



# PRC SENSORY TABLE

Sensory tables can be used in many ways with many objects. Water, rice, beans, sand, Play Doh, water beads, and more are some examples of things you can play with in a sensory table. You can also use the table in many ways, for example to calm down, to engage, and to have new experiences! Have fun playing and talking!

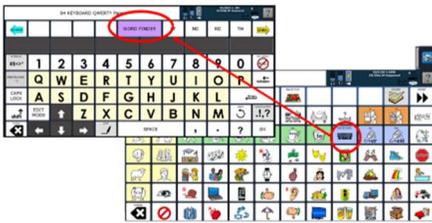
## CORE WORDS

|      |        |
|------|--------|
| Feel | I      |
| Find | You    |
| Help | It     |
| Like | This   |
| Need | That   |
| Put  | Please |
| Want | Cool   |
| What | Good   |
| How  | Bad    |

## MATERIALS

|                                   |                 |
|-----------------------------------|-----------------|
| Sensory Table                     | AAC Learner You |
| Sensory Items (rice, sand, beans) | AAC Device      |

## Model It on the AAC Device



Modeling on your child's device is just "talking" using his/her language! When you say a word with your voice, also say it using your child's device. Look up the words that you are going model using WORD FINDER before you start playing. Start with one word and then add 1-2 words.

# Active with AAC

| Reasons to Communicate  | One Word  | Two Words   | Three (+) Words  |
|---|---|---|--|
| Getting Wants/Needs Met (requesting objects/activities/ permission/attention, etc., directing action/to stop, request help) | Want<br>Help<br>Need<br>Like<br>Don't<br>Look<br>Find<br>More<br>Put          | I want<br>Don't like<br>Put in<br>I put<br>You put<br>Look here<br>Find it<br>Put more<br>Need that                             | I like that<br>I want this one<br>Put it there<br>Put it in<br>Don't put it there<br>Don't want more<br>Put more in<br>Look what I found<br>I find it  |
| Exchange Information (share and show objects, confirm/deny, request information, etc.)                                      | I<br>You<br>Like<br>That<br>Not<br>Stop<br>What<br>How<br>Good<br>Bad<br>Feel | I like<br>Don't like<br>I don't<br>Stop that<br>Feel good<br>You feel<br>How feel<br>Like how<br>Stop it<br>I stop<br>What that | I don't like it<br>I like this<br>Please stop that<br>It feels good<br>How does it feel<br>I like how it feels<br>What is that<br>Put it there<br>What should we do<br>Look I found it<br>I want to stop |
| Social Closeness/Etiquette (greet, take turns, comment, etc.)   | I<br>You<br>Feel<br>Like<br>Don't<br>No<br>Cool<br>Good<br>Bad<br>Really      | I like<br>You like<br>Like it<br>Like more<br>Don't like<br>Really cool<br>Really bad<br>It bad<br>It feel<br>No more           | I like it<br>I like this<br>You like this<br>I would like more<br>I don't like<br>Its really cool<br>It feels bad<br>I really like<br>Feels really good<br>No more please                                |

## Tips to Engage, Expand, and Succeed:

- A sensory table, or sensory bin or bucket or whatever container you have, is a great way to play and talk about many subjects! You can comment, you can focus on feelings, you can engage in pretend play, and much more! Remember to focus on modeling what you are saying to the AAC learner.
- Some individuals make enjoy playing in a sensory table, other may not. And the reason for playing at the sensory table vary (sometimes the goal is to calm or energize or build acceptance/tolerance). Whatever your goal, make sure you model language while doing it:
  - You could focus on commenting: **this feels good (bad, strange, yucky, nice), I like it, I don't, cool**
  - Try focusing on feelings. Some individuals may have difficulty understanding, identifying, or labeling what they are feeling. Take time to model feeling words like: **good, bad, like, don't like, anxious, nervous, afraid, funny**
  - Questions: **how does it feel?, do you like it?, what does it feel like?, what should we do?, what do you think?**
- If you are playing with an emerging communicator, you may focus on words like: **look, what, find, cool, where, dig,** and more!

Using a low-tech communication board? Or need some choices to help you communicate during this activity?

The following strips can be used as choice boards or fringe vocabulary for the above activity. If you are using this as fringe vocabulary, you will need one of our low-tech flip books or a single page communication board. These boards are available on our website. Download the boards here: <https://aclanguelab.com/resources/unity-manual-communication-boards> You can add these a flip book. OR, you can Velcro these to the top of a single page low-tech core word board.



Attached to a one-page communication board.



You can add this one to the LAMP WFL, Unity 84, Unity 60 low tech board.

|   |  |   |  |  |  |  |  |  |  |   |
|---|--|---|--|--|--|--|--|--|--|---|
|  water table |  |  look  |  |  |  |  |  |  |  |   |
|   |  |  beans |  |  |  |  |  |  |  |   |
|   |  |   |  |  |  |  |  |  find |  |   |
|   |  |   |  |  |  |  |  |  |  |  water beads |

You can add me with the Unity 28 low tech board.

|   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
|---|--|---|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--|
|  water table |  |  beans |  |  find |  |  |  dig |  |  rice |  |  |  water beads |  |  |  |  |  really |
|---|--|---|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--|