Other Things to Think About – SGD's

- Single words or full sentences may be recorded on single message and multiple message devices. What you choose to record is dependent on your child's level of understanding and the activity.

- Using single words or brief phrases may facilitate understanding for some children. This may also be the best option if you are sequencing key hits together to create a longer sentence.

- Using full phrases or sentences provides more information to the child and a longer message to listen to which may facilitate attention and participation within the activity. Depending on the activity, it may be important to remember to record the message within the "first person", using words that the child might use themselves if they were speaking. (For example: record "I'm delivering your milk. Enjoy your lunch" rather than "Jessica's delivering your milk today" or record "I want a feather for my box" rather than "Jason wants a feather for his box").

Record your message clearly, with a fun and interesting tone. Remember to articulate the words clearly; listen to the message after recording to make sure that it is clear!

- **Have fun!** You should switch activities as often as needed. If you are using successive toys or activities and the child becomes disinterested with one – just move on to the next one!

- If the child pushes an activity or toy or the SGD away, interpret this action as intentional to mean that they need a break or they don't want that in front of them right now for whatever reason. We can acknowledge this rather than fight it by saying, "You're pushing the toy away, you don't want it there right now". Then remove it for a short time, reintroducing it again after about 10 to 30 seconds. (It might help to speak quietly to the child during this time about what is going on around them, distracting them from the unwanted toy or activity). Then you may be able to reintroduce the toy and continue with the activity, cueing as needed. If the child seems to be getting agitated with the activity, you can reduce the demands of the activity from, for example, two turns from the remaining five turns