50 Ways to Use Voice Output Devices

1. Make Choices
   choose centers during play time
   choose toys for play
   make choices of food and drink items during snack and meal times
2. Introduce new vocabulary items
   place vocabulary for special events or stories on the device and let the child push
   the pictured target to practice hearing the new word and making the association.
3. Place color choices on the Tech Talk
   Child can select the color of the named items
   Child can select the color in a color song
   Child can be the color caller in a “Twister” game
4. Practice Story Sequence
   Place pictured events in a story. Child can select what happens first, second, third,
   or last. Child can simply push the items in sequence to hear the story.
5. Indicate steps for an activity (cooking, game, etc.) Child will give directions to the group
   by pushing the appropriate step in the activity.
6. Deliver a message. Record a message and send the student to the office to deliver the
   message. Could be lunch count, attendance, etc.
7. Make requests:
   “Do it again.”
   “I want a cookie.”
8. Direct actions:
   “Build the blocks into a tower.” “Knock them down.”
9. Bathroom Comments:
   “I need help.”
   “I need toilet paper, soap, etc.”
   “Please turn on the water.”
   “I need help wiping.”
   “I need to use the bathroom.”
10. Put the daily schedule on the device. Child can announce what event is next in the class
day.
11. Allow the child to express emotions.
   “I’m mad.”
   “Leave me alone.”
   “I feel great!”
12. Emergency information:
   “I don’t feel good.” “I feel sick.” “I am hurt.”
13. Express negatives:
   “I don’t like it.” “I don’t want any.” “I don’t want to stop.” “Go away.” “Bug off.”
14. Encourage social interaction:
   “Come play with me.” “It’s my turn.”
15. Make positioning requests:
“I want out of my chair.” “Put me in the floor sitter.” “Push me please.”

16. Have a child announce transition times:
   “Time for music.” “Time for clean-up.”

17. Record the clean-up song on the device. Child can lead the class in singing the song.

18. Greetings:
   Place the Bigmack near the door. “Good morning”, “Goodbye”

19. Attendance: Allow one child to call roll or have the child answer, “I’m Here”

20. Record Pledge of Allegiance and have the child lead the class.

21. Give the child a response during lunch count. “I’ll buy lunch” or “I brought my lunch”

22. Record names of classmates: Ask them a question:
   - Who would you like to play with?
   - Who is line leader today?
   - Who is here today?

23. Introduction:
   “Hello, my name is Joey.”

24. Give a child a way to let you know he is finished.

25. Request additional items:
   - “More juice please”
   - “More jello please”

26. Comments:
   - “This is good”
   - “This is yucky”
   - “Cool”
   - “I hate that”

27. Observe the child during center play and record four things they did during play.

28. Use sabotage to encourage communication efforts. Fail to give the student an item such as a napkin, a drink, or a spoon. Encourage the child to request the missing item. Never deprive a child of an item indefinitely. If the child does not initiate a request, then assist until a response is obtained in some form. They may need prompting or hand over hand assistance to locate the correct picture target.

29. Give child small snack portions, so they will be encouraged to ask for more.

30. Record a Breakfast conversation: Have them ask:
   - “What’s for breakfast?”
   - “When do we eat?”
   - “I’m hungry.”
   - “I’m finished.”

31. Place device in the Art area to allow requests and comments:
   - “Look at my picture.” “I need some playdough.”

32. Select verse of song:
   - “Wheels on the bus”, “People on the bus”, etc.
   - Choose animals for Old McDonald song

33. Place song choices on the device and allow the child to choose the song to sing.

34. Place job choices on the device and allow child to choose his job or announce his job.

35. Place story choices and allow the student to choose the story.

36. Place repetitive story lines on the device so the student can participate with the other students in repeating those lines.
37. Record “Happy Birthday” and allow the student to lead the song for a friend.
38. Nap conversation:
   “I’m not tired”
   “I don’t want to sleep”
   “May I have a book?”
   “Rub my back please.”
39. Use the device to practice colors and shapes.
40. Use the device to practice object functions. Place pictures of objects on the device.
    Ask questions such as, “You ride a _____” or “You sweep with a _____”
41. Practice prepositions such as in, out, in back of, under, etc. Record the prepositions on the
    device and allow the child to direct another student’s play.
    “Put the block under the box”
42. Don’t forget to record vocabulary and comments for the student to use for special field
    trips or for special activities.
43. If the child has their own device, record the comments to send home to the parents and
    allow them to record home events to share when the child returns to school.
44. Place the device in the center with comments such as, “It’s my turn.” “I want that one”,
    “Please play with me”
45. Place weather choices on the device and the child can participate in weather discussions.
46. Place the device in the center with comment such as, “Five more minutes please.” Time
    warnings may help with transitions.
47. Make center choices. First choose the center for play and then choose the specific item
    within the center.
48. Gain attention:
    “Come here please.”
    “I need help.”
    “I am finished.”
    “I have something to say.”
49. Playground choices:
    “I want the scooters.”
    “I want to swing.”
    “I want to play in the sand.”
50. Presentation: Have students take their device and share information with other classes; such as; giving announcements, give a short speech, tell a quick story, etc.

Remember to use a voice similar to the child’s voice whenever possible. Allow another child to help with the message recording. Use older intelligible students or family to record the voice.