

101+ IDEAS FOR USING THE BIG MAC OR OTHER SINGLE MESSAGE SPEECH GENERATING DEVICE (SGD)

1. Use for games such as: Chase with message - "You can't catch me!" or Hide & Seek - "Ready or not, here I come!"
2. For young children, we have used many messages to initiate physical contact with them such as: "bounce me", "tickle me", "rub my back", "brush my hair". Obviously, you need to be conscious of whether they like this type of touch or not.
3. We have been using the Big Mac in our adult day program and residential programs. Many of our adults will run out of the room to use the bathroom, so we have programmed a Big Mac by the door for them to hit before they are leaving. The system can say, "I will be right back", or "I need to use the bathroom", or whatever the staff feels is most appropriate.
4. We also use the Big Mac at meals to request "more" or "finished," etc.
5. You could use the Big Mac and have the book character's name on it, so every time it is mentioned in the story, the child could use the switch instead of the teacher reading it!
6. Use Big Mac to "order" at a restaurant.
7. Tell mom and dad "I love you".
8. Ask for a hug.
9. Say prayers.
10. Call everyone to dinner.
11. Sell items at a lemonade stand.
12. I heard of a young girl who had a Big Mac attached to her horse and it said "giddyup" and the horse did just that!!!
13. "Hi, how about turning on a radio or cassette player?"
14. Give a compliment to a friend - "don't you look hot today!"
15. Sing Happy Birthday.
16. We have a Big Mack in one of the bathroom stalls. The student is left in the stall for a bit and when she is finished, she hits it to say "OH yohooooo, I'm finished". She is finally using it in an appropriate way. At home she has begun to flick the light switch indicating that she is done and needs assistance. This young lady is 20 years old.

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17. We use the Big Mac in our preschool classes for story time. Each preschool unit is based on a piece of 'literature' such as "The Very Busy Spider", "Brown Bear, Brown Bear", etc. During circle time when the story is read, the repetitive line such as "She was too busy spinning her web!" or "What did I see?" is programmed on the Big Mac. This way each child has an opportunity to be an active participant in helping to tell the story.
18. Another idea--again not at all original is to program the parent's (if the child is at home) or the teacher's name on the Big Mac with a request for them to come. For example: "Come here mom!" When the parent or teacher hears that they are being called, they run over and make a huge fuss over the child. Children learn very quickly the power of communicating!
19. I use a lot of single message devices but they are not always a Big Mac. I also use some double message devices. Snack activities: uses 2 single message SGDs: one to make a choice, the other to request "more". Also have the option of saying "more" or "all done". Also could use "delicious" and "yucky" We also use 2 single message SGDs each day for lunch choices and for afternoon break choices.
20. A child can stop an activity or indicate a negative preference. Notice that most ideas use one and two message devices.
21. I use a different single message device but one is placed outside the door and one is inside the door. One side says, "Hi, how are you" and the other says, "Bye, have a nice day".
22. Big Macs are also switches and so they can be used with a portable fan to dry glue or with a battery operated toothbrush.
23. Send a student to another classroom or the office with a message e.g.: "It's time for my medicine", or "Mrs. Crawford needs the three-hole punch" or please sign this get well card for poor Mrs. Bradley", etc.
24. During a story -in group or alone- record some repetitive word or phrase on the Big Mac so the non-verbal child can participate.
25. Record the day or date on it during circle time so child can "answer" the question "what day is it today?" Or record the weather so the child can answer that question.
26. Record child's verbal output - even if it is just a sound. - Ex. One child is beginning to say "B_B_BB_" for his name Bobby - I catch his verbal output and he plays it back when he wants to - He loves to hear himself - and it encourages more verbalizations!!!!!!!!!!!!!!
27. Request your shoe size for bowling.

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28. Greet the bus driver every morning and afternoon.
29. Give a direction in a group activity e.g., "put it in", "pick it up", "take a turn" etc.
30. Indicate when finished, need more materials during work.
31. I like using two Big Macs, one red and one green, to play "Red Light, Green Light". This allows the AAC user to be the "leader" of these common children's game. You don't even need to add PCS symbols, as the colors speak for themselves! (Of course the traffic light symbols/text add that extra literacy piece.)
32. Use the Big Mac for taking a break. Having it programmed to say "I need a break". It can help teach them to tell you when they are tired or getting frustrated.
33. Use a Big Mac for an "exchange" notebook between preschool and the home. For example, send home a message such as "We had apples for snack" so that the child becomes part of the process.
34. I've programmed the "Big Mac" to say, "I want that one," when making choices. For example, I'll have 3 pictures on a Velcro strip, and we'll work on making a story and the child will have to choose whether she wants a dog, a cat, or a bird in her story. I scan the pictures by shining a light or pointing to the pictures, and she chooses what she wants for the story by pushing on the Big Mac that says, "I want that one." We continue this method of selection for the rest of the story. It can be incorporated for many other activities involving choice making as well, and helps in early scanning development.
35. Say "good morning" to everyone in the preschool class. He just loves it!!
36. I have been using the Big Mac when a child wants to request more swinging. We have a hook in our classroom so we can use a variety of swings. My guys have become pretty smart, they figured out that they can use their foot to reach out and push the button and don't have to get off the swing. Boy are they lazy. :)
37. What a good idea to program in a repetitive line from a story-I just used it to have the child tell me to turn the page.
38. To play tag... use with a child in a wheelchair-wheeled her around. When we got up to the person, she pressed it to say, "you're it", then we ran away!
39. To tell jokes...Programmed in a joke and then had the person tell it to a different staff member.
40. Introduce a song title at the Christmas Programme.

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41. Ask another student to dance.
42. I use the Big Mac for just about all of Wetherby & Prizant's Communication Temptations...i.e.: To request "more" when a wind up toys stops; to request "open" after I have eaten an M&M in front of the child and have tightly closed the container without offering any to the child, etc.
43. A kindergartner uses the switch to recite his line in a Thanksgiving play. We wanted him to have a part like all the other children so we practiced and recorded his line with the visual support of a communication display.
44. Idea: Have cognitively young students announce activities as they occur in class. "Everybody line up", "snack time", "storytime", etc.
45. "I'm sorry that person is not available and none of us want to buy any thing you are selling" - message on a Big Mac that you can hit every time you get a telesales call.
46. At Home....Share information about upcoming events, the day's activities or a special experience.
47. Give steps to an activity such as telling a recipe.
48. Program songs, or segments of songs such as "Happy Birthday" or a special holiday song.
49. At Home....Program emergency information for the user to communicate over the phone to emergency services dispatchers.
50. At Home....Call the family pet.
51. At Home....Record short stories, parts of stories or key words/phrases to share at story time.
52. At school...Help conduct a spelling test or give math problems to classmates.
53. At school...Students independently say "Here!" when attendance is taken.
54. At school...Deliver the morning announcements.
55. At school...be the teacher's helper: Direct students in the lunchroom and on the playground.
56. At school...Help to solicit participation in the school fundraising activities.
57. At school...Recite lines in the school play or program.

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58. At school...Give a report in a group presentation.
59. At school...Ask other students for their answers as you collect information for a graphing assignment.
60. At school...Announce basketball players as they run out onto the court.
61. At school...Name a classmate to take a turn.
62. In the Community....Participate in a political campaign "Vote for..."
63. In the Community....Cheer for a favorite player at a sporting event.
64. In the Community....Become the "caller" at a square dance.
65. In the Community....Select and order food at a favorite restaurant.
66. Give clues during a scavenger hunt.
67. At Work....Greet customers at a department or grocery store.
68. At Work....Deliver messages to co-worker.
69. At Work....Inform customers about the in-store specials.
70. At Work....Request more work.
71. Initiate a conversation with friends and family.
72. Program the daily schedule into user's device, when one activity finished, the user can activate a sequential device to find out what to do next.
73. Signal for attention.
74. Give directions to care givers.
75. During opening "circle time" (e.g., the child activates a message to sing his or her part in the greeting song)
76. At transition times (e.g., the child activates a recording of someone singing the cleanup song or of a voice saying, "Time to clean up!")
77. Whenever a request for continuation or turn taking is appropriate (e.g. the child plays a recording that says, "More, please" or "My turn")

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78. Any time the schedule dictates that a specific activity take place (e.g., in the morning the child plays a recording that says, "Take my coat off, please")
79. During any activity that requires a leader to announce movements to be performed by the other children (e.g., "Put your right foot in, put your right foot out," "Simon says clap your hands")
80. Any time an interjection during an activity is appropriate (e.g., "Wowee!" "Cool!")
81. Cheering (or booing) a favorite sports team on television or in person.
82. Conversing on the telephone by activating a single message - a nice way for beginning communicators to keep in touch with friends and relatives.
83. Greeting (e.g., "Hi, how are you today?") or saying farewell (e.g., "Good-bye", "Good to see you," "Let's get together soon")
84. Making single requests in predictable situations (e.g., "I'd like a cheeseburger and small fries, please")
85. Initiating conversations or introducing topic (e.g., "So, how was your weekend?")
86. Making introductions (e.g., "Hi, my name is George; what's yours?")
87. Ask a friend to play.
88. Ask for help.
89. Ask questions (What's your name? What time is it? When can I play with it?)
90. Ask to do it again.
91. Ask to read it again.
92. Ask: "what do you want to eat/drink at snack".
93. Call for an appointment.
94. Call the cat or dog.
95. Cheer or root for a team.
96. Comment on own new haircut, shirt, glasses, etc.

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97. Draw attention (Look what I did).
98. For emergency message by telephone.
99. Give directions such as "stir" in cooking class.
100. Give directives (Show me how to do that).
101. Have a speaking part in a skit.
102. Indicate "I'm Here" during attendance.
103. Indicate that work has been finished (all done).
104. Indicate weather and what to wear out to play.
105. Indicate weather during circle time.
106. Indicate what is next on the daily schedule.
107. Introduce family or friends.
108. Issue invitation to a party, or to go out or for a visit.
109. Make funny noises or sound effects during a story.
110. Make interjections or funny noises in a song.
111. Make or modify a game so that it talks.
112. Order a pizza over the phone.
113. Order at a restaurant.
114. Participate in a game (My turn).
115. Give personal information (name, address, phone number) to be carried with person.
116. Say a Bible verse in Sunday school.
117. Say a repetitive line in a story.
118. Say grace.
119. Say poems and rhymes.

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120. Select a story, video or game.
121. Send a message home.
122. Send a message to school or work.
123. Send message with person when going on an errand (Attendance, lunch report).
124. Share a secret with a friend.
125. Share menu for lunch.
126. Share the outcome of a game.
127. Share a song.
128. Go trick or treating at Halloween.
129. Sing the chorus of a song.
130. Start a conversation (What did you do this weekend? What did you think of the game?).
131. Take a survey.
132. "Talk" on the telephone to grandparents, other family members, or friends.
133. Taking hall pass.
134. Tease others.
135. Tell a riddle.
136. Tell about Show and Tell item.
137. Tell something about themselves (favorite TV show, color, story, activity, etc.).
138. Tell what you did at school or work that day.
139. Use exclamations or interjections (Yeah, uh, oh, You're silly).
140. Wish people "Happy Holidays".
141. Wish someone a Happy Birthday.