

Active with AAC

TRAMPOLINE

Jumping on the trampoline can serve many purposes. For some children, it is calming. For others, it can wake them up and get them participating. There is also a lot of natural communication that can happen while preparing, jumping, and transitioning to/from the trampoline. Read below for some more ideas.

CORE WORDS

Can	1	
Get	You	
Go	Up	
Jump	Down	
Like	On	
Look	Off	
Stop	High	
Turn	Fun	
Want	Don't	

MATERIALS

Trampoline You

Child/Client AAC Device

Model It on the AAC Device



Modeling on your child's device is just "talking" using his/her language! When you say a word with your voice, also say it using your child's device. Look up the words that you are going model using WORD FINDER before you start playing. Start with one word and then add 1-2 words.

Reasons to Communicate	One Word	Two Words	Three (+) Words
Getting Wants/Needs Met	Go	Get on	Get on it
(requesting	Do	Get off	Jump on it
objects/activities/	Help	My turn	Go up high
permission/attention,	On	Help me	Help me up
etc., directing action/to	Off	Up here	Take me off
stop, request help)	Take	Get up	Put me on
	Get	You do	I want more
	Turn	Look me	I do more
Exchange Information	Like	Get on	Can I jump?
(share and show objects,	Go	Get down	Look at me!
confirm/deny, request	Stop	Don't help	I jump high
information, etc.)	Help	Don't jump	That was fun
	Turn	Help me	Let's do more
	On	Want more	Let me do it
	Off	Can I?	It's my turn
	More	Jump high	I don't need help
	Fun	Jump on	I can do it
	High	Take off	Did you like it?
	Can	You jump	I like this!
Social Closeness/Etiquette	1	l like	This is fun!
(greet, take turns,	You	I do	I like this
comment, etc.)	Like	You do	I'm jumping high
	Go	My turn	It's my turn
	Up	Get on	Can I have a turn?
	Down	l stop	I am all done
	High	That fun	I like it
	Fun	It cool	It is cool
	Cool	Like it	Counting (1-10)

Tips to Engage, Expand, and Succeed:

- Jumping on the trampoline can be so much fun for many kids and can be a great way to teach some basic concepts, verbs, adjectives, and more language.
 - o Focus on words like: up/down, on/off, high/low, get, get on, jump, take
- You can also focus on and model what you say before and after jumping on the trampoline.
 - For example: Take off your shoes, Get on the trampoline, Jump high, Keep jumping, Let's get down
- These routines are great for learning new words. It is okay to repeat yourself! Children need
 multiple repetitions to learn new words and concepts. After time and multiple repetitions,
 you can slowly start to change your routine, add new words and concepts, and grow
 language.
- Set limits. Don't let the child jump on the trampoline forever with no end in sight. Make
 jumping a structured task. They can jump a certain number of times, before they have to ask
 for more. Set a timer and make them stop when it goes off. The child must ask for more in
 some way.
 - Check in with how they feel each time they stop jumping. Are they tired? Do they want to stop? Do they want more?

https://www.youtube.com/channel/UCT1pgntWkiA5rKIOvZGXoYA Using a PRC device and don't see a word you want to say? Find a quick video on how to add a word to your device:



will need a single page communication board. These boards are available on our website. Download the boards here Using a low-tech communication board? Or need some choices to help you communicate during this activity? https://aaclanguagelab.com/resources/unity-manual-communication-boards You can add these a three ring binder, OR you can Velcro these The following strips can be used as choice boards or fringe vocabulary for the above activity. If you are using this as fringe vocabulary, you



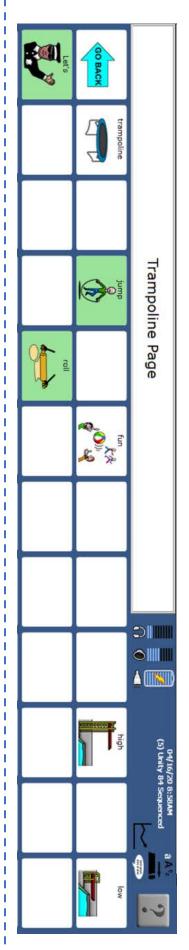
<u>to the top of a single page low-tech core word board.</u>





Attached to a one-page communication board.

You can add this one to the LAMP WFL, Unity 84, Unity 60 low tech board.



You can add this one to the Unity 28, 36 or 45 low tech board.

