Robbie Raccoon Gets a Talker



A Story About Finding Your Voice

(Inspired by Dana Nieder's "Curious George Gets a Talker")

Adaptation and Illustration supported by AI

tvcc ACS

Suggestions for words that can be modeled on your child's talker have been written in **bold.**



This is Robbie.

Robbie is a smart raccoon.

He has many thoughts, questions, and ideas.

Robbie does not always talk out loud.

Sometimes, people **do not** understand what Robbie wants to say.

Robbie wishes he had a way to share his thoughts.

Robbie feels **good** when his friends understand him.

But sometimes Robbie feels frustrated.

Sometimes he feels **bad**.

He has so many things he wants to tell his friends.



One cold day, Robbie went for a **walk** in the park.

The wind blew across the river.

Robbie thought, **“I have something to say.”**

His friend guessed: “Hungry? Tired? Wet?”

But that was **not what** Robbie wanted to tell them.



Robbie visited the Children’s Museum.

He saw something **in** the display.

He pointed.

He waved.

He tried to explain.

His friends tried to understand.

But they were not sure what Robbie wanted to say.



One day Robbie’s friend showed him a talker.

“This can **help you** share your ideas,” she said.

Robbie’s eyes grew wide.

He was excited!

There were so many words to explore.



Robbie did not have to learn alone.

His family used the talker while talking with him.

At breakfast they modeled:

"**EAT**"

“**MORE**"

“**ALL DONE**"

Nobody tested Robbie.

Nobody told him to copy.

They just showed him how words worked.



Robbie took his talker everywhere.

At the Conservation Area, his family modeled:

"**BIG**"

"**GO**"

"**LOOK**"

At the grocery store they modeled:

"**GOOD**"

"**EAT**"

"**WANT**"

Robbie saw words all day long.



Robbie went to the playground.

His friends wanted him to **go** on the slide.

Robbie picked a word on his talker: “**NO**”. Then he pressed: “**DIFFERENT**”.

His friends smiled. Robbie had made his own choice.



One afternoon, Robbie wanted a drink.

He pointed. His friend was confused.

Then Robbie remembered. He grabbed his word board. “**DRINK**”.

His friend smiled. Now she understood.



Robbie discovered worms in the garden.

He knew exactly what to say. He used his word board: “**PLAY**”, “**LITTLE**”, “**LIKE**”!

His family laughed. Now they understood what Robbie thought.



Robbie practiced.

His family practiced.

His friends practiced.

Little by little, communication became easier.

Robbie shared jokes. He asked questions. He made choices. He told stories.

And Robbie was happy because everyone understood him.



For Grown-Ups

Accept all communication:

- AAC
- Gestures
- Signs
- Facial expressions
- Sounds

Every message matters.

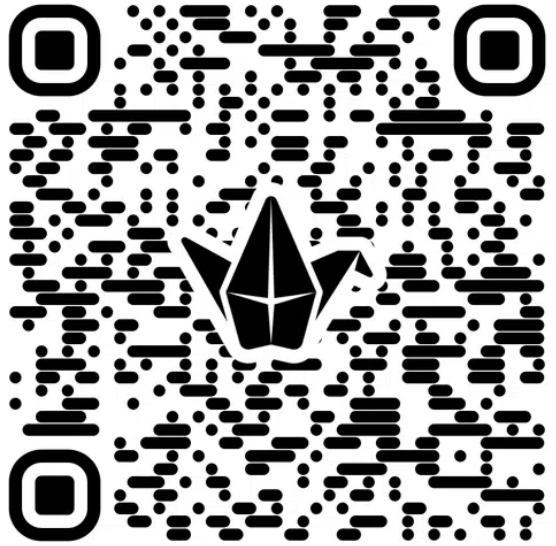
Model Without Expectation

- Use AAC yourself.
- Do not ask children to repeat or perform.
- Model language naturally throughout the day.

Symbol Immersion

Keep AAC available:

- At home
- At school
- At the museum
- At the library
- At the park
- During meals
- During play



QR Code for more resources

The more children see AAC, the more they learn.

Remember:

Communication is not about getting the right answer.

Communication is about connecting with others, sharing ideas, making choices, and being heard.

If found, please return to:

Augmentative Communication Service (ACS)

TVCC – 779 Base Line Road East

London, ON N6C 2V5

This resource was created to support individuals, families, and professionals. Please use it for personal, educational, and non-commercial purposes only. Not for resale or profit.

tvcc
ACS