Generic Ideas

Commenting
- Selection of feelings / opinions available to comment on activities / during the good-morning session
- Say what the weather is like during the good-morning session
- Generic overlay e.g. 'I' + 'finish' to indicate they have finished their work, 'I' + 'want' + 'help' to indicate that they need help.

Greeting
- 'Good-morning' and peers photos on switch

Requesting
- Pages set up (similar to a Communication Book – core vocabulary to the left, choices to the right) – create 'I' + 'want' + 'choice' e.g. when playing Pop-Up Pirate, snack time, choose time etc.

Giving Instructions
- Actions recorded for Simon Says

Telling a Joke
- Telling a joke e.g. sequencing a 'knock knock' joke
- Playing funny sound effects

Retelling Events
- Creating a short sentence to give a message to different classes
- Creating a short sentence to take home e.g. to say what has been done during the day.

What is a Supertalker?

A Supertalker is a device with eight buttons. There are also eight different levels which can be recorded on and corresponding overlays can be created to match.

A Supertalker also has eight switch sockets and two toy/appliance sockets.

Supertalker

Social Activities

Dinner Times
- Choose what to have for dinner and comment e.g. 'yummy' / 'yukky'

Shopping
- Ordering food in a café e.g. 'I' + 'want' + 'burger'
- Shopping list

Games
- Colours / body parts recorded for Twister instructions
- Choosing who goes next (photos / names on switch)

Participate in Concert
- To say something in a concert or play

Curriculum Ideas

English
- A student can retell / sequence events e.g. familiar story
- A student can join in with storytelling e.g. using repetitive phrases
- To describe pictures / a character using concepts e.g. 'big', 'small', 'colours' etc.

Maths
- Simple number games (number overlay placed on switch) e.g. adding up, what comes next…
- Give instructions using numbers e.g. '2' + 'skittles'
- Comments on game e.g. '3' + 'spaces' when playing a board game

Music
- Play short extracts of music
- Comment on music played e.g. 'I' + 'like'
- Choose e.g. musical instrument e.g. 'I' + 'want' + 'drum'
- Give instructions e.g. 'play' + 'faster'

Social Activities

- Generic overly to gain someone's attention, indicate 'my turn!', agree/disagree with someone, indicate 'more'/'finish' etc.

Programming a Supertalker:

To record onto the device:
1. Select the appropriate grid size (a switch located on the back of the device that can be moved to indicate 1, 2, 4 or 8 buttons).
2. Choose the level you want to record onto by moving the dial on the control panel.
3. To record, switch the power on (located at the back of the device). A red/yellow light will flash. Press and hold the record button until the red light appears and then release. Press and hold the required cell whilst speaking to record the message. A red light should flash. Release the cell once your message has been recorded.
4. Repeat for each cell.
5. Once you have finished recording for each cell press the record button again.

Holding down the record button until the red light goes out will erase ALL recordings.

Who can help?

- **Speech and Language Therapist** can support with suitability / consideration of other devices if necessary
- **Occupational Therapist** can support with accessibility and positioning of the switch

Why Use a Supertalker?

- Simple to programme and easy to use
- Versatile and can be pre-programmed
- Non-verbal students can be included in all activities
- Promotes independence
- Begin to create simple sentence structures
- Can use same format as Communication Books

Supertalker

Who can use a Supertalker?

- It will depend upon how many cells the Supertalker has been set up for. All students can access a single cell with support.

More than two cells
- Student must be able to discriminate between the objects/photos/symbols
- The student needs to have an understanding of what is on the switch
- The student needs to be able to activate the switch (isolate each button) effectively

Additional Users
- Students who may be verbal but are too shy to communicate in a group situation
- Students who may be verbal but are too shy to communicate with an unfamiliar adult
- Adults working with the switch should model it's use e.g. when requesting / commenting, adult also uses the switch to communicate

Supertalker Golden Rules

- Labelling: Always use an overlay with objects / photos or symbols or tactile cues to support the student to understand what they are communicating.
- Accessibility: Ensure that the switch is accessible to the student using it. Think about which hand / body part they will use to activate it and where it should be positioned.
- Consistency: Switches should be used consistently throughout the day, Students relying on these as a form of communication, should have access to them regularly throughout the week. Responses to the student pressing the switch should be consistent as with other forms of communication.
- Generalisation: Students should be given opportunities to use the switches throughout the day to generalise skills e.g. requesting could be used throughout the day to request a snack, equipment, a choose activity etc. This should support the student to generalise the meaning of what has been recorded onto the switch and how to use it.
- Model: Model using the switch with the child e.g. you may model the sentence and then play with the toy, then the child can have a turn.
- ***HAVE FUN!***