

Home Child Activity Matrix with Assessment Notes

Child: Luke Date: _____

Learning Goals

1. Luke will communicate using gestures, signs, visual cues, vocalizations or his SpringBoard (voice output device) to comment and express his wants and needs
2. Luke will participate in learning activities with peers.

Daily Schedule	Learning Activities Addressing Goal #1	Learning Activities Addressing Goal #2
Morning	<p>Use SpringBoard to encourage "put on" or "take off" + clothing item sentence pattern</p> <p>Notes: <i>I always forget to take the device to his bedroom in the morning, so this usually doesn't happen.</i></p>	<p>Encourage Luke to use his words to greet parents "Hiieee" "MaMa" "DaDa"</p> <p>Notes: <i>Yes, we do this several times throughout the day.</i></p>
Free Play	<p>Use SpringBoard to model conversation during pretend play, particularly building structures with blocks</p> <p>Notes: <i>We do this once a day for 5 to 30 minutes.</i></p> <p>Use SpringBoard to teach concept of "how many" when playing with marble run and bowling</p> <p>Notes: <i>We do this once a week for 5 to 30 minutes. Luke gets frustrated easily on this one.</i></p>	<p>Set up play dates with Aidan to provide opportunities for peer interaction</p> <p>Use Wheels on Bus and If You're Happy song boards to help Luke initiate "singing" with peer</p> <p>Use play dates as opportunity to practice turn-taking (use Springboard "my turn" "your turn")</p> <p>Notes: <i>I haven't done much of this. I usually end up hanging out with the other mom more than focusing on Luke.</i></p>
Mealtimes	<p>Use SpringBoard to encourage 3+ word sentences "I want eat (more)" + food item "please"</p> <p>Use SpringBoard to teach "don't" – Luke often likes his food cold so encourage him to say "Don't microwave" + food item "please"</p> <p>Notes: <i>We do these sentence patterns at least 3 times a day.</i></p>	<p>Add pictures of all of Luke peers to Springboard. Use mealtime as a good opportunity to talk about friends at school, neighbors, etc.</p> <p>Notes: <i>We talk about friends and people at least once a day at a mealtime. This is a great time to encourage conversations.</i></p>

<p>Family Outings</p>	<p>Encourage he/she pronoun + verb when Luke observes others</p> <p><i>Notes: This happens rarely. I need to make more of an effort and stop during our outings and focus on Luke and using the SpringBoard.</i></p>	<p>Encourage Luke to say "Hiee" and "Buh Buh"(bye bye)</p> <p>Add common greetings on SpringBoard like "What's your name?" and "My name is Luke."</p> <p><i>Notes: We encourage the hi & bye frequently, but the what's your name is rare.</i></p>
<p>Transitions</p>	<p>Encourage Luke to use SpringBoard to express his frustrations during tough transitions. "I (don't) want ____" or "I feel ____"</p> <p><i>Notes: I rarely encourage the "I feel" sentence pattern, but he uses the "I want" 5 to 10 times a day, though normally with sign language instead of the SpringBoard.</i></p>	

Adapted from: Sandall, S. R., & Swartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.