

# Home Child Activity Matrix

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.

(EM=Environmental Modifications PS=Peer Support)

Daily Schedule	Learning Activities Addressing Goal #1	Learning Activities Addressing Goal #2
Morning	Use SpringBoard (voice output device) to encourage "put on" or "take off" + clothing item sentence pattern (EM)	Encourage Luke to use his words to greet parents "Hiee" "MaMa" "DaDa"
Free Play	Use SpringBoard to model conversation during pretend play, particularly building structures with blocks (EM) Use SpringBoard to teach concept of "how many" when playing with marble run and bowling (EM)	Set up play dates with Aidan to provide opportunities for peer interaction (PS) Use Wheels on Bus and If You're Happy song boards to help Luke initiate "singing" with peer (EM) Use play dates as opportunity to practice turn-taking (use Springboard "my turn" "your turn") (PS)
Mealtimes	Use SpringBoard to encourage 3+ word sentences "I want eat (more)" + food item "please" (EM) Use SpringBoard to teach "don't" – Luke often likes his food cold so encourage him to say "Don't microwave" + food item "please"(EM)	Add pictures of all of Luke's peers to Springboard. Use mealtime as a good opportunity to talk about friends at school, neighbors, etc. (EM)
Family Outings	Encourage he/she pronoun + verb when Luke observes others (EM)	Encourage Luke to say "Hiee" and "Buh Buh"(bye ) Add common greetings on SpringBoard like "What's your name?" and "My name is Luke."(EM)
Transitions	Encourage Luke to use SpringBoard to express his frustrations during tough transitions. "I (don't) want ____" or "I feel ____" (EM)	

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