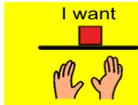


# This week's PODD communication focus...



## Making Requests: "I want ..."

One of the essential parts of modelling is to model from the perspective of the AAC user. **For children, we need to model 'kid talk'** (Porter, 2007). Rather than using language to direct children through their routines and activities like we may be accustomed to doing ('It's time to..'), we can model the 'I want' branch starter in PODD.

**'I want' allows you to talk about activities like eating, resting, playing with toys, playing outside, music, computer, TV, and whatever other activities you choose to add to this section of PODD.**

If you've been using the 'Something's wrong' branch starter, a natural way to build on that is to model 'I want' as a way of suggesting a solution to whatever is wrong. For example,

- ◆ *Something's wrong - tired, could follow on with (back to page 1/main page) 'I want - rest'*
- ◆ *Something 's wrong - hungry, might lead to (back to page 1/main page) 'I want - something to eat or drink - food'*
- ◆ *When 'something's wrong - sad' you might suggest, (back to page 1/main page) 'I want - cuddle'*

Keep in mind that **'I want'** is quite different to the **'do something'** branch starter. 'I want' is used to talk about *'activities' and routines* whilst 'do something' will allow you to use *specific actions or movement words (verbs)* to talk about what someone is doing, eg. like, give, think, crawl, jump.

- ◆ This week, look for opportunities in your child's day where you could rephrase your language and model 'I want'.  
*Maybe when you read your child a book, you tend to say 'It's time for a bedtime story' or 'do you want me to read you a book?' - Try turning this into a model of a request that your child can learn to make, 'I want - book, story - book'.*  
*Maybe you ask your child 'What would you like to eat?' - Try modelling something that you would like to eat instead, 'I want - something to eat or drink - food - cheese'.*
- ◆ Another way to model 'I want' is to observe your child's informal communication modes and make suggestions about what they might be wanting to say. For example,
  - I think you're thirsty, maybe you're saying **'I want - something to eat or drink - drink'**
  - Oh you're staring over at the toys, I think you're saying **'I want - play - toys'**

*In these examples, you are not telling your child that is what they need to say, you are merely suggesting something they could say if they wanted to. It is an opportunity to model the language they might need in that situation - no pressure is then placed on the child to use that language and it would be completely pragmatically appropriate for them to accept or reject your suggestion with a 'yes' or 'no'.*