

START/MIDDLE/END

All activities/routines have an element of start or set-up, middle where we are doing the activity, and end or clean-up. The end of one routine may be the beginning of the next. Often the richest time for learning and practice comes in at the start and the end of a functional activity/routine. This also aids in developing independence even if is partial.

We often adapt routines to allow our students to participate to the best of their ability. It is important not to detract from the functional aspect of the routine, or make it appear "fake". As your student's skills improve we can find ways to continue to encourage them to use those skills within their daily routines as well as increase the demands to work on new skills. Nothing beats practice!

Assisted or prompted movement may be required for your student, particularly in the beginning of the routine. However each student must still have a job or responsibility that s/he is expected to carry out in all parts of the routine. Even if your student still needs assistance, s/he can successfully take part in an activity that has a meaningful purpose. This can give your student a sense of accomplishment as well.

Some of the skills that students can work on in "set-up" and "clean up" are:

- repeated practice of gross motor skills such as mobility, reaching, lifting and holding the student's head, etc.

(Note: This may help some students with alertness and to focus on the activity.)

- academic concepts such as matching colors, counting, sorting
- functional use of hands
- communication such as making choices



Beginning: Here our student is using a switch, Powerlink & blender to make his own smoothie for lunch.



Middle: Next, our student is working on some hand skills & independent mealtime skills while drinking his smoothie.



End: Finally we can see our student helping to clean off the lunch table, with some hand over hand assistance.