



## Activities with Balloons

### Target core words

Pronouns	Verbs	Adjectives
my	go	more
your	stop	
	turn	
	help	

### Target pragmatic functions

Directive	Recurrence	Assistance
go	more	help
stop		

### Suggested objectives

- AAC communicator can say “**go**”, “**stop**” and/or “**turn**” (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say “**help**” (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say “**more**” (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- **‘Go’** – model and teach this word when blowing up/letting go of the balloons. After teaching, prompt the AAC communicator to use this word to tell you when to go.
- **‘Stop’** – model and teach this word when you stop blowing up the balloon. After teaching, prompt the AAC communicator to use the word to tell you to stop blowing up the balloon.
- **‘Turn’** – model and teach this word when taking turns blowing up/letting go of the balloons.
- **‘Help’** – model and teach this word when the AAC communicator needs help.
- **‘More’** – prompt the AAC communicator to ask for things to happen again, this could be more blowing or another balloon.

### Activity ideas – stage two

- **‘My turn’** – model the phrase when blowing up the balloon. Prompt the AAC communicator to use the phrase when they want a turn.
- **‘Your turn’** – model the phrase when it is the AAC communicator’s turn.
- **‘Want more’** – prompt the AAC communicator to use this phrase when wanting another balloon or more blowing.

### Step-up the activity

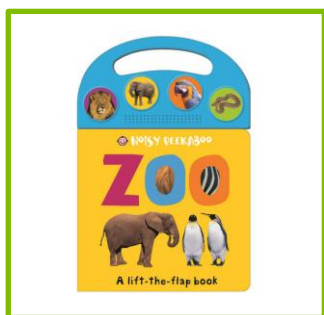
- Focus only on two-to-three-word phrases as in stage two activities.
- Target more words such as **colours**, **‘blow’**, **‘pop’**, **‘big’** and **‘little’** to give a wider variety of phrases. For example,
  - **‘More blow’** – to ask for blowing up the balloon to happen again.
  - **‘Stop blow’** – to ask you to stop blowing up the balloon.
  - **‘You pop’** – to tell you who pops the balloon.
  - **‘Want big’** – prompt the AAC communicator to tell you what size they want the balloon to be blown up to.
  - **‘Want pop big’** – to tell you or ask which balloon they want to pop based on size.
  - **‘Want big red’** – to ask for difference colour and sized balloons.

### Step-down the activity

- Target less words to help the AAC communicator understand a single word at a time.

### Resources

- 100 Frequently Used Core Words  
<https://aaclanguelab.com/resources/100-high-frequency-core-word-list>
- Communication Function Reference Sheet  
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- The Prompting Hierarchy Revisited (Rachel Langley)  
[Rachel Langley Prompting Hierarchy Revisited.jpg](#)



## Activities with Sound-Making Books

### Target core words

Pronouns	Verbs	Interjections	Adjectives
My	Look	All done	More
You	Want		
	Turn		
	Help		
	Go		

### Target pragmatic functions

Directive	Recurrence	Assistance
Look	More	Help
Turn		
Go		

### Suggested objectives

- AAC communicator can say **“look”**, **“want”** and/or **“turn”** (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say **“help”** (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say **“more”** (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- **‘Turn’** - model and teach this word when turning the pages of the book. After initial teaching, prompt the AAC communicator to say the word when they want to turn the page.
- **‘Help’** - model and teach this word when the AAC communicator requires assistance. For example, when turning the page.
- **‘More’** - prompt the AAC communicator to request recurrence.
- **‘Look’** - model this word when directing the AAC communicator’s attention to the pages in the book.
- **‘Go’** - model and teach this word when pressing the buttons in the book. After initial teaching, prompt the AAC communicator to say the word when they want to press the sound button.
- **‘All done’** - model and teach this when the book has finished.

### Activity ideas – stage two

- **‘You turn’** - model the phrase to direct the AAC communicator to turn the pages in the book.
- **‘Want turn’** - prompt the AAC communicator to use this phrase to request turning the page.
- **‘Want more’** - prompt the AAC communicator to request recurrence using this phrase.
- **‘More go’** - prompt the AAC communicator to request pressing the buttons again.

### Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activity ideas.
- More core words can be targeted such as **‘open’**, **‘close’**, **‘read’**, **‘like’** and **‘don’t’** to provide a wider variety of phrases. For example:
  - **‘want open’** - to request opening the book.
  - **‘don’t like’** - to comment on the book or the noises.
  - **‘want read’** - to request a book.
- Use core colour words. For example:
  - **‘look yellow’** - model identifying colours in the pictures and directing the AAC communicator’s attention.

### Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

### Resources

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[Rachel Langley Prompting Hierarchy Revisited.jpg](#)



## Activities with Bubbles

### Target core words

Pronouns	Verbs	Adjectives	Prepositions
My	Go	More	Up
Your	Stop		Down
	Turn		
	Help		

### Target pragmatic functions

Directive	Recurrence	Assistance
Go	More	Help
Stop		

### Suggested objectives

- AAC communicator can say “**go**”, “**stop**” and/or “**turn**” (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say “**help**” (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say “**more**” (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).
- AAC communicator can say “**up**” or “**down**” (in the best way for them, e.g., on their device) to comment or as a directive.

### Activity ideas – stage one

- **‘Go’** - model and teach this word when blowing the bubbles. After initial teaching, prompt the AAC communicator to use this word to direct you to blow the bubbles.
- **‘Stop’**- model and teach this word when ceasing blowing the bubbles. After initial teaching, prompt the AAC communicator to use the word to direct you to stop blowing bubbles.
- **‘Turn’** - model and teach this word when taking turns blowing the bubbles.
- **‘Help’** - model and teach this word when the AAC communicator requires assistance.
- **‘More’**- prompt the AAC communicator to request recurrence.
- **‘Up’** and **‘Down’** - use these words to model direction when blowing the bubbles. After initial teaching, prompt the AAC communicator to use one of the words to direct where to blow bubbles.

### Activity ideas – stage two

- **‘My turn’** - model the phrase when blowing the bubbles. Prompt the AAC communicator to use the phrase when they want a turn.
- **‘Your turn’** - model the phrase when it is the AAC communicator’s turn.
- **‘Go up’** - allow the AAC communicator to request the direction the bubbles are blown.

### Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activities.
- More words can be targeted such as **‘in’**, **‘blow’**, **‘pop’**, **‘big’** and **‘little’** to provide a wider variety of phrases. For example:
  - **‘Put in’** - to request the stick be placed in the bubbles container before blowing.
  - **‘More blow’** - to request repetition of blowing bubbles.
  - **‘Stop blow’** - to request cessation of blowing bubbles.
  - **‘You pop’** - to direct who pops the bubbles.
  - **‘Want big’** - prompt the AAC communicator to request the bubble container they want. Having a little bubbles container and a big bubbles container is beneficial.
  - **‘Want pop big’** – prompt the AAC communicator to request what type of bubbles they would like to pop.

### Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

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## Activities with Cars on a Track and/or Ramp

### Target core words

Pronouns	Verbs	Prepositions	Adjectives
My	Stop	On	More
You	Go	Up	
	Help	Down	
	Put		
	Want		
	Turn		

### Target pragmatic functions

Directive	Recurrence	Assistance
Want	More	Help
Turn		
Stop		
Go		
Put		

### Suggested objectives

- AAC communicator can say **“want”**, **“put”**, **“go”**, **“stop”** and/or **“turn”** (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say **“help”** (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say **“more”** (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- **‘Help’** - model and teach this word when the AAC communicator requires assistance.
- **‘More’**- prompt the AAC communicator to request recurrence.
- **‘On’** - model and teach this word when putting cars on the track.
- **‘Go’** - model and teach this word when moving the cars or pushing them down a ramp. After initial teaching, prompt the AAC communicator to request the car be moved.

- **'Stop'** - model and teach this word when ceasing movement of the cars.
- **'Want'** - prompt the AAC communicator to use this word to request items.
- **'Turn'** - model and teach this word when turning the car around corners.

### Activity ideas – stage two

- **'Put on'** - model and teach this phrase when putting cars on the track or ramp.
- **'Want more'** - prompt the AAC communicator to request recurrence using this phrase.
- **'Want go'** - prompt the AAC communicator to use this phrase when requesting the car be pushed.
- **'You go'** - model this phrase when letting the AAC communicator's car pass.
- **'Go up'** - model this phrase when pushing the car up a ramp.
- **'Go down'** - model this phrase when pushing the car down a ramp.

### Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activities.
- Introduce core word concepts such as **'big'**, **'small'**, **'fast'**, **'slow'** and **colours**. For example:
  - **'Want yellow'** - to request a car according to colour.
  - **'Want big'** - prompt the AAC communicator to request a car according to size.
  - **'Go fast'** or **'go slow'** - to direct the speed of the car movement.
  - **'Put blue on'** - model this phrase when placing a car on to the track.
  - **'Want big blue'** - to request a car according to size and colour.

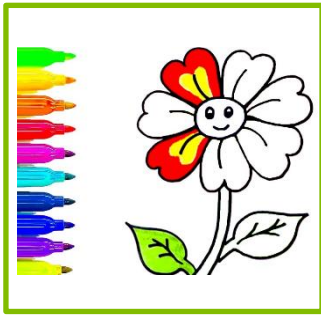
### Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

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## Activities with Colouring Books

### Target core words

Pronouns	Verbs	Adjectives
My	Go	More
Your	Stop	
	Look	
	Help	
	Want	

### Target pragmatic functions

Directive	Recurrence	Assistance
Go	More	Help
Stop		
Look		
Want		

### Suggested objectives

- AAC communicator can say “**go**”, “**stop**”, “**want**” and/or “**look**” (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say “**help**” (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say “**more**” (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- **‘Go’** - model and teach this word when drawing. For example, when drawing a long line or circle.
- **‘Stop’**- model and teach this word when ceasing drawing.
- **‘Help’** - model and teach this word when the AAC communicator requires assistance.
- **‘Want’** - model and teach this word when requesting items. After initial teaching, prompt the AAC communicator to use the word to request pencils, textas, or paper.
- **‘More’** - wait for the AAC communicator to request recurrence or request another coloured texta, or pencil.

- **'Look'** - model and teach this word to direct the AAC communicator's attention to what has been drawn.

## Activity ideas – stage two

- **'Want go'** - prompt the AAC communicator to use this phrase when they want someone to draw.
- **'Want more'** - prompt the AAC communicator to use this phrase when requesting recurrence or another colour.
- **'You go'** - prompt the AAC communicator to start drawing when given this directive.

## Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activity ideas.
- Target more words and concepts such as **'open'**, **'close'**, **'colour'**, **'big'**, **'little'** and **core colours** (yellow, red, blue) to provide a wider variety of phrases. For example:
  - **'Want open'** - to request opening a texta or pencil case.
  - **'Look big'** - teach this phrase when describing what has been drawn.
  - **'Colour in'** - to describe the action.
  - **'Want yellow'** - to request the colour of texta or pencils.
  - **'Want colour yellow'** - to request the colour for a particular page or shape.
- Introduce more colour options for the AAC communicator to choose from.

## Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

## Resources

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[Rachel Langley Prompting Hierarchy Revisited.jpg](#)



## Activities with Felt Characters and Clothing

### Target core words

Pronouns	Verbs	Prepositions	Adjectives
My	Want	On	More
You	Turn	Off	
	Help		
	Put		

### Target pragmatic functions

Directive	Recurrence	Assistance
Want	More	Help
Turn		
Put		

### Suggested objectives

- AAC communicator can say “**want**”, “**put**” and/or “**turn**” (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say “**help**” (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say “**more**” (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- ‘**Help**’ - model and teach this word when the AAC communicator requires assistance.
- ‘**More**’ - prompt the AAC communicator to request recurrence.
- ‘**On**’ - model and teach this word when putting clothing items on the felt character.
- ‘**Off**’ - model and teach this word when taking items off the felt character.
- ‘**Want**’ - prompt the AAC communicator to use this word to request items.
- ‘**Put**’ - model and teach this word when putting items on the felt character.

### Activity ideas – stage two

- **‘Put on’** – model and teach this phrase when putting clothing on the felt character.
- **‘My turn’** - prompt the AAC communicator to use this phrase when they want a turn.
- **‘Want more’** – prompt the AAC communicator to request recurrence using this phrase.

### Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activity ideas.
- Introduce core word concepts such as **‘big’**, **‘small’** and **colours**. For example:
  - **‘Want yellow’** - to request an item of clothing according to colour.
  - **‘Want big’** - prompt the AAC communicator to request an item of clothing according to size.
- Target **body parts** and **clothing**. For example:
  - **‘Put on head’** or **‘hat on head’** - prompt the AAC communicator to direct where the clothing must go on the felt character.
  - **‘Blue eyes’** or **‘big lips’** - prompt the AAC communicator to request or comment on a body part according to colour or size.

### Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

### Resources

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[Rachel Langley Prompting Hierarchy Revisited.jpg](#)



## Activities with Mr Potato Head

### Target core words

Pronouns	Verbs	Prepositions	Adjectives
My	Want	On	More
You	Turn	Off	
	Help		
	Put		

### Target pragmatic functions

Directive	Recurrence	Assistance
Want	More	Help
Turn		

### Suggested objectives

- AAC communicator can say “**want**”, “**put**” and/or “**turn**” (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say “**help**” (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say “**more**” (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- **‘Help’** - model and teach this word when the AAC communicator requires assistance. For example, if having difficulty putting items on Mr Potato Head.
- **‘More’**- prompt the AAC communicator to request recurrence.
- **‘On’** - model and teach this word when putting items on Mr Potato Head.
- **‘Off’** - model and teach this word when taking items off Mr Potato Head.
- **‘Want’** - prompt the AAC communicator to use this word to request items.
- **‘Put’** - model and teach this word when putting items on Mr Potato Head.

## Activity ideas – stage two

- **‘Put on’** - model and teach this phrase when adding items to Mr Potato Head.
- **‘My turn’** - prompt the AAC communicator to use this phrase when they want a turn.
- **‘Want more’** - prompt the AAC communicator to request recurrence using this phrase.

## Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activities.
- Introduce core word concepts such as **‘big’**, **‘small’** and **colours**. For example
  - **‘Want yellow’** - to request an item according to colour.
  - **‘Want big’** - prompt the AAC communicator to request an item according to size.
- Target more core words such as **‘get’** and **‘here’** to provide a wider variety of phrases. For example:
  - **‘Get more’** - model and teach this phrase when choosing another item to put on Mr Potato Head.
  - **‘Put here’** - model and teach this phrase when directing where to put items on Mr Potato Head.
- Target **body parts** and **clothing**. For example:
  - **‘Put on head’** or **‘hat on head’** - prompt the AAC communicator to direct where the item must go on Mr Potato Head.
  - **‘Blue eyes’** or **‘big lips’** - prompt the AAC communicator to request or comment on a body part according to colour or size.

## Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

## Resources

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## Activities with Playdough

### Target core words

Pronouns	Verbs	Adjectives
My	Turn	More
Your	Help	
	Make	
	Want	
	Look	

### Target pragmatic functions

Directive	Recurrence	Assistance
Turn	More	Help
Make		
Want		
Look		

### Suggested objectives

- AAC communicator can say “**want**”, “**make**” and/or “**turn**” (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say “**help**” (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say “**more**” (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- **‘Want’** - model and teach this word when requesting playdough or accessories such as a rolling pin. After initial teaching, prompt the AAC communicator to say ‘want’ when requesting an item.
- **‘Help’** - model and teach this word when the AAC communicator requires assistance such as opening the playdough container.
- **‘Look’** - model and teach this word to request the AAC communicator’s attention.
- **‘Make’** - model and teach this word when discussing what is being made with the playdough.

## Activity ideas – stage two

- **‘My turn’** - model the phrase when using the playdough or an accessory such as a rolling pin. Prompt the AAC communicator to use the phrase when they want a turn.
- **‘Your turn’** - model the phrase when it is the AAC communicator’s turn.
- **‘Want help’** - model and teach this phrase when the AAC communicator requires assistance such as opening the playdough container.
- **‘Want more’** - offer a small amount of playdough then prompt the AAC communicator to request more.

## Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activities.
- More words can be targeted such as **‘open’**, **‘close’**, **‘push’**, **‘roll’**, **‘big’**, **‘little’**, **colours** and **‘roll’** to provide a wider variety of phrases. For example:
  - **‘help open’** – to request assistance to open containers.
  - **‘want close’** – to request closing the playdough container.
  - **‘you push’** – to direct action with playdough.
  - **‘make big’** or **‘make little’** – allow the AAC communicator to direct how the playdough is to be made.
  - **‘want open yellow’** – add colour vocabulary and prompt the AAC communicator to request colours of the playdough. Colours ‘blue’, ‘red’ and ‘yellow’ are in the top 100 frequently used core words.

## Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

## Resources

- 100 Frequently Used Core Words  
<https://aaclanguagelab.com/resources/100-high-frequency-core-word-list>
- Communication Function Reference Sheet  
<https://aaclanguagelab.com/resources/communication-function-reference-sheet>
- Conversation Flashcards  
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<https://www.youtube.com/watch?v=fIFNMky22-U>
- Modelling Without Expectation  
[https://www.youtube.com/watch?v=OZ9\\_gxgEkMs](https://www.youtube.com/watch?v=OZ9_gxgEkMs)
- The Prompting Hierarchy Revisited (Rachel Langley)  
[Rachel Langley Prompting Hierarchy Revisited.jpg](#)





## Activities with Pop-Up-Pirate

### Target core words

Pronouns	Verbs	Prepositions	Adjectives
My	Want	In	More
You	Turn		
	Help		
	Put		

### Target pragmatic functions

Directive	Recurrence	Assistance
Want	More	Help
Turn		
Put		

### Suggested objectives

- AAC communicator can say “**want**”, “**put**” and/or “**turn**” (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say “**help**” (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say “**more**” (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- ‘**Help**’ - model and teach this word when the AAC communicator requires assistance. For example, if having difficulty pushing in the swords.
- ‘**More**’- prompt the AAC communicator to request another sword.
- ‘**In**’ – model and teach this word when putting swords in the barrel.
- ‘**Want**’ - prompt the AAC communicator to use this word to request swords.
- ‘**Put**’ - model and teach this word when putting swords in the barrel.

### Activity ideas – stage two

- **‘Put in’** - model and teach this phrase when putting swords in the barrel.
- **‘My turn’** - prompt the AAC communicator to use this phrase when they want a turn putting a sword in the barrel.
- **‘Want more’** - prompt the AAC communicator to request another sword.

### Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activities.
- Introduce **colours**. For example,
  - **‘Want yellow’** - to request a yellow sword.
- Target words such as **‘no’**, **‘pop’**, **‘push’** and **‘here’** to provide a wider variety of phrases. For example:
  - **‘Put here’** - model and teach this phrase when directing where to put the sword into the barrel.
  - **‘Push in’** - model and teach this phrase when pushing the sword into the barrel.
  - **‘Help push’** - prompt the AAC communicator to use this phrase when they require assistance pushing the sword in.
  - **‘No pop’** model this phrase when the pirate does not pop after a sword has been inserted.

### Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

### Resources

- 100 Frequently Used Core Words  
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[Rachel Langley Prompting Hierarchy Revisited.jpg](#)



## Activities with Sticker Books

### Target core words

Pronouns	Verbs	Prepositions	Adjectives
My	Want	On	More
You	Look	Off	
	Help		
	Put		
	Turn		

### Target pragmatic functions

Directive	Recurrence	Assistance
Want	More	Help
Turn		
Put		
Look		

### Suggested objectives

- AAC communicator can say “**want**”, “**put**” and/or “**turn**” (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say “**help**” (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say “**more**” (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- ‘**Help**’ - model and teach this word when the AAC communicator requires assistance.
- ‘**More**’ - prompt the AAC communicator to request recurrence.
- ‘**On**’ - model and teach this word when putting stickers on a page.
- ‘**Off**’ - model and teach this word when taking stickers off a page.
- ‘**Want**’ - prompt the AAC communicator to use this word to request stickers.
- ‘**Put**’ - model and teach this word when putting stickers on the page.

### Activity ideas – stage two

- **‘Put on’** – model and teach this phrase when putting stickers on a page.
- **‘My turn’** - prompt the AAC communicator to use this phrase when they want a turn picking a sticker or putting it on a page.
- **‘Want more’** – prompt the AAC communicator to request more stickers using this phrase.

### Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activity ideas.
- Introduce core word concepts such as **‘big’**, **‘small’**, **‘put’**, **‘under’** and **colours**. For example:
  - **‘Want yellow’** - to request a sticker according to colour.
  - **‘Want big’** - prompt the AAC communicator to request a sticker according to size.
  - **‘Put on’** - model and teach this phrase when placing stickers in the book.
  - **‘You put under’** - model and teach this phrase when placing stickers in locations of the book. After initial teaching, direct the AAC communicator where to put their sticker using this phrase.
- Target fringe vocabulary relating to the sticker book theme such as animals. For example, **‘want yellow bird’**, **‘put under cow’** or **‘put on lion’**.

### Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

### Resources

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[Rachel Langley Prompting Hierarchy Revisited.jpg](#)



## Activities with a Swing

### Target core words

Pronouns	Verbs	Prepositions	Adjectives
My	Go	On	More
Your	Stop	Off	
	Turn		
	Help		
	Get		
	Want		

### Target pragmatic functions

Directive	Recurrence	Assistance
Go	More	Help
Stop		
Turn		
Get		
Want		

### Suggested objectives

- AAC communicator can say **“go”**, **“stop”**, **“want”**, **“get”**, and/or **“turn”** (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say **“help”** (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say **“more”** (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- **‘Go’** - model and teach this word when pushing the AAC communicator in the swing. After initial teaching, prompt the AAC communicator to say the word to request movement.
- **‘Stop’**- model and teach this word when ceasing movement of the swing.
- **‘Turn’** - model and teach this word when taking turns using the swing.
- **‘On’** and **‘off’** - model and teach these words as the AAC communicator gets on and off the swing.

- **'Help'** - model and teach this word when the AAC communicator requires assistance getting on or off the swing or if they are unable to move the swing independently.
- **'More'** - prompt the AAC communicator to request recurrence of movement while in the swing.

## Activity ideas – stage two

- **'Get on'** and **'get off'** - model and teach this phrase as the AAC communicator gets on and off the swing.
- **'Your turn'** - model the phrase when the AAC communicator is swinging.
- **'More go'** - prompt the AAC communicator to use this phrase to initiate movement of the swing.
- **'Want on'** - prompt the AAC communicator to use this phrase when wanting to access the swing.

## Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activities.
- Target core words such as **'up'**, **'down'** and **'like'** to provide a wider variety of phrases. For example:
  - **'Go up'** - model this phrase when pushing the swing upwards.
  - **'Want go up'** - prompt the child to use this phrase to request pushing of the swing.
  - **'Like up'** - model this phrase when the child is enjoying being pushed upwards in the swing.

## Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

## Resources

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[Rachel Langley Prompting Hierarchy Revisited.jpg](#)



## Activities with a Tea Party Set

### Target core words

Pronouns	Verbs	Adjectives	Prepositions
My	Go	More	In
Your	Stop		On
	Want		
	Help		
	Eat		
	Drink		
	Turn		

### Target pragmatic functions

Directive	Recurrence	Assistance
Eat	More	Help
Drink		
Turn		

### Suggested objectives

- AAC communicator can say “**eat**”, “**drink**”, “**want**”, “**turn**”, “**go**”, and/or “**stop**” (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say “**help**” (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say “**more**” (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- **‘Eat’** and **‘drink’** - model and teach these words when pretending to eat or drink.
- **‘Go’** - model and teach this word when pouring water for milk or tea. After initial teaching prompt the AAC communicator to use this word to direct you to pour.
- **‘Stop’**- model and teach this word when ceasing pouring. After initial teaching, prompt the AAC communicator to use the word to direct you to stop pouring the water.
- **‘Help’** - model and teach this word when the AAC communicator requires assistance.

- **'More'**- wait for the AAC communicator to request recurrence.
- **'In'** - model and teach this word when pouring water into cups.
- **'On'** - model and teach this word when placing food on plates.

### Activity ideas – stage two

- **'Go in'** or **'go on'** - to comment or request items be put in or on a cup or plate.
- **'Want yellow'** - prompt the AAC communicator to request the colour of the crockery or cutlery.
- **'Want some'** or **'want all'**- prompt the AAC communicator to request a certain amount.
- **'More eat'** or **'more drink'** - prompt the AAC communicator to request recurrence.

### Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activities.
- More words can be targeted such as **'pour'**, **'hungry'** or **'yum'** to provide a wider variety of phrases.  
For example:
  - **'Pour in yellow'** - to request what colour object the water is poured into.
  - **'Want yum'** - to request a food item.
  - **'Me hungry'** - to comment.

### Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

### Resources

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[Rachel Langley Prompting Hierarchy Revisited.jpg](#)





## Activities with Tickling

### Target core words

Pronouns	Verbs	Prepositions	Adjectives
My	Go	On	More
Your	Stop	Off	
	Turn		
	Want		

### Target pragmatic functions

Directive	Recurrence
Go	More
Stop	
Turn	
Want	

### Suggested objectives

- AAC communicator can say “**go**”, “**stop**”, “**want**”, and/or “**turn**” (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say “**more**” (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- **‘Go’** - model and teach this word when tickling the AAC communicator. After initial teaching, prompt the AAC communicator to request tickling commence by saying this word.
- **‘Stop’**- model and teach this word when ceasing tickling.
- **‘Turn’** - model and teach this word when taking turns tickling. After initial teaching, prompt the AAC communicator to request a turn.
- **‘More’**- prompt the AAC communicator to request recurrence of the tickling.
- **‘Want’** - prompt the AAC communicator to request tickling by saying this word.

### Activity ideas – stage two

- **‘More go’** - prompt the AAC communicator to use this phrase to recommence tickling.
- **‘My turn’** - model and teach this phrase when the AAC communicator is tickling you.
- **‘Want stop’** - model and teach this phrase when ceasing tickling.

### Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activities.
- Target more core words such as **‘where’** and **‘like’** to provide a wider variety of two-word phrases. For example:
  - **‘Where go’** - model and teach this phrase when choosing the location of tickling. Point to locations such as arms or hands when saying the phrase.
  - **‘You like’** - model this phrase when the AAC communicator is enjoying the tickling.
- Target **body parts**, **‘tickle’**, **‘soft’** or **‘hard’** to describe location and pressure. For example:
  - **‘Want tickle hand’** or **‘more arm’**- prompt the AAC communicator to request the location that they would like to be tickled.
  - **‘Go soft’** or **‘tickle soft’**- comment on the pressure being used when tickling. Soft tickles can be a light touch rather than a tickle.
  - **‘Want more tickle’** - to request recurrence.

### Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

### Resources

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[Rachel Langley Prompting Hierarchy Revisited.jpg](#)



# Activities with Spinning Tops

## Target core words

Pronouns	Verbs	Adjectives
My	Go	More
Your	Stop	
	Turn	
	Help	

## Target pragmatic functions

Directive	Recurrence	Assistance
Go	More	Help
Stop		
Turn		

## Suggested objectives

- AAC communicator can say “**go**”, “**stop**” and/or “**turn**” (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say “**help**” (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say “**more**” (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

## Activity ideas – stage one

- **‘Go’** - model and teach this word when pressing the button to make the toy spin. After initial teaching, prompt the AAC communicator to use this word to request the button be activated.
- **‘Stop’**- model and teach this word when the toy stops spinning.
- **‘Turn’** - model and teach this word when turning the top into the toy. After initial teaching, prompt the AAC communicator to use this word to direct you to turn the top.
- **‘Help’** - model and teach this word when the AAC communicator requires assistance activating the toy.
- **‘More’**- wait for the AAC communicator to request recurrence once the toy stops.

### Activity ideas – stage two

- **‘My turn’** - model the phrase when using the toy. Prompt the AAC communicator to use the phrase when they want a turn.
- **‘Your turn’** - model the phrase when it is the AAC communicator’s turn.
- **‘More go’** - prompt the AAC communicator to request recurrence once the toy stops.
- **‘Stop turn’** - prompt the AAC communicator to direct when to stop turning the top into the toy.

### Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activities. For example, **‘help turn’** to request assistance when turning the top of the toy.
- More core words can be targeted such as **‘want’**, **‘on’**, **‘in’**, **‘slow’** or **‘fast’** to provide a wider variety of two-word phrases. For example:
  - **‘Want put in’** - wait for the AAC communicator to request insertion of the top into the toy.
  - **‘Want more’** - wait for the AAC communicator to request recurrence once the toy stops.
  - **‘Put on’** - allow the AAC communicator to request the toy be put on a surface before activating the toy.
  - **‘Want go’** - wait for the AAC communicator to request pressing the button on the toy before activating it.
  - **‘Go fast’** - prompt the AAC communicator to direct the speed of the toy.
  - **‘Go slow’** - prompt the AAC communicator to direct the speed of the toy.

### Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

### Resources

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[Rachel Langley Prompting Hierarchy Revisited.jpg](#)



## Activities with Pre-Cut Play Food

### Target core words

Pronouns	Verbs	Prepositions	Adjectives
My	Turn	On	More
Your	Help		
	Want		
	Put		
	Eat		

### Target pragmatic functions

Directive	Recurrence	Assistance
Turn	More	Help
Want		
Put		
Eat		

### Suggested objectives

- AAC communicator can say “**want**”, “**put**” and/or “**turn**” (in the best way for them, e.g., on their device) to tell another person what to do (direct/cessation).
- AAC communicator can say “**help**” (in the best way for them, e.g., on their device) to ask for help (request assistance).
- AAC communicator can say “**more**” (in the best way for them, e.g., on their device) to ask for something to happen again (request repetition).

### Activity ideas – stage one

- **‘Want’** - model and teach this word when requesting the food to cut. After initial teaching, prompt the AAC communicator to use this word to request food.
- **‘Help’** - model and teach this word when the AAC communicator requires assistance such as putting the food back together.
- **‘Put’** - model and teach this word when putting food on the chopping board or back together.
- **‘Eat’** - model and teach this word when pretending to eat the cut food.

## Activity ideas – stage two

- **‘My turn’** - model the phrase when cutting the food item. After initial teaching, prompt the AAC communicator to use the phrase to request a turn.
- **‘Your turn’** - model the phrase when giving the AAC communicator a food item to cut.
- **‘Want help’** - model and teach this phrase when the AAC communicator requires assistance such as cutting the food item.
- **‘Want more’** - to request another food item to cut or for the knife.
- **‘Eat more’** - to request another food item to pretend to eat.

## Step-up the activity

- Focus solely on two-to-three-word phrases as per stage two activities.
- Target more core words such as **‘cut’**, **‘fast’**, **‘slow’**, **‘big’**, **‘little’** and **colours** to provide a wider variety of phrases. For example:
  - **‘want big red’** - model and teach this phrase when requesting food items based on size and colour. After initial teaching, prompt the AAC communicator to request food items using size and colour.
  - **‘cut fast’** - model and teach this phrase when describing how fast the food is being cut.
- Introduce the names of the food items. For example, **‘want red tomato’**.

## Step-down the activity

- Decrease the number of words targeted to ensure the AAC communicator understands the single words.

## Resources

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