

# Sample of Ring Book Activity Ideas



Print out on cardstock, cut into quarters and add a ring. We added some color coding.

“Vocabulary Games”	Blue cardstock
“Tablet Practice”	Yellow cardstock
“Generalization Activity”	Pink cardstock
Rest of book	White cardstock

# Ice Cream Shop

## iBucket



The **implementation Bucket or iBucket Project** is intended to help students learn how to use or increase their use of their Augmentative Alternative Communication (AAC) device. Its materials are intended to set the stage for communication in a fun, engaging way.

### Generalization Activity

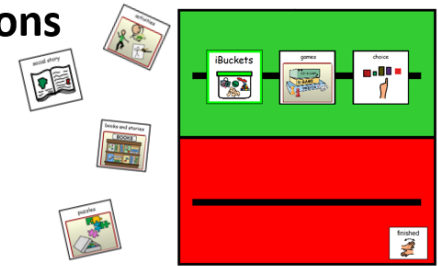
In order for children to effectively use their AAC devices, they need to learn how to use the vocabulary sets they have within a variety of activities, locations and with different people.

Try to find a similar game, puzzle or toy with which you could use the student's iBucket vocabulary set.

For example, choose a puzzle from the classroom, find the puzzle vocabulary set, and use some of the buttons from that vocabulary page (e.g. my turn, in, out, it fits, it doesn't fit). Some of the vocabulary may be different of the page, but your student will gain further practice with concepts on the vocabulary page set.

### iBucket Instructions

#### *Getting started*



1. **Choose your activities**
2. **Set up the Visual Schedule**
3. **Encourage students to use their communication system(s) during play**
4. **Model and expand language**
5. **HAVE FUN!**

### Student Choice



#### Choice board activity

It is important to end the session with something that the student enjoys. Although we may think that the iBuckets are fun, they may still present as work or a non-preferred to the student.

A choice board is included in the bucket. Using the choice board, please always give the option of "more bucket" and up to three other choice activities that you know are preferred activities (from your own visuals, materials and games).

## Vocabulary Games

Please choose one of the following game ideas to help your student learn new vocabulary related to the materials in the iBucket.

- \*name or label the pictures for your student throughout each activity
- \*model turn taking during games

\*Any resource can be used in multiple ways. Please feel free to make up your own games and activities with the enclosed materials.

## Vocabulary Games - Expressive Language

### **Matching Game**

**Picture to Tablet Button**-Take turns drawing a card from the pile and matching to the corresponding picture on the tablet. (have the tablet set on the correct page-the student should not have to know how to navigate to the ibucket pages).

## Vocabulary Games - Expressive Language

### **Matching Game**

**Picture to Picture**-lay out a number of cards (suitable to your student's ability). Take turns matching the picture you draw from the pile to the one on the table.

**Picture to object**-put the cards face down on the table. Take turns choosing a card and then finding the object in the bucket. Or conversely, put a limited number of objects on the table, draw a card and match it to the object.

## Vocabulary Games - Receptive Language

- 1) **Which One? Objects** -Lay the objects out on the table. Ask your student to pick up one object at a time. "Get the \_\_\_\_\_". Alternatively, the EA could hide a few toys in the sensory materials (e.g., beans) and ask the student to find a particular toy.
- 2) **Which One? Pictures**- Lay the cards out, face up on the table. Ask your student to pick up one picture at a time. "Get the \_\_\_\_\_". Alternatively, the EA could hide a few pictures in the sensory materials (e.g., beans) and ask the student to find a particular picture.
- 3) **Bingo** -Using the Bingo cards and some small squares of paper, pennies, blocks etc. , tell your student which picture to cover up. (e.g., cover up the \_\_\_\_\_)

## Tablet Practice - Expressive Language

Please choose one of the following game ideas to help your student learn the location of the new vocabulary on their vocabulary sets.

The games will also provide opportunity for your student to understand the relationship between the objects and the pictures.

## Tablet Practice

**Go Fish**-For this game, use the deck of vocabulary cards provided. When you press the “iBuckets” button, “Go Fish” will be an option. Take turns using the device to ask each other “Do you have a \_\_\_\_\_”. When this button is pressed, it will take you to the necessary vocabulary page. Choose the picture and the button is programmed to go back to the main “Go Fish” vocabulary page.

## Tablet Practice

### **Matching Games**

**Object to Tablet Button**-Take turns choosing a toy from the bucket, labelling it and matching it to the corresponding picture on the tablet. Have the student press the button on the tablet when he/she finds it. (Set the tablet to the correct page-the student does not have to know how to navigate to the ibucket pages).

**Picture to Tablet Button**-Take turns drawing a card from the pile, labelling it and matching it to the corresponding picture on the tablet. Have the student press the button on the tablet when he/she finds it. (Begin with the tablet set on the correct page-the student does not have to know how to navigate to the ibucket pages).

## Tablet Practice - Receptive Language

Please choose one of the following game ideas to help your student understand the meaning of the word listed on the button.

**Find it Game**-Take turns asking each other to find a button on the tablet. The EA would use his/her voice to say “Find the \_\_\_\_\_”. The student could turn over a card and show it to the EA so that he/she can take a turn finding a picture on the tablet.

**Coloring Game**-With the enclosed black and white copy of the student’s iBucket vocabulary set and a few crayons or markers, ask the student to color/circle/mark the pictures that you say. He/she can then find them on the device and press the button.

## EA Choice – Ice Cream Shop

Choose one of the following activities to do with your student. The longterm goal of this activity is to encourage your student to use his/her AAC device to spontaneously communicate, while taking turns with the game. You may model how to use the device during your turn, but be sure to speak the words as you are pressing the buttons.

## EA Choice – Ice Cream Shop

**Recipe books-** Use the small photo album recipe books provided to tell a sequencing story about how to make an ice cream sundae or a peanut butter sandwich. Then have your student tell you how to make it using his/her device. Take turns making pretend 'ice cream treats' and snacks, using the tablet to communicate. Model the words: First, then, then, at the end.

**Matching Game-** You can match the vocabulary in the recipe book that you make to the vocabulary on the tablet. You may do this receptively "Find the \_\_\_\_\_ on your tablet", or expressively (point to the picture in the recipe book and say "what is this?").

## EA Choice – Ice Cream Shop

**Guessing Game-** Put one of the toys in a cloth or paper bag. Ask your student "What is it?". The student can reach in, feel the toy and use his/her device to tell you what it is. Alternatively, the student could peek in and tell you what it is. Take turns with this activity to help your student learn how to play. When it is your turn, encourage him/her to ask you the question "what is it?" which will be a button on the vocabulary page.

**Survey-**Have your student go to other students and/or staff and use the AAC device to ask "What is your favorite ice cream?" or "Do you like white bread or brown bread?". Have the student make a mark on the Survey Sheet provided. After each student has been surveyed, you can help your student count up the tally. You can share the results with others.

## EA Choice – Ice Cream Shop

**Peer Play-**Have your student invite a friend from class to play with the materials in the bucket. Choose any of the above activities and act as a facilitator to encourage peer to peer communication while making sure that each student takes turns. Encourage both your student and his peer to use the AAC device to communicate.

**Make a real ice cream cones or sandwiches!** If you have time and some \$ buy a few simple ingredients, such as ice cream, cones, sundae toppings, sandwich fixings. Using the recipe book made on a previous day, make ice cream cones, sundaes or sandwiches. Then have your student go and ask a friend or staff member to join them for a treat, using the tablet.

## EA Choice – Ice Cream Shop

**Get creative!** Feel free to use your imagination, the materials in the iBucket and your student’s AAC device to create other games/communication opportunities.

**Follow your student’s lead**-It is perfectly fine to allow your student to guide the play with the iBucket materials especially if there is an opportunity to encourage spontaneous communication. Just be sure to continue to take turns and model language during this type of play.

## EA Choice – Ice Cream Shop

**Dishwashing Time!** - Allow the student to wash the dishes in real water with real soap (there is a silver bowl provided or you can use the sink in your classroom). Hold the “dirty” dishes away from the student and have him/her request each dish before it is put in the soapy water, using the tablet. Then allow free play with the water.

**Action Word Fun!** We don’t work on action words enough with students who are minimally verbal. There are several ways you can work on action words with this bucket. You can pair the picture of the action with actually doing the action; you can pair the action button with actually doing the action. You can pretend to do the action first, and have the student find the action on a picture or on his/her tablet. (washing, drying, pouring, scooping, pushing, cutting, eating, drinking)

## EA Choice – Ice Cream Shop

**Set the Table**- Practice setting the table using the placemats provided and the toy plates and cutlery. Have one person hold the dishes and cutlery (perhaps in the dish tray), and the other person sets the table. Whoever is setting the table has to use the tablet to say “I need a \_”

**Pretend Play “Ice Cream Shoppe” or “Sandwich Shoppe”**-Using the language provided on the AAC device, take turns being the customer or the shopkeeper. You may use the “menus” for the customer to order from and the order sheets provided for the “shopkeeper” to record what the customer wants.

**Learning about Money**- You can use the cash register to sort coins according to size (big, small), amount, and to count how much money there is. Be sure to label the coins as you play with them (i.e., nickel, dime, quarter, loonie, toonie). Note: You may need to add coins to enhance the sorting activity.