1. Teach the System Receptively (Input)
When you are teaching a student how to use the partner assisted scanning board, you will need to model the process with him/her. Input comes before output. Receptively the student learns the organization of the messages from your model prior to their use of it expressively. The student will need to learn what options he/she has and what he/she can say with the pragmatic categories provided. Use the strategy of Aided Language Stimulation to teach the use of the Scanning Board/book to communicate TO the student. What do you want to say to him/her?

The adults use the Quick Talk Book to communicate to the student: To model for the student you begin by saying:

“I have something to say.” While raising your hand and waving it. (This teaches the student that he/she can initiate communication.)

The example below describes what an adult would say if they were thirsty and going to drink.

Point to the pictures and with expressions and gestures model the self-talk you would use to communicate that you want something.

“Is it a fast word?....No”
“Is something wrong?....No”
“Do I want something?....Yes, I want something!”

After you have communicated you want something, continue to read the list in that category, the I want something list.

“Do I want to eat?......no”
“Do I want a drink?......Yes, I want a drink”
Complete this by taking a drink and modeling your communication to completion.

One of the most common errors people make is that they expect the student to use the system without consistent modeling. Remember, it may take months of consistent modeling before a student begins to express him or herself using this method.

2. Teach the Student to Use the System Expressively (Output)
Knowing your student, begin to read the student’s nonverbal behaviors and prompt the student through this system to communicate their own messages. What do we “think” they want to tell us?
Start with Fast Words and moving from left to right, say the title of each category until you get to the desired category with the target message. At each question, prompt as needed to have the student express Yes or No. Remember, if no action is taken by the student (no smiling, no reaching, no eye gaze) this is interpreted as a No response by the student. Model the student’s yes/no response by head nodding, sign, and pointing to the yes/no symbol.

“Is it a fast word?”
“No, not a fast word”
“Is something wrong?”
“No, nothing is wrong”
“Do you want something?”
“Yes, you want something”
“Let’s see, what do you want?”
“Do you want to eat?”
“No, you do not want to eat.”
“Do you want a drink?”
“Yes, you want a drink.” Here is your drink”