing” that part)</p> <p>-“Eieio”          -“If you’re happy and you know it and you really want to show it..”          -“All around the town”          -“Down came the rain and washed the spider out”          -“Merrily, merrily, merrily, merrily”          “Eating the most delicious bugs, yum, yum”          -“Teasing Mr. Crocodile, can’t catch me”          -“No more monkeys jumping on the bed”</p>
<p>Reading a Book          (the student may need hand over hand help to be able to guarantee timing”</p>	<p>“Turn the page”          “I like this book”          “Let me see that”          “That’s silly” or “Uh oh”</p> <p>Or use the repetitive part of the story:          “And he huffed and he puffed and he blew the house down” (in the “Three Little Pigs”)          “Run, run, as fast as you can, you can’t catch me, I’m the Gingerbread man” (in the “Gingerbread Man”)</p>
<p>Watching a TV show, movie, or sporting event</p>	<p>“That’s Funny”          “I like this part”          “GO Rangers!”          “Nice shot!”          “What a save”          “That was awesome”          “I need to see the replay on that!”</p>

To participate in a school or class play	A repetitive line like “Run, Run, as fast as you can, you can’t catch me, I’m the Gingerbread Man!”
Grocery shopping	“What’s next?” “What else do we have to get?” “I don’t like that” “Can we get some of these?”
With a sensory activity or sensory toy (anything that smells different, feels different or vibrates etc.)	“I like this, let’s do some more” “I like this, let’s do it again” “Hey, that feels cool, can I touch it again?” “Wow, that feels really cool! Can I have another turn?” “Hey, that tickled, I want another turn for that one”
Tickle game with a teddy bear or any soft animal toy. (Once the student gets used to this game you could then ask them to choose which body part the bear will tickle, facilitating their choice making skills. For example, “Should the bear tickle your arm or your hair?” or “Should the bear tickle your hair or your tummy?”).	“I want the bear to tickle me again” “That was fun, can he tickle me again?”
Doll play	“This doll has messy hair, let’s brush it” “She’s hungry, let’s give her a bottle” “She needs a bath now” “Let’s put her to bed, she’s tired!”
Potato Head	“He needs some eyes” “Now he needs a nose” “He needs a mouth so he can eat” “Now he needs two ears”
Using Playdoh	“This Playdoh is squishy, let’s roll it again” “Can I cut the playdoh?”
Craft Time	“Put another one on” “I want to pick another one” “I want to use a different colour” “I need some more _____” “I want to put on a straw/feather/shell/piece of foam”
Cooking	“Mix it some more” “I want to smell it” “I want to stir it” “Is it ready yet?”
Stretching Time	“I like stretching”

	<p>"I love my exercises"</p> <p>"I don't like my exercises"</p>
During change time	<p>"Hey, let's sing a song"</p> <p>"I like Wheels on the Bus – let's sing that one!"</p>
Snack Time	<p>"I want some more applesauce" (or more of any snack)</p> <p>"Hey, this tastes great, can I have some more?"</p> <p>"Can I have a drink please?"</p>
Gym time (depends on the activity)	"This is fun"
Going outside for walks	<p>"Stop/go"</p> <p>"Go left/go right"</p> <p>"Turn around/go straight"</p> <p>"Go faster/go slower"</p>
Giving a message to someone at home	"I had a great day! I ____"
Sharing time at school or a sharing time at dinner (home)	<p>"What's your news?"</p> <p>"What happened to you today?"</p> <p>"It's time to move to the next person"</p>
Giving instructions or messages to other students	<p>"Time to go!"</p> <p>"Let's go swimming!"</p> <p>"Hey, it's recess time, let's go outside!"</p> <p>Giving the weather report</p>
Giving messages to others in the school	<p>"Here's the attendance"</p> <p>"I have a note from ____"</p>
Making deliveries in the school (to other classrooms)	<p>"Here's your milk – enjoy your lunch!"</p> <p>"Here's your popcorn for your craft/snack!"</p> <p>"Here's the playdoh we made for you, hope you enjoy it"</p>
Giving messages that occur often	<p>"I'm going to have a bath, see you soon"</p> <p>"I'm ready to watch another show on TV, Mom"</p> <p>"Can I put my hands in the dishwasher? Here I come!"</p> <p>"Hi _____ I'm glad you're here! Let's do/go _____ today!"</p> <p>"I'm ready to go in the car, let's go!"</p> <p>"Let's go outside, it's a nice day!"</p> <p>"It's really hot, can I go in my pool today?"</p>
To start a conversation	"I like music, do you?"

	<p>“Hannah Montana is my favourite show, what’s yours?”</p> <p>“My dog’s name is Buster, do you have any pets?”</p> <p>“What’s going on?”</p> <p>“What school do you go to?”</p> <p>“How old are you?”</p> <p>“Want to play?”</p>
Giving repetitive messages	<p>“Good night _____” (this message could be said to all family members, including pets!)</p> <p>“Good morning _____”</p> <p>“Happy Easter”</p> <p>“Happy Birthday!”</p> <p>“Happy Hallowe’en”</p> <p>“Trick or Treat”</p> <p>“Merry Christmas”</p>

**The student will need practice and time and many repetitions with coaching and cueing to improve within this skill.**

It’s our job to adjust the activity to make it a successful interaction. If the student is having success within an activity, they might take a few more turns and we will have set up the situation to provide them with a few more repetitions to learn more about using a SGD within an interaction.