

# Repeat That!

## Goal

The role in literacy development of reading predictable stories and stories with repetitive lines is well documented. Participating in this type of reading helps build many skills including attention, memory, interaction, listening and vocabulary. It is important for individuals who are nonverbal and/or who do not have the vocabulary (i.e. English as a second language students) to actively participate in this type of reading activity.

## Materials

- Lex
- Story with repeating and predictable lines (We used *I Went Walking* by Sue Williams)
- Visual cue representing the message for the top of the Lex

## Steps

1. Read through the chosen book. Look for a word, phrase or sentence that reappears throughout the text. This will become the message to be recorded into the Lex. For this activity, the line “What did you see?” was chosen as the message.
2. Recording the Lex:
  - a. Slide the OFF/PLAY/REC switch to the REC position.
  - b. Press and hold the top of the Lex. Speak the message clearly. Release when the message is complete. An immediate playback of the message will play to confirm the recording. For best results, the Lex should be approximately 12 inches from the sound source during recording.
  - c. Slide the OFF/PLAY/REC switch to PLAY.

*Record with intonation and inflection representative of the line in the story and the character who speaks it.*

3. Place a visual cue on the top of the Lex. The Mayer-Johnson Picture Communication Symbol for ‘see’ was chosen to represent the message “What did you see?”. There are many other visual cue possibilities for the message. Here are just a few suggestions:
  - Mayer-Johnson symbol for the word ‘what’
  - Photo copy of a picture from the story
  - ‘Google’ eyes from a craft department
4. Position the Lex so it is easily accessed by the user.

5. Read the story aloud several times so the children are familiar with the story. Then tell them what line of the story they will read aloud. The first few times you read with the user, it may be necessary to signal them when it is time for his or her line. After a few trials, it is hoped that he or she will begin to anticipate the line and activate the device appropriately.

## Activity Variations

1. In the story, *I Went Walking*, other repeating lines could also be used in this activity. In a group setting, different children could be assigned to various lines of the story.
2. In the story, *I Went Walking*, various animals are seen throughout the story. These animal names and/or their sounds could be recorded sequentially as they appear in the story by using either a Sequencer or VoicePal Levels programmed for sequential messaging. This device would then be activated after the line "I saw a \_\_\_\_\_ looking at me."
3. The Chipper can be accessed via a single switch plugged into the jack on the side of the device. This allows access for those unable to directly depress the top of the Chipper. For example, someone who uses a head switch to access technology could use this switch to access the Chipper.
4. Even stories that do not have a repetitive or predictable line can be used in a predictable manner. A message such as "Turn the page" can be programmed into the device and the user instructed to use this message at appropriate times.
5. Here are the names of several other predictable stories:
  - *Brown Bear, Brown Bear*
  - *The Doorbell Rang*
  - *Roll Over*
  - *Old MacDonald Had a Farm*
  - *Love You Forever*
  - *The Ants Go Marching*

## Equipment Variations

1. The Chipper is compatible with Taction Pads. This allows for easy object access for those needing objects as visual cues.
2. The Chipper has a relay function. This allows for a battery-operated toy or appliance to be activated with the message. This is a fun way to reinforce and enhance the use of the device.
3. Most of Adaptation's communication devices can be programmed with a single message and accessed either by direct selection from the keypad or via external switches. Because these other communication devices can also accommodate multiple messages, it makes them useful in group settings. Different students need access to different messages when only one device is available.