

Activities:	Goal Areas: <i>Communication</i> <i>(Consult with SLP)</i>	<i>Independence</i> <i>(Consult with OT)</i>	<i>Social Skills</i> <i>(Consult with SLP)</i>	<i>Motor</i> <i>(Consult with OT)</i>	<i>Academics</i>
Arrival	Greets staff and peers by saying "Hi" Communicates preferences by making choices in creation of his daily schedule	Follows steps of mini-task schedule for arrival to hang up jacket/backpack, put lunch box away, turn in folder, etc. Creates his schedule for the day (with staff support) Checks schedule and transitions to next activity	Greets staff and peers by saying "Hi"	Unzips jacket Unzips backpack Removes lunch box and folder Hangs up jacket/backpack	Creates his schedule for the day (with staff support) Follows steps of mini-task schedule for arrival
ELA	Communicates preferences by making choices regarding the order in which he would like to complete his ELA activities and what he would like to earn when he is finished Practices saying his name when asked	When provided with several different activities to complete during the ELA period, chooses the order in which he would like to complete them Chooses what he will get to do when he has finished with his ELA activities, puts picture of reinforcer on first/then schedule Refers to "Time Timer" to see how much longer he will work on a given activity Checks schedule and transitions to next activity	Practices saying his name when asked Chooses peer to read with Shares books with peer	Manipulates pictures in "interactive book" Traces letters of the alphabet on an app on a tablet device Types his name on the computer	Reads an "interactive book," matching pictures to complete sentences Practices reading common, concrete sight words paired with pictures Works on letter recognition by using an alphabet app on a tablet device Types his name on the computer

Activity Matrix – Sample

<p>Recess</p>	<p>Before leaving classroom, chooses a peer to play with during recess Asks peer to play with staff support With chosen peer, chooses an activity/game to play at recess, communicating interests</p>	<p>Follows steps of mini-task schedule for recess Gathers materials needed for game/activity he will play at recess; returns materials to class after recess Lines up independently when the bell rings Checks schedule and transitions to next activity</p>	<p>Shares materials (ball, jump rope, swing equipment, etc.) with a peer (with support) Takes turns with peer (with support) Verbally greets at least 3 other students on the playground</p>	<p>Puts on and zips up his sweatshirt or jacket Walks to playground Throws/catches ball or manipulates other equipment to play a game/participate in an activity during recess</p>	<p>Follows steps of mini-task schedule for recess</p>
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