

Just START!

Response Planning Guide - EXAMPLE

S: Statements T: Time A: Aided Language Stimulation R: Respond T: Try it!	Respond <ul style="list-style-type: none"> Respond quickly and consistently to communication attempts including gestalts/scripts. This may require some investigating to determine the meaning of some communication attempts. Consider responding while using the AAC or visual supports.
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When tiny babies smile or blow raspberries, and we will often respond back with a facial expression, vocalization, or words. By doing this, we let them know that with their communication they have an impact on what happens around them. Kids and babies gain a sense of importance and motivation to continue communicative attempts. This acknowledgment also helps teach and model the back and forth nature of communication.

Try to respond quickly and consistently to ALL communication attempts, including gestures, gestalts, scripts, AAC, behaviors, etc. When responding, you can reply with spoken words, AAC/visual supports, gestures, facial expressions, or most likely with a combination. The planning guide and notes below can help you plan responses.

- Respond naturally by answering the question or replying on topic.
- Repeat the message back to the child to acknowledge that you heard it. For our analytic language learners, you might even expand or recast the message (see Aided Language Planning Guide).
- When the message is unclear, so you may respond with a smile or nod.
- During early communicative attempts, label the communication attempt and acknowledge the communication while adding meaning/interpretation/context.
 - e.g., "you are frowning; you don't like it" or "Oh, 'under the sea'; you want to watch the Little Mermaid"

Communicative Attempt (gesture, word, gestalt, script, AAC, facial, behavior, etc)	Context Describe activity, environment, or anything else related to this interaction	Interpretation What do you think it means?	Response How to respond?
reach up	sitting on floor, upset	wants picked up	use AAC to indicate "I want up" then pick up
"I just can't wait to be king." -verbal singing	in carseat driving	(?) wants Lion King movie, saw the zoo, wants music	repeat back verbally and begin investigative work to determine meaning; attach meaning and check response
"go" on AAC	playing toys; content/happy	(?) toy can go, go away, want to go	recast "car go" on AAC and verbally; if upset, try modeling another possible meaning