

Script Builder

SCRIPT:

Student's Name: _____

Date: _____

Persons Building Script:

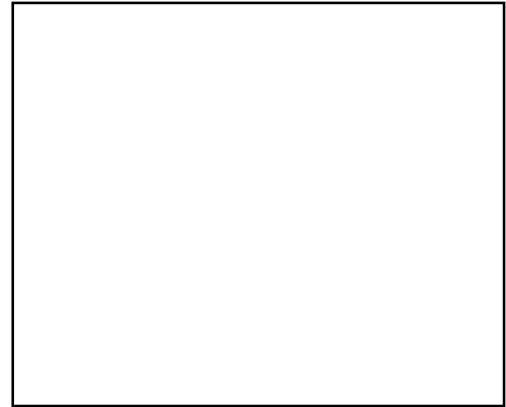
___ student ___ parent

___ teacher ___ peer

___ therapist ___ other (specify)

Type of Script:

___ Action ___ Class/Work Participation ___ Conversation



Script Symbol Here

Communicative Function

Sample Message

**Attention
Getter(s)**

Starter(s)

**Maintainers /
Turn Transfers**

Closer(s)

Does This Script:

___ start with a greeting, "excuse me", or other hook to get the partner's attention?

___ include a range of communicative functions (positive comment, negative comment, teasing, questioning, directing, etc.)?

___ provide for multiple turns (ex.: topic maintainers such as "tell me more" or "wanna hear the rest")?

___ ensure that the user doesn't get "backed into a corner" (unexpected response stops exchange?)

___ Use "real-kid language" appropriate for the student's age and setting?

___ Use "person-matched language" appropriate to the personality of the individual?

Can We Chat? Scaffolding Conversations for Struggling AAC Users

Linda J. Burkhart & Caroline Ramsey Musselwhite

Why Co-Planned Sequenced Social Scripts?

Co-Planned, Sequenced Social scripts can help augmented communicators - even those with limited access skills, can achieve interactions that are:

- frequent
 - motivating
 - self-initiated
 - varied, to maintain interest
 - ongoing, with multiple turns
 - w/ a range of partners, including peers
 - a way to model a range of pragmatics
 - low maintenance (do them "on the fly")

Communication Agendas or Social Purposes described by Janice Light (1988). Samples: Social Closeness

- 1) **Sense of Belonging:** These include scripts about trivia, gossip, and general "hanging out":
 - a) Talking about common interests (sports, collections such as Pokemon)
 - b) Scripts that are similar to those used by same-age peers such as "Who's Cute?"
- 2) **Aspects of Personality:** Aspects of personality to be highlighted include humor, teasing, whining, etc.
 - a) Those that show humor, such as joke scripts or humorous poems
 - b) Those that show exasperation, such as "Can I Come Out Now"
 - c) "Pranks" can also be included in this category, such as "fake vomit" or switch-activated fart machines

3) Change Perceptions:

All of the social scripts fall into this category, as they help communication partners recognize that AAC users can initiate, claim turns, and maintain a topic of joint interest

Information Transfer

- 1) **Conversation Scripts** such as "Guess What Happened!" can present new information, while also including many of the features of the social closeness agendas
- 2) **Content-Area Scripts** can also support information transfer, with the student serving to share information for the teacher. Samples are:
 - a) Spelling Test (remember to introduce with and intersperse with social language)
 - b) Directions (for an art project, science experiment, etc.) should also include features such as: attention-grabbers (Today we're going to . . .) and maintainers (are you ready?)

Sample Uses of Social Scripts

It will be helpful if one person takes on the role of Communication Partner, while another assumes the role of Prompter. The **Partner Role** involves: communicating as naturally as possible; pausing where necessary; NOT giving any prompts. The **Prompter Role** requires: prompting only when absolutely necessary; prompting as unobtrusively as possible (gesturing to the device, flashlight cueing a response), and fading prompting as the routine is learned.

Increasing Cognitive Engagement

For example, JulieAnn has been using Co-Planned Sequenced Scripts with her Step by Step. A long term goal might be to improve her switch skills so that she could use a 6-location dynamic screen overlay including: **Greetings**; **Starters** (pop up including specific and/or generic topic starters); **Positive Comments**; **Negative Comments**; **Topic Maintainers**; and **Closings**. Each of these six categories could include a bank of randomized selections (e.g., Positive Comments = Wow! Cool! Awesome! That's terrific! Super!) or a popup with selections to be scanned.

