

EXCELLENT EDUCATIONAL ACTIVITIES FOR (Your Student):_____

A checklist and brainstorming sheet for (Which activity)_____

The overall objective for any educational activity is to help your student to become a fully active participant in the classroom, school and community. Check with your local therapists to make modifications or add to this list to make it relevant to your specific student.

DOES THIS ACTIVITY HAVE....

- **meaning for the student?** (Is your student doing something useful for somebody, participating in a typical peer activity, enjoying recreation or producing a product?)
- ___• **routine?** (... so your student's participation can gradually increase over time.)
- **a start, middle and end?** (... so your student participates in the whole activity from setup to cleanup.)

OPPORTUNITIES FOR THE STUDENT 'S SKILLS TO BE USED....

- **to communicate** using facial expressions, body movements and vocalizations (refer to your student's personal dictionary)
- **to make choices between two objects** by using gaze and reach
- ___• **to use a Voice Output Device** such as the BIGmack or Step by Step Communicator (to gain attention, initiate conversations, request something, share information, and participate in classroom activities such as music or stories)
- ___• **to use a switch** (to enjoy sensory or leisure experiences or to provide a service for others)
- **to use their hands purposefully** in functional activities? (to reach, grasp, release, press a switch, etc.)
- **to improve strength and balance** (to sit, stand, walk and/or assist in changing positions in PE, personal care routines, etc.)

ATTENTION TO THE STUDENT'S UNIQUE LEARNING STYLE, SUCH AS...

- **Built-in motivators?** (Such as food, music, social interaction, etc.) Refer to your student's motivator list
- **Exaggerated sensory experiences?** (To give levels of touch, pressure, vibration, smell, sound, and sight as appropriate to your student)
- **A calendar object or picture and a name?** (So the student can learn anticipation and closure, through the use of objects or pictures)
- ___• **Adequate response time?** (Allowing several seconds for the student to organize a physical response, such as hitting the switch) This varies greatly from student to student
- ___• **Flexibility?** (...so expectations can vary according to accommodate fluctuations in the student's ability.)