Routines and Activities Planner

How to use this document

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| **Communication partners/ device users** | List your daily routines and activities.  Select times in your day when you can use the device for communication.  Be guided by your speech-language pathologist when considering the answers in the breakdowns. |
| **Clinician** | Complete the breakdown section with the AAC communicator and their communication partners. Use each section to discuss and teach communication skills and strategies for support. |

Daily routines and activities

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| --- | --- |
| **Time** | **Activity** |
| 7:00am | Wakes up and gets dressed for the day with full assistance, tasks broken into single steps. |
| 7:30am | Eat breakfast at the table with family. |
| 8:00am | Puts bowl in sink and goes to watch cartoons on TV. |
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Breakdown

Pick 3 times in your day where you can use the device in communication. Choose communication opportunities that you feel would:

* Make a big difference to the device user and family/support network’s life, and/or be highly engaging and motivating, AND
* Be a time when you have more than 5 minutes to dedicate to using the device.

Example

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| **Activity** | | Snack after school following a break | | | | | | | **Time** | | | 4.00pm |
| **Current communication** | | | \_\_\_\_ will sometimes say "toh” for ‘toast' when they want more toast to eat. \_\_\_\_ will scream when they are finished and upturn items in the kitchen. | | | | | | | | | |
| **Independence in the activity** | | | \_\_\_\_ can independently eat food but needs full assistance to prepare and bring food. | | | | | | | | | |
| **Current social Interactions** | | | \_\_\_\_ may look to us when they like the food. \_\_\_\_ sees their brother and parents talking. \_\_\_\_ shows interest when their brother talks to them. | | | | | | | | | |
| **Action:** List in order, the communicative actions that occur in this activity (smiles, yells, pulls arm).   * Yells and upturns items * Says “toh” * Pulls at locked cupboard * Smiles at parents | | | | | | | | **Meaning**: What do you think these actions are communicating? (I’m finished, belly hurts, I want more)   * I’m hungry + sensory * Toast, eat * Want something else * I like this food/ I’m full/ I’m happy | | | | |
| **Words that could be modelled** | | | | | | | | | | | | |
| I, want, toast, finished, different, yum | | | | | | | | | | | | |
| **In this routine I want to help the device user to (select option/s)** | | | | | | | | | | | | |
| Protest | Comment | | | | Direct | **Request** | | Joke | | Other: | | |
| **Prompting to consider using** | | | | | | | | | | | | |
| None | | | | **Expectant Pause** | | | Verbal | | | | Visual/ Gestural | |
| **Communication partner(s) goal:** | | | | | | | | | | | | |
| I will hold the device in front of \_\_\_\_ when I know they want toast and say “I think you want toast” whilst modelling the word “want” on the device. | | | | | | | | | | | | |

Activity 1

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| **Activity** | |  | | | | | | | | **Time** | | |  |
| **Current communication** | | | |  | | | | | | | | | |
| **Independence in the activity** | | | |  | | | | | | | | | |
| **Current social Interactions** | | | |  | | | | | | | | | |
| **Action:** List in order, the communicative actions that occur in this activity (smiles, yells, pulls arm). | | | | | | | | | **Meaning**: What do you think these actions are communicating? (I’m finished, belly hurts, I want more) | | | | |
| **Words that could be modelled** | | | | | | | | | | | | | |
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| None | | | Expectant Pause | | | | Verbal | | | | | Visual/ Gestural | |
| **Communication partner(s) goal** | | | | | | | | | | | | | |
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Activity 2

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| **Activity** | |  | | | | | | | | **Time** | | |  |
| **Current communication** | | | |  | | | | | | | | | |
| **Independence in the activity** | | | |  | | | | | | | | | |
| **Current social Interactions** | | | |  | | | | | | | | | |
| **Action:** List in order, the communicative actions that occur in this activity (smiles, yells, pulls arm). | | | | | | | | | **Meaning**: What do you think these actions are communicating? (I’m finished, belly hurts, I want more) | | | | |
| **Words that could be modelled** | | | | | | | | | | | | | |
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| Protest | Comment | | | | Direct | Request | | Joke | | | Other: | | |
| **Prompting to consider using** | | | | | | | | | | | | | |
| None | | | Expectant Pause | | | | Verbal | | | | | Visual/ Gestural | |
| **Communication partner(s) goal** | | | | | | | | | | | | | |
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Activity 3

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| **Activity** | |  | | | | | | | | **Time** | | |  |
| **Current communication** | | | |  | | | | | | | | | |
| **Independence in the activity** | | | |  | | | | | | | | | |
| **Current social Interactions** | | | |  | | | | | | | | | |
| **Action:** List in order, the communicative actions that occur in this activity (smiles, yells, pulls arm). | | | | | | | | | **Meaning**: What do you think these actions are communicating? (I’m finished, belly hurts, I want more) | | | | |
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| **Communication partner(s) goal** | | | | | | | | | | | | | |
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