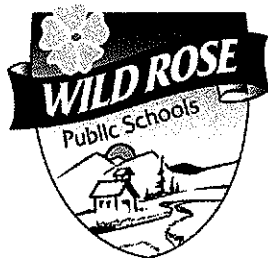


# **ASSISTIVE TECHNOLOGY**

## **SPEECH GENERATING DEVICES**



**“Creating Powerful Learning Environments”**

## Speech Generating Devices

**Subject:** Language Arts

**Grade:** 1-3

### Initial set-up (front loading):

- Book Reading Template on Go-Talk 9
  - o Will you read a book to me please?
  - o Turn the page.
  - o Thanks. That was a great book.
  - o I really didn't like that story.
  - o Stop!
  - o I want to read a story about.... (have a few preferences)

**Task(s):** Paired/Shared Reading

### Activity:

Student can have a book read to them and show a preference for content.

**Subject:** Life Skills

**Grade:** 7-12

### Initial set-up (front loading):

- Make a list of foods and phrases that may be used in cafeteria.
  - o Hello
  - o I would like...
  - o Yes, please.
  - o No, thank you.
  - o How much will that be?
  - o See you later.
  - o Good-bye.
  - o A list of preferred foods common in cafeteria.

**Task(s):** Ordering Food from the Cafeteria

### Activity:

Student goes to the cafeteria and orders food independently.

### Other Thoughts/ideas:

1. Use a Big Mac for a shared book activity – student will hit the Big Mac to say the repeated phrase.
2. Have questions for the class on the Go-Talk. The student can be included in any subject: ask spelling words, ask questions during show and share, ask science questions and give feedback.
3. You can have a story split onto various buttons. Students can then sequence the story.
4. Retell personal events.

**Website:** [www.bridges-canada.com](http://www.bridges-canada.com)

### **30 Ideas for Using Simple Voice Output (i.e. Big Mack, Step-by-Step) for Meaningful, Leadership-Based Activities in a Classroom Setting:**

1. Greet all the kids as they arrive in the morning.
2. Tell the other kids what they need to do to get ready (i.e. "hang up your coat", "put away your backpack", etc.).
3. Call attendance (i.e. ask "Is Julia here? Is Brian here?").
4. Take the attendance to the office (i.e. say "here is our attendance sheet").
5. Share some news; tell the class what you did at home last night.
6. Tell the class what they will be doing today (i.e. present the daily schedule).
7. Announce whose turn it is next.
8. Give the words for spelling.
9. Give the questions for a quiz.
10. Tell the kids what they need for an art project (i.e. "get your markers, get your glue").
11. Tell the kids a joke.
12. Teach the kids the lines for a song.
13. Lead the "Happy Birthday" song.
14. Read the kids a story, one line at a time.
15. Or, tell the teacher when to turn the page of a story.
16. Or, add the sound effects for a story.
17. Narrate a slide presentation or film, or a friend's show-and-tell.
18. Introduce someone in the classroom and tell about their favourite things.
19. Be Simon in Simon Says; say "Simon says raise your hand. Simon says close your eyes." etc.
20. Be Mr. Wolf in the game What time is it Mr. Wolf? (i.e. answer "it's 1:00" or "it's 3:00" etc.).
21. Be the caller in Red Light Green Light or Duck Duck Goose.
22. Be the caller in a Bingo game.
23. Call out clues for a treasure hunt.
24. Tell the kids what to do during gym time (i.e. "everybody run", "everybody jump" etc.)
25. Tell the kids what to do with a ball (i.e. "roll the ball", "bounce the ball" etc.)
26. Tell the kids when it's time to clean up.
27. Deliver worksheets, valentines, report cards, etc. (i.e. "here you go", "this is for you" etc.)
28. Give directions for making a snack.
29. Tell the kids what they need to do at home time (i.e. "get your coat", "get your backpack", etc.).
30. Say goodbye to the kids at the end of the day.

## 22 Ideas for Switch Activities (i.e. with either battery-operated or electrical toys and/or appliances) that are Meaningful and Encourage Repeated Activation

*\*Note: Using a PowerLink or Switch-Latch-Timer allows you to use a "timer" setting, where one activation of a switch will turn on the toy or appliance for a pre-determined number of seconds or minutes. When the time expires, the toy or appliance will shut off. Then hit the switch again to continue the operation of the toy or appliance. Alternatively, a "latch" setting can be used, where one activation of a switch will maintain an "on" function indefinitely, and a second activation of the switch will turn the toy or appliance "off."*

1. Use a toy that walks forward to knock down a stack of blocks, a house of cards, or to drive a car into a garage, or walk a creature into a box/cave.
2. Use a toy that moves forward to deliver Valentines, Christmas cards, invitations, messages, or other objects to other students.
3. Turn on a kettle to boil some water and make hot chocolate.
4. Turn on a blender to make a smoothie or milkshake.
5. Turn on a popcorn maker to make popcorn.
6. Turn on a fan to keep the kids cool.
7. Turn on a stereo or radio to play music.
8. Turn on a tape player to read an audio book.
9. Turn on the TV to watch a video.
10. Turn on music and all the kids move (like musical chairs); when the music stops, all the kids freeze.
11. Turn on a disco light and all the kids dance; the kids stop dancing when the light goes off.
12. Turn off a lamp and some kids go hide; turn on the lamp and try to find them.
13. Activate a pouring cup to water the plants.
14. Activate a pouring cup to feed the fish.
15. Activate a pouring cup to add ingredients to a bowl or blender.
16. Activate a slide projector for a presentation.
17. Operate an electric coin sorter.
18. Operate a paper shredder.
19. Advance a powerpoint presentation on a computer.
20. Advance a visual storybook on a computer.
21. Operate switch-adapted electric scissors.
22. Operate a switch-adapted electric or battery-powered stapler.

## Ideas for Multi-Message Devices

### Arts and Crafts

- I want to make something.
- Let me tell you what I want to do.
- Do this for me.
- I'm done.
- Throw it away. I need to start over.
- I want to make another.
- Guess what I made.
- Let me pick the colour.
- I want to do it myself.
- Help me with this part, please.
- I want to keep working. I'm not done yet.
- Don't touch.
- Look what I did.
- That's mine.
- I need that.
- That's my project.
- I need some markers.
- Paper, please.
- Give me crayons, please.
- I'd like to paint.
- I want a brush.
- More, please.
- I need something else.
- Not that one.
- That's my place.
- This is fun.
- That's good.
- That's pretty.
- Wow, look at that!
- This is good, don't you think.
- I love art.
- This is my best ever.
- You're good at art.
- I like to colour.

### Snack

- I'd like a snack, please.
- Let me do it.
- Pass it to me.
- Pour it, please.
- Cut it, please.
- Open it, please.
- You do it.
- I want to sit over there.
- I'll pass them out.
- Let's stir it.
- Drink, please.
- I want that.
- I want something else.
- More please.
- We need a towel. I spilled it.
- I'm hungry.
- I like this.
- This is my favourite.
- It smells good.
- Yum!
- I'm all done.
- Yours looks good.
- Thank you.
- Cool!
- That looks good.
- Wow!
- I'm still hungry.
- I don't want to do that.
- I'm not hungry.
- Gross.
- That tastes bad.
- I don't like that.
- I don't feel good.
- I'm not eating that.
- Oh no, I made a mess.

- This one is my favourite.
- I like yours.
- I don't know how to do it.
- This isn't good. I can't use it.
- Oops! I made a mess.
- That is really ugly.
- It's too hard.
- You're copying me.
- I have messy hands.
- Oops. I made a mistake.
- This is bad.
- I don't like this.
- I'm not good at this.
- Be careful.
- What is this?
- What are you making?
- What should I make?
- How do I do that?
- What do I do now?
- Do you like what I made?
- Whose is this?
- Where did you get that?
- Where do I put this?
- When can I take this home?
- Which one do you like?
- Why?
- I'll tell you what to do, okay?
- Okay, are you ready?
- Let me see?
- Don't forget to show it to me when you're done.

- I don't want to sit here.
- That's mine.
- It's too hot.
- It's too cold.
- How much can I have?
- What's that?
- What's next?
- What are my choices?
- What are we having for snack?
- Can we share?
- When can I do something else?
- Why can't I?
- Do you like it?
- Why can't I have that?
- Who made this?
- How much do I have to eat?
- Mmmm! Snack!
- I'm ready!
- What drinks do we have today?
- I'll show you what I want?
- Thanks.
- What's to eat? Show me the choices.
- I don't usually like anything, but that looks good.
- What are you having?
- Yum.
- Is there more?
- Okay, that's all for snack.
- Now let's do something else.

#### Recess

- C'mon. Let's go to recess.
- Hey. I want to play!
- I'll go first.
- I want to go play on that.
- It's my turn.

#### Things I did

- I want to tell you about something I did.
- I did something new.
- We played games.
- I played with friends.

- I want to go over there with my friends.
- Watch me!
- Hey, Wait up!
- You do it. I'll watch.
- Tell me how to play.
- I have a game. I'll show you how to play it.
- Let's do something else.
- I want that. Over there.
- I want something to play with.
- I want a ball.
- I want a ball. I'll just sit and read for now.
- I want a friend to play with.
- I want someone else to play with.
- I want the bubbles.
- I need an adult.
- I want my backpack.
- I need my tray.
- I don't want my tray.
- I want some more.
- This is really fun.
- Yeah, let's do that.
- Cool.
- That's a great idea.
- Wow! That's great.
- Let's do it again.
- Yeah! Way to go dude.
- That's so funny.
- Alright! We won.
- I'll be the leader.
- You're so good!
- We are the champions!
- I don't have anyone to play with.
- Stop it!
- I'm dirty. Yuck!
- I don't know what to do.

- We did a lot!
- Wait. I want you to see my pictures.
- We just hung out.
- I learned a lot.
- I helped.
- We walked around a lot.
- I want to do something with those kids again.
- Next time I want to stay longer.
- There were lots of people there.
- There were lots of cook things.
- There were a lot of my friends there.
- I met someone new.
- I brought something back. Wait, I'll show it to you.
- Everybody got something.
- It was a place we went to before.
- That's all I remember.
- I won something.
- They had good things to eat.
- Parents were there.
- We did a lot of projects. Here, look!
- I had so much fun. I want to do that again.
- It was interesting.
- It was awesome!
- We did a lot of stuff.
- Everyone had so much fun.
- I was the best ever.
- I got to play with everybody!
- I met some new friends.
- I was brave.
- I want to go back.
- It was really exciting.
- It was great. I didn't want to leave.
- It was too loud.
- We did too much. I'm exhausted.
- I was really tired.

- No fair.
- I'm telling on you.
- I'm exhausted!
- I'm sweating to death. It's too hot.
- I'm freezing.
- I hurt myself.
- You missed it.
- This is too hard. I can't do it.
- Hey, can I play too?
- What are you playing?
- How do you do that?
- Who can I play with?
- What do you want to play?
- Do you want to play with me?
- What do you want to do?
- What should I do?
- Where should we go?
- How many can you do?
- Can you do that?
- Whose turn is it?
- Hey, come here.

- I didn't have fun.
- We didn't do anything.
- I had no one to play with.
- I didn't do anything.
- I was bored.
- No one had fun.
- I never want to go there again.
- No one was nice.
- I was scared.
- When can I do that again?
- Have you ever been there?
- Why do I have to do that again? I didn't even like it.
- Did you ever do this?
- Why don't we do stuff like this more often?
- Where are we going next?
- How did they do that?
- Can I go again with a friend?
- Why not?
- What's the next thing we can do?
- Do you like what I made?
- Will you go with me next time?
- Guess what I did this weekend
- Ask me if it was inside or outside
- Ask me if I was at home or I went somewhere.
- Ask me if I was moving around or sitting still.
- Ask me if it's something I do a lot or something special.
- When you say it, I'll let you know.

#### Games

- Let's play a game.
- I want to pick the game.
- Let me do it.
- Help me pick a card.

#### Reading

- I want to read.
- I want you to read to me.
- Read that again. Okay?
- Show me and I'll pick.

- Go ahead, pick a card.
- Help me move my piece, please.
- Let's play again!
- Get me another one!
- Tell me what to do next.
- Your turn.
- My turn.
- I'm done. I want to do something else.
- I need a game piece.
- That's mine.
- That's yours.
- We need more.
- I need a card.
- I want a different one.
- I need the spinner.
- I need the dice.
- We need the directions.
- I want the box.
- I want a different game.
- I think we need something else.
- I like this game. It's fun.
- I'm winning.
- That was amazing. Yeah!
- Yes!
- I won. I'm the champion!
- Yeah! I get to go.
- I have a match.
- That's lucky.
- I have the most. I win.
- It's a tie. We both won.
- Good game.
- Uh-oh. This looks bad.
- No fair.
- You cheated.
- I don't like this game.
- I don't want to do that.
- Rats!

- Turn the page.
- Show me that and explain it to me.
- Let's act it out.
- It's my turn.
- It's your turn.
- Let's read some more.
- I don't want to read. I want to do something else.
- Help me with this, please.
- I want that one.
- I want my favourite book.
- Let's get a library book.
- Let's get a book from the school.
- I want a book that's on the computer.
- Let's get a comic book.
- Let's get the book I made.
- I need my backpack.
- I need my bookstand.
- Get the light.
- I want a different one.
- I don't want a book. I want something else.
- This is my favourite part.
- This is great.
- I like this book.
- This is funny.
- That is so cute.
- This is easy to read.
- I like that picture.
- This is a new one.
- I wish I had that.
- This is my favourite.
- Wow!
- Thanks for reading with me.
- This one is boring.
- That's scary.
- That's sad.
- I don't like it.

- Hurry up, you're taking too long!
- I didn't get a match.
- I forgot.
- This stinks.
- This game is too hard.
- I lost.
- Whose turn is it?
- What do you want to play?
- Where do I go?
- What is this?
- How do you play this?
- What do I do now?
- What did you get?
- Who's winning?
- How many do I get?
- How many do you have?
- Why do I have to do that?
- I'm done with this. What else can we play?
- That was fun. What do you want to play now?

- That's so weird.
- This book is too hard.
- I can't hear you.
- I can't read that.
- I don't want to.
- Let's stop.
- I'm too tired to read.
- No fair!
- What's that word?
- What does that word mean?
- What is this part about?
- Which one should we read?
- Where is the book I want?
- What is that?
- Who's that?
- Where is that?
- How many books can we read?
- How long do we have to read?
- What's your favourite?
- Why?
- Let's read.
- Let me pick. Show me the books.
- I wanna read that.
- Tell me something about the book.
- Okay, let's read.
- Read it with the voices in the story.
- Look at that picture!
- Tell me about that.
- Okay, read some more.
- Okay! Let's guess what's going to happen next.
- Thanks. I like reading with you.

Resources:

TangoLab (1.0 Beta version), Blink Twice Inc. [www.blink-twice.com](http://www.blink-twice.com)

# Sample Sequenced Social Scripts:

Collected at Closing the Gap, 2001

Caroline Ramsey Musselwhite: Pre-Conference Session

## RECYCLING SCRIPT

Excuse me.  
Hi!  
I'm Jolene  
I'm interviewing people about recycling and their recycling habits.  
I'm going to ask you some questions about recycling.  
Do you recycle?  
That's good information.  
Do you have a way to recycle at home?  
How about at work?  
Do you have to sort the stuff you recycle?  
What kinds of things do you recycle?  
Do you have anything else you'd like to tell me about your recycling habits?  
Thanks for your time.  
Have a great day.  
Happy Recycling.

## AT THE COMPUTER

Hey!  
Hey, you over there.  
Who wants to be my partner today?  
Yay, you're the lucky dog!  
Which station do you sit at?  
Look out . . . coming through.  
What program are we going to use today?  
Put it in.  
Let's play.  
Look at that!  
Wow!  
Great job!  
Let's try another one.  
What's your favorite?  
I like Chicka chicka boom boom.  
Oh it's time to go.  
Thanks for being my partner.  
Bye.

## BLOCKS

Hey!  
Come over here!  
Wanna play?  
Let's play with the blocks  
How about I give you the blocks and you build it?  
What do you want to build?  
Sounds great!  
Guess what I'm going to do when it's done?  
Want a clue?  
It'll be fun!  
I'm gonna knock it down!  
Sounds like fun, huh?  
Are you ready?  
Let's go.  
Here's a block.  
Make it higher!  
Keep going.  
That looks great!  
A little more.  
OK. Here I come. I'm gonna knock it down.  
That was fun!  
What should we play next?

## THE PROM - GETTING READY

Hey, Mom.  
Come here!  
Oh no!  
I've got to do my make-up for the Prom!  
It's getting late.  
Hurry, Mom!  
Remember, my dress is blue.  
Let's do lipstick first.  
Please . . . not purple!  
Keep my lipstick on my lips.  
Don't get it on my teeth.  
I don't want to look like Bozo.  
I have that red hair!  
I want to look like Britney Spears.  
She's beautiful.  
Could I have a little more mascara, please?  
Thanks!  
I can't wait to get to the Prom!  
Mom, you did a great job.  
I don't want to miss the dance.  
Let's go!

## THE GAME

Yo.  
Hey guys. . . got a minute?  
Did you go to the game on Friday?  
Well, I did, and guess what?  
Something really cool happened during half time!  
I couldn't believe it.  
It was awesome.  
I bet you're dying to know.  
The marching band played and there was a drum solo.  
Guess who the drum player was?  
Well, it was someone cool - just like me.  
It was my brother.  
Look for him next time at the game.

## THE SURPRISE

Hey come here.  
Want to know a secret?  
It's here in my bag.  
It's one of my favorites.  
I don't think you've seen this before.  
Take a guess.  
Want to see it now?  
Naw - take another guess.  
Oh you've waited long enough.  
Oops - can't get it out.  
Oh all right - here it is.  
Have you ever seen anything like this before?  
I've got a ton of things in this bag.  
Let's tell everyone but the teacher!

## SIMON SAYS

Hey.  
Guys.  
Let's play Simon Says.  
Are you ready?  
If you're ready, clap your hands 3 times.  
Great, I'll be Simon.  
Let's start.  
Simon says, Touch your nose!  
Simon says, Clap your hands!  
Touch the ground!  
Ha, ha - I didn't say Simon Says . . . who is out?  
Simon says, Stomp the ground!  
That was fun.  
Who wants to be Simon this time?

## THE JOKE

Hey guys!  
Hey guys, I have a joke.  
If April Showers bring May flowers . . .  
What do May flowers bring?  
Do you know?  
Okay, I'll tell you.  
Mayflowers bring Pilgrims.  
What are we going to have to know on our  
Thanksgiving test?  
I bet she will ask about where they landed.  
Does anyone know?  
Maybe she'll Also ask what they ate?  
I don't know that either.  
I hear a lot of the pilgrims died.  
Does anyone know why?  
This test is going to be a killer!

## THE NEW STUDENT

Hey.  
Can I tell you something?  
You haven't seen me at this school.  
Bet you wonder who I am.  
Try to guess my name.  
It starts with "nnn."  
I'll give you another clue.  
It rhymes with "Boa."  
Here's another clue.  
It's the same name as someone who built an ark!  
It's Noah Smith.  
What's your name?  
I think I'm gonna like this school.

## INTERVIEW: BEFORE THE BUTTERFLY UNIT

Excuse me.  
I'm doing an interview for Ms. Jenkins.  
It's for the butterfly unit next week.  
Have you seen butterflies before?  
Have you ever caught a butterfly?  
Tell me something about a Monarch butterfly.  
How many cycles does a butterfly have in it's  
life?  
How long does a butterfly live?  
Do you know what happens if you touch a  
butterfly wing?  
Do butterflies have feet?

I hope to see you around!

What does a caterpillar live in while it is becoming a butterfly?  
How many days does a caterpillar live in its cocoon?  
That's all.  
Thanks for helping!

### PEOPLE-WATCHING AT THE MALL

Hey.  
Check this out!  
You'll never believe what I saw at the mall!  
You've gotta guess.  
Want a clue?  
Can you believe what some people look like?  
You should have seen this guy at the mall!  
He had the weirdest hair.  
He had dreadlocks with three different colors.  
You could see him coming a mile away.  
Weird, huh?  
Maybe I'll do that for Halloween.  
What are you going as?  
That's cool. See you later!  
HALLOWEEN PARTY  
Yo.  
You guys!  
Who's going to the Halloween Party?  
I can't wait!  
Guess what I'm wearing?  
Try again.  
No, I'm not going to tell you.  
You tell me first.  
That's a cool idea.  
What about you?  
See you at the party?  
Look for me.  
I'll be lookin' bad!

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# AT FORUM

## VOCABULARY IN AAC

Vocabulary is an important issue in alternative and augmentative communication (AAC). By vocabulary we mean the words that you need to use to communicate with others. The words themselves can be represented in many different ways - by signs, gestures, pictures, words, by spelling individual words to create a message, or by using whole words and phrases stored in a speech generating communication device. For a communicator who is using an AAC system, vocabulary, or having access to the right words at the right time, can be the reason why the AAC user is a successful communicator or a frustrated communicator.

### 5 TIPS FOR VOCABULARY

These tips are provided to help partners of people who use communication devices and displays.

- 1. GOOD TO THE CORE.** The main words on the top level or first page of many communication devices are generally considered the "core" or key words. They have been chosen for a reason -- usually they are the most frequently used words in the English language. That means these are the words you are most likely to use over and over again, in all different circumstances. Be aware of the core words on your device. Encourage your device user to use them in as many activities as you can.



- 2. A FEW WELL-CHOSEN WORDS.** The device user may not need to use all of the words in the "core". And, not all words need to be taught all at once. Here is a list of suggested first words to teach. More information at: [www.vantatenhove.com/materials.php](http://www.vantatenhove.com/materials.php)

Again  
All done  
All gone  
Away  
Different  
Go  
Help

Here  
I  
It  
Like  
Mine  
More  
Not / don't

Stop  
That  
Want  
What  
You

- 3. I SEE WHAT YOU'RE SAYING.** As the communication partner, you can also use the device user's system to talk whenever you can. This is helpful for people who are starting to use an AAC system. Let your partner see you press the buttons to make message. Not only will it show the partner where the words can be found, you will also come to know the vocabulary better yourself. It's true that we often learn better by seeing and doing than by being told what to do. Showing your partner how to create messages in this way is called "modeling". Be a good model for your partner and show him or her the way!

- 4. ONCE MORE WITH FEELING!** Repetition is the key to learning most things, especially new vocabulary. Repetition is made easier when it all happens in the same activity. Baking a cake? *Stir*, *mix* and *pour* are standard words, but think how much you would use the word *in*. Put the eggs *in* the bowl, put *in* the milk, the spoon is *in* the batter, etc. See how many times you and your partner can use the selected word(s).

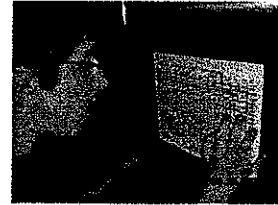
- 5. THE BEST 10 SECONDS YOU SPENT DOING NOTHING ....** Is the ten seconds you wait for your partner to respond. Too often we quickly jump in to fill the silent pauses. Although ten seconds

seems like an eternity, it may be just the right amount of time for your partner to get his/her thoughts together. If after ten seconds your partner seems stuck, use these subtle prompts:

<b>Expectant delay</b>	Give an indirect verbal cue, then pause 5-10 second. For example, when playing cards, "Do you have something to say?"
<b>General cue</b>	Gesture broadly to the device. "Is it here?"
<b>Location cue</b>	Block off part of the display. "I think it's here"
<b>Matching cue</b>	Point to a printed copy. "It's like this one"
<b>Direct cue</b>	Point out the symbol on the device. "Here it is"

## 5 TIPS FOR PARTICIPATION

1. **COMMENTS ANYONE?** A simple way to get someone to participate in a discussion is to ask the question, "**What do you think?**" Have the device user go to the feelings page for a quick list of comments, such as *boring*, *sad*, or *funny*. Alternatively, model the use of "I like ..." and "I don't like ...."



Comments are error-free: there is no right or wrong answer! You, of course, might have a different comment. Here's an example from a book reading activity:

**Partner:** How do you think the little pig felt?  
**Device User:** Happy  
**Partner:** Oh, you think "happy". I see his house is gone. I think he's sad.

2. **A HUNTING WE SHALL NOT GO.** Too often we put pressure on people to find the exact word for things, for example "What's the name of our province?" This is called a *label-quest*, because we send the device user on a quest for a specific word. There is only one right answer in a label-quest and it may or may not be programmed in the communication device. Instead, try using a more open-ended descriptive approach, like this:

**Partner:** "Tell me three things about our province"

Now, the device user has a lot more options! Who knows what he or she will say? Maybe the words *big*, *flat*, *mountains*, *farm*, *yellow*.

3. **IN THE DRIVER'S SEAT.** Let the device user be the director of this activity. Choose a couple of powerful verbs and wait for the device user to tell you what to do. This quickly turns the activity into the game. Two of our favorite words for directing activities are "*go*" and "*stop*".

4. **MORE PLEASE!** Arrange the activity so the device user needs to ask for more -- more drink, more push, more story reading, more tickles, more of anything! By handing out the good stuff a little at a time you'll create many opportunities for the device user to ask for "*more*"!

5. **MY TURN, YOUR TURN.** Taking turns in play is fundamental to many games activities. Many devices now have the phrases "*my turn*" and "*your turn*" programmed already. Think of games that the device user can take part in, by controlling whose turn it is and when. Don't be surprised if he or she asks for a turn more than twice in a row!

**Hint:** Sometimes people have difficulty with the difference between the pronouns "mine" and "your". If so, start by using your name and the name of the device user. "It's John's turn, it's *your* turn" and "It's Jared's turn, it's *my* turn".