

Common Activities to Model Core Vocabulary Words– Handouts

- Music
- Cars
- Snack Time
- Coloring
- Playdoh
- Bubbles
- Marbles
- Balloons
- Blocks / Lego
- Cooking
- Ball
- Dress up
- Videos
- Mealtimes
- Board games
- Wind-up toys
- Reading
- Tasting
- Makeover
- Photography

Music

Equipment

- Music player (CD player / tablet etc)

Vocabulary

Core – play, stop, go, want, I, you, dance, sing, next, more, like, not, turn, up, down, awesome, it, make

Fringe – CD, song,

What to do

Music is incredibly motivating for so many of us and can be personalized to our own individual tastes and moods. With a simple music player, we can elicit language in many ways.

Choose some music you know the PWU AAC enjoys. Load up the music player and listen to some songs. If it feels appropriate you can sing along or even have a dance!

Explore the music available by scrolling through the song choices and getting the PWU AAC to indicate when they have heard a song they like and want to play. Mix it up by popping some songs in there you know they don't like so they can tell you no!

Pause the songs and ask if they want more of the song or want to change songs.

Turn the music down low so that you can barely hear it and encourage the PWU AAC to ask for the volume up.

Sentence Ideas

1WL – play, stop, go, more, like, want, awesome, dance, sing

2WL – play more, want more, I like, I/you dance/sing, play CD, not like, make play, turn up

3 WL – I like it, I want more, I want dance, turn it up, make it play,

Language Functions

Requesting – want, I want, I want more

Directing – play, play song, you play song

Commenting – like, I like, I like it

Rejecting – stop, not like, I not want

Questioning – you like? you want dance?

Interjecting – awesome!

Generalisation

Use these strategies whenever you are listening to music such as when out in the car.

You can apply the same strategies when watching music videos on YouTube or similar sites.

Cars

Equipment

- Cars of numerous colors and sizes

Optional

- Road mat
- Play garage

Vocabulary

Core – I, you, it, go, stop, want, make, big, small, fast, slow, jump, up, down, in, out, that, wow! don't

Fringe – car, (colors),

What to do

Most toy boxes have a small collection of toy cars in them and they are a great resource for teaching language. You need nothing other than a couple of toy cars (even one will do!) and with a bit of imagination you can model most of the above language.

Make the car move around the table. Make it go fast and slow. Make it stop and have to be told to go again! Make it jump off tables or over people. Make the car drive up or down someone's arm. Make the car go in or out of things.

Have a race! Line up your cars (choosing which to put where in the line if you like), place your bets and make them race! Cheer them on as they race!

Sentence Ideas

1WL – go, stop, jump, up, down, in, out, (colours), fast, slow

2WL – make go, it jump, go fast, red car, go up, want go

3WL – make it stop, it go in, make go fast, red car stop, want car go,

Language Functions

Requesting – want, want it, I want it

Directing – go, make go, make it go

Commenting – jump, it jump, it big jump

Rejecting - don't, don't want, I don't want

Interjecting – wow!

Generalization

Extend the activity to include other vehicles you may want to play with

Talk about what cars are doing when out and about –comment if you can see big or small cars

Watch films such a 'Cars' and talk about what the cars are doing

Snack Time

Equipment

- Snack and drink choices

Vocabulary

Core – I, you, want, eat, drink, more, that, like, don't, big, little, all done, yum!

Fringe – (colors),

What to do

Having a quick bite to eat or a drink can provide some great opportunity to model language!

Encourage choice making of snack items by saying 'that' with a finger point to the item. Offer more food or drink encouraging the PWU AAC to indicate if they would like 'more'.

Offer choices of colored plates, bowls or cups when setting up for snack.

Offer food or drink items of differing size and comment on what the PWU AAC has chosen.

After snack has finished encourage the PWU AAC to tidy up theirs and their peer's plates and bowls. They can ask if people are 'All done' or want 'more?'.

Sentence Ideas

1WL- more, that, want, like, all done, big, little, eat, drink, yum!

2WL- want more, want that, like that, want, big, want wat, more drink, you all done?

3WL- I want more, I don't like, I like that, you want more? I want big, I want (color)

Language Functions

Requesting – want, want more, I want more

Commenting – like, like that, I like that

Rejecting – don't like, I don't like

Questioning – more? want more? you want more?

Interjecting – Yum! that yum!

Generalisation

Younger children can recreate snack during pretend play opportunities

Model target sentences at mealtimes

Coloring

Equipment

- Coloring pens or crayons
- Coloring books / plain paper

Vocabulary

Core – I, you, want, that, help, more, again, don't, stop, go, like, make, it, look, wow!

Fringe – (colours)

What to do

Choose a picture from the coloring book you want to color in. Either do a picture together or choose one each.

Sabotage the pencils crayons by keeping them dull. Choose pens with tight fitting tops that the PWU AAC will need help opening.

Make silly shapes with your crayons. Do pencil races and 'race' around the paper making the pencil 'stop' and 'go'.

Talk about where different colours are going to go in the picture.

Sentence Ideas

1WL – want, that, help, go, stop, like, (colors)
2WL – want that, want help, like that, make go, like it, look that, want (colors),
3WL – I like it, I want that, I want help, make it go, want it again, I want (colors)

Language Functions

Requesting – want, want (color), I want (color)
Directing – go, make go, make it go *Commenting* – like, like (color), I like (colour) *Questioning* – like? like (color)? you like color?) *Interjecting* - wow!

Generalisation

Extend the colors vocabulary into other areas when there are choices or different colors you can see.
Use similar target sentences during art and craft activities.
Play with pavement chalks outside and draw patterns on the path.

Playdoh

Equipment

- Playdoh (various colors optional)

Optional

- Rolling pins
- Cutters

Vocabulary

Core – I, you, want, that, more, make, good, play, put, same, different, like, don't, look, mine, in, out, feel, it, my, go, stop, awesome!

Fringe – playdoh, (colors), (animals), (transport)

What to do

Explore the playdoh, roll it, squeeze it and even sniff! Talk about how it 'feels' and if you like it or not.

'open' different tubs of playdoh and take some 'out'. Take a little at a time and ask for 'more' if wanted. Choose different colour tubs to open and put the playdoh in the tubs and take it out.

'make' different things with the playdoh and comment if what you have made looks good. Decide if to make big or little items (i.e. a big snake...)

Take turns to play with the playdoh.

Sentence Ideas

1WL – make, want, more, go, like, put, in, out, good, look, feel

2WL – want more, look that, like feel, want play, like (colour), make (animals/transport)

3WL – want more playdoh, you feel it, you make same, I make different, I don't like,

Language Functions

Requesting – want, want that, I want that

Directing – make, make (animal/transport) you make (animal/transport)

Rejecting – stop, want stop, I want stop

Interjecting – awesome!

Generalisation

Think about using target sentences in other construction activities

Make cookies and use the same language as you manipulate the cookie dough

Bubbles

Equipment

- Bubbles
- Optional*
- Bubble machine

Vocabulary

Core – I, you, want, more, help, open, big, little, go, get, it, again, my, turn, pop! blow

Fringe – Bubbles,

What to do

Blow bubbles encouraging the PWU AAC to get the bubbles and pop them.

Take turns of who gets to blow the bubbles and who pops them.

Blow big or little bubbles, comment on what you have blown and request different size bubbles.

Use 'Ready, Steady.... go!' as a cue to blow bubbles.

Sentence Ideas

- 1WL – go, more, want, pop! again!
 2WL – want more, get it! I pop! My turn, you get, blow big, little bubble
 3WL – I want more, want big bubble, my turn blow, you pop bubble, my turn again

Language Functions

- Requesting* – want, I want, I want more
Directing – again! blow again! you blow again!
Commenting – big, big bubble, it big bubble
Questioning – go? Bubble go? big bubble go?
Interjecting – pop!

Generalization

- Blow bubbles in your drinks when using a straw
 Blow bubbles in the bath using either the bath foam or blowing in to the water

Marbles

Equipment

- Marbles
- Marble tracks

Vocabulary

Core – I, you, make, go, stop, like, that, it, fast, slow, get, more, down, up, look, wow! help, put, on, play

Fringe – (colors), marble

What to do

Set up the marble track together. Decide where to put each piece and turn parts around to create the track. Talk about how the marbles will move around the track and where they will go up, down, in or out of parts of the track. If it's tricky to put together ask for help with the track. Model language at all times whilst doing this.

Choose which marbles to put on the track, choose them by color or size. Choose whether you have one or get more to run lots of marbles at once.

Talk about where the marbles go around the track. Do they go up? Down? In a tunnel?

See if you can make the marbles go fast or slow around the track.

Sentence Ideas

1WL – go, stop, help, more, look, up, down, (colours), wow! on, in

2WL – make go, want more, put on, go fast, like it, look that, make stop, help put, play more

3WL – make it go, want go fast, want more marble, put more on, marble go down,

Language Functions

Requesting – help, want help, I want help

Directing – go! Make go, you make go

Commenting – fast! Go fast! It go fast!

Rejecting – stop, stop play, want stop play

Interjecting – wow!

Labelling – marble, (colors), fast, slow

Generalization

Extend the words that refer to movement into other activities, move fast and slow, up and down, in and out when engaging in other activities such as physical activity, playing with sand, water or similar. Look at videos of rollercoasters and talk about where the roller coaster is going and how it is moving.

Balloons

Equipment

- Mixed balloons
- Optional*
- Balloon pump

Vocabulary

Core – I, you, want, go, more, again, stop, make, blow, big, little, like, look, play, down, up, get, awesome!

Fringe – balloon, (colors)

What to do

Have some fun blowing up balloons and letting them go in a variety of funny ways including: -

- Letting the air out slowly to make a whistling noise
- Letting the air escape fast so the balloon flies around the room
- Making the balloon fly up to the ceiling or down to the ground by pointing it in that direction then letting the air come out
- Blowing big balloons which will fly around for longer
- Blowing small balloons which will stay close
- Seeing where the balloons land and getting them
- Decide if the balloon needs more air to make it big.

Inflate balloons and choose to tap them to keep them up in the air or let them float down to the ground.

Choose colors of balloon to blow up.

Sentence Ideas

1WL – blow, more, go, stop, big, little, again, play, want

2WL – want more, you blow, make big, make go, go up, go down, play again, get balloon

3WL – blow up more, make it go, blow big balloon, want (colour) balloon

Language Functions

Requesting – more, more balloon, want more balloon

Directing – blow, you blow, you blow it

Commenting – big, it big, look it big

Rejecting – stop, stop play, want stop play

Interjecting - awesome!

Generalization

Use the escaping air from the balloons to move toy cars, spin windmills or blow glitter across paper. Talk about how you will do this using the balloons.

Make balloon animals and choose colors and sizes of balloons.

Blocks / Lego

Equipment

- Blocks, Lego or similar

Vocabulary

Core – I, you, want, more, big, little, put, on, off, make, go, stop, play, that, get, it, my, build, fall, like, wow!

Fringe – block/Lego, (colors)

What to do

Use your blocks/Lego to create different buildings, towers and vehicles. Put blocks on your building and ask for more blocks, choosing the colors if you want. Build big and little buildings, make the vehicles go and stop once you have built them.

Who can build the biggest tower? Put more blocks on your tower – be careful it doesn't fall!

Remember to keep modeling your own language as you play with the blocks. This provides a great example of correct word use in the right context.

Sentence Ideas

1WL – more, put, block/Lego, on, fall, build, big, little, (colors), make

2WL – want more, put on, make that, make big, want that, like that, want build

3WL – want more blocks/Lego, I build it, you make it, build it big,

Language Functions

Requesting – more, want more, want more Lego

Directing – build, build it, you build it

Commenting – like, like that, I like that

Rejecting – stop, stop build, want stop build

Interjecting – wow!

Generalization

Use the same target phrases when playing with other constructions activities such as soft play blocks, Jenga or Minecraft.

Cooking/Baking

Equipment

- Ingredients
- Recipe
- Cooking utensils

Vocabulary

Core – I, you, do, again, eat, drink, fast, slow, get, help, in, it, make, more, my, open, close, put, read, stop, take, want, stir, pour, wash, hot, cold, turn, don't, good, look

Fringe – (foods), (utensils),

What to do

Follow the recipe as it is written, sharing the tasks with the PWU AAC. Model target language and encourage the PWU AAC to tell you what they are doing. Negotiate who will do what in the recipe.

Encourage help with actions such as stirring, pouring, washing and reading the recipe.

Talk about what you are going to make and how you will do it.

If the PWU AAC has some literacy skills (either written words or symbols) encourage them to read the recipe and tell you what to do.

Sentence Ideas

1WL – stir, pour, want, help, like, eat, drink, open, close, more, (food items)

2WL – want stir, pour in, put in, turn on, my turn, wash it, make that, stir fast,

3WL – I want stir, you pour it, put that in, turn it on, I make that, stir it fast, it look good

Language Functions

Requesting – help, want help, I want help

Directing – stir, stir it, you stir it

Commenting – like, like stir, I like stir

Rejecting – don't want, don't want that

Interjecting – yum!

Labelling – (food items), (utensils)

Generalization

Younger children can extend the cooking experience into pretend play situations.

Apps where you can pretend to bake cakes, make pizzas or create ice cream sundaes can be great for practicing the language you have modelled.

Watch cookery shows such as Bake Off, MasterChef and Great British Menu and talk about them.

Ball

Equipment

- Ball (one or several of any size is fine)

Vocabulary

Core – I, want, all done, come, fast, slow, get, go, you, like, look, again, out, in, play, catch, throw, big, little

Fringe – ball,

What to do

Roll the ball to each other and use Ready Set... Go! as a cue before you roll it.

In a group throw to ball to different people and encourage the PWU AAC to choose who they will throw to by pointing and saying 'you'.

If the ball rolls away ask for 'help' to find it and look for the ball by looking 'in' and 'on' things. Shout for the ball to 'come' back. Ask someone to 'get it' for you.

Do big and little throws or rolls to each other, big or little bounces or choose the big or little ball.

Sentence Ideas

1WL – want, ball, come, get, big, little, catch, throw, play, all done, go

2WL – want ball, you throw, I catch, big throw, get it, get big

3WL – get big ball, you get it, I throw ball, I want play, you catch it,

Language Functions

Requesting – ball, want ball, I want ball

Directing – throw, throw it, you throw it

Commenting – big, big ball, it big ball

Rejecting – all done, play all done,

Questioning – catch? You catch? You catch it?

Generalization

These sentences can be extended into any sporting activity which uses balls.

Comment on sports games such as rugby, shouting at the players to throw or catch.

Getting Dressed / Dressing Up

Equipment

- Choice of clothing and accessories

Vocabulary

Core – I, you, want, bad, good, big, little, don't, get, good, help, on, off, look, like, my, open, close, put, take, turn, what, wear, me, feel

Fringe- (clothing/accessories), (colors)

What to do

You can work on some great vocabulary whether getting dressed in the morning, trying on outfits or playing dressing up.

Use colors or 'that' with a finger point to choose clothing items. Put them on and take them off. Open and close the wardrobe, dressing up box or changing room curtain.

Talk about the outfit combinations you create. Do they look good or bad? Do you like them?

If the you or the PWU AAC have trouble with an item of clothing ask for 'help'. Or if you want another size to try on as a sales assistant to help.

Sentence Ideas

1WL – wear, want, on, off, help, that, good, bad, big, little, like,

2WL – wear it, want that, put on, take off, open it, close that, help me, look good, feel good

3WL – you wear it, I want that, I put on, take it off, you help me, it look good

Language Functions

Requesting – want, want wear, want wear that

Directing – on, put on, put it on

Commenting – good, look good, you look good

Rejecting – don't, don't want, don't want it

Questioning – like? Like it? You like it?

Generalization

Play dress up with dolls or action men.

Look at apps where you can dress characters for different events.

Talk about clothes you like in catalogs and magazines.

Use similar target sentences when putting coats/shoes on / taking them off throughout the day.

Videos

Equipment

- TV/Device with a DVD player or access to a video streaming service

Vocabulary

Core – I, you, want, that, all done, again, good, help, like, look, me, off, on, up, down, open, close, play, stop, take, in, out, put, turn, it, watch, ha ha ha! Wow! Awesome!

Fringe – (DVD/program titles),

What to do

If using DVDs encourage choice making by pointing to the desired DVD and saying 'that'. Open or close the DVD player and put discs in and take them out. Turn the DVD player on or off.

If using video streaming look for possible options and encourage choice making by either using fringe vocabulary to name a show/item or looking at screen shots and pointing to desired choices.

Play videos and stop them mid-way through to check the person wants more. If they enjoy a video they may want to watch it 'again'.

Turn the volume up and down and encourage the PWU AAC to indicate if they are unhappy with choices you make.

Encourage the PWU AAC to 'look' and comment on what you can see in the video.

Sentence Ideas

1WL – play, stop, more, again, like, that, want, up, down,

2WL – play it, want that, want more, play again, turn up, turn off, put on, look that

3WL – you play it, I want that, I want more, play it again, turn it up, turn it off, put it on

Language Functions

Requesting – again, play again, want play again

Directing – play, play it, you play it

Commenting - like, like it, I like it

Questioning – like? You like? You like it?

Interjecting – ha ha ha! Wow! Awesome!

Generalization

Model similar language when relaxing at the end of the day and watching television. Similar language can be modeled when playing CD's or listening to music.

Mealtimes

Equipment

- Just a normal meal time!

Vocabulary

Core – all done, big, little, do, don't, eat, drink, get, good, help, I, in, it, like, me, mine, off, on, open, close, put, that, want, yum! Yuck! give
Fringe – (food items), (drinks), (utensils), food

What to do

Mealtimes are the perfect opportunity to model some great language (before we even get on to talking about our days!).

Set the table for tea, 'put' mats and utensils 'on' the table and decide where to 'put' what.

Model language as you 'eat' and 'drink'. Ask if people want 'more' or if they are 'all done'. Ask people to 'give' you things across the table. Encourage the PWU AAC to ask for 'help' if they need food cutting or items passing to them.

If having a picnic, 'open' the boxes or bags of foods.

Comment on the food you are eating. Is it good or bad?

Sentence Ideas

1WL – eat, drink, more, all done, help, open, like, yum! Yuck! (food items),

2WL – Want more, more drink, help me, give me, get it, open that, like it

3WL – I want more, want more drink, give me that, put it on, I like that, I don't like,

Language Functions

Requesting – eat, want eat, I want eat

Directing – help, you help, you help me

Commenting – like, like it, I like it

Rejecting – all done, don't want, don't want it

Questioning – more? want more? You want more?

Generalization

Any time you are having a bite to eat or drink is a great time to model language!

If appropriate you can model the above language in pretend play activities.

Board Games

Equipment

- Board games (any will do!)

Vocabulary

Core – turn, go, roll, again, like, my, you, I, want, that, play, roll, have, give, me, it, out, next, don't
Fringe – dice, (colors),

What to do

Board games are a great opportunity for some fun in a social setting. There are so many different games out there that you should be able to find something to interest everybody!

Model language as you 'take' a 'turn' to 'roll' the 'dice', tell people when it's their turn to 'go' or get someone 'out' by landing on their square.

You can play games which use colors (such as twister) and encourage the PWU AAC to be the person responsible for the spinner, telling people what they should do. Encourage the PWU AAC to choose which colored piece they want to be. Play Monopoly and instead of naming the properties label them by color.

Sentence Ideas

1WL – roll, again, turn, you, me, (colours)
 2WL – my roll, you go, roll again, my turn, want that, have go, me next
 3WL – you get it, it my turn, you go next, give me dice

Language Functions

Requesting – want, want that, I want it
Directing – roll, you roll, you roll it
Rejecting – stop, stop play, want stop play
Questioning – my turn? It my turn?

Generalization

Any game where you take turns, roll a dice (or spinner) or choose an item are great to model the above language.

Wind-up Toys

Equipment

- A selection of wind-up toys (anything will be great!)

Vocabulary

Core – I, want, turn, it, make, go, you, big, little, fast, slow, help, look, stop, get, come, that, again, me, ha ha ha! wow!

Fringe – names of toys (i.e. animals/transport)

What to do

Wind-up toys are a great activity and some fantastic language can be modeled during this simple game.

As you wind up the toys check with the PWU AAC if you should wind it 'more' or let the toy 'go'.

Line up the toys and have a race! Choose who you think will win and cheer them on as the race starts.

Make the toys go 'in' tunnels or 'on' different surfaces as they are let go.

Do the toys move 'fast' or 'slow' when you let them go?

Sentence Ideas

1WL – turn, go, fast, slow, help, look, want, again, stop

2WL – turn it, make go, go fast, want turn, look fast! Want that, get it,

3WL – you turn it, make it go, it go fast! It go in, I want it, help me turn,

Language Functions

Requesting – go, want go, want it go

Directing – go, make go, make it go

Commenting – fast! Go fast! It go fast!

Rejecting – stop, want stop, want it stop

Interjecting – ha ha ha! wow!

Generalization

Switch access toys are also a great resource to model similar language as they can be set to run for a certain amount of time before needing to be reactivated.

Reading

Equipment

- Books (either a selection or one book)

Vocabulary

Core – I, you, want, read, turn, that, like, look, help, me, open, close, it, listen, what, again, more, stop

Fringe – story, book

What to do

Sharing a story is a great opportunity to model language, talk about events and build vocabulary. Even PWU AAC who can read may need assistance when reading to turn pages, open books (whether paperbacks or e-books) or close them down when finished.

The act of reading a book can encourage language too. We 'open' and 'close' books, 'turn' the pages and 'look' at the pictures inside. We ask 'what' we can see and talk about 'what' is happening.

If sharing a story, pause before turning the page, to encourage the PWU AAC to indicate that you need to continue with the story. Don't immediately open a selected book, rather wait to see if the PWU AAC will direct you to do so.

It is highly likely that when exploring a story, you will likely model some fringe vocabulary relative to the topic of the story. Try to model fringe words which can be used across contexts (i.e. animals vs character names etc).

Sentence Ideas

1WL – read, want, more, again, turn, open, close, story, look,

2WL – read it, want more, turn it, open book, read again, more story, look that, what that?

3WL – You read it, I want more, you turn it, read story again, want read again

Language Functions

Requesting – again, read again, want read again

Directing – turn, turn it, you turn it

Rejecting – stop, stop story, want stop story

Questioning – what? What that?

Labelling – (fringe vocabulary),

Generalization

Magazines can just as easily be shared as books can be.

Explore photo albums in a similar manner and talk about the images.

Tasting

Equipment

- Small amounts of food/drink to taste

Vocabulary

Core – I, you, eat, drink, want, that, it, like, don't, yum! Yuck! more, what, help, me, taste,
Fringe – (food/drink items),

What to do

For people who no longer enjoy an oral diet, having small tastes of foods can be important to maintain quality of life. Similarly, for those who still enjoy eating and drinking, tasting new and unusual flavors can still be an exciting sensory experience.

You can either gather a small selection of tastes (for example components of a meal) or a food item which naturally includes mixed flavors (i.e. a bag of skittles / jelly babies / chocolates etc.).

Taste around the world! Gather some different foods from different parts of the world and taste them.

Comment on the tastes as you try them. Model language as ask for 'more' of the things that you 'like' and clearly reject the tastes you 'don't like', encouraging the PWU AAC to do the same.

Sentence Ideas

1WL – more, like, don't, want, that, eat, drink
2WL - want more, like that, don't like, eat it, eat more, don't want,
3WL – I want more, I eat that, I like it, don't like that, want eat more, want that drink

Language Functions

Requesting – eat, want eat, I want eat
Directing – eat, you eat, you eat it
Commenting – like, like it, I like it
Rejecting – don't like, don't like it
Interjecting – yum! Yuck!

Generalization

Any time you have something to eat and drink you can comment on the flavors. Try the same activity with smells (there are some great smell bingo games out there!)

Make Over

Equipment

- Make up items
- Nail polish
- Hair products

Vocabulary

Core – I, want, you, that, put, take, on, off, like, look, me, more, help, brush, paint, up, down, on, off, don't, my, wow!

Fringe – (colors), nail varnish, (make up items), (body parts)

What to do

We all love a make-over and a bit of pampering (boys or girls!). We can try new looks, be creative and check ourselves out in the mirror.

Try different hair styles and 'brush' your hair into different styles. Try hair 'up' or 'down'. Put make up 'on' or take it 'off'. 'Paint' nails and choose different colors. Try different perfumes/aftershaves and choose one to 'put' 'on'.

Model language frequently throughout the activity and encourage the PWU AAC to direct you and choose what they have done.

Sentence Ideas

1WL – like, that, want, (colours), (body parts), more, off, on,

2WL – put on, want that, eye blue, lip red, take off, don't like, more on

3WL – put that on, blue on eyes, red on lips, take it off, don't like it, put hair up, brush my hair

Language Functions

Requesting – more, want more, want more on

Directing – paint, paint nails, paint nails pink

Commenting – like, like it, I like it

Rejecting – don't like, don't like it

Questioning – blue? Blue lips? Want blue lips?

Interjecting – wow!

Generalization

If appropriate give pretend make overs to favorite dolls etc. Many 'make-up' apps are available to practice doing make up or nail art.

Encourage PWU AAC to comment on their friend's style and looks.

Talk about images in magazines.