50 + Ways to Use a Single-Message AAC Device to Access the Curriculum

ELA/ Reading Comprehension

- Request more of the book/story/poem be read
- State a repeated line of book/story/poem/play
- Answer question or name a character, setting, or idea
- Identify item/items that belong to a group (“That’s one”; “That goes with ____.”)
- Give a commentary (“That’s funny”, “That’s scary”) about a book/story/poem
- Add a sound effect to a story/poem
- Give a “stage direction” to others in a play
- Give a direction to another, following a step in a task analysis
- State a vocabulary word and define the term

ELA/Listening/Speaking/Viewing

- Answer question about calendar/schedule time
- Recite the Pledge of Allegiance
- Tell others about an event that happened (at home/community/another class)
- Ask question of others about their evening/weekend/special event
- Participate in a survey by asking a question/giving a direction
- Participate in a survey by answering a question
- Participate in an interview by asking a question
- Identify a person to participate in a group project/play a game/determine “Who’s next”
- Recite a Nursery Rhyme
- Recite a Poem

ELA/Writing

- Identify items to go into a story by saying “Yes, that’s what I want”
- Identify item/items that belong to a group (“That’s one”; “That goes with ____.”)
Mathematics/Numbers and Operations

- Tell someone to “count some more”
- Tell someone to “stop counting”
- Answer questions about groups of items ("That one has more."); “That one has less.”)
- Identify the scale for counting
- Identify item/items that belong to a group (“That’s one.”; “That’s an even number.”)
- Identify equivalents (“Two-quarters is equal to one-half)
- Identify mathematics-related vocabulary and define terms
- Tell strategies for solving problems

Mathematics/Measurement

- Identify the correct tool to use to measure items
- Identify the dimension on which order of objects can be based
- Identify item/items that belong to a group (“That’s one”; “That goes with ___.”) 
- State the formula for finding volume, surface area, etc.
- Identify measure-related vocabulary and define terms

Mathematics/Geometry

- Identify a geometric shape when shown 
- Identify item/items that belong to a group (“That’s one”; “That goes with ___.”) 
- State the properties of different shapes/solid figures (i.e., a triangle has three sides; a cube has 12 edges)
- State the points on a grid for others to find 
- State the formula for solving geometry-related problems

Mathematics/Data Analysis and Probability

- Identify the item that is part of a survey (“That’s a ______”) when shown
- Identify the items having the most/least responses (i.e., “That’s the one with the most”, “That’s the one with the least”)
- State the scale others should use to count responses (i.e., “Count by ones”, “Count by 10s”)
- Participate in a probability experiment by telling others to “pick another”
- Identify the color/number of an item in a probability experiment (i.e., “That’s another _____ one.” ) when shown the items
Mathematics/Algebra

- State a pattern
- Identify the item that comes next in a pattern (That’s the one.”)
- State addition/subtraction/multiplication/division rules
- Tell strategies for solving problems (mnemonic devices)
- State formulas for solving problems
- Announce a simple equation for students to solve
- Announce a simple story problem for students to solve

Science

- State science-related vocabulary and define the term
- Name/request item being used in a science task
- Describe common feature between items
- Identify item/items that belong to a group (“That’s one”; “That goes in a ___”)
- Identify a step in a sequence (i.e., life cycle, phases of the moon, water cycle)
- Give reason/outcome
- State a step in an experiment
- Describe a physical attribute of an item

Social Studies

- State historical/social studies-related vocabulary and define the term
- Identify item(s) on a map
- Identify a key individual/item (president, Bill of Rights)
- Identify a step in a sequence (“First, the farmer sells his crop.”)
- Give a reason for an event in history (“America wanted independence from Britain.”)
- Recite a line in a play/music video/skit about subject/time period
- Describe a geographic region
- Identify a project of a state, region, county
- Identify item/items that belong to a group (“That’s one”; “That goes with ____.”)
- Sing a song or chorus from a song of a county being studied

The following devices allow for single messages:

BIGmack /LITTLEmack Communicator (AbleNet)
BIG Talk Communicator (Enabling Devices)
Mini-Com (Enabling Devices)
Chipper (Adaptivation)
Partner One (AMDi)
(Device list adopted from GPAT’s Core Classroom Inventory for Students with Significant Cognitive Disabilities)