**Tobii Dynavox Eye Gaze Lesson Plan**

**Week 1: Requesting**

**Objective:** The learner will make requests in socially appropriate ways. Socially appropriate requests range in complexity from simple pointing or looking to complex sentences. They also vary in purpose (e.g., asking for more, asking for something or someone). Use this lesson plan to work on requesting, based on the ability and need of the learner. Want List button will be located by using the following path: Core Words 🡪 All Word Lists 🡪 Personal 🡪 Wants/Needs

Be sure to model the path needed to locate this page for the learner.

**Activity 1** – List of Requests

* Tell the learner that they are going to learn about some of the words and phrases in their device.
* Based on the user and his/her preferences, caregiver situation, and daily routines, create a list of 5 to10 common requests.
* Read the list with the learner, and then use the Core First Vocabulary Guide to locate those words and phrases in the device. Add any words or phrases that you cannot find.

**Activity 2** – “Want” Chart

* On a large paper or on the computer, label two columns as "Want" or "Don't Want." Or, use any similar labels (e.g., more/no more, stop/don't stop).
* Tell the learner they are going to make a chart showing what they want or do not want. Provide some examples of how you would fill it in, and then tell the learner it is their turn.
* Use any images you chose, and have the learner place them in the appropriate column. Provide assistance as necessary.
* Model production of these requests using the individual's device.

**Modeling**

In every lesson plan, you should always model the targeted skill by using it yourself. It allows the learner to see how you use the skill in daily activities, as well as when and why. Research supports the use of modeling to teach skills naturally. Use your voice and the device to make requests as you interact with the learner. You will say other words with your speech, but it is not necessary to produce these with the device. Focus on modeling requests. Say out loud where you are going in the device to find the words going to find words in the device (e.g., "I'm going to Quick Fires." Or "I picked..."). Model as often as possible throughout the day.

**Skill-Building**

Make almost any activity a skill-building opportunity by reviewing and modeling requesting words, and then helping the learner when necessary during the activity.

**Personal Requests**

– Review the learner’s compensatory strategies for listening, learning, etc.

– Discuss the best way to make personal requests of teachers, peers, and others (e.g.,"Can you speak slower?" "Please write that down," "Say that again," "Please wait a minute while I type.").

**Read or Watch a Video**

–Review requests you hear in a book or video, and model finding those requests in the device.

– Read the book while the learner produces the requesting words.

**Play with Toys**

– Toys could include cars, a farm, dolls, etc.

– Review the relevant comment words and then model finding them in the device.

– Play with the toys while you model making requests. Have the learner ask for help or items when necessary.

**Daily Activities**

– The activities could include eating, cleaning, and cooking.

– Review common requests for these activities and then model finding these requests in the device.

– Do some of the activities while you model making comments. Have the learner practice making requests to direct his/her care.

**Classroom Activities**

– These could include cleaning or physical education.

 – Review the relevant requesting words and then model finding them in the device.

**Fill in Sentences**

– Review some common requesting words and then model finding them in the device.

– Have the individual fill in the correct words to complete the requests (e.g.,"I want..."I need...."Can I have a...?" Will you help me...?").

**Other activities in which to use skills**:

– Make requests during cooking, cleaning, mealtime, classroom activities, etc.

– Make requests for things you see in a magazine or on television.

– Play with a toy house or farm. Request figures or other toys, or request others to do certain actions with the toys.

– Show someone how to do something. Use requesting phrases to tell them what they should do (e.g., "Can you glue this together?" "Please put this in there," "Will you stir it?").

– Practice requesting more information from a speaker. Pretend to be a new reporter or an interviewer and, ask questions to request further detail.