

Book II: Intervention Activities & Other Resources



Advancing Social-Communication and Play

An Intervention Program for Preschoolers with Autism

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BOOK II: INTERVENTION ACTIVITIES AND OTHER RESOURCES

Activities
Augmentative and Alternative Communication
Quick Glance Sheets
Forms

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ACTIVITIES

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Social-Communication Activities for Focused Practice Sessions

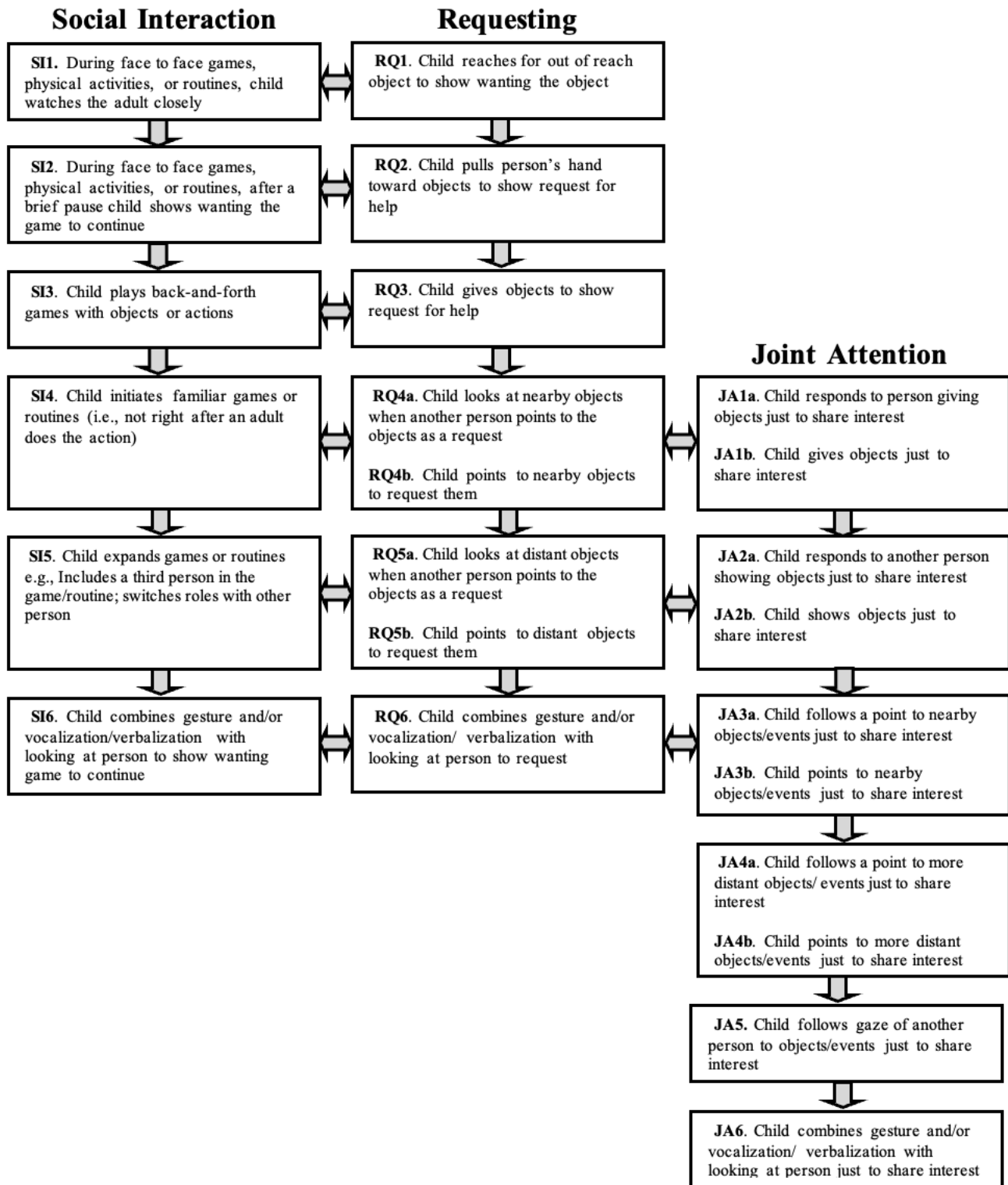
In the following section you will find sample activities for each skill level of social-communication. These examples are intended to demonstrate how to teach social-communication through an activity. Each therapist or teacher will have different materials on-hand and each child will have different individual preferences for toys and activities. The hope is that the sample activities provided in this manual will help you think of other creative ways to work on social-communication skills or serve as a reference tool if you are having some trouble coming up with an idea on your own. Some of the activities listed have taken one set of materials, such as a bowling game, and demonstrated how it can be used across multiple skill levels. We do not intend for you to use one material or activity with a given child over numerous sessions. Because each child that you work with will have a different profile of strengths and needs and different starting points for intervention, we are attempting to demonstrate how to use an activity no matter what level you are working on in your session. Our basic premise is that you can use activities that the children have access to on a daily basis (and that are of interest to the child) and “enhance” those activities by making relatively simple changes in order to more directly work on the social-communication skills of children with autism. Listed below are some common items that can be used to focus on social-communication skills.

Using the assessment information that you have collected to determine a child’s levels, follow the flow chart on the following page for activity planning. Note that you may move down through the individual levels within one category, and/or you may also move across to a corresponding level within another category. For example, if you have a child that is at Social Interaction 3 (plays back-and-forth games with objects or actions), you may move across to Requesting 3 (gives object to show request for help). When possible, you may incorporate multiple skills into one play activity to work on the skills concurrently.

General List of Materials/Activities to Promote Social-Communication Skills

<input type="checkbox"/> Water play <input type="checkbox"/> Arts/Crafts (crayons, markers, paint, scissors, clay, collage materials, etc.) <input type="checkbox"/> Sand play <input type="checkbox"/> Rice and beans <input type="checkbox"/> Bean bags <input type="checkbox"/> Child-safe shaving cream <input type="checkbox"/> Goopy materials (slime) <input type="checkbox"/> Pudding <input type="checkbox"/> Spinning tops <input type="checkbox"/> Wind-up toys <input type="checkbox"/> Mirror (shatter proof) <input type="checkbox"/> Nesting cups <input type="checkbox"/> Blocks <input type="checkbox"/> Stringing beads (action figures from TV/movies, doll set) <input type="checkbox"/> Grooming toys (hairbrushes, combs) <input type="checkbox"/> Household accessories (vacuum, iron) <input type="checkbox"/> Play food/grocery store items	<input type="checkbox"/> Tools/workbench <input type="checkbox"/> Larger mirror (shatter proof) <input type="checkbox"/> Toy animals (dinosaurs, zoos) <input type="checkbox"/> Little People’s toy house, farm, garage, and/or pirate ship <input type="checkbox"/> Telephones (at least 2) <input type="checkbox"/> Dress-up clothes <input type="checkbox"/> Tumbling mats <input type="checkbox"/> Swing <input type="checkbox"/> Wagon or riding toy <input type="checkbox"/> Different sized and colored balls <input type="checkbox"/> Books <input type="checkbox"/> Puppets <input type="checkbox"/> Shape Sorter <input type="checkbox"/> Hammering toys <input type="checkbox"/> Lego® play/Duplos® <input type="checkbox"/> Trains/connecting tracks <input type="checkbox"/> Vehicles/transportation toys (cars, trucks, trains)	<input type="checkbox"/> Clear, plastic containers with screw on lids <input type="checkbox"/> Bubbles and bubble accessories (different sized wands, guns/blowers, etc.) <input type="checkbox"/> Laminated picture cards <input type="checkbox"/> Posters <input type="checkbox"/> Coloring sheets <input type="checkbox"/> Mailing tubes <input type="checkbox"/> Shoe boxes <input type="checkbox"/> Various sized blocks (large cardboard or foam, unit, etc.) <input type="checkbox"/> Musical instruments <input type="checkbox"/> Sensory table or a large tub or basin (for water, sand, other sensory materials) <input type="checkbox"/> Water toys (funnels, cups, pieces of hose, etc.) <input type="checkbox"/> Remote control or switch activated toys <input type="checkbox"/> Kitchen toys (pots, pans, plates, forks, knives) <input type="checkbox"/> Action figures/dolls <input type="checkbox"/> Puzzles
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Social-Communication Flow Chart



Objective: SOCIAL INTERACTION

SI1. During face to face games, physical activities, or routines, child watches the adult closely

Swinging

Setting it up

- Objective: During face to face games, physical activities, or routines, child watches the adult closely
- Materials: Medium-sized, strong blanket; tumbling mat; bean bag (optional); two adults

Engaging the child

- Arrangement: Place the tumbling mat on the floor and spread the blanket out in the middle of it. Have the child lie down in the center of the blanket and have one adult at their feet and one at their head. The adults should gather up their end of the blankets and lift at the same time, forming a little “hammock” with the child in it. Make sure that you have plenty of space so that the child won’t bump into anything while swinging.
- Suggested activity: Swing the child back and forth while counting, “1, 2, 3, stop.” If using a bean bag, you can put the child onto the bean bag when you say stop or just place them gently back down onto the mat. Wait to see if the child looks to you in anticipation for you to continue. When s/he looks or signals for you to continue, swing him/her again, counting, “1, 2, 3, stop!” Then wait for the child’s signal to continue. If the child does not signal, prompt by asking, “Do you want to do that again?”

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Row, Row, Row Your Boat

Setting it up

- Objective: During face to face games, physical activities, or routines, child watches the adult closely
- Materials: None needed

Engaging the child

- Arrangement: Child and adult sitting on floor face to face, holding hands.
- Suggested Activity: Sit on the floor with your legs crossed, facing the child. Hold his/her hands and sing *Row, Row, Row, Your Boat* while rocking back and forth (towards and away from the child). Sing it again and stop after “gently down the stream”, hold his/her hands up slightly, and wait to see if s/he looks up in anticipation. If s/he does not look up, ask, “What’s next?”, wiggle his/her arms, and wait to see if s/he looks up. If s/he does not look up, finish the song and repeat the steps again.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Tickle Game

Setting it up

- Objective: During face to face games, physical activities, or routines, child watches the adult closely
- Materials: Small car or puppet

Engaging the child

- Arrangement: On the floor, sitting near the child.
- Suggested Activity: Starting at the child’s foot, “tip toe” your fingers up part way up his/her leg and say, “Here comes the tickle bug” and then tickle his/her tummy. Repeat the steps a few times to see if the child looks at you in anticipation of being tickled. You can also start “tip-toeing” your fingers on the floor near the child and slowly move toward his/her foot to build more anticipation. If the child does not like to be tickled, you can use a small car to drive up their leg, making car sounds or a puppet can “sneak” up on them to steal a kiss.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: SOCIAL INTERACTION

SI2. During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue (e.g., looks, moves body to make a motion of the game, touches the partner, vocalizes)

Wagon Ride

Setting it up

- Objective: During face to face games, physical activities, or routines, child shows wanting the game to continue after a brief pause
- Materials: Wagon or chair on wheels, ball

Engaging the child

- Arrangement: Child sitting in wagon or chair, adult in close proximity.
- Suggested activities: Have the child sit in the wagon or on the chair. If using a chair, find a chair with armrests to help keep the child from falling and so that you can face the child and push the chair by the armrests. In the wagon/chair, pull the child a short distance, making a fun sound as you go. Stop making the sounds and pulling the wagon/chair and wait for the child to signal by doing things like vocalizing, gesturing, hitting or grabbing the sides of the wagon/chair for you to continue the activity. If s/he does not signal for continuation, prompt by asking, "Want to go?" Once s/he signals, push a little bit farther then stop and repeat the steps.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Ring Around The Rosie

Setting it up

- Objective: During face to face games, physical activities, or routines, child shows wanting the game to continue after a brief pause
- Materials: Object of interest to the child to give back and forth

Engaging the child

- Arrangement: Child and adult standing face to face, holding hands.
- Suggested activities: Hold child's hands and sing *Ring Around the Rosie*, "falling" down at the end of the song. Sing the song a second time, but stop right before "fall down" and wait to see if s/he signals for you to continue by doing something like vocalizing or pulling your hands, then proceed with "fall down" part. If s/he does not signal, ask, "What do we do next?" Wait to see if s/he vocalizes or starts to "fall down."

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Swinging on a Swing

Setting it up

- Objective: During face to face games, physical activities, or routines, child shows wanting the game to continue after a brief pause
- Materials: Swing (indoors or outdoors)

Engaging the child

- Arrangement: Have child on the swing with the adult standing beside them
- Suggested Activity: Place the child on the swing and say, "(child's name), swing", push him/her for a few seconds, and then stop. Wait to see if the child signals for you to continue swinging them. If s/he does not, ask if s/he wants to swing more. If s/he does not respond, say his/her name and swing again and push him/her for a few more seconds. Repeat the steps and fade the prompts as the child begins to signal for continuation.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: SOCIAL INTERACTION

SI3. Child plays back-and-forth games with objects or actions (e.g., exchanges objects back-and-forth; back-and-forth game of imitating actions)

Rolling a Ball Back and Forth

Setting it up

- Objective: Child plays back-and-forth games with objects or actions
- Materials: 1 small to medium sized ball, empty water bottle or plastic toy bowling pin

Engaging the child

- Arrangement: Have the child seated at the table or on the floor in close proximity to the teacher and materials.
- Suggested activities: Sitting across the table on the floor, roll the ball to the child and verbally prompt him/her to return it to you, if necessary. Roll the ball back and forth with the child and make fun sounds as the ball is rolled. After a few turns, hold onto the ball to see if s/he looks or vocalizes for continuation of the activity. When s/he looks, acknowledge the look by saying something like, "Want ball" and roll it back to him/her. It may be necessary to have another adult sit with the child and use hand-over-hand to help him/her to send the ball back to you if s/he is not responding to verbal prompts. Fade out hand-over-hand as soon as possible.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection)

Balls/Cars Down a Chute

Setting it up

- Objective: Child plays back-and-forth games with objects or actions
- Materials: Large cardboard packing tube or wrapping paper tube; 3-4 small colorful balls or cars that can fit through the tube

Engaging the child

- Arrangement: Have the child in close proximity to the teacher and materials.
- Suggested activities: Lay the tube flat on the floor or the table and roll the ball or car through the tube to the child. If the item stops in the middle, lift up one end of the tube to help it slide through. If the child does not return the car or ball, ask him/her if you can have a turn to push it. It may be necessary for another adult to help him/her return the car or ball using hand-over-hand. If the child is able to send the ball back and forth with the tube flat, try propping the tube up against a table or chair and have the child roll the cars and balls down the tube to you. When you get the items at the bottom of the tube, pass them back up to the child to send down again.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Beach Ball Fun

Setting it up

- Objective: Child plays back-and-forth games with objects or actions
- Materials: Large beach ball or large balloon.

Engaging the child

- Arrangement: Indoors in a large, open space or outdoors, stand a few feet from the child holding the beach ball.
- Suggested Activity: Throw the beach ball up in the air and when it comes down, hit it with your hand to keep it in the air several times to demonstrate how to "volley" the ball. Tell the child to get ready and that s/he needs to hit the ball with his/her hand and demonstrate again. Throw the ball up and then gently hit it to the child with your hand and tell him/her to try to hit it back. When the child hits it hit it back to him/her to try to start a back and forth volley game. If the child cannot hit the ball, you can try it with a balloon, which will float more slowly. Encourage him/her to hit the balloon to you and then pass it back. After s/he is able to hit with the balloon, you try to switch to the beach ball. You may also need to start with simply rolling the ball back and forth if throwing or volleying is too difficult.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: SOCIAL INTERACTION

SI4. Child initiates familiar games or routines (i.e., not right after an adult does the action)

Bowling (at the table)



Setting it up

- Objective: Child initiates familiar games or routines
- Materials: Child's bowling game or create your own using 6 empty plastic water or soda bottles (pins) and 1 small to medium sized ball; colored masking tape

Engaging the child

- Arrangement: Use small pieces of masking tape to mark 2-3 spots at one end of the table where the pins will go and place 2-3 pins on the masking tape spots.
- Suggested activities: Seated at the table, model bowling by counting out, "1, 2, 3, GO!" and then roll the ball to knock the pins down. Give the ball to the child and tell him/her, "Your turn." If the child does not bowl, say "1, 2, 3, GO!" and use hand-over-hand, if needed. After the child bowls, reset the pins and repeat this routine 4-5 times. Move to another activity, but leave the items from bowling out and accessible to the child. After the second activity is complete, allow the child the opportunity to move back over to the bowling game. If s/he does not automatically go back to it, you can prompt by asking, "Want to play?" or "Want to bowl?"

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Balls/Cars Down a Chute

Setting it up

- Objective: Child initiates familiar games or routines
- Materials: Large cardboard packing tube or wrapping paper tube; 3-4 small colorful balls or cars that can fit through the tube (substitute with items of interest to the child)

Engaging the child

- Arrangement: Have the child in close proximity to the teacher and materials. Prop tube up against a table or chair.
- Suggested activities: Demonstrate rolling the balls/cars one by one down the tube and then allow the child to have several turns while you pass the cars/balls back to him/her. Repeat this routine a few times and then tell the child that you are all done and are going to do a different activity. Leave the balls/cars and tube accessible and move to another activity. After the second activity is complete, allow the child the opportunity to move back over to chute game. If s/he does not automatically go back to it, you can prompt by asking, "Want cars?" Look for the child to return to the chute game and signal for you to return the balls/cars for him/her to roll down the tube

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection)

Five Little Monkeys

Setting it up

- Objective: Child initiates familiar games or routines
- Materials: Book- *Five Little Monkeys Jumping on the Bed* or *Five Little Monkeys Sitting in a Tree* By: Eileen Christelow or 5 monkey pictures or felt board pieces, picture of bed/tree

Engaging the child

- Arrangement: Sit at the table or on the floor across from the child with the materials within reach for you.
- Suggested Activity: Sing the child either version of 5 Little Monkeys using the book or pictures/felt pieces. Repeat the song again and then leave the book or pictures/felt pieces on the table and engage the child in another brief activity. After you finish the intervening activity, allow the child to move back to where the book or pictures/felt pieces are located to see if s/he will try to initiate the song again by giving you the pieces, vocalizing, pointing, etc.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection)

Objective: SOCIAL INTERACTION

SI5. Child expands games or routines (e.g. includes a third person in the game/routine, reverses roles with other person)

Bowling



Setting it up

- Objective: Child expands games or routines
- Materials: Child's bowling game or create your own using: 3-4 empty plastic water or soda bottles (pins), 1 small to medium sized ball, colored masking tape

Engaging the child

- Arrangement: Have the child in close proximity to the teacher and materials. Use the masking tape to create a bowling lane and 3-4 spots on the floor to place the pins on.
- Suggested activities: Demonstrate bowling for the child and then reset the pins. Hand the ball to the child and tell them it is his/her turn to bowl. If s/he does not bowl, prompt by counting "1, 2, 3, GO!" and use hand-over-hand, if needed. Allow the child to have 3-4 turns with you resetting the pins. After the 2nd or 3rd turn, tell the child that you want to have a turn to be the bowler and s/he can have a turn setting up the pins. Take your turn bowling, tell him/her "Set pins," and then wait to see if the child resets the pins. If s/he does not respond, walk with the child to the pins, hand them a pin to set up, touch the tape mark on the floor, and say, "Set pin here." If s/he still does not respond, help by using hand-over-hand to set up the pins. Take turns bowling a few more rounds, switching roles.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Puppets

Setting it up

- Objective: Child expands games or routines
- Materials: Puppets with a mouth that opens, laminated paper cookies or other food

Engaging the child

- Arrangement: Seated at the table or on the floor, hold the puppet and give the child the cookies.
- Suggested activities: Using the puppet, tell the child that it is hungry and wants some cookies. Demonstrate feeding the puppet one cookie, making loud chomping and chewing sounds. Have the puppet say, "More cookies, please" and encourage the child to feed the puppet the cookies one by one (collect the cookies after the puppet eats them). Have the puppet tell the child, "Thank you" when all the cookies have been eaten and hand the puppet to the child. Tell the child it is his/her turn and help him/her put it on his/her hand. Show the child that you have the cookies and encourage him/her to switch roles with you. If the child needs more assistance, have another adult help him/her by using hand-over-hand with the puppet.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Chase Me

Setting it up

- Objective: Child expands games or routines
- Materials: None

Engaging the child

- Arrangement: On the playground or in a gross motor room
- Suggested activities: Initiate a chase game where you are chasing the child. (Say "I'm going to get you" or use a stuffed animal and say that the animal is going to chase him/her) After a few minutes, tell him/her, "My turn, get me" (or give the stuffed animal to the child if you are using one) and slowly begin to run away from the child. Encourage the child to chase you. If s/he does not switch roles, have another adult hold their hand and run with him/her to chase you. Switch roles and take turns being chased.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: SOCIAL INTERACTION

SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue

Say “Cheese”

Setting it up

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue
- Materials: Camera (can be pretend if you don’t have a real camera)

Engaging the child

- Arrangement: Hold the camera and have the child standing or sitting in close proximity facing you.
- Suggested Activities: Tell the child it is time to take a picture. Say “cheese” and get the child to smile for the camera. Make a big deal when you take the picture (e.g., “Wow, what a great picture”) and show them the picture if it is a real camera. Then, take pictures of the child doing favorite activities, making silly faces, or with their favorite toys. If the child is verbal, you can have them say “cheese” or a different word while taking the pictures. Again, make a big deal when you take each picture to encourage engagement. Once the child is invested in the picture taking activity, stop taking pictures and see if they will look at you combined with a gesture (e.g., reaching, pointing, pretending to hold/click the camera) or vocalizing/verbalizing (e.g., “cheese”, “more”).

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Bubble Wrap

Setting it up

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue
- Materials: Bubble wrap (also virtual bubble wrap is available on the internet), number cards

Engaging the child

- Arrangement: Sitting across from or next to the child with bubble wrap
- Suggested Activities: Start by showing the child how to pop the bubble wrap if s/he is not familiar with the material. Turn it into a game in which you are popping the bubble wrap together. Say “Two pops – 1, 2” or “Four pops – 1, 2, 3, 4”, and pop that number of bubbles together as you count. If the child enjoys structure, you could even pick number cards to decide how many bubbles to pop. Repeat the activity until the child appears to be following the routine. Then, pause and wait for the child to look at you and gesture (e.g., reach or point at bubble wrap or number cards, mimic popping motion) or look at you and vocalize/verbalize (e.g., “pop”, says a number, grunts).

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Puppet Games

Setting it up

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue
- Materials: Puppet

Engaging the child

- Arrangement: Sitting in close proximity with the child
- Suggested Activities: Start by introducing the puppet (e.g., “This is my friend Ralph,” “Look, it’s a dog”). Tell the child that the puppet likes to play games with his friends. If the child likes physical play, have the puppet sneak up and tickle the child. If the child is leery of physical play, have the puppet move to different sides of the child and say “hello,” “boo,” or something else using a funny voice. Repeat the action several times to establish a routine. Once the child seems to be engaged, pause and wait for the child to initiate with looking in some way. If the child does not look while gesturing, vocalizing, or verbalizing, try holding the puppet near your face to encourage looking.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: REQUESTING

RQ1. Child reaches for out of reach object to show wanting the object

Ball track

Setting it up

- Objective: Child reaches for out of reach object to show wanting the object
- Materials: Ball track construction set (e.g., *Rollipop*® by Educshape, Ltd. For children with more limited fine motor skills; *Selecta Variola*® *Ball Track Musical System*, *Tubi*® *Ball Track System*)

Engaging the child

- Arrangement: Work on the floor or at a table, with the child seated facing you. Have the construction set pieces and the balls in a solid container near but not in reach of the child.
- Suggested activity: Begin by putting out a few pieces for the child to begin building the ball track. After the first few pieces are put together, hold up a new piece for the ball track so that the child can see it but it is out of the child's reach. When the child focuses visually on the piece of track, use the prompt hierarchy as appropriate to get him/her to reach for the track. At other times, you can just place the piece of track on the table or floor out of reach of the child, and use the prompt hierarchy as appropriate once the child has focused visually on the track piece. Once the ball track is constructed, continue to use similar strategies to get the child to request the ball.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Puzzle

Setting it up

- Objective: Child reaches for out of reach object to show wanting the object
- Materials: Simple puzzle that the child is able to complete

Engaging the child

- Arrangement: Have the child in close proximity to the teacher and materials.
- Suggested activities: Dump out a puzzle and give the child enough pieces to get started, but hold onto 2-3 pieces. Hold the pieces in view of the child and wait for him/her to reach to request the pieces you have. If s/he does not reach, ask if s/he needs more pieces. If the child still does not reach, have another adult help use a partial prompt or hand-over-hand to reach their hand towards the pieces. When the child reaches, make a comment like, "Oh, you need these pieces to finish the puzzle" and give a piece to him/her. Hold the 2 remaining pieces to see if s/he reaches for each one of those, fading hand-over-hand as the child begins to reach independently.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Shape Sorter/Hammering

Setting it up

- Objective: Child reaches for out of reach object to show wanting the object
- Materials: Plastic shape sorter with shapes or hammering toy with separate pieces to hammer into place

Engaging the child

- Arrangement: Seated at the table or on the floor across from the child with the toy between you. The adult should hold all but one of the shapes/hammering items. Hold the shapes/pieces in view, but just out of reach of the child.
- Suggested Activity: Demonstrate how to place one shape into the sorter, if needed, and then hand one piece to the child and encourage him/her to try it. Hold the rest of the pieces in view of the child to see if s/he will reach to request more pieces. If s/he does not reach, ask if s/he wants more pieces and offer another piece to him/her. After the child puts that piece in, wait to see if s/he will reach for another. If s/he looks to you or vocalize, ask what s/he needs and show another piece to encourage the child to reach for it.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: REQUESTING

RQ2. Child pulls person's hand toward objects to show request for help

Treasure Box

Setting it up

- Objective: Child pulls person's hand toward objects to show request for help
- Materials: Locking "treasure box" with a small key; small items that are of interest to the child and will fit inside the box (could be toys, puzzle pieces, food, etc.)

Engaging the child

- Arrangement: Work with the child at a table or on the floor either face to face with the child or at a right angle to the child (not side by side). Have the treasure items in an opaque container that you can easily reach but cannot be reached by the child.
- Suggested activity: Show the child a treasure, then lock it inside the treasure box and give him/her the box. If the child makes clear efforts to get the box open, use the prompt hierarchy as needed to get him/her to pull your hand towards the treasure box to get help. Open the box with the key. Let the child retrieve the treasure and allow a short time for the child to play with or eat the treasure. If the treasure is a toy, retrieve the toy, show him/her a new treasure, and put it in the box. You can give the child the key if s/he is likely to have trouble using the key to open the box. Keep the child motivated to obtain the treasure, but also to create enough of a challenge that your assistance will be needed.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Toy in a Clear Plastic Container

Setting it up

- Objective: Child pulls person's hand toward objects to show request for help
- Materials: Clear plastic jar with a screw-on top, several small toys of interest to the child (car, plastic animal, etc.) in a bag or box that the child cannot see through.

Engaging the child

- Arrangement: Seated at a table or on the floor with the jar and toy between the adult and child, with the bag of box of items out of sight or out of reach of the child
- Suggested Activity: Sit down with the child, take one toy out of the bag/box, and show it to the child. Label the toy and then place in the jar with the lid screwed on. Put the jar in front of the child and wait to see if s/he will pull your hand towards the jar for assistance. If the child does not spontaneously pull your hand towards the jar, move your hand near the jar, and wait a few seconds. Once you have opened the jar and give him/her the toy, repeat with another item, only prompting if needed.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Pop-Up Toys

Setting it up

- Objective: Child pulls person's hand toward objects to show request for help
- Materials: Pop-up toys or similar cause and effect toys that may be difficult for the child to operate on his/her own

Engaging the child

- Arrangement: Sitting at a table or on the floor in close proximity to the child.
- Suggested Activities: Place the toy in front of you and the child. Engage the child by demonstrating how to use the pop-up toy. Give the toy to the child and allow him/her to attempt to explore the toy. If s/he cannot use part of the toy, move your hand close to the toy. Wait and see if the child pulls your hand and places it on the toy. If not, ask the child if s/he needs help. Fade out prompts as the child begins to give to request on his/her own.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: REQUESTING

RQ3. Child gives objects to show request for help

Snack



Setting it up

- Objective: Child gives objects to show request for help
- Materials: Preferred snack items, containers that are difficult for the child to open

Engaging the child

- Arrangement: Work with the child at a table. Have the snack items in the container near the child.
- Suggested activity: Make sure the child notices the snack in the container. Take some snacks out and give them to the child. Put the top of the container back on and place the container near the child. If the child tries to open the container, wait to see if s/he will give the container to you. If s/he does not give the container, put your hand out as a prompt, and wait for a few seconds. If the child still does not give the container, say “What do you need?” or “Do you need help?” Once the child gives you the container, open the container and share a couple pieces of the snack. You can repeat the process, but make sure the child is not becoming frustrated.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Coloring with Markers

Setting it up

- Objective: Child gives objects to show request for help
- Materials: Paper, markers, or other craft materials that the child has difficulty opening or using.

Engaging the child

- Arrangement: Seated at a table in close proximity to the child with the art supplies easily accessible.
- Suggested Activity: Begin by modeling the coloring or art activity for the child. Place a piece of paper and some markers with the lids on tight in front of the child. If the child has difficulty opening the markers, wait to see if s/he will give the marker to you. If the child does not give you the marker, place an open hand near the piece of paper and wait to see if the child gives the marker. Continue to use the prompt hierarchy as needed.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Bubble Gun

Setting it up

- Objective: Child gives objects to show request for help
- Materials: Battery-powered bubble gun/toy that can be dipped into bubble solution, bubble soap

Engaging the child

- Arrangement: Standing or sitting near the child, indoors or outdoors
- Suggested Activities: Using the bubble gun, begin blowing bubbles for the child and then stop. Give the empty bubble gun to the child, placing the soap you used to dip it into on a high shelf, out of sight. Allow the child to attempt to blow bubbles and wait to see if s/he gives the gun to you to request help. If s/he does not spontaneously give it to you, hold out your hand and ask if s/he needs help. When s/he hands you the gun, dip it and give it back to him/her to try. If s/he does not give you the gun, have another adult use hand-over-hand to give it to you. When the child runs out of soap, wait for him/her to give to request more soap. Fade out prompts as the child begins to give to request on his/her own.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: REQUESTING

RQ4a. Child looks at nearby objects when another person points to the objects as a request (i.e., objects within reaching distance)

Picture Cards

Setting it up

- Objective: Child looks at nearby objects when another person points to the objects as a request
- Materials: 10 laminated picture cards of interesting items (animals, trains, etc.) with Velcro, 2 laminated cardstock with 5 squares that fit the picture cards with Velcro

Engaging the child

- Arrangement: Seated at the table or on the floor with the picture cards between the adult and child
- Suggested activities: Place the picture cards in between you and the child and give the child the board and encourage him/her to pick 5 pictures to stick on his/her board. After s/he has filled up the board, say, "My turn" and point to one of the pictures and say, "I want." Wait a few seconds to see if the child will follow your point to the picture you have selected, then pick it up, label it, and stick it on your board. Repeat the steps with the other pictures. If the child does not follow your point, tap your finger on the picture as you point to try to get his/her attention and say, "Look, a _____!" Fade out tapping and saying "Look" as s/he begins to follow your point.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Balls/Cars Down a Chute

Setting it up

- Objective: Child looks at nearby objects when another person points to the objects as a request
- Materials: Large cardboard packing tube or wrapping paper tube; 3-4 small colorful balls or cars that can fit through the tube (substitute with items of interest to the child)

Engaging the child

- Arrangement: Have the child in close proximity to the adult and materials and prop the mailing tube up on a chair or table so that it creates a ramp/tunnel for items to roll down.
- Suggested activities: Have the child wait at the bottom of the tube while you roll items down to him/her. Label each item as you roll it down like, "Here comes the green ball!" After rolling 2-3 items down, point to one of the items that the child has, and ask for it by saying something like, "I want the green ball". If the child does not follow your point or give you the ball, gently take it, hold it up in front of him/her, say "Thank you", and send it down the chute again. Repeat, pointing and requesting different colors.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Coloring with Markers/Crayons

Setting it up

- Objective: Child looks at nearby objects when another person points to the objects as a request
- Materials: Paper, 4-6 markers or crayons in a basket

Engaging the child

- Arrangement: Sit at the table across from the child
- Suggested Activities: Sit across the table from the child with a sheet of paper and give him/her a sheet of paper and place the basket of markers next to him/her. Keep one marker and begin to draw on your sheet of paper. After about 10 seconds, point to the markers in the basket next to the child and ask for another marker. If s/he knows their colors, label the color that you want. Repeat this several times while you are drawing. You can say "Look" to help call the child's attention and also shake the basket of markers after you point to it. If the child does not give, have another adult use hand-over-hand to pass you a marker. You can also accidentally drop your marker on the floor near the child, point to it, and ask if s/he can give it back to you.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: REQUESTING

RQ4b. Child points to nearby objects to request them

Adapted book

Setting it up

- Objective: Child points to nearby objects to request them
- Materials: An adapted activity book, where each page has a Velcro® dot on a picture, and there are matching or related pictures that can be stuck onto each page of the book. For instance, the book might have photographs of the children and teachers in the classroom, with matching photographs to stick on each page

Engaging the child

- Arrangement: Sit with the child at a table or on the floor, either face to face with the child or at a right angle (not side by side)
- Suggested activity: As you look at the book with the child, hold up two choices of pictures for each page, one the “right” choice and one a choice that does not go with the page. Try to hold the pictures just at the extent of the child’s reach. If the child looks at a picture or started to reach for it, use the prompt hierarchy to get the child to point to his/her choice of pictures. Continue a similar procedure for each page of the book.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Balls/Cars Down a Chute

Setting it up

- Objective: Child points to nearby objects to request them
- Materials: Large cardboard packing tube or wrapping paper tube; 3-4 small colorful balls or cars that can fit through the tube (substitute with items of interest to the child)

Engaging the child

- Arrangement: Have the child in close proximity to the teacher and materials and prop the mailing tube up on a chair or table, so that it creates a ramp/tunnel for items to roll down.
- Suggested activities: Demonstrate for the child how s/he can roll items down the tube and you will catch them. Give the child 3 items to roll down the tube. When s/he rolls the items down, hold onto them. When s/he has rolled down all of the items, hold out the items and wait to see if s/he points to request the items that s/he needs. If the child does not point, ask which ball/car s/he needs. Once the child points, label the item, for example, “You want the red car.” Then give the item to him/her. If the child does not point, put items on the floor and use hand-over-hand to point to an item or have another adult help with the pointing.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Coloring with Crayons/Markers

Setting it up

- Objective: Child points to nearby objects to request them
- Materials: 2 different coloring sheets (use pictures that are of interest to the child), 3-4 crayons or markers

Engaging the child

- Arrangement: Sit at the table across from the child
- Suggested Activities: Have the child sit across from the adult at the table and hold up 2 different coloring sheets just out of reach of the child. Show and label each picture and then ask which picture s/he would like to color. Hold the pictures up and wait to see if the child will point to request a picture. If the child does not point, have another adult do a hand-over-hand point to each picture. When using a hand-over-hand point to a picture, label it, and wait to see if the child signals that is the one s/he wants. Give the child the picture that s/he chooses to color, but hold onto the markers. Hold up the markers and ask him/her to point to the color s/he needs. Give the child each marker that s/he requests. If needed, continue to have a second adult assist with hand-over-hand.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: REQUESTING

RQ5a. Child looks at distant objects when another person points to the objects as a request (i.e., objects that are beyond reach)

Alphabet Blocks

Setting it up

- Objective: Child looks at distant objects when another person points to the objects as a request
- Materials: A set of alphabet blocks with one block for each letter of the alphabet (can also be done with a set of numbered blocks)

Engaging the child

- Arrangement: Work with the child at a table that is large enough to allow you to place blocks beyond the child's immediate reach, or on the floor. Sit face to face with or at a right angle to the child.
- Suggested activity: Give the child the first 3 or so blocks in the sequence (A, B, C) and have the remainder of the blocks scattered beyond the child's reach. In this case, having a lot of blocks out at once may make the activity more authentic, as it will require more visual searching for the next block in the sequence. After the child has arranged the first three blocks in sequence, point to the next block and direct the child, e.g., "Get the 'D'," or "There's the 'D'." Use the prompt hierarchy as needed to get the child to look at the block you are pointing to.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Bubbles

Setting it up

- Objective: Child looks at distant objects when another person points to the objects as a request
- Materials: Bubble soap, bubble wand

Engaging the child

- Arrangement: Set up the activity before the child arrives by placing the bubble wand within reach of the child in the area where s/he will be playing. Keep the bubble soap to show the child when s/he arrives.
- Suggested Activities: Show the child the bottle of bubbles and ask if s/he wants bubbles. If the child is interested, point to where the wand is and say, "Get wand". When the child brings you the wand, spend some time blowing bubbles. If the child doesn't look to the wand, walk over and pick it up. Blow bubbles with the child for a minute or two. Discreetly place the wand back in the same spot and move a few feet away. Ask the child if s/he wants more bubbles, point over to the wand, and encourage him/her to get it and give it to you. Decrease the level of assistance as the child begins to follow your point to request.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Free Play

Setting it up

- Objective: Child looks at distant objects when another person points to the objects as a request
- Materials: Several different toys of interest

Engaging the child

- Arrangement: Place several different toys around the room on the floor and on the table
- Suggested Activities: Get on the floor with the child and play with nearby toys. After a little while, get the child's attention and point to a toy that is several feet away and say, "Get ____" to see if s/he will follow your point. If the child does not look at that item, get his/her attention and point to an item that is closer. Once the child looks at a closer item, work your way out to further away items. If s/he still does not look at the distant item, walk with him/her while pointing towards the item until you get to it and repeat, "Get ____." Return to playing for a few minutes and repeat the point to a different distant object.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: REQUESTING

RQ5b. Child points to more distant objects to request them (i.e., objects that are beyond reach)

Bowling



Setting it up

- Objective: Child points to more distant objects to request them
- Materials: Child's bowling game or create your own using: 6 empty plastic water or soda bottles (pins), 1 small to medium sized ball, colored masking tape

Engaging the child

- Arrangement: Have the child in close proximity to the teacher and materials.
- Suggested activities: When bowling at the table, when it is the child's turn, set up the pins and place the ball out of reach away from the table, but in view and wait to see if s/he uses a point to request. You can prompt the child by saying something like, "What do you need?" Demonstrate bowling in the lane on the floor. Reset the pins and allow the child to have a turn bowling. After his/her turn, reset the pins, stand away from the child near the end of the lane, and hold onto the ball. Wait to see if s/he requests the ball by pointing to it. Prompt as needed. Once the child points to request the ball, give it to him/her, go to the end of the lane behind the pins and count, "1, 2, 3, GO!" Provide additional prompts, if necessary, to encourage the child to bowl. Clap and celebrate when they roll the ball. After a few turns, do not reset the pins or return the ball and wait to see if s/he points to request you to reset pins and return the ball.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Block Building

Setting it up

- Objective: Child points to more distant objects to request them
- Materials: 7-8 blocks (large cardboard or foam), hollow blocks, or large unit blocks

Engaging the child

- Arrangement: Line blocks up on a shelf that is out of reach of the child and stand near the child, facing the blocks
- Suggested Activities: Line up the blocks on a shelf out of reach from the child, but in view. Hand the child 2 blocks and encourage him/her to start building, demonstrating if needed. After the child stacks or lines up the 2 blocks, ask if s/he needs more and call his/her attention to the blocks on the shelf. If s/he vocalizes or signals s/he needs more, encourage him/her to point to the one s/he wants. If s/he does not point, get down on his/her level and help by using a hand over hand point to the blocks. If the blocks are different colors, you can also label the colors while you are doing the hand-over-hand (e.g., "Do you want the blue, yellow, or green?"). After s/he points to a block with or without help, give it to him/her and repeat for each block. Fade out the level of assistance as the child begins to point more independently.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Musical Instruments

Setting it up

- Objective: Child points to more distant objects to request them
- Materials: 4-5 Musical instruments, radio/CD player with music that the child likes (optional)

Engaging the child

- Arrangement: Line up the musical instruments in view, but out of reach of the child (e.g., on a high shelf, on top of cubbies, etc)
- Suggested Activities: When the child arrives, show and label each of the instruments on the shelf. Ask which one s/he wants to play first and encourage him/her to point to one of the instruments. If you are using a CD player, you can put on a favorite song to play along with or sing a familiar song. After the child plays with the instrument for a few minutes, tell him/her it is time to switch to a different instrument and encourage him/her to point to another instrument. Repeat until the child has had the opportunity to choose all of the instruments. If the child does not point, help him/her by using hand-over-hand to select an instrument. Be sure to provide enough wait time and fade out hand-over-hand as quickly as possible.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: REQUESTING

RQ6. Child combines gesture and/or vocalization/verbalization with looking at person to request

Bowling



Setting it up

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person to request
- Materials: Child's bowling game or create your own using: 6 empty plastic water or soda bottles (pins), 1 small to medium sized ball, colored masking tape

Engaging the child

- Arrangement: Have the child in close proximity to the teacher and materials.
- Suggested activities: When bowling at the table, when it is the child's turn, set up the pins and place the ball out of reach away from the table, but in view and wait to see if s/he combines looking at you with pointing or a verbalization/vocalization to request the ball. You can prompt by saying something like, "What do you need?" Demonstrate bowling in the lane on the floor. After a few turns, do not reset the pins or return the ball and wait to see if the child will combine looking at you with point to request or a verbalization/vocalization to request that you to reset pins and return the ball.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Block Building

Setting it up

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person to request
- Materials: 7-8 blocks (large cardboard or foam), hollow blocks, or large unit blocks

Engaging the child

- Arrangement: Line blocks up on a shelf that is out of reach of the child and stand near the child, facing the blocks
- Suggested Activities: Line up the blocks on a shelf out of reach from the child, but in view. Hand the child 2 blocks and encourage him/her to start building, demonstrating if needed. After s/he stacks or lines up the 2 blocks, ask if s/he needs more and call his/her attention to the blocks on the shelf. Wait to see if the child will combine looking at you with pointing or vocalizing/verbalizing to signal s/he needs more blocks. Prompt and model as necessary.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Musical Instruments

Setting it up

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person to request
- Materials: 4-5 Musical instruments, radio/CD player with music that the child likes (optional)

Engaging the child

- Arrangement: Line up the musical instruments in view, but out of reach of the child (e.g., on a high shelf, on top of cubbies, etc)
- Suggested Activities: When the child arrives, show and label each of the instruments on the shelf. Ask which one s/he wants to play first and encourage him/her to combine looking at you with gesturing or verbalizing/vocalizing to request one of the instruments. If you are using a CD player, you can put on a favorite song to play along with or sing a familiar song. After the child plays with the instrument for a few minutes, tell him/her it is time to switch to a different instrument and encourage him/her to combine looking at you with gesturing or verbalizing/vocalizing to request one of the instruments. Repeat until the child has had the opportunity to choose all of the instruments.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION

JA1a. Child responds to another person giving objects just to share interest in the objects

You've Got Mail

Setting it up

- Objective: Child responds to another person giving objects just to share interest in the objects
- Materials: Envelopes with pictures of objects that interest the child; a mailbag; a box for the child to put pictures in to

Engaging the child

- Arrangement: Work with the child at a table or on the floor. Sit face to face or at a right angle to the child.
- Suggested activity: Pull an envelope from the mailbag and say, e.g., "Look, mail!" or "I wonder what is in here." Then open the envelope, look at the picture, and give it to the child. Let the child examine the picture for a brief time, and then have the child put it in the box. Then repeat with another envelope. This activity can be modified to work on JA1b (Gives objects to another person just to share them) by having the child take turns with you in pulling an envelope out of the mailbag. In that variation, when the child opens the envelope s/he has pulled from the bag, use the prompt hierarchy to get the child to give the picture to you to share it.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Surprise Bag

Setting it up

- Objective: Child responds to another person giving objects just to share interest in the objects
- Materials: Pillowcase or bag, 3-4 novel items that the child is not familiar with, but things you think they will be interested in

Engaging the child

- Arrangement: Place the novel items into a pillowcase before the child arrives. When working with the child, sit near him/her on the floor or across the table.
- Suggested Activities: Tell the child that you brought in some new things to show him/her. When you pull out the first item, enthusiastically comment on it. Ask if s/he would like to see it, hold the item out, and wait to see if s/he will take the item. Repeat with other items. If s/he does not take the item, have another adult use hand-over-hand to take the item and return it. When you pull out the next item, hold it out and wait, fading out hand-over-hand as soon as possible.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection)

Buried Treasure



Setting it up

- Objective: Child responds to another person giving objects just to share interest in the objects
- Materials: Sand table or large tub with sand, small toys to hide in the sand

Engaging the child

- Arrangement: Before the child arrives, hide several items in the sand. Position yourself across the sand table from the child. Sit down or kneel to be at the child's level.
- Suggested Activities: Tell the child that there are items buried in the sand and then dig a toy out and say, "Look, it's a ____!" Give the child the item to examine and repeat with other items in the sand. If the child does not take your item, have another adult use hand-over-hand or place the item in the child's hand. Fade prompts as quickly as possible to move towards independence.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION

JA1b. Child gives objects just to share interest in objects with another person

Water Play

Setting it up

- Objective: Child gives objects just to share interest in objects with another person
- Materials: Water table or plastic tub with water (can add color or soap), toys, such as funnel, measuring cup, pitcher, bowl, etc. (only have one of each item)

Engaging the child

- Arrangement: Adult is playing side-by-side or across from the child in the water
- Suggested activities: Have the toys in the water and begin playing with the various toys. After a few minutes, ask the child if you can use the toy s/he has. When s/he gives it to you, use it very quickly, say thank you, and return it. Repeat this several times throughout the session. If the child will not give, have another adult use-hand-over-hand to give or gently take the item, thank the child, and quickly return it.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Play-Dough Activity

Setting it up

- Objective: Child gives objects just to share interest in objects with another person
- Materials: Play-dough, 3 cookie cutters (only one of each shape), 1 toy rolling pin

Engaging the child

- Arrangement: Seated across the table from the child. Have the play-dough tools in the middle and each of you have your own play-dough
- Suggested activities: Begin playing with your play-dough and using the tools. After a few minutes, ask the child if you can use the tool s/he is using. When s/he gives it to you, say thank you, use it quickly, and return it. Repeat a few times throughout the session. If the child will not give, have another adult use-hand-over-hand to give or gently take the item, thank the child, and quickly return it.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Show Me

Setting it up

- Objective: Child gives objects just to share interest in objects with another person
- Materials: Item of interest to the child

Engaging the child

- Arrangement: Place the toy/item of interest in the area where the child will be before s/he arrives.
- Suggested Activities: When the child arrives, direct him/her to the area where the toy is located. After the child plays with the item for a few minutes, ask if you can have a turn and hold out your hand. When s/he gives you the toy, look at it or play with it very briefly, make a comment about the item, and return it to the child. If the child does not spontaneous play with the item, you can draw his/her attention to the item or place the item in his/her hand. If s/he is not interested in the item, you may want to have another toy available. If the child will not give the item, it may be necessary to gently take the item, say thank you, and then return it quickly. Another option would be to have another adult use hand-over-hand to give the toy to you.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: JOINT ATTENTION

JA2a. Child responds to another person showing objects just to share interest in the objects

Balls/Cars Down a Chute

Setting it up

- Objective: Child responds to another person showing objects just to share interest in the objects
- Materials: Large cardboard packing tube or wrapping paper tube; 3-4 small colorful balls or cars that can fit through the tube (substitute with items of interest to the child)

Engaging the child

- Arrangement: Have the child in close proximity to the teacher and materials.
- Suggested activities: Prop the mailing tube up on a chair or table so that it creates a ramp/tunnel for items to roll down. Give the child a couple of different items to roll down to you. Ask the child to pick something and roll it down to you. When you get it at the bottom, say something like, "Look, a green ball!" Hold the item up to show him/her. If the child will not look at the item, hold it right in front of him/her and comment about the item again. Ask the child to send another toy down the chute and repeat showing the item to share.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Fishing Game

Setting it up

- Objective: Child responds to another person showing objects just to share interest in the objects
- Materials: Fishing pole (pencil or short wooden dowel, string, & magnet), paper clips, picture cards (you can use fish or other items the child is more interested in), bucket or large bowl

Engaging the child

- Arrangement: Create a small fishing pole and picture cards with the paperclips hooked to them. Place the cards in the bucket. Sit across the table from the child or next to him/her if the need more physical assistance.
- Suggested Activities: Seated at the table, show the child how to "fish" for the picture cards. Catch a "fish" and then hold it up to show the child. You can say, "Look" or prompt him/her in some other way to respond to showing the picture. Take a couple of turns and show him/her each one you catch. If the child does not look, hold the item closer to his/her face and repeat your prompts.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Cup Game

Setting it up

- Objective: Child responds to another person showing objects just to share interest in the objects
- Materials: 3 cups, 6 items of interest that can fit under the cups

Engaging the child

- Arrangement: Place 3 items underneath upside-down cups on the table. Sit across from the child when s/he arrives with the cups in front of you.
- Suggested Activities: When the child arrives, tell him/her that you have some things to show him/her under the cups. Create some suspense by excitedly saying, "What is under this cup?" When you lift the first cup, exclaim excitedly the name of the item. Re-cover the first item and go to the next 2 cups using the same prompts. Look to see if the child responds by vocalizing, reaching, etc. If s/he does not respond, discretely switch the items and try 3 different toys. Repeat the steps and when you reveal the next 3 items, pick them up and hold them closer to the child to trying to elicit a reaction to you showing the item.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION

JA2b. Child shows objects just to share interest in the objects with another person

Balls/Cars Down a Chute

Setting it up

- Objective: Child shows objects just to share interest in the objects with another person
- Materials: Large cardboard packing tube or wrapping paper tube; 3-4 small colorful balls or cars that can fit through the tube (substitute with items of interest to the child, if needed)

Engaging the child

- Arrangement: Have the child in close proximity to the teacher and materials.
- Suggested activities: Prop the mailing tube up on a chair or table so that it creates a ramp/tunnel for items to roll down. Have the child wait at the bottom of the tube while you roll one item down to them. Do not show him/her the item before you roll it and tell him/her a surprise is coming down the tube. When they get it at the bottom, ask them "What is it?" When s/he shows the item to you, label it with enthusiasm. Send a different item down the tube. If the child does not show you the item, using hand-over-hand, hold the hand containing the item up in front of you and comment on what s/he is holding. Repeat this activity with different objects and fade out the prompt of holding up his/her hand as soon as s/he begins to show items.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Fishing Game

Setting it up

- Objective: Child shows objects just to share interest in the objects with another person
- Materials: Fishing pole (pencil or short wooden dowel, string, & magnet), paper clips, picture cards (you can use fish or other items the child is more interested in), bucket or large bowl

Engaging the child

- Arrangement: Create a small fishing pole and picture cards with the paperclips hooked to them. Place the cards in the bucket. Sit across the table from the child or next to them if they need more physical assistance.
- Suggested Activities: Seated at the table, show the child how to "fish" for the picture cards. When s/he catches a "fish," ask if you can see what s/he caught. If the child shows you the "fish," comment on it and then encourage him/her to try to catch another one. If the child does not show you the "fish," have another adult use hand-over-hand to hold it up to show you or hold up the child's hand containing the "fish" and then label the item. Fade out hand-over-hand as soon as possible.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Buried Treasure



Setting it up

- Objective: Child shows objects just to share interest in the objects with another person
- Materials: Sand table or large tub of sand, small toys to bury in the sand

Engaging the child

- Arrangement: Before the child arrives, hide several items in the sand. Position yourself across the sand table from the child. Sit down or kneel to be at the child's level.
- Suggested Activities: Tell the child that there are items buried in the sand and ask if s/he can help you find them. Demonstrate digging out a toy, if needed. As the child begins to find things, ask with excitement, "What did you find? Can I see?" If the child shows you the item, label it and encourage him/her to keep digging for more things. If the child does not show you the item, have another adult use hand-over-hand to hold up the item to show you or hold up the child's hand containing the item and then label the item. Fade out hand-over-hand as soon as possible.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION

JA3a. Child follows a point to nearby objects/events just to share interest in objects/events

Bowling



Setting it up

- Objective: Child follows a point to nearby objects/events just to share interest in objects/events
- Materials: Child's bowling game or create your own using: 6 empty plastic water or soda bottles (pins), 1 small to medium sized ball, colored masking tape

Engaging the child

- Arrangement: Use masking tape to create a small bowling lane on the table and to mark spots for the pins. Stand or sit near the child.
- Suggested activities: Bowl at the table using 3-4 of the pins. Take a turn knocking down pins and then say, "Look how many pins I knocked down!" Observe to see if the child looks in the direction of your point. Then, say, "Let's count them." Point to and count the knocked down pins in front of the child. If they do not follow your point, place each pin directly in front of them while you are pointing and counting. Allow the child to have a turn to bowl and point to and count the pins that they knock down.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Story Time

Setting it up

- Objective: Child follows a point to nearby objects/events just to share interest in objects/events
- Materials: 1 or 2 short picture-story books

Engaging the child

- Arrangement: Sit in front of the child on the floor or at the table or with the child on your lap
- Suggested Activities: Begin reading the book to the child, and point to a picture and comment on it. For example, if you were reading *The 3 Bears*, you could point to Goldilocks and say, "See Goldilocks. She's eating." If the child is following your point, continue pointing things out throughout the story. If s/he does not follow your point, have him/her sit on your lap and keep reading the story. When you are getting ready to point to something, hold your finger right in front of his/her eyes and then slowly move it to the picture while saying, "Look at the ____." If the child still does not follow your point or are not paying attention, try a different book that you think s/he might like.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Block Tower

Setting it up

- Objective: Child follows a point to nearby objects/events just to share interest in objects/events
- Materials: 8-12 unit blocks

Engaging the child

- Arrangement: Sit at the table or on the floor with the child
- Suggested Activities: Build a block tower or allow the child to build a tower. When the tower is finished, tell him/her that you want to count how many blocks there are. Point to each block and count. If the child does not look, encourage him/her to help you count, if s/he can; put the child on your lap and point and count.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION

JA3b. Child points to nearby objects/events just to share interest in objects/events with another person

Bowling



Setting it up

- Objective: Child points to nearby objects/events just to share interest in objects/events with another person
- Materials: Child's bowling game or create your own using: 6 empty plastic water or soda bottles (pins), 1 small to medium sized ball, colored masking tape

Engaging the child

- Arrangement: Have the child in close proximity to the teacher and materials.
- Suggested activities: Bowl at the table using 6 pins. Mark the spots where the pins go with small pieces of tape. Demonstrate how to bowl and after you knock pins down, point to the tape spots to show where the pins go. After the child bowls, have the child walk over near the pins and tell him/her you want to count how many s/he knocked down. If s/he does not point, use a hand-over-hand proximal point to count the pins. After counting, you can say something like, "Wow, you knocked down 4 pins!" Repeat the steps and fade out hand-over-hand.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Poster Pointing

Setting it up

- Objective: Child points to nearby objects/events just to share interest in objects/events with another person
- Materials: 4-5 pictures or posters of items of interest to the child

Engaging the child

- Arrangement: Before the child arrives, hang the posters/pictures on the walls at the child's eye level.
- Suggested Activities: When the child arrives, allow him/her to wander around for a minute to give him/her a chance to notice the posters. If s/he spontaneously points to a picture, comment on it with enthusiasm and encourage the child to look at the other items throughout the session. If s/he vocalizes or signals that s/he sees the pictures, but does not point, ask the child, "What do you see?" to encourage a point. If s/he does not point, use a hand-over-hand to point to the picture that s/he is interested in and comment on it (e.g., "Look, dinosaur!"). Repeat with the other items as the child notices them and fade out the level of assistance.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

I Spy Story Time

Setting it up

- Objective: Child points to nearby objects/events just to share interest in objects/events with another person
- Materials: *I Spy* book or other picture story book

Engaging the child

- Arrangement: Sit in front of the child on the floor or at the table or with the child in your lap
- Suggested Activities: Begin reading the story with the child and then ask if s/he can find something on the page. If the child points to the item, continue with the rest of the book asking him/her to find items throughout. If s/he does not point, use a hand-over-hand point and make a comment like, "Oh, you found it!" Repeat the prompt again on another page and wait to see if s/he will point independently. If s/he does not, use hand-over-hand again. Provide enough wait time to see if s/he will point independently and fade out the hand-over-hand as soon as possible.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION

JA4a. Child follows a point to more distant objects/events just to share interest in the objects/events

Match-up

Setting it up

- Objective: Child follows a point to more distant objects/events just to share interest in the objects/events
- Materials: A set of pictures of objects and/or people in the child's classroom

Engaging the child

- Arrangement: Sit face to face with the child at a table or on the floor. Have the set of pictures accessible to you.
- Suggested activity: Place three pictures face down in front of the child & have the child pick one. Look at the picture, and then point to the object or person that matches the picture in the room (at a distance), saying, "Look, there's ___!" Use the prompt hierarchy to get the child to follow your point.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Bubbles

Setting it up

- Objective: Child follows a point to more distant objects/events just to share interest in the objects/events
- Materials: Bubble soap, different size bubble wands

Engaging the child

- Arrangement: Have the child in close proximity to the teacher and materials outdoors
- Suggested activities: Blow bubbles outdoors with the child and point the bubbles as they float away. If the child does not follow your point, you can say something like, "Look at that big bubble!" or "That bubble is so high!" Continue to point out bubbles and if needed, kneel down beside the child point right in front of their face. You can also try pointing to other things outside. For example, "Look, the bubble is close to that bird."

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Nature Walk (or Tour of the School)

Setting it up

- Objective: Child follows a point to more distant objects/events just to share interest in the objects/events
- Materials: None

Engaging the child

- Arrangement: Walk with the child, holding his/her hand
- Suggested Activities: Take a walk outside or around the school with the child. While you are walking point out objects that are a few feet away and comment on them (e.g., "Look at that red bird" or "Look at that painting"). If the child does not follow your point, get down on the child's level and point to few items that are nearby. Slowly begin to point to items farther away as s/he begins to follow your point. It may help to have pictures of items you might be referencing, especially if the child has a more limited receptive vocabulary.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION

JA4b. Child points to more distant objects/events just to share interest in objects/events with another person

I Spy

Setting it up

- Objective: Child points to more distant objects/events just to share interest in objects/events with another person
- Materials: Items out of reach to “spy”

Engaging the child

- Arrangement: In the classroom or outside, ensure there are some interesting items to “spy” or position some interesting items around the room before the child arrives.
- Suggested activities: Pick an item and begin to give the child clues. Say, “I spy something _____” (use colors or whatever the child understands to describe the item). Ensure the item is relatively obvious and that it is in plain view to help the child figure it out quickly. Encourage the child to point when s/he finds the item. If the child does not point, but is looking at the item, help him/her by using a hand-over-hand point and say something like, “There it is!” and label the item. If s/he does not find the item, walk with to the area where it is and encourage him/her to look in the direction of the item. Help the child point to it, if needed. Repeat with a few more items and decrease the level of assistance as soon as possible.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Scavenger Hunt

Setting it up

- Objective: Child points to more distant objects/events just to share interest in objects/events with another person
- Materials: 4-6 laminated picture cards of basic items found in the classroom (table, sink, cubbies, helper chart, etc.—use picture symbols or actual photos depending on the child), masking tape, laminated piece of paper with boxes to stick picture cards to as they point to each item

Engaging the child

- Arrangement: Use the masking tape to create a box for the child to stand in while s/he locates the items in the scavenger hunt.
- Suggested activities: Have the child stand in the tape box and tell him/her you need him/her to find the items in the pictures and then you will stick them on the “Found” paper (use masking tape or Velcro to attach the pictures). Give the child one card at a time and encourage him/her to point to the item. If s/he looks toward the item, but does not point, use a hand-over-hand point, say, “You found it”, and let him/her stick that picture to the “Found” paper. Give the next card to the child, encourage him/her to point, and be sure to provide enough wait time before using hand-over-hand. Decrease the level of assistance as soon as possible.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Giant Bubbles

Setting it up

- Objective: Child points to more distant objects/events just to share interest in objects/events with another person
- Materials: Bubble soap, tray/pie plate, giant bubble wand to create huge bubbles

Engaging the child

- Arrangement: In the classroom or outside, stand a few feet away from the child
- Suggested Activities: Using the big bubble wand, make huge bubbles above your head. (These wands work best if you wave them slowly through the air, instead of blowing.) If the child does not point to the bubbles, make comments like, “Wow! Where is it going?” If s/he still does not point to the bubbles, have another adult use a hand-over-hand point say, “Look, bubbles!”

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: JOINT ATTENTION

JA5. Child follows gaze of another person to objects/events just to share interest

Posters/Pictures on the Wall

Setting it up

- Objective: Child follows gaze of another person to objects/events just to share interest
- Materials: Posters or pictures or things that are interesting to the child

Engaging the child

- Arrangement: Place posters/pictures around the room before the child arrives
- Suggested Activities: During a session with the child, periodically call his/her attention to posters or pictures on the wall. For example, get his/her attention; turn your gaze towards a poster, and say, "Look at the Tyrannosaurus Rex!" You can also have pictures of items that the child might be playing with during the session. For example, if the child is using toy trains, you may have a picture of a train on the wall and you could say, "Look at that big red train!" or "That train is like yours." If the child does not follow your gaze, use a point that you quickly fade out as s/he begins to look towards the same items as you.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Nature Walk (Or Tour of the School)

Setting it up

- Objective: Child follows gaze of another person to objects/events just to share interest
- Materials: None

Engaging the child

- Arrangement: Holding the child's hand, walk around the school or outside
- Suggested Activities: Take a walk with the child outside around the playground or around the school. When you come to something interesting, get the child's attention, say "Look at that!" and turn your gaze to the object to see if the child will look in the same direction as you. If s/he does not follow your gaze, include a point when looking at another item. Quickly fade out the point as the child begins to look in the same direction as you.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Check it Out

Setting it up

- Objective: Child follows gaze of another person to objects/events just to share interest
- Materials: Anything interesting to the child

Engaging the child

- Arrangement: If working a separate room, place interesting items around the room
- Suggested Activities: If you are conducting your therapy session in the classroom or on the playground with other children around you, periodically call the child's attention to something that the other children are doing. For example, get the child's attention, turn your gaze to a child jumping rope, and say, "Look! Jennifer is jumping!" Repeat this type of activity a few times throughout your session. If you are in a separate therapy room, have interesting items around the room and periodically call the child's attention to the items. For example, "Look! A giant vampire bat on the ceiling!" If the child does not follow your gaze, use a point that you will quickly fade out as s/he begins to look in the same direction as you.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION

JA6. Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event

Posters/Pictures on the Wall

Setting it up

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event
- Materials: Posters or pictures or things that are interesting to the child

Engaging the child

- Arrangement: Place posters/pictures around the room before the child arrives
- Suggested activities: Observe to see if the child will spontaneously combine looking at you with gestures or vocalizations/verbalizations to share one of the posters. Otherwise, model for the child by periodically calling his/her attention to posters or pictures on the wall. For example, get his/her attention, turn your gaze towards a poster, and say, "Look at the Tyrannosaurus Rex!" You can also have pictures of items that the child might be playing with during the session. For example, if the child is using toy trains, you may have a picture of a train on the wall and you could say, "Look at that big red train!" or "That train is like yours." Encourage the child to look at you and gesture or verbalize/vocalize after following your gaze.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Nature Walk (Or Tour of the School)

Setting it up

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event
- Materials: None

Engaging the child

- Arrangement: Holding the child's hand, walk around the school or outside
- Suggested Activities: Take a walk with the child outside around the playground or around the school. Observe to see if the child will spontaneously combine looking at you with gestures or vocalizations/verbalizations to share something happening outside. You can model this for the child when you see something interesting by looking at the child, saying "Look at that!" and turning your gaze to the object to see if the child will look in the same direction as you. If s/he does not follow your gaze, include a point when looking at another item. Encourage the child to look at you and gesture or verbalize/vocalize after following your gaze.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Picture Book

Setting it up

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event
- Materials: A picture book on a topic that is of interest to the child

Engaging the child

- Arrangement: Sit face to face, or at a right angle to the child at a table or on the floor to facilitate easier eye contact.
- Suggested activity: Hold the book; the child may share in holding it, but it is important that the adult also maintain some physical control over the book. As you and the child turn to a new page, begin the activity by modeling a point to an interesting picture or aspect of a picture and making a comment about it (e.g., "Wow, look at that cement mixer!"). Exaggerate looking at the child and then back at the picture. If the child seems to be so focused on the book that s/he does not realize you are making eye contact, pull the book up nearer to your face as though you are examining the picture more closely, again comment on the picture, and use an exaggerated alternating gaze between the picture and the child. Then, for the next page, use the prompt hierarchy to get the child to combine a gesture and/or vocalization/verbalization referencing a picture in the book with looking at you.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Play Activities for Focused Practice Sessions

In the following section you will find sample activities for each skill level of play. These examples are intended to demonstrate how to teach play skills through an activity. Each therapist or teacher will have slightly different materials on-hand and each child will have individual preferences for toys and activities. The hope is that the sample activities provided in this manual will help you think of other creative ways to work on play skills or serve as a reference tool if you are having some trouble coming up with an idea on your own. Some of the activities listed have taken one material, such as play-dough, and have demonstrated how it can be used across multiple skill levels. We do not intend for you to use one material or activity with a given child over numerous sessions. Because each child that you work with will have a different profile of strengths and needs and different starting points for intervention, we are attempting to demonstrate how to use an activity no matter what level you are working on in your session. Listed below are some common items that can be used to focus on play skills

Using the assessment information that you have collected to determine a child's levels, follow the flow chart on the following page for activity planning. Note that you may move down through the individual levels within one category, and/or you may also move across to a corresponding level within another category. For example, if you have a child that is at Functional Play level F4 (includes other people in simple pretend play with toys), you may move across to Symbolic Play level S1 (makes doll/figure move or do things as if it were alive) or you may move down to Functional Play level F5 (uses the same action in simple pretend play with two different people or dolls/figures), or you may work on both of these "next" skills. When possible, you may incorporate multiple skills into one play activity.

General List of Materials/Activities to Promote Play

<u>Exploratory</u>	<u>Relational</u>	<u>Functional/Symbolic</u>
<ul style="list-style-type: none"><input type="checkbox"/> Water play<input type="checkbox"/> Bubbles<input type="checkbox"/> Arts/Crafts<input type="checkbox"/> Sand play<input type="checkbox"/> Rice and beans<input type="checkbox"/> Bean bags<input type="checkbox"/> Child safe shaving cream<input type="checkbox"/> Goopy materials (slime, silly putty)<input type="checkbox"/> Pudding<input type="checkbox"/> Spinning tops<input type="checkbox"/> Wind-up toys<input type="checkbox"/> Mirror (shatter-proof)	<ul style="list-style-type: none"><input type="checkbox"/> Nesting cups<input type="checkbox"/> Blocks<input type="checkbox"/> Puzzles<input type="checkbox"/> Stringing beads<input type="checkbox"/> Lego® play/Duplos®	<ul style="list-style-type: none"><input type="checkbox"/> Vehicles/transportation toys (cars, trucks, trains)<input type="checkbox"/> Kitchen toys (pots, pans, plates, forks, knives)<input type="checkbox"/> Action figures/dolls (action figures from TV/movies, doll set)<input type="checkbox"/> Grooming toys (hairbrushes, combs)<input type="checkbox"/> Household accessories (vacuum, iron)<input type="checkbox"/> Play food/grocery store items<input type="checkbox"/> Tools/workbench<input type="checkbox"/> Larger mirror (shatter proof)<input type="checkbox"/> Cash register/shopping carts<input type="checkbox"/> Toy animals (dinosaurs, zoos)<input type="checkbox"/> Toy house, farm, garage, and/or pirate ship<input type="checkbox"/> Telephones (at least 2)<input type="checkbox"/> Dress up clothes<input type="checkbox"/> Trains/connecting tracks

Play Flow Chart

Exploratory Play

E1. Child picks up and looks at a toy

E2. Child plays with toys using both hands

E3. Child picks up and looks at a toy

Relational Play

R1. Child takes pieces of toys apart

R2. Child puts toys together in simple ways

R3. Child puts several toys together in specific ways

Functional Play

F1. Child plays with toys in functional or simple pretend ways

F2. Child plays with toys in simple pretend ways directed to self

F3. Child includes a doll/action figure in simple pretend play with toys

F4. Child includes other people in simple pretend play with toys

F5. Child uses same action in simple pretend play with two different people/dolls/figures

Symbolic Play

S1. Child makes doll/figure move or do things as if it were alive

S2. Child does 2 different pretend actions, one right after another, with the same toy

Symbolic Play (continued)

S3. Child does 3 or more different pretend actions in a row with same toy

S4. Child uses one toy/object to represent or stand for another

S5. Child uses pretend qualities in play

S6. Child uses pretend objects in play

S7. Child takes on a pretend role in play that other people direct

S8. Child suggests pretend roles in play to self or other people

S9. Child expands pretend play with other people into (a) new roles, (b) new themes, and/or (c) fantasy roles

Objective: EXPLORATORY PLAY

E1. Child picks up and looks at a toy (e.g., Picks up, looks at, puts down block; picks up, looks at, puts down ball)

Play-Dough Activity

Setting it up

- Objective: Child picks up and looks at a toy
- Materials: Highly motivating, child-preferred toys, less motivating toys, play-dough

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: Hide highly motivating toys inside play-dough for child to find. You may need to model getting the toys out of the play-dough for the child. Observe to see if the child will look at the play-dough or the toys. If the child does not look at the toys, use the prompt hierarchy as appropriate.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Peek-a-Boo Animals

Setting it up

- Objective: Child picks up and looks at a toy
- Materials: A soft bag (velvet, flannel, etc.) filled with various small farm or zoo animals – preferably animals that make sounds or movements or have interesting textures.

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials- either sitting on floor or at table.
- Suggested Activities: Hide one animal in soft bag for child to feel. Then make a little gasping sound (e.g., ha!) to get the child’s attention. Simultaneously, let the animal emerge from the bag partially (e.g., head peeks through or tail peeks through) and say “Peek-a-Boo!” Encourage the child to pull the animal out from the bag to visually explore. If the child does not visually inspect toy, choose toys that squeak or vibrate, or make animal sounds while pulling the toys from the bag (e.g., “Roar! Moo!”). You can also identify the animals by name once the child retrieves them (e.g., “Moo! It’s a cow!”). Repeat peek-a-boo game with more animals. If child is not able to take toys out of the bag, play a simpler version of the game by bringing the objects from behind your back to the table in full view for the child.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Treasure Tunnel

Setting it up

- Objective: Child picks up and looks at a toy
- Materials: A commercially-made expanding tunnel, or a series of large boxes (e.g., refrigerator boxes) or mats that you can use to create a tunnel. (This can also be done on the playground or in a sensory-motor room). Various objects for hidden treasures.

Engaging the child

- Arrangement: Set up equipment on the floor in a safe environment.
- Suggested Activities: Create a small obstacle course with the tunnels that is large enough for child to crawl through. Leave hidden treasures along the path – these will consist of motivating sensory items (e.g., slinky, koosh ball, vibrating toys, music boxes, textures), or objects that follow a theme (e.g., sea life). Encourage the child to crawl through the tunnel and to explore/manipulate the objects as s/he encounters them.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: EXPLORATORY PLAY

E2. Child plays with toys using both hands together (e.g., pushes buttons on pop up; rolls ball; gathers blocks; turns pages in book)

Play-Dough Activity

Setting it up

- Objective: Child plays with toys using both hands together
- Materials: Highly motivating and less preferred toys, play-dough

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: Hide both highly motivating toys and less preferred toys inside play-dough for child to find. Have a place for child to put toys as s/he takes them out.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Peek-a-Boo Animals

Setting it up

- Objective: Child plays with toys using both hands together
- Materials: Several soft bags (velvet, flannel, etc.) filled with various small farm or zoo animals—preferably animals that make sounds or movements or have interesting textures, containers (box, plastic fish bowl, basket/nest)

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials—either sitting on floor or at table.
- Suggested Activities: Play “Peek-a-boo Animals” as directed in E1, but expand with more textured bags and several small animals hidden in each bag. Once child retrieves toy, encourage full exploration of all sensory properties (e.g., squeak the toy, pull string to vibrate, manipulate legs to walk, make animal sounds). Using a barn, fish bowl, or nest, show the child how to open a door, or open the lid, and demonstrate putting the animals away in their home one by one.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Treasure Tunnel

Setting it up

- Objective: Child plays with toys using both hands together
- Materials: A commercially-made expanding tunnel, or a series of large boxes (e.g., refrigerator boxes) or mats that you can use to create a tunnel, various objects for hidden treasures

Engaging the child

- Arrangement: Set up equipment on the floor in a safe environment.
- Suggested Activities: Play “Treasure Tunnel” as directed in E1, but encourage child to fully explore/manipulate objects. Guide their vision to the physical exploration by saying “Look at that!” Physically prompt hands to midline if needed. Help the child to inspect objects from various positions and angles to fully explore the textures and features of the object. Comment on the child’s exploration or action (e.g., “This side of the shell is rough, and this side is smooth” or “You made the fish wiggle!”).

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: EXPLORATORY PLAY

E3. Child plays with one toy in three or more different ways (e.g., rolls, bounces, and pats ball; mouths, bangs, and stretches slinky)

Play-Dough Activity

Setting it up

- Objective: Child plays with one toy in three or more different ways
- Materials: Play-dough

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: Model 3 different actions with the play-dough for the child to see if s/he imitates the actions (e.g. rolling play-dough, patting play-dough, ripping play-dough). May want to have pictures of the different actions available for the child.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection)

Peek-a-Boo Animals

Setting it up

- Objective: Child plays with one toy in three or more different ways
- Materials: Several soft bags (velvet, flannel, etc.) filled with various small farm or zoo animals—preferably animals that make sounds or movements or have interesting textures, add containers (box, plastic fish bowl, basket).

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials—either sitting on floor or at table.
- Suggested Activities: Play “Peek-a-boo Animals” as directed in E1 and E2, but encourage more diversity in the child’s actions with each object. Demonstrate activation of animal sounds (e.g., squeeze toy to make noise) or movements (e.g., windup toy, pull string to vibrate), and then hand object to child to try to do the same. Each time the child performs a new action (e.g., squeaks toy, winds up toy) or vocalizes a sound (e.g., “bah”), imitate the child’s action or sound to reinforce the repertoire. If the child does this easily, try putting two or more actions together into sequences (e.g., squeak and bang; pat, roll, and drop into container).

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Exploring with Paint

Setting it up

- Objective: Child plays with one toy in three or more different ways
- Materials: Finger paints, water colors, paper, utensils of different textures (brushes, plastic spoons, stamping pads, etc.) and painting smock

Engaging the child

- Arrangement: Seated at table in close proximity to teacher and materials.
- Suggested Activities: Present child with finger paints, paper and utensils. Have duplicate utensils. Demonstrate various actions with your utensil while child attempts to copy with his/her own matching utensil. For example, swirl spoon in paint to make spirals, tap spoon to make dots, make brushing motions versus circles, etc. Say, “Look what I made.” Add sound effects such as “Swish” and say “You do it!” Guide the child if motions are difficult. Observe to see if the child will perform at least 3 actions.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: RELATIONAL PLAY

R1. Child takes pieces of toys apart (e.g., takes apart large pop beads; takes off lid from container)

Play-Dough Activity

Setting it up

- Objective: Child takes pieces of toys apart
- Materials: Play-dough and play-dough accessories

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: Create 2 figures with the play-dough and model taking one of the figures apart. For example, create a snowman and see if the child will disassemble it. If the child does not take the item apart, try verbal prompts or singing a song to go along with the task. Prompt as necessary to help the child take apart the figures.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Butter Tubs:

Setting it up

- Objective: Child takes pieces of toys apart
- Materials: Lots of butter tubs or similar plastic containers with easily removed lids; small toys or edibles to put in each tub

Engaging the child

- Arrangement; Sit face to face with the child at a table or on the floor; have the butter tubs closed up, with a small toy or edible within each one
- Suggested activity: Give the child a butter tub, shaking it to draw his/her attention to the item inside. Use prompt hierarchy as appropriate to get the child to open tub. Once child understands that s/he can take the lid off a tub to retrieve the item inside, give the child a stack of the closed up butter tubs to un-stack and remove the lids from. Remove opened tubs and toys from inside of them if needed to keep the items from becoming a distraction.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Train

Setting it up

- Objective: Child takes pieces of toys apart
- Materials: Train cars that can be put together and taken apart

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested activities: Using toy trains, create a two car train. Put the train in front of the child and observe to see if s/he will begin to take the train apart. If the child does not take the train cars apart, try modeling for the child or saying “Can you take the trains apart?” Prompt as necessary to help the child to disassemble the train cars. As the child understands the task, you can try putting more train cars together.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: RELATIONAL PLAY

R2. Child puts toys together in simple ways (e.g., drops blocks in cup; puts lid on container)

Play-Dough Activity

Setting it up

- a. Objective: Child puts toys together in simple ways
- b. Materials: Play-dough and play-dough accessories

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials
- b. Suggested Activities: Model putting a simple figure back together. The figure should involve the assembly of more than 5 pieces, although you may want to start with just 2 or 3 pieces at first. It may be helpful to have a picture template that shows what the finished figure looks like when assembled. Prompt the child as needed to help him/her to complete the assembly task.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Dump Truck

Setting it up

- a. Objective: Child puts toys together in simple ways
- b. Materials: A large toy dump truck; at least 7 blocks that will fit in the back of the truck all at once.

Engaging the child

- a. Arrangement: Sit face to face with the child on the floor. Have the truck and blocks accessible.
- b. Suggested activity: Place the truck and the blocks within the child’s reach. Use the prompt hierarchy as needed to get the child to put the blocks in the back of the truck. Once the truck is loaded, dump the blocks out, or have the child dump them out, using playful sound effects. Have the child reload the truck and dump it out again if s/he continues to be interested in the activity.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Can of Worms

Setting it up

- a. Objective: Child puts toys together in simple ways
- b. Materials: 2-3 cans or jars; numerous plastic “creepy crawly” objects, such as worms and bugs

Engaging the child

- a. Arrangement: Sit face to face with the child at a table or on the floor
- b. Suggested activity: Give the child at least two of the containers along with a pile of the creepy crawlies. Have the child put the creepy crawlies into one of the cans, and then dump them into another can. Have fun with the creepy crawlies along the way!

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: RELATIONAL PLAY

R3. Child puts several toys together in specific ways (e.g., strings beads; sorts shapes into a shape sorter, puts pieces of puzzle together)

Puzzles

Setting it up

- Objective: Child puts several toys together in specific ways
- Materials: Puzzles appropriate for the child's skill level and motivating (e.g., involves interest of child or is visually appealing)

Engaging the child

- Arrangement: Sit face to face with the child on the floor or at a table. Have several puzzles nearby.
- Suggested activity: Let the child choose a puzzle from a choice of two. (Depending on the child's communication skills, s/he might make the choice by simply looking longer at one puzzle, or by reaching, or pointing, etc.) Give the child one puzzle, dumping or taking the pieces out within the child's reach. Use the prompt hierarchy as needed.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Blocks, Legos®, Duplos® Activity

Setting it up

- Objective: Child puts several toys together in specific ways
- Materials: Different shapes or colored blocks

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: Use different shapes or color blocks to see if the child can sort into appropriate piles. See if the child will stack blocks of a specific color or specific shape. It may be helpful to demonstrate the task or have a model for each shape or color. Use the prompt hierarchy as needed to help the child with the sorting task.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Sorting

Setting it up

- Objective: Child puts several toys together in specific ways
- Materials: Two "sets" of materials, and two containers. Preferably the containers will have some logical relation to the materials (e.g., food items and a mixing bowl, and farm animals and a barn).

Engaging the child

- Arrangement: Sit face to face with the child at a table or on the floor. Materials accessible but out of reach of the child.
- Suggested activity: Place the two containers in front of the child. Demonstrate with one object of each type how to sort the objects into the two containers (e.g., "The animal goes in the barn, like this. The apple goes in the bowl, like this.") Then give the child one object at a time and use the prompt hierarchy as needed. When the child seems to understand the sorting activity, you can provide several objects at once for him/her to sort.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: FUNCTIONAL PLAY

F1. Child plays with toys in functional or simple pretend ways (e.g., stirs spoon in cup; pushes truck in purposeful path)

Airplane

Setting it up

- a. Objective: Child plays with toys in functional or simple pretend ways
- b. Materials: Toy airplane, pilot/captain hat

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials
- b. Suggested activities: Put the airplane in front of the child. Observe to see if s/he will initiate “flying” the toy airplane. If the child does not initiate the activity, model flying the airplane making fun noises. Encourage the child to make the airplane take off, fly, and land. Prompt the child as necessary to “fly” the airplane. It may be helpful to use a picture sequence to help child understand when the activity will be finished, as this is more of an open-ended activity.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Train

Setting it up

- a. Objective: Child plays with toys in functional or simple pretend ways
- b. Materials: Trains, track, conductor/engineer hat

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials
- b. Suggested activities: Put the train in front of the child. Observe to see if s/he will spontaneously begin to move the train around the track. If the child does not spontaneously play with the train, model rolling the train along the track. Have child move the train around the track and make stops at the stop sign or stop light. Use the prompt hierarchy as needed. It may be helpful to use a picture sequence to help child understand when the activity will be finished, as this is more of an open-ended activity.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Kitchen

Setting it up

- a. Objective: Child plays with toys in functional or simple pretend ways
- b. Materials: Various kitchen items (e.g., cups, plates, utensils, etc.)

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials
- b. Suggested Activities: Observe to see if the child will spontaneously use the kitchen items functionally (e.g., stirs spoon in cup). If the child does not initiate play with the toys, model appropriate functional actions. Use the prompt hierarchy as needed to encourage the child to play with the kitchen toys in a functional manner.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: FUNCTIONAL PLAY

F2. Child plays with toys in simple pretend ways directed to self (e.g., feeds self with empty spoon; brushes own hair with plastic hairbrush)

Play-Dough Activity



Setting it up

- Objective: Child plays with toys in simple pretend ways directed to self
- Materials: Play-dough, cookie cutters, plastic cup and plate

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: Have child use the cookie cutters to make play-dough cookies. Model feeding cookies to self using the plate to serve and drinking from the cup. Reinforce by making “munching” sounds. Prompt the child to feed him/her self a cookie and drink using the plate and cup. It may help here to have a picture sequence or some other indicator of how many cookies child will feed self.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Cool Clothes

Setting it up

- Objective: Child plays with toys in simple pretend ways directed to self
- Materials: Dress-up items of interest to child (e.g., sunglasses, hats, gloves, necktie, jewelry, feather boa) preferably two items of each type, a container to hold the items

Engaging the child

- Arrangement: Sit face to face with the child, with the container of dress-up items accessible to you.
- Suggested activity: Present the different dress-up items you have one pair at a time. For example, you might put out two pairs of sunglasses in front of the child. Give the child a chance to choose of the dress-up items for him/herself, and then use the other item as appropriate to model dressing up, and just to have fun by imitating the child, trading items back and forth, etc. Use the prompt hierarchy as needed to get the child to play with the item. When the child’s interest in that item fades, present a new set of items. For children who are more organized in play strategies, you can present the whole container of dress-up items at once, and follow the child’s lead as to which items to play with.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Grooming Time

Setting it up

- Objective: Child plays with toys in simple pretend ways directed to self
- Materials: Two of each or most of the following—towel, bar of soap, wash cloth, comb, brush, razor with no blades (or cordless electric shaver with no batteries); Container to hold the grooming items.

Engaging the child

- Arrangement: Sit face to face with the child at a table or on the floor with the container of grooming items accessible to you.
- Suggested activity: Present the different grooming items you have one or two pairs at a time. For example, you might put out two bars of soap and two washcloths. Give the child a chance to choose of the grooming items for him/herself, and then use the other item as appropriate to model grooming play. Use the prompt hierarchy as needed to get the child to play with the item. When the child’s interest in that item fades, present a new set of items. If appropriate, you can present the whole container of grooming items at once, and follow the child’s lead.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: FUNCTIONAL PLAY

F3. Child includes a doll/action figure in simple pretend play with toys (e.g., brushes doll's hair with brush; diapers doll)

Grocery Store



Setting it up

- a. Objective: Child includes a doll/action figure in simple pretend play with toys
- b. Materials: Cash register, toy food, doll

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials. Set up the area like a grocery store. Put some items in a bag and the doll near the "check-out."
- b. Suggested activities: Give the bag of items to the child (or model having the doll give the bag to the child). Observe to see if the child will scan the groceries and give the groceries to a doll. If the child does not initiate the activity, provide models or verbal prompts as needed. Use the prompt hierarchy as needed to help the child to be successful with the activity.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Doll House

Setting it up

- a. Objective: Child includes a doll/action figure in simple pretend play with toys
- b. Materials: Doll house, dolls or action figures, appropriate furniture and props (e.g., food, books, pillows)

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials
- b. Suggested Activities: Set the doll house, the dolls and the props in front of the child. See if the child will initiate any actions directed towards the dolls. If the child does not initiate, model feeding a doll or putting a doll to bed. Encourage the child to participate. Use the prompt hierarchy as needed to help the child to act on the dolls.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Beauty Salon

Setting it up

- a. Objective: Child includes a doll/action figure in simple pretend play with toys
- b. Materials: Doll, beauty supplies such as combs, brushes, hair ties, ribbons, etc.

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials
- b. Suggested Activities: Tell the child that the doll made an appointment at the salon. See if the child will brush the doll's hair or put a bow or hair tie in the doll's hair. If the child does not initiate, try demonstrating some of the actions, or verbally suggesting an activity (e.g., "You could brush the doll's hair"). Use the prompt hierarchy as appropriate to help the child engage in actions directed at the doll.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: FUNCTIONAL PLAY

F4. Child includes other people in simple pretend play with toys (e.g., feeds adult with spoon; combs adult's hair with comb)

Play-Dough Activity



Setting it up

- a. Objective: Child includes other people in simple pretend play with toys
- b. Materials: Play-dough, cookie cutters, plastic cup and plate

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials
- b. Suggested Activities: Have child use the cookie cutters to make play-dough cookies. Model feeding cookies to the child using the plate to serve the cookie and the cup to serve the drink. Indicate that you are hungry and thirsty to prompt the child to feed you in the same way. It may help here to have a picture sequence or some other indicator of how many cookies child will feed you.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

If You Give a Mouse a Cookie

Setting it up

- a. Objective: Child includes other people in simple pretend play with toys
- b. Materials: Book *If You Give a Mouse a Cookie* by Laura Joffe Numeroff; mouse ears on a headband that will fit your head; a plastic or cardboard cookie, a cup/glass, a straw, a napkin, a pair of children's scissors, a blanket, and a pillow. A box or bag for the play materials.

Engaging the child

- a. Arrangement: Sit face to face or at a right angle to the child. (This means that you will need to read upside down or from the side, but is more conducive to modeling and eye contact than sitting side by side.) Have the container of materials easily accessible to you, but not readily accessible to the child. Put on the mouse ears.
- b. Suggested activity: Read the book with the child. As each of the objects listed above is mentioned in the story, give the object to the child and help the child act out the story. The child may tend to use the objects to act on self, and s/he should be given that opportunity, but then also prompted as appropriate to use each object to act on you (the mouse!).

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

We're Clowns:

Setting it up

- a. Objective: Child includes other people in simple pretend play with toys
- b. Materials: Picture of clown with painted face. Clown dress-up clothes if desired. Face paints, damp washcloths, towels.

Engaging the child

- a. Arrangement: Sit face to face with the child at the corner of a table, so that the face paints can be easily accessible to both of you, but so that you can also easily reach one another's faces for painting. Have damp washcloths/towels nearby for cleanup.
- b. Suggested activity: Begin by showing the child a picture of a clown with a painted face. If you are using clown dress-up clothes, pick out clothes for each of you. Prompt the child as necessary to help you put on some of your clothes (e.g., a hat or a scarf). Show the child the picture of the clown again, pointing out the paint on the clown's face. Then paint the child's face. After that, have the child paint your face (because you are a brave soul!). Go look at yourselves in a mirror and show off to other people in or beyond the classroom. Have the damp washcloths and towels nearby for cleanup at the end.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: FUNCTIONAL PLAY

F5. Child uses the same action in simple pretend play with two different people or dolls/figures (e.g., places cup to adult's lips, then places cup to doll's mouth)

Grocery Store



Setting it up

- Objective: Child uses the same action in simple pretend play with two different people or dolls/figures
- Materials: Cash register, toy food, dolls

Engaging the Child

- Arrangement: Have child in close proximity to teacher and materials, set up the area to be a grocery store.
- Suggested activities: Observe to see if the child will perform a familiar play act on two or more people/figures (e.g., you and a doll). If the child does not spontaneously perform 2 actions in sequence, model a sequence or provide verbal suggestions to have the child act on 2 dolls or people in familiar ways. For example, have child give the groceries to you and the doll or have the child feed you and then the doll.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

It's Time for Bed

Setting it up

- Objective: Child uses the same action in simple pretend play with two different people or dolls/figures
- Materials: Dolls, bedtime props (pillows, blankets, teddy bears, bottles, diapers)

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: Tell the child it is time to put the dolls to bed. Observe to see if the child will perform the same task on two dolls. For instance, see if the child will tuck in two different dolls or see if s/he will feed a bottle to two different dolls. If the child performs the task on only one figure, say something like, "The big sister needs to brush her teeth too" or "Daddy is going to read a book too." Use the prompt hierarchy as needed to help the child perform a play act with two figures in sequence.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Train

Setting it up

- Objective: Child uses the same action in simple pretend play with two different people or dolls/figures
- Materials: Train, figures

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested activities: Observe to see if the child will act on 2 dolls or people in familiar ways. If the child does not initiate the activity, provide suggestions for the child. For example, have child put 2 figures on the train (e.g., conductor and passenger) or have the child take 2 figures off of the train. You could also model various action sequences for the child. Use the prompt hierarchy as appropriate.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: SYMBOLIC PLAY

S1. Child makes doll/figure move or do things as if it were alive (e.g., walks a doll; manipulates toy animal to “eat” from container; doll brushes own hair)

Airplane

Setting it up

- Objective: Child makes doll/figure move or do things as if it were alive
- Materials: Plane, figures

Engaging the child

- Arrangement: Have child in close proximity to the teacher and materials
- Suggested Activity: Set the toys in front of the child. Observe to see if the child will move a figure as if alive (e.g., passenger walking on the plane, flight attendant walking up and down aisle, pilot steering the plane). If the child does not act move the figures, try modeling 1 or 2 actions. Then, encourage the child to imitate your actions or verbally suggest another action. Use the prompt hierarchy as necessary.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Blocks, Legos®, Duplos® Activity

Setting it up

- Objective: Child makes doll/figure move or do things as if it were alive
- Materials: Blocks, dolls or action figures

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: Help the child make a block house. Once the house is finished, but the figures in front of the child. Observe to see if the child will move any of the figures as if they are alive (e.g., making a figure feed his/herself, walking a figure through the door or up the stairs, etc.). If the child does not initiate actions with the figures, try modeling a few actions and using words to describe what the figure is doing (e.g., “Time for mommy to make dinner”). See if the child will imitate the actions with another figure. If the child still does not move the figures, use the prompt hierarchy as needed to help the child with the activity.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Dolls at the Park

Setting it up

- Objective: Child makes doll/figure move or do things as if it were alive
- Materials: Doll/action figure, ball, Frisbee, cup, spoon

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested activities: Tell the child that the dolls are at the park. Have the doll throw the ball/Frisbee. Next, tell the child that it is time for a picnic at the park. Encourage the child to have the doll use the cup to drink or the spoon to eat. If the child is having difficulty, try modeling the actions using the doll.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY

S2. Child does 2 different pretend actions, one right after another, with the same toy (e.g., stirs spoon in bowl and then pretends to feed doll; fills up car with gas and drives into garage)

Morning Routine

Setting it up

- Objective: Child does 2 different pretend actions, one right after another, with the same toy
- Materials: Baby doll, brush, hair clip, toothbrush, wash cloth and towel, mirror

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials, put the baby in front of the child and some of the morning routine items near-by or in a basket.
- Suggested activities: Tell the child that it is time to get the baby ready for the day. Observe to see if the child initiates at least two different actions in sequence to help the baby get ready. If the child does not initiate a sequence, encourage him/her to take care of the baby by combining at least 2 actions (e.g., wash face and dry with towel; brush hair and put in clip; brush teeth and dry mouth with towel). It may be helpful to model one or two sequences for the child, or have picture sequences available for support. Use the prompt hierarchy as needed to help the child to sequence 2 actions for morning routine.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Blocks, Legos®, Duplos® Activity

Setting it up

- Objective: Child does 2 different pretend actions, one right after another, with the same toy
- Materials: Blocks, dolls or action figures

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: Help the child to make a block house. Put figures in front of the child, and say, “Let’s play house.” Observe to see if the child will initiate a 2-step sequence with any of the figures. If the child does not initiate play, model a 2-step sequence (e.g., wash hands and eat dinner, brush teeth and go to bed). See if the child will imitate your model. Also, try suggesting different 2-step sequences that the child could perform with the figures. It may be helpful to have picture cards of possible activities or sequences that the child could act out. Use the prompt hierarchy as appropriate.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Making Lemonade

Setting it up

- Objective: Child does 2 different pretend actions, one right after another, with the same toy
- Materials: Pitcher, 2 cups, 2 spoons, wash rag

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested activities: Tell the child that it is time to make lemonade. See if the child will initiate 2 sequential actions in pretending to make lemonade. If not, pretend to put liquid in pitcher and then pour it in cup; put in liquid and stir in lemonade. After the child “makes” the lemonade, you could suggest that you sell the lemonade at a lemonade stand. See if the child will take a glass of lemonade and pay money, give a glass of lemonade and provide change, etc. Use modeling and prompting as needed to help the child combine two pretend actions in sequence.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY

S3. Child does 3 or more different pretend actions, one right after another, with the same toy (e.g., feeds doll, wipes doll's mouth, puts doll to bed, kisses goodnight; drives ambulance to hospital, takes patient out of ambulance, and places on hospital bed)

Cooking

Setting it up

- Objective: Child does 3 or more different pretend actions, one right after another, with the same toy
- Materials: Toy food set, dolls

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested activities: Tell the child it is time for lunch. Suggest that the child make lunch for the doll. Observe to see if the child will perform three or more actions in sequence with pretend food (e.g., toast the bread, butter the bread, and put the sandwich together). After the child has finished making lunch see if the child will act on the doll. If the child does not initiate, say "I think the doll is hungry for lunch." See if the child will perform three sequenced actions on the doll (e.g., eat lunch, drink juice, and wipe face). Use modeling and prompting as needed to help the child succeed.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Grocery Store



Setting it up

- Objective: Child does 3 or more different pretend actions, one right after another, with the same toy
- Materials: Cash register, dolls

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials, set up the area to resemble a grocery store.
- Suggested activities: Tell the child that you want to go to the grocery store. Observe to see if the child will initiate a sequence of three or more actions related to grocery shopping. If the child does not initiate, offer suggestions of action sequences or provide the child with picture cards containing action sequences (e.g., put the groceries in basket, give the groceries to the cashier, and pack the groceries in a bag). Use the prompt hierarchy as needed to allow the child to sequence at least 3 actions with an object.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Mud Pie

Setting it up

- Objective: Child does 3 or more different pretend actions, one right after another, with the same toy
- Materials: Sand table (or tub of sand) and a few utensils (pitcher, spoon, pan)

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested activities: Pretend to make mud pies with sand (pretend to pour in water from pitcher, stir with spoon, form mud pie with hands, and turn out into pan). See if the child will imitate your actions, or decide to make a different "food." Prompt as needed to help the child combine three actions. If the child is still interested, tell him/her you are thirsty. See if s/he will pretend to make lemonade with sand (pretend to pour water in pitcher, spoon in sand, stir). It may be helpful to have "recipes" for the suggested items to help the child sequence the actions.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: SYMBOLIC PLAY

S4. Child uses one toy/object to represent or stand for another (e.g., uses block as a hairbrush or cup; puts sponge in bowl as food; uses paper as blanket or diaper for baby)

Play-Dough Activity

Setting it up

- Objective: Child uses one toy/object to represent or stand for another
- Materials: Play-dough, toy phone, doll

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: Make a phone out of play-dough with the child. Make a ringing sound and observe to see if the child will pick up the “phone.” If the child does not understand, model using the play-dough as a phone. Then, take turns calling each other or Cookie Monster doll, to say hello and possibly find out how the cookies taste. Use the prompt hierarchy as needed to demonstrate the skill.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Farm Animals

Setting it up

- Objective: Child uses one toy/object to represent or stand for another
- Materials: Farm animals, small box, small blocks or other small objects

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: Tell the child the animals are hungry. Use the small box as a trough and ask the child to find something for them to eat. If the child does not spontaneously substitute objects for the food, prompt the child to use the block or other small objects as food in the trough. It may be helpful to model this for the child, including salient sounds (e.g., munching sounds, “Mmm, this is good”). Use the prompt hierarchy as needed to help the child substitute the objects in the play activity.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Little People Bus Activity

Setting it up

- Objective: Child uses one toy/object to represent or stand for another
- Materials: Little People Bus, Little People, Shoebox

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: If the child is familiar with the bus activity, start by putting out only the shoe box and the Little People. If the child is not familiar with the activity, start with the Little People bus to help develop the play routine. Then tell the child that the bus needs to be fixed and say, “Here’s another bus,” while putting out the shoebox. Observe to see if the child will accept the shoebox as a bus substitute. If the child does not understand, model having Little People get on and off the “bus.” Encourage the child to put the bus driver in a shoe box “bus” and make stops to pick up children. Use the prompt hierarchy as needed to help the child with the activity.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY

S5. Child uses pretend qualities in play (e.g., blows on spoon as if soup is hot; makes “yucky” gesture when pretending to eat play-dough)

Birthday Party

Setting it up

- Objective: Child uses pretend qualities in play
- Materials: Play-dough, toy cups, forks, plates (and other materials for a pretend birthday party), doll

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested Activities: Make a play-dough birthday cake with the child. Invite Cookie Monster doll to the party. Put some pretend candles in the birthday cake and pretend to light them. Tell the child the candles are hot and they need to be careful. Observe to see if the child will act as if the candles are hot. If the child does not understand, demonstrate actions that would be associated with hot candles (e.g., blowing out candles, rubbing your hands in front of the “hot” candles, saying “ow” if your fingers get too close). Have the child imitate some of these actions, using the prompt hierarchy as appropriate.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Cooking

Setting it up

- Objective: Child uses pretend qualities in play
- Materials: Pot, spoon

Engaging the Child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested activities: Pretend to prepare food with the child. Once the food is “ready,” tell the child it is either hot or cold. Observe to see if s/he will pretend with these characteristics by completing associated actions. For example, if you tell the child the spaghetti is hot, see if s/he will blow on the “spaghetti.” It may be necessary to model a few of the actions initially. Use the prompt hierarchy in order to facilitate the activity.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Veterinarian’s Office

Setting it up

- Objective: Child uses pretend qualities in play
- Materials: Dog, cat, or some zoo animals, stethoscope or magnifying glass, masking tape

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested activities: Tell the child that the animals are hurt/sick and you have to take care of them. Observe to see if the child will begin to take care of the animals (e.g., bandage the animals, tell the animals, “It’s okay, I will take care of you”). If the child does not initiate with the animals, try modeling a few of the actions. Lay them down, examine them, and wrap them in bandages. See if the child will imitate any of these actions, providing prompting as necessary.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY

S6. Child uses pretend objects in play (e.g., shakes imaginary salt shaker; holds hand to ear as if talking on telephone; shapes hand as if holding a tool and creates tool's action)

Car Repair Shop

Setting it up

- Objective: Child uses pretend objects in play
- Materials: Car, truck, box, doll

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested activities: Begin playing with the cars and trucks. Tell the child that one of the cars is broken. Talk about making repairs on the truck/car, use pretend tools to work on the car (e.g., winding a tire jack, using a screwdriver to take off the wheels, using a drill to fix part of the engine). If the child is not familiar with car/truck repairs, it may be necessary to model some of the actions for the child or potentially have some pictures available showing various tools or car repair actions. Use the prompt hierarchy as necessary to help the child use imaginary tools.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Cooking

Setting it up

- Objective: Child uses pretend objects in play
- Materials: Pots, plates

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested activities: Tell the child you are making spaghetti. Observe to see if the child will spontaneously act and on the pot using imaginary items (e.g., stir with an imaginary spoon, add ingredients from an imaginary box, etc.) If the child has difficulty initiating actions on his/her own, provide verbal or visual suggestions. It may be helpful to have a "recipe" that the child can read (e.g., first, add the noodles, then the sauce, then stir). Ask them if the spaghetti is ready to eat and prompt him/her to use an imaginary spoon to serve it on the plates.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Grocery Store



Setting it up

- Objective: Child uses pretend objects in play
- Materials: Cash register, dolls, bag

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials with the area set up to be a grocery store (but only imaginary food items)
- Suggested activities: Shop and have the child put pretend groceries into his/her bag. When the child is done shopping, model scanning the imaginary grocers. Tell the child that s/he needs to pay you for the groceries and hold out your hand. See if the child will give you pretend money, and model giving him/her pretend change. Use the prompt hierarchy as necessary to help the child participate in the activity.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: SYMBOLIC PLAY

S7. Child takes on a pretend role in play that other people direct (e.g., plays house when adult suggests it; plays construction worker when another child suggests it)

Train

Setting it up

- Objective: Child takes on a pretend role in play that other people direct
- Materials: Trains, figures, play script for each of roles for the train (e.g., conductor, ticket seller, passenger)

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials. Invite 1-2 peers.
- Suggested activities: Put figures in block train station. Invite 1-2 peers to the join in. Tell the children it's time for the train. Choose one child to be the conductor, another to be the passenger, and another the ticket seller. Have children trade roles on subsequent days.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Doctor's Office

Setting it up

- Objective: Child takes on a pretend role in play that other people direct
- Materials: Doctor kit or a few "doctor" tools (tongue depressor, band-aid, play thermometer), doll

Engaging the child

- Arrangement: Have child in close proximity to teacher, doctor items near to the child
- Suggested activities: Talk to child about going to the doctor. Have child take role of doctor and examine patient (adult or doll) with tools. If the child does not know what to do, try asking questions (e.g., "Do you need to look in my mouth?") or making relevant comments (e.g., "I hurt my arm") in order to prompt doctor actions. If the child less familiar with doctor scripts, it may also be helpful to have a book or schedule that the child can look at for ideas.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Little People Bus Activity

Setting it up

- Objective: Child takes on a pretend role in play that other people direct
- Materials: Little People Bus, play script, photos of figures and peers, play script for each of roles in the bus activity (e.g., bus driver, passengers)

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials. Invite 1-2 peers.
- Suggested Activities: Set up several play houses or boxes along the pretend bus route. Invite 1-2 peers to play bus. Choose one child to be the driver. Assign children the roles of other figures. Encourage the child to act the role with the figure. It may be necessary to provide visual models or verbal prompts to help initiate the activity. This is also a good opportunity to practice greeting scripts with the child.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: SYMBOLIC PLAY

S8. Child suggests pretend roles in play to self or other people (e.g., plays hospital suggesting roles to others such as “I’ll be the nurse, you be the patient.”)

Grocery Store



Setting it up

- Objective: Child suggests pretend roles in play to self or other people
- Materials: Cash register, figures, pictures/photos of the figures (e.g., checker, shopper, bagger), photos of child and peers.

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials. Invite 1-2 peers.
- Suggested activities: Set up the grocery store. Put in checker, shopper, and bagger figures. Have child assign roles to him/herself and peers. If the child has difficulty assigning roles, it may be helpful to use the photos and pictures. You could also limit the number of choices to only 2 roles when the child is first learning how to assign roles. Encourage the child to act the part of his/her role. Try switching roles after a little while or for the next day.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Cooking

Setting it up

- Objective: Child suggests pretend roles in play to self or other people
- Materials: Toy food set and other dress-up props, pictures/photos of the figures (e.g., chef, waiter, customer), photos of child and peers.

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials. Invite 1-2 peers.
- Suggested activities: Set up the pretend restaurant. Have child assign roles of chef, waiter or customer to him/herself and peers. If the child has difficulty assigning roles, use the photos and pictures to help guide the child. It may also be helpful to have a few different actions that each character can do in a restaurant to help expand the play. Use prompts and models as necessary to support the child with his/her peers.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

School

Setting it up

- Objective: Child suggests pretend roles in play to self or other people
- Materials: Chalk board, chalk, picture cards (or other teacher materials from class)

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested activities: Tell the child that you want to play school. Ask child to think of 1-2 roles to play in a classroom (teacher, assistant teacher, student). See if the child can think of a few different actions that each character might do in a school. Encourage the child to assign a role for his/herself and a role for the therapist/teacher. See if the child will initiate some of the actions for his/her role. If s/he has difficulty thinking of what to do next, you could guide the child by asking questions or making comments (e.g., “Is it time for reading?”, “I want to write on the chalkboard”). Use prompts and models as necessary to help the child expand his/her play.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY

S9. Child expands pretend play with other people into (a) new roles, (b) new themes, and/or (c) fantasy roles (e.g., Spiderman rescues victims; princess and prince marry and go to live in haunted castle; monsters fighting)

Airplane

Setting it up

- Objective: Child expands pretend play with other people into (a) new roles (b) new themes, and/or (c) fantasy roles
- Materials: Cardboard plane other dress-up props

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials. Invite 1-2 peers.
- Suggested activities: Tell the children we are flying to a new airport; talk about where it will be. Have child and peers plan out a new flight plan and pretend to be different characters (e.g., baggage handler, security scanner). Also, once you could suggest that the passengers are going on a vacation, and ask the child to decide where s/he will go on the vacation and what s/he will do after getting to the airport. It may be helpful to have pictures of potential vacation spots (e.g., beach, skiing, big city, etc.) to help the child expand his/her ideas.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Grocery Store



Setting it up

- Objective: Child expands pretend play with other people into (a) new roles (b) new themes, and/or (c) fantasy roles
- Materials: Cash register, figures and other dress-up props

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials. Invite 1-2 peers.
- Suggested activities: Tell child we are putting a bakery or sushi bar in the grocery store. Have child and peers build the bakery or sushi bar and pretend to be different characters (e.g., baker, sushi chef). It might be helpful to have books or pictures that give the child ideas for how to expand the theme, or what happens in a bakery or sushi bar. Use prompts and models as needed to help the child expand the roles and themes during play.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Prince and Princess

Setting it up

- Objective: Child expands pretend play with other people into (a) new roles (b) new themes, and/or (c) fantasy roles
- Materials: Princess/prince props (tiara/crown, dress up costumes)

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials
- Suggested activities: Have child pretend child is a princess/prince and dress up and enact role. Encourage the child to pick a story line (e.g., the prince and princess get married, the princess fights a dragon). If the classroom has books about prince and princess stories, it may be useful to have the books in the area that you are working with the child. Prompt the child as necessary to incorporate new roles and ideas into his/her play repertoire.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Social-Communication Activities for Generalized Practice Sessions

In the following section you will find sample activities for each skill level of social-communication. These examples are intended to demonstrate how to teach social-communication by using toys and materials generally found in preschool classrooms. Each classroom will have different materials available and each child will have different individual preferences for toys and activities. The hope is that the sample activities provided in this manual will help you think of other creative ways to work on social-communication skills or serve as a reference tool if you are having some trouble coming up with an idea on your own. Our basic premise is that you can use classroom activities that the children have access to on a daily basis (and that are of interest to the child) and “enhance” those activities by making relatively simple changes in order to more directly work on the social-communication skills of children with autism. Listed below are some items commonly found in preschool classrooms that can be used to focus on social-communication skills.

Using the assessment information that you have collected to determine a child’s levels, follow the flow chart on page 52 for activity planning. Note that you may move down through the individual levels within one category, and/or you may also move across to a corresponding level within another category. For example, if you have a child that is at Social Interaction 3 (participates in back-and-forth games with objects or actions), you may move across to Requesting 1 (reaches toward out of reach object to signal wanting it) or you may move down to Social Interaction 4 (initiates familiar games or routines), or you may work on both of these “next” skills. When possible, you may incorporate multiple skills into one play activity to work on the skills concurrently.

<p><u>Dramatic Play</u></p> <ul style="list-style-type: none"> • Kitchen toys (pots, dishes, utensils) • Grooming toys (hairbrushes, combs, hair dryer, cape, barrettes) • Large mirror (shatter proof) • Household accessories (vacuum, iron) • Toy food/grocery store items (boxes/containers from real food) • Cash register, shopping carts • Telephones (at least 2); phone book • Doll house with dolls and furniture • Puppets and stuffed animals • Dress-up clothing including accessories (hats, jewelry, masks, shoes, purses/bags, • Dolls with extra doll clothing, crib • Various prop boxes (doctor, vet, restaurant, shoe store, grocery store, post office, bank) • Fabric pieces in various sizes • Toy cameras (or a real camera with the batteries removed) 	<p><u>Reading Center</u></p> <ul style="list-style-type: none"> • Books (include various topics, both fiction and non-fiction; picture dictionary; rotate books regularly and use the public library as a resource) • Magazines • Puppets (hand, finger, stick) • Magnetic letters with board • Alphabet cards/chart • Props that go with individual stories • Felt board stories • Word Wall • Books on tape with listening station • Letter and phonic games (bingo, matching) • Writing materials (clipboards or desk, paper, pencils, journals, dry erase boards) • Letter rubber stamps with ink pads 	<p><u>Sensory Table</u></p> <ul style="list-style-type: none"> • Water (you can also add soap or food coloring) • Sand (regular and modeling); soil • Rice and beans; coffee beans • Float and sink items • Cotton balls (can be a choking hazard for children that put items into their mouths) • Ice cubes, snow • Leaves • Strainers, sifters • Measuring cups, buckets, pitchers • Shovels, rakes • Funnels; pieces of hose/tubes • Sponges • Eye droppers; basters; water wheels • Hand-operated mixer • Boats • Cars/trucks • Items to bury (dinosaurs, plastic jewels, rocks) 	<p><u>Block Center</u></p> <ul style="list-style-type: none"> • Blocks various shapes, sizes, and colors • Legos®/Duplos® • Lincoln logs, Bristle blocks, Tinker toys • Action figures/dolls (action figures, people/family sets) • Vehicles/transportation toys (cars, trucks, trains, airplanes, helicopters) • Toy animals (farm, dinosaurs, zoo) • Toy house, farm, garage, pirate ship • Dress up clothes • Trains/connecting tracks • Road map rug or mat • Traffic signs • Pictures of various buildings (Eiffel tower, Great Wall, Empire State, etc.) • Pictures of places in the community • Mailing tubes 	<p><u>Math/Manipulatives/Puzzles</u></p> <ul style="list-style-type: none"> • Nesting cups • Puzzles (form board, large floor puzzles) • Stringing beads • Magnetic shapes and numbers with board • Geoboards with rubber bands • Pattern Blocks with cards • Counting and matching games • Pattern and sequence games • Calculators • Dominoes • Dice • Unifix® cubes • Sorting/counting items (bears, vehicles, fruit, insects) • Sort Trays (you can use ice cube trays or muffin pans) • Number line/number cards • Rulers/Tape measure • Clocks and timers
<p><u>Science Center</u></p> <ul style="list-style-type: none"> • Bubbles • Magnifying glasses • Natural items (rocks, pinecones, snake skins, feathers, acorns, fossils, etc.) • Prisms • Science/Nature books and magazines • Plants/seeds growing • Animals (aquarium, hamster) • Balance scale • Magnets with metal objects • Color paddles • Picture cards (animals, insects) • Collection containers (for collecting items or insects outside) • Microscope/Videoscope 	<p><u>Art Center</u></p> <ul style="list-style-type: none"> • Various types and sizes of paper (white, construction, newsprint, pattern, larger easel paper) • Crayons; markers • Clay (modeling, natural) • Watercolors, finger paint, and tempera paint with various brushes • Scissors; glue/glue sticks • Magazines • Various collage materials • Recycled/re-used items (bubble wrap, packing peanuts, wrapping paper, greeting cards, cardboard) • Ink/Bingo Dotted • Easel • Dry erase boards with markers 	<p><u>Gross Motor (indoor and outdoor)</u></p> <ul style="list-style-type: none"> • Bean bags • Balls (various types/sizes) • Trikes, riding toys, wagons • Stilts • Hula hoops • Tumbling mats, trampoline • Tents, tunnels • Swings • Balance beam • Parachute • Basketball hoop • Hop-along balls hops • Scarves, ribbon streamers 	<p><u>Circle Time</u></p> <ul style="list-style-type: none"> • Large dry erase board • Easel with large chart paper • Felt Board Activities • Song charts(with pictures) • Musical instruments • Pockets charts, sentence strips • Visual schedule • Low chairs; labeled seats • Calendar • Weather chart 	<p><u>Table Time</u></p> <ul style="list-style-type: none"> • Goopy materials (slime, silly putty) • Cooking activities • Spinning tops; windup toys • Tools/workbench; hammering block • Child-safe shaving cream • Various games (Hi-Ho Cherry O®, Connect Four®, Memory®, Bingo®, Sorry®) • Play-dough • Containers with screw-on lids • Remote control or switch activated toy

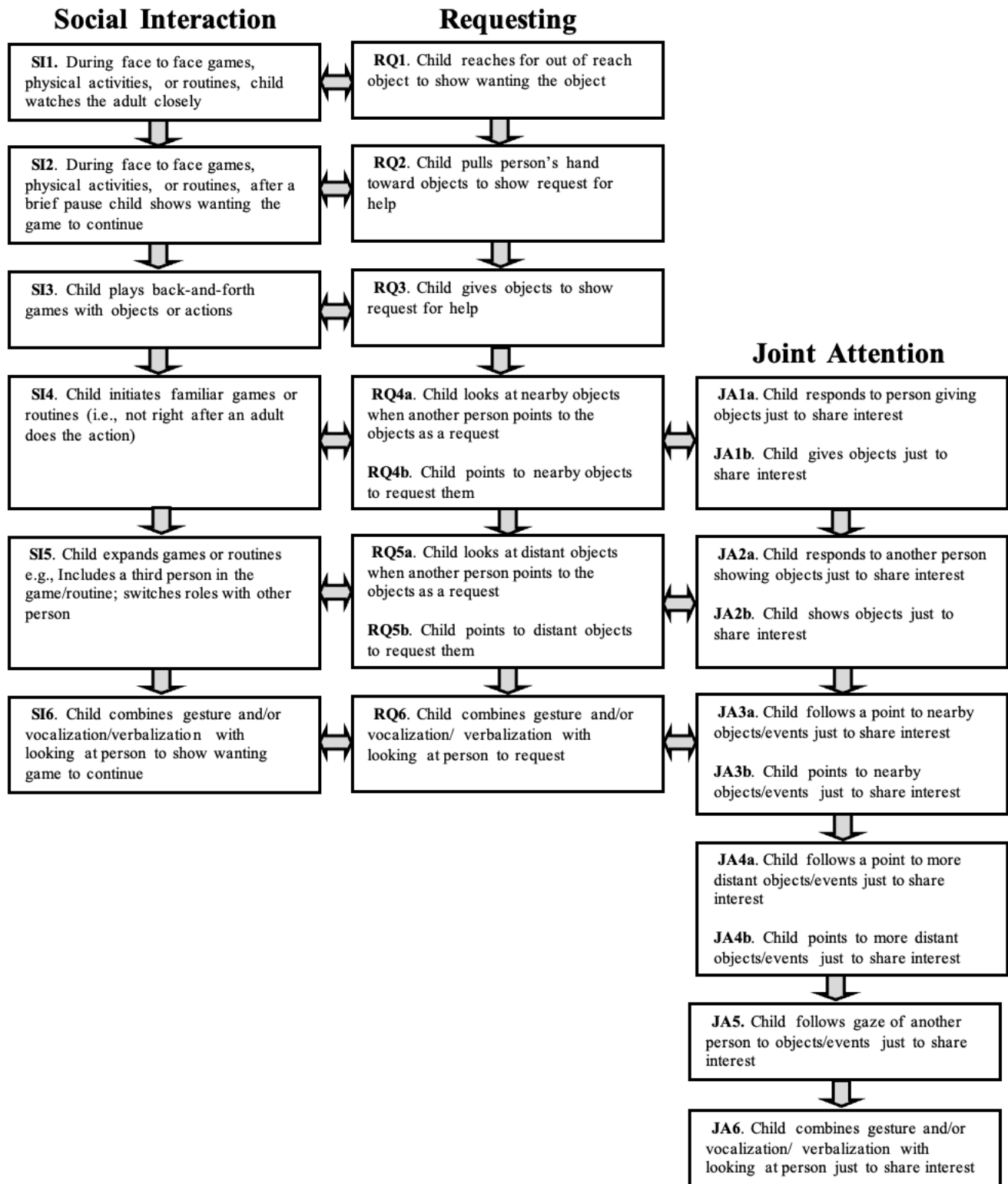
Table II.1: Generalized Activities Matrix for Social-Communication

Goal	Art Center	Block Center	Circle Time	Dramatic Play	Gross Motor	Math/ Manipulatives/ Puzzles	Meal Time	Reading Center	Science Center	Self-Help	Sensory Table	Table Time
SI 1	X		X	X	X			X				X
SI 2			X		X			X		X	X	X
SI 3	X		X	X	X			X		X		
SI 4	X	X	X	X				X	X			
SI 5	X		X	X	X			X				X
SI 6	X	X				X		X	X		X	

RQ 1	X					X	X		X		X	
RQ 2	X				X	X	X			X		X
RQ 3	X	X	X	X					X		X	
RQ 4a	X	X		X	X			X		X		
RQ 4b	X		X	X	X	X						X
RQ 5a		X	X		X			X	X			X
RQ 5b		X	X	X		X	X	X				
RQ 6	X		X	X		X					X	

JA 1a/b	X		X		X	X			X			
JA 2a/b			X		X			X	X		X	X
JA 3a		X		X	X			X			X	X
JA 3b	X	X	X		X			X	X			
JA 4a			X		X	X		X	X			X
JA 4b		X	X		X			X	X			
JA 5		X	X		X			X	X			X
JA 6	X		X						X		X	X

Social-Communication Flow Chart



Objective: SOCIAL INTERACTION**SI1. During face to face games, physical activities, or routines, child watches the adult closely****Art Center: Car Paint****Setting it up**

- a. Objective: During face to face games, physical activities, or routines, child watches the adult closely
- b. Materials: Easel or art paper, paint brush, paints, toy car

Engaging the child

- a. Arrangement: Before this activity, use a glue gun to glue a paint brush to an inexpensive plastic toy car so that the brush drags behind the car as it rolls over the paper. Spread a large piece of art paper on the floor. Have the target child sit across from you and the paints near you.
- b. Suggested activity: Dip the car paint brush into tempera paint and roll it to the target child. Repeat movement of car. Observe whether child looks in anticipation. You can also have a capable peer help with this activity.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Gross Motor: Jumping**Setting it up**

- a. Objective: During face to face games, physical activities, or routines, child watches the adult closely
- b. Materials: None needed

Engaging the child

- a. Arrangement: Target child and adult standing face to face while holding hands.
- b. Suggested Activity: Stand facing the target child. Hold their hands and say “One, two, three jump” while lifting child slightly into air. Say it again and stop after “three.” Hold the child’s hands up slightly and wait to see if they look up in anticipation. If they do not look up, ask them, “What’s next?” wiggle their arms, and wait to see if they look up. If they do not look up, finish the phrase and repeat the steps again. This activity could also be tried in a small group with cooperative peers.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Reading Center: Five Little Monkeys Sitting in a Tree by Eileen Christelow**Setting it up**

- a. Objective: During face to face games, physical activities, or routines, child watches the adult closely
- b. Materials: Book version of chant, *Five Little Monkeys Sitting in a Tree*, alligator puppet (or can use your hand, maybe with “alligator eyes” drawn on your knuckles with a felt-tip marker)

Engaging the child

- a. Arrangement: Small group of children seated close to adult reader; may want to use “sit-upon” mats or chairs; puppet (if used) on hand
- b. Suggested Activity: Read the story, using the alligator to “get” a child each time you get to that repeated line in the book. Rotate among children in the group. Dramatize the alligator’s approach, slowing down the lines and movement of the alligator when you reach the line, “Along came Mr. Alligator, hungry as can be...” and wave the alligator around as though he is considering which of the children to get; then “get” one of the children in the tummy with a light, fake “bite” from the alligator. Your objective is to get the target child to look in anticipation when you are preparing for the alligator to “get” them or one of the other children.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SOCIAL INTERACTION**SI1. During face to face games, physical activities, or routines, child watches the adult closely****Table Time: Gak™****Setting it up**

- a. Objective: During face to face games, physical activities, or routines, child watches the adult closely
- b. Materials: Enough Gak™ (sometimes called “slime”) for each child and teacher at table to have some. Recipes available on internet.

Engaging the child

- a. Arrangement: Seated around table, target child in close proximity to you
- b. Suggested activity: During the children’s play with the Gak™, try initiating a game such as stretching the Gak™ up (using a sound or words, e.g., “Ah-ah-ah” or “Str-r-r-e-t-ch”) pausing, and then slapping back to the table (again using a sound or words, e.g., “Splat!”). Try to get the child to look during your pause after the stretch phase in anticipation of the “Splat!” If other children are interested in the game, respond to and include them as well, but be sure to specifically include the target child by playing the game in proximity to him/her and waiting sometimes for a response from him/her rather than always completing the game in response to signals from other children.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Dramatic Play: Animal Tease**Setting it up**

- a. Objective: During face to face games, physical activities, or routines, child watches the adult closely
- b. Materials: 2 stuffed animals or toys of interest to the child

Engaging the child

- a. Arrangement: In the dramatic play area of your classroom, have the target child facing you in close proximity
- b. Suggested Activity: Using the stuffed animal, make animal noises and move the animal slowly towards the target child until it “gets” them. Quickly pull the animal away and repeat this activity. On the third turn, wait few seconds and then begin to move the animal towards the target child making sounds and then stop about half way between you and the child to see if they will look up in anticipation. If they look up, quickly move the animal towards them playfully. Repeat a few times and then move the animal back towards yourself, hold it, and wait to see if they look for you to repeat the game. If they do not look up at all during the game, try another toy of interest and use different sounds and prompts. You can also try this activity with a capable peer model.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Circle Time: The Freeze**Setting it up**

- a. Objective: During face to face games, physical activities, or routines, child watches the adult closely
- b. Materials: Stereo, music, The Freeze song (optional)

Engaging the child

- a. Arrangement: In a open space with a small group of children, position yourself in front of the target child
- b. Suggested Activity: You can use the Freeze song or have another person start and stop any danceable song. Get the target child engaged in dancing by holding their hands and dance with them. When the music stops, “freeze” with their hands raised up towards your face. Observe to see if the child looks up in anticipation. An advantage to using your own song is that you can adjust the length of “freeze” time, increasing it if needed to get a response or shortening it to keep the target child engaged.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SOCIAL INTERACTION

SI2. During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue (e.g., looks, moves body to make a motion of the game, touches the partner, vocalizes)

Gross Motor: Timber!**Setting it up**

- Objective: During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue
- Materials: One or more foam “pool noodles” (floats).

Engaging the child

- Arrangement: Indoors in a large, open space or outdoors, stand a few feet from the child holding the noodle.
- Suggested Activity: Stand noodle on end. Say “Timber!!!” and let it fall. Child/children can try to catch it before it hits the ground. After establishing the routine, pause to see if child will signal for continuation. (Several foam noodles will make it possible for some children to play the game more independently with one another. If the teacher has to do all of the “Timber” move, s/he can possibly keep the game going at a faster pace if there are several foam noodles to use rather than having to retrieve one each time.)

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Self-Help: Washing Hands**Setting it up**

- Objective: During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue
- Materials: Soap, sink with water faucet

Engaging the child

- Arrangement: Have child at sink in a position where they can easily reach hands to stream of water coming from faucet; adult should be in a position to place hands over the child’s hands
- Suggested Activity: Have the target child wet their hands and put soap on hands (independently or with prompting). Put your hands over the target child’s soapy hands and rub the child’s hands back and forth, accompanied by a repeated sound or word (e.g., “Scrub-a-dub, scrub-a-dub”); then after you’ve rubbed the child’s hands back and forth several times, plunge them forward under the stream of water coming from the faucet, using another word or sound (e.g., “Swoosh”). Repeat this a couple of more times, then try pausing after you have rubbed the child’s hands together and wait expectantly and see if the child signals for continuation.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Reading Center: *The Very Hungry Caterpillar* by Eric Carle**Setting it up**

- Objective: During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue
- Materials: *The Very Hungry Caterpillar*, caterpillar puppet (e.g., long green sock) and pictures or objects for things the caterpillar ate so each child can hold one or two pieces of “food” (e.g., apple, pickle, cake, lollipop)

Engaging the child

- Arrangement: Small group of children seated close to adult reader; may want to use “sit-upon” mats or chairs; have food pictures or objects at hand
- Suggested activity: Give each child in the group one or two pieces of “food.” Put the puppet on your hand. As you read the book, pause after each item that the caterpillar ate, have the caterpillar find the child holding that piece of food, and pretend the caterpillar is eating the food and possibly “munching” lightly on some of the children’s fingers. Use munching sounds. Have the caterpillar puppet pause playfully. When pausing in front of the target child, observe whether s/he offers food, vocalizes, or looks to signal for continuation.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: SOCIAL INTERACTION

SI2. During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue (e.g., looks, moves body to make a motion of the game, touches the partner, vocalizes

Table Time: Gak™**Setting it up**

- Objective: During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue
- Materials: Enough Gak™ (sometimes called “slime”) for each child and teacher at table to have some. Recipes available on internet.

Engaging the child

- Arrangement: Position yourself across from or next to child at a table
- Suggested activity: During the children’s play with the Gak™, try initiating a game such as stretching the Gak™ up (using a sound or words, e.g., “Ah-ah-ah” or “Str-r-r-e-t-ch”) pausing dramatically, and then slapping back to the table (again using a sound or words, e.g., “Splat!”). After establishing this routine, extend the pause and prompt the target child as needed to signal for you to complete the routine with the “Splat!”

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Sensory Table: Waterfall (or Sandstorm)**Setting it up**

- Objective: During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue
- Materials: Sensory Table/large bin, sand or water, cup or scoop

Engaging the child

- Arrangement: Position yourself across from or next to the target child at the sensory table
- Suggested Activity: Scoop up water or sand and make a fun sound while pouring it over the target child’s hands for a few seconds and then stop. Repeat this 2 more times, but on the second turn, stop pouring and hold the cup up over the child’s hands, slightly out of reach. Wait for the child to signal for you to continue by gesturing, grabbing your arm, vocalizing, etc. If s/he does not signal, you can prompt him/her by asking if s/he wants more. If s/he still does not respond, have another adult use hand-over-hand to shake their hands and say “More!” Pour more sand and then pause again and wait to see if the child will signal independently. A peer model may also be useful with this activity.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Circle Time: Duck, Duck, Goose**Setting it up**

- Objective: During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue
- Materials: None

Engaging the child

- Arrangement: In an open space in the classroom or on the playground
- Suggested Activity: Begin a game of Duck, Duck Goose with a small group of children. If the target child is unfamiliar with the game, establish a routine by picking other children to be the “goose.” (Let the other children know that you want to be the one to “goose” the target child). When it is time to “goose” the target child, go all the way around the circle. When you get to the target child, hold your hand over his/her head and pause until s/he signals for continuation (by looking and gesturing, vocalizing, or touching you). If s/he does not signal, say the first sound of the word, like “Gooooo...” and wait. If the child still does not signal, repeat and have him/her sit in the lap of another adult who can help. When the child has been “goosed,” the second adult can run with the child around the circle.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: SOCIAL INTERACTION**SI3. Child plays back-and-forth games with objects or actions (e.g., exchanges objects back-and-forth; back-and-forth game of imitating actions)****Gross Motor: Row, Row, Row Your Boat****Setting it up**

- a. Objective: Child plays back-and-forth games with objects or actions
- b. Materials: None required

Engaging the child

- a. Arrangement: Children seated in usual arrangement for circle
- b. Suggested activity: Pair children together, with each pair seated face to face on the floor on in their chairs. Have each pair of children hold on to one another's hands or forearms. Sing the song "Row, Row, Row Your Boat," encouraging each pair of children to rock back and forth in time to the song. Prompt the target child as needed to participate in the routine with a peer.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Circle Time: Hat Song**Setting it up**

- a. Objective: Child plays back-and-forth games with objects or actions
- b. Materials: A "fun" hat that can be passed around the circle

Engaging the child

- a. Arrangement: Children seated in usual arrangement for circle time; recommend "sit-upon" mats or small chairs for each child
- b. Suggested activity: Use the Hat Song: "Sammy (i.e., child's name) has a hat. What do you think of that? Take it off and give it to Bart (i.e., next child's name)." Make up a tune to go with the words. Use this song as part of a game of passing the hat around the circle, or make it a little more complex by not going in order around the circle, but requiring the child with the hat to identify which classmate has been named to receive the hat next. At this level for social interaction, however, the important behavior is for the target child to put the hat on for a turn, and then give it to another child so that a peer can take a turn.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Reading Center: *From Head to Toe* by Eric Carle**Setting it up**

- a. Objective: Child plays back-and-forth games with objects or actions
- b. Materials: Book *From Head to Toe*

Engaging the child

- a. Arrangement: Small group of children seated close to adult reader; may want to use "sit-upon" mats or chairs.
- b. Suggested activities: Read book, pausing after each animal to ask the children to do the action described (e.g., wiggle your hips like an alligator). Model the action if needed. Observe whether the target child imitates the action that a peer or you model. Prompt as appropriate. Also encourage the children to fill in the repeated line, "I can do it!" If target child is nonverbal, you can provide a button-activated recording of the line to help him/her have a way to participate.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: SOCIAL INTERACTION**SI3. Child plays back-and-forth games with objects or actions (e.g., exchanges objects back-and-forth; back-and-forth game of imitating actions)****Art Center: Marble Painting****Setting it up**

- a. Objective: Child plays back-and-forth games with objects or actions
- b. Materials: Large cardboard box lined with art paper on bottom; 3-4 marbles and paints.

Engaging the child

- a. Arrangement: Have the target child sit across from you. Place the box in between you and the child
- b. Suggested activities: Pour out a small amount of paint onto the art paper at the bottom of the box. Place a marble in the box and tip the box to roll it towards the target child. Wait for child to tip the box to roll marble back to you. Progressively add more paint colors and marbles to the box. Also, try pairing the child with a peer for this activity. When the child is paired with a peer, you can stand behind the child and prompt as needed if the task is difficult for the target child.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Self-Help: Toileting**Setting it up**

- a. Objective: Child plays back-and-forth games with objects or actions
- b. Materials: Toilet on which child can sit securely

Engaging the child

- a. Arrangement: Have the target child get onto the toilet or place him/her on toilet, adult present to monitor
- b. Suggested activity: While waiting for the target child to use the toilet, take advantage of the time to initiate a short counting finger play (e.g., “Beehive,” “5 Little Monkeys Jumping on the Bed”). If the wait time is long enough, repeat the finger play, pausing at times to encourage the child to participate by imitating your actions and/or saying some of the words.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Circle Time: Hot Potato**Setting it up**

- a. Objective: Child plays back-and-forth games with objects or actions
- b. Materials: Ball or bean bag, stereo with music that can be stopped and started

Engaging the child

- a. Arrangement: Have a small group sit in a circle or you or a peer sit facing the target child
- b. Suggested Activity: Start the music and begin passing the “hot potato” around the circle or back and forth with the child. When the music stops, instead of having the person holding the hot potato leave the game, give them a tickle and make a funny buzzer sound. Continue passing the “potato” and observe to see if the target child is participating in passing and receiving. If the target child will not pass or receive, verbally prompt or have him/her sit in the lap of an adult who can help them.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SOCIAL INTERACTION**SI4. Child initiates familiar games or routines (i.e., not right after an adult does the action)****Dramatic Play: Play Scheme****Setting it up**

- a. Objective: Child initiates familiar games or routines
- b. Materials: Play scheme sequence cards showing a simple routine with between 3-5 steps using dramatic play materials (cooking, changing a doll, using the telephone, setting the table, etc.)

Engaging the child

- a. Arrangement: In the dramatic play area of your classroom, post the play scheme card on the wall in the child's view
- b. Suggested Activity: While in the dramatic play area, show the target child a play scheme card and engage them in doing it with you. Go through the routine a few times. You can also give another play scheme card to a peer in the center who can model how to follow the pictures. After a short time, have the target child move to another center for a little while. Leave the play scheme card hanging up. Allow the target child to go back to that center after playing elsewhere to see if s/he will initiate the play scheme again.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Art Center: Spray Paint Mural**Setting it up**

- a. Objective: Child initiates familiar games or routines
- b. Materials: Roll of paper, spray bottles, thin paint, masking tape, aprons or old shirts to protect clothing.

Engaging the child

- a. Arrangement: Tape a long section of paper to a fence or a wall. Have the target child next to you. Fill spray bottles with different colors of paint.
- b. Suggested Activity: Create a routine for spraying paint onto the paper then have the children imitate your routine. Develop a second routine for spraying paint on the paper then have the children imitate the second routine. Later in the day or on another day, observe whether the target child will initiate either spray painting routine when given the needed materials. Have child spray different colors of paint onto the paper.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Science Center: Animal Match-up**Setting it up**

- a. Objective: Child initiates familiar games or routines
- b. Materials: Animal match-up cards either purchased or created from images online (depending on the cognitive level of the child, you can have them match identical animal pictures, a mother to a baby animal, or an animal to its home)

Engaging the child

- a. Arrangement: In the science center or at the table, have the animal cards accessible to the children; position yourself near the target child
- b. Suggested Activity: Introduce the cards to the target child and match each item with the child or a small group of children. Keep it fun by making animal sounds while you match. After you have matched all of the cards, mix them up and leave them accessible to the child. Send the target child to another center or activity, but allow him/her to come back after some time has passed to see if s/he will spontaneously come back and try to engage you in the game again.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: SOCIAL INTERACTION**SI4. Child initiates familiar games or routines (i.e., not right after an adult does the action)****Block Center: Building a Road****Setting it up**

- a. Objective: Child initiates familiar games or routines
- b. Materials: Several dozen small wooden blocks or a dozen larger blocks and cars or trucks

Engaging the child

- a. Arrangement: In the block center, position yourself close to the children with blocks nearby in a bin
- b. Suggested Activities: Start building a simple road with blocks by lining the blocks up next to each other. Encourage the children to add blocks to the road. Once the road is built, encourage the children to take turns driving their cars on the road. Later in the day or on another day, observe whether the target child initiates building a road out of blocks and driving a car on the road.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Circle Time: General Strategies**Setting it up**

- a. Objective: Child initiates familiar games or routines
- b. Materials: Visual cues associated with each game or routine used during circle time (e.g., objects and/or pictures).

Engaging the child

- a. Arrangement: Display the visual cues for the games or routines that can be chosen by the children for circle on a given day (e.g., have a tray on which the objects are displayed, and/or a Velcro® board with pictures displayed)
- b. Suggested activity: When introducing a new game or routine during circle time, always pair it with the visual cue that will be used to represent that game or routine in the future. Introduce new games or routines gradually, having at least half of the circle activity choices each day be ones that are familiar to the children. Incorporate “child choice” for circle activities, and have different children come up to initiate a routine by choosing the object or picture representing a familiar circle time activity, and then having the child start the group on the activity. Give the target child as many opportunities to choose circle routines as feasible in the context of the specific classroom.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Reading Center: Child-Initiated Reading Activity**Setting it up**

- a. Objective: Child initiates familiar games or routines
- b. Materials: Several familiar books and the book-related props for social interaction routines established during adult-initiated reading activities

Engaging the child

- a. Arrangement: Familiar adult at the center to support learning
- b. Suggested activity: Observe if the target child selects a book with an associated social interaction routine. Place props for the routine close to the target child, sit close to the child, and wait expectantly. If child does not initiate the familiar routine, advance through prompt hierarchy. If the child does not select a book associated with a familiar interaction routine, select a book with a associated routine that you know the child has enjoyed in the past, get the prop, and start reading the book softly “to yourself” as you hold the prop. Observe whether the child approaches you to initiate the routine. If they do not, try putting the book and prop down close to the child as though you are finished with it. Continue with prompt hierarchy as appropriate.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SOCIAL INTERACTION**SI5. Child expands games or routines (e.g., includes a third person in the game/routine, switches roles with other person (e.g., finder versus hider))****Reading Center: Five Little Monkeys****Setting it up**

- a. Objective: Child expands games or routines
- b. Materials: Book version of chant, *Five Little Monkeys Sitting in a Tree*, monkey puppet or a felt tip marker to draw alligator eyes on knuckles

Engaging the child

- a. Arrangement: Small group of children seated close to adult reader; use “sit-upon” mats or chairs; puppet (if used) on hand, or alligator eyes drawn on your knuckles
- b. Suggested activity: Read through the book once, using a toy Then select the target child to be the “alligator.” Either give the child the puppet, or draw alligator eyes on the child’s knuckles. Read through the book a second time, prompting the target child as needed to “get” the other children in his/her role as the alligator

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Table Time: Duplos®**Setting it up**

- a. Objective: Child expands games or routines
- b. Materials: One Duplo®-type “car” (block with wheels) for every two children; additional blocks, Duplo®-type people, etc. that can be attached to the car; equal number of children

Engaging the child

- a. Arrangement: Pair up children and seat each pair across from one another at the table. Give each child some of the blocks & people, and give one child the car.
- b. Suggested activity: Have the child with the car add one block to the car, and then roll it to his partner. While the first child is waiting, model a phase to chant accompanied by actions, such as, “Add a block and roll the car,” while slapping open hands alternately on the table to mark each word of the chant. The partner adds a piece and then rolls it back. Then it’s the partner’s turn to chant/slap the table while the first child adds a block. This can continue until the pieces are all used or until the car becomes so top heavy it won’t stay upright. Start the game over and see if the child will include a new peer or make a new action to go with the chant.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Gross Motor: Beach Ball Cricket**Setting it up**

- a. Objective: Child expands games or routines
- b. Materials: Beach ball and paper towel tube for each child.

Engaging the child

- a. Arrangement: Give the child/children a paper towel tube “bat.”
- b. Suggested activities: Demonstrate hitting the beach ball with the paper towel tube to the target child. Place the ball in front of the child and tell them it is their turn to bat. If they do not swing, prompt them by counting, “1, 2, 3, GO!” and use hand-over-hand, if needed. Allow the child to have 3-4 turns with you hitting the ball. After their 2nd or 3rd turn, tell the child that you want to have a turn or one of his/her peers wants a turn to be the hitter and they can have a turn getting the ball. Take your turn or have the other child take their turn and then wait to see if the target child hits the ball back. If the child does not respond, use hand-over-hand to help the child hit the ball. Take turns hitting the ball back and forth. You can include more children as the skill is learned.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SOCIAL INTERACTION**SI5. Child expands games or routines (e.g., includes a third person in the game/routine, switches roles with other person (e.g., finder versus hider))****Art Center: Puppets****Setting it up**

- a. Objective: Child expands games or routines
- b. Materials: Puppet with a mouth that opens, laminated paper cookies or other food

Engaging the child

- a. Arrangement: Seated at the table or on the floor, hold the puppet and give the child the cookies.
- b. Suggested activities: Using the puppet, tell the target child that it is hungry and wants some cookies. Demonstrate or have a peer demonstrate feeding the puppet one cookie, making loud chomping and chewing sounds. Have the puppet say, "More cookies, please" and encourage the target child to feed the puppet the cookies one by one (collect the cookies after the puppet eats them). Have the puppet tell the child, "Thank you" when all the cookies have been eaten and hand the puppet to the child. Tell the target child it is their turn and help them put it on their hand. Show the child that you have the cookies and encourage them to switch roles with you. If the child needs more assistance, have another adult help them by using hand-over-hand with the puppet. You can also use a peer model before having the target child take their turn.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Circle Time: Train Chase**Setting it up**

- a. Objective: Child expands games or routines
- b. Materials: Stuffed animal

Engaging the child

- a. Arrangement: At circle time or other generalized practice activity
- b. Suggested activities: Initiate a train game in which you are chasing the target child. (Say, "You're the engine; I'm the caboose. I follow you." You could also use a stuffed animal and say that the animal is going to follow the child). After a few minutes, tell the child, "My turn. I'm the engine" (or give the child the stuffed animal if you are using one) and slowly begin to move away from the child. Encourage the child to follow you. If they do not switch roles, have another adult hold the child's hand and follow you. Switch roles and take turns being chased. You can include a capable peer to be the target child's partner after the routine has been established.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Dramatic Play: Animal Toss**Setting it up**

- a. Objective: Child expands games or routines
- b. Materials: 2 stuffed animals or toys of interest to the child, peer

Engaging the child

- a. Arrangement: In the dramatic play area of your classroom, have the child facing you in close proximity
- b. Suggested Activity: Initiate a catch game with a child throwing a ball or stuffed animal of interest, making fun sounds as you throw it. After a few minutes, invite a peer to join in to see if the child will include them in the game. If they do not spontaneously throw to that child, you can verbally prompt them by saying, "____ wants to join our game too." If they do not respond, you can tell them, "Throw it to _____, so they can play too." If necessary, you can use hand over hand to help them throw the animal to the peer. Fade out prompts as quickly as possible.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: SOCIAL INTERACTION**SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue****Sensory Table: Slide****Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue
- Materials: Water, sand, beans or any material in the sensory table, a flat or curved piece of cardboard or plastic to be used as a slide, small animals or people

Engaging the child

- Arrangement: Children around the sensory table, adult holding the cardboard or plastic slide
- Suggested Activities: Start by telling the children that the people or animals are at a park (or a water park if there is water in the sensory table), and they love to go down the slide. Take one of the figures and say, "Ready, set, slide." Make fun noises like "whee" or "ahhh" as the figures are going down the slide, and a splash or bump sound at the bottom of the slide. Let the children take turns putting figures down the slide. Make the fun noises every time a child takes a turn. Once the target child has had a couple turns, don't make the fun noises. See if the child will look at you and vocalize, verbalize, or gesture to make the fun noises. Also try using instruments (e.g., rainsticks, drum, etc.) to make the noises for sliding down and reaching the bottom of the slide. See if the child will look at you and gesture, vocalize, or verbalize for you to make the sound with the instrument.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Reading Center: Chicka Chicka Boom Boom**Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue
- Materials: Cut-out letters (paper, blocks, foam, felt, etc.) and pretend tree

Engaging the child

- Arrangement: In small group of children on the floor or at the table
- Suggested Activities: Make sure the children are familiar with the book. Hand out a few letters of the alphabet to each of the children, keeping some letters in your possession. As you read the story, have the children make their letter climb up the tree at the appropriate time. When it gets to a letter that you have, stop the letter half way up the tree. See if the target child will use gestures, vocalizations, or verbalizations with looking at you to show that s/he wants you to continue.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Science Center: 3-2-1 Blastoff**Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue
- Materials: Rockets, planets (can be pictures or objects)

Engaging the child

- Arrangement: Set planets up in the air, on the wall, or on the floor. Have a group of children come in close proximity to the materials.
- Suggested Activities: Tell the children that the rocket is going to travel to different planets. Have the children take turns picking the planet, which can be done before the blast-off or as part of the blastoff (e.g., child with the turn says "3-2-1 blast-off to Jupiter"). When the children say blast-off, make rocket noises and move the rocket in an amusing path towards the chosen planet. Once a routine is developed, pause to see if the target child will initiate by looking at you combined with saying "3-2-1 blast-off", reaching towards the rocket, making the rocket noise, etc. It may be necessary to tell the other children that it is the target child's turn to start the game in order to allow enough processing time for the child.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: SOCIAL INTERACTION**SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue****Math/Manipulatives/Puzzles: Hungry, Hungry Bin****Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue
- Materials: Any manipulatives, container with some type of lid or top

Engaging the child

- Arrangement: Sitting at a table or on the floor with the children in close proximity.
- Suggested Activities: When it is time to clean up the manipulatives, say, "This bin is hungry for pegs", or whatever manipulatives the children are using. Move the lid up and down as a mouth and making munching noises. As the children start to put the manipulatives in, continue the munching noises. When the children are not putting manipulatives in the bin, leave the lid closed, only opening as their hands approach. Continue the routine, offering at least 2 or 3 opportunities for the target child. Then, the next time the target child attempts to put toys in, keep the lid closed and see if the child will look at you and either vocalize, verbalize, or gesture in some way to indicate the lid needs to be opened (e.g., making munching noises, signing "open", saying "hungry").

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Block Center: Drawbridge**Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue
- Materials: Train track or road (made from blocks, paper, or a more structured set of toys), cars or trains

Engaging the child

- Arrangement: Track built on the floor or a short table, children sitting around the track, adult close enough to track to use their own arm as a drawbridge
- Suggested Activities: Have the children pushing their trains or cars around the track. After they are engaged, put your arm across the track and tell them that it is a drawbridge. As the cars and trains approach, lift your arm and say, "Open drawbridge." Once the target child has pushed his/her car or train around the track several times, seeing you "open the drawbridge," keep your arm down as his/her car or train approaches. Wait for the child to look at you and either gesture, vocalize, or verbalize to indicate that s/he wants the bridge to be opened. If the child is non-verbal, it may be a good idea to use a noise combined with words when the bridge is lifted (e.g., creaking noises) so that the child has a sound to imitate in order to initiate the opening of the bridge.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Art Center: Bingo Stampers**Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue
- Materials: Blank piece of paper or paper with a picture to go along with classroom theme, bingo stampers in multiple colors

Engaging the child

- Arrangement: Children sitting at the art table with papers in front of them, adult at the table with bin of bingo stampers sitting next to the target child
- Suggested Activities: Start by demonstrating how to use the bingo stampers, making a sound effect as you use the bingo stampers in different ways (e.g., "pitter patter" when you tap quickly and lightly, "whoosh" when you make a streak, "boom boom" when you push hard). Give the bingo stampers out to the children. Work with the target child on his or her paper, continuing to make the sounds as s/he marks the paper. Use sounds that are motivating and engaging for the target child (e.g., if the child likes dogs, use different dog barks; if the child likes trains, use train sounds).

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: REQUESTING**RQ1. Child reaches for out of reach object to show wanting the object****Meal Time: Snack****Setting it up**

- a. Objective: Child reaches for out of reach object to show wanting the object
- b. Materials: Child's preferred snack items

Engaging the child

- a. Arrangement: Child seated at table with peers; adults serving snack
- b. Suggested activity: Hold a preferred snack item out to the target child, but beyond his/her immediate reach. Observe whether s/he reaches to request, and prompt as appropriate, assuring that the end result is that the child obtains his/her snack. As much as is feasible in the context of the classroom, give the snack to the target child in small portions, thus creating more learning opportunities when s/he is offered additional portions of snack.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Art Center: Marble Painting**Setting it up**

- a. Objective: Child reaches for out of reach object to show wanting the object
- b. Materials: Large cardboard box lined with art paper on bottom; clear jar of marbles and various colored paints.

Engaging the child

- a. Arrangement: Have the target child sit across from you. Place the box in between.
- b. Suggested activities: Pour out a small amount of paint onto the art paper at the bottom of the box. Place a marble in the box and tip the box to roll it towards the target child. Have the child roll marble back and then take marble out of box. Wait for child to reach towards marble before rolling it back towards the child. To include peers, you could leave the marble in the box, but hold the paint near the target child. Wait for the child to reach for the paint before adding it into the box.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Art Center: Spin Art**Setting it up**

- a. Objective: Child reaches for out of reach object to show wanting the object
- b. Materials: Spin Art machine with 3 or more color paints, paper.

Engaging the child

- a. Arrangement: Have the child in close proximity to the teacher and materials.
- b. Suggested activities: Start the spin art machine and model pouring a small amount of the first color paint onto the paper. Hold the paint bottle in view of the child and wait for the child to reach to request the bottle. If s/he does not reach, ask if s/he wants to paint. If the child still does not reach, have another adult help use hand-over-hand to reach their hand towards the paint. Hold the 2 paint bottles up to see if the child reaches for each one of those, fading hand-over-hand as the child begins to reach independently.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: REQUESTING**RQ1. Child reaches for out of reach object to show wanting the object****Math/Manipulatives/Puzzles: Ball Track****Setting it up**

- Objective: Child reaches for out of reach object to show wanting the object
- Materials: Ball track construction set (e.g., *Rollipop*® by Edushape, Ltd. for children with more limited fine motor skills; *Selecta Variola*® *Ball Track Musical System*, *Tubi*® *Ball Track*, or something similar for children with better fine motor skills)

Engaging the child

- Arrangement: Children at table or in center with pieces to build ball track. Put balls in sight but out of the children's reach.
- Suggested activity: Provide the construction pieces. Leave the balls in sight but out of the children's reach. Wait for one of the children to request a ball. If the child who makes the initial request is not the target child, give one of the balls to that child, but keep at least one ball to use for teaching requesting to the target child. Use the prompt hierarchy as appropriate. Initially give him/her the ball immediately if s/he reaches for it.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Sensory Table: Water or Sand**Setting it up**

- Objective: Child reaches for out of reach object to show wanting the object
- Materials: Water table or sand table and objects of interest to the children

Engaging the child

- Arrangement: Position yourself near the children and the water or sand table
- Suggested Activities: Allow the children to explore the objects at the water or sand table for a few minutes. Hold out a new or highly interesting object for use with the water or sand table. Be sure to hold the object out of the children's reach. Observe whether the target child reaches to request the object. Use prompting as needed and introduce additional objects of interest as needed.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Science Center: Making Bubbles**Setting it up**

- Objective: Child reaches for out of reach object to show wanting the object
- Materials: Bubble juice and a bubble wand or bubble toy

Engaging the child

- Arrangement: Have the children in proximity to the teacher while keeping the bubbles and bubble juice out of reach
- Suggested Activities: Blow a few bubbles then hold the juice and wand or toy out of reach. Observe whether the target child reaches toward the bubble juice or wand to signal wanting it. If the child does not reach for the items, ask the child if s/he wants more bubbles. Use the prompt hierarchy as necessary.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: REQUESTING**RQ2. Child pulls person's hand toward objects to show request for help****Math/Manipulatives/Puzzles: Ball Track****Setting it up**

- Objective: Child pulls person's hand toward objects to show request for help
- Materials: Ball track construction set (e.g., *Rollipop*® by Edushape, Ltd. for children with more limited fine motor skills. Try *Selecta Variola*® *Ball Track Musical System*, *Tubi*® *Ball Track*, or something similar for children with better fine motor skills).

Engaging the child

- Arrangement: Children at table or in center with pieces to build ball track. Put balls in sight but out of the children's reach.
- Suggested activity: Model use of the toy for the children so that they understand how to put it together and how to roll the ball down the track. When the target child is struggling with the assembly of some of the pieces, prompt as appropriate to help the child learn to pull another person's hand in order to get assistance. Also, when the track is assembled and ready for the balls, put one ball into a container that is challenging for the target child to open, and give the container to him/her. Keep your hand available and prompt as appropriate to get him/her to pull another person's hand to request assistance.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Meal Time: Lunch**Setting it up**

- Objective: Child pulls person's hand toward objects to show request for help
- Materials: Child's lunch box or other container(s) such as a milk or juice box

Engaging the child

- Arrangement: Child seated at table with peers for lunch; adult in close proximity.
- Suggested activity: This activity will be appropriate for a child who finds it challenging to open his/her lunch box or individual food containers. To the extent it is feasible in the context of the classroom, give him/her the lunch container(s) and observe whether s/he attempts unsuccessfully to open it. If so, prompt as appropriate to teach the child to pull your hand toward an object to request help. Keep your hand available, and assure that the child gets access to his/her lunch.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Art Center: Spin Art**Setting it up**

- Objective: Child pulls person's hand toward objects to show request for help
- Materials: Spin Art machine with 3 or more color paints.

Engaging the child

- Arrangement: Have the target child in close proximity to the teacher and materials.
- Suggested activities: Start the spin art machine and model pouring a small amount of the first color paint onto the paper. Let the target child take a turn squeezing some paint onto the paper. Then give the child an empty paint bottle or a bottle with the top still on to see if they will pull your hand toward the bottle to request help. If the child does not request assistance, use the prompt hierarchy as needed. A peer model may be helpful with this activity.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: REQUESTING**RQ2. Child pulls person's hand toward objects to show request for help****Gross Motor: Playground****Setting it up**

- a. Objective: Child pulls person's hand toward objects to show request for help
- b. Materials: Playground equipment that the child is unable to use independently, such as a bicycle or monkey bars

Engaging the child

- a. Arrangement: Have the children in close proximity to the adult on the playground
- b. Suggested Activities: Assist the child in using the targeted playground equipment for a few minutes, or point out a peer in the group who is successfully using the equipment. Encourage the child to use the equipment and remain available for the child to pull your hand to request help when/if needed. If the child does not request help but is not able to access the equipment, move closer and ask the child if they need help.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Self-Help: Putting on Jacket**Setting it up**

- a. Objective: Child pulls person's hand toward objects to show request for help
- b. Materials: Jacket or other clothing that requires assistance, such as laced shoes, sweater, or pants

Engaging the child

- a. Arrangement: Have the children in close proximity to the teacher during preparation for outdoor play or dismissal
- b. Suggested Activities: Instruct the children to get dressed for recess or dismissal by putting on extra clothing (e.g. jacket, sweater, shoes). Give the child access to the clothing and point out peers who are successfully dressing/zippering/buttoning/tying. Wait for the child to have difficulty and remain available for him/her to request help by pulling your hand toward the clothing item. If the child does not request help, ask if they need help and use the prompt hierarchy to support their progress.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Table Time: Switch-Operated Toys**Setting it up**

- a. Objective: Child pulls person's hand toward objects to show request for help
- b. Materials: Switch operated toy or other electronic device that can be turn on and off without the child noticing

Engaging the child

- a. Arrangement: Seated at the table or on the floor, sit across from the target child
- b. Suggested Activity: Show the target child how the switch operated toy works and then allow him/her to operate it for a few seconds. Carefully disconnect or turn off without the child noticing. Wait to see if the child will move your hand towards the toy to request assistance. If s/he does not spontaneously request assistance, ask, "What happened?" If s/he still does not request help, ask him/her directly, "Do you need help?" You can also hold your hand out to see if s/he will place the toy in it or pull your hand towards it. When s/he requests, make a comment, like "Oh, you need help." Proceed to re-connect the toy and return it to the child.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: REQUESTING**RQ3. Child gives objects to show request for help****Sensory Table: Wind-Up Water Toys****Setting it up**

- a. Objective: Child gives objects to show request for help
- b. Materials: Sensory table filled with water (or sand) and wind-up toys such as boats or animals, etc.

Engaging the child

- a. Arrangement: Children at sensory table with toys in reach and adult nearby
- b. Suggested activity: Model use of the wind-up toys for the children so that they understand how to play with these toys in the water table. When the target child is struggling with the operation of a wind-up toy, prompt as appropriate to help the child learn to give the toy to someone else in order to get assistance. Also, point out peers who are successfully using the wind-up toys in the water table. Prompt as appropriate to get the child to give the toy to someone else to request assistance.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Science Center: View-master®**Setting it up**

- a. Objective: Child gives objects to show request for help
- b. Materials: View-master® and science-themed picture reels

Engaging the child

- a. Arrangement: Child seated at table with peers in science center, with materials in front of the group and adult nearby
- b. Suggested activity: Show children how to use the View-master® and point out the pile of different science-themed picture reels that can be inserted into the viewer. After adult and peer modeling of the activity, hand the viewer to the target child and encourage him/her to look at pictures. If the child has difficulty, make sure to be nearby so s/he has the opportunity to give the viewer to you to request help. Use the prompt hierarchy as appropriate to support development of this skill.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Block Center: Log Cabin**Setting it up**

- a. Objective: Child gives objects to show request for help
- b. Materials: Lincoln Logs™ or Legos®

Engaging the child

- a. Arrangement: Have the target child in close proximity to the teacher and materials.
- b. Suggested activities: Start building a log cabin using the Lincoln Logs™ or Legos® with the children. Initially, help the target child to put the materials together. Then, let the target child continue to build on his/her own. If s/he has difficulty manipulating some of the pieces, wait to see if the child will give the materials to request help. Place your hand near the materials as a prompt if the child does not give to request help independently. If the child still does not give the materials, try a verbal prompt such as “Do you need help?” You may also encourage the child to give the materials to a peer to request help.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: REQUESTING**RQ3. Child gives objects to show request for help****Art Center: Marble Painting****Setting it up**

- a. Objective: Child gives objects to show request for help
- b. Materials: Large cardboard box lined with art paper on bottom; clear jar of marbles and various colored paints.

Engaging the child

- a. Arrangement: Have the target child sit across from you. Place the box in between.
- b. Suggested activities: Have a clear jar of marbles near the child. Wait to see if the target child requests help to open the jar of marbles. If the child does not attempt to open the jar, tell the child that it is time to put the marbles in the box. If the child does not ask for help, you can hold your hand out. Once marbles are out of the jar, allow target child to use one marble in the box with one paint color. Wait for the target child to request additional paint colors or marbles. Continue to follow the prompt hierarchy as needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Dramatic Play: Dress Up**Setting it up**

- a. Objective: Child gives objects to show request for help
- b. Materials: Various pieces of clothing used for dress up. Fasten all fasteners on clothing prior to play, including buttons, snaps, zippers, laces, etc.

Engaging the child

- a. Arrangement: Have the children in close proximity to the teacher in the dramatic play center.
- b. Suggested Activities: Suggest that the children pick out a costume to wear, model selection of various items if needed. Observe whether the target child gives clothing to request assistance with fasteners or putting on the article. If the target child is struggling with the fasteners or putting on the clothing but does not request assistance, use prompting to encourage the target child to give the article to you to request assistance.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Circle Time: Flying Balloons**Setting it up**

- a. Objective: Child gives objects to show request for help
- b. Materials: Latex-free balloons, balloon pump (optional)

Engaging the child

- a. Arrangement: Children seated on the floor or in chairs at circle time
- b. Suggested Activity: Hold up a balloon and start pumping air into the balloon. Engage the children as the balloon gets bigger and bigger. Take the balloon off of the pump and let it go so it flies around the room. Give the balloon pump and a balloon to the target child. See if s/he will give the balloon pump to teacher or peer to request help. If the child does not give the balloon or balloon pump for help, place your hand near the child and provide additional prompts as needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: REQUESTING**RQ4a. Child looks at nearby objects when another person points to the objects as a request (i.e., objects within reaching distance)****Gross Motor: Scavenger Hunt****Setting it up**

- a. Objective: Child looks at nearby objects when another person points to the objects as a request
- b. Materials: 10 interesting items (animals, trains, etc.) flashlights, bag.

Engaging the child

- a. Arrangement: Place interesting items around the room. If the children won't be frightened, turn the lights off and turn on the flashlight.
- b. Suggested activities: Point towards the first interesting item, and label it (e.g., "Look it's a train!"). Then focus the flashlight on the item. Wait a few seconds to see if the target child will follow your point to the item you have selected, then pick it up, put it in the bag. Repeat the steps with the remaining items. It may help to have a picture schedule of the items you are looking for.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Art Center: Coloring with Markers/Crayons**Setting it up**

- a. Objective: Child looks at nearby objects when another person points to the objects as a request
- b. Materials: Paper, 4-6 markers or crayons in a basket

Engaging the child

- a. Arrangement: Sit at the table across from the target child
- b. Suggested Activities: Sit across the table from the target child with a sheet of paper and give them a sheet of paper and place the basket of markers next to him/her. Keep one marker and begin to draw on your sheet of paper. After about 10 seconds, point to the markers in the basket next to the target child and ask for another marker. If s/he knows colors, label the color that you want. Repeat this several times while you are drawing. You can say "Look" to help call his/her attention and also shake the basket of markers after you point to it. If the child does not give, have another adult use hand-over-hand to pass you a marker. You can also accidentally drop your marker on the floor near the child, point to it, and ask if they can give it back to you.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Dramatic Play: Veterinarian**Setting it up**

- a. Objective: Child looks at nearby objects when another person points to the objects as a request
- b. Materials: Several stuffed animals, doctor toys

Engaging the child

- a. Arrangement: In the dramatic play area of your classroom, have the target child in close proximity to you. Set up the center to be a vet's office with the animals and vet toys accessible.
- b. Suggested Activity: As the target child is playing with the items, point to one of the nearby doctor toys and request it, such as "Can you give me that shot? My doggie is sick." If the target child does not respond, have another adult help that child pass it using hand-over-hand. Once the target child hands it to you, say something like, "Thank you for giving me the shot. Now I can take care of my dog." You can also use a capable peer model by pointing and requesting in front of the target child and once s/he gives you the item, make a comment such as, "Thank you for giving me the bandage that I needed." Immediately following the peer model, attempt to point and request an item from the target child.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: REQUESTING**RQ4a. Child looks at nearby objects when another person points to the objects as a request (i.e., objects within reaching distance)****Block Center: Building a Structure****Setting it up**

- a. Objective: Child looks at nearby objects when another person points to the objects as a request
- b. Materials: Blocks of various shapes and sizes

Engaging the child

- a. Arrangement: Have children in close proximity to the teacher in the Block Center
- b. Suggested Activities: Encourage the children to build something with the blocks. Start building a structure then point to a block and say, "Can I have that (specify color, shape, or size) block?" Observe whether the target child follows the point to the block. Use prompting as needed to encourage the target child to look at the block. Repeat the point and verbal request for a block several times during the play session.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Self-Help: Washing Hands**Setting it up**

- a. Objective: Child looks at nearby objects when another person points to the objects as a request
- b. Materials: Sink, soap, paper towel

Engaging the child

- a. Arrangement: Target child positioned where s/he can reach faucets, soap, and paper towels; adult assisting with washing hands
- b. Suggested activity: This activity is appropriate for a child who is not independently completing all the steps of hand washing and still requires some instruction. Depending on what reminders the target child needs, point to the appropriate objects and request that s/he carry out the step (e.g., point to the faucet and say, "Turn on the water," or point to the soap and say, "Get some soap," or point to the paper towel and say, "Dry your hands"). Observe whether the child looks at the object indicated, and prompt as appropriate.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Reading Center: *Goodnight, Moon* by Margaret Wise Brown**Setting it up**

- a. Objective: Child looks at nearby objects when another person points to the objects as a request
- b. Materials: Book *Goodnight, Moon*. A "bed" and a collection of some of the objects that are named in the book

Engaging the child

- a. Arrangement: Either have a small group of children seated near an adult reader, using "sit-upon" mats or small chairs if appropriate
- b. Suggested activity: Set out an array of objects mentioned in the book, along with the "bed." Read the book, and tell different children find individual objects mentioned and put the objects in the bed. When the target child has a turn, point to the object that s/he should put in the bed and say, "Get the ____." Observe whether the child looks at the object. If s/he does not look, prompt as appropriate using the hierarchy.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: REQUESTING**RQ4b. Child points to nearby objects to request them****Gross Motor: Bowling****Setting it up**

- Objective: Child points to nearby objects to request them
- Materials: Child's bowling game or create your own using: 6 empty plastic water or soda bottles (pins), 1 small to medium sized ball, colored masking tape, and 2 picture cards with words ((1) pins set up or someone setting the pins up and (2) the ball)

Engaging the child

- Arrangement: Have the target child in close proximity to the teacher and materials.
- Suggested activities: Set up 3-4 pins on the table and introduce labeled pictures of the ball and pins set up. Put the picture cards in front of the child and demonstrate rolling the ball to knock down the pins. Set up the pins and allow the target child to take a turn. Prompt, as needed, to help them bowl. Reset the pins, hold ball near the child, and wait to see if the child will point to the picture of the ball or the actual ball to request it. If s/he does not, offer prompts, such as, "Your turn" or "Now what?" If s/he still does not point, hold out the ball and say "Want ball?" and give the ball to them. Repeat steps, withholding the ball and waiting to see if s/he will point. If needed have another adult use hand-over-hand point to request.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Art Center: Coloring with Crayons/Markers**Setting it up**

- Objective: Child points to nearby objects to request them
- Materials: 2 different coloring sheets (use pictures that are of interest to the child), 3-4 crayons or markers

Engaging the child

- Arrangement: Sit at the table across from the target child
- Suggested Activities: Have the target child sit across from the adult at the table and hold up 2 different coloring sheets just out of reach of the child. Show and label each picture and then ask which picture s/he would like to color. Hold the pictures up and wait to see if the child will point to request a picture. If the child does not point, have another adult do a hand-over-hand point to each picture. Verbally acknowledge the child's choice by saying something like, "You want to color the dinosaur picture" and give the child the picture that s/he chose to color. Keep the markers and ask him/her to point to the color s/he wants while you are holding them up. Give the child each marker that s/he requests. If needed, continue to have a second adult assist with hand-over-hand.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Dramatic Play: Veterinarian**Setting it up**

- Objective: Child points to nearby objects to request them
- Materials: Several stuffed animals, doctor toys

Engaging the child

- Arrangement: In the dramatic play area of your classroom, have the target child in close proximity to you. Set up the center to be a vet's office.
- Suggested Activity: In the dramatic play area, tell the target child you are taking sick animals to the doctor. Hold up 2-3 animals and ask which one s/he would like to take to the vet's office to see if s/he will point to request. You can also ask a peer to point to select an animal if you think a model is needed. Next, hold up the doctor toys to find out which one of those items the child wants to use first. If the target child does not point, but looks or vocalizes towards one of the items, have another adult help the child point using hand-over-hand. Acknowledge the target child's choice by saying something like, "Oh, you want the shot for your animal" and then hand it to him/her.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: REQUESTING**RQ4b. Child points to nearby objects to request them****Math/Manipulatives/Puzzles: Puzzles****Setting it up**

- a. Objective: Child points to nearby objects to request them
- b. Materials: One developmentally appropriate puzzle for each child, plus several extras, at least two of these puzzles should be ones of interest to the target child

Engaging the child

- a. Arrangement: Small group of children seated around table for puzzle activity.
- b. Suggested activity: Offer each child a choice of two puzzles and ask, “Which one do you want?” For the target child, try to offer one favored puzzle and one that is of less interest. If the target child looks at and/or starts to reach for a puzzle, pull it slightly beyond his/her reach, and repeat, “Which one?” as though you still are not sure what the child wants. Then use the prompt hierarchy as appropriate to teach the child to point to the puzzle that s/he wants. Continue to stay in proximity and monitor the puzzle activity withholding a few pieces. If the target child realizes that s/he needs the pieces and looks at or starts to reach for the pieces, use this as another teaching opportunity to teach the child to point to the desired object.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Circle Time: Musical Instruments**Setting it up**

- a. Objective: Child points to nearby objects to request them
- b. Materials: Various instruments such as a tambourine, maraca, small drum, triangle, or xylophone

Engaging the child

- a. Arrangement: Have children in close proximity to the teacher and musical instruments
- b. Suggested Activities: Have the instruments nearby then ask the children one at a time which instrument s/he would like to play for a few minutes. After about 2 minutes, collect the instruments then have the children take turns selecting a different instrument to play. Repeat the process of collecting and redistributing instruments several times so that the children have had an opportunity to play most of the instruments. During each opportunity to select an instrument, observe whether the target child points to his or her preferred instrument. If not, provide prompts as needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Table Time: Cooking Stone Soup**Setting it up**

- a. Objective: Child points to nearby objects to request them
- b. Materials: A large pot of water, a sterilized stone, a tray, access to a cook surface (e.g., stove top, hot plate) that is safely positioned, variety of ingredients

Engaging the child

- a. Arrangement: This is a good follow-up activity to reading the story *Stone Soup* (e.g., version written by Marcia Brown). Have the children seated around a table or on the floor, with the pot in the middle. The adult should have easy access to ingredients.
- b. Suggested activity: Put several of the stone soup ingredient options on the tray, and offer it to each child in turn, holding it slightly beyond the child’s reach. Ask each child to pick the food s/he wants to add to the soup. Keep at least 3 choices on the tray. If you know the target child has some favored food items, reserve these to place on the tray when you offer it to him/her. Prompt as appropriate to teach the child to point to request the object. Have each child add his/her ingredient to the pot. If feasible, give all children in the group a turn to select a second ingredient for the soup. Then cook the soup on the cook top.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: REQUESTING**RQ5a. Child looks at distant objects when another person points to the objects as a request (i.e., objects that are beyond reach)****Reading Center: *Old Black Fly* by Jim Aylesworth****Setting it up**

- a. Objective: Child looks at distant objects when another person points to the objects as a request
- b. Materials: Book *Old Black Fly*; set of alphabet letters (e.g., plastic or on cards). Optional: flyswatter (real or cardboard.)

Engaging the child

- a. Arrangement: Children seated on floor or in chairs; display of alphabet letters that the children can reach but positioned at least three feet away from teacher and target child; space on floor to lay out the letters of the alphabet
- b. Suggested activity: The book is a rhyming alphabet book about a naughty, bothersome fly. To encourage responding by looking at distant objects, pause after each page and ask children in turn to get the letter of the alphabet featured on that page. Point toward the named letter on the display. Observe whether the target child follows your point, especially when it is his/her turn to get the alphabet letter. Prompt as necessary. As the children get the letters, have them lay the letters out in a long string on the floor.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Circle Time: “I Spy”**Setting it up**

- a. Objective: Child looks at distant objects when another person points to the objects as a request
- b. Materials: Paper towel tubes to use as telescopes if desired (one for each child); numerous objects to spy.

Engaging the child

- a. Arrangement: Children seated in circle area—may want to use “sit-upon” mats or child-sized chairs. Place objects to spy close to circle area where children can see them and go retrieve them. Objects should be at least three feet away from teacher.
- b. Suggested activity: Looking with your telescope, say, “I spy with my little eye something that’s ____.” Have the children take turns finding and retrieving the object spied. If children are having difficulty locating the object, point to the object described. When the target child has a turn, point to the object you have described, and tell him/her to get the object. Have a large bag or bucket or other container, and have the children place the objects they retrieve into the container. Assure that the target child has as many opportunities as feasible within the context of the classroom to look at objects pointed to as a request.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Block Center: Toy Play**Setting it up**

- a. Objective: Child looks at distant objects when another person points to the objects as a request
- b. Materials: Toys typically found in the block center such as trucks, cars, and blocks

Engaging the child

- a. Arrangement: Have children in close proximity to teacher during requests.
- b. Suggested Activities: During play, point to a toy that is out of reach and verbally request that the child get the toy. For example, point to a truck and say, “Please bring me the truck.” Try to do a short activity with child and the requested toy so that the activity seems meaningful for the child. Repeat the combined verbal request and pointing gesture using different objects during the play session. Observe whether the target child follows the point to the toys. If the child does not follow the point, provide prompting as needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: REQUESTING**RQ5a. Child looks at distant objects when another person points to the objects as a request (i.e., objects that are beyond reach)****Gross Motor: Bowling****Setting it up**

- Objective: Child looks at distant objects when another person points to the objects as a request
- Materials: Child's bowling game or create your own using: 6 empty plastic water or soda bottles (pins), 1 small to medium sized ball, colored masking tape

Engaging the child

- Arrangement: Have the target child in close proximity to the teacher and materials. Set up the bowling lane using masking tape to mark where each pin should be set up.
- Suggested activities: Demonstrate bowling, reset the pins, and give the target child a turn to bowl. After the child bowls, point to the pins and comment on how many they knocked down. Reset the pins and take your turn. After you bowl, stand at one end of the lane with the child, point to the pins, and ask the child if s/he can reset the pins and/or retrieve the ball. Allow the child to take a turn and repeat the point and request. After a routine is established, you can also have a couple of peers join in.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Table Time: Making Edible Faces**Setting it up**

- Objective: Child looks at distant objects when another person points to the objects as a request
- Materials: Large circles cut from slices of bread, or rice cakes, or English muffin halves, etc.; grated carrots, raisins, grape halves, any other food items that children might use to make a face; various types of spreads such as cream cheese, peanut butter, almond butter, hummus, etc. (With all cooking activities, be certain that you are informed about food allergies or any other food restrictions.)

Engaging the child

- Arrangement: Children seated at a table, each child with a round "face" to decorate. The food for decorating faces should be accessible but not necessarily within reach for each child.
- Suggested Activities: Start by putting spread on a circle. Point to a spread that is out of reach and say, "Can I have that spread?" Observe whether the target child looks at the selected spread. The next step is to use remaining food items to make faces on the bread circles. Move from child to child offering assistance, each time requesting an item that is out of reach. With each request, observe whether the target child looks at the requested object. Prompt as needed.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Science Center: "What's That?"**Setting it up**

- Objective: Child looks at distant objects when another person points to the objects as a request
- Materials: Materials new to the science center

Engaging the child

- Arrangement: Place the novel item across the center where the target child is playing; position yourself near that child
- Suggested Activity: Allow the target child to play for a few minutes in the center and after a few minutes, get the child's attention and point across the center to the item and say, "What's that? Can you go get it?" Wait to see if the child will follow your point to request the item across the room. Try to select an item in which the child will be interested and motivated.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: REQUESTING**RQ5b. Child points to more distant objects to request them (i.e., objects that are beyond reach)****Meal Time: Snack or Lunch****Setting it up**

- Objective: Child points to more distant objects to request them
- Materials: Boxes, jars, bowls, or other containers with food item for lunch or snack

Engaging the child

- Arrangement: Children seated around table. Containers with target child's favorite foods visible but placed at other end of table, or within sight on a side table or cabinet. Food containers should be at least 3 feet away from target child.
- Suggested activity: This activity is appropriate for classrooms where snack time and/or meal time provides opportunities for children to make choices or to request additional helpings of food. To the extent that it is feasible in the context of the classroom, give food to the target child in small portions to provide more teaching opportunities. When the child looks at or reaches for a desired food, prompt as appropriate for him/her to point to the desired food from a distance of at least 3 feet away.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Reading Center: General Strategy**Setting it up**

- Objective: Child points to more distant objects to request them
- Materials: Two books of interest, a "magic pointing stick" if needed

Engaging the child

- Arrangement: Have children sit on the floor in a semi-circle around where you are seated. Position yourself so that you are a few feet away from the children.
- Suggested Activities: Hold up a book in each hand. Read the covers of the books to the children. Ask the target child which book s/he would like you to read. If the child does not indicate his/her choice with a point, ask the child to point to the book. If the child is learning how to make a point with his/her finger, the child can use a "magic pointing stick" (foam finger, pipe cleaner, puppet, etc.) to approximate a point.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Math/Manipulatives/Puzzles: Free Play**Setting it up**

- Objective: Child points to more distant objects to request them
- Materials: Choices of manipulative materials stored in clear plastic containers (e.g., bristle blocks, sorting bears, beads and strings, nuts & bolts). Include favorites of target child.

Engaging the child

- Arrangement: Small group of children seated at table. Clear containers of manipulatives visible to children, on shelves or countertop, etc., at least 3 feet away from target child.
- Suggested activity: Let children take turns choosing which container of manipulatives each would like to play with. Allow target child to make a choice early enough that his/her favored manipulatives are still available. Standing or kneeling close to the child, ask him/her to choose a manipulative toy from among the clear containers on the shelf or countertop. Prompt as needed to get child to point to choice from a distance away. Retrieve his/her chosen toy and give time to play with the toy. After children have a chance to enjoy their first choices of toys, have them put toys back in container, and then choose a 2nd toy, from peers or the shelf.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: REQUESTING**RQ5b. Child points to more distant objects to request them (i.e., objects that are beyond reach)****Block Center: Building****Setting it up**

- a. Objective: Child points to more distant objects to request them
- b. Materials: 7-8 blocks (large cardboard or foam), hollow blocks, or large unit blocks

Engaging the child

- a. Arrangement: Line blocks up on a shelf that is out of reach of the target child and stand near the child, facing the blocks
- b. Suggested Activities: Hand the target child 2 blocks and encourage him/her to start building. Demonstrate or have a peer demonstrate, if needed. After s/he stacks or lines up the 2 blocks, ask if s/he needs more and show the blocks on the shelf. If the child vocalizes or signals s/he needs more, encourage him/her to point to the desired blocks. If the blocks are different colors, you can also label the colors while you are doing the hand-over-hand (e.g., "Do you want the blue, yellow, or green?"). After s/he points to a block with or without help, comment on the choice and give it to him/her. Repeat for each block, prompting and fading as needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Circle Time: Musical Instruments**Setting it up**

- a. Objective: Child points to more distant objects to request them
- b. Materials: 4-5 Musical instruments, radio/CD player with music that the child likes (optional)

Engaging the child

- a. Arrangement: Line up the musical instruments in view, but out of reach of the children or target child
- b. Suggested Activities: When the target child arrives, show and label each of the instruments on the shelf. Ask which one s/he wants to play first and encourage him/her to point to one of the instruments. If you are using a CD player, you can put on a favorite song for the children to play along with or sing a familiar song. After playing the instruments for a few minutes, tell the children it is time to switch to a different instrument. Encourage the target child to point to another instrument. If the child does not point, help them by using hand-over-hand to select an instrument. Also, try having children point to request each other's instruments.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Dramatic Play: Veterinarian**Setting it up**

- a. Objective: Child points to more distant objects to request them
- b. Materials: Several stuffed animals, doctor toys

Engaging the child

- a. Arrangement: In the dramatic play area of your classroom, have the target child in close proximity to you. Set up the center to be a vet's office and line up the animals on a near-by shelf out of reach of the child
- b. Suggested Activity: Tell the target child you are going to play vet and that the animals are sick. Ask them who s/he wants to be the first patient or ask which animal s/he wants to play with. Wait to see if the child will point to request an animal. If s/he does not point, label each animal and wait a few seconds. If the child still does not point, help him/her form an index finger point and use hand over hand to point to an animal. While pointing, ask questions like, "Do you want the panda? The pig? Or the cat?" When the child points, comment on the choice by saying something like, "Oh, you want to be the cat."

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: REQUESTING**RQ6. Child combines gesture and/or vocalization/verbalization with looking at person to request****Math/Manipulatives/Puzzles: Ball Track****Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at a person to request
- Materials: Ball track construction set (e.g., *Rollipop*® by Edushape, Ltd. for children with more limited fine motor skills; *Selecta Variola*® *Ball Track Musical System*, *Tubi*® *Ball Track*, or something similar for children with better fine motor skills)

Engaging the child

- Arrangement: Children at table or in center with pieces to build ball track. Put balls in sight but out of the children's reach.
- Suggested activity: Model use of the toy for the children so that they understand how to put it together and how to roll the ball down the track once the toy is assembled. When the child signals to request assistance (e.g., by giving the object or pulling the adult's hand to the object), wait rather than responding immediately. If the child does not look at the adult in response to the wait time, continue through the prompt hierarchy as appropriate to get the child to look at you. Also, when the track is assembled and ready for the balls, put one ball into a container that is challenging for the target child to open, and give the container to him/her. Prompt as appropriate to get him/her to combine a gesture and/or vocalization/verbalization with a look to request assistance.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Circle Time: There Was an Old Lady Who Swallowed a Fly**Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at a person to request
- Materials: An "old lady" drawn on cardboard, toy animals or pictures of animals lyrics to song for the circle leader (available online)

Engaging the child

- Arrangement: Children seated in usual circle arrangement; may wish to use "sit-upon" mats or small chairs for each child. Old lady cardboard cut-out figure supported upright at the front of the circle. Animals accessible to teacher.
- Suggested activity: Sing the song, pausing after each verse to call one child up to feed the named animal to the old lady. Be sure that the target child gets a turn. Hold the animal up and wait. If the child reaches for it or otherwise indicates that s/he wants the animal to feed to the old lady, but doesn't look at you, continue to hold the animal and use the prompt hierarchy to teach the child to combine looking with a gesture and/or vocalization/verbalization to request the animal.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Dramatic Play: Restaurant**Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at a person to request
- Materials: Picture menu, restaurant props

Engaging the child

- Arrangement: Have the target child seated in the dramatic play area in the "restaurant"; position yourself near the child
- Suggested activity: Pretend to be a server in the restaurant or have a capable peer be the server and give the target child the picture menu. Observe to see if the child will combine indicating (pointing gesture, vocalization) what s/he wants on the menu with looking at you. If s/he does not look, get down on his/her level and put your face next to the menu to draw attention to you. If the child is having trouble attending, try putting a sticker or clown nose on your nose. You can also use have another peer model pointing and looking to request.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: REQUESTING**RQ6. Child combines gesture and/or vocalization/verbalization with looking at person to request****Dramatic Play: Dress-Up****Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at a person to request
- Materials: Various pieces of clothing used for dress up. Fasten all fasteners on clothing prior to play, including buttons, snaps, zippers, laces, etc.

Engaging the child

- Arrangement: Have the children in close proximity to the teacher in the dramatic play center.
- Suggested Activities: Suggest that the children pick out a costume to wear, model selection of various items if needed. Observe whether the target child combines giving clothing, vocalizing/verbalizing a need for help, and looking to request assistance with fasteners or putting on the article. If the target child is struggling with the fasteners or putting on the clothing but does not use gestures and/or vocalization/verbalization with looking to request assistance, use prompting to encourage use of missing skills. For example, if the child is holding out the piece of clothing and asking for help, wait to see if the child will look at you. If the child is looking at you but does not verbalize or vocalize a request, ask, "What do you need?"

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Sensory Table: Water or Sand**Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at a person to request
- Materials: Water table or sand table and objects of interest to the children

Engaging the child

- Arrangement: Position yourself near the children and the water or sand table
- Suggested Activities: Allow the children to explore the objects at the water or sand table for a few minutes. Hold out a new or highly interesting object for use with the water or sand table. Be sure to hold the object out of the children's reach. Observe whether the target child uses a gesture such as reaching or vocalization/verbalization with looking to request the object. Try several different objects of interest during the play activity. If the target child requests the object but does not combine gestures and/or vocalization/verbalization with looking to request assistance, use prompting to encourage use of missing skills. For example, if the child is reaching toward the toy and says "Can I have it?", wait to see if the child will look at you. If the target child is looking at you but does not verbalize or vocalize a request, ask "What would you like?"

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Art Center: Coloring, Cutting, and Pasting**Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at a person to request
- Materials: Sheets of paper with squares drawn on them, crayons, scissors, glue, construction paper, picture schedule

Engaging the child

- Arrangement: Have children seated at a table in close proximity to the teacher and materials
- Suggested Activities: Use a picture schedule to show the children the steps to the project, which include coloring the square, cutting out the square, applying glue to the back of the square, and then placing the square on the construction paper. Give each child a piece of paper with the square drawn on it. While holding the container of crayons, ask each child what color crayon s/he would like to use. Observe whether the target child combines a gesture and/or vocalization/verbalization with looking to request the crayon. Use prompting to encourage use of missing skills. For example, if the child is reaching toward the crayon and says, "Blue," wait to see if the child will look at you. With each opportunity for a request, observe the target child's behavior and provide prompting as needed.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION**JA1a. Child responds to another person giving objects just to share interest in the objects****JA1b. Child gives objects just to share interest in objects with another person****Gross Motor: Bean Bag Pass****Setting it up**

- a. Objectives: Responds to another person giving objects just to share interest in the objects AND/OR gives objects just to share interest in objects with another person
- b. Materials: A bean bag; a bucket or box

Engaging the child

- a. Arrangement: Put the bucket in the middle of the circle; have the children stand up in front of their chairs or “sit-upon” mats; position the target child as the first or second child to the right of the adult leading the activities
- b. Suggested activity: Give the bean bag to the first child to your right; have that child give the bean bag to the child to his/her right. The children should continue to pass the bean bag until it reaches the last child (i.e., the child closest to you on the left). That child should “shoot” the bean bag into the bucket or other target, and then sit down. Retrieve the bean bag from the bucket, and again give it to the first child to your right. The bean bag should be passed around until it reaches the last child still standing up. That child should shoot the bean bag into the bucket, and then sit down. Continue the game until all children are seated.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Circle Time: Who Can I Give This To?**Setting it up**

- a. Objectives: Responds to another person giving objects just to share interest in the objects AND/OR gives objects just to share interest in objects with another person
- b. Materials: 2-piece puzzles, enough for each child in the group to have one puzzle (e.g., Mudpuppy® makes several types of these; you can also make your own), a container to put half of the puzzle pieces into.

Engaging the child

- a. Arrangement: Children seated in usual circle; may want to use “sit-upon” mats or chairs.
- b. Suggested activity: Separate the puzzle pieces, giving each child one piece, and putting the companion piece to each puzzle in the container. Shake up the container and let the children pull out a puzzle piece one by one. Have the child look at the puzzle piece that s/he pulled from the container, and find the peer with the matching piece. Encourage children to help one another by raising their hands when they have a matching piece. The child should give the piece to the peer who is holding the matching piece. Each child should have a turn to pick a puzzle piece and give it to a peer, and to respond to a peer by taking a puzzle piece complete a puzzle.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Math/Manipulatives/Puzzles: Odd One Out**Setting it up**

- a. Objectives: Responds to another person giving objects just to share interest in the objects AND/OR gives objects just to share interest in objects with another person
- b. Materials: Choices of manipulative materials stored in separate plastic containers (e.g., bristle blocks, sorting bears, beads and strings, nuts & bolts).

Engaging the child

- a. Arrangement: Small group of children seated at table. For each set of manipulatives, take about 3 pieces out of the set and put one of these into each of 3 “wrong” plastic containers.
- b. Suggested activity: Let each child choose a set of manipulatives to play with. When you observe the target child come across an “odd” object in his/her set, prompt the child as appropriate to notice the odd toy and to give it to the child who has that set of manipulatives. Likewise, prompt the other children as needed to give their odd objects to their respective peers, including the target child.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: JOINT ATTENTION**JA1a. Child responds to another person giving objects just to share interest in the objects****JA1b. Child gives objects just to share interest in objects with another person****Gross Motor: Jumping Bean****Setting it up**

- a. Objectives: Responds to another person giving objects just to share interest in the objects AND/OR gives objects just to share interest in objects with another person
- b. Materials: Flash cards with letters of the alphabet, 5 paper “jumping beans,” and an opaque bag or box.

Engaging the child

- a. Arrangement: Place the flash cards and beans in the bag. Gather children around you.
- b. Suggested Activities: Reach in the bag, dig a card out and say, “Look, it’s the letter ____!” Put the card back in the bag and pull out a bean. “Look it’s a jumping bean.” Model jumping up and down for the children. Have each child reach in to the bag to make a pick. Model for the child saying, “Look, it’s a ____.”

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Art Center: Making Play-Dough**Setting it up**

- a. Objective: Responds to another person giving objects just to share interest in the objects AND/OR gives objects just to share interest in objects with another person
- b. Materials: Play-dough, 3 cookie cutters (only one of each shape), 1 toy rolling pin

Engaging the child

- a. Arrangement: Seat yourself across the table from the target child. Have the play-dough tools in the middle and each of you have your own play-dough.
- b. Suggested activities: Begin playing with your play-dough and using the tools. After a few minutes, ask the target child if you can use the tool s/he is using. When s/he gives it to you, say thank you, use it quickly, and return it. Repeat a few times throughout the session. If the child will not give, have another adult use-hand-over-hand to give or gently take the item, thank the child, and quickly return it. You can also have the child share items with a peer or group of peers at the table.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Science Center: Check It Out**Setting it up**

- a. Objectives: Responds to another person giving objects just to share interest in the objects AND/OR gives objects just to share interest in objects with another person
- b. Materials: Interesting, novel natural items

Engaging the child

- a. Arrangement: In the science area or at the table, position yourself across from or next to the target child
- b. Suggested Activity: Bring in novel, interesting natural items. Examine the item, comment on it excitedly, and then pass it to the target child and ask if s/he wants to look at it. If the child does not take the item you are trying to give him/her, place it in his/her hand and make a comment about the item like, “Look at how shiny it is!” Repeat the steps with a few other items, allowing enough wait time to see if the child will respond to you giving an item to share it. If working with a small group, you can have the children pass the items around to each other.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: JOINT ATTENTION**JA2a. Child responds to another person showing objects just to share interest in the objects****JA2b. Child shows objects just to share interest in the objects with another person****Circle Time: Secret Pictures****Setting it up**

- Objectives: Child responds to another person showing objects just to share interest in the objects AND/OR child shows objects just to share interest in objects with another person
- Materials: A large envelope for each child in the group containing a large picture; these might be pictures that relate to a current classroom theme

Engaging the child

- Arrangement: Children seated in usual circle arrangement; may want to use “sit-upon” mats or chairs
- Suggested activity: Give each child an envelope, but tell them not to open the envelopes until it is their turn. If waiting will be a problem for the children in the group, just let each child choose an envelope when it is his/her turn. Have the first child open his/her envelope and then show it to the group. (Depending on the developmental level of the different children, they might also be expected to name and/or describe the picture). Prompt the target child as appropriate to show his/her picture to peers, and also to look at the pictures shown by peers.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Reading Center: General Strategies**Setting it up**

- Objectives: Child responds to another person showing objects just to share interest in the objects AND/OR child shows objects just to share interest in objects with another person
- Materials: Books of interest to the target child in the literacy center

Engaging the child

- Arrangement: Small group of children in the literacy center; adult in proximity to support learning
- Suggested activity: Observe when the target child is looking at a book with obvious interest. Move close to the child so that s/he can easily show you the pictures. If s/he doesn’t show the book, proceed through the prompt hierarchy as appropriate. For instance, you might say, “I wish I could see that picture.” Alternatively, you could prompt the child to show a picture in the book to a peer. Similarly, encourage the child’s peers who are in the literacy center looking at books to occasionally show a picture in their books to the target child.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Table Time: Peek-a-Boo Boxes**Setting it up**

- Objective: Child responds to another person showing objects just to share interest in the objects AND/OR child shows objects just to share interest in objects with another person
- Materials: 3 boxes, 6 items of interest that can fit under the boxes

Engaging the child

- Arrangement: Place 3 items underneath upside-down boxes around the room.
- Suggested Activities: When the target child arrives, tell him/her that you have some things to show under the boxes. Create some suspense by excitedly saying, “What is under this box?” When you lift the first box, enthusiastically label the item. Re-cover the first item and go to the next 2 boxes using the same prompts. Look to see if the child responds by vocalizing, reaching, etc. If they do not respond, discreetly switch the items and try 3 different toys. Repeat the steps. When you reveal the next 3 items, pick them up and hold them closer to the child, trying to elicit a reaction to you showing him/her the item. You can also introduce a capable peer model to help demonstrate responding.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: JOINT ATTENTION**JA2a. Child responds to another person showing objects just to share interest in the objects****JA2b. Child shows objects just to share interest in the objects with another person****Sensory Table: Watch This!****Setting it up**

- a. Objective: Child responds to another person showing objects just to share interest in the objects AND/OR child shows objects just to share interest in the objects with another person
- b. Materials: Sensory Table/large bin filled with water, turkey baster, cups

Engaging the child

- a. Arrangement: Place the cups in the sensory table and keep the baster out of view of the target child; position yourself across from the target child
- b. Suggested Activity: While the target child is playing in the water, bring the baster over and get the child's attention by saying something like, "Watch this!" in an excited manner. Fill the baster and squeeze it hard so the water shoots out quickly. Observe the child to see if s/he responds to you showing him/her the baster. After the child responds, you can let him/her have a turn using the baster and you can call over a peer and ask the target child to show the peer how to squirt the baster.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Gross Motor: Jumping Bean**Setting it up**

- a. Objective: Child responds to another person showing objects just to share interest in the objects AND/OR child shows objects just to share interest in the objects with another person
- b. Materials: Flash cards with letters of the alphabet and 5 paper "jumping beans." Opaque bag or box.

Engaging the child

- a. Arrangement: Place the flash cards and beans in the bag. Gather children around you.
- b. Suggested Activities: Have the child pull a card out and show it to the other children. Model saying, "Look, it's the letter ____!" Put the card back in the bag and pull out a bean. "Look it's a jumping bean." Model jumping up and down for the children. Model for the child saying, "Look, it's a ____."

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Science Center: Bubble Bottle**Setting it up**

- a. Objective: Child responds to another person showing objects just to share interest in the objects AND/OR child shows objects just to share interest in the objects with another person
- b. Materials: 2-3 clear plastic water or soda bottles with the labels removed, mineral or baby oil, food coloring, glitter, beads

Engaging the child

- a. Arrangement: In the science area, have the various bottle accessible to the target child
- b. Suggested Activity: Fill the bottles with oil and add a different food coloring to each one. Add glitter to one bottle and the beads to the other bottle, and add some water to the oil to the other bottle. Glue the tops on to the bottle and wrap tap around the top to ensure that the children cannot remove them. Get the child's attention and turn the bottle upside-down so the air bubble moves through the oil to the top. Make a comment, like "Wow! Did you see that bubble?" Repeat showing the child each bottle and observe if s/he responds. Call a peer over and ask the target child to show the peer what the bottle can do. Observe to see if s/he will show just to share.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION**JA3a. Child follows a point to nearby objects/events just to share interest in objects/events****Reading Center: *Sam's Sandwich* by David Pelham****Setting it up**

- a. Objective: Child follows a point to nearby objects/events just to share interest in objects/events
- b. Materials: Book *Sam's Sandwich* (or similar book with a hidden surprise on each page; author David Pelham has several different books along the same lines)

Engaging the child

- a. Arrangement: Small group of children seated with adult, participating in book reading activity.
- b. Suggested activity: Read the book to the children. Open the flaps on each page to find the creepy-crawly that Sam has put in the sandwich. Be dramatic, trying to build the expectation of what will be in the sandwich. When you get to the picture of the creepy-crawly, point to it and comment (e.g., "Ugh! It's a caterpillar!"). Use the prompt hierarchy as needed to get the target child to look at the picture you have pointed to on each page.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Table Time: Play-Dough**Setting it up**

- a. Objective: Child follows a point to nearby objects/events just to share interest in objects/events
- b. Materials: Generous amount of play-dough for each child at table; possibly cookie cutters, rolling pins, other toys to use while playing with the play-dough; a nearby shelf to use as a display shelf

Engaging the child

- a. Arrangement: Children seated at table with access to play-dough
- b. Suggested activity: Let children make play-dough constructions. As each child seems to have a "product," point to it, comment (e.g., "That's cool!"), and let the child know you are going to put it on the display shelf (e.g., "I'm going to put this in our art gallery"). The children can make as many different constructions as time and the play-dough supply allows. At the end of the activity, take the children either individually or as a small group over to the display shelf. Point to the objects they made and comment on them (e.g., "Danny made a red snake"). Prompt the target child as needed to look at the objects you are pointing to. You might also let the children take turns pointing to the objects they each made.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Gross Motor: Bowling**Setting it up**

- a. Objective: Child follows a point to nearby objects/events just to share interest in objects/events
- b. Materials: Child's bowling game or create your own using: 6 empty plastic water or soda bottles (pins), 1 small to medium sized ball, colored masking tape

Engaging the child

- a. Arrangement: Use masking tape to create a small bowling lane on the table and to mark spots for the pins. Stand or sit near the target child.
- b. Suggested activities: Bowl at the table using 3-4 of the pins. Take a turn knocking down pins and then say, "Look how many pins got knocked down! Let's count them." Point to and count the knocked down pins in front of the target child. If s/he does not follow your point, place each pin directly in front of him/her while you are pointing and counting. Allow the target child to have a turn to bowl and point to and count the pins that s/he knocked down. After the target child begins to follow your point, you can include a capable peer to join in or to help serve as a model if needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION**JA3a. Child follows a point to nearby objects/events just to share interest in objects/events****Block Center: Tower****Setting it up**

- a. Objective: Child follows a point to nearby objects/events just to share interest in objects/events
- b. Materials: 8-12 unit blocks

Engaging the child

- a. Arrangement: Sit at the table or on the floor with the target child
- b. Suggested Activities: Build a block tower or allow the target child to build a tower. When the tower is finished, tell him/her that you want to count the blocks. Point to each block and count. If the child does not look, encourage him/her to help you count, if s/he knows how to count. You can also include peers in the center by pointing to their structures or asking them to point to see if the target child will follow their point.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Sensory Table: Sink and Float**Setting it up**

- a. Objective: Child follows a point to nearby objects/events just to share interest in objects/events
- b. Materials: Objects of different weights and sizes that will float or sink in the water table (e.g., magnets, feathers, cotton balls)

Engaging the child

- a. Arrangement: Have a small group of children stand around the water table with different objects they can drop in the water.
- b. Suggested activity: Have each child take a turn dropping his/her object in the water. Before the child drops the object ask him/her to guess whether the object will sink or float (if developmentally appropriate). After the object is dropped in the water, make sure to point to it combined with commenting on the object for the target child. For instance, you can point and say, “Wow, look the magnet sank to the bottom!” Make sure each child gets a turn. It may be helpful to use a visual turn-taking picture board that has each child’s picture on it. When it is a particular child’s turn to drop his/her object in the water then his/her picture is put at the top of the turn-taking board.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Dramatic Play: Picture Point**Setting it up**

- a. Objective: Child follows a point to nearby objects/events just to share interest in objects/events
- b. Materials: Laminated pictures of various people from different cultures or pictures of other items of interest to the child

Engaging the child

- a. Arrangement: Tape the pictures on the wall at the children’s eye level
- b. Suggested Activity: While the target child is in the dramatic play area, point out the pictures to share them. Comment while pointing to the picture to see if the child will follow your point. If the child does not follow your point, use the prompt hierarchy as appropriate. It may be necessary to start the point close to the child’s eye level and then begin moving your arm towards the picture.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: JOINT ATTENTION**JA3b. Child points to nearby objects/events just to share interest in objects/events with another person****Reading Center: *Sam's Sandwich* by David Pelham****Setting it up**

- Objective: Child points to nearby objects/events just to share interest in objects/events with another person
- Materials: Book *Sam's Sandwich* (or similar book with a hidden surprise on each page; David Pelham author has several different books along the same lines)

Engaging the child

- Arrangement: Small group of children seated with adult, participating in book reading activity.
- Suggested activity: Read the book to the children. Have the children take turns on each page folding down the flaps to find the creepy-crawly that Sam has put in the sandwich. When the child gets to the picture of the creepy-crawly, use the prompt hierarchy as needed to get the child to point to the picture to share it with you and/or the other children.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Art Center: *Blowing Bubbles on Paper***Setting it up**

- Objective: Child points to nearby objects/events just to share interest in objects/events with another person
- Materials: Non-toxic dish detergent (or liquid soap), water, food coloring (or tempura paint), drinking straws, non-breakable glasses (or paper bowls) and white paper.

Engaging the child

- Arrangement: Small group of children sitting at a table. Each child should have their own glass (or bowl), straw, and white paper. This could be done outdoors at a picnic table.
- Suggested activity: Mix ¼ cup of dish detergent and ½ cup of water. Pour mixture into child's glass or bowl and add a different color food coloring to each child's mixture. Have the child use his/her drinking straw to blow bubbles and watch as the bubbles overflow out of the glass (or bowl) onto the white paper. As the children are blowing bubbles, ask questions and encourage them to point out what the other children are doing. For example, you can ask, "Whose bubbles are the biggest?" "Who has blue bubbles?" Make sure you directly ask the target child a question and help him/her to point, if needed. This activity also helps to provide the target child peer models for pointing.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Circle Time: *Mary Wore Her Red Dress* by Merle Peek**Setting it up**

- Objective: Child points to nearby objects/events just to share interest in objects/events with another person
- Materials: None if you just want to use the song. You can find the lyrics and tune online. There is a book version, *Mary Wore Her Red Dress and Henry Wore His Green Sneakers* by Merle Peek

Engaging the child

- Arrangement: Children seated in usual circle arrangement. May wish to use "sit-upon" mats or small chairs.
- Suggested activity: Point to something that one of the children is wearing, and have the children identify the color and item of clothing (e.g., "Eddie wore a (point to shirt)...," and pause to let the children fill in "blue shirt"). Sing the song about the first child, and then have that child point to something that the child seated next to him/her is wearing. Go around the circle so that every child has a chance to pick something another child is wearing, and every child's name and clothing ends up in a verse of the song. Prompt the target child as appropriate to point to peers' clothing.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION**JA3b. Child points to nearby objects/events just to share interest in objects/events with another person****Science Center: Seed Sprout****Setting it up**

- a. Objective: Child points to nearby objects/events just to share interest in objects/events with another person
- b. Materials: Dried beans or seeds, paper towel, Ziploc bags

Engaging the child

- a. Arrangement: Hang the bags in a window at the child's level; position yourself near the target child
- b. Suggested Activity: Have each child place a couple of dried beans in a Ziploc bag with a wet paper towel. Check the seeds daily with the children to see if they have sprouted. When they do finally sprout, wait to see if the target child will spontaneously point to the seeds. If s/he does not, prompt by asking, "What do you see?" or "What happened?" If s/he does not point, use hand-over-hand to shape their index finger into a point and point it towards the sprouted seed. Make a comment like, "Oh, I see! The seed has sprouted!" When peers in the class point to their seeds, use them as a model by commenting on their sprouts.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Block Center: Big, Medium, Little Game**Setting it up**

- a. Objective: Child points to nearby objects/events just to share interest in objects/events with another person
- b. Materials: Duplos®/Legos® or any other type of building blocks.

Engaging the child

- a. Arrangement: Small group of children in the block center each with their own set of building blocks. Give children varying numbers of building blocks so they will have to make structures of different sizes
- b. Suggested activity: Tell the children that we're going to play a game. We're going to see who can build the biggest and the smallest things with their blocks. Encourage the children to use all the building materials they have been given to build their structures. Once the structure has been built ask the children different questions about the structures that have been built, making sure to directly ask the target child. You can ask the children to point to the one that is the biggest, point to the one that is smallest, point to the one that looks like a house. It may be helpful to use picture jigs/examples to encourage children with poor play skills to use their blocks to build. Picture jigs can easily be made by taking the Legos®/Duplos® and tracing the pattern onto a piece of paper.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Gross Motor: Bowling**Setting it up**

- a. Objective: Child points to nearby objects/events just to share interest in objects/events with another person
- b. Materials: Child's bowling game or create your own using: 6 empty plastic water or soda bottles (pins), 1 small to medium sized ball, colored masking tape

Engaging the child

- a. Arrangement: Have the child in close proximity to the teacher and materials.
- b. Suggested activities: Bowl at the table using 6 pins. Mark the spots where the pins go with small pieces of tape. Demonstrate how to bowl and after you knock pins down, point to the tape spots to show where the pins go. After the child bowls, have the child walk over near the pins and tell him/her you want to count how many s/he knocked down. If s/he does not point, use a hand-over-hand proximal point to count the pins. After counting, you can say something like, "Wow, you knocked down 4 pins!" Repeat the steps and fade out hand-over-hand.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION**JA4a. Child follows a point to more distant objects/events just to share interest in the objects/events****Table Time: Play-Dough****Setting it up**

- a. Objective: Child follows a point to more distant objects/events just to share interest in the objects/events
- b. Materials: Enough play-dough for each child at the table; sufficient number of play-dough toys that each child can have access to 2-3 different toys at a time. Table that is at least 4 feet long for children to sit at.

Engaging the child

- a. Arrangement: Place target child at one end of table, and one or more peers seated at the opposite end of the table, at least 4 feet away.
- b. Suggested activity: Give each child some play-dough and let each child choose 2-3 toys to use with the play-dough. As the children become engaged with the play-dough, occasionally point out objects that other children have, play-dough constructions they have made, or activities they are engaged in. Often it works well to relate this to the individual child by comparing or contrasting. For example, you could say, "Hey, look (pointing). Marcy is making a snake and you are making a snake, too" or "Look (pointing). Rob is cutting his play-dough with a spoon, and you're cutting your play-dough with a knife." Point to direct the attention of the target child to an object or activity at least three feet away as often as feasible during the activity, and use the prompt hierarchy as appropriate.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Circle Time: "I Spy"**Setting it up**

- a. Objective: Child follows a point to more distant objects/events just to share interest in the objects/events
- b. Materials: Pictures, posters, or objects related to classroom theme, and binoculars (real or hand-made).

Engaging the child

- a. Arrangement: Have children seated in group facing teacher with pictures, posters, or objects representing the theme hung up or placed in various places around the classroom.
- b. Suggested activity: Let the children that know they're going to play the "I Spy Game." Let each child take a turn, making sure the target child gets a turn. When it's a particular child's turn give him/her the pair of binoculars; this helps to provide a clear visual representation of "whose turn" it is. As the teacher, you should point out something in the classroom that you spy and have the child use the binoculars to look for the item. For example, if your classroom theme is "Spring Time," you may have a poster of a butterfly on the wall and say, "I spy a butterfly" while pointing to it. Make sure to take notice of whether the child follows your point. If not, you make have to physically orient/turn the child towards the object.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Reading Center: *It Looked Like Spilt Milk* by Charles G. Shaw**Setting it up**

- a. Objective: Child follows a point to more distant objects/events just to share interest in the objects/events
- b. Materials: Book *It Looked Like Spilt Milk*. Large white paper "clouds" cut out in different recognizable shapes, some from the book (e.g., bird, sheep, tree, rabbit, ice cream cone) as well as others to help the children expand beyond the book.

Engaging the child

- a. Arrangement: Put the paper clouds on the ceiling of the room or high up on a wall or cabinet. They should be readily visible from the area where you are reading the book to the children, but beyond the reach of you or the children. Children and adult should be seated, either on the floor or in small chairs.
- b. Suggested activity: Read the book. When you come to a line of text about a shape you have put up in the room, point to that shape on the ceiling or wall, saying, e.g., "I see a cloud that looks like a bird. Do you see it?" Prompt the target child as appropriate to follow your point to the clouds. At the end of the book, as the children if they see any clouds that look like something else. As the children respond by pointing at clouds and commenting, prompt the target child as appropriate to follow the point of his/her peers to the clouds.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION**JA4a. Child follows a point to more distant objects/events just to share interest in the objects/events****Gross Motor: Bubbles****Setting it up**

- Objective: Child follows a point to more distant objects/events just to share interest in the objects/events
- Materials: Bubble soap, different size bubble wands

Engaging the child

- Arrangement: Have the target child in close proximity to the teacher and materials outdoors
- Suggested activities: Blow bubbles outdoors with the children and point the bubbles as they float away. If the target child does not follow your point, you can say something like, "Look at that big bubble!" or "That bubble is so high!" Continue to point out bubbles and if needed, kneel down beside the target child point right in front of their face.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Math/Manipulatives/Puzzles: Find the Other One like This One**Setting it up**

- Objective: Child follows a point to more distant objects/events just to share interest in the objects/events
- Materials: Identical pairs of shapes (e.g., 2 triangles, or 2 squares) or numbers.

Engaging the child

- Arrangement: Have children seated at a small table, making sure that they can see each other as well as you. You will need enough distance between the children so they will be encouraged to point to each other.
- Suggested activity: Give each child and yourself some shapes and numbers, making sure that the matching/identical shape or number has been given to someone else. Tell the children that we're going to play "Find the Other One like This One." You can start the game by holding up your shape or number and saying, "point to your friend who has one like this." Make sure each child gets a turn to hold up a shape and find a matching friend who has the same shape. Also, remember to encourage the children to point to their friend who has the same one. Each time make sure you point as well to provide multiple opportunities for the child to follow your point, and track whether or not the target child does actually follow the point. If not, then you may have to prompt him/her to look.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Science Center: Bird Watching**Setting it up**

- Objective: Child follows a point to more distant objects/events just to share interest in the objects/events
- Materials: Bird feeder, bird seed

Engaging the child

- Arrangement: Place the bird feeder outside of the classroom window or on the playground out of reach of the children
- Suggested Activity: When there are birds at the feeder, get the target child's attention, point to the bird, and make a comment like, "Wow! Look at that red cardinal!" Look to see if the target child will follow your point and look at the bird. If the child does not follow your point, kneel down behind him/her, reach your arm around him/her and point to the bird with your hand directly in front of the child. Also, when other children are pointing to the birds during the course of the day, call the target child's attention to the child pointing to see if s/he will follow their point.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION**JA4b. Child points to more distant objects/events just to share interest in objects/events with another person****Circle Time: “I Spy”****Setting it up**

- a. Objective: Child points to more distant objects/events just to share interest in objects/events with another person
- b. Materials: Paper towel tubes to use as telescopes if desired (one for each child); a set of posters (e.g., 8 x 11 sheets) showing individual items that relate to one of your classroom goals or themes, such as numbers, letters of the alphabet, colored shapes, farm animals, community helpers, etc.

Engaging the child

- a. Arrangement: Children seated in usual circle arrangement—may want to use “sit-upon” mats or chairs. Posters should be posted where they are visible to the children in the circle area, but beyond the immediate reach of the children and adults.
- b. Suggested activity: Give out the paper towel tube telescopes if you are using them. Demonstrate for the children by looking around and saying, e.g., “I spy with my little eye...an orange circle!” As you identify what you have spied, point to the object. Then have the children take turns spying and pointing to the objects that each one spies. Prompt the target child as appropriate to point to one or more of the posters that s/he “spies” during the activity.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Reading Center: *It Looked Like Spilt Milk* by Charles G. Shaw**Setting it up**

- a. Objective: Child points to more distant objects/events just to share interest in objects/events with another person
- b. Materials: Book *It Looked Like Spilt Milk*. Large white paper “clouds” cut out in different recognizable shapes, some from the book (e.g., bird, sheep, tree, rabbit, ice cream cone) as well as others to help the children expand beyond the book.

Engaging the child

- a. Arrangement: Put the paper clouds on the ceiling of the room or high up on a wall or cabinet. They should be readily visible from the area where you are reading the book to the children, but beyond the reach of you or the children. Children and adult should be seated, either on the floor or in small chairs.
- b. Suggested activity: Read the book. When you come to the first line of text about a shape you have put up in the room, point to that shape on the ceiling or wall, saying, e.g., “I see a cloud that looks like a bird. Do you see it?” Then have the children take turns looking for/pointing to shapes in the clouds you have made. Prompt the target child as appropriate to point to some of the clouds to share what s/he sees.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Gross Motor: Huckle Buckle Beanstalk**Setting it up**

- a. Objective: Child points to more distant objects/events just to share interest in objects/events with another person
- b. Materials: Clothes pin

Engaging the child

- a. Arrangement: Have the small group of children leave the area with another adult and place the clothes pin somewhere in your classroom or on the playground that is out of reach, but is visible to the children
- b. Suggested Activity: Bring the children back into the area and tell them they need to find the clothes pin and when they do, they must point to it and say, “Huckle Buckle Beanstalk!” (or an easier phrase depending on the child’s speech abilities). Observe the child to see if s/he will engage in the game and point to the clothes pin. If the child needs extra support, have an adult look with the child and help him/her find the pin. Once the child sees the pin, verbally prompt the child to point to it if s/he does not point spontaneously. If the child still does not point, use hand-over-hand to shape the child’s finger into a point and point it toward the clothes pin. Once s/he points, comment excitedly that that s/he found it. Repeat this game and decrease the level of support as the child begins to point independently.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: JOINT ATTENTION**JA4b. Child points to more distant objects/events just to share interest in objects/events with another person****Block Center: Let's Race****Setting it up**

- a. Objective: Child points to more distant objects/events just to share interest in objects/events with another person
- b. Materials: 3-4 battery-operated remote controlled race cars, and room to race

Engaging the child

- a. Arrangement: It is likely that cars are stored in block center, thus, you could play this game with a small group of children in that area of the classroom. However, if there is not enough room in block center then you may select another area of the classroom.
- b. Suggested activity: Children, even typically developing children, have to be motivated to point something out in the environment for the sole purpose of sharing that experience with others. The use of remote controlled cause-and-effect toys provides a great motivator for children to share that experience with others. You could have children divide into race teams to see which car will go the fastest. It could be that the child naturally points out the car while its racing or you may have to make comments/ask direct questions of the child to get him/her to share the experience. For instance, you could say, "Wow, look how fast those cars are going!" OR "Point to the car you think is going to win."

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Science Center: Classroom Nature Walk**Setting it up**

- a. Objective: Child points to more distant objects/events just to share interest in objects/events with another person
- b. Materials: Posters, pictures, and objects that represent different living things in nature

Engaging the child

- a. Arrangement: Hang posters, pictures, or objects (e.g., large, plastic spider) in the classroom out of the child's reach
- b. Suggested activity: You could introduce this activity at circle time. Tell the children that you're going on a nature walk inside the classroom. It may be helpful to give each child (or teams of children) a visual list of the things s/he should find while on the nature walk. For example, one child may have a visual schedule that includes a pine cone, butterfly, and snake. Let the children know that when s/he finds something on the list s/he should tell you. Encourage the target child (and prompt, if needed) to point to the items that have been hung in the classroom as s/he finds them.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Circle Time: Finding Nemo (or other cartoon character)**Setting it up**

- a. Objective: Child points to more distant objects/events just to share interest in objects/events with another person
- b. Materials: The target child's favorite cartoon movie, and posters/pictures of characters from that movie

Engaging the child

- a. Arrangement: While the children are watching the movie, hide pictures (or actual action figures) of the movie characters around in the room. Make sure to hide some in high places that are out of the child's reach, but still visible to the child
- b. Suggested activity: After the movie, let the children know that you have hidden some objects in the room, and they have to find them. To help the children, you can hold up an identical picture (or object) of the one you want the child to find. The children can go one at a time or work in pairs to find the object. Make sure you have the target child find a highly motivating object/poster/picture that has been placed up high. Encourage the child to point to the object once s/he has found it. Prompt, if needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION**JA5. Child follows gaze of another person to objects/events just to share interest****Table Time: Oohey-Gooley Time****Setting it up**

- a. Objective: Child follows gaze of another person to objects/events just to share interest
- b. Materials: Goopy materials (e.g., slime, silly putty) or sand where items can be hidden. Each child should have their own pile of goopy stuff or sand. Interesting items should be hidden in the different piles, making sure each child has something different or novel hidden in his/her pile.

Engaging the child

- a. Arrangement: Have a small group of children seated at a table. Make sure the target child is seated directly across from you so s/he can follow your gaze.
- b. Suggested activity: For this activity children should have different items hidden in their respective piles. It is probably also a good idea for the children to have a place to put items (e.g., a finished container) as they pull items out the pile. As an item is pulled out of the pile you can comment on it to the target child. For example, you can say, "Wow, someone found a snake in their pile" as you shift your gaze toward a child holding the snake. You may have to directly say, "Look at what James has in his hands." Again, shift your gaze as you're making the statement.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Circle Time: Whose Hat Am I Thinking About?**Setting it up**

- a. Objective: Child follows gaze of another person to objects/events just to share interest
- b. Materials: Hats that the children have made in conjunction with a hat theme in the classroom. (E.g., cone hats, paper plate hats, wrapping paper hats, etc.)

Engaging the child

- a. Arrangement: Children in usual circle arrangement with hats. May want to use "sit-upon" mats or chairs.
- b. Suggested activity: If children are willing, have them wear their hats; other children may prefer to hold their hats. Tell the children you are going to think about some child's hat, and they need to guess whose hat you are thinking about. Then look at a child's hat, and ask, "Whose hat am I thinking about?" while continuing to look at the hat. A second adult can prompt the target child as appropriate to follow the gaze of the adult who is leading circle in order to find the right child. This activity could be adapted to any number of different topics, such as talking about the different kinds of shoes the children were wearing, or pinning an alphabet letter, number or picture related to the classroom theme to the front of each child's shirt, etc.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Reading Center: Caps for Sale by Esphyr Slobodkina**Setting it up**

- a. Objective: Child follows gaze of another person to objects/events just to share interest
- b. Materials: Book *Caps to Share*; one or more stuffed toy monkeys; one or more caps.

Engaging the child

- a. Arrangement: Position the monkey(s) to be visible from the location at which you will be reading the book, but out of reach. Place a cap on the head of each monkey toy. Have a small group of children seated on the floor or in chairs to listen to the story.
- b. Suggested activity: Read the story, dramatizing what is happening by your own actions (e.g., using gestures & body language to indicate that the peddler is hungry and tired, goes to sleep). When you get to the line about the peddler looking up in the tree, look up at a toy monkey wearing a cap. Alternate between reading the story and looking up again at a toy monkey wearing a cap. Prompt the target child as appropriate to follow your gaze to look at the toy monkey(s) with the cap(s).

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION**JA5. Child follows gaze of another person to objects/events just to share interest****Gross Motor: Check it Out****Setting it up**

- a. Objective: Child follows gaze of another person to objects/events just to share interest
- b. Materials: Anything interesting to the child

Engaging the child

- a. Arrangement: While playing outdoors, have other children or adults in easy view of the child
- b. Suggested Activities: If you are conducting your session on the playground with other children around you, periodically call the child's attention to something that the other children are doing. For example, get the child's attention, turn your gaze to a child jumping rope, and say, "Look! Jennifer is jumping!" Repeat this type of activity a few times throughout your session. You may also use interesting items around the area to periodically call the child's attention to. For example, "Look! An airplane!" If the child does not follow your gaze, use a point that you will quickly fade out as they begin to look in the same direction as you.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Block Center: Let's Race**Setting it up**

- a. Objective: Child follows gaze of another person to objects/events just to share interest
- b. Materials: 3-4 battery-operated remote controlled race cars, and room to race. Other switch or remote control operated toys could be used.

Engaging the child

- a. Arrangement: Play this game with a small group of children in the block center. If there is not enough room in block center then you may select another area of the classroom.
- b. Suggested activity: It may be helpful for this activity if you held the remote control (or had the switch close to you) and then as you're about to activate the toy (e.g. the car) you can comment as you gaze toward it. For instance, you can say, "It's going to go really fast." Again, you want to make sure the child is positioned across from you so s/he can see you turn your gaze towards the car. You could have the other children divide into race teams with the target child being on your team. You also can comment on the other cars as they go whizzing by you. For instance, you could say, "Wow, look how fast those cars are going!" Again, make sure to turn your gaze toward the object.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Science Center: Nature Walk**Setting it up**

- a. Objective: Child follows gaze of another person to objects/events just to share interest
- b. Materials: None

Engaging the child

- a. Arrangement: Outside on the playground or on a nature walk; position yourself in front of the target child down on their level
- b. Suggested Activity: While outside, find something, such as an animal, clouds, airplane, truck, etc. to call the target child's attention to. You can call the child's name and say, "Look at that squirrel!" and turn your gaze towards the squirrel. Watch to see if the child will follow you gaze to see what you are looking at. You may need to use a point, and fade the point quickly if the child is having difficulty following your gaze.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: JOINT ATTENTION**JA6. Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event****Circle Time: “Andy, Andy, Who Do You See?”****Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event
- Materials: A teacher-made book with a picture of each child in the classroom. The lines of the book should follow the pattern of Eric Carle’s *Brown Bear, Brown Bear* (e.g., “Andy, Andy, who do you see? I see my friend Maria looking at me. Maria, Maria, who do you see?”). This book can be used at the beginning of circle in place of a greeting song.

Engaging the child

- Arrangement: Children in usual circle arrangement. May want to use sit-upon mats or chairs. Adult holding book.
- Suggested activity: The adult can start the book reading, but likely the children who are verbal will soon be able to chant the words themselves. For each picture, ask, “Who’s that?” and have the children identify the child in the picture. Encourage the children to find the child in the circle, e.g., “Is Andy here today? Oh, there’s Andy!” (modeling a point to Andy). Occasionally direct these questions specifically to the target child, and prompt him/her as appropriate to look from the child in the picture back to you and point, name the child in the picture, or combine some other gesture or vocalization/verbalization with a look in order to respond to you in a meaningful way.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Table Time: Making Edible Faces**Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event
- Materials: Large circles cut from slices of bread, or rice cakes, or English muffin halves, etc. Grated carrots, raisins, grape halves, any other food items that children might use to make a face. Some type of spread such as cream cheese, peanut butter, almond butter, hummus, etc. (Be certain that you are informed about food allergies or any other food restrictions.)

Engaging the child

- Arrangement: Children seated around table. Each child should have a round “face” to decorate. The foods for decorating faces should be accessible to each child.
- Suggested activity: Begin by passing around whatever spread you are using, and assist the children if needed to put a layer of spread on the top surface of their circles. Then tell the children to make a silly face on their circles, using the rest of the food ingredients. As the children are engaged in the activity, model looking, pointing, and/or commenting on what different children are doing. Prompt the target child as appropriate to tell what s/he is doing to make his/her face. If the child does not combine looking with a gesture or vocalization/verbalization, pretend not to understand what the child has communication with gestures, sounds, or words alone.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Science Center: Eruption!**Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event
- Materials: Baking soda, vinegar, food coloring, cup, large bowl or tray

Engaging the child

- Arrangement: Place the cup inside the bowl in the middle of the table; have the children seated at the table and position yourself across from the target child
- Suggested Activity: Put some baking soda into the cup with a few drops of food coloring. Tell the children you are going to put the vinegar in the cup to see what will happen. If the target child is verbal, you can ask what they think will happen. Pour the vinegar, causing a foamy reaction and observe the target child to see if they will either vocalize and/or gesture while looking at you.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: JOINT ATTENTION**JA6. Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event****Art Center: Making Binoculars****Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event
- Materials: Two toilet paper rolls (or paper towel roll cut in half), tape, markers/crayons/colored pencils. Have the child (or you) tape the pair of binoculars together and let the child decorate the binoculars.

Engaging the child

- Arrangement: Small group of children likely seated at a table.
- Suggested activity: After the children have made the binoculars go on a “Search and Find” mission in the classroom, around the school, or outside. It may be helpful to have some special items the child is supposed to find strategically placed, such as the child’s favorite toy. As the child finds different items position yourself near the child to encourage him/her to vocalize or gesture while looking at you. It may be helpful to look at the child in anticipation as though you are waiting for the child to do something. You can encourage the child to expand on an initial communication attempts (if looking is not combined with a vocalization or gesture) by pretending you’re not sure what the child is saying.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Sensory Table: Non-toxic Shaving Cream or Colored Sand**Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event
- Materials: Non-toxic shaving cream or colored sand in the sensory table with items hidden in the sand.

Engaging the child

- Arrangement: Small group of children at the sand table.
- Suggested activity: Hide interesting things in the sensory table. As the child pulls out an item position yourself near the child to encourage him/her to vocalize or gesture while looking at you. It may be helpful to look at the child in anticipation as though you are waiting for the child to do something. You can encourage the child to expand on an initial communication attempts (if looking is not combined with a vocalization or gesture) by pretending you’re not sure what the child is saying.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Circle Time: Movie Time**Setting it up**

- Objective: Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event
- Materials: Child’s favorite movie, posters/pictures of characters from the movie

Engaging the child

- Arrangement: Small group of watching the movie.
- Suggested activity: After the movie, let the children know that you have hidden some objects in the room, and they have to find them. To help the children, you can hold up an identical picture (or object) of the one you want the child to find. The children can go one at a time or work in pairs to find the object. As the child finds an item position yourself near the child to encourage him/her to vocalize or gesture while looking at you. It may be helpful to look at the child in anticipation as though you are waiting for the child to do something. You can encourage the child to expand on an initial communication attempts (if looking is not combined with a vocalization or gesture) by pretending you’re not sure what the child is saying.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Play Activities for Generalized Practice Sessions

In the following section you will find sample activities for each skill level of play. These examples are intended to demonstrate how to teach play skills by using toys and materials generally found in preschool classrooms. Each classroom will have slightly different materials available and each child will have different individual preferences for toys and activities. The hope is that the sample activities provided in this manual will help you think of other creative ways to work on play skills or serve as a reference tool if you are having some trouble coming up with an idea on your own. Play skills can be easily incorporated into existing activities and learning centers in your classroom. Our basic premise is that you can use classroom activities that the children have access to on a daily basis (and that are of interest to the child) and “enhance” those activities by making relatively simple changes in order to more directly work on the play skills of children with autism. Listed below are some items commonly found in preschool classrooms that can be used to focus on play skills.

Using the assessment information that you have collected to determine a child’s levels, follow the flow chart on page 99 for activity planning. Note that you may move down through the individual levels within one category, and/or you may also move across to a corresponding level within another category. For example, if you have a child that is at Functional Play level F4 (includes a doll/action figure in simple pretend play with toys), you may move across to Symbolic Play level S1 (uses one toy/object to represent or stand for another) or you may move down to Functional Play level F5 (uses the same action in simple pretend play with two different people or dolls/figures), or you may work on both of these “next” skills. When possible, you may incorporate multiple skills into one play activity.

General List of Materials/Activities to Promote Play

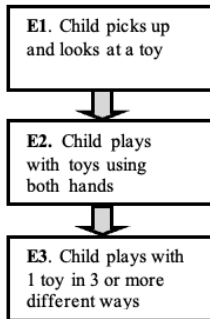
<u>Dramatic Play</u>	<u>Reading Center</u>	<u>Sensory Table</u>	<u>Block Center</u>	<u>Math/Manipulatives/Puzzles</u>
<ul style="list-style-type: none"> • Kitchen toys (pots, dishes, utensils) • Grooming toys (hairbrushes, combs, hair dryer, cape, barrettes) • Large mirror (shatter proof) • Household accessories (vacuum, iron) • Toy food/grocery store items (boxes/containers from real food) • Cash register, shopping carts • Telephones (at least 2); phone book • Doll house with dolls and furniture • Puppets and stuffed animals • Dress-up clothing including accessories (hats, jewelry, masks, shoes, purses/bags, • Dolls with extra doll clothing, crib • Various prop boxes (doctor, vet, restaurant, shoe store, grocery store, post office, bank) • Fabric pieces in various sizes • Toy cameras (or a real camera with the batteries removed) 	<ul style="list-style-type: none"> • Books (include various topics, both fiction and non-fiction; picture dictionary; rotate books regularly and use the public library as a resource) • Magazines • Puppets (hand, finger, stick) • Magnetic letters with board • Alphabet cards/chart • Props that go with individual stories • Felt board stories • Word Wall • Books on tape with listening station • Letter and phonic games (bingo, matching) • Writing materials (clipboards or desk, paper, pencils, journals, dry erase boards) • Letter rubber stamps with ink pads 	<ul style="list-style-type: none"> • Water (you can also add soap or food coloring) • Sand (regular and modeling); soil • Rice and beans; coffee beans • Float and sink items • Cotton balls (can be a choking hazard for children that put items into their mouths) • Ice cubes, snow • Leaves • Strainers, sifters • Measuring cups, buckets, pitchers • Shovels, rakes • Funnels; pieces of hose/tubes • Sponges • Eye droppers; basters; water wheels • Hand-operated mixer • Boats • Cars/trucks • Items to bury (dinosaurs, plastic jewels, rocks) 	<ul style="list-style-type: none"> • Blocks various shapes, sizes, and colors • Legos®/Duplos® • Lincoln logs, Bristle blocks, Tinker toys • Action figures/dolls (action figures, people/family sets) • Vehicles/transportation toys (cars, trucks, trains, airplanes, helicopters) • Toy animals (farm, dinosaurs, zoo) • Toy house, farm, garage, pirate ship • Dress up clothes • Trains/connecting tracks • Road map rug or mat • Traffic signs • Pictures of various buildings (Eiffel tower, Great Wall, Empire State, etc) • Pictures of places in the community • Mailing tubes 	<ul style="list-style-type: none"> • Nesting cups • Puzzles (form board, large floor puzzles) • Stringing beads • Magnetic shapes and numbers with board • Geoboards® with rubber bands • Pattern Blocks with cards • Counting and matching games • Pattern and sequence games • Calculators • Dominoes • Dice • Unifix® cubes • Sorting/counting items (bears, vehicles, fruit, insects) • Sort Trays (you can use ice cube trays or muffin pans) • Number line/number cards • Rulers/Tape measure • Clocks and timers
<u>Science Center</u>	<u>Art Center</u>	<u>Gross Motor (indoor and outdoor)</u>	<u>Circle Time</u>	<u>Table Time</u>
<ul style="list-style-type: none"> • Bubbles • Magnifying glasses • Natural items (rocks, pinecones, snake skins, feathers, acorns, fossils, etc.) • Prisms • Science/Nature books and magazines • Plants/seeds growing • Animals (aquarium, hamster) • Balance scale • Magnets with metal objects • Color paddles • Picture cards (animals, insects) • Collection containers (for collecting items or insects outside) • Microscope/Videoscope 	<ul style="list-style-type: none"> • Various types and sizes of paper (white, construction, newsprint, pattern, larger easel paper) • Crayons; markers • Clay (modeling, natural) • Watercolors, finger paint, and tempera paint with various brushes • Scissors; glue/glue sticks • Magazines • Various collage materials • Recycled/re-used items (bubble wrap, packing peanuts, wrapping paper, greeting cards, cardboard) • Ink/Bingo dotters • Easel • Dry erase boards with markers 	<ul style="list-style-type: none"> • Bean bags • Balls (various types/sizes) • Trikes, riding toys, wagons • Stilts • Hula hoops • Tumbling mats, trampoline • Tents, tunnels • Swings • Balance beam • Parachute • Basketball hoop • Hop-along balls hops • Scarves, ribbon streamers 	<ul style="list-style-type: none"> • Large dry erase board • Easel with large chart paper • Felt Board Activities • Song charts (with pictures) • Musical instruments • Pockets charts, sentence strips • Visual schedule • Low chairs; labeled seats • Calendar • Weather chart 	<ul style="list-style-type: none"> • Goopy materials (slime, silly putty) • Cooking activities • Spinning tops; wind-up toys • Tools/workbench; hammering block • Child-safe shaving cream • Various games (Hi-Ho Cherry O®, Connect Four®, Memory®, Bingo, Sorry®) • Play-dough • Containers with screw-on lids • Remote control or switch activated toy

Table II.2: Generalized Activities Matrix for Play

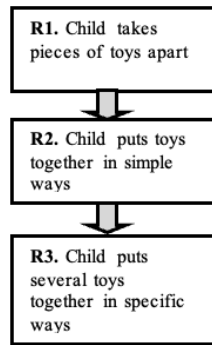
Goal	Art Center	Block Center	Circle Time	Dramatic Play	Gross Motor	Math/ Manipulatives/ Puzzles	Meal Time	Reading Center	Science Center	Self-Help	Sensory Table	Table Time
E 1	X				X	X			X	X	X	
E 2	X				X	X		X	X			X
E 3	X					X		X	X		X	X
R 1		X	X	X		X	X					X
R 2		X	X	X		X		X			X	
R 3	X	X				X			X		X	
F 1				X	X			X	X			X
F 2	X		X	X	X			X	X			
F 3	X	X	X					X			X	X
F 4	X	X	X	X	X			X				
F 5	X	X		X	X			X	X			
S 1	X	X	X					X			X	X
S 2	X	X	X	X				X			X	
S 3	X	X		X					X			X
S 4		X	X	X	X	X					X	
S 5			X	X	X	X		X				
S 6		X	X	X	X				X			
S 7	X			X	X			X				X
S 8		X		X	X			X			X	X
S 9		X		X	X			X	X			

Play Flow Chart

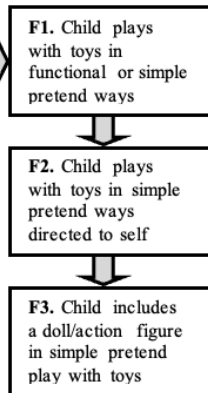
Exploratory Play



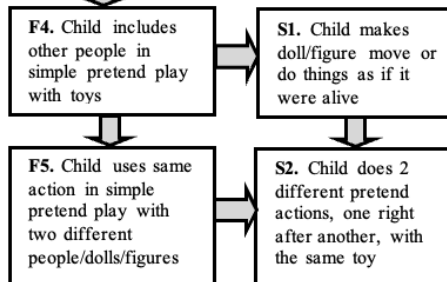
Relational Play



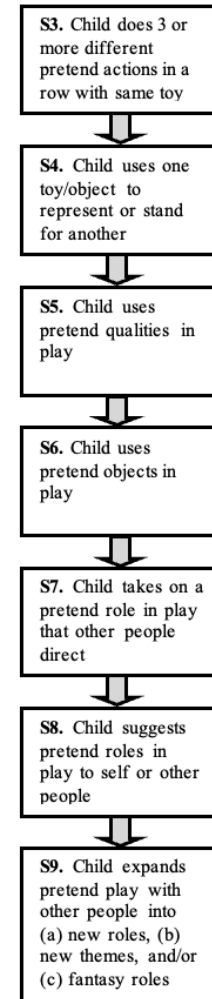
Functional Play



Symbolic Play



Symbolic Play (continued)



Objective: EXPLORATORY PLAY**E1: Child picks up and looks at a toy (e.g., picks up, looks at, puts down block; picks up, looks at, puts down ball)****Science Center: Exploring Natural Items****Setting it up**

- a. Objective: Child picks up and looks at a toy
- b. Materials: Interesting natural items such as: seashells, bird nests (place in a clear plastic bag or bowl with lid), rocks (quartz, geodes, etc.), seed pods, pinecones, snake skin, fossils, drift wood, feathers (sanitized), etc.

Engaging the child

- a. Arrangement: Have items on display and accessible to the children
- b. Suggested Activity: Encourage the target child to check out some of the items in the science center. If the child doesn't spontaneously explore any of the items, place an item directly in front of the child and make a comment, such as, "This is from a snake" or "That rock feels smooth." Move up prompt hierarchy and use more directive prompts, if needed. Fade out the prompts quickly if child begins to inspect other items in the center independently.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Sensory Table: Exploring Animals in the Water**Setting it up**

- a. Objective: Child picks up and looks at a toy
- b. Materials: Water in sensory table/large bin, items of interest to the child or items related to thematic unit (cars, dinosaurs, shiny plastic jewels, fish/sharks, etc.)

Engaging the child

- a. Arrangement: Have the children positioned at the sensory table and place the items into the water
- b. Suggested Activity: Place items of interest in the water before the children arrive at the center. Observe to see if the target child will spontaneously pick up the items to look at them. If s/he does not pick up items spontaneously, make a comment about the items in the water, such as "Look at those dinosaurs swimming in the water!" If the child still does not pick up the items, you can use a partial assist by moving his/her elbow to move his/her hand towards one of the items or use hand-over-hand. Also try commenting about items that a peer has picked up (e.g., "Look at what Anthony found.").

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Self-Help: Potty Time with Elmo**Setting it up**

- a. Objective: Child picks up and looks at a toy
- b. Materials: Book *Potty Time with Elmo* (with sound buttons)

Engaging the child

- a. Arrangement: Target child on toilet, adult assisting OR target child in literacy center with book available
- b. Suggested activity: This book is geared toward children who are being potty trained. Show the book to the target child and demonstrate the sound buttons. The focus is not on reading the book with the child at this point, but rather getting the child interested in the book. Offer the book to the child, and prompt as appropriate for him/her to take the book and inspect it. It may be helpful to demonstrate the sound buttons if the child has not seen this type of book before.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: EXPLORATORY PLAY**E1: Child picks up and looks at a toy (e.g., picks up, looks at, puts down block; picks up, looks at, puts down ball)****Art Center: Tree and Leaves****Setting it up**

- a. Objective: Child picks up and looks at a toy
- b. Materials: Cut out leaves made of interesting colors and textures (e.g., fuzzy felt leaves, tissue paper leaves, corrugated paper leaves)

Engaging the child

- a. Arrangement: Children around table in art center with target child in close proximity to teacher and materials
- b. Suggested Activities: First create a trunk made from rolled up brown craft paper (paper bags will work) and put a sheet of art paper on the wall with rolls of tape. Let the child explore the leaves and decide where each one goes. If the child does not initiate exploring the leaves, use the prompt hierarchy as needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Math/Manipulatives/Puzzles: Free Play**Setting it up**

- a. Objective: Child picks up and looks at a toy
- b. Materials: A bin of manipulatives focusing on materials with different distinct sensory properties, such as toys that light up when touched, toys with soft plastic spikes, squishy toys, toys that make noise when moved, toys with sparkly materials (e.g., water-filled magic wands with sparkly confetti inside), etc.; other sets of manipulatives in clear plastic boxes/bins

Engaging the child

- a. Arrangement: Small group of children seated at table for play with manipulatives.
- b. Suggested activity: Allow children who engage independently in playing with manipulatives to choose which bin of manipulatives they prefer. Give bin of “sensory toys” to target child. “Market” the toys by demonstrating them to the child, one at a time, and then place the toy in front of the child. If the child does not pick the toy up to inspect it, prompt as appropriate. If the child has an aversive response to a toy, put the toy out of sight and try a different toy.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Gross Motor: Koosh Ball Toss**Setting it up**

- a. Objective: Child picks up and looks at a toy
- b. Materials: Several koosh/spiky/beanbag or otherwise interesting balls; hula hoop or crate

Engaging the child

- a. Arrangement: Place hula hoop or crate on the floor and place the balls a short distance away.
- b. Suggested activity: Have the children go over to the balls and pick one up. Model throwing the ball into the hoop or crate for the child. Encourage the child to throw the ball and then go back and pick up another ball. It may help to use a picture schedule and/or a reinforcer for a child that is reluctant to pick up the balls at first. You can also model swapping balls between children to encourage exploration of various types of balls.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: EXPLORATORY PLAY**E2: Child plays with toys using both hands together (e.g., pushes buttons on pop up; rolls ball; gathers blocks; turns pages in book)****Table Time: Cooking (Rolling Dough)****Setting it up**

- a. Objective: Child plays with toys using both hands together
- b. Materials: Simple recipe for bread, biscuits, or cookies with, necessary ingredients, rolling pin, flour, pastry mat (optional). You can also use a large amount of play-dough if you do not have the facilities to cook.

Engaging the child

- a. Arrangement: Seated or standing near the table, standing behind the child or seated next to the child
- b. Suggested Activity: Choose a simple recipe that you can make with the children, buy pre-made dough, or pre-make the dough at home. Using a pastry mat or floured table surface and have the children help roll out the dough using the rolling pin. Peers can model this activity for the target child before it is his/her turn. When it is the target child's turn, wait to see if s/he will use both hands to push the rolling pin. If s/he needs assistance, first verbally prompt by saying "Roll it." If s/he still does not use the rolling pin, place his/her hands on the rolling pin and give him/her a nudge to get started. Move to hand-over-hand, if needed. Fade out assistance as the child begins to roll the pin independently.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Science Center: Science Books and Natural Items**Setting it up**

- a. Objective: Child plays with toys using both hands together
- b. Materials: Science related books that pertain to items in the science area (snake books to go with the snake skin, seashell field guide to go with shells, fish books if you have an aquarium)

Engaging the child

- a. Arrangement: When the child is in the science area, have the books accessible
- b. Suggested Activity: Place new books in your science area that pertain to some of the items in the center. Watch to see if the child will spontaneously look at the books, turning pages and holding the book with both hands. If s/he does not pick up the book spontaneously, make comments about the book, such as, "We have a new snake book" or "Let's look at the snake pictures." If the child does not pick up the book, try to hand the book to the child or sit down with the child in your lap and place the open book on his/her lap. You can begin to turn the pages and briefly describe what you see, then wait to see if the child will continue to turn the pages and hold the book independently using both hands.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Art Center: Tissue Paper Leaves**Setting it up**

- a. Objective: Child plays with toys using both hands together
- b. Materials: Tissue Paper, glue, paper tree

Engaging the child

- a. Arrangement: Children around the table in the art center with target child in close proximity to teacher and materials
- b. Suggested Activities: Cut template of a tree out of brown craft paper. Model squishing the tissue paper, dipping in glue and pasting up on to branches of the tree. See if the target child will use two hands while participating in the art activity. If the child does not use two hands, use the prompt hierarchy as needed. It may also be helpful to have peers model the actions for the child, so that you can step in as needed for prompting.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: EXPLORATORY PLAY**E2: Child plays with toys using both hands together (e.g., pushes buttons on pop up; rolls ball; gathers blocks; turns pages in book)****Gross Motor: Bubble Stomp****Setting it up**

- a. Objective: Child plays with toys using both hands together
- b. Materials: Sheet of bubble wrap, tape.

Engaging the child

- a. Arrangement: Tape the bubble wrap to the floor, have a small group of children around the bubble wrap with the target child in close proximity to teacher.
- b. Suggested Activities: Model stomping on the wrap with both feet. Invite a peer to help model. See if target child will use either both hands or both feet to pop the bubble wrap. If the child does not pop the bubble wrap, encourage him/her to participate by saying, "Your turn" or "You pop." Use hand-over-hand if necessary but make sure that the child is not aversive to the activity.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Reading Center: General Strategies for Books**Setting it up**

- a. Objective: Child plays with toys using both hands together
- b. Materials: Several books that have activities built in, such as lift-the-flap books, books with sound buttons or textures, or teacher-adapted books; props that relate to the books

Engaging the child

- a. Arrangement: Place books with built-in activities in the literacy center; adult available to support children's engagement and learning in the center
- b. Suggested activity: If the target child touches one of the books or gazes at its cover, but does not pick it up with both hands, prompt the child to do so. If the target child is not engaging in activities in the literacy center, "market" one of the books with a built-in activity by showing the child what to do with the book. Then place the book in front of the child. If s/he does not look at it and pick it up, try a different book. Prompt as necessary to get the child to pick up the book with two hands and manipulate it while looking.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Math/Manipulatives/Puzzle: Play-Dough**Setting it up**

- a. Objective: Child plays with toys using both hands together
- b. Materials: Enough play-dough to allow each child at the table to have a generous amount, toys to use with the play-dough

Engaging the child

- a. Arrangement: Children seated around table; each child with play-dough and some play-dough toys
- b. Suggested activity: Provide target child with toys that are more likely to require the use of both hands, such as a rolling pin or extruder toy. Demonstrate the toys use as needed. If the child does not look and pick up the toy with two hands, prompt as needed. At this level, the child does not need to manipulate the toys in their intended way, provided s/he holds them with both hands and explores them in some way while looking at the object.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: EXPLORATORY PLAY**E3: Child plays with one toy in three or more different ways (e.g., rolls, bounces, and pats ball; mouths, bangs, and stretches slinky)****Sensory Table: Trucks in the Sand****Setting it up**

- a. Objective: Child plays with one toy in three or more different ways
- b. Materials: Small trucks, sand in a sensory table/large bin

Engaging the child

- a. Arrangement: Have the child positioned at the sensory table and place the trucks into the table with the sand
- b. Suggested Activity: Observe the child at the table to see if s/he will spontaneously begin playing with/exploring the trucks in varying ways, such as pushing them, burying them in the sand, and banging them into each other. If s/he does not use them in varied ways, model with other trucks. You can also prompt by saying, "We can bury the trucks" or "Crash!" Move to hand-over-hand if necessary. Peer models can also be useful.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Science Center: Seashells**Setting it up**

- a. Objective: Child plays with one toy in three or more different ways
- b. Materials: Seashells of various shapes and sizes

Engaging the child

- a. Arrangement: Place seashells near the child and position yourself across from or next to the child.
- b. Suggested Activity: Observe to see if the child begins exploring the seashells. Encourage the target child to pick up the shells, feel them, listen to the ocean, and/or pass them to you or another child. Model these actions or use peer models. Comment on the textures of the shells or the sound of the ocean. Provided appropriate wait time and use more directive prompts if needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Table Time: Play-Dough Activity**Setting it up**

- a. Objective: Child plays with one toy in three or more different ways
- b. Materials: Play-dough

Engaging the child

- a. Arrangement: Have target child in close proximity to teacher and materials
- b. Suggested Activities: Once the play-dough is in front of the child, observe to see if s/he uses a variety of actions with the play-dough (e.g., rolling, patting, stretching, etc). If the child does not use varied actions, model 3 different actions with the play-dough to see if s/he imitates your actions. You may want to have pictures of the different actions available for the child or use a peer model.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: EXPLORATORY PLAY**E3: Child plays with one toy in three or more different ways (e.g., rolls, bounces, and pats ball; mouths, bangs, and stretches slinky)****Reading Center: *Goodnight, Moon* by Margaret Wise Brown****Setting it up**

- a. Objective: Child plays with one toy in three or more different ways
- b. Materials: Book *Goodnight, Moon*. A “bed” (e.g., play bed or a cardboard box with low sides covered by a small blanket, or a bed pillow), a collection of some of the objects that are named in the book

Engaging the child

- a. Arrangement: Either have a small group of children seated near an adult reader OR have the book and other materials to go with it accessible to children in the literacy center.
- b. Suggested activity: In this adult-directed activity, give each child one of the objects. Read the book, and have different children put their objects in the bed when the object is mentioned in the story. Give the target child an object that is late in the story, so s/he will have time to explore the object. Have a second adult assist the child in exploring the object in different ways. As a child-directed activity, when the child is in the literacy center with the *Goodnight, Moon* book and objects, encourage him/her to pick up and explore one or more of the objects, using varied actions on objects. Demonstrate different actions and otherwise prompt as needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Art Center: Sand Art**Setting it up**

- a. Objective: Child plays with one toy in three or more different ways
- b. Materials: Shallow cardboard box; colored art sand; glue; paper

Engaging the child

- a. Arrangement: Help children to squeeze or “paint” glue onto paper. Place paper in box, to contain any mess.
- b. Suggested activity: Have children (1) sprinkle sand onto paper; (2) shake sand off of the paper; (3) blow any final sand grains off of the finished product. Make sure that the child is doing at least 3 different actions with the sand art. If the activity is difficult for the child to complete on his/her own, have an adult to support the child throughout the activity. It may be helpful to have a capable peer near the target child to model the actions during the activity.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Math/Manipulatives/Puzzles: General Strategies**Setting it up**

- a. Objective: Child plays with one toy in three or more different ways
- b. Materials: Any manipulatives

Engaging the child

- a. Arrangement: Small group of children seated at table, each child with access to manipulatives such as locking blocks, bristle blocks, pop beads, beads and string, etc.
- b. Suggested activity: For any manipulative toy, encourage and prompt the target child to pick it up and explore it in different ways. Demonstrate different ways to act on the object yourself, and use other prompts in the prompt hierarchy as needed. Remember that at this level, the actions do not need to be functional actions. For instance, if the child is playing with a bristle block, s/he might rub the bristles with his/her fingers, press the block to the table, turn it around in circles, etc.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: RELATIONAL PLAY**R1: Child takes pieces of toys apart (e.g., takes apart large pop beads; takes off lid from container)****Math/Manipulatives/Puzzles: General Strategies****Setting it up**

- a. Objective: Child take pieces of toys apart
- b. Materials: Any manipulatives that can be easily assembled

Engaging the child

- a. Arrangement: Small group of children seated at table, each child with access to manipulatives such as locking blocks, bristle blocks, pop beads, beads and string, etc.
- b. Suggested activity: For any appropriate manipulative toy, assemble some of the manipulatives together and hand your construction to the target child. Prompt as necessary for the child to take the construction apart.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Dramatic Play: Get Baby Ready for Bed**Setting it up**

- a. Objective: Child take pieces of toys apart
- b. Materials: Dolls, doll clothes

Engaging the child

- a. Arrangement: Place clothed dolls in your dramatic play area
- b. Suggested Activity: In the dramatic play area, direct the child towards the dolls. Encourage him/her by saying something like, “It’s bedtime for baby. Clothes off,” and wait to see if s/he will remove the doll’s clothes. You can take another doll and model removing the clothing if the child does not respond. Peers can also be used to help model. If the child requires more prompting, you can help by starting to take off one item of clothing and wait to see if s/he will continue removing the rest.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Circle Time: What Did You Wear Today?**Setting it up**

- a. Objective: Child take pieces of toys apart
- b. Materials: A set of soft blocks

Engaging the child

- a. Arrangement: Children seated in usual circle arrangement—may want to use “sit-upon” mats or chairs
- b. Suggested activity: Call target child up to the front to be the “helper.” Ask the children, e.g., “Who wore brown shoes today? If you wore brown shoes, stand up.” Count the children with brown shoes. Then select a child from the circle (not the target child) to come and stack that many blocks. Then reiterate by saying, e.g., “4 children wore brown shoes today; 1, 2, 3, 4 (as you count the blocks).” Then have the target child “helper” unstack or knock down the blocks. Go on to another question, e.g., “Who wore a sweater today?” and continue the activity, letting the target child take the block tower apart after each turn. You can do this with other materials as well, such as using large pop beads or plastic link toys.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: RELATIONAL PLAY**R1: Child takes pieces of toys apart (e.g., takes apart large pop beads; takes off lid from container)****Block Center: Tower****Setting it up**

- a. Objective: Child takes pieces of toys apart
- b. Materials: Blocks

Engaging the child

- a. Arrangement: Have the target child in close proximity to the teacher and materials
- b. Suggested Activities: Create 2 block towers and model taking one of the towers apart. See if the target child will initiate taking the other tower apart. If the child does not begin to take the tower apart, say something like, "Take it apart." If the child still does not take the tower apart, try placing his/her hand on the top block or using hand-over-hand if needed. Fade prompts as appropriate.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Meal Time: Open the Container**Setting it up**

- a. Objective: Child takes pieces of toys apart
- b. Materials: Snack or lunch item in a container with a lid that the child is able to open

Engaging the child

- a. Arrangement: At the lunch table
- b. Suggested Activity: At snack time, put a desired food item in a container with a lid that is not too difficult to open. Give the container to the child to see if s/he will remove the lid in order to get the food inside. If you are at the table with a group of children, you can establish a routine where each child removes the lid, gets some snack, replaces the lid, and passes the container to the next child. Model for the child again, if needed. If the child still does not open, tap the lid with your finger and say "Open." Use hand-over-hand if the child doesn't respond to the lower level prompts.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Table Time: Taking Apart Play-Dough Dolls**Setting it up**

- a. Objective: Child takes pieces of toys apart
- b. Materials: Play-dough and play-dough accessories

Engaging the child

- a. Arrangement: Have target child in close proximity to teacher and materials
- b. Suggested Activities: Create two figures with the play-dough and model taking one of the figures apart. For example, create a snowman and see if the target child will disassemble it. Create a second doll and invite a peer model to demonstrate if needed. Use the prompt hierarchy as appropriate to help the child disassemble the play-dough figure.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: RELATIONAL PLAY**R2: Child puts toys together in simple ways (e.g., drops blocks in cup; puts lid on container)****Reading Center: *Jump, Frog, Jump* by Robert Kalan****Setting it up**

- a. Objective: Child puts toys together in simple ways
- b. Materials: Book *Jump, Frog, Jump*; 7 plastic frogs, a container for the frogs, such as a bucket, box, or plastic jar

Engaging the child

- a. Arrangement: The target child, an adult, and possibly 1-3 peers in the literacy center
- b. Suggested activity: Read the book. At the repeated line, “Jump, frog, jump” (which occurs 7 times during the book), have the children “jump” one of the frogs into the bucket or other container. Give the target child as many opportunities as feasible within the context of the classroom. Leave the book, frogs, and container in the literacy center for child-initiated activity after familiarizing the children with the book and activity.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Block Center: Making a Train**Setting it up**

- a. Objective: Child puts toys together in simple ways
- b. Materials: Train (cars 5 or more)

Engaging the child

- a. Arrangement: Have target child in close proximity to teacher and materials
- b. Suggested activities: Model putting a simple train together. The train should involve the assembly of more than 5 blocks. A picture template that shows what the finished tower looks like when assembled could be used. You can start the train to see if the child will begin to add onto it or use hand-over-hand to help get them started.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Circle Time: Five Little Pumpkins**Setting it up**

- a. Objective: Child puts toys together in simple ways
- b. Materials: Words to poem (available online); 5 small pumpkins; several large blocks, paper cut-out witches

Engaging the child

- a. Arrangement: Line the blocks up to make a “gate” for the pumpkins to sit on. Children in usual circle arrangement; may want to use “sit-upon mats” or chairs.
- b. Suggested activity: Ask the target child to come up to help you. Have him/her put the five pumpkins on top of the “gate.” Then have the target child return to his/her seat, and use the five pumpkins to illustrate the poem. (This can be adapted to multiple other poems in the format of “Five Little....”).

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: RELATIONAL PLAY**R2: Child puts toys together in simple ways (e.g., drops blocks in cup; puts lid on container)****Reading Center: *The Doorbell Rang* by Pat Hutchins****Setting it up**

- a. Objective: Child puts toys together in simple ways
- b. Materials: Large serving tray with a lip, 24 cardboard “cookies”, 12 small plates

Engaging the child

- a. Arrangement: Target child, peers, and adult in classroom location used for group book reading
- b. Suggested activity: Show the children the book; tell them it’s a story about cookies. Ask the target child to come up and put cookies on the large serving tray. Give him/her 12 cookies to put on the tray. Then have the target child return to his/her seat. Read the book, using the cookies on the tray and the small plates to illustrate the story (e.g., first there are just two children, so each plate has 6 cookies; as more children arrive in the story, more plates are added and the cookies get divided up into smaller portions). At the end of the book, have the target child come up and add the second dozen cardboard cookies to the tray. After the group reading, put the book, cookies, serving tray, and plates in the literacy center to allow for child-initiated activity.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Dramatic Play: Cooking**Setting it up**

- a. Objective: Child puts toys together in simple ways
- b. Materials: Medium-sized pot with lid, 8-9 pieces of toy plastic food

Engaging the child

- a. Arrangement: In the dramatic play center, have the pot and plastic food accessible
- b. Suggested Activity: Tell the children in the center that you are going to cook and you need to get everything ready. Place the food and pot near the target child to see if s/he will spontaneously begin to put the food into the pot. If s/he does not, you can model by placing 1-2 pieces into the pot and say, “Put it in.” If the target child still does not put the food into the pot, you can use hand-over-hand to put each item in. Make it fun by making silly sounds as each piece goes into the pot or by making up a song about the items you are putting in. You can also invite a peer to add items to the pot to help model the behavior. After all items are in, give the target child the lid to the pot to see if s/he will put it on. You can say, “Put it on,” and use hand-over-hand if needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Sensory Table: Splat!**Setting it up**

- a. Objective: Child puts toys together in simple ways
- b. Materials: Water or sand in the sensory table /large bin, cups

Engaging the child

- a. Arrangement: Have the sensory table filled with water or sand with various cups accessible to the children
- b. Suggested Activity: Place the cups in the sand or water and encourage the target child to fill up the cups. Model or use peer models if needed to demonstrate. Verbally prompt the child to fill the cups or if the child is holding a cup, you can also put a handful of sand or dump a small amount of water into their cup. If needed, use hand-over-hand to scoop the child’s cup to fill it. When the target child’s cup is full, react excitedly and when s/he dumps it out, make a fun “SPLAT!” sound.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: RELATIONAL PLAY**R3: Child puts several toys together in specific ways (e.g., strings beads; sorts shapes into a shape sorter, puts pieces of puzzle together)****Math/Manipulatives/Puzzles: Form Board Puzzles****Setting it up**

- a. Objective: Child puts several toys together in specific ways
- b. Materials: Form board puzzles and/or shape sorters (including some that will be at a “just right” level of challenge for the target child)

Engaging the child

- a. Arrangement: Children seated around table or on floor in center
- b. Suggested activity: Offer each child a choice of puzzles. Try to have at least 2 choices of puzzles that are the appropriate level for the target child. It may be helpful to use puzzles that have motivating subject matter. Prompt target child as appropriate to put puzzle pieces into form board or shapes into shape sorter.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Math/Manipulatives/Puzzles: Color Sorting**Setting it up**

- a. Objective: Child puts several toys together in specific ways
- b. Materials: Varied objects of different colors; a mat, bowl, box, or other base of each color for sorting the objects (Lakeshore’s *Match-a-Color Sorting Box* has sets of objects of different colors and matching cards; but you can also assemble your own materials)

Engaging the child

- a. Arrangement: Children seated around table or on floor in center
- b. Suggested activity: Have the children put the different colored objects onto the matching base for each color. Try to make the activity exciting by providing praise when each child attempts a turn. When it is the target child’s turn, observe to see if s/he will place the object in the matching base. If s/he is having difficulty, prompt as appropriate.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Science Center: Color Paddles**Setting it up**

- a. Objective: Child puts several toys together in specific ways
- b. Materials: Color Paddles

Engaging the child

- a. Arrangement: In the science center or at the table, have color paddles accessible to the children
- b. Suggested Activity: Model putting the color paddles together to create a different color (yellow + blue = green, etc.) Take the paddles apart and lay them side by side on the table in front of the target child. Wait to see if they will attempt to put them together to see the colors change. Verbally prompt them by asking them questions like, “Can you make green”? Use hand-over-hand if needed. If there are peers demonstrating, comment on the colors that they are making and encourage the target child to try to imitate.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: RELATIONAL PLAY**R3: Child puts several toys together in specific ways (e.g., strings beads; sorts shapes into a shape sorter, puts pieces of puzzle together)****Sensory Table: Funnel Fun****Setting it up**

- a. Objective: Child puts several toys together in specific ways
- b. Materials: Water or sand in the sensory table/large bin, cups, large funnel

Engaging the child

- a. Arrangement: Have the children standing beside the sensory table with the adult across from or next to the target child
- b. Suggested Activity: Using the cups, model pouring the water through the funnel, then wait to see if the target child will try to do it. Make fun sounds as the water pours through the funnel. Verbally prompt by saying, "Put it in," and use hand-over-hand if needed. You can also invite a peer to help model while you comment on what they are doing.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Art Center: Sorting Shapes and Colors**Setting it up**

- a. Objective: Child puts several toys together in specific ways
- b. Materials: Construction paper of various colors, child scissors

Engaging the child

- a. Arrangement: Have target child in close proximity to teacher and materials
- b. Suggested Activities: Cut out different shapes and colors the children can sort into appropriate piles (e.g., group circles vs. squares or red vs. blue). If target child does not yet have motor ability for cutting, you can cut and then have the child sort.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Block Center: Sorting Shapes and Colors**Setting it up**

- a. Objective: Child puts several toys together in specific ways
- b. Materials: Different shapes or colored blocks

Engaging the child

- a. Arrangement: Have children in close proximity to teacher and materials
- b. Suggested Activities: Use different shapes or color blocks to see if the target child can sort into appropriate piles (e.g., red vs. blue, squares vs. rectangles). You can turn the activity into more of a game by having a "surprise" bucket and having the children take turns drawing blocks from the bucket. Allow a couple peers to go first to provide a model for the target child. If the child does not sort the block, use the prompt hierarchy as needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: FUNCTIONAL PLAY**F1: Child plays with toys in functional or simple pretend ways (e.g., stirs spoon in cup; pushes truck in purposeful path)****Table Time: Cooking****Setting it up**

- a. Objective: Child plays with toys in functional or simple pretend ways
- b. Materials: Instant Pudding, bowl, spoon, measuring cup

Engaging the child

- a. Arrangement: Have the children standing or sitting at the table
- b. Suggested Activity: Pour the ingredients or if working with a small group, have the children help pour the ingredients into the bowl. Pass the bowl around so each child at the table gets a turn to stir and is also modeling for the target child. In order to move smoothly, you can count to 10 for each stirrer and then they pass to the next child. Watch to see if the target child will stir after a couple of models. You may want to stand near the target child in case s/he tries to put his/her hands into the pudding. Verbally prompt by telling the child to "Stir." Use hand-over-hand if needed. Allow the bowl to go all the way around the table so that the target child will get a second opportunity to stir. Wait to see if s/he will stir spontaneously and use the least to most directive prompts if needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Science Center: Magnifying Fun**Setting it up**

- a. Objective: Child plays with toys in functional or simple pretend ways
- b. Materials: Magnifying glasses, interesting natural items, such as seashells, feathers, insects, and leaves

Engaging the child

- a. Arrangement: Have all items accessible to the children in the science area or at a table
- b. Suggested Activity: Model or have a peer model looking at the items through a magnifying glass. Make exclamations, such as, "Wow, look how big it looks!" or some other statement to help get the target child's attention. Place an item in front of the child and hold a magnifying glass over it so that s/he can see how it works. Place the magnifying glass right in front of the child and wait to see if s/he will pick it up to look at items through it. Model again and use hand-over-hand if needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Reading Center: General Strategies**Setting it up**

- a. Objective: Child plays with toys in functional or simple pretend ways
- b. Materials: Any books that might be of interest to the target child

Engaging the child

- a. Arrangement: Books accessible to children in literacy center
- b. Suggested activity: When target child is in literacy center, help the child choose a preferred book. Prompt as appropriate for the child to hold the book right-side up, turn the pages, study the pictures or print, and/or engage in an activity built into the book (e.g., lift the flap for books in the *Spot* series).

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: FUNCTIONAL PLAY**F1: Child plays with toys in functional or simple pretend ways (e.g., stirs spoon in cup; pushes truck in purposeful path)****Gross Motor: Airplane****Setting it up**

- a. Objective: Child plays with toys in functional or simple pretend ways
- b. Materials: Toy plane, pilot/captain hat

Engaging the child

- a. Arrangement: Have children in close proximity to teacher and materials
- b. Suggested activities: Have children take turns to practice take off and landing the plane. Let the target child have a turn after a few other children to allow for repetition of the model. You may want to use a picture sequence to help child understand when the activity will be finished, as this is more of an open-ended activity.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Reading Center: Writing Tools**Setting it up**

- a. Objective: Child plays with toys in functional or simple pretend ways
- b. Materials: A selection of writing/drawing tools, such as markers, crayons, pencils, paper, magnetic drawing/writing toys (e.g., Magna Doodle® and similar toys), computer

Engaging the child

- a. Arrangement: Writing materials accessible to children in literacy center
- b. Suggested activity: When target child is in literacy center, help the child select a preferred writing/drawing tool. Prompt as appropriate for the child to engage in simple functional play with the tool (e.g., scribbles with marker on paper, makes a mark on magnetic drawing board with stylus). Recognizable productions of pictures, letters, or words are not expected at this level.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Dramatic Play: Hanging up the Clothes**Setting it up**

- a. Objective: Child plays with toys in functional or simple pretend ways
- b. Materials: Laundry basket of clothes, clothesline, clothespin

Engaging the child

- a. Arrangement: Hang a clothesline in the classroom or outside.
- b. Suggested activities: Tell the children that the laundry is finished and it is time to hang up the clothes to dry. Have children hang up the “clean clothes” with clothes pins. The peers can serve as a model for the target child. You may want to use a picture sequence or certain number of clothes per child to help child understand when the activity will be finished.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: FUNCTIONAL PLAY**F2: Child plays with toys in simple pretend ways directed to self (e.g., feeds self with empty spoon; brushes own hair with plastic hairbrush)****Circle Time: “I Spy”****Setting it up**

- a. Objective: Child plays with toys in simple pretend ways directed to self
- b. Materials: Paper towel tubes to use as telescopes, or toilet paper tubes joined together in pairs to use as binoculars; a set of posters (e.g., 8 x 11 sheets) showing individual items that relate to one of your classroom goals or themes

Engaging the child

- a. Arrangement: Children seated in usual circle arrangement—may want to use “sit-upon” mats or chairs. Posters should be posted where they are visible to the children in the circle area
- b. Suggested activity: Give out the paper towel tube telescopes or toilet paper tube binoculars. Save one for yourself. Demonstrate their use by looking through your binoculars or telescope and saying, e.g., “I spy with my little eye(s)...an orange circle!” Prompt the target child as appropriate to look through the binoculars/telescope s/he is using.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Reading Center: *Caps for Sale* by Esphyr Slobodkina**Setting it up**

- a. Objective: Child plays with toys in simple pretend ways directed to self
- b. Materials: Book *Caps to Share*; several caps

Engaging the child

- a. Arrangement: Target child and peers in literacy center or elsewhere for small group book reading activity
- b. Suggested activity: Introduce the story by showing the front cover and asking the children what the man has on his head. Once they have identified the items as caps or hats, give each child a cap. Prompt the target child as appropriate to put the hat on his/her head. Leave the book and caps in the literacy center to provide opportunity for later, more independent interactions with the book and caps.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Gross Motor: “Late Last Night”**Setting it up**

- a. Objective: Child plays with toys in simple pretend ways directed to self
- b. Materials: Various available props such as bunny or elephant ears, ballerina tutus/ frog tongues (ribbons)

Engaging the child

- a. Arrangement: Have the child and some peers lie down on the floor and pretend to sleep.
- b. Suggested activity: While the children are pretending to sleep, tell them the narrative line, “Late last night while you were sleeping, somebody came and put bunny shoes on your feet.” Have the children hop/skip/dance according to what type of feet they have on now. Have the children lie back down and wake up with another set of feet. Prompt the target child as needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: FUNCTIONAL PLAY**F2: Child plays with toys in simple pretend ways directed to self (e.g., feeds self with empty spoon; brushes own hair with plastic hairbrush)****Dramatic Play: Salon****Setting it up**

- a. Objective: Child plays with toys in simple pretend ways directed to self
- b. Materials: Brushes, combs, plastic/foam curlers, fabric to use as a cape, chair, hair ties, barrettes, toy blow dryer (or a real dryer with the cord removed), mirror

Engaging the child

- a. Arrangement: Have all items accessible to the child in the dramatic play area
- b. Suggested Activity: As the child enters dramatic play, observe to see if s/he begins to use any of the hair items spontaneously. If s/he does not, use peers or adult models using some of the items (e.g., brushing hair, using the blow dryer). After modeling, try handing an item to the child to use and say something like, "Your turn" or "Brush your hair." If the target child does not engage, brush or pretend to dry their hair with the dryer and then hand it to him/her. Wait a few seconds to see if s/he will try to use the item. Use hand-over-hand if s/he does not try to use any of the items independently on him/herself.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Art Center: Making "Tattoos"**Setting it up**

- a. Objective: Child plays with toys in simple pretend ways directed to self.
- b. Materials: Large fabric band-aids; assorted markers or fabric paint pens

Engaging the child

- a. Arrangement: Have materials in close proximity to you and child.
- b. Suggested activity: Have the children decorate their "tattoos" using various colored pens. Show the children how to put the "tattoos" on their arm or hands when they are all dry.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Science Center: Near & Far**Setting it up**

- a. Objective: Child plays with toys in simple pretend ways directed to self
- b. Materials: Binoculars

Engaging the child

- a. Arrangement: Have binoculars accessible to the child and place items of interest far away from the child.
- b. Suggested Activity: Demonstrate by modeling or have a peer model how to use the binoculars. Choose an item of interest to the child that is far enough away to look at through the binoculars. Encourage the target child hold the binoculars to his/her eyes and look through them. If s/he does not hold them to his/her eyes, hold them up for the child and say, "Look!" You can also turn it into a game like I Spy or treasure hunt. Put the binoculars down near the child and wait to see if s/he will use them independently.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: FUNCTIONAL PLAY**F3: Child includes a doll/action figure in simple pretend play with toys (e.g., brushes doll's hair with brush; diapers doll)****Sensory Table: Bath Time****Setting it up**

- a. Objective: Child includes a doll/action figure in simple pretend play with toys
- b. Materials: Soapy water in the sensory table/ bin, dolls, washcloths, towel

Engaging the child

- a. Arrangement: Have dolls and washcloths in the sensory table and position yourself across from or next to the child.
- b. Suggested Activity: Tell the target child that the dolls are dirty and they need a bath. You can use peer models to demonstrate washing the dolls with the washcloth. Place a doll and washcloth near the target child and encourage him/her to wash the doll. If s/he does not spontaneously wash the doll, use a partial assist and move his/her hand with the washcloth towards the doll. Move to a hand-over-hand if needed. You can also have a towel available to dry the doll off.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Table Time: Go for a Ride**Setting it up**

- a. Objective: Child includes a doll/action figure in simple pretend play with toys
- b. Materials: Action figure, truck large enough for the action figure to fit

Engaging the child

- a. Arrangement: Have action figure and truck on the table accessible to the children; have the target child seated or standing near the table.
- b. Suggested Activity: Tell the target child that the action figure wants to go for a ride to see if s/he will put the figure into the truck. If s/he does not spontaneously attempt to put the figure in the truck, you can give a more direct verbal prompt, like "Put it in." If the verbal prompt alone does not work, pair the verbal with a full model of you or a peer putting the figure in the truck. (You can either have a second truck and figure or use the same one as the child). After modeling, wait to see if the child will try to put the figure in. Use a hand-over-hand if the child does not attempt to put the figure in the truck.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Art Center: Puppets**Setting it up**

- a. Objective: Child includes a doll/action figure in simple pretend play with toys
- b. Materials: Paper bags, construction paper, glue sticks, markers

Engaging the child

- a. Arrangement: Have target child in close proximity to teacher and materials.
- b. Suggested activities: Have the children create paper bag puppets. Model using the puppet for various actions, such as talking, chewing food, or making faces. Observe the target child to see if s/he will use their puppet in a functional manner. Use the other children in the center as models.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: FUNCTIONAL PLAY**F3: Child includes a doll/action figure in simple pretend play with toys (e.g., brushes doll's hair with brush; diapers doll)****Block Center: Doll Bed****Setting it up**

- a. Objective: Child includes a doll/action figure in simple pretend play with toys
- b. Materials: Blocks or Legos®, dolls or action figures

Engaging the child

- a. Arrangement: Have target child in close proximity to teacher and materials
- b. Suggested Activities: Have the target child make block/Lego house and put a figure in the house to bed. You can model by building a separate house for another doll or have a peer assist the target child with building and putting the doll to bed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Circle Time: Dressing for the Weather**Setting it up**

- a. Objective: Child includes a doll/action figure in simple pretend play with toys
- b. Materials: Doll or stuffed animal, with right-sized clothes and accessories for different kinds of weather for the doll/animal

Engaging the child

- a. Arrangement: Children seated in usual circle arrangement. May want to use "sit-upon" mats or small chairs. Dress-up clothes and doll at front of circle where they will be accessible to children taking a turn in the activity.
- b. Suggested activity: Talk about the weather, and put up a visual symbol/picture illustrating what the weather is like on the current day. Have the target child come up to dress the "weather doll" for the day's weather, or at least be among the children who have a turn during the activity. Also, encourage the target child to use the accessories to act on the weather doll (e.g., opening the umbrella and putting it over the doll's head, or fanning the doll).

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Reading Center: *If You Give a Mouse a Cookie* by Laura Joffe Numeroff**Setting it up**

- a. Objective: Child includes a doll/action figure in simple pretend play with toys
- b. Materials: A toy mouse, a plastic or cardboard cookie, a cup/glass, a straw, a napkin, a mirror, other items from book

Engaging the child

- a. Arrangement: Small group of children and adult reader seated in literacy center
- b. Suggested activity: Introduce the story, and bring out the toy mouse. As objects are mentioned in the book, let the children take turns acting out the story. For the target child, the emphasis is to direct actions to the mouse, such as putting the cookie to the mouth of the mouse, wiping the mouse's mouth with a napkin, holding the mirror up for the mouse to look at itself, and putting the mouse in the box with its head on the pillow. Give the target child as many turns with the materials as possible in the context of the classroom, and prompt as appropriate.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: FUNCTIONAL PLAY**F4: Child includes other people in simple pretend play with toys (e.g., feeds adult with spoon; combs adult's hair with comb)****Gross Motor: Wagon Ride****Setting it up**

- a. Objective: Child includes other people in simple pretend play with toys
- b. Materials: Wagon or riding toy

Engaging the child

- a. Arrangement: Have the target child and a capable peer in the hallway or outside with the wagon or riding toy
- b. Suggested Activity: Demonstrate by pulling the target child in the wagon and then have the peer get into the wagon and pull the peer for a few feet. Tell the target child that it is his/her turn to pull a friend. Try to establish a turn taking routine of them pulling each other. If the target child does not spontaneously pull the peer, verbally prompt and possibly help by putting the handle in his/her hand and pulling with the child. Make fun sounds while pulling like honking a horn, screeching brakes, and an engine sound.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Dramatic Play: Accessorize Me!**Setting it up**

- a. Objective: Child includes other people in simple pretend play with toys
- b. Materials: Hats, necklaces, scarves, bracelets

Engaging the child

- a. Arrangement: Have the materials accessible to the child and position yourself near the child in the center.
- b. Suggested Activity: Show the items to the child. Tell him/her that you need to get dressed up and that you want to wear a hat and a necklace. Ask if s/he can help you. You can model by putting a necklace or hat on the child and then ask which one you should wear. If the child does not put any items on you, have a peer come over and model putting something on the child. Tell the child that the peer needs another item and give the child something to put on the peer. If s/he does not put it on the peer, use hand-over-hand to help.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Block Center: Building Furniture**Setting it up**

- a. Objective: Child includes other people in simple pretend play with toys
- b. Materials: Large blocks

Engaging the child

- a. Arrangement: Have the target child in close proximity to teacher and materials.
- b. Suggested Activities: Have the target child make a chair or a couch out of large blocks for you to sit in. You may want to use a picture sequence to help the child understand what the house will look like. You can help the child get started building. Demonstrate by building a chair for the child or have a peer demonstrate making a piece of furniture on which the child can sit.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: FUNCTIONAL PLAY**F4: Child includes other people in simple pretend play with toys (e.g., feeds adult with spoon; combs adult's hair with comb)****Art Center: Making "Tattoos"****Setting it up**

- a. Objective: Child includes other people in simple pretend play with toys
- b. Materials: Large fabric band-aids; assorted markers or fabric paint pens

Engaging the child

- a. Arrangement: Have materials in close proximity to you and child.
- b. Suggested activity: Have the children decorate "tattoos" on band-aids using various colored pens. It may be important to tell the children that they will be giving the "tattoo" to a friend rather than keeping it for themselves. Show the children how to put the "tattoos" on each other's arms or hands when they are all dry. Have a peer model putting his/her "tattoo" creation on the target child. Then, observe to see if the target child will put his/her "tattoo" on a peer. If the child will not put his/her "tattoo" on a peer, prompt as appropriate.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Circle Time: Dressing for the Weather**Setting it up**

- a. Objective: Child includes other people in simple pretend play with toys
- b. Materials: Different clothes and accessories appropriate to different kinds of weather conditions (e.g., sun visor, sunglasses, small fan, rain jacket, rain boots, umbrella, sweatshirt, coat, toboggan, scarf, gloves)

Engaging the child

- a. Arrangement: Children seated in usual circle arrangement. May want to use "sit-upon" mats or small chairs. Dress-up clothes at front of circle where they will be accessible to children taking a turn in the activity.
- b. Suggested activity: Talk about the weather, and put up a visual symbol/picture illustrating what the weather is like on the current day. Then have one child come up to the front of the circle and sit in a "special chair." Let the other children, including the target child, take turns coming up and finding clothes or accessories that will be needed for the weather, and have the children dress their peer or act on the peer with the accessories (e.g., opening the umbrella and putting it over the peer's head, or fanning the peer).

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Reading Center: *If You Give a Mouse a Cookie* by Laura Joffe Numeroff**Setting it up**

- a. Objective: Child includes other people in simple pretend play with toys
- b. Materials: Mouse ears on a headband that will fit the adult's head and/or the heads of the children; a plastic or cardboard cookie, a cup/glass, a straw, a napkin, a mirror, a pair of children's scissors, a blanket and a pillow.

Engaging the child

- a. Arrangement: Small group of children and adult reader seated in group reading area
- b. Suggested activity: Introduce the story, showing the children the cover and putting the mouse ears on you or a child. As each of the objects listed above are mentioned, let the children take turns acting out the story. For the target child, the emphasis is for him/her to play with the objects in simple functional ways by directing actions to you or the person dressed as the mouse. This would include actions such as putting the cookie to your mouth, giving you a "drink" from the cup, wiping your mouth with a napkin, holding the mirror up for you to look at yourself, and covering you with the blanket. Give the target child as many turns with the materials as possible in the context of the classroom, and prompt as appropriate.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: FUNCTIONAL PLAY**F5: Child uses the same action in simple pretend play with two different people or dolls/figures (e.g., places cup to adult's lips, then places cup to doll's mouth)****Block Center: House****Setting it up**

- a. Objective: Child uses the same action in simple pretend play with two different people or dolls/figures
- b. Materials: Blocks, dolls or action figures

Engaging the child

- a. Arrangement: Have the target child in close proximity to teacher and materials
- b. Suggested Activities: Have the target child act on 2 dolls or people in familiar ways. For example, have the child help two different figures get ready to go to bed. For example, the child could have the two figures brushing teeth, putting on pajamas, or getting under a blanket in bed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Dramatic Play: Hat Store**Setting it up**

- a. Objective: Child uses the same action in simple pretend play with two different people or dolls/figures
- b. Materials: Various Hats, doll or stuffed animal

Engaging the child

- a. Arrangement: In the dramatic play area, have the hats and doll or stuffed animal accessible to the child; position yourself in the center at the child's level
- b. Suggested Activity: Show the child all of the hats in the hat store and watch to see if s/he will spontaneously put a hat on either his/her own head, a peer's head, the doll's head or your head. After s/he puts a hat on someone, encourage him/her by saying something like, "Oh, I like your hat. Can I try it on too?" Wait to see if the child will try to place the hat on a different person's head or the doll's head. If necessary, model taking the hat from where the child placed it and put it on someone else and then put it back to see if the child will attempt. Use hand-over-hand if needed, but fade it out quickly as the child places hats independently.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Science Center: Magnify It!**Setting it up**

- a. Objective: Child uses the same action in simple pretend play with two different people or dolls/figures
- b. Materials: Magnifying glass, natural items (pine cones, shells, acorns, leaves), doll/stuffed animal

Engaging the child

- a. Arrangement: At a table or in the science center, have the material accessible to the children
- b. Suggested Activity: Encourage the target child to look at the natural items through the magnifying glass, modeling if necessary. After the child looks at the items for a few minutes through the magnifying glass, lean toward him/her and ask if you can look too. Gesture toward the magnifying glass if needed and wait a few seconds. If s/he does not move the magnifying glass over for you to look through it, use appropriate prompting. Repeat when the child begins to examine another object, using the least directive prompts possible. If the child begins to spontaneously give you a turn to look through the glass, encourage him/her to give the doll or bear a turn as well. You can also ask the child to allow a peer to look through his/her magnifying glass.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: FUNCTIONAL PLAY**F5: Child uses the same action in simple pretend play with two different people or dolls/figures (e.g., places cup to adult's lips, then places cup to doll's mouth)****Reading Center: *Curious George at the Fire Station* by Margret & H.A. Rey****Setting it up**

- a. Objective: Child uses the same action in simple pretend play with two different people or dolls/figures
- b. Materials: Book *Curious George at the Fire Station*; fire hats, stuffed toy monkey, one or more toy stuffed puppies, two or more pillows, child-sized sheets/blankets and puppy-sized sheets/blankets

Engaging the child

- a. Arrangement: Children in literacy center or other classroom area used for small group book reading
- b. Suggested activity: Show children the cover of the book and discuss the topic of the story. As you are reading the story, give fire hats to the children to wear, and give an extra fire hat and the monkey to the target child. Encourage the target child to put the fire hat on him/herself and then to put the extra one on the monkey. Prompt, if needed. Encourage the children to use the pillows and blanket to pretend they are sleeping, and to pretend to put the puppies to bed at an appropriate point in the story. Prompt the target child as appropriate to use same functional play act with two or more people or figures in sequence. Leave the book and story-related materials in the literacy center to encourage child-initiated play.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Art Center: House**Setting it up**

- a. Objective: Child uses the same action in simple pretend play with two different people or dolls/figures
- b. Materials: Large cardboard box; markers and paints to decorate

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials. Create a cardboard house with the children. This may be done over a series of weeks.
- b. Suggested Activities: Model opening the door, greeting the child and inviting them into the house. Have the children take turns being the person in the house or the visitor. Have the target child greet several different peers. It may help here to have a picture sequence for the greeting procedure. You could also try other functional play acts, such as putting on coats for guests as they are leaving or bring food or drinks to the guests.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Gross Motor: Scooter Rides**Setting it up**

- a. Objective: Child uses the same action in simple pretend play with two different people or dolls/figures
- b. Materials: Riding toys (scooters, skateboards, cars, etc.) dolls, stuffed animals or figures

Engaging the child

- a. Arrangement: Have the target child in close proximity to teacher and materials
- b. Suggested activities: Tell the target child that it is time to give scooter rides. Suggest that one of the dolls or stuffed animals in the room wants to go first on the scooter. See if the child will put a figure on scooter and give the figure a ride. Then, observe to see if the child will spontaneously put another figure on the scooter and give that figure a turn. If the child does not give a ride to a different figure, prompt as needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: SYMBOLIC PLAY**S1: Child makes doll/figure move or do things as if it were alive (e.g., walks a doll; manipulates toy animal to “eat” from container; doll brushes own hair)****Table Time: Doll House****Setting it up**

- a. Objective: Child makes doll/figure move or do things as if it were alive
- b. Materials: Dollhouse, dolls, doll furniture

Engaging the child

- a. Arrangement: Place the dollhouse on a low table with the dolls and furniture accessible to the children; position yourself near or next to the target child
- b. Suggested Activity: Observe the target child to see if s/he will spontaneously move the dolls as if they are alive inside the dollhouse. If s/he does not, model by using one of the dolls and have the doll “walk” through the house and do something, like go to cook in the kitchen. Wait a few seconds to see if the child will begin to move a doll and if s/he does not, ask, “What is your doll going to do?” You can make some suggestions if s/he does not begin to move the doll, such as going up to take a bath, walk outside to check the mail, etc. Use hand-over-hand, if needed to get the child started and then fade it out quickly as s/he begins to move the doll independently. You may also want to include a capable peer to provide some additional modeling.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Sensory Table: Swimming**Setting it up**

- a. Objective: Child makes doll/figure move or do things as if it were alive
- b. Materials: Water table/large with water, small people figures

Engaging the child

- a. Arrangement: Have the toy people in the water table and position yourself across from or next to the target child
- b. Suggested Activity: Pretend that the water table is a swimming pool, ocean, or lake. Model having a person dive in off the side of the water table and have them swim through the water. Observe to see if the target child will make his/her person dive or swim. Verbally prompt and use-hand-over-hand if needed to get the child started. Make fun sounds as the figure dives in, like “Wheeeee! Splash!” to make it more fun for the child. You can also encourage peer at the table to have their people dive and swim as models.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Art Center: Ladybug Trail**Setting it up**

- a. Objective: Child makes doll/figure move or do things as if it were alive
- b. Materials: Plastic/paper cut out ladybugs, art paper, bingo markers

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials
- b. Suggested Activities: Make a “Ladybug trail” with bingo markers on the sheet of paper. Tell the children that the ladybugs need to go find food, water, their friends, etc., at the other end of the trail. Observe to see if the target child begins moving the lady bug down the trail. If not, model moving a ladybug along the trail or use further prompts as needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY**S1: Child makes doll/figure move or do things as if it were alive (e.g., walks a doll; manipulates toy animal to “eat” from container; doll brushes own hair)****Block Center: Dinner Time****Setting it up**

- a. Objective: Child makes doll/figure move or do things as if it were alive
- b. Materials: Blocks, dolls or action figures

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials
- b. Suggested Activities: Encourage the children to make a block house. Once the children finish the house, put the figures in front of the children. Observe to see if the target child will begin moving the figures as if alive (e.g., make a figure feed his/herself, make a figure walk in the door or up the stairs, make a figure read a book). If the target child does not initiate an action, suggest a specific action to him/her. Also, you could point out peers who are modeling the skill.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Reading Center: *The Mitten* adapted by Jan Brett**Setting it up**

- a. Objective: Child makes doll/figure move or do things as if it were alive
- b. Materials: Book *The Mitten*; a stretchy mitten that will expand to hold a group of animal figurines to represent the animals in the story (likenesses or “stand-ins” for a mole, rabbit, hedgehog, owl, badger, fox, bear, mouse); a boy figurine & a woman figurine

Engaging the child

- a. Arrangement: Small group of children in literacy center or other area of the classroom used for group story reading; book and related objects accessible
- b. Suggested activity: Read the story through, using the figurines to act out the story. Demonstrate moving the figurines as if they were alive. After each demonstration, hand one of the children that figurine and encourage him/her to re-enact the part of the story you just read with the figurine. Focus on the way you move the figurines during the story, having the boy climb a pretend tree, the mole walk to the mitten and burrow into it, the rabbit hop, the animals bump one another, the bear sneeze, etc. Leave the book and materials in the literacy center for later child-initiated play.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Circle Time: “Teddy Bear, Teddy Bear”**Setting it up**

- a. Objective: Child makes doll/figure move or do things as if it were alive
- b. Materials: Lyrics to song (available by searching on the internet) a teddy bear for each child in the group (could invite children to bring teddy bears from home and have some extras for children who did not bring one).

Engaging the child

- a. Arrangement: Children seated in usual circle arrangement, each child with a teddy bear.
- b. Suggested activity: Sing the song through once or twice, having the children go through the motions with their own bodies. Then have the children use their teddy bears to act out the motions of the song. Prompt the target child as appropriate to move his/her bear as if alive.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY

S2: Child does 2 different pretend actions, one right after another, with the same toy (e.g., stirs spoon in bowl and then pretends to feed doll; fills up car with gas and drives into garage)

Dramatic Play: Pizza!**Setting it up**

- Objective: Child does 2 different pretend actions, one right after another, with the same toy
- Materials: 2 pizza pans, picture chart of toppings (optional)

Engaging the child

- Arrangement: Have the pizza pan accessible to the child
- Suggested Activity: Tell the target child that s/he is going to make a pizza, and will need to put toppings on the pizza and put it into the oven. Ask him/her which toppings s/he likes or will put on the pizza. You can go down the picture chart, if you are using one. Observe to see if the child begins to put toppings on the “pizza.” Make comments as s/he puts ingredients on, like, “Oh, I love cheese!” or “Tomatoes are so yummy!” If the child does not spontaneously start working on his/her pizza, model with the other pizza pan or have a capable peer make a pizza. After the child is finished topping the pizza, tell him/her it needs to go into the oven to bake. Observe to see if s/he moves the pizza to a pretend oven. If they do not, suggest a spot that can serve as the oven, such as a shelf to see if they will move the pan to the shelf.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Sensory Table: Driving Trucks**Setting it up**

- Objective: Child does 2 different pretend actions, one right after another, with the same toy
- Materials: Dump trucks

Engaging the child

- Arrangement: Have the cars and trucks in the table with the sand and accessible to child; position your self near the child.
- Suggested Activity: Observe the child to see if s/he will spontaneously begin to drive the trucks or cars across the table. Model pretending to fill a dump truck up with sand, drive it across the table, and dump it out. Make fun sounds and comment about what it happening. If the child is pushing an empty dump truck, pretend to fill it up with sand and tell him/her that s/he needs to deliver the sand to the school at the other end of the table. Observe to see if s/he will drive the truck and then dump it out. You can also tell the child that the truck needs to go to the gas station to see if s/he will pretend to pump gas and then drive. You can include peer models to help demonstrate different pretend actions.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Circle Time: Pet Care**Setting it up**

- Objective: Child does 2 different pretend actions, one right after another, with the same toy
- Materials: Stuffed toy dog and cat, plastic tub or bin large enough for stuffed dog, bottle for “dog shampoo,” towel, pet comb/brush, pet bed, empty cat litter bag and a box, toy stethoscope and toy syringe, collar to fit stuffed animals and a leash. Index cards with a two-step pet care sequences on each one (e.g., “give the dog a bath and dry him with a towel”; “dump out the old kitty litter and put new kitty litter in the box”; “listen to the kitty’s heart and give her a shot”)

Engaging the child

- Arrangement: Children in usual circle arrangement with materials accessible
- Suggested activity: Introduce the activity by briefly talking about what pets the children have, and the importance of taking care of our pets. Show the children the toy dog and cat and tell the children they are the class’ pretend pets, and the children need to help take care of them. Call the children up one at a time and let each child draw one of the index cards. Read the instructions for pet care from the index card. Prompt as appropriate to help the target child perform 2 different pretend actions on the same object in sequence.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY

S2: Child does 2 different pretend actions, one right after another, with the same toy (e.g., stirs spoon in bowl and then pretends to feed doll; fills up car with gas and drives into garage)

Reading Center: *The Three Billy Goats Gruff* retold by Janet Stevens**Setting it up**

- a. Objective: Child does 2 different pretend actions, one right after another, with the same toy
- b. Materials: Book *The Three Billy Goats Gruff*; 3 goat figurines (different sizes if possible), a figurine of some creature who could be a troll, a narrow box lid turned upside down, or a block construction, to represent a bridge; one brown and one green piece of construction paper to pastures

Engaging the child

- a. Arrangement: Small group of children in literacy center or in other area used for group story reading; materials accessible
- b. Suggested activity: Read the story, illustrating the actions with the figurines. Focus on having each figurine complete a connected sequence of at least two actions. For instance, each goat could try to eat something on the brown piece of construction paper and then start walking across the bridge. The troll could jump up on one end of the bridge and then run up to the goat standing on the bridge. After you demonstrate each part of the story, give the figurine(s) to some of the children and have them re-enact the story element you just read and illustrated. Prompt the target child to perform two pretend actions on or with the same figuring in sequence.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Art Center: Ladybug Trail**Setting it up**

- a. Objective: Child does 2 different pretend actions, one right after another, with the same toy
- b. Materials: Paper/plastic ladybugs, art paper, bingo markers, shredded green paper.

Engaging the child

- a. Arrangement: Have the target child in close proximity to the teacher and materials
- b. Suggested Activity: Make a ladybug trail using bingo markers. Encourage the target child to “walk” the ladybug along the trail and stop to eat some “grass” along the way. After eating, encourage the target child to continue to “walk” the ladybug along the trail. You could also use other pretend actions such as drinking, sleeping, or jumping.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Block Center: Bed Time**Setting it up**

- a. Objective: Child does 2 different pretend actions, one right after another, with the same toy
- b. Materials: Blocks, dolls or action figures

Engaging the child

- a. Arrangement: Have target child in close proximity to teacher and materials
- b. Suggested Activities: Encourage the children to make a block house. Once the children are finished, put figures inside the house. Have the target child act out a figure eating dinner and going to sleep. Have capable peer models demonstrate with their own figures. Prompt the target child as needed to help him/her complete 2 different actions in sequence.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY

S3: Child does 3 or more different pretend actions, one right after another, with the same toy (e.g., feeds doll, wipes doll's mouth, puts doll to bed, kisses goodnight; drives ambulance to hospital, takes patient out of ambulance, and places on hospital bed)

Science Center: Buggin' Out**Setting it up**

- a. Objective: Child does 3 or more different pretend actions, one right after another, with the same toy
- b. Materials: Small plastic insects or animals, bug box/specimen containers

Engaging the child

- a. Arrangement: Place plastic insects around the classroom within reach of the children; have the magnifying glass and bug box accessible
- b. Suggested Activity: Tell the children that you have some bugs to catch. After they collect the bugs in the container, tell the target child that s/he can look at them through a magnifying glass. Observe to see if the child will pretend to use a magnifying glass and model if necessary. After the child has finished looking at the bugs, suggest that the bugs might be hungry and would like to eat leaves. Then suggest that the bugs are tired and they like to sleep in a tree or on a log. Use prompt hierarchy to provide the least to most directive prompts, as needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Dramatic Play: Going to the Beach**Setting it up**

- a. Objective: Child does 3 or more different pretend actions, one right after another, with the same toy
- b. Materials: Telephone, doll

Engaging the child

- a. Arrangement: Telephone and doll should be accessible to the child
- b. Suggested Activity: Encourage the child to have the doll make a call on the phone to a friend. Pretend that you are the friend on the other end of the phone and facilitate a conversation about going to the beach and what needs to be done before going to the beach. Have the child pretend to put on sunscreen, change the doll into a bathing suit, gather a bucket, pail, and towel, then call another friend to also meet at the beach.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Table Time: Dino Land**Setting it up**

- a. Objective: Child does 3 or more different pretend actions, one right after another, with the same toy
- b. Materials: Enough dinosaur figurines for each child at table to have at least one, tree-shaped twigs with leaves held upright by sticking in a ball of play-dough, rocks, plastic eggs, inverted plastic bowls with holes cut in them (for caves), pie pans with a little water in the bottom (for ponds); any other Dino-Land props

Engaging the child

- a. Arrangement: Small group of children around "Dino-Land" table, with easy access to materials on table
- b. Suggested activity: Let the children engage in self-initiated play with the materials, facilitating their play through questions and comments about what the dinosaurs are doing or might do. Prompt the target child as appropriate to engage in 3 or more different pretend actions on a dinosaur in a sequence (e.g., having the dinosaur eat leaves, drink from the pond, and go into the cave).

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: SYMBOLIC PLAY

S3: Child does 3 or more different pretend actions, one right after another, with the same toy (e.g., feeds doll, wipes doll's mouth, puts doll to bed, kisses goodnight; drives ambulance to hospital, takes patient out of ambulance, and places on hospital bed)

Art Center: Paper Bag Puppets**Setting it up**

- a. Objective: Child does 3 or more different pretend actions, one right after another, with the same toy
- b. Materials: Paper bags, art paper, markers/crayons; toy foods/plates/utensils, napkin

Engaging the child

- a. Arrangement: Have materials in close proximity to you and child.
- b. Suggested activity: Have the child make and decorate paper bag puppets. Place the completed puppet on your hand and tell the child the puppet is hungry. Have the child give the puppet a taste from a spoon, drink from a cup, and wipe the puppets face with a napkin. You could also tell the child that the puppet needs to get ready for school or ready for bed. Observe to see if the child will perform at least 3 different actions on the puppet to complete the activity. Prompt the child as necessary.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Block Center: House**Setting it up**

- a. Objective: Child does 3 or more different pretend actions, one right after another, with the same toy
- b. Materials: Blocks, dolls or action figures

Engaging the child

- a. Arrangement: Have child in close proximity to the teacher and materials
- b. Suggested Activities: Encourage the children to make a block house. Once they are finished making the house, put figures inside. Observe to see if the target child will act out sequences with a figure. If the child does not initiate a 3-part sequence, encourage him/her to act out a figure making dinner, eating, and doing the dishes, or brushing teeth, reading a story, then going to sleep. Use a peer model to demonstrate new or different sequences. Encourage the target child to imitate the peer.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Block Center: Train Station**Setting it up**

- a. Objective: Child does 3 or more different pretend actions, one right after another, with the same toy
- b. Materials: Blocks, train, figures

Engaging the child

- a. Arrangement: Have the target child in close proximity to the teacher and materials
- b. Suggested activities: Make a block train station. Put figures inside. Have the target child act out a figure buying a ticket, boarding the train, taking a seat, and falling asleep. If the target child is unfamiliar with the actions of riding a train, use capable peer models to demonstrate different activities related to boarding and riding a train. Prompt the target child as necessary to help him/her to chain 3 different pretend actions in the play sequence.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: SYMBOLIC PLAY

S4: Child uses one toy/object to represent or stand for another (e.g., uses block as a hairbrush or cup; puts sponge in bowl as food; uses paper as blanket or diaper for baby)

Gross Motor: Feed the Monkey**Setting it up**

- Objective: Child uses one toy/object to represent or stand for another
- Materials: Cardboard box, paints, beanbags

Engaging the child

- Arrangement: Have the target child in close proximity to the teacher and materials
- Suggested Activities: Cut the shape of a monkey from a large piece of cardboard and decorate. Cut a large hole in the cardboard for the monkey's mouth. Model throwing the beanbags into the monkey's mouth to feed the monkey. Have the children toss beanbags into the monkey's mouth to "feed the monkey" pretend bananas. Observe the target child to see if s/he will feed the monkey "bananas" and use hand over hand if needed.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Sensory Table: Making Soup**Setting it up**

- Objective: Child uses one toy/object to represent or stand for another
- Materials: Stick, bowls, water or sand in the sensory table/large bin

Engaging the child

- Arrangement: Have the bowls and spoons in the sensory table with sand or water accessible to the children
- Suggested Activity: Watch the target child at the sensory table to see if s/he spontaneously stirs the stick in the cup full of sand or water. If s/he does not, tell the child you are making some soup (or another food that you know the child likes). Model stirring the "soup" if necessary. This is also a good opportunity to use a peer model for the child to imitate. If the target child does not stir, use hand-over-hand assistance, fading it out as the child begins to stir independently.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Dramatic Play: Fabric Fun**Setting it up**

- Objective: Child uses one toy/object to represent or stand for another
- Materials: Large pieces of fabric or large scarves

Engaging the child

- Arrangement: Place fabric in the dramatic play center, accessible to the children
- Suggested Activity: Encourage the children to substitute the fabric as a dress, cape, blanket, table cloth, etc. If the target child does not spontaneously begin to use the fabric, model substituting it for something that is relevant to the play scheme or of interest to that particular child. If the target child does not try to use the fabric, tell him/her you are going to help and put it on him/her. If you have a mirror in the center, you can comment on how s/he looks and give him/her the mirror. You can also help peer that are in the center use the fabric and make comments about how s/he is using the fabric.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- Record the child's performance (see data collection forms)

Objective: SYMBOLIC PLAY

S4: Child uses one toy/object to represent or stand for another (e.g., uses block as a hairbrush or cup; puts sponge in bowl as food; uses paper as blanket or diaper for baby)

Block Center: Grocery Store**Setting it up**

- a. Objective: Child uses one toy/object to represent or stand for another
- b. Materials: Cash register, blocks, bag

Engaging the child

- a. Arrangement: Have the target child in close proximity to teacher and materials; have blocks set up on shelves as “food” at the “grocery store”
- b. Suggested activities: Have a peer pick out “food” at the “grocery store.” When the peer is done, have child scan the “block” groceries and put them in the bag. You or a peer can take a turn as the cashier first if a model is needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Circle Time: Community Helper Charades**Setting it up**

- a. Objective: Child uses one toy/object to represent or stand for another
- b. Materials: Pictures of people in different, familiar “community helper” occupations (e.g., firefighter, sanitation worker, police officer, doctor, nurse, mail carrier, cook, etc.). Objects that can be substituted for realistic objects used by community helpers (e.g., wooden blocks, cans with lids, dowel sticks, pieces of yarn, jump rope, etc.).

Engaging the child

- a. Arrangement: Children seated in usual arrangement for circle; may want to use “sit-upon” mats or chairs. Adult leading circle with pictures and objects for substitution
- b. Suggested activity: Let children take turns coming up and selecting a picture of a community helper. Let the child who is taking a turn look at the picture without showing it to the other children. Have the child who is taking a turn select an object and show the other children what the community helper in the picture would do. Then have the other children guess the community helper. Be sure the target child gets at least one turn, and prompt as needed. (E.g., if the child chooses a picture of a firefighter, s/he might use a jump rope to pretend it is a fire hose).

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Math/Manipulatives/Puzzles: Construction Sets**Setting it up**

- a. Objective: Child uses one toy/object to represent or stand for another
- b. Materials: Duplo®-type blocks, snap cubes, bolt sets, “bendables,” bristle blocks, etc.

Engaging the child

- a. Arrangement: Children seated around table with access to construction set materials
- b. Suggested activity: Encourage the children to make constructions from the materials that represent objects related to a classroom theme (e.g., if you are talking about homes, have them build a house; if you are talking about insects, have them construct insects). Different types of construction sets may lend themselves more readily to making different representational objects. If the children do not use the constructions spontaneously for pretend play, suggest or model ways of doing this (e.g., stack up some snap cubes to represent a person and show the person going into the house; pick up a “plane,” and show it zooming through the air while you make zooming noises). Prompt the target child as needed to construct a representational object and use it in pretend play.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY

S5: Child uses pretend qualities in play (e.g., blows on spoon as if soup is hot; makes “yucky” gesture when pretending to eat play-dough)

Circle Time: Hot Hoops**Setting it up**

- a. Objective: Child uses pretend qualities in play
- b. Materials: Hula hoop of various colors—one per child.

Engaging the child

- a. Arrangement: Have the child in close proximity to the teacher and materials
- b. Suggested Activities: Place hula hoops around the room. Have one child stand in each hoop. Tell the children one color of hoops is “hot” (e.g., the red hoops are “hot”). Children in the “hot” hoops” need to jump out and join another child in their hoop. Have the children return to their original hoop. Then, tell the children that the blue hoops are “wet,” and have them get out and “dry off.” Repeat with other colors and other characteristics. Prompt the children as needed to imitate actions that may be appropriate for each characteristic.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Gross Motor: School Bus**Setting it up**

- a. Objective: Child uses pretend qualities in play
- b. Materials: Cardboard box

Engaging the child

- a. Arrangement: Have the child in close proximity to the teacher and materials
- b. Suggested activities: Have the children sit in the box. Pretend to drive the bus through potholes. Tell the children that the road is “bumpy” and it is making the bus move up and down. Model bouncing up and down in the bus. Observe to see if the target child will imitate your movement. If s/he does not imitate the movement, prompt as needed. Next, tell the children the road is “curvy.” Observe to see if the child will start a different motion. If not, model swaying back and forth as if the bus as turning or point to a peer who is accurately depicting the motion.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Dramatic Play: Dirty Diapers**Setting it up**

- a. Objective: Child uses pretend qualities in play
- b. Materials: Doll or stuffed animals, diapers, bottle

Engaging the child

- a. Arrangement: Have dolls and diapers in the dramatic play center or at the table accessible to the child; position yourself near the child
- b. Suggested Activity: Using a doll or stuffed animal, tell the child that the doll has a stinky diaper and react strongly, exclaiming, “P-U!” Do this is a playful, silly way to see if the child will imitate with his/her doll. Prompt him/her by asking if his/her doll’s diaper is clean or dirty. You can also pretend that you hear the baby crying and say something like, “Oh, baby you are crying so loud, it’s hurting my ears. Do you want a bottle?”

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY**S5: Child uses pretend qualities in play (e.g., blows on spoon as if soup is hot; makes “yucky” gesture when pretending to eat play-dough)****Circle Time: Movement****Setting it up**

- a. Objective: Child uses pretend qualities in play
- b. Materials: Picture cards to represent each obstacle in your story (optional)

Engaging the child

- a. Arrangement: Have a small group of children, including the target child, positioned in an open space in the classroom or outside
- b. Suggested Activity: Create a story about going on a walk and encountering all sorts of “obstacles” that the children have to go through. You can have the children seated or standing while they go through each of the “obstacles,” such as walking through gooey mud, swimming across a freezing cold lake, walking through a stinky swamp, and crawling through a slimy tunnel. (Be sure to use an adjective that describes a characteristic of the obstacle that the child can react to/pair an action with). Be very animated about how cold the water is or how slimy your hands are from the tunnel. After modeling a couple of items, tell the next obstacle without modeling actions to see if the child will spontaneously pretend to act out some sort of reaction, such as shivering to the cold water. If the child does not, use appropriate prompting.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Reading Center: *Just Me in the Tub* by Gina & Mercer Mayer**Setting it up**

- a. Objective: Child uses pretend qualities in play
- b. Materials: Book *Just Me in the Tub*; box or plastic tub or bin large enough for a child to get into; empty plastic bottle; a washcloth and towel; a couple of bath toys, such as a boat and a rubber duck

Engaging the child

- a. Arrangement: Small group of children in literacy center or other classroom location for group story reading. Materials accessible to adult and children.
- b. Suggested activity: Read the book through one time, using some of the materials as you read to act out the story. As frequently as possible, pretend with characteristics that are not present; e.g., pretend to feel the “water” in the tub and that the water is too hot or too cold. Pretend that you have dirt on your hands that you must wash off with the washcloth. Pretend the towel is wet and that you must wring it out. After you have read the story, have the children take turns getting in the tub and acting out parts of the story. Prompt the target child as needed to pretend with characteristics that are not present.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Math/Manipulatives/Puzzles: Hot Potato (modified)**Setting it up**

- a. Objective: Child uses pretend qualities in play
- b. Materials: A potato (real or plastic), a large lightweight block (such as a cardboard block), a clean shoe, a white Styrofoam ball, a large container. Add or substitute other objects, using your imagination.

Engaging the child

- a. Arrangement: Children in usual circle arrangement. Put the container in the middle of the circle with all the objects in it.
- b. Suggested activity: Have one child start the game. S/he comes to the container and picks an object, then returns to his/her seat. Identify an imaginary characteristic of the object (e.g., the potato is “hot,” the block is “heavy,” the shoe is “stinky”). Demonstrate or use prompts as needed, while they pass the object from one person to the next. Count to 10 as the object is passed. Whichever child is holding the object when you reach 10 should put that object in the container in the center of the circle and pick a new object. Repeat the activity, using a different imaginary characteristic for the new object.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY

S6: Child uses pretend objects in play (e.g., shakes imaginary salt shaker; holds hand to ear as if talking on telephone; shapes hand as if holding a tool and creates tool's action)

Circle Time: This is The Way**Setting it up**

- a. Objective: Child uses pretend objects in play
- b. Materials: Lyrics to song (available online), picture card or other visual representation for children to choose, if the circle activities are selected by individual children.

Engaging the child

- a. Arrangement: Children seated in usual arrangement for circle.
- b. Suggested activity: Using the tune for "Around the Mulberry Bush," sing a song, making up verses for activities that will be familiar to the children (e.g., "wash our faces," "brush our teeth," "drink some milk," "eat an apple," etc.) Have the children act out each verse together, pretending to use non-existent objects. Prompt the target child as appropriate.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Science Center: Nature Walk**Setting it up**

- a. Objective: Child uses pretend objects in play
- b. Materials: None

Engaging the child

- a. Arrangement: Walking outside with the child
- b. Suggested Activity: Take a "nature walk" and pretend to use binoculars to look at different items that you point out to the child, such as birds, squirrel, flowers, or trees. Model pretending to use binoculars or point out a peer model and observe to see if the child will attempt. If s/he does not, you can verbally prompt him/her by asking, "What do you see?" or "Can you use your binoculars?" If the child still does not try it, use hand-over-hand to get his/her hands into position and then comment about what s/he is doing. After the child begins to try to use binoculars, you can also have him/her pretend to use a camera to take pictures of different items.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Circle Time: Music/Movement**Setting it up**

- a. Objective: Child uses pretend objects in play
- b. Materials: Several songs that showcase various instruments, stereo/CD player, pictures of various instruments

Engaging the child

- a. Arrangement: Have the a group of children seated in the group area or at tables; cue the music to play several different songs with various instruments
- b. Suggested Activity: Show a group of children pictures of a couple of different instruments that they will hear in the music and model what it would look like to pretend play that instrument (e.g., air guitar). Play music where the children will hear those instruments and ask them to "play" the instrument that they hear. Observe the target child to see if s/he attempts to play an imaginary instrument. If s/he does not attempt to "play," point out peers that are modeling the desired behavior in an excited manner. You can also move his/her elbows to get his/her hands into position. After a couple of song clips, play a song that features all of the instruments together and tell the children to "play" their favorite instrument.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: SYMBOLIC PLAY

S6: Child uses pretend objects in play (e.g., shakes imaginary salt shaker; holds hand to ear as if talking on telephone; shapes hand as if holding a tool and creates tool's action)

Dramatic Play: Bus Driver**Setting it up**

- a. Objective: Child uses pretend objects in play
- b. Materials: Cardboard bus, dolls/figures

Engaging the child

- a. Arrangement: Have the target child in close proximity to teacher and materials
- b. Suggested Activities: Have the children take turns being the bus driver using an imaginary steering wheel to drive. Tell them to make pick ups and drop offs in the bus at various pretend places (e.g., the zoo, a park, a pool, etc.). When it is the target child's turn to drive, observe to see if s/he pretends to steer and drive to the imaginary places. If assistance is needed, place the target child on your lap and use hand over hand to "drive" the bus.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Block Center: Ice Pops**Setting it up**

- a. Objective: Child uses pretend objects in play
- b. Materials: Blocks, dolls or action figures

Engaging the child

- a. Arrangement: Have target child in close proximity to teacher and materials
- b. Suggested Activities: Give figures "pretend" ice pops. Tell the target child they are melting and describe the huge, imaginary, mess. Encourage the target child wipe up the melting ice pops with an imaginary napkin. It may be helpful to have a peer demonstrate cleaning up the ice pop mess. Prompt the target child as necessary for success.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Gross Motor: Train**Setting it up**

- a. Objective: Child uses pretend objects in play
- b. Materials: Cardboard train, dolls/figures

Engaging the child

- a. Arrangement: Have target child in close proximity to teacher and materials.
- b. Suggested activities: Have the children sit in the cardboard train. Tell the target child that they need to check all of the passengers' "tickets" and model how s/he can punch the tickets with a pretend hole puncher or stamp the tickets with a pretend stamp. If the child is not familiar with riding trains, it may be helpful to show a ticket actually being punched or stamped in order to help the child understand. Prompt the child as needed to use the imaginary objects.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form "Let's self-reflect")
- b. Record the child's performance (see data collection forms)

Objective: SYMBOLIC PLAY**S7: Child takes on a pretend role in play that other people direct (e.g., plays house when adult suggests it; plays construction worker when another child suggests it)****Dramatic Play: Restaurant****Setting it up**

- a. Objective: Child takes on a pretend role in play that other people direct
- b. Materials: Clothing such as apron, chef hat; pots, pans, dishes, notepad, pencil, picture menu

Engaging the child

- a. Arrangement: Set up your dramatic play area as a restaurant with a table for the customer and a kitchen area for the chef
- b. Suggested Activity: Have 2 – 3 children in the dramatic play area and assign each child a role (server, chef, customer), including the target child. Observe to see if the child will accept this role and engage in the play scheme. If the child does not begin to engage, assign yourself the same role as the child a guide him/her to what s/he is supposed to do. For example, if the child is the customer, sit at the table with him/her, look at the menu together, and help him/her to place an order.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Reading Center: *The Mightiest* by Keido Kasza**Setting it up**

- a. Objective: Child takes on a pretend role in play that other people direct
- b. Materials: Book *The Mightiest*; badges for children to wear to indicate role in story (lion, elephant, bear, giant, woman); crown; box to put crown on with the words “The Mightiest” printed on side

Engaging the child

- a. Arrangement: Small group of children (preferably no more than 5) in literacy center or other area of room used for group story reading.
- b. Suggested activity: Read through the story. Then hand a badge to each child to indicate the roles they will play in re-enacting the story. Facilitate the re-enactment, showing pictures from the book if needed. The re-enactment does not need to duplicate the story; for the purposes of this play goal, the focus is on having the target child take on one of the roles in the play theme. Leave the book, badges, and other props in the literacy center for later child-initiated play.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Art Center: Puppet Parade**Setting it up**

- a. Objective: Child takes on a pretend role in play that other people direct
- b. Materials: Paper bags and art supplies to create puppets; drums or buckets; wagon for a “float”

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials. Invite 1 – 2 peers.
- b. Suggested Activities: Make puppets with children, or use puppets made previously. Invite 1 – 2 peers to the parade. Choose one child to lead the parade. Assign children the roles of grand marshal, drummer, and float driver. Have children trade roles on subsequent days.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY**S7: Child takes on a pretend role in play that other people direct (e.g., plays house when adult suggests it; plays construction worker when another child suggests it)****Table Time: Birthday Party****Setting it up**

- a. Objective: Child takes on a pretend role in play that other people direct
- b. Materials: Play-dough, toy cups, forks, plates (and other materials for a pretend birthday party), play script for each of roles in the birthday party (e.g., cake maker, table setter, present giver)

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials. Invite 1 – 2 peers.
- b. Suggested Activities: Make a play-dough birthday cake with the child. Invite 1 – 2 peers to the party. Choose one child to have a birthday. Assign children the roles of cake maker, table setter and present giver. Have children trade roles on subsequent days.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Dramatic Play: Airplane**Setting it up**

- a. Objective: Child takes on a pretend role in play that other people direct
- b. Materials: Cardboard box for plane, other dress-up props, play script for each of roles in the plane (e.g. pilot, flight attendant, passenger)

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials. Invite 1 – 2 peers.
- b. Suggested activities: Tell the child you are playing airport. Use a cardboard box for a plane. Have a capable peer assign roles of pilot, flight attendant, and passenger. Help the child to play the part of the role that s/he was assigned if needed.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Gross Motor: Train**Setting it up**

- a. Objective: Child takes on a pretend role in play that other people direct
- b. Materials: Trains, figures, play script for each of roles on the train (e.g., conductor, ticket seller, passenger)

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials. Invite 1 – 2 peers.
- b. Suggested activities: Put figures in block train station. Invite 1 – 2 peers to the join in. Tell the children it’s time for the train. Choose one child to be the conductor, another to be the passenger, and another the ticket seller. Have children trade roles on subsequent days.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY**S8: Child suggests pretend roles in play to self or other people (e.g., plays hospital suggesting roles to others such as “I’ll be the nurse, you be the patient”)****Reading Center: Bookstore****Setting it up**

- a. Objective: Child suggests pretend roles in play to self or other people
- b. Materials: Books & magazines on shelves in literacy center; toy cash register; play money and/or credit cards; pad of paper that can be used as “sales receipts”; paper or plastic bags

Engaging the child

- a. Arrangement: The target child in literacy center with one or more peers; materials accessible to children in the center
- b. Suggested activity: If the target child does not initiate role-playing related to being in a bookstore or some other appropriate role play, prompt as appropriate. For example, at a very indirect level, you might point out the materials and ask the child what they could be used for. More direct prompts such as models could be used if needed. For a child who initiates role-playing but engages in solitary play within the role, prompt him/her to include other people and suggest roles to his/her peers.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Sensory Table: Sea Animals**Setting it up**

- a. Objective: Child suggests pretend roles in play to self or other people
- b. Materials: Sensory table/large bin, various plastic sea animals, boats

Engaging the child

- a. Arrangement: Place the boat and sea animals into the water; position yourself and a cooperative peer next to or across from the target child
- b. Suggested Activity: When you arrive to the sensory table, describe all of the items, such as, “Oh look, someone can be the boat, someone can be the octopus, the shark, the whale, or the crab.” Ask the target child who s/he wants to be and then ask him/her to assign roles to you and the peer. Be sure to talk to the peer ahead of time to make sure that s/he will be okay with being assigned a role. Wait to see if the child will assign roles to you and the peer. If s/he does not, assign a role to the peer and then ask the child to choose a role for you between 2 items, such as, “Should I be the whale or the crab?”

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Table Time: Play-Dough Birthday**Setting it up**

- a. Objective: Child suggests pretend roles in play to self or other people
- b. Materials: Play-dough, toy cups, forks, plates (and other materials for a pretend birthday party); pictures/photos of the birthday party roles (e.g., cake maker, table setter, present giver); photos of child and peers.

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials. Invite 1 – 2 peers.
- b. Suggested Activities: Tell child we are having a birthday party. Have child assign roles of cake maker, table setter, and present giver to him/herself and peers. If the child is having difficulty assigning roles, try using the picture and photo cues to guide him/her. Also, you could give 2 verbal or visual choices to simplify the act of assigning roles.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY**S8: Child suggests pretend roles in play to self or other people (e.g., plays hospital suggesting roles to others such as “I’ll be the nurse, you be the patient”)****Block Center: House****Setting it up**

- a. Objective: Child suggests pretend roles in play to self or other people
- b. Materials: Blocks, figures, pictures/photos of the figures (e.g., mommy, daddy, baby), photos of child and peers.

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials. Invite 1 – 2 peers.
- b. Suggested Activities: Make a block house. Put in mommy, daddy and baby figures. Tell child it’s time for dinner. Have child assign roles to self and peers. If it is hard for the target child, use photos of the peers and match the various figures to the photos. Encourage the children to switch roles after they have played for a little while.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Gross Motor: Restaurant**Setting it up**

- a. Objective: Child suggests pretend roles in play to self or other people
- b. Materials: Toy food set and other dress-up props, pictures/photos of the figures (e.g., chef, waiter, and customer), photos of child and peers

Engaging the child

- a. Arrangement: Have child in close proximity to teacher and materials. Invite 1 – 2 peers.
- b. Suggested activities: Set up the pretend restaurant. Have child assign roles of chef, waiter or customer to self and peers. If it is difficult for the target child, have the child use photos of the peers and pictures of the restaurant characters to assign roles. Use prompts as needed to encourage each child to act the part of the assigned role.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Dramatic Play: Who Can I Be?**Setting it up**

- a. Objective: Child suggests pretend roles in play to self or other people
- b. Materials: Hats for various roles or occupations, dress-up clothing

Engaging the child

- a. Arrangement: Hats and clothing should be accessible to the child; position yourself in the dramatic play center
- b. Suggested Activity: Upon arriving to the center, direct the child to the hats and costumes. Ask the child who s/he is going to pretend to be. If the child does not choose a role, model by saying something like, “I am going to be the cat” and wait to see if s/he chooses a role. After the child has selected a role, invite a capable peer into the center and ask the target child to suggest a role for the peer to assume. If the child does not choose a role for the peer, suggest 2 roles for them to choose from.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY

S9: Child expands pretend play with other people into (a) new roles, (b) new themes, and/or (c) fantasy roles (e.g., Spiderman rescues victims; princess and prince marry and go to live in haunted castle; monsters fighting)

Reading Center: *The Three Billy Goats Gruff* retold by Janet Stevens**Setting it up**

- a. Objective: Child expands pretend play with other people into: (a) new roles, (b) new themes, and/or (c) fantasy roles
- b. Materials: Book *The Three Billy Goats Gruff*; 3 goat figurines (different sizes if possible), a troll, a narrow box lid turned upside down, or a block construction, to represent a bridge; one brown and one green piece of paper to represent pastures, extra props beyond story

Engaging the child

- a. Arrangement: Book and related materials accessible to children in the literacy center; small group of children, including the target child in the center with adult to facilitate
- b. Suggested activity: Precede this activity with the adult-initiated literacy activity for this book as described under S5. When children come to the literacy center and initiate play with the book-related objects, support them in re-enacting the story, but encourage them to “go beyond” the story—e.g., what will the goats do next? Do some of the other animals want to come across the bridge? Prompt the target child as needed to take new roles from those s/he has taken previously, and to expand the story to new themes, incorporating the extra objects you provided that were not represented in the story.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Dramatic Play: Build Me a House**Setting it up**

- a. Objective: Child expands pretend play with other people into: (a) new roles, (b) new themes, and/or (c) fantasy roles
- b. Materials: Hollow blocks, items to play house, hard hats, toy tools

Engaging the child

- a. Arrangement: In the dramatic play center, have the hollow blocks accessible as well as other dramatic play/housekeeping props
- b. Suggested Activity: Using the hollow blocks, help the child establish a construction worker theme to build a house. After the house has been completed, suggest that you can now live in the house to see if the child is willing to switch themes/roles to play house. If the child does not want to switch, allow him/her to keep their role as the construction worker while you or a peer begins to set up the house to play. After a few minutes invite the child to join in by saying something like, “Do you want to be the daddy or the brother?” Wait to see if s/he is willing to switch to the new theme.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Science Center: Gardening**Setting it up**

- a. Objective: Child expands pretend play with other people into: (a) new roles, (b) new themes, and/or (c) fantasy roles
- b. Materials: Potting soil, small plastic flower pots, plastic shovels/trowels, seeds, plant name signs (use popsicle sticks with labeled picture of various plants or vegetables), dump truck, action figure

Engaging the child

- a. Arrangement: Have the gardening materials in the sensory table, accessible to the child; keep the truck and action figure out of the child’s view/reach
- b. Suggested Activity: Tell the child that you have the things to plant seeds for your garden store in the sensory table. Either you or a peer can model for the child how use the items. After the child begins to engage and pretend with the gardening materials, introduce the truck and action figure to see if the child will expand the existing play theme or begin a completely new theme. If s/he does not spontaneously include the new items, start modeling a few things with them and then pause to see if the child will include them. For example, have the action figure go to the garden store in his dump truck and start driving and doing jumps in the dirt.

Wrapping it up

- a. Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- b. Record the child’s performance (see data collection forms)

Objective: SYMBOLIC PLAY

S9: Child expands pretend play with other people into (a) new roles, (b) new themes, and/or (c) fantasy roles (e.g., Spiderman rescues victims; princess and prince marry and go to live in haunted castle; monsters fighting)

Gross Motor: Train**Setting it up**

- Objective: Child expands pretend play with other people into: (a) new roles, (b) new themes, and/or (c) fantasy roles
- Materials: Cardboard train paints, pictures/photos of the figures (e.g., conductor, passenger, ticket seller), photos of child and peers.

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials. Invite 1 – 2 peers.
- Suggested activities: Make and decorate several train cars out of cardboard boxes or paper grocery bags with cutouts for arms and head. Have the child plan a destination for the train and stories for the passengers. For example, the train could go to the zoo, a fair, or a baseball game. Once the train reaches the destination, encourage the target child to add new roles to the routine specific to each destination.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Block Center: Park**Setting it up**

- Objective: Child expands pretend play with other people into: (a) new roles, (b) new themes, and/or (c) fantasy roles
- Materials: Blocks, figures, and other dress-up props

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials. Invite 1 – 2 peers.
- Suggested Activities: Tell child we going to the park. Have child and peers build a park and pretend to be different characters (e.g., dog-walker, child on swings). Prompt the child as needed to think of new roles or expand the theme. For example, there could be a thunderstorm and everyone has to run to catch the bus home or there could be a baseball team that comes to the park to play.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

Dramatic Play: Laundry**Setting it up**

- Objective: Child expands pretend play with other people into: (a) new roles, (b) new themes, and/or (c) fantasy roles
- Materials: Cardboard plane other dress-up props

Engaging the child

- Arrangement: Have child in close proximity to teacher and materials. Invite 1 – 2 peers.
- Suggested activities: Tell the children we have too many dirty clothes and need to go to the laundry mat. Encourage the target child to think of roles or people that could be at the laundry mat (e.g., assistant, a mom and baby doing laundry, a man making change for customers). Also, encourage the child to expand the theme. For example, you could tell the child that the laundry is finished and asked what s/he plans to do next.

Wrapping it up

- Self-reflect on the success of the activity and your implementation (see Self-Monitoring Form “Let’s self-reflect”)
- Record the child’s performance (see data collection forms)

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AUGMENTATIVE/ALTERNATIVE COMMUNICATION

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ASAP Intervention and Nonverbal Children

When working with nonverbal children, it is important to remember that the goal of the ASAP intervention is to improve the quality of social and play interactions. Getting children to communicate by talking is not the primary focus of the ASAP intervention. Instead, ASAP is based on research that indicates improving children's joint attention and play skills in the short term increases the likelihood that they will acquire better language skills in the long term. Successful interpersonal communication throughout the lifespan is accomplished through the skillful *coordination of different communicative means* such as gestures, eye contact, facial expressions, vocal sounds, and/or speech. In addition, typically developing children are sensitive at a young age to the way other people coordinate these different communicative means, which is why one-year-olds are able to respond to joint attention cues from other people. Children with autism who are nonverbal may already use some gestures, eye contact, facial expressions, and vocalizations to communicate. The social-communication and play skills in the ASAP program are appropriate and beneficial for children who are verbal and for children who are nonverbal—there are no communication “prerequisites” for starting ASAP.

The overarching social-communication goal in ASAP for all children with autism is to enhance their interactions by (1) increasing their social motivation to engage with other people and (2) helping them to coordinate their attention between people and objects or events in order to share interests with others. With this in mind, the ASAP intervention can be extended to children who are primarily nonverbal and combined with any augmentative/alternative communication (AAC) systems they may be using (e.g., picture exchange systems or sign language). The key is to remember that maintaining engagement and child motivation is more important than getting the child to label objects or actions during the intervention sessions. For example, whether a child is using a picture system, sign language, or a voice-output communication aid, the focus in ASAP would be for the child to eventually achieve the ability to: (a) get an adult's or peer's attention, (b) share an interest by giving, showing, pointing, or commenting, and (c) create a rich social exchange with their communication partner by combining eye contact or natural gestures (such as pointing or showing) gestures with the message content the child is expressing through the AAC system.

A successful exchange for a child who is nonverbal and uses an AAC system during a play activity may be:



- (a) During a farm activity, David picks up the cow and looks at his teacher.
- (b) David points at the symbol for “eat” on the communication board and looks back at his teacher.
- (c) David moves the cow to a block and touches the mouth of the cow to the block. David looks back up at his teacher who comments on the cow eating and begins to make a smacking sound for David's eating cow. David begins to smile.


Here you are able to see how the combination of motivation, eye gaze, gestures, and use of an AAC system created a richer play exchange with his teacher.

For children who are nonverbal, teachers can use additional tools as they engage in social-communication and play activities while increasing their vocabulary. Examples of these may be communication boards with pictures consisting of core vocabulary words (common everyday words) along with words specific to the intervention activity. If children use sign language it may involve modeling some new signs related to social-communication or play activities. AAC systems can be readily adapted for ASAP activities but incorporating

these into sessions may require additional planning in the initial phases of implementation. Staff will need to include preparation time for selecting, printing, learning, or programming materials to be used during the focused or generalized sessions.

The following section includes:

- 1) Strategies to remember when working with children who are nonverbal and AAC systems
- 2) A list of core vocabulary words that can be used for signs, pictures, or output devices
- 3) Overall guidelines for incorporating AAC into intervention categories
- 4) Examples of activity-specific communication boards for ASAP activities (these activities have been

starred  in Section 1, and their page numbers for those activities are noted on the board)

***These boards are designed for specific activities, not as every day communication boards. If you have a student who will be using an alternative communication system (e.g., communication board) as one of their primary modes of communication it is important to consult the speech-language pathologist, AAC specialist, or assistive technology specialist in order to decide on an appropriate communication system.

Strategies for working with children who are nonverbal using the ASAP manual:

- ***Focus on the quality of the social exchange rather than the form of communication (e.g., communication device, signs, or words).*** The quality of the social exchanges is contingent on the coordination of eye contact, gestures, and any other expressive means of the child in a way that effectively communicates his/her intention to other people.
- ***Model and use the same form of communication that the child uses during the intervention activities.*** If the child uses pictures to communicate, point to or exchange pictures to comment during the activity. These strategies can be paired with spoken words, but the child should have the opportunity to observe other people communicating with the same communication forms s/he is learning to use.
- ***Focus on the child's success in appropriately communicating with communicative means s/he is able to use.*** For example, if a child's ASAP goal is to initiate a familiar game or routine (SI4 in the social-communication sequence), and the child approaches the teacher and grabs her hands to initiate "Ring-Around-the-Rosie," then the child has demonstrated an example of ASAP social interaction at the SI4 level. So the teacher would want to reinforce the child for doing this. If the child is learning to use an AAC system such as a picture board, the child's initiation provides the teacher an opportunity to model the use of the AAC system to re-cast the child's communicative message (e.g., modeling "want play" on the AAC system) or comment on the child's interest in Ring-Around-the-Rosie (e.g., modeling "I like

this" on the AAC system). But requiring the child's use of an AAC system (e.g., pointing to the correct picture) before playing the game might slow the child's progress in mastering the ASAP social-communication goals. Hopefully, the child also will pick up on the teacher's model of the AAC system and begin to incorporate it in future communicative initiations.



- ***Keep the exchanges naturalistic and fun.*** Be careful not to become too concerned with the child labeling or commenting on each action, object, or event during the intervention session. Remember mere labeling is of limited value in communication without the child's motivation and the coordination of eye contact and other nonverbal behaviors that help to convey the child's *purpose* for labeling (e.g., does the child want someone to give him the labeled object, or does he want someone else to notice the object and share his interest in it).
- ***Work on other nonverbal forms of communication beyond use of AAC devices.*** Aim for children to expand the use, diversity, and combinations of their other nonverbal forms of communication in addition to using AAC devices to comment, label, or request during intervention sessions.
- ***If using picture boards, include core vocabulary words.*** Make sure that at least ½ of the boards consist of core vocabulary, meaning words that are commonly used across contexts (e.g., pronouns, common verbs) in addition to vocabulary related to the specific activity (e.g., nouns, specific objects).

Sample Core Vocabulary Words for Preschool Children

Table II.3 Sample Core Vocabulary Words for Preschool Children

Actions	Actions	Actions	Adjectives	Adjectives
Bath	Help	Put	Bad	Mean
Bite	Hit	Read	Big	New
Break/Broke	Hold	Ride	Black	Nice
Bring	Hug	Run	Blue	Pink
Buy	In	Sat/Sit	Broken	Pretty
Catch	Jump	Saw/See	Brown	Quiet
Carry	Kick	Sing	Clean	Short
Close	Kiss	Show	Cold	Silly
Cough	Knock	Shut	Crazy	Small
Cut	Lay	Sleep	Dirty	Soft
Dance	Like	Take	Dry	Sticky
Draw	Listen	Talk	Fast	Stinky
Drive	Look	Tickle	Funny	Yellow
Dry	Lost	Throw	Good	Yucky
Eat	Love	Wait	Green	Wet
Fall/Fell	Make/Made	Walk	Happy	
Finish	Move	Want	Hard	
Feed	Napping	Wash	Heavy	
Fix	Need	Watch	Hot	
Get	Open	Wear	Little	
Give	Play	Work	Loud	
Go	Pull	Write	Mad	

Nouns	Nouns	Pronouns	Location	Other
Animal	Hat	He	Behind	A
Baby	Home/House	Her	Down	About
Bag	Ice	His	In/Inside	Again
Bird	Juice	It	Into	All gone
Boat	Light	Me/My	Off	All right
Book	Lunch	She	On	Are
Box	Mom		Out/Outside	Because
Brother/Boy	Money		Under	Bye Bye
Bus	Music		Up	Gooney
Car	Paper			Hi/Hello
Chair	Party			Mine
Coffee	Phone			No
Dad	Radio			Please
Dinner	Sand			Splash
Door	School			Splat
Face	Sister/Girl			Squish
Feet	Snow			Slimy
Floor	Street			Thank You
Food	Sun			Yes
Fruit	Table			Yummy
Game	Tape			
Glass	Wind			
Glasses				

The above list is not exhaustive and can serve as a resource to get you started. There are many additional AAC resources available on the internet. A great place to start could be the American Speech Language Hearing Association (ASHA).

Overall guidelines for intervention categories and AAC use:

Social-Communication:

Social Interaction: It may be a good idea to wait to incorporate AAC use into the later stages of social interaction (e.g. SI4 – SI6), when children are involved in games that include objects. You can model commenting on actions/events by pointing to pictures or signing during the activity. For example, during the puppet activity suggested on pgs. 8 and 62 (level SI5), you may sign or point to an *eat* symbol when you talk about the puppet being hungry. You may then sign or point to a *cookie* symbol when the puppet requests “more cookies,” followed up with a *thank you* symbol as the puppet says, “thank you.” The adult also will want to model pointing directly at the puppet and the cookie, not just at the symbols on the communication board. Again, do not require that the child sign or point to the symbol but simply demonstrate the vocabulary use. As the child becomes familiar with the activity, you may want to allow pauses for the child to have a chance to sign or point as well.

Requesting: The goal of ASAP activities related to requesting is to use gestures and eye gaze in combination with any vocalizations/verbalizations. The sequence of the activities within this category aim to establish gestures and eye gaze before vocalizations or verbalizations. Similar to social interaction, incorporation of AAC should occur in the later requesting stages (e.g., RQ6). At this point, you may want to model using the AAC system in combination with gestures or eye gaze to request an object/action following a prompt.

Joint Attention: Overall, joint attention activities are a rich environment for building vocabulary AFTER motivation and skills in coordinating attention are established. Once the child is able to independently initiate giving or showing (through holding it up or pointing), then you can use an AAC system to model labeling or commenting for the object of interest. Thus, it may be more appropriate for the AAC system to be used to label or comment for activities where the child is performing the Joint Attention action (e.g., JA1b, JA2b, JA3b, JA4b, and JA6). You can use the AAC system to model commenting in combination with gestures for responding to Joint Attention bids (e.g., JA1a, JA2a, JA3a, JA4a, JA5). For example, you could model “look” on the AAC system while showing the child an interesting toy or pointing to a bird out the window.

Play:

Exploratory/Relational Play: If a child is at exploratory or relational play levels, much of the interaction will likely be focused on getting the child engaged with the particular objects. You may want to model some labeling of the child's play behaviors (e.g., Pointing to "in" symbol and saying "put it in" as the child is putting blocks into a container).

***Remember, you may be targeting play and social-communication goals within the same activity, so it is possible that you could use the AAC system to encourage and model social-communication skills such as requesting.

Functional/Symbolic Play: As the child engages in play intervention sessions and begins to imitate models of actions with miniatures, the clinician can use an AAC system to label the child's behaviors and actions during functional/symbolic play. At this point, having simple AAC boards with various pictures (including core and activity specific vocabulary) or a collection of signs will be beneficial. As that child becomes more advanced in their play skills, encourage the child to initiate the use and combination of AAC symbols to form and communicate play scripts with others.

Other suggestions:

Modifications for boards:

The number of pictures on the sample boards may be too much and distracting for some children. The clinician can cut out the pictures and select a few to use during the play session (e.g., place two to three pictures on a Velcro strip or PECS book cover).

Using "hard to picture" core vocabulary words:

Some core vocabulary words are harder to capture using picture symbols. Examples include pronouns, words representing sounds (e.g., Bang!), or words representing exclamations (e.g., Wow, Whoa). One solution may be to find generic pictures, such as a boy or a girl, and change the picture label (e.g., boy to he). An idea for representing exclamations such as 'wow' is to use a picture of an excited facial expression (e.g., open mouth).

Consistency and placement on communication boards:

Try to maintain consistent locations on the communication boards for core vocabulary words. The activity-specific vocabulary also should be located in a consistent location, even though the vocabulary will change. Children (and people in general) learn not just the images of picture symbols, but also the locations of pictures symbols. Place more frequently used words towards the corners or along the edges of boards. These locations aid in the visual processing and motor planning.

Sample Communication Boards

eat



cookie



happy



drink



all gone



yummy



EATING:

This board can be used for the following Focused Practice Social-Communication Activities: RQ3 pg. 12

This board can be used for the following Classroom Social-Communication Activities: RQ1 pg. 65, RQ2 pg. 67, RQ5b pg. 77

This board can also be used for the following Classroom Play Activity: R1 pg. 107

EATING:

This board can be used for the following Classroom Social-Communication Activities:
RQ1 pg. 65, RQ2 pg. 67 RQ5b pg. 77

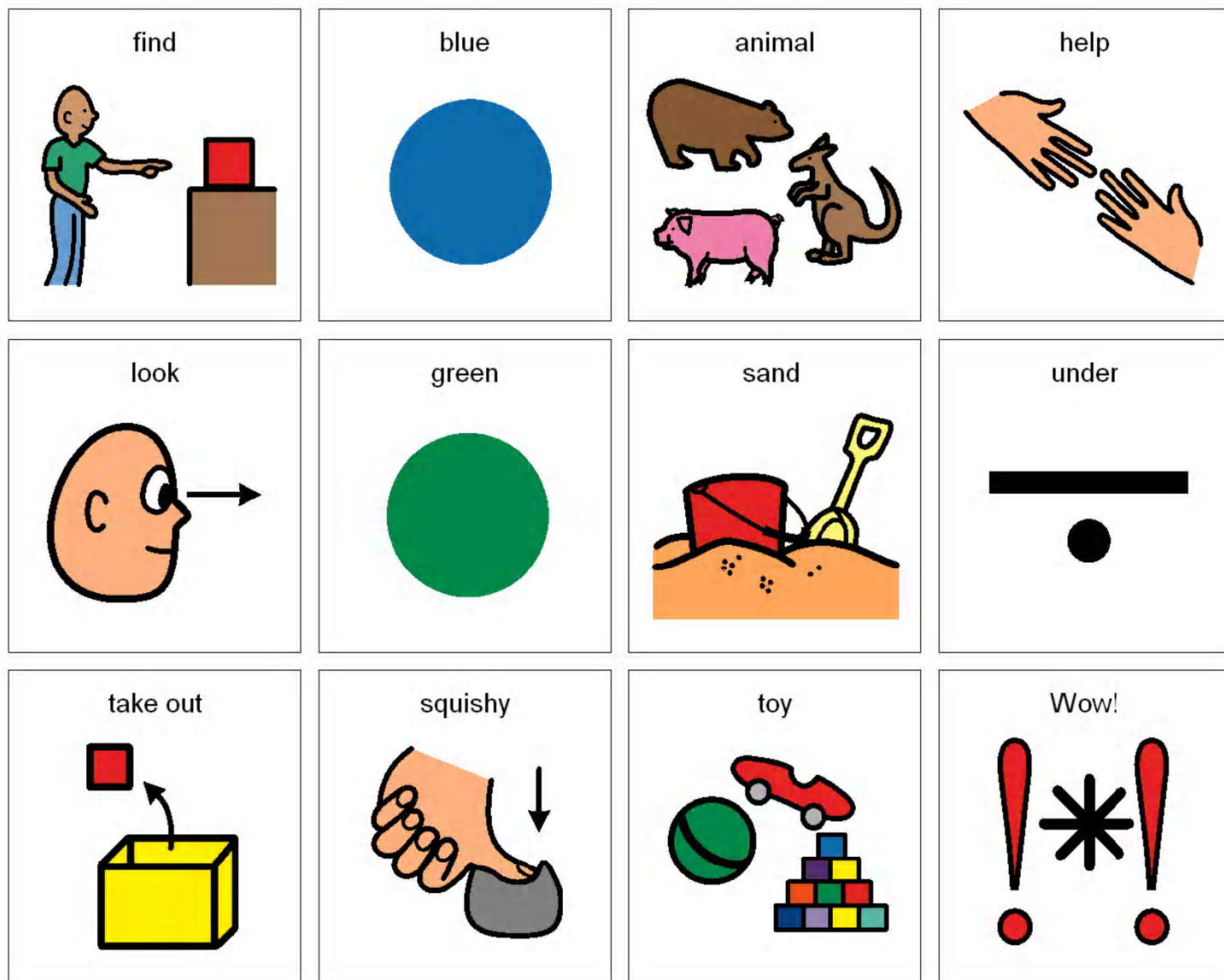
This board can also be used for the following Classroom Play Activity: R1 pg. 107

I want 	more 	cookies 	happy 
you 	feed 	lunch 	hungry 
bite 	give 	milk 	That's silly! 
eat 	put in 	orange juice 	yummy 
thank you 	yes 	no 	all gone 

SAND:

This board can be used for the following Focused Practice Social-Communication Activities: JA1a pg. 18, JA2b pg. 21

This board can be used for the following Classroom Social-Communication Activities: RQ1 pg. 66,, RQ6 pg. 80



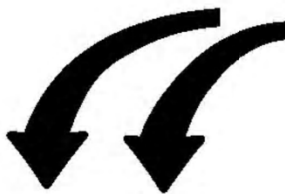
BOWLING:

This board can be used for the following Focused Practice Social-Communication Activities:

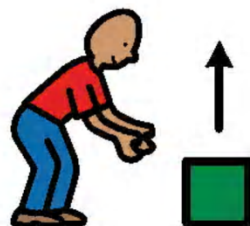
SI4 pg. 7, SI5 pg. 8, RQ5b pg. 16, RQ6 pg. 17, JA3a pg. 22, JA3b pg. 23

This board can be used for the following Classroom Social-Communication Activities:
RQ4b pg. 73, RQ5a pg. 76, JA3a pg. 85, JA3b pg. 88

do again



pick up



bowling ball



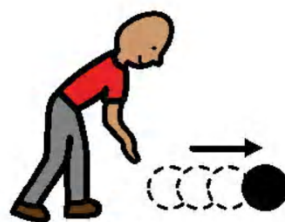
fun



knock it down



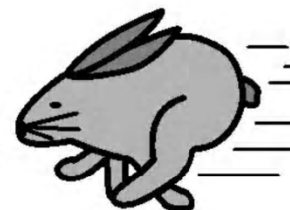
roll



pins



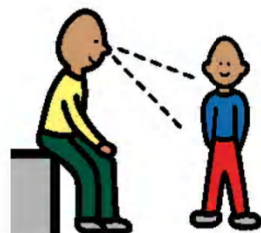
fast



my turn



watch me



no



loud



SHOPPING:

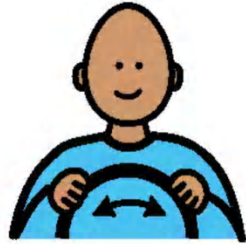
This board can be used for the following Focused Practice Play Activities: F3 pg. 38, F5 pg. 40 S3 pg. 43, S6 pg. 46, S8 pg. 48 S9 pg. 49

This board can also be used for the following Classroom Play Activity: S4 pg. 129

I want



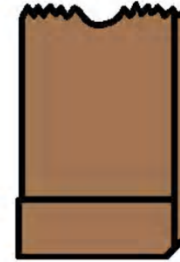
drive



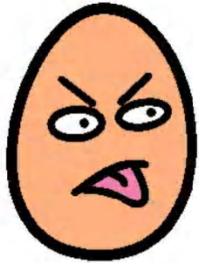
candy



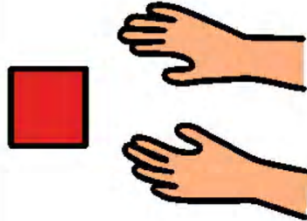
bag



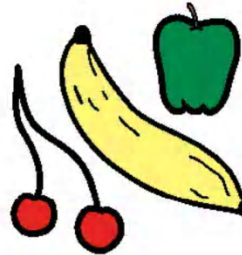
don't like



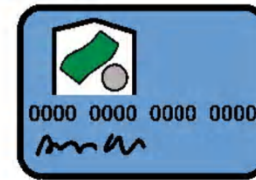
get



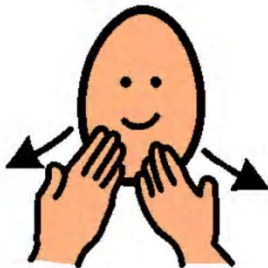
fruit



card



thank you



shopping



vegetables

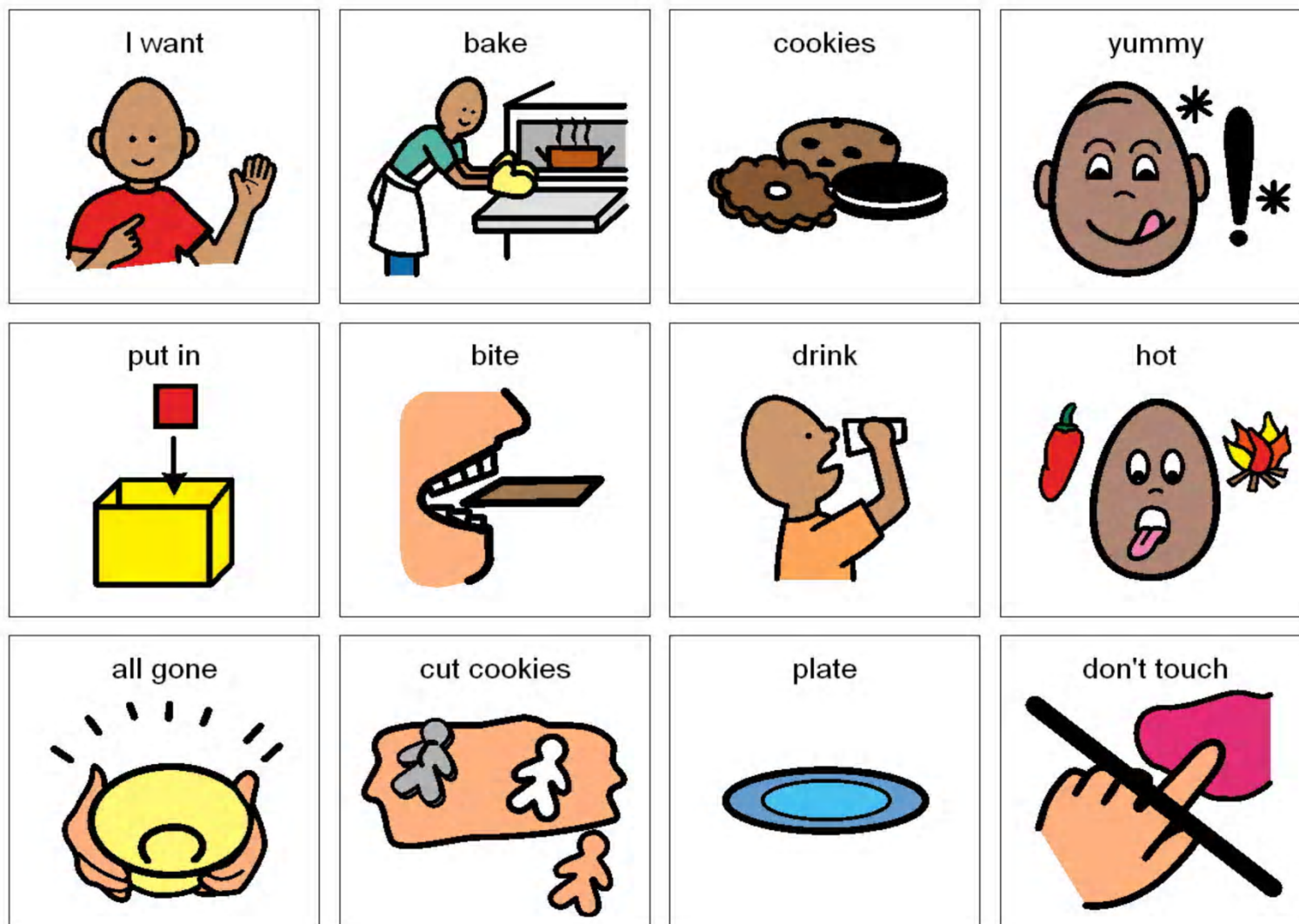


money



BAKING COOKIES:

This board can be used for the following Focused Practice Play Activities:
F2 pg. 37 F4 pg. 39



3

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QUICK GLANCE SHEETS FOR CENTERS

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Center-Specific Activity Suggestions ART CENTER

SOCIAL INTERACTION
<ul style="list-style-type: none"> • Imitate actions paired with fun sounds • Roll art materials back and forth • Paint/color to music and stop the music every now and then to break the routine
REQUESTING
<ul style="list-style-type: none"> • Hold or place materials out of reach • Use materials that are difficult to open • Offer materials of different colors, shapes, sizes, etc. to encourage choice making • Staff request needed items by pointing
JOINT ATTENTION
<ul style="list-style-type: none"> • Make a habit of showing or pointing to children's art projects • Use novel or odd items in the art center • Hang old projects around the room and point to the art periodically

EXPLORATORY PLAY
<ul style="list-style-type: none"> • Put out textured items as art materials • Use play-dough, clay, Gak™, etc. • Encourage multiple actions with the same art tool
RELATIONAL PLAY
<ul style="list-style-type: none"> • Incorporate sorting activities into art projects • Encourage putting in and taking out with art materials and containers • Stack pieces of various art materials
FUNCTIONAL PLAY
<ul style="list-style-type: none"> • Make puppets or animals to feed, groom, put to sleep, etc. • Create clothing or jewelry items and put them on teachers or peers
SYMBOLIC PLAY
<ul style="list-style-type: none"> • Make puppets or animals dance, jump, etc. • Pretend art materials are hot, heavy, stinky, etc. • Role play an art museum visit with artist, tour guide, and visitors

BLOCK CENTER

SOCIAL INTERACTION
<ul style="list-style-type: none"> • Establish a routine of passing blocks/toys then pause during routine • Roll items back and forth in a social game • Play a game while putting toys away – covering the opening of a container and quickly lifting your hands to “gobble” a toy
REQUESTING
<ul style="list-style-type: none"> • Use containers that are difficult to open for some preferred materials • Hold or place items at a distance during choice making • Point to items out of your reach to request
JOINT ATTENTION
<ul style="list-style-type: none"> • Make a habit of showing or pointing to child’s constructions • Hide out of place items in containers on occasion to see if children will show items • Do a scavenger hunt for various items in the block center

EXPLORATORY PLAY
<ul style="list-style-type: none"> • Model and encourage multiple actions with the same object • Include cause & effect toys in the center • Offer items with a variety of textures
RELATIONAL PLAY
<ul style="list-style-type: none"> • Play sorting games • Stack blocks or similar toys • Model and encourage taking out and putting in with toys and their containers
FUNCTIONAL PLAY
<ul style="list-style-type: none"> • Add dolls and action figures to toy sets • Use vehicles on set pathways, roads, etc. • Incorporate pretend tool sets into the center
SYMBOLIC PLAY
<ul style="list-style-type: none"> • Use toys to represent food, household items, etc. • Pretend toys are hot, cold, stinky, sticky, etc. • Have 2-3 step scripts with items the children have constructed (e.g., get in car, drive, get gas)

CIRCLE TIME

SOCIAL INTERACTION
<ul style="list-style-type: none"> • Pause during established routines such as songs or movement games • Incorporate imitation into games, songs or stories • Play back and forth games with objects (e.g., ball) or songs (e.g., Row Your Boat)
REQUESTING
<ul style="list-style-type: none"> • Use props and picture symbols to elicit requests for activities, songs, verses, etc. • Hold up choices of instruments, books, etc. • Place attendance pictures or weather/calendar icons out of reach
JOINT ATTENTION
<ul style="list-style-type: none"> • Work on responding to points with wall charts • Place items (e.g., flag) in different places around the room to target distant points • Put pictures upside-down or in the wrong place on occasion • Incorporate show and tell into circle time

EXPLORATORY PLAY
<ul style="list-style-type: none"> • Pass around sensory items to explore • Encourage multiple actions with the same items used in circle time (e.g., roll, bounce & throw a ball or shake, bang, & tap a tambourine)
RELATIONAL PLAY
<ul style="list-style-type: none"> • Incorporate a sorting song or activity • Have children put icons/items on charts (e.g., weather, calendar, jobs, graphs) • Have child collect items from peers in a basket
FUNCTIONAL PLAY
<ul style="list-style-type: none"> • Include puppets or dolls in songs/routines • Play dress-up games with stories or songs or dress-up a doll according to the weather • Drive cars/buses to indicate attendance
SYMBOLIC PLAY
<ul style="list-style-type: none"> • Role play with familiar songs or stories • Incorporate songs/routines with pretending (e.g., act like various animals, conducting a train, passing items that are hot, tasty, prickly)

DRAMATIC PLAY

SOCIAL INTERACTION
<ul style="list-style-type: none"> • Use fabric/blanket to engage in peek-a-boo • Use a doll in tickle or “I’m gonna get you” game • Establish familiar, engaging routines (e.g., spilling the milk and making a big deal out of it)
REQUESTING
<ul style="list-style-type: none"> • Place favorite toys out of reach in the center • Supply dress-up clothing that requires help from adults • Provide visual supports to encourage choice-making during play scripts
JOINT ATTENTION
<ul style="list-style-type: none"> • Hide novel or unexpected items • Build responding to joint attention into play scripts (e.g., “Look, there’s a bird outside our house”) • Prompt children to give or show interesting items to you or peers

EXPLORATORY PLAY
<ul style="list-style-type: none"> • Place items with motivating sensory qualities in the area • Encourage multiple actions with the same item (e.g., roll, bang, and pat pretend apple; shake, pass, and spin salt shaker)
RELATIONAL PLAY
<ul style="list-style-type: none"> • Provide pots, pans, etc. with lids • Offer containers with food items for putting in and taking out • Sort toys (e.g., utensils, types of clothing)
FUNCTIONAL PLAY
<ul style="list-style-type: none"> • Place dolls, animals, puppets, etc. in the center • Use varied play scripts: cleaning, cooking, doctor, salon, vet, picnic, farm, etc. • Provide visual supports - self, others, dolls, etc.
SYMBOLIC PLAY
<ul style="list-style-type: none"> • Establish play scripts with multi-step sequences • Replace miniatures (e.g., food, dishes, cleaning items) with blocks or more abstract toys • Provide visual supports to promote role play

GROSS MOTOR

SOCIAL INTERACTION
<ul style="list-style-type: none"> • Back and forth games with objects or imitating actions • Incorporate pauses during physical games or other routines and wait for signs of anticipation • Leave materials for preferred games accessible to encourage initiations and expansions
REQUESTING
<ul style="list-style-type: none"> • Leave some larger items such as tricycles locked up or out of reach to encourage requests • Offer choices of colors, sizes, etc. • Provide items that require adult help (e.g., bubbles, trampoline)
JOINT ATTENTION
<ul style="list-style-type: none"> • Point out nearby or distant objects or events (e.g., airplane in the sky, peer jumping) • Place pictures of favorite toys/characters around the playground/area to promote showing • Play “I Spy” or “Children, children, what do you see?” (like <i>Brown Bear, Brown Bear</i>)

EXPLORATORY PLAY
<ul style="list-style-type: none"> • Provide items such as bean bags, textured balls, hula hoops, etc. that encourage exploration • Encourage multiple actions with the same object (e.g., throw, bounce, and kick a ball; spin, pat, and roll a hula hoop)
RELATIONAL PLAY
<ul style="list-style-type: none"> • Provide buckets for sorting items (sand toys, bean bags, etc.) • Stack and unstack cones around play area • Put balls/beanbags down a slide/on a parachute
FUNCTIONAL PLAY
<ul style="list-style-type: none"> • Provide tools to “fix” the riding toys • Include dolls/animals in play (e.g., push on swing, help down the slide) • Have action figures in the sandbox
SYMBOLIC PLAY
<ul style="list-style-type: none"> • Pretend the play equipment is a boat, castle, etc. • Give balls, hula hoops, etc. pretend qualities (e.g., hot, sticky, heavy, prickly) • Provide visual supports to encourage role play

MATH/MANIPULATIVES/PUZZLES

SOCIAL INTERACTION
<ul style="list-style-type: none"> • Create a game/routine out of clean up (e.g., use your hands to monster munch items into a box) and pause once routine is established • Pass/roll manipulatives back and forth • Include other people or materials in established routines to model/encourage expansion
REQUESTING
<ul style="list-style-type: none"> • Offer choices of color, shape, size, etc. • Occasionally use containers that are difficult to open • Put preferred items (or preferred colors of items) out of reach
JOINT ATTENTION
<ul style="list-style-type: none"> • Set up a routine of sharing creations with adults and peers by showing, pointing, etc. • Point to items around the room that are the same color or shape as manipulatives • Place novel/unexpected items in containers within the center

EXPLORATORY PLAY
<ul style="list-style-type: none"> • Provide items such as a small ball, puzzle piece, or other manipulative to encourage exploration • Encourage multiple actions with the same object (e.g., shake, bang, and roll ball; touch, pick up, and drop puzzle pieces)
RELATIONAL PLAY
<ul style="list-style-type: none"> • Give containers for sorting different items • Give small blocks to put together and take apart • Offer a range of puzzles to put together and take apart
FUNCTIONAL PLAY
<ul style="list-style-type: none"> • Place dolls, animals, puppets, etc. in the center • Incorporate tool set into center • Use items such as insects and toy food to sting/feed dolls/other people
SYMBOLIC PLAY
<ul style="list-style-type: none"> • Pretend puzzle pieces (e.g., animals, food) are real and make them move or feed them to others • Bring play dishes into center and pretend small blocks and other objects are food • Give pretend qualities to objects (e.g., hot, cold)

READING CENTER

SOCIAL INTERACTION
<ul style="list-style-type: none"> • Pause at an exciting part of a story and wait for signals of anticipation, initiation, or expansion • Incorporate back-and-forth actions or phrases into story • Encourage expansion of stories, acting them out and adding new actions or characters
REQUESTING
<ul style="list-style-type: none"> • Put preferred book out of reach • Point to a nearby book as a request • Use props and picture symbols to encourage choice-making during stories
JOINT ATTENTION
<ul style="list-style-type: none"> • Use “I Spy” books to encourage pointing to share interest in the pictures • Show storybook pictures by holding up or pointing to share interest • Add novel books to center to encourage showing and pointing

EXPLORATORY PLAY
<ul style="list-style-type: none"> • Incorporate books with different textures, shapes, and colors to encourage exploration • Encourage multiple actions with books and props (e.g., pick up, turn, touch textured page)
RELATIONAL PLAY
<ul style="list-style-type: none"> • Incorporate props that can be taken apart or put together (e.g., using Velcro) • Sort books by color or size • Use books, or make props, that include putting in or taking out (e.g., bee in nest; dog in house)
FUNCTIONAL PLAY
<ul style="list-style-type: none"> • Bring dolls or action figures into center to include as props in storytelling • Encourage imitation of events in story using props (e.g., brushing hair; feeding peer or doll)
SYMBOLIC PLAY
<ul style="list-style-type: none"> • Use dolls/puppets as props to move as if alive • Assign roles to act out during story and encourage children to make up new roles • Use imaginary props during storytelling

SCIENCE CENTER

SOCIAL INTERACTION
<ul style="list-style-type: none"> • Establish routines (e.g., blowing bubbles, trading picture cards) and display related items to encourage initiation • Encourage expansion of games by having peers and related objects available • Pass objects (e.g., rocks, leaves) back and forth
REQUESTING
<ul style="list-style-type: none"> • Place enticing objects in containers or on out-of-reach shelves to encourage requesting • Offer choices of activities or objects using picture cards • Keep needed materials for activity (e.g., shovel for planting seeds) and wait for request
JOINT ATTENTION
<ul style="list-style-type: none"> • Place novel items in center to encourage showing and pointing • Sit in circle and encourage showing and giving of picture cards and exciting items (e.g., bugs, butterflies, bubbles) • Go outdoors and point to real-life versions of items pictured in science books or picture cards

EXPLORATORY PLAY
<ul style="list-style-type: none"> • Incorporate objects with different textures, shapes, and colors to encourage exploration • Encourage multiple actions with science-related objects (e.g., feel, bang, and roll rocks; touch, smell, and bend leaves)
RELATIONAL PLAY
<ul style="list-style-type: none"> • Take apart and put together magnets • Provide containers for sorting objects based on color, shape, or size • Provide pots of soil for putting seeds in
FUNCTIONAL PLAY
<ul style="list-style-type: none"> • Incorporate watering can for watering plants • Provide animal food (e.g., bird seed) for feeding animal dolls (e.g., birds, bugs, snakes) • Place doctor kit in center to treat dolls and peers for snake and bug bites
SYMBOLIC PLAY
<ul style="list-style-type: none"> • Encourage moving animal dolls as if alive • Encourage using rocks as food to feed dolls • Allow for role play (e.g., vet, zoo keeper, scientist), providing scripts as needed

SENSORY TABLE

SOCIAL INTERACTION
<ul style="list-style-type: none"> • Establish routines such as passing items back and forth or pouring sand on each other's hands • Encourage expansion of games by having peers and related objects available • Pair fun sounds with actions, turn it into a game, and pause and wait for signs of anticipation
REQUESTING
<ul style="list-style-type: none"> • Place a favorite toy out of reach • Point to toys across the table to request them • Incorporate toys that are difficult to operate (e.g., wind-up animals or boats) to encourage requests for help
JOINT ATTENTION
<ul style="list-style-type: none"> • Provide tools for making castles to encourage showing and pointing to share interest • Point to, or look at, fun items in the table and say "look at that!" • Place novel items in the table to encourage showing and pointing

EXPLORATORY PLAY
<ul style="list-style-type: none"> • Put sand, water, or other textured material in the table to encourage exploration • Encourage multiple actions with objects (e.g., pick up, pile, and push on sand; shake, drop, and submerge water animals)
RELATIONAL PLAY
<ul style="list-style-type: none"> • Model putting sand or water in and out of objects (e.g., buckets, sifters, funnels) • Encourage sorting of toys by shape, size, or color
FUNCTIONAL PLAY
<ul style="list-style-type: none"> • Model washing dolls in water table • Model moving cars or trucks over sand as if driving • Provide simple play scripts: cleaning, building, etc.
SYMBOLIC PLAY
<ul style="list-style-type: none"> • Model making animals swim or walk as if alive • Give pretend qualities to objects, water, or sand (e.g., cold, hot, sticky, smelly, prickly) • Encourage multi-step pretend play using scripts

TABLE TIME

SOCIAL INTERACTION
<ul style="list-style-type: none"> • Incorporate funny sounds or songs into activities and pause periodically watching for signs of anticipation or initiation • Pass materials back and forth • Encourage expansion of games by having peers and related objects available
REQUESTING
<ul style="list-style-type: none"> • Place motivating materials out of reach • Point to materials to request them • Incorporate toys/containers that are difficult to operate or open (e.g., play-dough container) to encourage requests for help
JOINT ATTENTION
<ul style="list-style-type: none"> • Model showing of play-dough or other creations • Point to, or look at, fun items on the table and say “look at that!” or “I like that one!” • Place novel items on the table to encourage showing and pointing

EXPLORATORY PLAY
<ul style="list-style-type: none"> • Put objects of different textures, shapes, and sizes on the table to encourage exploration • Encourage multiple actions with objects (e.g., squeeze, roll, and smell play-dough)
RELATIONAL PLAY
<ul style="list-style-type: none"> • Model putting in and taking out of containers • Incorporate sorting into activities by providing objects of different sizes, colors, and shapes • Provide items with lids or parts that can be taken apart and put together (e.g., beads)
FUNCTIONAL PLAY
<ul style="list-style-type: none"> • Model using tools (e.g., rolling pin, cookie cutter) to mold play-dough • Incorporate tool or kitchen sets into table time activities (e.g., play-dough, crafts)
SYMBOLIC PLAY
<ul style="list-style-type: none"> • Model feeding play-dough food to dolls or peers • Give pretend qualities to materials or objects (e.g., heavy, hot, yummy, smelly, hard)

Center-Specific Material Suggestions

CENTER	SUGGESTED MATERIALS	
Art Center	<input type="checkbox"/> Various types and sizes of paper (white, construction, newsprint, easel) <input type="checkbox"/> Crayons; markers; colored pencils <input type="checkbox"/> Easel with various brushes <input type="checkbox"/> Recycled/re-used items (bubble wrap, bottles, packing peanuts, magazines) <input type="checkbox"/> Watercolors, finger paint, tempera	<input type="checkbox"/> Scissors; glue/glue sticks <input type="checkbox"/> Various collage materials <input type="checkbox"/> Clay (modeling, natural) <input type="checkbox"/> Ink/Bingo Dotters <input type="checkbox"/> Beads , string, yarn, ribbon <input type="checkbox"/> Play-dough, Gak™ <input type="checkbox"/> Dry erase boards with markers
Block Center	<input type="checkbox"/> Blocks various shapes, sizes, & colors <input type="checkbox"/> Legos®/Duplos®, Lincoln Logs®, Bristle Blocks, Tinker Toys® <input type="checkbox"/> Action figures/dolls (people/families) <input type="checkbox"/> Road map rug or mat <input type="checkbox"/> Toy house, farm, garage, pirate ship <input type="checkbox"/> Mailing tubes	<input type="checkbox"/> Pictures of places in community <input type="checkbox"/> Pictures of famous places <input type="checkbox"/> Dress up clothes (construction, fire fighter, train conductor) <input type="checkbox"/> Toy animals (farm, dinosaur, zoo) <input type="checkbox"/> Trains/connecting tracks <input type="checkbox"/> Vehicles/transportation toys
Circle Time	<input type="checkbox"/> Large dry erase board <input type="checkbox"/> Easel with large chart paper <input type="checkbox"/> Felt Board Activities <input type="checkbox"/> Pockets charts, sentence strips <input type="checkbox"/> Visual schedules	<input type="checkbox"/> Musical instruments <input type="checkbox"/> Song charts (with pictures) <input type="checkbox"/> Low chairs; labeled seats <input type="checkbox"/> Weather chart <input type="checkbox"/> Calendar
Dramatic Play	<input type="checkbox"/> Kitchen toys (pots, dishes, utensils) <input type="checkbox"/> Grooming toys (brushes, comb, dryer) <input type="checkbox"/> Household accessories (vacuum, iron) <input type="checkbox"/> Toy food/grocery store items <input type="checkbox"/> Dolls with extra doll clothing, crib <input type="checkbox"/> Puppets and stuffed animals <input type="checkbox"/> Toy cameras	<input type="checkbox"/> Large mirror (shatter proof) <input type="checkbox"/> Doll house with dolls & furniture <input type="checkbox"/> Dress-up clothes and accessories <input type="checkbox"/> Cash register, shopping carts <input type="checkbox"/> Themed kits (doctor, vet, salon, restaurant, post office) <input type="checkbox"/> Telephones & phone book
Gross Motor	<input type="checkbox"/> Bean bags <input type="checkbox"/> Balls (various types/sizes) <input type="checkbox"/> Trikes, riding toys, wagons <input type="checkbox"/> Stilts, swings <input type="checkbox"/> Hula hoops <input type="checkbox"/> Balance beam	<input type="checkbox"/> Parachute <input type="checkbox"/> Scarves, ribbon streamers <input type="checkbox"/> Hopscotch, hop-along balls <input type="checkbox"/> Tents, tunnels <input type="checkbox"/> Tumbling mats, trampoline <input type="checkbox"/> Basketball hoop
Math/Manipulatives/ Puzzles	<input type="checkbox"/> Counting and matching games <input type="checkbox"/> Puzzles (form board, floor puzzles) <input type="checkbox"/> Magnetic shapes/numbers with board <input type="checkbox"/> Sorting/counting items & trays <input type="checkbox"/> Geoboards® with rubber bands <input type="checkbox"/> Rulers/Tape measure	<input type="checkbox"/> Number line/number cards <input type="checkbox"/> Paper dolls, color forms, dice <input type="checkbox"/> Clocks, timers, calculators <input type="checkbox"/> Pattern blocks with cards <input type="checkbox"/> Unifix® cubes, nesting cups <input type="checkbox"/> Pattern and sequence games
Reading Center	<input type="checkbox"/> Books (rotate regularly) & props <input type="checkbox"/> Puppets (hand, finger, stick) <input type="checkbox"/> Writing materials (clipboard, pencils) <input type="checkbox"/> Alphabet cards/chart <input type="checkbox"/> Magazines	<input type="checkbox"/> Felt board stories <input type="checkbox"/> Word Wall <input type="checkbox"/> Letter and phonic games <input type="checkbox"/> Magnetic letters with board <input type="checkbox"/> Letter rubber stamps with ink pad

Science Center	<input type="checkbox"/> Natural items (rocks, feathers, acorns) <input type="checkbox"/> Microscope, magnifying glasses <input type="checkbox"/> Prisms <input type="checkbox"/> Collection containers <input type="checkbox"/> Plants/seeds growing	<input type="checkbox"/> Science/nature books/magazines <input type="checkbox"/> Animals (aquarium, hamster) <input type="checkbox"/> Magnets <input type="checkbox"/> Picture cards <input type="checkbox"/> Balance scale
Sensory Table	<input type="checkbox"/> Water (add soap or food coloring) <input type="checkbox"/> Sand, soil, rice, beans <input type="checkbox"/> Float and sink items <input type="checkbox"/> Sponges, strainers, sifters	<input type="checkbox"/> Cups, buckets, shovels <input type="checkbox"/> Boats, cars, trucks <input type="checkbox"/> Water wheels, funnels <input type="checkbox"/> Items to bury (animals, etc.)
Table Time	<input type="checkbox"/> Play-dough, Gak™ <input type="checkbox"/> Craft materials <input type="checkbox"/> Books and related toys/objects	<input type="checkbox"/> Dry-erase boards and markers <input type="checkbox"/> Pipe cleaners, yarn, beads <input type="checkbox"/> Puzzles and mazes

4

FORMS

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Forms

HOW DID THE CHILD DO?--FOCUSED PRACTICE VERSION

CHILD'S NAME: _____

OBJECTIVE/SKILL	DATE	DATE	DATE	DATE	DATE
	____/____/____	____/____/____	____/____/____	____/____/____	____/____/____
1. Was the child attentive to or engaged in the activity?	____ Yes ____ No	____ Yes ____ No	____ Yes ____ No	____ Yes ____ No	____ Yes ____ No
2. Did the child perform the skill 3 times without prompting? Each performance of the skill should be novel or different.	____ Yes ____ No	____ Yes ____ No	____ Yes ____ No	____ Yes ____ No	____ Yes ____ No
3. How was the child's performance in comparison to the last session?	____ Better than last time ____ Same as last time ____ Not as good as last time	____ Better than last time ____ Same as last time ____ Not as good as last time	____ Better than last time ____ Same as last time ____ Not as good as last time	____ Better than last time ____ Same as last time ____ Not as good as last time	____ Better than last time ____ Same as last time ____ Not as good as last time

HOW DID THE CHILD DO?-OPTIONAL FORM 1-CLASSROOM VERSION

Directions: Complete this form after each teaching session. You can either use this form to monitor the goals and objectives of 1 child OR you can use it to monitor the goals of up to 3 different children.

CHILD'S NAME: _____				
GOAL/TARGET SKILL	DATE	DATE	DATE	DATE
_____	___/___/___	___/___/___	___/___/___	___/___/___
1. Was the child attentive to or engaged in the activity?	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No
2. Did the child perform the skill 3 times without prompting? Each performance of the skill should be novel or different.	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No
3. How was the child's performance in comparison to the last session?	___ Better ___ Not as good ___ Same	___ Better ___ Not as good ___ Same	___ Better ___ Not as good ___ Same	___ Better ___ Not as good ___ Same

CHILD'S NAME: _____				
GOAL/TARGET SKILL	DATE	DATE	DATE	DATE
_____	___/___/___	___/___/___	___/___/___	___/___/___
1. Was the child attentive to or engaged in the activity?	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No
2. Did the child perform the skill 3 times without prompting? Each performance of the skill should be novel or different.	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No
3. How was the child's performance in comparison to the last session?	___ Better ___ Not as good ___ Same	___ Better ___ Not as good ___ Same	___ Better ___ Not as good ___ Same	___ Better ___ Not as good ___ Same

CHILD'S NAME: _____				
GOAL/TARGET SKILL	DATE	DATE	DATE	DATE
_____	___/___/___	___/___/___	___/___/___	___/___/___
1. Was the child attentive to or engaged in the activity?	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No
2. Did the child perform the skill 3 times without prompting? Each performance of the skill should be novel or different.	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No	___ Yes ___ No
3. How was the child's performance in comparison to the last session?	___ Better ___ Not as good ___ Same	___ Better ___ Not as good ___ Same	___ Better ___ Not as good ___ Same	___ Better ___ Not as good ___ Same

HOW DID THE CHILD DO?-OPTIONAL FORM 2-CLASSROOM VERSION

Directions: You can use this running records form to write additional comments you may have about the child's performance during the teaching session **OR** you can use this form (optional form 2) instead of the option 1 version of the child performance form.

Child's Name	Goal/Objective	Date	Comments:

LET'S SELF-REFLECT--FOCUSED PRACTICE VERSION

CHILD'S NAME: _____

DATE: __/__/__

Directions: Each item on the Self-Monitoring Form should be scored. Score the items using the following scale:

√ = I correctly implemented the item; ? = I need to work on implementing the item; – = I did not correctly implement the item OR I forgot to implement the item.

Self-Reflection Item	Rating			Comments
Remained aware of the intervention goals and objectives	√	?	–	
Used appropriate language and materials	√	?	–	
Kept the child engaged with me or the materials	√	?	–	
Secured the child's attention prior to delivering an instruction	√	?	–	
Used a hierarchy to prompt target behavior - Waited 3-5 sec before moving to next prompt in the hierarchy	√	?	–	
Reinforced child behavior using tangible or social reinforcers	√	?	–	
Worked on at least 1 social-communication and 1 play skill	√	?	–	
Responded positively to child's social-communicative attempts	√	?	–	
Used a variety of toys/materials to teach the child a particular skill & maintain child interest	√	?	–	
Provided multiple opportunities for child to display targeted behavior(s) during the intervention session	√	?	–	
Worked on the targeted skills during focused and generalized settings	√	?	–	

LET'S SELF-REFLECT--CLASSROOM VERSION

DATE: __/__/__

CHILD 1'S NAME: _____ CHILD 1'S GOAL(S): _____ / _____ / _____

CHILD 2'S NAME: _____ CHILD 2'S GOAL(S): _____ / _____ / _____

CHILD 3'S NAME: _____ CHILD 3'S GOAL(S): _____ / _____ / _____

Directions: There is enough space on this Self-Monitoring form to score 3 children at a time. Each item on the form should be scored for each child you monitor. Make a check in the appropriate box for each child using the following scale:

Yes = I correctly implemented the item; **No** = I did not correctly implement the item OR I forgot to implement the item; **?** = I need to work on implementing the item.

Self-Reflection Item	Rating									Comments	
	Child 1			Child 2			Child 3				
	Yes	No	?	Yes	No	?	Yes	No	?		
Kept the child engaged with me or the materials											
Used a variety of toys/materials to teach the child a particular skill & maintain child interest											
Secured the child's attention prior to delivering an instruction or directive											
Used a hierarchy to prompt child target behavior - Waited 3-5 sec before moving to next prompt in the hierarchy											
Reinforced child behavior using tangible or social reinforcers											
Worked on at least 1 social-communication & 1 play skill											
Embedded teaching episodes into a minimum of 3 classroom activities per school day that lasted for at least 10-15 minutes											
Provided multiple opportunities for child to display targeted behavior(s) during the intervention session											
Worked on the targeted skills during focused and generalized settings											

Additional Forms for Planning

ASAP Classroom Activity Matrix

Activity/Center														
Child	Goal	Circle Time	Dramatic Play	Blocks	Manipulatives	Gross Motor/ Playground	Art	Sensory Play	Music	Library	Snack			

Directions: Use this activity matrix to help you determine during which activities you will target particular goals for a particular child. This activity matrix can be used to plan for up to three children at a time. Write the child's name in an empty box in the "**Child**" column. Write in goals (up to 4) that you are working on with that child next to his/her name in the "**Goals**" column. Several activities/centers in which the goals may be targeted have already been listed. You may add other activities/centers in the four blank columns provided. If you plan to target a particular goal in a particular activity/center for a particular child, mark an "**X**" in the corresponding box.

ASAP Weekly Planning

WEEK OF _____

↓ Plan Day →	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class activity 1					
Social-Comm. goal					
Play goal					
Class activity 2					
Social-Comm. goal					
Play goal					
Class activity 3					
Social-Comm. goal					
Play goal					
1:1 Activity					
Social-Comm. goal					
Play goal					

ASAP Intervention Planning

Goal	Area	Activity	Focused	Generalized	Who (adult/child)	Time

ASAP Classroom Planning

CHILD: _____ Week of _____	
Goal: _____	Goal: _____
General strategies	
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Center Specific Activities	
Center: _____ <ul style="list-style-type: none"> Center: _____ <ul style="list-style-type: none"> Center: _____ <ul style="list-style-type: none"> 	Center: _____ <ul style="list-style-type: none"> Center: _____ <ul style="list-style-type: none"> Center: _____ <ul style="list-style-type: none">

Additional Forms for Data Collection

ASAP Data Collection

Child's Name: _____

Date: _____

Goals:	Activities: (underline materials)	Results: * Prompt Level	Did the child engage?	Reinforcers: T = Tangible S = Social N = Natural	Notes:

“Just in case” activities: _____

How was performance compared to the last session? _____

* **Prompt Levels-** UP=unprompted, FP=full physical, PP= partial physical, FM=full model, PM=partial model, VM=verbal model, G=gesture, P=positional, EV=environmental/pictorial

ASAP Data Collection

CHILD:	<u>SOCIAL-COMMUNICATION GOAL:</u>														
DATE(S):															
ACTIVITY	1. Was the child engaged?	2. Did the child perform the skill 3 times without prompting? Each performance of the skills should be novel or different.													
	___ Yes ___ No	Notes:	___ Yes ___ No												
	___ Yes ___ No	Notes:	___ Yes ___ No												
	___ Yes ___ No	Notes:	___ Yes ___ No												
	___ Yes ___ No	Notes:	___ Yes ___ No												
	___ Yes ___ No	Notes:	___ Yes ___ No												
3. How was the child's performance in comparison to the last session?			<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">AM</td> <td style="text-align: center;">PM</td> <td></td> </tr> <tr> <td style="text-align: center;">___</td> <td style="text-align: center;">___</td> <td>Better</td> </tr> <tr> <td style="text-align: center;">___</td> <td style="text-align: center;">___</td> <td>Not as good</td> </tr> <tr> <td style="text-align: center;">___</td> <td style="text-align: center;">___</td> <td>Same</td> </tr> </table>	AM	PM		___	___	Better	___	___	Not as good	___	___	Same
AM	PM														
___	___	Better													
___	___	Not as good													
___	___	Same													

CHILD:	<u>PLAY GOAL:</u>														
DATE(S):															
ACTIVITY	1. Was the child engaged?	2. Did the child perform the skill 3 times without prompting? Each performance of the skills should be novel or different.													
	___ Yes ___ No	Notes:	___ Yes ___ No												
	___ Yes ___ No	Notes:	___ Yes ___ No												
	___ Yes ___ No	Notes:	___ Yes ___ No												
	___ Yes ___ No	Notes:	___ Yes ___ No												
	___ Yes ___ No	Notes:	___ Yes ___ No												
3. How was the child's performance in comparison to the last session?			<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">AM</td> <td style="text-align: center;">PM</td> <td></td> </tr> <tr> <td style="text-align: center;">___</td> <td style="text-align: center;">___</td> <td>Better</td> </tr> <tr> <td style="text-align: center;">___</td> <td style="text-align: center;">___</td> <td>Not as good</td> </tr> <tr> <td style="text-align: center;">___</td> <td style="text-align: center;">___</td> <td>Same</td> </tr> </table>	AM	PM		___	___	Better	___	___	Not as good	___	___	Same
AM	PM														
___	___	Better													
___	___	Not as good													
___	___	Same													

Additional Forms for Tracking Goal Mastery

DATA SHEET FOR SOCIAL-COMMUNICATION GOALS

You can use this form to keep track of the start date and mastery date for each objective

SOCIAL INTERACTION	Start date	Mastery date	REQUESTING	Start date	Mastery date	JOINT ATTENTION	Start date	Mastery date
SI0. No SI level mastered			RQ0. No RQ level mastered					
SI1. During face to face games, physical activities, or routines, child watches the adult closely			RQ1. Child reaches for out of reach object to show wanting the object					
SI2. During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue			RQ2. Child pulls person's hand toward objects to show request for help					
SI3. Child plays back and forth games with objects or actions			RQ3. Child gives objects to show request for help			JA0. No JA level mastered		
SI4. Child initiates familiar games or routines			RQ4a. Child looks at nearby objects when another person points to the objects as a request RQ4b. Child points to nearby objects to request them			JA1a. Child responds to another person giving objects just to share interest in the objects JA1b. Child gives objects just to share interest in objects with another person		
SI5. Child expands games or routines			RQ5a. Child looks at more distant objects when another person points to the objects as a request RQ5b. Child points to more distant objects to request them			JA2a. Child responds to another person showing objects just to share interest in the objects JA2b. Child shows objects just to share interest in the objects with another person		
SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue			RQ6. Child combines gesture and/or vocalization/verbalization with looking at a person to request			JA3a. Child follows a point to near-by objects/events, just to share interest in objects/events JA3b. Child points to near-by object, just to share interest in objects/events with another person		
						JA4a. Child follows a point to more distant objects/events just to share interest in objects/events with another person JA4b. Child points to more distant objects/events just to share interest in objects/events with another person		
						JA5. Child follows gaze of another person to objects/events just to share interest		
						JA6. Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event		

DATA SHEET FOR PLAY GOALS

You can use this form to keep track of the start date and mastery date for each objective

EXPLORATORY PLAY	Start date	Mastery date	RELATIONAL PLAY	Start date	Mastery date	FUNCTIONAL PLAY	Start date	Mastery date	SYMBOLIC PLAY	Start date	Mastery date
E0. No E level mastered											
E1. Child picks up and looks at a toy											
E2. Child plays with toys using both hands together			R0. No R level mastered								
E3. Child plays with one toy in three or more different ways			R1. Child takes pieces of toys apart								
			R2. Child puts toys together in simple ways			F0. No F level mastered					
			R3. Child puts several toys together in specific ways			F1. Child plays with toys in functional or simple pretend ways					
						F2. Child plays with toys in simple pretend ways directed to self					
						F3. Child includes a doll/action figure in simple pretend play with toys			S0. No S level mastered		
						F4. Child includes other people in simple pretend play with toys			S1. Child makes doll/figure move or do things as if it were alive		
						F5. Child uses the same action in simple pretend play with two different people or dolls/figures			S2. Child does 2 different pretend actions, one right after another, with the same toy		
									S3. Child does 3 or more different pretend actions, one right after another, with the same toy		
									S4. Child uses one toy/object to represent or stand for another		
									S5. Child uses pretend qualities in play		
									S6. Child uses pretend objects in play		
									S7. Child takes on a pretend role in play that other people direct		
									S8. Child suggests pretend roles in play to self or other people		
									S9. Child expands pretend play with other people into new roles, new themes, and/or fantasy roles		

	SOCIAL INTERACTION
--	---------------------------

SI1. During face to face games/routines, child watches the adult closely														
SI2. After brief pause child shows wanting game to continue														
SI3. Child plays back and forth games with objects or actions														
SI4. Child initiates familiar games or routines														
SI5. Child expands games or routines														
SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue														

	REQUESTING
--	-------------------

RQ1. Child reaches for out of reach object to show wanting the object														
RQ2. Child pulls person's hand toward objects to show request for help														
RQ3. Child gives objects to show request for help														
RQ4a. Child looks at nearby objects when another person points to the objects as a request														
RQ4b. Child points to nearby objects to request them														
RQ5a. Child looks at distant objects when another person points to the objects as a request														
RQ5b. Child points to more distant objects to request them														
RQ6. Child combines gesture and/or vocalization/ verbalization with looking at person to request														

JOINT ATTENTION

JA1a. Child responds to another person giving objects just to share interest in the objects													
JA1b. Child gives objects just to share interest in objects with another person													
JA2a. Child responds to another person showing objects just to share interest in the objects													
JA2b. Child shows objects just to share interest in the objects with another person													
JA3a. Child follows a point to nearby objects/events, just to share interest in objects/events													
JA3b. Child points to nearby object, just to share interest in objects/events with another person													
JA4a. Child follows a point to more distant objects just to share interest in the objects/events													
JA4b. Child points to more distant objects just to share interest in the objects/events													
JA5. Child follows gaze of another person to objects/events just to share interest													
JA6. Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event													

EXPLORATORY PLAY

E1. Child picks up and looks at a toy															
E2. Child plays with toys using both hands together															
E3. Child plays with one toy in three or more different ways															

RELATIONAL PLAY

R1. Child takes pieces of toys apart																
R2. Child puts toys together in simple ways																
R3. Child puts several toys together in specific ways																

FUNCTIONAL PLAY

F1. Child plays with toys in functional or simple pretend ways																
F2. Child plays with toys in simple pretend ways directed to self																
F3. Child includes doll/action figure in simple pretend play with toys																
F4. Child includes other people in simple pretend play with toys																
F5. Child uses same action in simple pretend play w/ 2 people or dolls/figures																

SYMBOLIC PLAY

S1. Child makes doll/figure move or do things as if it were alive																
S2. Child does 2 different pretend actions in a row with the same toy																
S3. Child does 3 + different pretend actions in a row with the same toy																
S4. Child uses toy/object to represent or stand for another																
S5. Child uses pretend qualities in play																
S6. Child uses pretend objects in play																
S7. Child takes on a pretend role in play that others direct																
S8. Child suggests pretend role in play to self or others																
S9. Child expands pretend play with others into new roles/themes/fantasy																

PREFERENCE ASSESSMENT FORM

Directions: In order to decide “with what” materials to use to teach social-communication and play skills it is important to get a sense of the child’s likes and dislikes. First, indicate if the child likes or dislikes the activity (if applicable). Then, if the child likes the activity (or at least does not dislike it) list the specific toys/materials/games/adult actions (e.g., tickling) s/he likes that are part of that activity.

Class Activities	Does the child <i>like</i> or <i>dislike</i> the activity?	What specifically does the child like?
Circle time	<input type="checkbox"/> Likes <input type="checkbox"/> Dislikes <input type="checkbox"/> Neither likes nor dislikes	
Dramatic Play	<input type="checkbox"/> Likes <input type="checkbox"/> Dislikes <input type="checkbox"/> Neither likes nor dislikes	
Manipulatives/ Block Center	<input type="checkbox"/> Likes <input type="checkbox"/> Dislikes <input type="checkbox"/> Neither likes nor dislikes	
Gross Motor/Outdoor Play	<input type="checkbox"/> Likes <input type="checkbox"/> Dislikes <input type="checkbox"/> Neither likes nor dislikes	
Art	<input type="checkbox"/> Likes <input type="checkbox"/> Dislikes <input type="checkbox"/> Neither likes nor dislikes	
Music	<input type="checkbox"/> Likes <input type="checkbox"/> Dislikes <input type="checkbox"/> Neither likes nor dislikes	
Library	<input type="checkbox"/> Likes <input type="checkbox"/> Dislikes <input type="checkbox"/> Neither likes nor dislikes	
Other Classroom Materials/Toys/ Activities/Games	<input type="checkbox"/> Likes <input type="checkbox"/> Dislikes <input type="checkbox"/> Neither likes nor dislikes	
Snack	<input type="checkbox"/> Likes <input type="checkbox"/> Dislikes <input type="checkbox"/> Neither likes nor dislikes	