

My Child

2010/2011 School Year

I am READY to Learn!

**Let's give him something to
TALK about!**



LAURA & MARTN VAN DEN HURK...*because good decisions begin with great information!*

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My Child

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About My Child

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- Strategies for Success
- Testing Strategies for Success in the Summer
- Behaviour Management vs. Behaviour Support
- Developmental Language Milestones
- My Child's Word List
- My Child as a Learner
- Gross Motor Information & Activities
- Fine Motor Checklist
- Sensory Checklist
- Songs, Activities & Games etc.



Introduction – My Child 's Summer

None of this is an exhaustive list. The intent of this is to give a general idea of what he has been doing.

Attending at a desk and learning at home

- He will sit for approximately 90 minutes at a desk for direct instruction
- He will sit and play games and silly songs for just as long or longer
- He enjoys matching, tracing, copying, sorting, patterning, sequencing, turn taking, making choices and he can predict and has a great memory.
- He has been working with letters, numbers, shapes, colours, body parts, animals and emotions and through all of these activities, both in forms of work and play we have been working on increasing his vocabulary.
- He can hold a pencil, crayon or marker for wipe off boards. He can trace letters, numbers, shapes and different lines.
- He needs to be reminded to start at the top of the page and go from left to right

Life Skills

- Toilet Training
 - Needs to be reminded to go pee (stands to pee only).
 - Needs to be reminded to go to the bathroom to pee.
 - May ask for gum to go poop and needs assistance to clean.
 - Will wash and dry hands independently.
 - Will only wet a pull up at night time.
- Undressing
 - Can take off shirt, underwear, pull-up, and pants 100% of the time when required (does not like wet or soiled clothing and will initiate undressing).
 - Can take off socks and may require assistance to do so (90% of the time he does this independently, 10% with assistance with getting it over the heel).
- Dressing
 - Is able to put on own underwear or shorts – will do this 95% of the time unassisted. Needs verbal prompts and encouragement when puts both legs in the same hole or may need assistance to turn items inside right.
 - Is able to put on his short sleeved shirt. This requires up to 10 minutes and he may put it on inside out and backwards. After one week he can do this in 30 seconds or less.
 - He can manage zippers but may require assistance to start them.
 - He is beginning to figure out buttons, but does not have any items with buttons.
 - He initiates undressing each morning and puts pyjamas in the laundry without being asked.
 - He also initiates getting ready and copies the other kids by changing his clothes when we go to rugby or Church etc.
- He is very good at putting his dishes away after supper and will clear off the table.
- He can pour his own juice and put food on his plate.
- He wants to be helpful in the house when we are cleaning and he vacuums and mops etc.

Note: We can go places as a family and not worry about accidents and only use one change of clothes. If we are outside and he has to go, he doesn't pee just anywhere. If we can't find facilities fast enough, we have gone to a nearby tree and stand behind it. We have even gone places where we had to wait to find the bathroom and he was successful.



Introduction – My Child 's Summer

Language/Communication

- He has mastered the approximate sign for “want” to signify his wants and says “I need” when he really wants something.
- He strings two or more words together along with signs and other sounds consistently.
- He has said up to 15 words in a row and said to the babysitter “mommy, daddy go in car” and proceeded to ask her where we went by shrugging his shoulders and putting his hands up to his shoulders (like “I don’t know” gesture).
- He has said plenty of sentences this summer and understands 95% of what we say. We told My child it was time for supper and for him to tell the other kids it was time to eat. He went into the living room and said “Emme, Malcolm eat”. Then he went downstairs into the play room where Zoe was. She was watching TV. My child said “Zoe, TV on, eat” [he doesn’t say off]. He went downstairs all by himself. We just told them it was time to eat. And that is exactly what he did. We didn’t have to tell him all the steps that were involved when the kids were not in the same room.
- He talks from the time he gets up until he goes to bed.
- He is labelling everything he sees. If he doesn’t have the right word for something, he is using one that he has that approximates it. He uses a lot of “nuh nuh” and other sounds in between to totally form conversations.
- He loves being sung to and enjoys actions and has mastered “Patty Cake” & “Wheels on the Bus”. When we are done one game he requests another. He can even request a new game from the night before using the words that he said during it. If I play “stupid” like I don’t know, he will string some more words together until I say “oh...you wantthis game” and then he is all smiles and we play. For “Wheels on the Bus”, we have let him lead and tell us what is next. He really enjoys the baby crying and saying “wah wah” while he puts his hands to his cheeks.
- He can talk and do actions. Last year it was a really difficult thing for My child to talk and do something else. Now he isn’t ever quiet. Unless he is doing a quiet activity alone for some down time.
- He enjoys silly action stories and will sit attentively for over an hour. He will engage and participate in the actions and retelling the story when requesting this on subsequent occasions.
- He likes to play pretend and we get him to say a lot of words during this type of play. We made some soup the other night. We included actions of getting the bowl out of the cupboard, getting a spoon, dumping things in and mixing etc. We carried that on for 15 minutes and we even tasted our soup and added salt and pepper. We had to blow on it because it was hot.
- His receptive language has improved
 - We can reason with My child by explaining why we said “no”.
 - If he is hurt and upset we can kiss his hurt and make him feel better and he has given us kisses on occasion when we are hurt.
 - He can understand consequences and has had things taken away from him when he was not listening or sent to his room.
 - We can give him two step instructions and he will complete the tasks. We are working on extending his skills to three and four steps.
 - We ask My child to do things we have never asked of him or asked him to do things that are not routinely asked of him to do and he will turn around and do them without hesitation.
 - We use adjectives regularly to describe things and he demands that we comment on everything.
 - We can talk him through what is going on and what we are doing next without him exhibiting inappropriate or disruptive behaviours.



Introduction – My Child 's Summer

- He can use his iPad with great skill. We took him to the SLP and only had the iPad for less than 4 weeks. She was amazed at how well My child could use it and navigates to where he wanted to go. We tested his understanding while she was there and we asked My child to put on a specific song by “Cage the Elephant”. He had been turning the song on the week before and we hadn’t heard it in a while. We never labelled anything for him on the iPad or while he was on it. We just let him have free play and time to discover on his own. We made the request to find the song and it took him less than 15 seconds for him to fill that request on the first try.
- When My child first started dressing himself, we would use verbal prompts and encouragement to redirect him if he was putting his head through the arm hole. He would change what he was doing and listen to us.
- He is asking for help when he needs it. He will usually approximate the sign for “help” or he will request us to come with him and he will say “come”.
- He is starting to argue with us and he lets his needs and wants be known. He is doing this through verbal communication by saying “no” and saying what he wants. He will approximate the sign for “want”. He can be reasoned with. Also he will accept us compromising with him and/or we use “first this” then “that” are all strategies that have been successful.
- He is requesting that we watch him and what he does by getting our attention to say “hey look at me”. He will usually call out “mommy” or “daddy” to show us what he is doing and be all smiles and proud when we watch.
- He is initiating play with his siblings and wants to be included in what they are doing consistently.
- He is so eager to learn and discovering things on his own like the colour of the stop lights mean something. He figured out that green meant go and red meant stop. On the day he figured it out, he would tell grandpa to go on each green and stop on each red. So we extended his own findings and showed him the stop sign. It was red and had white letters on it S-T-O-P. So we asked him what he needed to tell grandpa, and My child said, “Pahpah, stop” while signing “stop”.
- He has shown times when he has the ability to spell. We have been doing unrelated things, so there weren’t any cues given by context or body language or any props and we spelled “g-u-m”. Right away he yells out “gum”. Martin and I were talking out of context and I just spelled “p-o-o-l” and My child yelled “in, in”. He doesn’t say pool, but he does say “in” when we mention it.
- He is problem solving on his own and is aware of when he needs help. He is taking things apart and exploring toys and other things daddy is working on. We have a toy car that has plastic bolts to put the tires on and other parts. My child took it one day and saw that the tire was off. He saw where the screw was and put it in without any help.
- He is working on left and right during play and learning. His actions indicate to us that he is getting a sense for these directional cues. We ask him to give us his left/right foot and he does.
- He doesn’t just memorize verbal words to a specific picture. He can generalize his word for an actual item eg. A tree. He says tree and he can say that when he is shown a real tree, a picture of a real tree, a cartoon picture of a tree or a very bad drawing of something that looks like a tree. He can do this with all the words he verbalizes. And even the words he generalizes, he uses them consistently no matter what form they are presented to him. He understands these words.
- We have not been working on new words directly. What we mean by this, is that we are not sitting there sounding out words. We just speak to him and constantly explain and label everything and then out of the blue, he comes out with brand new words like: bump, dude, I need, King, pepper, pump, put, soap, stop, top etc. (this is 10 new words in less than two weeks and three more weeks of summer). We have sat back and closed our eyes and listened to My child and he has actually said more new words and phrases and entire sentences than



Introduction – My Child 's Summer

that, but he was not saying them as clear as these words. It was almost like he was testing them out of his mouth and hopefully we will hear them again real soon when he is ready to say them.

Swimming

- Last summer he learned to swim on his own. He took swimming lessons for two years, but that was two years ago now. He used to swim almost vertical last year. He never touched the bottom of the pool even though he was tall enough to do so. He now swims with his bum in the air ie: horizontal.
- He can put on his own goggles and puts his head in the water (he always put his face in the water, but now he submerges his whole head). He even tries to reach for objects at the bottom of the shallow end. And he copies the other kids when they are floating on their backs.
- He closes his mouth when going under the water. He never used to. We can also see him come up for air and take a breath. He used to take in a lot of water when he swam and that is not the case this summer.
- He can sit on the side of the pool and fall into the water independently. At the beginning of the summer, he would request that someone hold his hands. He would never move from the side until someone did this. He now sits down independently and gets in the water himself.
- He can just as easily climb down the ladder to get in the pool as he can climb up it to get out. At the beginning of the season, he would only go up the ladder. He did not like entering the water backwards and trying to negotiate getting on that first step. He figured this out on his own without us parents or anyone else teaching him. He watched other people do this and he did it.
- He can climb up the stairs to the water slide at the public pool and go down. The lifeguards all know My child and have all remarked on how much he changed in 6 short weeks. He began with running on the deck, screaming when it was time to go and not entering in the water without help. He would never touch the slide although he loves the slide and is now yelling out mommy and daddy for us to watch what he is doing.
- He now touches the bottom of the pool and bounces up and down and dunks himself under regularly.
- His bilateral gross motor co-ordination improved such that he moves his arms and legs to propel his body using big motions. We are working on having him use big arms. We do this on land with the games we play using big arms. We also have the other children work on their swimming arms in front of My child. We know My child is watching and have seen him try this on his own.
- He passed the public pool's swim test and he now swims in the deep end with no immediate supervision. We are in the water, but we are not required to be beside him.
- He understands the rules of the pool, such as no running and only walking. He functions independently from the time we get there until we leave.
- He can use a noodle and swim around. He can grab it himself and put it under his arms. This might not sound like a big milestone, but it is huge. He initiated using this in our pool when he saw it lying on the ground. No one had used it this year except to pour water through it. My child just picked it up and brought it to the pool and just started using it.



Introduction – My Child 's Summer

Rugby

- He had a sister of one of the players watch him on the sidelines. She would make sure that My child was safe and play on the playground equipment with him. For 8 weeks he did not go on the field for more than three times at which time he threw the ball to start the play; he would line up with the defence; or run up the field after the player with the ball.
- On the 8th week, he requested a belt and flags whereby;
 - He joined the other children on the field for warm-ups. He did the gross motor warm-ups that he had never attempted or been specifically shown. Lift leg to side and bring to front and down while carrying ball. Repeat both sides and repeat again for 40 feet.
 - He joined the children in drills. He lined up observing the rules for lining up and turn taking.
 - He caught the rugby ball thrown to him on two occasions.
 - He was helpful by carrying equipment onto the field and placing and taking up pylons.
 - He would also pick up garbage and put it in the garbage can without being asked.

Other Information

- He can blow up a balloon. He mastered the skill after one day of playing with the balloon. There is that threshold you have to get past when attempting to blow it up to actually filling the balloon with air. He has done that.
- There is so much more that is not included on this list. Some of it bigger and some of it is smaller, but no matter how you look at it, there is still 3 more weeks of summer and a lot can happen during that time.



Strategies for Success – My Child – 2010/2011 School Year

For Sitting at a Desk/Table:

- Use weighted belt
- Comfortable arm chair, proper height (feet touching the floor not hanging), box for feet to rest
- Talking to him letting him know what is going on – verbal communication
- First “this” then “that”
- Keep things fun, be supportive and encouraging
- Gentle reminders to keep him on task
- Use of reinforcers (see end of this section)
- Interchanging Work with Activities
- Ask him to cover eyes and no peaking while getting something out
- Asking him to listen so he puts his hand to his ear and takes the time to think about what is being asked
- Surprise him by doing something new/fun/unexpected/out of place (eg. lose something in front of you and pretend to need help)
- Likes to copy/imitate

For Transitions from Place to Place (classroom to gym, library, bathroom, to recess etc.)

- See reinforcers (Gum, coloured glasses, taking something, helping a friend, carrying a ball etc.)
- Talking to him letting him know what is going on, where is he going, what will he be doing
- Using objects to show what is next (ie: going outside, maybe take a ball and have him hold it)
- DON'T grab him (arms or hands or body etc.) to get him to transition, if he wants to hold your hand, he will reach for it. He needs time to process what is being asked or what is happening and the best approach is to lead by example and wait. Patience is a virtue and he will follow.
- Has to be approached positively & encouraging to get from place to place. He is curious and likes to take everything in.
- He needs extra time to process sometimes and is curious (eg...if going out to recess he will wait for the halls to clear (a goal would be to have him go outside and wait for that person to come out, rather than being the last person)
- Ask him to listen so he puts his hand to his ear and takes the times to think about what is being asked
- Having someone lead and telling him to follow that person (his recess buddy)
- Likes to copy/imitate
- He likes to line up and will listen (assign someone for him to line up behind) should be the last one to ensure everyone goes
- If someone is staying behind, explain that it is okay that you go without them
- Giving My child verbal prompts before transition eg. recess is over, give a verbal warning that the bell will be ringing and recess will be over. This gives him time to prepare.

For Transitions within the classroom (or within a room)

- Same as from Place to Place, but requires smaller movement (shouldn't need as much encouragement)
- Talking to him and constantly explaining

For sitting in an assembly/library/classroom etc.

- Have him hold Week Day Friend



Strategies for Success – My Child – 2010/2011 School Year

- Acknowledging it is loud and he will cover his ears but does not require ear muffs
- Telling him it is time to be quiet and motion “shhh” while saying it (and he will copy)
- Telling it is time to listen and he will put his hand to his ear
- See reinforcers
- For extended times over 30 minutes, depending on the day, offering a break (get up and get something or take something somewhere) and coming back quietly (eg. Going to the sensory room)
- Sitting on the end and beside peers who model the correct behaviour
- Needs to be seated in a group desk with peers

For Toileting

- No scheduled time for bathroom breaks, he goes when he has to. He will gesture the “pee dance” by pulling at the front of his pants to pee, or he will ask for gum if he has to have a bowel movement. Most likely he will avoid pooping at school, after having embarrassed himself in Feb 2010 at school and having an accident in his underwear. But gum should be available for the asking and not the taking, should he decide to go at school.
- Gentle reminders that if he has to go pee, he should go to the bathroom. If he has not gone pee before recess then he should be asked to go at recess or immediately after. When he gets busy, he will tend to pee his pants if not reminded. Watch for signals during recess (eg. Pulling at front of pants, hiding etc.)
- He can pee independently, but needs reminding to fully pull down pants to avoid soiling. There will be two extra sets of clothes available at school should the need arise. If these clothes are being used on a weekly basis, then this area needs to be re-evaluated at school. He can go all day at home without being changed due to accidents or improper pulling down of the pants. He does require assistance to finish cleaning when done a bowel movement. And should request or be given gum to do so.
- He will need to be prompted to wash and dry hands properly.
- Give him privacy and allow My child to pee using the urinal

Improper or inappropriate behaviour (eg. Nose picking, touching & use of inappropriate words)

- Last school year 2009/2010 My child was picking his nose on a very frequent basis. At home at the start of the summer, he had continued the behaviour. We found that NOT drawing attention to this behaviour helps alleviate the frequency. As of August 2010, he picks his nose with less frequency than any typical child of his age. (most kids pick their nose). If this does happen, give him a tissue and ask him to blow and throw the used tissue in the garbage.
- For inappropriate behaviours like touching, redirect My child and explain that it is not appropriate to touch someone on the chest or pat their bum (please note at home, we do pat his bum going up the steps). He knows that this is not appropriate behaviour for people other than family.
- Any behaviour that is inappropriate in the classroom, like repeating inappropriate words eg: poopie, we have found that NOT drawing attention to this behaviour helps alleviate the frequency. There was a time in the school year 2009/2010 that My child was repeatedly saying poopie, poops, & poop etc. He was doing this because he was being toilet trained at home and was very successful. However, this behaviour of repeating these words at school was inappropriate. IGNORING this behaviour is the best way to alleviate and eliminate it totally. If he has said something, it may be his way of communicating that he has pooped. So if you acknowledge that yes he pooped or he heard someone “toot”, and ignore any attempts or repeating of this word, one will find over a short period that this behaviour will be mitigated if not eliminated.

For Avoiding Tantrums, Outbursts etc.



Strategies for Success – My Child – 2010/2011 School Year

- He can accept the word “no”, however, if he is requesting something he may not want to accept no. He doesn’t currently have the words to fully argue why he wants something. So we give him the respect of helping him argue his point. “I know you want to play on the trampoline, but you have to get dressed first. So first get dressed and then you can jump on the trampoline” or “I know you want the crackers, but you already had some. It is almost time for dinner and you have to wait, but if you are really that hungry, you may chose between these two cereals” He is more accepting when you can compromise with him in some fashion. And use words to explain to him.
- Remain calm and relaxed. He is very sensitive to emotions and if someone is upset he can become upset. Explaining the situation and easing his worries about the other person keeps him calm and relaxed. Body language needs to match facial expressions and emotions. He can read and sense when the messages are not matching.
- Change your voice to a silly voice and change the volume to lower so he has to listen and then ask him to listen and ask him if he hears. This all works to redirect his attention
- Limiting his stress and being aware of what his stress levels are.
- He likes to be the last one out or in eg. He won’t go in the truck until everyone else is out of the house and in the truck. Sometimes “you just have to go with the flow” and not fight these idiosyncrasies because everyone has them (this helps limit his stress and the less stressed he is the better he will perform and behave). Eg. My child went to Marineland with his grandparents since African Lion Safari went so well. He was very curious and took time to look at things. His grandparents would walk just a little in front of him and he would catch up. If they had stopped and forced him to walk quicker to the destination, he would have had a meltdown. It might take a few minutes longer, but he is definitely worth the wait. And as time goes on, that wait is getting shorter.
- Encourage with words and by modelling the appropriate behaviour. Do not force by grabbing him or raise your voice at him. He is very stubborn and will take his stand with tantrums, outbursts, throwing etc. Don’t involve more than one person with him when handling difficult times. Adding more people is intimidating and will result in outbursts and tantrums.
- Just because he doesn’t talk or communicate as well as he should, doesn’t mean he doesn’t understand. He has low muscle tone and is globally delayed and does not always have the body language to show you he is taking it in, but he is. So when in doubt, talk to him respectfully. He understands reasoning and genuine encouraging.
- My child does best with one-on-one when handling difficult situations. Bringing one or more additional people to diffuse an anticipated behavioural situation only “adds fuel to the fire”.
- Allow My child some space to process his actions. Do not touch him in any way, shape or form. Forcing him to move will only escalate the situation.
- Don’t force him to speak. If you “make” him say a word or a sound before he gets something he will “take a stand” and show behaviours. Once you get to know him and earn his trust then you can encourage him to say new things and try to copy sounds etc.
- He understands all the emotions and if he is in proximity to someone exhibiting negative behaviours he will assist them or exhibit those behaviours to that person. Be aware and anticipate those situations. Words work the best to explain what is going on and getting someone else to handle that other situation.

For Diffusing Tantrums, Outbursts etc.

- Give him some time & space to get it out. Allow My child some space to process his actions. Do not touch him in any way, shape or form. Forcing him to move will only escalate the situation.
- Tell him that you are closing your eyes and will give him a count to 5 and he should be done



Strategies for Success – My Child – 2010/2011 School Year

- Try to keep things away from him so he does not throw and if he does throw things give him time to calm and then have him pick them up. Explain his behaviour and empathize with him on why his behaviour started and offer simple ways in which he could have handled that situation.
- Hand him a tissue to wipe his eyes and blow his nose

Addressing three specific difficult times (Getting on the Bus, Recess & lunch time)

Getting on the bus:

- Having him get ready with the other children (at home he is the first one ready and he waits for the other children). He even likes to help them get ready.
- He may not want to leave the classroom until all the children are out. Having a peer going with him and reassuring him that the one or two children left behind is okay. He does have a great anxiety and gets very stressed when other people are left behind. This why it is important that he will get ready with the other children. He will be busy and the classroom will be busy that the busy time also acts as a way to redirect his attention and focuses him on getting ready to leave.
- Giving him the coloured glasses and/or his Week Day Friend to hold or use may help him at this time. Have him carry his backpack. It is heavy and takes place of the weighted belt to help “centre” him and gives him the “deep pressure” he needs.
- He most likely will want his siblings and ask for his siblings and possible search for them on the way. He needs to be reassured that his siblings are coming and will meet him in the gym when they are ready. Possibly having him sit on the floor of the gym when he is ready with his classmates and reassuring him that his siblings are coming. Perhaps a song like “Wheels on the Bus” could be sung to redirect his attention and make waiting easier on him, at such a difficult time. He loves the “Wheels on the Bus” song and doing the actions. You could actually tell him before hand that he can sing this song once he gets in the gym with his class and this could be used as a positive reinforce for his successful transition to the gym.
- Don’t give My child too many choices. Offer two or three so he doesn’t get confused. (Making choices will be worked on throughout his school work and activities to build on his ability to make clear choices efficiently and effectively).

Recess (to and from the classroom)

- Having him take part in snack with his classmates and going outside with his buddy will be an easy way to transition him from the class to the outdoors.
- Again using this busy time to redirect his attention to going outdoors and perhaps focusing on the fact that he can play on the slide or in the sand. He loves those two activities.
- Using his coloured glasses and/or his Week Day Friend could also be used to give him the support he needs to be successful with this difficult transition.
- To bring him back to the class successfully, have him line up with his class. He does enjoy being with people and part of the group. He loves to line up and being reminded to walk and stay behind someone is a great way to have him listen and follow the rules to be successful with this transition.

Lunch time

- An adult must be with My child while he eats his lunch. My child tends to wander from the table unless reminded. He likes to mix drink with food and foods together if he is not being watched.



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- Warm lunches offer My child more variety. If there was a microwave that he could use, we could also give him the proper utensils for lunch to practice these skills. Having more variety for lunch would mean that he would be willing to eat lunch than play with it and have more energy to be able to perform better in the afternoon.
- My child' lunch will not be like last year (many snacks in his lunch). He will have snacks, lunch and a drink. He many have one cupcake or treat with the rest of the class, but these must be limited.
- My child must be watched so that he does not take food from other children or adults. My child would eat all day if he could. It is a "sensory thing" that must be monitored.
- Brushing Teeth after lunch. This is both beneficial for his life skills development and serves as an exercise for promoting speech.
- After lunch recess, have My child wash his dishes. The use of a timer could be introduced here. Water is one of his favourite things. He could learn to be purposeful with water. Not only would he be working on life skills, but also it would serve as an activity for sensory, gross motor and fine motor.

Reinforcers (not an exhaustive list)

- Gum
- Coloured Glasses
- Stickers
- Blowing activities (such as balloons, horns, kazoos, straws, whistles etc.)
- Cleaning up (putting things away or in)
- Holding something
- Playing with putty or fidget toys
- Etcha Sketch or magna doodle
- Music
- iPod (games/music)
- Spending time with Peers
- Silly songs and funny games (made up stories with actions) – the sillier the better
- Gross motor and fine motor play
- Sensory activities (Sensory Room)
- Going to the office or library – delivering things
- Wearing a special hat or jacket (perhaps with pockets & something new inside)
- Helping the Janitor (mopping/sweeping)
- Sand
- Computer
- Stay away from using food as a reinforcer



My Child – 2010/2011 School Year – Testing Strategies for Success in the Summer

This summer we went to many places with My child and/or the family. My child also went on trips with his grandparents and babysitter to test the strategies suggested for transitioning, listening and sitting. These trips gave My child exposure to social environments where sensory input was at its highest. These places, to which he travelled, were not familiar to him and that way we, as parents, could better access his needs and strengths. For the last three years, we have been “hermits” in our home and this was not good for any of us and we needed to change our strategy to exposure and not waiting until My child had mastered skills before we went out and tested them. It is the experience from these trips that we compiled the strategies for success at school. We not only tested these strategies and put them into practice as parents, but our children have also adapted these practices along with family members and people involved in My child’s life to result in a very successful summer and many more trips to come.

- In June 2010, he went on the class trip to African Lion’s Safari. This was a particularly good trip except for exiting the park and it was for this reason that other trips were taken this summer. We also wanted to work on parking lot safety and transitioning. We also worked on leaving a place that he did not want to leave since this was the hardest part of the trip. Another area that was worked on was further reinforcing the skills he was gaining with respect to toileting. We worked on waiting to find the toilet and appropriate places to pee if one could not be found.
- My child was taken to numerous extra trips (at least one per week), aside from the usual stores in town, where he was required to walk on his own. We started these trips at the end of June and found running in the parking lot to be a problem. He would be excited to get to the door. And on the way out, he would be anxious in the parking lot to find our vehicle and would run. We found by talking to him and explaining things as we were going would provide the reassurance Angous needed to remain calm. We would also ask him to walk beside us or one of the kids and if he was not listening we would ask him to listen or we would have to sit and wait in the vehicle. We also found that if people stared and said off the cuff remarks that were not kind that My child would get upset.
- Going to the public pool on average 3 days a week for 90 minutes at a time. For the first week a parent would shadow My child and explain pool safety and the rules of this social environment like not running on deck, no pushing people, no peeing in the pool etc. At first it was very difficult to leave this place, since anything to do with water is his favourite sensory activity. The key was to remain calm and patient and explain to My child that it was time to go and have him say good-bye to the life guards. Within two weeks, we learned to give him a five minute warning before we were leaving. We repeated this every 90 seconds or so until it was time to go. We gave him a little extra time to get out of the pool himself and put on his shoes. Going through the change rooms at the beginning was difficult because of the shower. We found if we explained to him what we were doing next and that it was time to go to the vehicle, he became more willing to listen and transitioned easier. It only took a couple of weeks for him to be very successful in this environment. My child was very successful with his toileting skills in this environment and did not have one accident or mishap.
- My child has been going to rugby practice since the middle of May. Last year he stayed home with a babysitter. This year we had one of the player’s sibling look after My child for road safety since, we parents were coaching. My child would come on the field and say “hi” or request a drink from us. Before the end of school he came on the field once and threw the ball each time to start the play during a game. But one Monday August 2, 2010 he



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requested a belt and flags. He joined in for the full warm-up and the learning drills we do with the kids. He looked like any of the other children on the field and he actual did better than the three 4 & 5 year old girls on the team that have been practicing since May. My child was on the field with the team for over 30 minutes. He executed gross motor skills like bringing up his right leg bent to the side, while in the air bringing it to the front of his body and then lowering it to the ground all while carrying a rugby ball with two hands in front of him. Then he repeated this skill using his left leg. He further repeated the sequence down the field with the rest of the children. We had never worked on this skill with My child at home or on the rugby field. At rugby practices, My child was exposed to seeing these moves, but we never made him attempt them, and then “out of the blue”, here he is mastering this skill. During the practice drills, My child was lining up and waiting his turn. He ran up the field through a “tires exercise” whereby he put his feet in small squares and then ran to catch a ball. He caught the balls with no hesitation while running and then looped around and to the back of the line. Again we have not been working on catching or any of these drills with him.

- My child has been going to rugby tournaments every other weekend since May 2010. These tournaments are 3 hours long and involve hundreds of kids and parents at a different fields, park, sports park, and schools each time. He has been successful with transitioning. Giving him extra time to take everything in is a definite key to success along with explaining everything. We found that labelling and explaining what is happening and what will happen next gave My child the tools he needed to function very well in these environments. Eg. My child needed to pee and we were on the highway. We told My child he had to wait. We were empathetic with his need, but it was not safe to stop on the side of the road. We spoke to him for 15 minutes to assure him that we were going to stop as soon as we got to our destination. He made it there dry and he was very calm waiting. He was very social in these environments and would approach people and start talking to them using many words strung together. Sometimes as many as 15 words would come out of his mouth. These people were very nice and would carry on conversations with My child. We were working on encouraging My child to say hi to begin these types of interactions and bye to end them. He was able to wave and smile.
- My child went to a Splash pad in Niagara Falls after a rugby tournament. At the beginning of the tournament, he noticed this water place that he so loves. We explained that we could not go there now, but he could ask us once rugby was over. After rugby was over he asked and away we went. He was socializing with other children and speaking to them. He was very curious and was observing everything that was going on. The experience here was very successful and we stayed an hour after the tournament. He was very successful where toileting was concerned. The only difficult part was to leave the water. This was his first experience with water other than the family and public pool. It was because of this experience that we decided to expose My child to other places where there is water. We wanted to work on transitioning home from these places.
- My child went to Marineland with grandparents to see the dolphin show, tour the park and ride the rides. My parents brought his bear with him and coloured glasses. I also sent a backpack with balloons and putty. My child enjoyed his time at Marineland and was listening to them very well. He sat through the entire show and even waited for the stands to clear before they left to go and explore the park. To transition from place to place they used a stroller since the park was so big. My child would initiate leaving the stroller to explore the exhibits and they would transition from tank to tank within the exhibit. They found that if they lead the way that My child would follow. His grandparents were also engaging My child and asking him what he wanted to see and



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he would point and in that direction they went. He pointed to a couple of places that he was not allowed to go because it was either closed or My child was too young to participate. His grandparents had no problem explaining to him that he would not be going there, but they could go somewhere else. He did not have one outburst or inappropriate behaviour. My child was also successful with his toileting skills during this 5 hour trip.

- My child also went to a restaurant for lunch before going to Marineland. At the restaurant he exhibited proper manners and skills eating very neatly. He was very polite asking for things and engaged the server and spoke to them during the meal. They found that removing troublesome objects, like salt and pepper off the table was a good strategy to avoid sensory temptation. While leaving the restaurant, My child stopped at the kitchen doors to peak in. My parents gently redirected My child to the front door and said it was time to leave and go to their van. They used verbal communication through this lunch and trip to the park. His grandparents have never taken him on his own to public places and were very comfortable with these strategies to result in a very successful outing.
- During the van ride to and from the restaurant and Marineland and home again, My child was noticing that the stop lights changed colour. When the light was green he would sign “want” and yell “pahpah go”. He knew green meant go. When the stop light changed to red he would mumble some sounds and then sign “stop” and yelled “stop” at the same time. My parents took this and expanded this further to stop signs. They would also spell stop and explain that he had to look both ways to ensure no cars were coming and then they could go. My child would consistently sign and yell “stop”. After his grandfather would look both ways, My child would consistently sign “want” and say “pahpah go”.
- My child went to the Wild Works Confederation Water Park with his mom, dad and siblings for 4 hours. Water is his favourite thing and it has been past experience that once he gets a hold of water he won’t move from it. He could play with it and in it for hours and hours. So this outing was a very big test for all the strategies we had been working on. At this park patrons can go and come as much as they want as long as they wear their wrist bands. The family was there for 4 hours and left the park twice. A stroller or wagon was not used for this outing and no other reinforcer was brought in to aid in this outing. There is a splash works, water slides, wave pool and lazy river at this park. All four of these attractions were explored more than once and we as, parents told My child when it was time to leave one attraction and go to another. We used our verbal communication and telling My child to walk beside his siblings to keep him from running from place to place. My child was very successful toileting in the park. Leaving the park for snacks was easy to do and did not require any time to make the transition out of the park. He was hungry and understood that we were coming back. He hesitated for 30 seconds when we told him we were leaving for snacks, but when we told him we were coming back, he gladly transitioned. Leaving the park for the day was the most time consuming activity of the day. It took 10 minutes to make a 4 minute walk. We remained calm and relaxed and gave My child the time to look around. I actually met a woman who was watching My child and we spoke. I left and made my way toward the exit leaving My child to stand in front of the woman. She had never met My child and she explained to him it was time to go. Within one minute of his conversation with her (he was talking to her about his day at the park), he left and transitioned easily to the vehicle and home. He talked about his time at the park the entire way home.
- My child made visits to families’ homes on a more regular basis this summer. We brought games he could play and things he could do. He was engaging with all his relatives and talking and telling them what was going on his



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in life and showing them what he was doing. He had no problem listening to directions from them and there were no inappropriate behaviours during these visits. He was also successful with his toileting skills during these times.

- My child went to Daddy's rugby games with his family to games that were held at home in Grimsby and away. He was very successful with his toileting skills on these trips and was very curious to see what was around him. He engaged with children his age and played appropriately with them. Transitioning to and from the fields was never a problem.
- My child went on several trips with his siblings and his babysitter and siblings. They went to her house and trips to the grocery store. The babysitter used verbal communication to speak and give directions to My child and he had no problems transitioning to and from these places. He was a good listener and was successful with his toileting skills on these trips.
- Went to a local winery for lunch for a family celebration. My child was very curious about his surroundings and found it difficult to sit at times. He liked to wander around and explore what was there. He listened well and was easily transitioned back to the table where he sat to each lunch and have dessert. We were there for over an hour.

Flew to Nova Scotia to have a week holiday as a family. See Photo Book of his trip.

- 10 people including himself (immediate family, Grandparents, Uncle & Cousin)
- Flew only once before two years ago (same place)
- Two hour wait in the airport both ways (Hamilton & Halifax Airports)
- Two hour drive to & from destination with stops in between
- Transitions to & from: airport, plane, cars, beach, cottage, grocery stores, Sea Festival and within these places.

Highlights on this holiday include:

- Getting undressed and dressed each morning independently before going on morning walk and includes putting clothes away and taking clothes out
- Taking a morning walk each day – first day went 100ft and wouldn't go any further and every morning after that he walked over 2km on the beach and he started and finished the walk with the same people (no glasses, no bears, no food reinforcers etc.). He didn't take any extra time to complete these walks
- Getting off the beach when it was time to go in without any effort at all.
- Exploring seaweed, shells, the waves and climbing rocks.
- Meeting and greeting new people/children and playing with them
- Tracing the Alphabet 3 times in the sand: all capitals, all small and letters printed smaller on the beach in small letters (one third the size of the first two), with precision and for 60 minutes.
- Going to Sea Festival and seeing a Shark. Also going in the bouncy tent that had a slide with Emme. They did this independently.
- Building a Sand Castle Volcano with the family.
- Surfing and Kayaking lessons with dad.
- Getting into the water waist deep and having the waves crash over him.



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- Going to Grandparents and Uncle's Cottages (#2 & #12), we were #17 and he could tell by the numbers which ones they were. Same numbers were on the back sides of the cottages.



Behaviour Management vs. Behaviour Support

Behaviour management is suggestive of one person controlling another person's behaviour through a series of externally imposed factors. Behaviour support, on the other hand, connotes an emphasis on enabling individuals to develop behaviour patterns which are productive and fulfilling for that individual. Whereas behaviour management considers how the challenges an individual presents might be modulated towards acceptability by the actions of others, behaviour support focuses on developing an individual's capacity to respond to the challenges they face in positive and valued ways. Behaviour management looks to contain a person's behaviour while behaviour support endeavours to enhance a person's repertoire of behaviour choices through proactive strategies

Behaviour Support

The notion of behaviour support is constructed around three key principles which are critical in our understanding of the them – namely:

1. Behaviour is driven by an individual's needs
 - a. Attention
 - b. Tangible
 - c. Escape
 - d. Sensory
2. Proactive strategies support positive approaches
3. Positive approaches support positive behaviour

Note: A further factor which can obscure attempts to effectively identify the need driving the challenging behaviour relates to the **shifting function** of behaviour over time. This is not an uncommon feature in the domain of challenging behaviour and can exist across a number of different time-frames.

Challenging Behaviour

The term 'challenging behaviour' is a broadly conceived term which is used to describe a wide range of behaviour patterns exhibited across many and varied settings. Essentially, the notion of 'challenging behaviour' is highly subjective and interpretations of the concept are as varied as the individuals who present them. This is because challenging behaviour is a personal construct; those behaviour patterns which challenge me may not challenge you and vice versa. As a personal construct, our individual perceptions of challenging behaviour reflect our own histories, ethics and sense of self-hood and are deeply rooted in the shared value systems and inherited structures of the communities we live in. Consequently, the concept of challenging behaviour is fluid, culturally defined and individually interpreted.

A working definition of 'challenging behaviour': episodes or patterns of behaviour which present significant risk of harm or restriction to an individual and the people around them and are likely to be severely detrimental to the quality of life experienced by those individuals and the people around them. Within this definition we might include five broad domains of behaviour – namely:

1. Violence
2. Self-injury
3. Destruction
4. Disruption
5. Excessive self-stimulation



Proactive Strategies

Proactive strategies involve the deliberate engagement of positive and ethically sound interventions which are designed to pre-empt the occurrence of challenging behaviour.

Punishment

Punishment is the introduction of negative or removal of positive stimuli to decrease a particular behaviour. Four types are:

1. Time Out
2. Extinction
3. Response Cost
4. Aversive Stimuli

“Positive Behaviour Strategies to Support Children and Young People with Autism” – Martin Hanbury, 2007

“Effective Educational Practices for Students with Autism Spectrum Disorders – Resource Guide” – MOE, 2007

“Teaching Children with Autism – Addressing Challenging Behaviours” – Jason M. Wallin, 2004

Assessment of a Challenging Behaviour

- **Identification of Challenging Behaviour:** Running in the halls at school
- **When does this behaviour occur?** On the way out to recess and the way in from recess
- **What are the needs driving this behaviour?** Have to take the two occurrences and assess them separately with respect to needs that are being communicated by the individual
 - Way out to recess – tangible need – wants to get out doors and play – he is excited. Also a sensory need – loves to play on the slide and run and be outside, needs this movement break – small part is an escape need – no expectations placed on him at recess during play time like there is in the school in a learning environment
 - Way in from recess – escape need – anxiety about transitioning with lots of people, sensory need – possibly sees other kids running and models behaviour and just loves to run.
- **Current strategy in place?** There are two and only one mentioned on IEP
 - Strategy ONE - Have him stop and retrace his steps and resume down the hall walking while holding an adult’s hand (on IEP)
 - Strategy TWO - Have him sit in a chair for a short period of time and resume down the hall. (as seen in practice on ABC Chart)
- **Why is this behaviour challenging and should anything be done about it?** He could knock down smaller kids; it is a safety issue for him and others around him. This behaviour needs to be addressed and the individual needs to change this challenging behaviour.
- **Is this behaviour challenging in other areas of his life that skills should be developed to help the individual cope?** Yes, transitioning in any place with lots of people or places where physical activities are done and then walking must be done to transition (in church going down the aisle for communion, after jiu-jitsu class is done walking across the parking lot to the vehicle, and visiting the grandparents and going to their park which is across the busy road).
- **Can these strategies be used in other places outside the place in which they are being implemented?** E.g. transitioning from a park to grandparents’ house? Strategy ONE - can be done anywhere. All the individual has to do is retrace their steps and start again. There only needs to be a supervising adult. Strategy TWO - is not portable and not practical to apply in all situations outside the school. It is difficult for the supervising adult to always carry a chair.
- **Are these short-term or long-term strategies?** The intent is for them to be short-term strategies to address the challenging behaviour and to correct the individual’s challenging behaviour of running down the hall. The strategies



immediately address the concern of the other children's safety. Strategy ONE - could actually increase the risk of other children getting hurt. This is true, because the individual is required to "walk" more steps than just walking down the length of the hall. However, this concern has been addressed by having the individual walking the same distance while holding the supervising adult's hand. Strategy TWO - mobilizes the individual for a short period of time, so that others may get passed while the individual is given time to sit and process what is required of him in terms of appropriate behaviour, which would be to walk and not run in the halls.

- **When is Strategy ONE used and when is Strategy TWO used?** ABC Chart shows the use of Strategy TWO. Strategy ONE is only named on the IEP.
- **Can you have two strategies for the same challenging behaviour?** Yes several strategies can be implemented, but how these strategies complement each other in terms of implementation and effectiveness and what the individual gains from the use of them in terms of growing their repertoire of behaviour choices should be considered.
- **What are the current limits placed on these strategies in terms of "numbers"?** Strategy ONE - How many times will the individual be made to retrace his steps? The individual could retrace the steps as many times as necessary. What is being done in practice? There is no problem with stopping and retracing steps as needed for the length of the hallway to destination. Is there a threshold of how much distance the individual must retrace? Consider that the length of the hallway is 100 ft. What if the individual walked 90ft and he began to run the last 10ft. Is the individual made to retrace the full 90ft? This may be where this strategy could show inconsistencies for the individual's learning, if the individual's challenging behaviour was ignored for the last 10ft or last 5 ft. Strategy TWO - the individual could sit in the chair as necessary. There is no retracing of steps. There is only the requirement for a supervising individual to carry the chair and follow the individual down the hall. The chair is a visual reminder to the individual that he must walk down the hall. Does the individual sit in the chair for the same amount of time each time he exhibits his challenging behaviour or is this amount of time increased? If the amount of time is increased each time, what is that increment of time and is there any limit to how high that number may increase?
- **Could there be other challenging behaviours that could be learned by the individual by the use of these strategies in these situations?** Have to consider the individual's personality and skills. Strategy ONE - the retracing of the steps could actually increase the incidence of running in the halls. The individual likes to play games and likes the attention of chase. However, the requirement to hold the supervising adult's hand could actually act as a deterrent to the individual from turning this into a game. Strategy TWO - could offer a way for the individual to escape the anxiety experienced from coming in from recess in the busy halls. This could increase the incidence of the chair being used.
- **How is success measured with these strategies?** Strategy ONE – anecdotal as noted on the IEP. Strategy TWO – ABC Chart sent home daily. Success is measured in the number of times these strategies are used in a day for each occurrence. It has not been communicated how these strategies' success is measured on a per incident basis. I.e.: the number of time the individual was required to retrace the steps or in terms of the length of the hallway. The same can be said about Strategy TWO.
- **How is the individual engaged in the use of these strategies? Is the individual an active participant or is control place on this individual?** I.e.: does he have an active role in changing their challenging behaviour? If the individual is running in the hallway, then he is "making the choice" to retrace his steps or to sit in the chair. He is aware of the consequences placed on him should he not exhibit the positive behaviour of walking down the hallway.
- **Are these strategies proactive or reactive in terms of addressing the challenging behaviour?** Both strategies are reactive. When the individual exhibits the challenging behaviour then the consequences are placed on him.
- **Are these strategies motivating to the individual for choosing a positive behaviour which is to walk down the hallway?** No; however, positive strategies can be used along with these strategies to motivate the individual to reach the end of the hallway to destination.
- **Are these strategies positive or negative?** Both strategies are negative strategies and Strategy TWO is a form of punishment for not exhibiting the positive behaviour of walking down the hall. Strategy ONE is a punishment in



terms of response cost. When the individual runs in the hallway, his independence is taken away. The individual is no longer moving forward and must retrace and go forward holding the supervising adult's hand.

- **Since these strategies have been put into place are there other challenging behaviours being exhibited?** Yes, the individual is hiding under furniture in the classroom before recess. He is also running in parking lots after jiu-jitsu class and running toward the road on the way home from the park. In the summer, considerable work was done and success was achieved in transitioning
- **What other things are known about the individual to aid in designing a proactive positive strategy to address his needs that he is communicating by exhibiting this challenging behaviour (running in the hallway) with the goal of increasing his repertoire of positive behaviour choices? (not an exhaustive list)**
 - He is very sensitive and emotional and does not like to be “waited on or waited out”
 - Does not like to have his hand held (sensory issues)
 - He is successful within his jiu-jitsu class to walk and not run
 - He understands and can be reasoned with at a developmental age of 3-4 years
 - He is motivated by his positive reinforcers
 - His weighted belt works at “centering him” i.e.: calming
 - He needs to run and be active during the day at other times
 - Receptive to Signed-English and can sign and say “stop” and can sign “wait”
 - His is able to model peers' behaviour

Suggestions for Proactive Positive Strategies to address this challenging behaviour

- Assign a peer for a buddy system – the child can model their behaviour and be behind that person
- Use of gum to give the child sensory input that distracts him from the need to escape and the need to run
- Use of the weighted belt to carry or most likely wear – sensory input – deep pressure to calm his anxiety
- Prepare him in line, that he must walk and offer positive reinforcement that if he does successfully walk the entire distance that he can do something of his choice (offer choices in forms of pictures that he can pick the activity he will do once he gets to destination)
- He picks the activity before the line begins to move and holds that card as a reminder
- Have his buddy remind him of his activity and reinforce that fact that he is walking and doing a great job
- If he does run, then have the buddy tell the child, to stop both verbally and with signs. Then sign listen and wait while saying them. Both the child and his buddy count to three on their fingers out loud and they proceed again.
- Have the child and his buddy at the end of the line so that they are not holding up traffic.
- Have the supervising adult in front of the child and his buddy modelling the appropriate behaviour.
- The supervising adult is also there for backup safety support should that become an issue.
- Have the supervising adult only comment on the positive behaviour of walking and reinforcing what he is going to do when he gets to the destination.
- When he gets to destination a big high five or “knuckles” from the buddy and the supervising adult
- Off to the activity he chose. He can give the card back to the supervising adult

Over time What are the expectations for this Strategy

- The child will no longer need the pictures, the gum, or the belt (not necessarily in that order).
- As he becomes successful on a regular basis these “extra” things could be phased out. E.g. do not give the child the gum until he reaches the destination. And gradually phase out the gum and only give it to him if he asks for it. Same can be said about the belt. Have it ready and the supervising adult can carry it and only use it when he requests it.
- The strategy should be able to be implemented immediately and is anticipated to be 100% successful within no longer than one month. The phase out process should begin at that time once he has had two weeks in a row successful with no occurrences of the challenging behaviour.



Developmental Language Milestones - My Child - School Year 2010/2011

Age	Description	Comments August 2010	Comments April 2012
6 Months			
	Responds to name	Yes - ignores like any other child not wanting to hear when he gets busy	Same - but will say "A, me" or "Me, A"
	Responds to human voices without visual cues by turning head and eyes	Has super hearing especially for music/unique sounds or food words	same
	Responds appropriately to friendly and angry tones	Yes	same
12 Months			
	Uses one or more words with meaning (this may be a fragment of a word)	Yes	same
	Understands simple instructions, especially if vocal or physical cues are given	Yes	same
	Practices inflection	All the time	same
	Is aware of the social value of speech	Yes - but difficulty with initiating things - oral motor planning & confidence issues	same - initiating more 15-20%
18 Months			
	Has vocabulary of approximately 5-20 words	July 2007 first started speaking and within a month had over 20 words	36 July 2007, 79 Sept 2009, 175 Feb 2012, 437 Apr 9, 2012
	Vocabulary made up chiefly of nouns	Yes	50% of apr 2012 approx noun, pronouns, verbs, adj make up rest
	Some echolalia (repeating a word or phrase over and over)	Not excessively unless someone says poopie or toots	will repeat words out of people's sentences when in another room
	Much jargon with emotional content	Yes	same
	Is able to follow simple command	Yes	same
2 Years			
	Can name a number of objects common to his surroundings	Yes	same - labels so much more 100% - using the correct adj, nouns
	Is able to use at least two prepositions usually chosen from in, on, under	in, on, (and understands more)	same
	Combines words into short sentences-largely noun-verb combination mean length 1.2 words	Yes	same
	Approximately 2/3 of what child says should be intelligible	Yes - uses a lot of sounds and filler words	same - some words are being pronounced correctly
	Vocabulary of approximately 150-300 words	Yes (not including signs, letters or sounds)	437 words (april 9, 2012)
	Rhythm and fluency poor	Yes	developing a stutter
	Volume and pitch of voice not yet well-controlled	He loves to play with his volume and change voices - he understands quiet & indoor voice	same, has more words that rhyme
	Can use two pronouns correctly: I, me, you	me and you when prompted	same
	My and mine are beginning to emerge	He doesn't say that, but his body language demonstrates he understands the concept	mine, most definitely
	Responds to such commands as "show me your eyes (nose, mouth, hair etc)"	Show me, point to, where is and more	same - quicker response time
3 Years			
	Use pronouns I, you, me correctly	Only when prompted	does on own, me and you
	Is using some plurals and past tenses	No	no past tenses except broken, and will put an "s" on some words
	Knows at least three prepositions, usually, in, on, under	in, on, (and understands more)	same
	Knows chief parts of the body and should be able to indicate these if not named	Yes - knows all the major body parts and things like teeth & tongue etc, but does not label all	labelling more, arm, leg, elbow, back, (but can point to most major ones)
	Handles three word sentences easily	50% of the time	75% of the time
	Has a vocabulary of approximately 900-1000 words	No	No
	About 90% of what child says should be intelligible	The words he says are that clear	same
	Verbs begin to predominate	Working on that - using to sign to augment what he doesn't verbalize	25% more verbs
	Understands most simple questions dealing with his environment and activities	Yes	same
	Relates his experiences so that they can be followed with reason	He tells stories and engages in conversations, but uses a lot of filler words	same - using more words and less filler, 25% more words
	Able to reason out such questions as "what must you do when you are sleepy, hungry or thirsty"	Yes	same
	Should be able to give sex, name, age	Never tried	nine, "me A"
	Should not be expected to answer all questions even though he understands what is expected	Yes	same - seems to respond quicker, but most part the same
4 Years			
	Knows names of familiar animals	Yes - uses generalizations like "cow" & "puppy" to label ones he does not verbalize	using more animal sounds to label, and peacock, turtle etc.
	Can use at least four prepositions or can demonstrate his understanding of their meaning	in, on, (and understands more)	same
	Names common objects in pictures books or magazines	Yes	same
	Knows one or more colours	Yes - uses generalizations like "pink" to label ones he does not verbalize	can say all but yellow and green - starting to NOT use pink ALL the time - only 25%
	Can repeat 4 digits when they are given slowly	Will point to 5 objects while someone else counts	can repeat only the numbers he says 1, 2, 3, 8, 9, 18 on regular basis
	Can usually repeat words of four syllables	Predominantly two & some three	same
	Demonstrates understanding of over and under	Yes	same
	Has most vowels and diphthongs and the consonants p, b, m, w, n well established	Yes	same - no f, l, th, v
	Often indulges in make-believe	Yes - and is beginning to initiate requesting to play this way	same
	Extensive verbalization as he carries out activities	Yes	non-stop and repeats same things
	Understands such concepts as longer, larger, when a contrast is presented	Yes	will use big and understands big and small



Developmental Language Milestones - My Child - School Year 2010/2011

Age	Description	Comments	Comments			
	Readily follows simple commands even though the stimulus objects are not in sight	Yes	same			
	Much repetition of words, phrases, syllables and even sounds	Yes	can get him to repeat or at least try to repeat words 75% of the time			
5 Years						
	Can use many descriptive words spontaneously-both adjectives and adverbs	Beginning to	no adverbs			
	Knows common opposites: big-little, hard-soft, heavy-light etc.	Yes	demonstrates a few			
	Has number concepts of 4 or more	Working on that				
	Can count to ten	Working on that	can almost put them in order			
	Speech should be completely intelligible, in spite of articulation problems	Yes for the words he verbalizes	same			
	Should have all vowels and consonants, m, p, b, h, w, k, g, t, d, n, ng, y (yellow)	80% of those	same			
	Should be able to repeat sentences as long as nine words	Has had spontaneous sentences this long with words not on his word list	same, no change			
	Should be able to define common objects in terms of use (hat, shoe, chair)	Yes he demonstrates understanding	same			
	Should be able to follow three commands given without interruption	Yes but 25% consistency	two for sure, trying to do three			
	Should have simple time concepts: morning, afternoon, night, day, later, after, while, tomorrow, yesterday, today	50% of them and working on that	50% (August must have been overstated, because it is better & we began schedule for Lauren)			
	Should be using fairly long sentences and should use some compound and complex sentences	Has had spontaneous sentences this long with words not on his word list	same, no new ones			
	Speech on the whole should be grammatically correct	Not enough words to demonstrate this	same, no change			
6 Years						
	In addition to the above consonants these should be mastered: f, v, sh, zh, th, l	No words beginning with f, v, zh, th, or l	same			
	He should have concepts of 7	Working on that	same			
	Speech should be completely intelligible and socially useful	He tells stories and engages in conversations, but uses a lot of filler words	same			
	Should be able to tell one a rather connected story about a picture, seeing relationship between objects and happenings	He tells stories and engages in conversations, but uses a lot of filler words	same			
7 Years						
	Should have mastered the consonants s-z, r, voiceless th, ch, wh, and the soft g as in George	no r, x, th, wh and soft g words to start	same			
	Should handle opposite analogies easily: girl-boy, man-woman, flies-swims, blunt-sharp, short-long, sweet-sour	Yes with 50% consistency	same			
	Understands such terms as: alike, different, beginning, end, etc.	Yes with 50% consistency	same			
	Should be able to tell the time to quarter hour	Working on that on digital clock	same			
	Should be able to do simple reading and to write or print many words	Can trace words - fine motor delays, motor planning etc. Can match letters to make words	same			
8 Years						
	Can relate rather involved accounts or events, many of which occurred at some time in the past	He tells stories and engages in conversations, but uses a lot of filler words	same			
	Complex and compound sentences should be used easily	Not enough words to demonstrate this	same			
	Should be few lapses in grammatical constructions-tense, pronouns, plurals	Not enough words to demonstrate this	same			
	All speech sounds, including consonant blends should be established	Not enough words to demonstrate this	same			
	Should be reading with considerable ease and now writing simple compositions	Has demonstrated ability to spell and read - iPod music, and verbal spelling	same			
	Social amenities should be present in his speech in appropriate situations	Not enough words to demonstrate this	same			
	Control of rate, pitch, and volume are generally well and appropriately established	He is experimenting with this	same			
	Follows fairly complex directions with little repetition	Has demonstrated spontaneous ability to do this - not consistent and sporadic	same			
	Has well developed time and number concepts	Not enough words to demonstrate this	same			
	<p>This is not an exhaustive list and is intended to give an idea of how all over the place his language development is. His development in this area is very similar to his development in other areas like gross and fine motor skills.</p> <p>http://www.childdevelopmentinfo.com/development/language_development.shtml</p>					



My Child's Word List - March 28, 2012

Number	Word	Number	Word	Number	Word	Number	Word
1	A	58	Blow (bow)	115	Chunk	172	Duck
2	Achoo	59	Blue (boo) (blue)	116	Church (chooch)	173	Dump Truck (dump)
3	Again (gen) [soft g] (again)	60	Boat	117	Circle (sircle)	174	Dude
4	Alley	61	Board	118	Clamp (camp)	175	Eagle
5	All gone	62	Body	119	Class (cass)	176	Ear
6	Allowed (awowed)	63	Boing	120	Clay	177	Easy
7	Am	64	Boink	121	Clean (keen)	178	Eat
8	Amen (Amo) (Elmo)	65	Bones	122	Clock (cock)	179	Egg
9	Angry (grrrr)	66	Boo [may sound like poo]	123	Close	180	Eight
10	Angus (me) (Angie) [hard g]	67	Book	124	Clothes	181	Eighteen
11	Anita (Neetaw)	68	Boot	125	Clouds (cloucks)	182	Eighty
12	Annoying (een-o-in)	69	Boots	126	Cloudy (cowy)	183	Elbow
13	Ant (oint) (ant)	70	Boss	127	Coat (coak)	184	Elmo
14	April (epril)	71	Bounce	128	Cocoa	185	Emma
15	Apple (nana) (apple)	72	Bow	129	Coffee (tea)	186	Emme
16	Arc [copied game saying it]	73	Bowl	130	Cold (hot) [he will shiver] (coak)	187	Empty
17	Arm	74	Bridge (tent) (bidge)	131	Collander (dump)	188	Eric (ache)
18	Around (round)	75	Bright (bight)	132	Come	189	Erin (Teenie E)
19	Art	76	Broken (braken)	133	Cook	190	Eye
20	As	77	Brown (bown)	134	Cool	191	Excuse me (suuse, me)
21	Ask	78	Bruises	135	Corn	192	Exit
22	At	79	Bubble (pop)	136	Cot	193	Face (sace) (face)
23	Baby	80	Bug (bee)	137	Couch (Cowk)	194	Fall (sall)
24	Back	81	Bum	138	Cow	195	Fart (dark) (dart)
25	Backpack	82	Bump	139	Cream/lotion (keeme)	196	Father (fadda)
26	Bacon (Bake-on)	83	Bumpy	140	Creek (keek)	197	Feet
27	Bad	84	Bun	141	Croc	198	Fig (sig)
28	Bag	85	Bunny	142	Crying	199	Finger (singorn)
29	Bake	86	Burp	143	Cube	200	Fish (fis)
30	Ball	87	Bus (pina) (bus)	144	Cup	201	Five
31	Balloon (pop)	88	Busy	145	Cut	202	Flush (sus)
32	Banana (nana)	89	Butt	146	Daddy	203	Fog (sog)
33	Bang	90	Butter (cheese) (but) (buddy)	147	Dark	204	Foot
34	Bank [piggy bank]	91	Bye (bar)	148	Dave [Uncle] (dass) (dav)	205	Four (par) (or)
35	Bar	92	Cain [JK classmate]	149	Day	206	Frog (hop)
36	Base	93	Cake	150	Deacon [family dog]	207	Frozen Juice Box (nummy)
37	Bat	94	Call	151	Deck	208	Funny (bunny) (sunny) (funny)
38	Bathing suit	95	Camp	152	Deer	209	Game
39	Bay	96	Candy (kiwi) (candy)	153	Diamond	210	Gi [jiu-jitsu uniform]
40	Be	97	Car	154	Ding	211	Gigi [doll/person]
41	Bead	98	Cart	155	Dip	212	Girl (teenie)
42	Bear (bar)	99	Cat (meow) (cat)	156	Ditch	213	Glass (gas)
43	Bed	100	Cecil	157	Do	214	Glue (kue)
44	Bee	101	Chair (chore)	158	Dock (doak)	215	Go
45	Beep	102	Change	159	Dog	216	Gone
46	Bell (bar)	103	Chase	160	Doink	217	Good
47	Belt	104	Check	161	Dojo	218	Good Night (good nigh)
48	Bench	105	Cheek	162	Done	219	Goose
49	Bend	106	Cheep [sound bird makes]	163	Donkey (hee haw)	220	Grandpa (pahpa)
50	Big	107	Cheese	164	Donut (doint)	221	Grape (gape)
51	Bike	108	Cheesies	165	Door	222	Grey (gay) (bay)
52	Bikini (kini)	109	Cheetah	166	Dot	223	Green (geen)
53	Bin	110	Chicken (coup/kook)	167	Dough (sough) (dough)	224	Gross (go-se)
54	Bird (tweet)	111	Chin	168	Down	225	Guitar (tar)
55	Birthday (cake)	112	Chip (cheap)	169	Dress	226	Gum
56	Black (back)	113	Christine (teen)	170	Drink (dwink) (dink)	227	Gummy
57	Blanket (banken)	114	Christmas (ho ho)	171	Drum (dum)	228	Gym



My Child's Word List - March 28, 2012

Number	Word	Number	Word	Number	Word	Number	Word
229	Had	286	Jam	343	Milk	400	Paige
230	Hair (puppy)	287	Jeep	344	Mine	401	Paint
231	Hall	288	Jess (Tupe)	345	Mint	402	Pan
232	Ham	289	Joke	346	Mollie [dog we met at the park]	403	Pancake
233	Hand	290	Jesus	347	Mommy	404	Pants
234	Happy	291	Jim	348	Money	405	Papa
235	Hard	292	Jiu-jitsu	349	Monkey (money) (monik)	406	paper (papo)
236	Has	293	John	350	Moo	407	Park
237	Hat	294	Juice	351	Moon	408	Party
238	Hawk (wak)	295	Jump	352	Moose	409	pass (poss)
239	Hay	296	Jumpy (dumpy)	353	Mop	410	Paste
240	Head	297	June	354	Mouse	411	Paw
241	Heart (art) (hot) (heart)	298	Karate	355	Mouth	412	Peace [sign of peace at church]
242	Helmet (hellmie)	299	Keep	356	move (mube)	413	Peach (peas)
243	Help	300	Key	357	Money	414	Peacock (keycock)
244	Helper (helpo)	301	King	358	Mrs. Metelsky (sky)	415	Peanut
245	Here (har)	302	Kiss	359	Mud	416	Pear (par)
246	Hey	303	Kite	360	Muscle	417	Peas
247	Pie (par)	304	Kitty	361	My	418	Pee
248	Pieces	305	Kiwi	362	Nap	419	Peep
249	Hi (har)	306	Knee	363	Name	420	Pen (pain) (pen)
250	Hill (wee)	307	Knife (owie) (knife)	364	Neck	421	Penny
251	Him	308	Knob	365	Need	422	People
252	Hip	309	Knock	366	Needle	423	Pepper
253	His	310	Konk [to bang one's head]	367	Nest	424	Pet
254	Hit	311	Late (wate)	368	Net	425	Peter (peetaw)
255	Hockey (hotchey) (hockey)	312	Later (wate)	369	New	426	Phone (sone)
256	Ho Ho [Christmas/Santa]	313	Lauren (huke)	370	Nice	427	Pig (oink) (pig)
257	Hole	314	Leg	371	Nick	428	Pillow (teetow)
258	Holy (honey)	315	Level (wewel)	372	Night	429	Pin
259	Home	316	Light (wight)	373	Night Night (nigh nigh)	430	Pina
260	Homework	317	Lime (mine)	374	Nine	431	Pinch
261	Honey	318	Lion (ion) (roar)	375	Nintendo Wii (game)	432	Pineapple (appo) (apple)
262	Hooray	319	Lips	376	No	433	Pink
263	Honk	320	Lock	377	Noise	434	Pit
264	Hood (hoot) [same "o" as hood]	321	Lolipop (pop)	378	Nose	435	Pause
265	Hook	322	Loop	379	Not	436	Pizza (eatza)
266	Hop	323	Loud (owie ear) (loud)	380	Now	437	Plane (pane)
267	Horse (nay)	324	Luke (huke)	381	Nurse	438	Plate (pate)
268	Hose (hoke)	325	Lunch	382	Nut	439	Play (pay)
269	Hot	326	Malcolm	383	Octagon (octegon)	440	Please (pease)
270	House	327	Mad (grrrrr) (mad)	384	Off (on) (off)	441	Plug (pug)
271	Hug	328	Madam (dam)	385	On	442	Plum (pawm) (pum)
272	Hut	329	Make	386	One (un)	443	Poke
273	Ice (ace)	330	Mall	387	Onion (onknee)	444	Pond
274	Ice Cream	331	Mama	388	Oops	445	Pool (in) (pool) (pull)
275	Igloo	332	Mango (me-gone) (mango)	389	Open (opo)	446	Poopie/Poop
276	In	333	Map	390	Orange	447	Pop
277	I need [treats as one word]	334	March	391	Ouchy	448	Popcorn
278	Ink	335	Mat	392	Our	449	Popsicle (nummy)
279	Into	336	May (nay)	393	Out (in) (out)	450	Pot
280	iPad (game) (pad)	337	Me	394	Oval (oo) (oval)	451	Potato (tato)
281	Is	338	Meat	395	Ow	452	Power Cord (pug) (pull)
282	I say [treats as one word]	339	Mess	396	Opa (pahpah)	453	Presents (ho ho)
283	It	340	Messy (mussy)	397	Pack	454	Pudding (creamy)
284	Itchy	341	Mice	398	Pad	455	Pull
285	Jack	342	Michelle (sar)	399	Page	456	Pump



My Child's Word List - March 28, 2012

Number	Word	Number	Word	Number	Word	Number	Word
457	Punch	514	Smack	571	Teeth	628	Watch (wat) (watch)
458	Puppy	515	Snack	572	Ten (tain) (ten)	629	Water
459	Purse	516	Snake (sink)	573	Tent	630	Waterslide (wee) (wee park)
460	Push (pull) (puss)	517	Sneeze (neeze)	574	Thank-you (sank you)	631	Way
461	Put	518	Snow (so)	575	That (dat)	632	We
462	Quack (kack)	519	So	576	Thirty	633	What (wat)
463	Queen (keen)	520	Soak	577	This	634	Where
465	Rachel (Rae)	522	Shape (sape)	579	Thumb (sum)	636	Who
466	Rain (nain)	523	Space	580	Tickle (tuh tuh tinkle)	637	Whoa
467	Rake	524	Spend (pend)	581	Tight	638	Why
468	Rat	525	Soccer (sockie)	582	Time	639	Window (winwow)
469	Read (weed)	526	Socks	583	Tina	640	Wipe
470	Red (wed)	527	Soft (sot)	584	Tinkler	641	Wood
471	Ribbit ribbit [sound a frog makes]	528	Some	585	To	642	Word
472	Rig	529	Song	586	Toast	643	Work
473	Road	530	Soon	587	Toe	644	Wow
474	Rock	531	Soup	588	Tom	645	Yarn
475	Rocky	532	Spit	589	Tongue	646	You
476	Roll	533	Spoon (poon)	590	Toonie	647	Yours
477	Rope	534	Squeeze (skeeze) (keek)	591	Toot	648	Yo Yo (wo wo)
478	Row	535	Stand	592	Tooth	649	Yellow (wellow)
479	Rugby (gone-knee)	536	Staple (aple)	593	Top	650	Yuck
480	Run (nun)	537	Star (star) (dar)	594	Touch	651	Yummy
481	Sad [he will sniff] (sad)	538	Stay	595	Towel	652	Zippy
482	Said	539	Stink	596	Town	653	Zoe
483	Sakes	540	Stinkie	597	Turn	654	Zoo (soo)
484	Salt	541	Stomp	598	Trace (tace)	655	Zuchini (keenie)
485	Same	542	Stone	599	Track (talk) (tack)	656	
486	Santa (ho ho)	543	Stop (go) (sop)	600	Trailer (bum on)	657	binki
487	Sat	544	Stove	601	Train (tain)	658	Pick
488	Sauce	545	Straight	602	Trampoline (Jumpy)	659	rose
489	Sausage (saucy)	546	Strum (tum)	603	Treat (teat)	660	sick
490	Say	547	Stuck	604	Tree	661	slippery (slippy)
491	School (pina)	548	Suck	605	Truck, pick-up (car) (truck)	662	token (toke)
492	Scissors	549	Suit	606	Truck, transport (mack)	663	trade
493	Sea gull	550	Sun	607	Trunk (sunk)	664	wagon
494	Sean (john) (sawn)	551	Sunny	608	Tub	665	
495	Seat	552	Supper	609	Tummy	666	
496	See	553	Swan (swen)	610	Turtle (teatle)	667	
497	Seed	554	Sweet (seat)	611	TV (TG)	668	
498	Seek [will say for hide & seek]	555	Swing (sing)	612	Twenty	669	
499	Set	556	Table	613	Two	670	
500	Shake (sake)	557	Tag	614	Uh Oh	671	
501	Shape	558	Tail (bum)	615	Under (unnie) (under)	672	
502	Shell (saw)	559	Take	616	Up	673	
503	Shoe (sue)	560	Tall	617	Us	674	
504	Sing	561	Talk	618	Vitamin C (see)	675	
505	Sink	562	Tammy	619	Wack (wake)	676	
506	Sit (butt) (sit)	563	Tan	620	Wah Wah [crying]	677	
507	Six (sick)	564	Tank	621	Wait (wake) (wait)	678	
508	Shark	565	Tape (ape)	622	Waiting	679	
509	Sledding (wee)	566	Taste (tate)	623	Wake	680	
510	Sleep [he will snore] (seep)	567	Tattoo	624	Wall	681	
511	Sleepy	568	Tea	625	Wally [it's a movie]	682	
512	Slide (wee) (side)	569	Teacher (teater)	626	Walk	683	
513	Slow (so)	570	Ted [JK classmate]	627	Was	684	



My Child – 2010/2011 School Year – My child as a Learner

My child needs to be challenged or he will get bored and behaviours will start. He can easily be redirected to stay on task and needs gentle reminders in the beginning to stay on task. It is very important that the person he works with earns his trust and respect. He is very sensitive to emotions and other people's feelings towards him. He will not perform for someone who does not believe that he can do something. He needs encouragement and praise. It is imperative that the person teaching him and people around him have patience and remain calm. If someone is sending him a mixed message by not matching their emotions with their body language and words, My child will pick up on that. He is very sensitive and intuitive in this respect. My child needs to know that what he is doing is purposeful and he likes to be spoken to have things explained to him.

My child can sit and attend for 90 minutes. My child is capable of problem solving and figuring things out for himself. Sometimes My child requires extra time to process what is being asked of him. He can generalize skills and apply his skills to other activities and geographical locations. He has the patience and perseverance that allows him to figure things out. He has a tendency to "rush through" things by skipping steps; consequently, he must be reminded to take his time and follow the steps. Giving him encouragement that he can do it, is very helpful in a time like this.

My child does not like to be rushed. He is beginning to rush or hurry with the other children to get ready. We are actually practicing this skill at home, but have to be careful that he does not get frustrated with keeping up. We have been practicing this skill with getting undressed and dressed for bed. It is important to work on the speed of his skills, and we try to keep it fun and reward with lots of cheering and praise. During the process there is a lot of encouragement and direction.

He is not a rigid person and can handle being out of routine very easily. He must be spoken to and it is always a good practice to tell My child when the schedule is out of routine. It is also a good practice to prepare My child for transitions. Give him a countdown that he has two minutes before you are changing to a new activity or before the recess bell rings. If he is doing something he likes such as playing on the computer, playing with water or other sensory activities, My child must be warned when his time is almost up. It is also very helpful to tell him at that time what it is he is going to be doing. My child is such a complex child. He doesn't have all the words to express himself and he doesn't always have the body language to let someone know all these complex things about him. He has wants and needs and requires that the person working with him acknowledge those wants and needs. It is not that this person should give in to his every whim. However, his wants and needs should be addressed and a person should be willing to negotiate with My child on how to incorporate those if possible. It is best that one person work with him and really get to know him. He does not get attached to one person and is very receptive to working with many people and is very social. He is eager to learn and will produce positive results for the "right" person.

My child should not be defined by his past behaviours. He went through a difficult period where he would get upset and scream, throw things, hit people, tantrum and run away or flop to the floor. Please refer to "Strategies for Success" on how these behaviours can be avoided. Transitioning has always been a difficult time for My child. He has a lot of anxiety and often doesn't want to stop what he is currently doing to move on. He should be approached with patience and only one person (adult) should be involved in giving him direction. Often reminding him when something is coming to an end and having the next activity prepared and waiting will help avoid any behaviours or frustration that could



My Child – 2010/2011 School Year – My child as a Learner

occur when transitioning between activities. During this summer he has changed and grown. He has changed and developed past these behaviours. They no longer define him as a learner, but they do still exist once in a while.

He needs exposure to skills and things. As the rugby example proves, he is full of surprises and on many occasions new skills will just emerge with no practicing. Sometimes new skills emerge with much practice and sometimes no practice and only exposure is necessary. We have not yet been able to determine a pattern of which works for what, so we often follow his lead and keep things happy and fun. We give My child verbal direction and cues when the activities/work etc. are done and reminding him what he has to do to complete them.

He needs to be spoken to and given the opportunity to speak back. He always gains more verbal skills during the summer and it is during these months that we are talking to him constantly. This summer was different than any other summer in the past, because he has been initiating verbal skills as well as other skills. We keep building on what he is doing and trying to extend his skills further by extending his learning by “taking him another step or two past what he is doing”.

He may lose a skill as quickly as it came. However, the skill is not lost. He just may stop using an acquired skill. Not sure why this happens but it does and it always has come back at a later date. It could take a day, week, or up to a year or two, but they do appear again. My child is not a risk taker and is very conservative. Consequently his confidence needs to be built up. By building on what he knows and encouraging him to extend himself he can realize a success and accept that trying was good enough and not seen as a failure. He has had more skills emerge more from his own practicing and initiative than any other period in his 7.5 years.

Below are examples of activities that My child can do in terms of Fine Motor, Gross Motor, Sensory and Communication Skills. There are 10 examples in each section for a total of 40 activities. Also included in these sections are Details about My child and how these activities can be extended to challenge him and what language could be encouraged during it. It is important to let him make mistakes and learn from them as much as it is for him to have successes. Use verbal prompting and direction to help him when he needs to be redirected and encouraged. Try to encourage him to use the words he knows as often as you can fit them in and extend him to using new words. Below is not an exhaustive list, but will hopefully give the person working with My child ideas on what he likes and these ideas help new ideas emerge to further My child’ learning.

Fine Motor Skills (see also Fine Motor Checklist & Fine Motor Skills Weekly Observation Sheet)

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My Child – 2010/2011 School Year – My child as a Learner

Skill	Details about My child	Challenge	Encourage Language
Cutting with Scissors	Can cut straight lines & simple shapes	Cut more complex shapes and objects	Cut Scissors Paper "Item cutting out"
Drawing and Colouring	Can use pencils, markers, chalk etc. to draw on various surfaces.	Draw a full person with all the major body parts (stick person at first)	"Body Parts"
Finger Painting	Finger paints with paint and other mediums.	Have him trace letters, numbers, shapes and pictures etc. Have him independently paint things.	"Shapes" "Colours" "Size" Fingers Paint "medium"
Folding Paper	Can make a fold	Make a paper airplane. Have one already built and take it apart and guide him through the steps. Try to fly it after each step and tell him to keep going until it flies.	Paper Fold Half Right Left Press
Manipulating Computer Mouse	Can manipulate the computer mouse and has mastered a game at school.	Continue with that game and build skills with another game.	Start/Stop On Click Right/Left
Opening Containers and various things (screw cap, lift lid, zipper bags, button closed containers etc.)	Can open various types of containers and bags	Sorting different items in different containers. Can extend this by making sure only 2 or 3 of something go in.	"item" "Container" In Open
Painting	He can hold a paint brush and paint on paper	Draw a picture with pencil and have him paint over it, using the appropriate colours. Also have him paint a picture of an object that you have asked.	Paint Brush On "Colours" "Shapes" "Size"
Rolling Dough, Playdoh, Clay etc.	Roll a ball in between two hands	Roll out a snake on the table and form letters, numbers and shapes etc.	Roll Cut "letter, number, shape"
Stacking Wooden Blocks	Build a simple tower	More complex structure like a bridge (copy an already built structure from actual and then picture of one)	On top Beside Put Blocks Bridge/"Structure"
Stringing beads	Small & large beads of varying colours and shapes	Sort the beads and make patterns (copy an existing string of beads)	"Colours, Shape, Size" "Textures" On/Pull

Gross Motor Skills (see Gross Motor Information & Activities)



My Child – 2010/2011 School Year – My child as a Learner

Skill	Details about My child	Challenge	Encourage Language
Balancing – walking on a beam	He can walk on a 2x4 on the ground blind folded.	Have him carry a long pole or heavy object. Or walk on beam he has to step up and down from.	Walk/Straight Up/Down Balance
Catching & throwing	He can consistently with precision throw. He has caught, but on an inconsistent basis	Catching various things. Start with a balloon that gives him time to process and works towards catching something heavier.	Ready Throw Catch Ball/Balloon/etc. Go/Stop
Crab walk & bear walk	Can do both depending on the day. Does this best when demonstrated first.	Work on speed and switching between the two. Perhaps having a race.	Crab Walk Bear Walk Go/Stop
Crawling, walking, balancing, jumping, going over and under objects	It is best to follow someone the first time through. There is some trouble with following from beginning to end and not back tracking or getting stuck on one section.	Combining movements in an obstacle course – can be extending into learning by finding letters etc.	“Verbs” “Prepositions” “Nouns” “Adjectives” “Directions”
Jumping on trampoline	He loves to run and jump. We play games to improve eye contact and imitating.	Extend learning by imitating animals that jump and having him pick which ones do and copying them.	“Verbs” “Nouns” Stop/Start
Jumping rope	He likes to jump rope held by someone else.	Encouraging and teaching him to turn the rope and jump himself.	Jump Up/Down Turn/Rope
Riding a tricycle – needs training wheels on a big bike	He has an interest in wanting to learn to ride a bike and is pushing one around at home.	Learning to ride a bike	On/Off Up/Down Pedal/Push Feet
Tumbling (summersault, rolling)	He has tried doing a summersault and can roll on his side.	Encourage and teach him to do a forward summersault.	Stand Bend Touch Ground/Floor Tuck in head Roll over
Wheel barrel	He likes to do this.	Work on speed and going over various surfaces of slightly different heights.	Lay Down Arms Up Give/Feet Go/Stop
Yoga & Stretching	He can currently copy consistently 5 movements in a row.	Encouraging bilateral movement – increasing memory and recall (have him copy one movement, then adding on to it)	Up/Down Left/Right Stretch Bend

Sensory Skills (see Sensory Checklist & Sensory Diet Activities)



My Child – 2010/2011 School Year – My child as a Learner

Skill	Details about My child	Challenge	Encourage Language
Cold vs. Warm	Two bowls of water with opposite temperatures. Put one hand in each bowl for a couple seconds then switch hands. Repeat this for several times.	Have him feel the water first and then have him tell you which one is cold or "hot". Play games with sorting and choosing what is asked out of the water.	Cold/Hot Find Give "Objects/letters etc."
Conducting music	He loves a variety of music. Classical music or music with fast movements and changes in volume works the best for this.	At first moving both hands the same way and encouraging him to use his hands to follow the change in volume.	Music On/Off Soft/Loud
Exploring Smells	He can breathe in to smell, but 25% of the time he will breathe out.	Use 3 to 5 different smells (essential oils) and put one each in a bag. Put a picture of the smell on the front and after smelling them, ask My child to pick the smell.	Smell Breathe Open/Close Bag Choose/Show/Pick
Exploring textures	He shies away from rough textures like sand paper and will explore most other textures with his hands or bottom of his feet.	Glue pieces of varying textures to make a picture. Have My child explore and describe the textures.	On Glue "Textures" "Picture"
Listening to Animal Sounds	He can name two of the animal sounds (cow, pig, chicken and dog)	Work on the consistency of identifying these sounds using the actual recorded sounds.	Listen Wait Tell me "Animal"
Looking at Art	Exploring colours and shapes.	Letters and other things he is learning can be hidden in Art, like "Finding Waldo".	"Shapes" "Colours" "Hidden Objects/Things"
Magic mud, gelatine	He loves to play in these slimy textures. Likes to watch it fall from his fingers and squeezing it.	Finding things/objects in it and counting it, explaining it, sorting it etc.	Found it "Hidden Objects/Things" "Colours" "Shapes"
Making Colours	My child likes to mix and experiment with liquids and other sensory material	Introduce that blue and yellow make green, red and yellow make orange and red and blue make purple.	Mix "Colours" In
Reaching in a bag and matching objects just from feel	This works really well with objects that are very dissimilar in terms of size, shape and texture.	Start with two pairs of very dissimilar objects and work up to five pairs. As this activity progresses, make the objects less dissimilar.	Reach in Choose Found it "Hidden Objects/Things" "Attributes"
Walking barefoot on Sensory Path	Having different textures like carpet, linoleum, mats etc. placed in a line.	Finding letters, numbers etc. along the path and collecting them.	Walk Go/Stop Pick it Up/Find

Communication Skills (see Increasing My child' Vocabulary & Communication Skills for specific goals)



My Child – 2010/2011 School Year – My child as a Learner

Skill	Details about My child	Challenge	Encourage Language
Choice Making	He can consistently make choices between two.	Using Animal Pictures/Flashcards have him choose between 2 on which sound you/he make. Extend choice to up to 5.	"Animals" "Animal Sound" Choose Point
Copy/Imitating	Making faces or copying sounds or movements.	"Simon Says" type games where you have him copy what you do/say and can be applied in all skill areas.	Your Turn/My Turn Copy
Eye contact	We have been working on this since My child was 18 months with "people games"	He is more engaged when requesting, so try to not acknowledge request unless you have eye contact.	Look at me "verbalize request" Want/Need
Joint attention	When he is requesting something he demonstrates this skill 100% of the time if he remains calm.	Play a game/activity that has many stops and starts. Have him request the start. You control the "stop".	Stop/Go "Game" 1,2,3...Go 3,2,1...Stop
Listening	If you put your hand to your ear and ask him to listen he will do the same and listen.	Listening to sounds outside or indoors and explaining them and/or copying.	Listen Do you hear "Sounds"
Predicting	After a couple of times playing a familiar game or doing a familiar activity we test this skill by letting him take the lead.	While playing a familiar game/activity make "mistakes" and have him correct you.	Uh oh Oops Help me "correct word/action"
Sharing	Sharing is similar to turn taking and requires more waiting and less turns.	While painting or drawing a picture, have him share the colours.	Give me May I have "item"
Turn taking	He is very good at taking a few turns in a row consistently. The waiting during extended periods becomes more difficult.	Playing the game of Perfection, take turns putting in the pieces. Do this for the full 25 pieces.	My turn/your turn Wait Look Listen
Waiting	Everything we do requires waiting. Increased skill here will also help his patience levels and alleviate frustrations.	Play a waiting game where you count to one and proceed. Extend the game to counting to two and then up to 10. Any game that is fun and engaging will work.	Stop Wait Go Count "numbers" "Game/Activity"
Volume Control	He loves to turn up and down the volume on the radio. Likes to hear changes in volume in others' voice during songs and play.	Sing a song or tell a story where there are quiet and loud parts and use words he knows so that he can actively participate.	Quiet/Loud Shhhh Indoor voice Outdoor voice Yell/Whisper



My Child – 2010/2011 School Year – Gross Motor Information & Activities

Gross Motor Output entails the use of large muscles for participating in athletic events and accomplishing a range of other activities. To perform adequately in physical activity a child must be able to form judgments regarding various kinds of incoming data and respond quickly with appropriate and accurate muscle movements. While in the process of a motor activity the individual must make use of ongoing sensory feedback.

Gross motor memory is vital at this stage as it allows a child to recall the muscular steps used in the past for successful performance. Numerous muscles and muscles groups must be properly and rapidly engaged, so that the right muscles are accomplishing the appropriate necessary steps at the right time. For Some children these processes can be nearly instinctive and for other continual training and discipline will be required.

Functions	Description	Comments
Sense of body position	Perceiving the location of the body in a static position, balance.	Has had problems with fluid in both ears, with the left being the worse. He used to fall for apparently no reason. He currently has not been experiencing this unless he is tired, sick, or it is winter time.
Kinetic sense	Keeping track of body movement while in the middle of a motor activity (eg. Jumping, hopping etc.)	He loves to jump and hop and we are currently working with integrating hopping on one foot. He is also extending his abilities with marching with straight and bent legs.
Visual-spatial processing	Perceiving the timing and predicting in the spatial domain. (eg. Judging trajectories for catching & throwing)	He is very good at throwing and has great aim and is a strong thrower. His problems with catching are related to motor planning, co-ordination of muscle groups & motor memory. He has great eye hand co-ordination and is further exploring this with his iPad/iPod activities and rugby.
Verbal-motor integration	Translating verbal inputs into desired responses (eg. Difficulty following instruction from a coach)	He requires time to process instructions and consider his wants with those instructions. He does not have the verbal ability yet to counter instructions (with the general whining and complaining children offer up when instructed to do something that they may not want to do)



My Child – 2010/2011 School Year – Gross Motor Information & Activities

Functions	Description	Comments
Motor Planning	Previewing outcomes and selecting motor strategies to meet a motor challenge (eg. Climbing up the swimming pool slide and turning around to sit in a small space)	There are certain gross motor activities that we have said that My child is conservative. We state that he needs to practice. This is where this function comes into play. He does need practice in those skills he is hesitant to do things like step down the stairs with alternating feet.
Co-ordination of muscle groups	Allocating muscles to specific task roles and/or synchronization of muscles during activities.	This is where bi-lateral co-ordination of his muscles comes into play. He has always been weak in this area. This summer he learned to swim and kick his legs and arms alternately to propel himself through the water. He has also had trouble with co-ordinating upper and lower body and needs more practice doing activities that practice and challenge him in this area.
Motor memory	The ability to recall accurately and quickly the sequences of muscle movements needs for a specific skill.	As mentioned above, My child has actually caught balls and balloons, but cannot do this consistently. And when he does it, it is just out of the blue. Perhaps practicing this with balloons and lighter objects to give him time to process the sequences to be successful in catching. Also, rolling the ball on the floor and catching it is another way to practice this skill. Catching using a basket or a net would be something to explore. He likes to hold onto things and has sensory issues with his hands.



My Child – 2010/2011 School Year – Gross Motor Information & Activities

Functions	Description	Comments
Tone control	Developing appropriate muscle tone and strength.	He loves to swim, jump and run and just being active. We have also got him doing yoga type activities that work on strength as well as challenging his ability to copy. We use games like Simon says and incorporate this type of play when observing the world (eg...fly like the birds, sway like the trees blowing in the wind)
Monitoring	Evaluating how effectively muscle performance is proceeding during activities	Not sure what to comment here.

It is very important to My child' overall development to provide various gross motor experiences to develop the following:

- Balancing
- Bouncing
- Bending
- Catching
- Crawling
- Climbing
- Curling
- Galloping
- Hanging
- Hopping
- Hitting
- Jumping
- Kicking
- Leaping
- Lifting
- Pulling
- Punching
- Pushing
- Running
- Rolling
- Sliding
- Shaking
- Skipping
- Stepping
- Swaying
- Stretching
- Swinging
- Throwing
- Twisting
- Turning
- Tumbling
- Walking

Note: In addition to Gross Motor Delays, 60% of the identified children also have problems with speech, short attention span, poor listening, poor self concept, abnormal or unacceptable behaviour and learning problems. (www.ehlt.flinders.edu.au/education/DLiT/2000/FINAL/grossmotors.htm)



My Child - 2010/2011 School Year - Fine Motor Checklist

Age of Typical Skill Development	Aug-10		First Report Card	
	Success	Comments	Success	Comments
0-12 Months				
hands most often remain closed	yes			
has grasp reflex (grasps objects involuntarily if placed in palm)	yes			
reaches for ("swipes at") objects inaccurately	yes			
clasps hands together often	yes			
begins purposeful, visually directed reaching	yes			
can hold small objects in hand	yes			
can transfer objects from one hand to the other	no	not always co-ordinated		
can pick up cube/medium sized object easily	yes			
develops accurate forward and side reach	yes			
"rakes" or "scoops" small objects to pick them up	no	not always co-ordinated		
intentionally able to drop/release objects	yes			
able to pick up small objects using thumb and finger/fingers (pinser grip)	yes			
pokes and/or points with index finger	no	not always shows the strength		
1-2 Years				
holds crayon with whole hand, thumb up	yes	does this if he gets tired		
holds crayon with thumb and all fingers, forearm turned so thumb is pointing down	yes	does this if he gets tired		
puts on shoes, socks, and shorts; takes off shoes and socks	no	not consistently		
can use a spoon by himself, keeping it upright	no	not consistently		
can draw and copy a vertical line	no	not consistently copy		
strings large beads	yes			
snips paper with scissors	yes			
rolls clay/playdoh into "snake"	no	not consistently		
can draw and copy a horizontal line	no	not consistently copy		
3-4 Years				
able to complete simple puzzles	no	wooden yes, not traditional		
can build a tower of nine small blocks or more	no	not consistently		



My Child - 2010/2011 School Year - Fine Motor Checklist

Age of Typical Skill Development	Aug-10		First Report Card	
	Success	Comments	Success	Comments
can get himself dressed/undressed independently; only needs help with buttons; still confuses front/back for clothes, and right/left for shoes	no	shoes & socks no		
can feed himself with little or no spilling, drinks from a cup/glass with one hand	no	not consistently		
can pour his own drink from a pitcher if not too heavy	yes			
can place small pegs into small holes	yes			
able to string small beads	no	not consistently		
can hold a pencil with a "tripod grasp" (3 fingers), but moves forearm and wrist to write/draw/color	no	gets tired & resorts other grips		
4-5 Years				
can use scissors to follow and cut both straight and curved lines	no	not consistently curved		
can manage buttons, zippers, and snaps completely	no	not buttons & snaps		
can draw and copy a cross (one vertical and one horizontal intersecting lines)	yes			
can hold fork using his fingers	yes			
can feed himself soup with little or no spilling	no	not consistently		
folds paper in half, making sure the edges meet	no	never tried		
puts a key in a lock and opens it	no	not consistently		
5-6 Years				
can get dressed completely by himself, and usually tie shoelaces	no	only shirt, underwear, shorts		
cuts square, triangle, circle, and simple pictures with scissors	no	never tried		
uses a knife to spread food items (jelly, peanut butter, mayo etc.), uses a dull knife to cut soft foods	no	has attempted		
able to draw and copy a diagonal line	no	consistently copies		
uses a "tripod grasp" on writing utensils (thumb & tips of 1st two fingers)	no	gets tired & resorts other grips		
can build a five block "bridge"	no	never tried		
sufficient bilateral hand coordination to cut out complex pictures, accurately following the outline	no	never tried		
able to copy a sequence of letters or numbers correctly	no	can trace them		



My Child - 2010/2011 - School Year - Sensory Checklist

	Avoids	Seeks	Mixed	Neutral	Comments
Touch					
Being touched on some body parts, hugs & cuddles				yes	don't grab his hands or arms & he has sensitive feet
Certain clothing/fabrics				yes	typical tags
Getting messy		yes			loves sensory games, is very tactile
Grooming activities	yes				sensitive ears
Taking a bath, shower, swimming		yes			loves the water
Getting towelled				yes	
Trying new foods				yes	
Textures in mouth		yes			gum, ice, chewy
Standing close to people				yes	
Walking barefoot			yes		all depends on floor texture
Proprioceptive (body awareness)					
Roughhousing, jumping, banging, pushing, bouncing, climbing, hanging & other active play		yes			loves to jump, push, bang & get tickled
High risk play	yes				is very conservative
Fine motor tasks		yes			painting, drawing, iPod etc.
Activities with physical strength				yes	
Eating crunchy foods				yes	not vegetables
Smooth creamy foods				yes	loves yogurt & homemade smoothies
Having eyes closed or covered				yes	loves to play games this way (hide and go seek)
Vestibular (movement sense)					
Being moved passively by another person		yes			loves to be pulled on a blanket or wagon etc.
Riding equipment that moves through space		yes			swings, teeter-totter etc.
Spinning activities				yes	himself and objects
Activities that require a change in head position				yes	
Challenges to balance such as skating, riding bike etc.	yes				is very conservative
Climbing & descending stairs, slides & ladders		yes			
Being up high, to overlook				yes	doesn't really like heights & feeling unsafe
Less stable ground surfaces: deep pile carpet, grass, sand etc.	yes				
Riding in a car or other transportation				yes	



My Child - 2010/2011 - School Year - Sensory Checklist

	Avoids	Seeks	Mixed	Neutral	Comments
Auditory/Listening					
Hearing loud sounds, car horns, sirens, loud music etc.		yes			loves changing the volume
Being in noisy settings such as busy store etc.	yes				will become uncomfortable (bear bear helps)
Watching tv or music at very high volume		yes			loves changing the volume
Speaking or being spoken to amid other sounds or voices		yes			loves the changes in sound and volume
Background noise when concentrating on a task				yes	too distracting, he carries on conversations
Games with rapid verbal instructions	yes				too fast and hard to process
Back-and-forth, interactive conversations	yes				too fast and hard to process
Unfamiliar sounds, silly voices, foreign languages		yes			loves these sounds
Singing alone or with others				yes	won't sing but loves listening to it
Vision					
Learning to read or reading for more than a few minutes				yes	loves being read to but it has to be shorter books
Looking at shiny, spinning or moving objects		yes			loves to watch and touch
Activities that require eye-hand co-ordination		yes			with his iPod, and tactile activities
Tasks requiring visual analysis like mazes & hidden pictures				yes	
Visually busy places like malls, parks etc.		yes			hard to navigate and transition so much to see
Finding objects such as socks in the sock drawer				yes	he likes to get his own clothes now
Very bright light or sunshine	yes			yes	used to avoid going outside in the sun, not any more
Dim lighting, shade or the dark				yes	this does calm him down
Action-packed, colourful television, computer games etc.		yes			on his iPod
New visual experiences such as coloured glasses		yes			very calming & we use these to transition
Taste & Smell					
Smelling unfamiliar scents				yes	he likes pleasant ones
Strong odours such as perfume, gas or cleaning products				yes	
Smelling things other than food like playdough, garbage etc.				yes	never, he just started to smell
Eating familiar foods		yes			he used to avoid unfamiliar & is more willing to try
Eating strong flavoured foods		yes			just started to like spicy



My Child – 2010/2011 School Year – Songs, Activities & Games etc.

Use age appropriate toys and games etc. not based on developmental age. Start with the rules being very simple and build each time adding on rules to appropriate age level. This is not an exhaustive list, but it should give good ideas on what he can do and what he likes. Please let us know the Songs, Activities and Games etc. that are being done at school and we can do them at home to work on the “rules” and getting him familiar with them.

My child is very motivated by Songs and Music. He loves to play pretend and have fun. We also try to pick songs and games or tailor them the best we can so that he can say as many words as he knows throughout them. By doing this we have heard more new words being spoken this summer than any other summer so far. He can also request the songs, activities and games better when he has words and actions that are familiar to the game, so watch for what he does during them, because it will most likely be what he uses to request that game, activity or song later.

Songs: (any song tune can be used and replace the words to suit the purpose)

- Wheels on the Bus (can use this as a reward for getting to the bus line quickly)
- She'll be Coming Around the Mountain
- Head and Shoulders
- If You're Happy and You Know It
- Itsy Bitsy Spider
- Patty cake
- Hokey Pokey
- Baby Bumble Bee
- This Little Piggy
- Humpty Dumpty
- Mulberry Bush

Activities: (he loves actions and being able to say words he knows, the more you can cram in the more engaged he is)

- Made up tractor story (with actions) – the tractor needs a key to start, turn the key, make the noise of it not starting right away, riding the tractor up the hill, pick up a friend (usually he lays on his back and we use his legs to carry his friend and we move the legs up and down as we go up and down in the story). We run out of gas and have to take the cap off, pump the gas and look to see if it is full yet. Just before we are done, we hear “mom” in the background saying “My child it is time for bed”. So then we ask “mom” for one more turn and hold up one finger. We will be extending that to ask for two more turns. Since we have been doing stories like these, he has now said “One please” to ask for one more.
- Pretend cooking soup, cookies, cake etc. He loves to open the stuck drawers and take heavy things out of the cupboard and dump the ingredients one by one. And he will mix and taste it along the way. We even wait for it to be baked in the oven and wait for the timer to go off (pretend one).
- Pretend building a house or something familiar



My Child – 2010/2011 School Year – Songs, Activities & Games etc.

- Pretending to be trees blowing in the wind or birds flying etc. (nature)
- Mirror – have him fog it up or you fog it up and he can print letters, numbers, shapes etc.
- Chalk board you write letters, numbers, shapes etc. and have him use a wet sponge or something to trace them
- Blowing a balloon and whistles, horns etc. (reinforcer, and part of music)
- Blow pens for colouring
- Using props will encourage My child more fine & gross motor and speech
- Toy cars that can be taken apart – big screws and big screw driver/drill

Games:

- Hide & Seek
- Operation
- Ker-Plunk
- Jenga
- Yatzee (number and letter Yatzee) -
- Hungry Hippo
- Caterpillar Game
- Card Game - Fish using Letters, Numbers, Colours, Shapes, Body Parts, Animals, Emotions and pictures of words he says
- Right Light Green Light
- Follow the Leader
- Simon Says
- Perfection
- Trouble (use only one game piece at first and move that all away around the board and add one after a couple of successful attempts)
- Memory Match Game – start with 3x3 grid and increase after a couple of successful times – can also work on turn taking.
- Bean bag toss (or similar) – if have different colours can ask him to only throw red first then blue etc. Or have two different coloured buckets and have him toss the bean bag into the correct colour.
- Tic Tac Toe (use Shapes, Colours, Body Parts etc) on a premade grid. At first just concentrate on taking turns and filling the grid. Then add the horizontal and vertical rule and then diagonal.
- Snakes and Ladders (could make a homemade game from 1 to 10 and call it stairs and slides)



My Child

2010/2011 School Year

Learning Section Goals & Current Observations

- Learning the Letters
- Learning the Numbers
- Learning the Colours
- Learning the Shapes
- Learning the Body Parts
- Learning the Animals
- Learning the Emotions
- Increasing My Child's Vocabulary & Communication Skills
- Extending My Child's Learning



My Child – 2010/2011 School Year – Learning the Letters

	Currently	Goals	Frequency
Learning the Letters			Daily in the morning
1. Recognizing the letters	He can recognize all 26 Upper case letters. He can successfully put all the letters in a foam puzzle. He can also pair 16 of the possible 26 Upper & Lower case pairs.	All 52 (both Upper and Lower case letters)	
2. Printing all the letters a. Tracing b. Copying c. Printing Independently	a. All Upper Case & Lower Case b. A, E, G, K, O, T (5 letters) c. A, E, G, K, O, T (5 letters)	a. All 52 b. All 52 c. All 52	Daily. Use various mediums to execute this work like paper, wipe off boards, magna doodle, chalk boards, chart paper etc. Practice his name each day and concentrate on 3 letters a month.
3. Saying the letters a. Copying (show letter, say letter & he copies) b. Independently (show letter & he says letter)	a. A, G, K, O, P, Q, T, U (8 letters); has said, B, C, E, V, & Z (inconsistently 5 letters) b. A, G, K, O, P, Q, T, U (8 letters); has said, B, C, E, V & Z (inconsistently 5 letters)	a. All 52 b. All 52	Daily. Show the letter, leave him 5 seconds to encourage & then say the letter. Encourage by showing the ones he knows often. Practice his name each day and concentrate on 3 letters a month.
4. Matching Upper Case and Lower Case Letters	Cc, Ff, Jj, Kk, Mm, Nn, Oo, Pp, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz (16 of 26 pairs)	All 26 Pairs	Daily. Have him match the pairs using flashcards and games.
5. Saying the sounds a. Vowels b. Consonants c. Consonant Pairs	a. Long & short A, long E, long O, long & short U b. B, C, G, K, P, T (6 letters) c. Ch, Sh	a. Long & short A, E, I, O, U & Y b. All 23 c. Introduce all the sounds	Daily. Have him copying the sounds you are making by going through the alphabet daily. Concentrate on mastering 6 per month and add more as he is copying them.



My Child – 2010/2011 School Year – Learning the Letters

	Currently	Goals	Frequency
Learning the Letters			Daily in the morning
6. Pairing the letters to the sounds a. Copying (show letter, say the sound & he copies) b. Independently – show letter & he says sound	a. A, K,P, T (3 letters) b. A, K,P, T (3 letters)	Goal to be established as this is put into practice. Should be able to go through the entire alphabet daily making sounds. He may only copy a few at first until he gets to know you and gets comfortable with this exercise.	Daily. Start with showing the letter and saying the sound and giving him time to copy (eg. 5 seconds). Use the words he knows to get him to say the first sound. Eg. T T tickle. Concentrate on mastering 4 letters per month (3 consonants & 1 vowel) Build on the ones already started.
7. Spelling words: people, shapes, colours, numbers, animals, body parts etc. he says, through: a. Matching (placing letters over top existing letters) b. Copying (placing letters in a place below) c. Tracing d. Copying (by printing independently in a place below)	a. Is able to match and place letters over existing b. Can do this for his name and family names c. Can trace all letters of the alphabet d. Can copy letters as noted above	a. LTL –WOS – Word List b. LTL – WOS – Word List c. LTL –W OS – Word List d. LTL –W OS – Word List	Daily. Begin with People and do My child each day, and concentrate on the colour, animal & body parts he is learning that month. There are laminated exercises already set up with a picture and white letters. There are loose black letters that he can use to match.

Notes:
 Work can also be done in the afternoon with letters using more fun based activities and less like work through the afternoon activities included in Fine Motor, Gross Motor, Sensory skills etc. using unconventional materials like sand, magic mud, play dough, straws, pipe cleaners etc. A person is only limited by their imagination on what they can do to incorporate the both. **Work on precision & speed for those sections for which goals have been obtained.**



My Child – 2010/2011 School Year – Learning the Letters

Comments:

My child can recognize letters by placing all the correct ones in an alphabet foam puzzle. He does not put them in the order that they are in the alphabet and sequencing of the letters could also be incorporated into his work. It is important that his work focus on going left to right. If he starts in the middle a gentle correction can prompt him to go to the left and use the words from left to right. We do this constantly at home through songs, games, dressing etc.) When he sees letters and does not have the appropriate name, he will call them a name he can say like A, or K or T. My child is very shy to copy words and/ or sounds and this could be due to gross motor delays. He is very accepting to playing games and copying sounds. However, he is becoming more consistent with copying sounds and words that he currently says (see his current Word List August 2010). There are flashcards with pictures of the words he can say. These should also be shown daily. He can consistently copy one word and we have been working on extending that to two and three words. Singing has been a useful way for him to copy sounds or using made up action stories about things he knows. He also likes to make comments while watching movies, watching the world around him, reading books and looking at the pictures. He is constantly babbling from the time he wakes up until he goes to bed and he is saying words within his sentences. He even has intonation within his sentences and does not tend to speak in a monotone voice. If he could get more confident making the shorter sounds of letters and letter combinations along with the words he knows by practicing them, then words will become easier for him to attempt. However, note, sometimes harder words just come out of his mouth without warning or practicing.



My Child – 2010/2011 School Year – Learning the Numbers

	Currently	Goals	Frequency
Learning the Numbers			Daily in the morning
1. Recognizing the numbers 1 thru 10	He can recognize all numbers 1 through 12. He can successfully put all the numbers in a foam puzzle of a clock.	All 10	
2. Printing all the numbers			Daily. Use various mediums to execute this work like, paper, wipe off boards, magna doodle, chalk boards, chart paper, sand, etc.
a. Tracing	a. All 9	a. All 9	
b. Copying	b. All 9	b. All 9	
c. Printing Independently	c. 1 (1 numbers)	c. All 9	
3. Saying the numbers			Daily. Show number, leave him 5 seconds to encourage & then say the number. Encourage by showing the ones he knows often. Practice daily 1, 2 & wait to say 3 to tempt him to say it himself and concentrate on 1 number per week.
a. Copying (show number, say number & he copies)	a. 2	a. All 9	
b. Independently (show number, & he says number)	b. 2	b. All 9	
4. Counting to 3 by:			1 or 2 times per week. Use different mediums to complete all exercises (eg. Pre-printed numbers, familiar objects, and animal he is currently studying etc.)
a. Putting numbers in order by placing numbers over top existing numbers	a. All 3	a. All 3	
b. Putting number in order by independently taking one set of numbers and put in order	b. All 3	b. All 3	
c. Pointing as someone counts	c. All 3	c. All 3	
d. Tracing	d. All 3	d. All 3	
e. Saying	e. Not currently	e. Not currently	



My Child – 2010/2011 School Year – Learning the Numbers

	Currently	Goals	Frequency
Learning the Numbers			Daily in the morning
5. Counting to 5 by: a. Putting numbers in order by placing numbers over top existing numbers b. Putting number in order by independently taking one set of numbers and put in order c. Pointing as someone counts d. Tracing e. Saying	a. All 5 b. All 5 c. All 5 d. All 5 e. Not currently	a. All 5 b. All 5 c. All 5 d. All 5 e. All 5	1 or 2 times per week. Use different mediums to complete all exercises (eg. Pre-printed numbers, familiar objects, and animal he is currently studying etc.)
6. Counting to 10 by: f. Putting numbers in order by placing numbers over top existing numbers g. Putting number in order by independently taking one set of numbers and put in order h. Pointing as someone counts i. Tracing j. Saying	a. All 10 b. All 5 c. All 5 d. All 9 e. Not currently	a. All 10 b. All 10 c. All 10 d. All 10 e. All 10	1 or 2 times per week. Use different mediums to complete all exercises (eg. Pre-printed numbers, familiar objects, and animal he is currently studying etc.)

Notes:
 Work can also be done in the afternoon with numbers using more fun based activities and less like work through the afternoon activities included in Fine Motor, Gross Motor, Sensory skills etc. Using unconventional materials like sand, magic mud, play dough, straws, pipe cleaners, buttons, beads, marbles, balls etc. A person is only limited by their imagination on what they can do to incorporate the both. **Work on precision & speed for those sections which goals have been obtained.**



My Child – 2010/2011 School Year – Learning the Numbers

Comments:

My child can recognize numbers and inconsistently says 2. He can put foam numbers into a 12 hour clock with consistency. He pays attention when someone counts and will point from left to right when counting. He many need to be reminded to do this by verbal prompts or being shown. A lot of games we play begin with “1, 2, 3...go”. At home we also make mention of numbers as they appear in his daily life. On the iPod there is a password that must be entered. It is a simple two number pattern that repeats. It is a very simple pattern on the keypad as well. We speak to him about the numbers and slowly input them in. He is very quick to recognize when this password has to be input in and will ask for help. With these types of exposure, it is a matter of time before he will complete this task. We are also exposing him to the numbers on the microwave. He understands that he is not allowed to use it, but is now pointing to the numbers and understands something has be input in before it turns on. We are also counting fingers and toes for repetition of the numbers 1 through 5. And we have stories where we incorporate asking for “one more turn”. Not only does this work on his numbers, but also it works on his ability to negotiate using them. He is also using his “peter pointer” and holding it up. He has used this and asked for “one please” when requesting something from a family member.

Also, when on holidays, we stayed at a row of cottages 1 through 17. We stayed at 17 and the Grandparents were at 12 and his Uncle was in 2. We showed him how they were numbered and he would look at the numbers before going in. We showed him this concept at the front of the cottages where the cottage facades were different. There were different plants and things on the porches. The back of the cottages looked all the same except the numbers. He applied what he learned at the front of the cottages to the back on his own to seek out the Grandparents’ cottage successfully without prompts or reminders.



My Child – 2010/2011 School Year – Learning the Colours

	Currently	Goals	Frequency
Learning the Colours			Daily in the morning
Basic colours: red, blue, green, yellow, orange, purple, pink, Complex colours: grey, black, brown & white	He can recognize all the colours and he can sort different objects by their colour. He also understands signal lights and that green means go and red means stop.	All the colours.	
1. Matching a. Simple – one shape different colours b. Complex – different shapes different colours c. Compound simple – one shape with two colours	a. Consistent b. Consistent c. Consistent with simple items	a. Building on this to patterns from left to right b. Building on this to patterns left to right c. Building on this to patterns left to right and increasing complexity of colours and items	Daily. Use various mediums to complete all these exercises like matching blocks, simple objects, laminated exercises, beads etc. Can also use flashcards to do this exercise.
2. Recognizing the colours a. Choice between two colours (picking the colour spoken) b. Naming the colour	a. Consistent b. Can say pink, purple, blue, yellow & green (not consistently matching with colour)	a. Building on this to more choices & him picking one b. Say all colours	Daily Use various mediums to complete all these exercises like matching blocks, simple objects, laminated exercises, beads etc. Can also use flashcards to do this exercise.

Notes: Work can also be done in the afternoon with colours using more fun based activities and less like work through the afternoon activities included in Fine Motor, Gross Motor, Sensory skills etc. using unconventional materials like sand, magic mud, play dough, straws, pipe cleaners, dyes, paints, fabric etc. A person is only limited by their imagination on what they can do to incorporate the both. **Work on precision & speed for those sections for which goals have been obtained.**



My Child – 2010/2011 School Year – Learning the Colours

Comments:

My child can say the colours pink, purple, blue, yellow and green. He does not consistently say them, nor does he always match his words correctly with the coloured object. However, he can consistently match coloured objects to another one. He can even take a page of two different coloured butterflies or other shapes/items and match them correctly. If you ask him to choose between two different colours he can consistently pick the correct one. We are working at home with colours and have coloured glasses that he can look through to further explore the differences in colours. When we walk outside, we mention the colours we see. We name the objects and describe them using colour and other adjectives. When he is getting dressed we give him choices based on the colours of shirts, pants or socks etc. We hold up two choices and he will choose one. We play games where we only pick out the one colour of object using home-made games, books and pictures. We explore colours in fine art and use coloured stickers to show the different colours in the pictures. He also has fun with sorting coloured objects as well as different shaped objects found in different things like a bowl of corn, rice, magic mud etc. These are good examples of fun based activities that extend his learning.



My Child – 2010/2011 School Year – Learning the Shapes

	Currently	Goals	Frequency
Learning the Shapes			Daily in the morning
Basic shapes: circle, square, triangle. Complex shapes: rectangle, heart, diamond, oval	He can recognize all the shapes and even the more complex ones not named like hexagon, pentagon, crescent etc. He can successfully fill in the 25 shapes included in the Perfection game.	All the shapes.	
1. Matching a. Simple – different shapes same colours b. Complex – different shapes different colours c. Compound Simple – same shape different sizes d. Compound Complex – different shapes & sizes	a. Consistent w/ basic b. Consistent w/ basic c. Consistent w/ basic d. Consistent w/ basic	a. Basic & complex b. Basic & complex c. Basic & complex d. Basic & complex	Daily. Use various mediums to execute this work like paper & laminated exercises. A game like Perfection is good to practice these skills.
2. Drawing a. Tracing b. Copying c. Independently drawing	a. Not precise b. Circle, attempts square c. Circle, not precise	a. Basic & complex b. Basic & some complex c. Basic	Daily. Use various mediums to execute this work like paper, wipe off boards, magna doodle, chalk boards, chart paper etc. Practice basic shapes each day and introduce more complex ones interchangeably for variety.
3. Recognizing the shapes a. Choice between two shapes (picking the shape spoken) b. Naming the shape	a. Inconsistent w/ basic b. Not currently	a. Basic & some complex b. Two or three shapes	Daily. Use paper shapes, laminated shapes etc. and introduce new shapes interchangeably for variety. His iPad/iPod has a game that requires him to make a choice between 4 shapes.



My Child – 2010/2011 School Year – Learning the Shapes

Notes:

Work can also be done in the afternoon with shapes using more fun based activities and less like work through the afternoon activities included in Fine Motor, Gross Motor, Sensory skills etc. using unconventional materials like sand, magic mud, play dough, straws, pipe cleaners, dyes, paints, fabric etc. A person is only limited by their imagination on what they can do to incorporate the both. ***Work on precision & speed for those sections for which goals have been obtained.***

Comments:

My child can currently make the circle shape in the air. If you say something goes around, he associates that with a circle. He can match shapes in puzzles and exercises and has increased fine motor control to complete this type of exercise. He also has the patience to turn shapes and items around to make them fit. He can actually fit the small shapes of the game Perfection. There are 25 complex shapes and he can with consistency complete the puzzle before the timer goes off. He may have trouble with a 5-sided shapes that are very similar. We have a shape game on his iPod that asks him to pick the shape they name out of four shapes and he can do this with 75% accuracy.

My child is able to draw a circle; however, the circle will become a happy face. He will add the eyes and mouth. He also labels an oval an egg.



My Child – 2010/2011 School Year – Learning the Body Parts

	Currently	Goals	Frequency
Learning the Body Parts			Daily in the morning
Basic body parts: arms, back, belly, bum, chest, feet, hands, head, & legs. (9) More detailed body parts: cheeks, chin, ears, elbows, eyes, fingers, forehead, hips, knees, mouth, neck, nose, teeth, toes, tongue, shins, & shoulders. (17)	He can point to: belly, bum, cheeks, chin, ears, elbow, eyes, head, knees, nose, teeth, toes, & tongue. (13 of 26) He does recognize all the body parts and associates the proper clothing that goes on them.	All the body parts	
1. Recognizing the body parts: <ol style="list-style-type: none"> a. Pointing to the actual body parts b. Pointing to the body parts from pictures c. Naming the body part 	<ol style="list-style-type: none"> a. 13 of 26 b. 13 of 26 c. 9 of 26 (bum, cheeks, chin, ears, elbow, eyes, knees, nose & teeth) 	<ol style="list-style-type: none"> a. All 26 b. All 26 c. At least 14 of 26 	Daily. Use words" like show me your", "point to your", "where is" and "what is this". Use actual body parts, pictures and drawings to execute these exercises.

Notes:
Work can also be done in the afternoon with body parts using more fun based activities and less like work through the afternoon activities included in Fine Motor, Gross Motor, Sensory skills etc. using unconventional materials like sand, magic mud, play dough, straws, pipe cleaners, dyes, paints, fabric, playing dress up etc. A person is only limited by their imagination on what they can do to incorporate the both. **Work on precision & speed for those sections for which goals have been obtained.**

Comments:

My child can point to the body parts on himself or other people. He can also point to the body parts on real pictures or cartoon pictures if you ask him to show you or point to. My child is also aware that hats are worn on the head, socks and shoes on the feet, mittens on the hands, and glasses for the eyes.



My Child – 2010/2011 School Year – Learning the Animals

	Currently	Goals	Frequency
Learning the Animals			Daily in the morning
Common animals: cat, chicken, cow, dog, duck, pig, & horse. More animals: bear, elephant, frog, tiger (chose the animals who make sounds that can be copied (ie: not a giraffe or zebra)	Can recognize all animals and knows the difference between people and animals.	All the animals that have common sounds that can be copied.	One animal carried out throughout a theme during the week for both work & activities done in the morning & afternoon.
1. Matching a. Simple – two animals b. Complex – two or more animals	a. Consistent b. Consistent w/ familiar animals	a. Recognizes 5, increase to 10 b. Recognizes 5, increase to 10	Daily. Use various mediums to execute this work like puzzles, stuffed animals, pictures etc.
2. Recognizing the animals a. Choice between two animals (picking the animal spoken) b. Naming the animal	a. Inconsistent w/ basic b. Not currently	a. Basic & some complex b. Two or three shapes	Daily. Use pictures, puzzles, stuffed animals etc. to execute this work and introduce new animals interchangeably for variety. His iPad/iPod has a game that requires him to make a choice between 6 animals.
3. Making the animal sounds a. Copying (show the animal, say the sound it makes & he copies the sound) b. Independently (show the animal & he makes the sound)	a. Cat & pig consistently b. Cat & pig consistently	a. Increasing this to 10 b. Increasing this to 10	Daily. Use pictures, puzzles, stuffed animals etc. to execute this work and introduce new animals interchangeably for variety.

Notes:

Work can also be done in the afternoon with the animal he is concentrating that week using more fun based activities and less like work through the afternoon activities included in Fine Motor, Gross Motor, Sensory skills etc. using unconventional materials like sand, magic mud, play dough, straws, pipe cleaners, dyes, paints, fabric etc. A person is only limited by their imagination on what they can do to incorporate the both. **Work on precision & speed for those sections for which goals have been obtained.**



My Child – 2010/2011 School Year – Learning the Animals

Comments:

My child can currently recognize animals and when he does not have the proper name for them he will generalize using the names puppy or cow. He does call a pig “oink” but can say pig. He likes songs and games that could be used to further explore his learning the animals and the sounds they make. He does have a game on his iPad/iPod that has him choose between 6 animals and another game where you find the hidden animal spoken and shown from 10 or more animals. He loves to do actions with songs, poems or stories and these can be integrated into the afternoon to encourage him to say the words/sounds that go with the action. (eg. Wheels on the bus – he does the action for cry and he says wah wah). The words for Wheels on the Bus could be changed to a specific animal and their sounds and what they do.)



My Child – 2010/2011/2012 School Year – Learning the Emotions

	Currently – June 2012	Goals – Original 2010/2011	Frequency
Learning the Emotions – Original 2010/2011			Daily in the morning
Basic emotions: happy, mad, sad, surprised (4) More complex: angry, content, embarrassed, love, proud, silly, sleepy, & tired(8) (not an exhaustive list) (In terms of verbalizing these emotions or matching pictures, the basic ones are most likely the easiest to begin with)	He can recognize all emotions from people’s faces/body language and acts accordingly. He is very sensitive to other people’s emotions.	Start with these (12) emotions for these exercises, but comment on other emotions throughout the day.	Everyday start out with how My child is feeling. He can pick out a sticker or picture and post it on his schedule. Then in the afternoon he can be asked again and post it on his schedule.
1. Matching a. Simple – two emotions b. Complex –four emotions	a. Consistent b. Consistent	a. Increase to 12 b. Increase to 12	Daily. Use consistent medium to execute this work like common yellow happy face on flashcards, puzzles & laminated exercises etc.
2. Recognizing the emotions a. Choice between two emotions (picking the emotion spoken) b. Naming the emotion	a. Consistent w/ basic & silly, sleepy. b. Happy, mad, sad, silly, sleepy.	a. Increase to 12 b. Increase to at least 4 (most likely happy, mad, sad, silly)	Daily. Use consistent medium to execute this work like common yellow happy face on flashcards, puzzles & laminated exercises etc.
3. Making faces a. Copying (make the face of the emotion & have My child copy) b. Independently (say the emotion & wait for My child to make the appropriate face)	a. Happy, mad, sad, surprised, angry, silly, sleepy, tired b. Happy, sad, sleepy, mad, silly (w/ prompts)	a. Increase to 4 b. Increasing to 4	Daily. Use consistent medium to execute this work like common yellow happy face on flashcards, puzzles & laminated exercises etc.

Notes:
Work can also be done in the afternoon with the emotions using more fun based activities and less like work through the afternoon activities included in Fine Motor, Gross Motor, Sensory skills etc. using unconventional materials like sand, magic mud, play dough, straws, pipe cleaners, dyes, paints, fabric etc. A



My Child – 2010/2011/2012 School Year – Learning the Emotions

person is only limited by their imagination on what they can do to incorporate the both. *Work on precision & speed for those sections for which goals have been obtained.*

Comments (August 2010):

My child is a very sensitive boy and can react to people's emotions. He recognizes emotions by facial expressions and body language. He has empathy when someone is sad and may get upset himself until the person is feeling happy again. One can talk him through this time so that he does not react inappropriately by getting mad at the cause of the person's sadness or anger. He can say happy and can easily recognize a happy face sticker/picture. He loves songs and games and these can be used further in the afternoon to explore and recognize emotions. An example of an activity that can be done using the song "If you are Happy and you know it" can be changed to sad and mad.

June 2012:

My child can demonstrate his knowledge verbally with the emotions. He consistently labels happy, sad, mad and sleepy. We have further his studies with emotions to include self-regulation. We are using the "Alert Program" to help My child compare his body and his emotions to a car and its engine. When his engine is green, he is feeling good and ready to learn, if his engine is yellow it is running higher and he may want a break before he does any work. If his engine is red, his engine is running too high. At this point he might be very upset and need to lie die and just breathe. We are teaching him this so that he can self-regulate how he feels and become aware of when things are overwhelming him.

We also use the iPad as a tool for exploration into emotions and social stories. We have power point presentations that have social stories about being silly and how it is not the same as happy and when it is appropriate to be silly. We have even printed out these as books and have a joke book. My child loves to make people laugh and enjoys people laughing with him. We have to teach him when it is appropriate to do this and give him the tools to make laugh.



My Child – 2010/2011 School Year – Increasing My Child’s Vocabulary & Communication Skills

	Currently	Goals	Frequency
Increasing My child’s Vocabulary & Communication Skills			Daily in the morning
Use the words he knows and build on them by introducing new words. Increasing both Receptive and Expressive Language. Increase vocabulary in specific parts of the English language: 1. Nouns 2. Verbs 3. Adjectives 4. Prepositions 5. Opposites 6. Question Words (5 W’s & How)	See his current Word List – August 2010 (approx. 150 words). See also Introduction – My child Van Den Hurk’s Summer.	Measuring Expressive Language and increase word list to 400 words. Also increase the number of the words he strings together from one or two to three and four on a consistent basis. See Strategies for Success - Vocabulary & Communication Skills.	Every day give My child the opportunity to use the words he knows and encourage him to use new ones. Every morning, specifically work on this goal and throughout the rest of the day at other times indirectly working on this goal through various work & activities in his school day.
1. Nouns: a. Flashcards w/ pictures of the words he knows (show card & have him say word) b. Copy Game – You say word he knows & he copies (use flashcards for cues if necessary) c. Using real world objects, point to the object have My child say word (cue with word if have to) d. Sorting People, Places & Things	a. Consistent b. Consistent c. Consistent d. Consistently take on group out	Increase by 150 words a. Increase speed & pronunciation b. Increase speed & pronunciation c. Increase speed & pronunciation d. Sort into the three groups consistently	Daily. Use objects and/or flashcards for the words he already knows and add similar ones to the pile that he would be familiar with but does not currently verbalize. It is very important to model the language expected of My child. Always give him 5 to 10 seconds to respond and model appropriate response.
2. Verbs: (jump, go, stop, wait, eat, take, give, walk, run, hop, touch, smell, listen, bend, reach, gallop etc.) a. Have him physically do these actions b. Have him make objects do these actions c. Have him label the actions from a picture (use Signed English for those actions he does not produce words for right away)	a. 50% verbal prompt b. 25% verbal prompt c. He will approximate signs for the words he does not say	Increase by 50 words a. 100% from verbal prompt b. 100% from verbal prompt c. Encourage Signs to be spoken words – 50%	Daily. Pretend play can be used here and copying activities. It is very important to model the language expected of My child. Always give him 5 to 10 seconds to respond and model appropriate response.



My Child – 2010/2011 School Year – Increasing My Child’s Vocabulary & Communication Skills

	Currently	Goals	Frequency
Increasing My child’s Vocabulary & Communication Skills			Daily in the morning
<p>3. Adjectives: (Colour, Shape, Size, Number, Attributes):</p> <ul style="list-style-type: none"> a. Sort (begin with very dissimilar objects and increase difficulty to very similar) b. Pattern (copy an existing pattern and start with 3 or 4 and increase difficulty to 10) c. Pointing to what was verbally asked (eg. “My child show me the red Circle”) d. Describing & Labelling (Show My child a picture and ask what colour it is, or what shape etc.) 	<ul style="list-style-type: none"> a. Sort 6 different objects b. Copy a simple pattern up to 4 c. See related sections d. See related sections 	<p>Increase by 50 words</p> <ul style="list-style-type: none"> a. Sort very similar items up to 10 b. Copy complex pattern to 10 c. Points to 20 in a row d. Can describe with 2 details 10 pictures in a row 	<p>Daily. Use flashcards, objects, pictures etc. to execute this work. It is very important to model the language expected of My child. Always give him 5 to 10 seconds to respond and model appropriate response.</p>
<p>4. Prepositions: (on, in, under, behind, in front, beside)</p> <ul style="list-style-type: none"> a. Having him physically do these positions with a stable object (eg. him and a box) b. Having him make a toy/animal do positions with a stable object (eg. Week Day Friend and a box) c. Have him label them from a picture (use Signed English for those actions he does not produce words for right away) 	<ul style="list-style-type: none"> a. On, In, Under (3 of 6) b. On, In, Under (3 of 6) c. On, In (2 of 6) 	<p>Increase by 4 words</p> <ul style="list-style-type: none"> a. All 6 b. All 6 c. All 6 	<p>Daily. Model the behaviour for him to copy if the verbal prompting does not produce the appropriate result in 10 seconds after request. It is also very important to model the language expected of My child. Always give him 5 to 10 seconds to respond and model appropriate response.</p>
<p>5. Opposites: (big/little, come/go, happy/sad, give/take hot/cold, in/out, on/off, pull/push, sunny/cloudy, up/down)</p> <ul style="list-style-type: none"> a. Have him match pictures of the opposites (use puzzles, flashcards etc.) Start with 2 choices and make it more difficult up to 5 choices. b. Have him label them from a picture/puzzle/flashcards (use Signed English for those opposites that he does not produce words) 	<ul style="list-style-type: none"> a. Happy/sad, hot/cold, in/out, on/off, sunny/cloudy, up/down (inconsistent 6 of 10) b. Happy/Sad, in/out, on/off, sunny/cloudy, up/down(inconsistent) 	<p>Increase by 10 words</p> <ul style="list-style-type: none"> a. All 10 b. All 10 	<p>Daily. Model the behaviour for him to copy if the verbal prompting does not produce the appropriate result in 10 seconds after request. It is also very important to model the language expected of My child. Always give him 5 to 10 seconds to respond and model appropriate response.</p>



My Child – 2010/2011 School Year – Increasing My Child’s Vocabulary & Communication Skills

	Currently	Goals	Frequency
Increasing My child’s Vocabulary & Communication Skills			Daily in the morning
<p>6. Question Words (Who, What, Where, When, Why & How)</p> <p>a. Take a familiar picture and ask the questions to My child and give him time to respond. Use the appropriate Signed English for the “W’s” & “H” and a Flashcard with the question on it ie: What?, Who? Etc. Give him 10 seconds to answer and then give him the proper answer.</p> <p>b. Take an unfamiliar picture and ask the questions to My child and give him time to respond. Use the appropriate Signed English for the “W’s” & “H” and a Flashcard with the question on it ie: What?, Who? Etc. Give him 10 seconds to answer and then give him the proper answer.</p>	<p>a. Who, What (2 of 6)</p> <p>b. Who, What (2 of 6)</p>	<p>Increase by 6 words</p> <p>a. All 6</p> <p>b. All 6</p>	<p>Daily. Model the behaviour for him to copy if the verbal prompting does not produce the appropriate result in 10 seconds after request. It is also very important to model the language expected of My child. Always give him 5 to 10 seconds to respond and model appropriate response.</p>

Comments:

Consider the following skills when making activities and exercises for My child. The more practice he has using these skills the more he can draw from them and use them in all areas of learning and communication. (There are 17 basic areas to consider. If you know of more, please let us know and we can update this list.). We actually have strategies at home for working on all of these skills specifically, but have not included them in this section because it would have made this section quite lengthy. All Learning Sections and Activities suggested have included as many of these skills at once as possible.

1. Choice Making	2. Copying/Imitating
3. Eye Contact	4. Generalizing
5. Increasing Amount of Steps	6. Joint Attention
7. Listening	8. Matching
9. Memory	10. Predicting
11. Problem Solving	12. Sequencing
13. Sharing	14. Tracing
15. Turn Taking	16. Waiting
17. Volume Control	18. Work from someone else’s agenda



Extending the Learning Sections –My Child – 2010/2011 School Year

This section is in the conceptual stage and needs the input of the teacher on what is planned for the class in terms of projects and subjects that will be specifically taught during the year. Currently, some rudimentary ideas were written down so they were not forgotten.

English

Reading – make a book of the words he knows, encourage turning one page at a time, using the reading finger to read the book, use of a listening centre and turning the pages of the book when the cd tells you too and reading along with your finger.....

Writing

Oral

Mathematics

Number Sense & Numeration

Measurement – measuring himself using familiar objects and printing the number on a sheet, using a scale to weigh two objects....record the number of weights on a sheet with the pictures

Geometry & Spatial Sense

Patterning & Algebra – sorting items, recreating patterns

Data Management & Probability – conduct a survey of how many people are sad/happy

Science & Technology

Social Studies

Health & Physical Education – gross motor and brain gym activities, talk about the body and the senses, being with the rest of the class doing what they are doing (participating)

Art

Music – he loves to conduct music (good for co-ordination and body movement), making music, listening to music, counting out the beat,

Drama – he likes to play pretend through stories and actions

Dance – he loves to dance

Religion & Family Life

Sentence structure – My child eats apple., My child jumps up. Have picture and words...and match both.

Sequencing with beginning middle and end....like get swimsuit on.....get in pool...get out....and towel off..use pictures

Enforcing left to right....using the words

Counting by 5's and 10's to 100.....games and activities...

Pretend play

Stories & action songs

Nouns – sorting people places & things



My Child

2010/2011 School Year

Learning Sections – Weekly Observation Sheets

- Learning the Letters
- Learning the Letters – Word List
- Learning the Numbers
- Learning the Colours
- Learning the Shapes
- Learning the Body Parts
- Learning the Emotions



My Child - 2010/2011 School Year - Learning the Letters -Weekly Observation Sheet

		Printing Letters			Matching Upper & Lower Case	Saying Letters		Saying Sounds		Pairing Letters & Sound	
		Trace	Copy	Independently		Copying	Independently	Copying	Independently	Copying	Independently
A	a										
B	b										
C	c										
D	d										
E	e										
F	f										
G	g										
H	h										
I	i										
J	j										
K	k										
L	l										
M	m										
N	n										
O	o										
P	p										
Q	q										
R	r										
S	s										
T	t										
U	u										
V	v										
W	w										
X	x										
Y	y										
Z	z										
<p>Put Consonant Pairs into the column that matches the letter they start with & make note which pair ie: CH goes in C column</p>											
Date: _____					Completed by: _____						



My Child - 2010/2011 School Year - Learning the Letters - Weekly Observation Sheet - Word List

Word	Identify Real Object		Printing the Words				Pairing Object to Words
	Picking	Saying	Matching	Tracing	Copying	Independtly	Matching
People							
ANGUS							
DADDY							
EMME							
MALCOLM							
MOMMY							
ZOE							
Shapes							
CIRCLE							
SQUARE							
TRIANGLE							
Colours							
BLUE							
GREEN							
ORANGE							
PINK							
PURPLE							
RED							
YELLOW							
Numbers							
ZERO (0)							
ONE (1)							
TWO (2)							
THREE (3)							
FOUR (4)							
FIVE (5)							
SIX (6)							
SEVEN (7)							
EIGHT (8)							
NINE (9)							
Animals							
CAT							
CHICKEN							
COW							
DOG							
DUCK							
HORSE							



My Child - 2010/2011 School Year - Learning the Numbers -Weekly Observation Sheet

	Number	Printing Numbers			Saying Numbers		Counting				
	Recognition	Trace	Copy	Independently	Copying	Independently	Matching Order	Independently in Order	Pointing	Tracing	Saying
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

	Number	Printing Numbers			Saying Numbers		Counting				
	Recognition	Trace	Copy	Independently	Copying	Independently	Matching Order	Independently in Order	Pointing	Tracing	Saying
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

Date: _____

Completed by: _____



My Child - 2010/2011 School Year - Learning the Colours -Weekly Observation Sheet

	Colour	Matching Colours			Colour Recognition	
	Recognition	Simple	Complex	Compound Simple	Choice	Naming/Saying
BLACK						
BLUE						
BROWN						
GREEN						
GREY						
ORANGE						
PINK						
PURPLE						
RED						
WHITE						
YELLOW						
	Colour	Matching Colours			Colour Recognition	
	Recognition	Simple	Complex	Compound Simple	Choice	Naming/Saying
BLACK						
BLUE						
BROWN						
GREEN						
GREY						
ORANGE						
PINK						
PURPLE						
RED						
WHITE						
YELLOW						
Date: _____				Completed by: _____		



My Child - 2010/2011 School Year - Learning the Shapes -Weekly Observation Sheet

	Matching Shapes					Drawing Shapes				Shape Recognition	
	Simple	Complex	Compound Simple	Compound Complex		Tracing	Copying	Independently		Choice	Naming/Saying
CIRCLE											
SQUARE											
TRIANGLE											
DIAMOND											
HEART											
OVAL											
RECTANGLE											
	Matching Shapes					Drawing Shapes				Shape Recognition	
	Simple	Complex	Compound Simple	Compound Complex		Tracing	Copying	Independently		Choice	Naming/Saying
CIRCLE											
SQUARE											
TRIANGLE											
DIAMOND											
HEART											
OVAL											
RECTANGLE											
Date: _____					Completed by: _____						



My Child - 2010/2011 School Year - Learning the Body Parts -Weekly Observation Sheet

	Body Part Recognition		Naming/Saying	Comments
	Actual	From Pictures/Other		
ARMS				
BACK				
BELLY				
BUM				
CHEEKS				
CHEST				
CHIN				
EARS				
ELBOWS				
EYES				
FEET				
FINGERS				
FOREHEAD				
HANDS				
HEAD				
HIPS				
KNEES				
LEGS				
MOUTH				
NECK				
NOSE				
SHINS				
SHOULDERS				
TEETH				
TOES				
TONGUE				
Date: _____			Completed by: _____	



My Child - 2010/2011 School Year - Learning the Emotions -Weekly Observation Sheet

	Matching Emotions		Recognizing Emotions		Making Faces	
	Simple	Complex	Choice	Naming/Saying	Copying	Independently
ANGRY						
CONTENT						
EMBARRASSED						
HAPPY						
LOVE						
MAD						
PROUD						
SAD						
SILLY						
SLEEPY						
SURPRISED						
TIRED						
Comments:						
Date: _____			Completed by: _____			



My Child

2010/2011 School Year

Other – Weekly Observation Sheets

- Life Skills
- Gross Motor Skills
- Fine Motor Skills
- Sensory Diet Activities



My Child - 2010/2011 School Year - Life Skills Weekly Observation Sheet

Skills	Goals	(Rate 1 thru 10, 10=100%)					Comments for the Week
		Mon	Tue	Wed	Thu	Fri	
Cleaning Up							
Backpack/Coat/Shoes/etc.	Independent/consistent						
Classroom	independent/consistent						
Desk	independent/consistent						
Dishes	independent/consistent						
Snack/Lunch	independent/consistent						
Dressing/Undressing							
Coat	independent/consistent						
Pants/Shirts (if need a change)	independent/consistent						
Shoes (no laces)	no crocs/no laces						
Winter Clothes	independent/consistent						
Hygiene							
Blowing nose	independent/consistent						
Brushing teeth	independent/consistent						
Toileting	independent/consistent						
Washing face/hands	independent/consistent						
Washing hands after toileting	independent/consistent						
Social/Emotional/Behavioural							
Assemblies/Mass	sits entire time						
Attendance/raising hands	all the time						
Greeting people (hi & bye)	waves						
No pushing/hitting	none						
Indoor voice	none						
Personal space	body awareness						
Prayers	using sign to participate						
Raising hand to interrupt	consistent						
Waiting (eg. In line)	independent/consistent						
Walking in the halls (w/ buddy)	all the time						
Transitions							
Off/on bus	independent/consistent						
Within the classroom	independent/consistent						
Within the school	independent/consistent						
Date: _____		Completed by: _____					



My Child - 2010/2011 School Year - Gross Motor Skills - Weekly Observation Sheet

Skills	Describe Activity	(Rate 1 thru 10, 10+100%)					Comments for the Week
		Mon	Tue	Wed	Thu	Fri	
Balancing							
Bending							
Bouncing							
Catching							
Climbing							
Crawling							
Curling							
Galloping							
Hanging							
Hitting							
Hopping							
Jumping							
Kicking							
Leaping							
Lifting							
Pulling							
Punching							
Pushing							
Rolling							
Running							
Shaking							
Skiping							
Sliding							
Stepping							
Stretching							
Swaying							
Swinging							
Throwing							
Tumbling							
Turning							
Twisting							
Walking							
Other							
Other							
Date: _____	Completed by: _____						



My Child - 2010/2011 School Year - Fine Motor Skills - Weekly Observation Sheet

Working on Fine Motor Skills like:	(Rate 1 thru 10, 10+100%)					Comments for the Week
	Mon	Tue	Wed	Thu	Fri	
Building a 5 block bridge						
Building towers of 9 blocks high						
Completing simple traditional paper puzzles						
Cutting Curvey lines with scissors						
Cutting more complex shapes with scissors						
Cutting simple shapes with scissors						
Cutting Straight lines with scissors						
Drawing and copying a cross						
Drawing and copying of circles						
Drawing and copying of horizontal line						
Drawing and copying of wavy lines						
Drawing and copying vertical line						
Feeding with utensils						
Folding paper in half						
Gluing objects onto paper etc.						
Manipulation of other fingers						
Poking and/or pointing with index finger						
Proper grip to hold pencil for printing						
Putting on socks/shoes						
"Raking" or "scooping" small objects to pick them up						
Rolling clay/playdoh into "snake"						
Transferring objects from one hand to another						
Using a dull knife to cut soft things/spreading action						
Also work on Activities that work on:						
Using both hands at the same time						
Twisting with hands						
Manipulation of tongs & tweezers etc.						
Chosing hand preference						
Challenging him to figure out & stretch patience						
Other						
Other						
Other						
Other						
Date: _____	Completed by: _____					



My Child - 2010/2011 School Year - Sensory Diet Activities - Weekly Observation Checklist

Activities	(Check what was done which day)					Comments (eg. How did he respond?)
	Mon	Tues	Wed	Thur	Fri	
Touch/Deep Pressure						
Explore various textures						
Finger-paints/glitter glue/etc.						
Hand Fidgets						
Sensory bin						
Swaddle, high fives, back scratch						
Water play						
Weighted belt						
Other: Specify						
Proprioceptive (body awareness)						
Crawling on hands & knees						
Dance						
Jump, run, walk						
Playground slides						
Push cart/stroller						
Other: Specify						
Vestibular (movement sense)						
Climb stairs/steps						
Rocking chair						
Spinning						
Other: Specify						
Auditory/Listening						
Blowing whistles						
Identify & label sounds						
Listen to favourite music						
Listen to sounds outdoors						
Other: Specify						
Vision						
Coloured glasses						
Look at lava lamps etc.						
Look at pictures, photos, books						
Sensory room, low light						
Other: Specify						
Taste & Smell						
Blindfold smelling game						
Chew Gum						
Essential oils						
Other: Specify						
Date: _____			Prepared by: _____			



My Child






2010/2011 School Year

Catalogue of Flashcards/Activities



LAURA & MARTN VAN DEN HURK...*because good decisions begin with great information!*

My Child –2010/2011 School Year – Catalogue of Flashcards/Activities




Picture of Flashcards/Activity	Details	Related Learning Sections
	<p>Alphabet Flashcards</p> <ul style="list-style-type: none"> • Upper Case Letters • 27 Cards • Vowels Bright Yellow (4") • Consonants Bright Pink (4") • Black Card (4.25"x5.5") 	<p>Learning the Letters</p>
	<p>Alphabet Flashcards</p> <ul style="list-style-type: none"> • Lower Case Letters • 27 Cards • Vowels Bright Yellow (4") • Consonants Bright Pink (4") • Black Card (4.25"x5.5") 	<p>Learning the Letters</p>
	<p>Alphabet Flashcards</p> <ul style="list-style-type: none"> • Upper & Lower Case Letters • 27 Cards • Vowels Bright Yellow (2.5" Upper Case, 1.5" Lower Case) • Consonants Bright Pink (2.5" Upper Case, 1.5" Lower Case) • Black Card (4.25"x5.5") 	<p>Learning the Letters</p>
	<p>Number Flashcards</p> <ul style="list-style-type: none"> • 1 -10 (10 Cards) • All numbers Bright Orange (4") • Bright Blue Card (4.25"x5.5") 	<p>Learning the Numbers</p>
	<p>Number Flashcards</p> <ul style="list-style-type: none"> • 1-10 (10 Cards) • Odd Numbers Bright Green (4") • Even Numbers Yellow/Orange (4") • Bright Blue Card (4.25"x5.5") 	<p>Learning the Numbers</p>



My Child –2010/2011 School Year – Catalogue of Flashcards/Activities

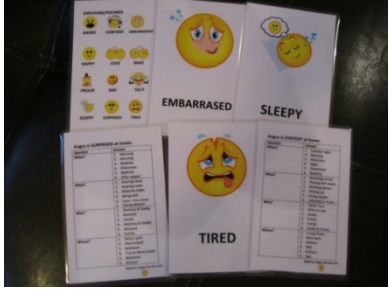
Picture of Flashcards/Activity	Details	Related Learning Sections
	<p>Colour Flashcards</p> <ul style="list-style-type: none"> • 11 Colours – 12 each (121 Cards) • Black, Blue, Brown, Green, Grey, Orange, Pink, Purple, Red, White, & Yellow Card (3"x4") 	<p>Learning the Colours</p>
	<p>Colour Flashcards</p> <ul style="list-style-type: none"> • 11 Colours – 1 each (11 Cards) • 1" Letters (Letters in same colour) • Black, Blue, Brown, Green, Grey, Orange, Pink, Purple, Red, White, & Yellow Card (4.25"x5.5") 	<p>Learning the Colours</p>
	<p>Colour Flashcards</p> <ul style="list-style-type: none"> • 11 Colours – 1 each (11 Cards) • 1" Letters (in Black except Black has white letters) • Black, Blue, Brown, Green, Grey, Orange, Pink, Purple, Red, White, & Yellow Card (4.25"x5.5") 	<p>Learning the Colours</p>
	<p>Colour & Shape Flashcards</p> <ul style="list-style-type: none"> • 7 Shapes in 11 Colours (77 Cards) • Circle (3.5"), Square, Triangle, Diamond, Heart, Oval, Rectangle (3") • Black, Blue, Brown, Green, Grey, Orange, Pink, Purple, Red, White, & Yellow • White Recycled Flecked Card (4.25"x5.5") 	<p>Learning the Shapes Learning the Colours</p>

My Child –2010/2011 School Year – Catalogue of Flashcards/Activities

Picture of Flashcards/Activity	Details	Related Learning Sections
 <p>A flashcard featuring a cutout of a blonde boy with a white body and yellow hair. He is wearing striped shorts. To his right, there is a fan of 11 colorful clothing items: a white shirt, a pair of yellow pants, a pair of white shoes, and a pair of white socks. Below these items is a row of 11 colored strips representing different colors.</p>	<p>Little Blonde Boy – Dressing Activity</p> <ul style="list-style-type: none"> • Body, Rocker Hair, Fall Shirt, Fall Pants, Running Shoes (45 pieces) (11.5”) • 11 Colours - Black, Blue, Brown, Green, Grey, Orange, Pink, Purple, Red, White, & Yellow • Flip it over for Little Brunette Boy 	<p>Learning the Colours Learning the Body Parts Increasing My child’ Vocabulary & Communication Skills</p>
 <p>A flashcard featuring a cutout of a brunette boy with a white body and brown hair. He is wearing blue patterned shorts. To his right, there is a fan of 11 colorful clothing items: a white shirt, a pair of yellow pants, a pair of white shoes, and a pair of white socks. Below these items is a row of 11 colored strips representing different colors.</p>	<p>Little Brunette Boy – Dressing Activity</p> <ul style="list-style-type: none"> • Flip it over for Little Blonde Boy 	<p>Learning the Colours Learning the Body Parts Increasing My child’ Vocabulary & Communication Skills</p>
 <p>A flashcard featuring a cutout of a blonde girl with a white body and yellow hair in pigtails. She is wearing a pink floral party dress and white shoes. To her right, there is a fan of 11 colorful clothing items: a white shirt, a pair of yellow pants, a pair of white shoes, and a pair of white socks. Below these items is a row of 11 colored strips representing different colors.</p>	<p>Little Blonde Girl – Dressing Activity</p> <ul style="list-style-type: none"> • Body, Hair, Party Dress, Shoes (34 pieces) (11.5”) • 11 Colours - Black, Blue, Brown, Green, Grey, Orange, Pink, Purple, Red, White, & Yellow • Flip it over for Little Brunette Girl 	<p>Learning the Colours Learning the Body Parts Increasing My child’ Vocabulary & Communication Skills</p>
 <p>A flashcard featuring a cutout of a brunette girl with a white body and brown hair in pigtails. She is wearing a blue patterned party dress and white shoes. To her right, there is a fan of 11 colorful clothing items: a white shirt, a pair of yellow pants, a pair of white shoes, and a pair of white socks. Below these items is a row of 11 colored strips representing different colors.</p>	<p>Little Brunette Girl – Dressing Activity</p> <ul style="list-style-type: none"> • Flip it over for Little Blonde Girl 	<p>Learning the Colours Learning the Body Parts Increasing My child’ Vocabulary & Communication Skills</p>



My Child –2010/2011 School Year – Catalogue of Flashcards/Activities

Picture of Flashcards/Activity	Details	Related Learning Sections
	<p>Feelings/Emotions Flashcards</p> <ul style="list-style-type: none"> • 12 Feelings/Emotions & Summary/Instruction Card (13 Cards) • Angry, Content, Embarrassed, Happy, Love, Mad, Proud, Sad, Silly, Sleepy, Surprised, Tired • Front of Cards One Emotion • Back of Cards – When, What, Who, Where – 6 examples personalized to My Child • Glossy Photo Paper (4"x6") 	<p>Learning the Emotions Increasing My child' Vocabulary & Communication Skills</p>



Children Learn What They Live

By Dorothy Law Nolte, Ph.D.

If children live with criticism, they learn to condemn.
If children live with hostility, they learn to fight.
If children live with fear, they learn to be apprehensive.
If children live with pity, they learn to feel sorry for themselves.
If children live with ridicule, they learn to feel shy.
If children live with jealousy, they learn to feel envy.
If children live with shame, they learn to feel guilty.
If children live with encouragement, they learn confidence.
If children live with tolerance, they learn patience.
If children live with praise, they learn appreciation.
If children live with acceptance, they learn to love.
If children live with approval, they learn to like themselves.
If children live with recognition, they learn it is good to have a goal.
If children live with sharing, they learn generosity.
If children live with honesty, they learn truthfulness.
If children live with fairness, they learn justice.
If children live with kindness and consideration, they learn respect.
If children live with security, they learn to have faith in themselves and in those about them.
If children live with friendliness, they learn the world is a nice place in which to live.

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**“Because a child does not speak like a typical child,
it is easy for people to see what he can’t do.
It takes an open mind to see what he is capable of.”**

Laura & Martin Van Den Hurk



LAURA & MARTN VAN DEN HURK...*because good decisions begin with great information!*