

SWEET AT Toolkit Item and Activity List (draft updated 9/18/09)

Toolkit Item	Description	Developmental Area	Goals/Outcomes	Examples
<i>Page Fluffers</i>	Attached to book page to increase space between pages for turning them.	Communication and early literacy, assistance for fine motor difficulty	Increase access to books by allowing page turning with hand or wand.	Sponges, furniture stoppers, clothes pins, paper clips
<i>Baggie Book</i>	Baggies stapled together to form a binding with separate book pages for protection and easy access	Early literacy, communication, motor	Opportunities for picture labeling using props attached to book pages with Velcro	Frog is Hungry Book with repetitive lines and props of items frog will eat.
<i>Slant Board</i>	Slanted surface such as 3-ring binder covered with Velcro friendly fabric on one side and Rubbermaid Shelf liner on other side.	Early literacy, communication, motor, play	Increase access to books to allow one-handed access. Places book in visual field. Provides slanted and non-slip surface for VOCA or Adapted Toy. Provides support for wrist movement and position.	3-ring binder to use with books with male Velcro on back of books, base of VOCA or toy. Can purchase from Attainment and Adaptation.
<i>Head pointer baseball cap/visor</i>	Allows easier physical access to a child's environment if head control is a strength.	A head pointer is primarily used if fine motor control is severely impaired. Can be used to facilitate all developmental areas: cognitive, language, early literacy, and play.	1. Child will be able to touch and manipulate objects with mouth stick or head pointer when positioned appropriately for independent play. 2. Child will be able to turn pages of a book with mouth stick or head pointer when positioned appropriately. 3. Child will be able to access touch screen or computer keyboard for learning opportunities.	Can easily and inexpensively be fabricated from ball cap, visor, or strapping material, pencil, a small amount of shelf liner, and electrical zip ties.
<i>Adapted Toy</i>	Battery operated toy with switch capacity	Play, motor, communication, early literacy	Increase participation in circle time by activating toy when responding to story's repetitive line sequence	Frog with moving tongue and legs, Enabling Devices

<i>Homemade Switch</i>	Allows easier physical access to switch adapted toys, computers & environmental controls through the use of a single device/switch. Homemade switches require some knowledge of electrical circuitry and soldering.	Switch use is primarily used when there is physical challenges & access difficulty, however switch use is applicable for all areas of development.	1.Child will be able to activate switch-adapted toy for independent play. 2.Improve child’s participation in peer group activity through the activation of VOCA 3.Child will make choices by activating switch.	Fabricated with speaker cable, copper conduction plate/tape, material for switch plate, Velcro, and speaker jack. Optional materials are padding and a covering material.
<i>Battery Interrupter</i>	Adapter which allows switch activation of battery operated toys	Motor, play, communication	Experience cause and effect through hitting switch through battery interrupter to make the toy go.	Attach battery interrupter to battery casing between battery connection and toy. Connect plug to switch or VOCA.
<i>Plug Adapter</i>	Adapter which allows various sized switch plugs to fit and work with a variety of jack sizes	Use with all switch activated toys, devices, environmental controls, and computers when necessary	Allows goals for switch use to be worked on if adapter is necessary	Purchase of plus adapters of various sizes as they are needed from electronics stores or internet
<i>Battery-operated Spinner</i>	A device which rotates like a clock at variable intervals and can be adapted to be activated by a switch	Used for games requiring random responses like “rolling the dice”, recreation choices, random social responses	1.Allow child to play a game with peers using a switch to “roll the dice” (increase peer to peer interactions) 2.Use the spinner by hitting the switch to indicate random greetings	Adapt battery operated spinner for switch activation by hardwiring a jack into the spinner circuitry or use battery interrupter
<i>Communication Book</i>	Digital photos of favorite toys, people, activities and places organized in a photo album	Communication, motor, early literacy	Increase expressive vocabulary through pictures that represent familiar objects and activities	Categorize photos with a list of categories on the front page. Ask the child what section he wants to talk about and talk about selection.

<i>Communication photos of kit items</i>	Digital photos of every item in the toolkit, stored in a photo album	Play, motor, communication, early literacy	Child will indicate choice of toy/game by choosing photo out of two choices	Ask child to pick the next toy/game he wants to play with; build choices as needed.
<i>Eye-gaze board</i>	Allows photos, symbol cards, or small objects to be attached for hands free viewing by child/user. Usually oriented vertically in between child and communication partner, so joint referencing is clear.	Main area of focus is communication, both expressive and receptive; however eye gaze is usually used for children who have severe motor impairments. Applicable to areas of cognitive, social, and early literacy as well.	1. Identify child's understanding of objects, pictures, symbols, gestures and/or spoken words. 2. Improve expressive language skills. 3. Help to establish choice making skill. 4. Improve ability for joint attention during communication.	Can be fabricated from clear plastic, PVC pipe, wood, cardboard, or other suitable materials to hold more than 2 choices during communicative exchange
<i>Low Tech Visual Scene</i>	Photo or graphic of a familiar environment with associated vocabulary props	Communication	1. To increase number of words expressed by locating familiar pictures and pairing them with the activity. (slide/playground scene)	Create a scene for every environment to use in communication of "what did we see?" Activity. File folders, page covers, contact paper, Board Maker symbols or pictures, sticky back foam
<i>Photo Album VOCA</i>	Single message VOCA made from a photo album	Communication	1. To use single words and messages to request favorite activities.	Velcro, photo album, glue stick, sponge, voice over recorder
<i>Step by Step Communicator</i>	Switch activated Voice Output Communication Aide (VOCA), record voice messages for playback when switch is activated	Communication, social and peer interaction, play, activities of daily living, motor	1. Participate in story telling by having repetitive lines of a story recorded and ready to be activated. 2. Enhance anticipatory skill, attention and listening skills. 3. Reinforce language development	Now available in single message playback, a series of messages played back randomly, or messages played back in a sequential series

<i>Mouse House</i>	A home-made adaptation to a computer mouse that allows it to function like a single switch	Using a switch, purchased or hand-made, allows for easier access for those with motor challenges	1.Switch use is can be used to facilitate development in all areas. 3.See goals from Home made switch	This can be fabricated using a small photo album, sponge or foam, Velcro, and simple tools.
<i>Software</i>	Adaptive software is useful to practice motor accuracy with switches, enhances play and social interactions, useful to reinforce learning in all areas of development	All areas of developmental skills: cognitive, communication, motor, visual training, play, social/recreation, academic (math, etc.),	1.To develop the concept of cause & effect 2.Switch training for motor accuracy 3.Recreation/Game programs 4.Pre-academic and academic programs	Computer software is available which is compatible with switch use. Will need to use a computer interface device to adapt for switch control
<i>Switch Interface</i>	Adaptive device which is connected to a computer that allows a switch to control various mouse functions.	Using a switch use to control the mouse function of a computer allows an individual to interface with a wide variety of software programs and the internet. Its use is applicable to facilitate learning in all areas of development.	1.To develop the concept of cause & effect 2.Switch training for motor accuracy 3.Recreation/Game programs Pre-academic and academic programs	Computer switch interfacing device can be purchased from distributors of AT products through catalogue or internet orders
<i>Touch Window/Screen</i>	Touch Windows or Screens for computers allow items on the computer screen to be selected directly by touching the items with fingers or stylus	All areas of developmental skills: cognitive, communication, motor, visual training, play, social/recreation, academic (math, etc.),	1.To develop the concept of cause & effect 2.Switch training for motor accuracy 3.Recreation, games & independent play 4.Pre-academic and academic programs	Touch Windows/ Screens are available as add-on devices to existing computers