

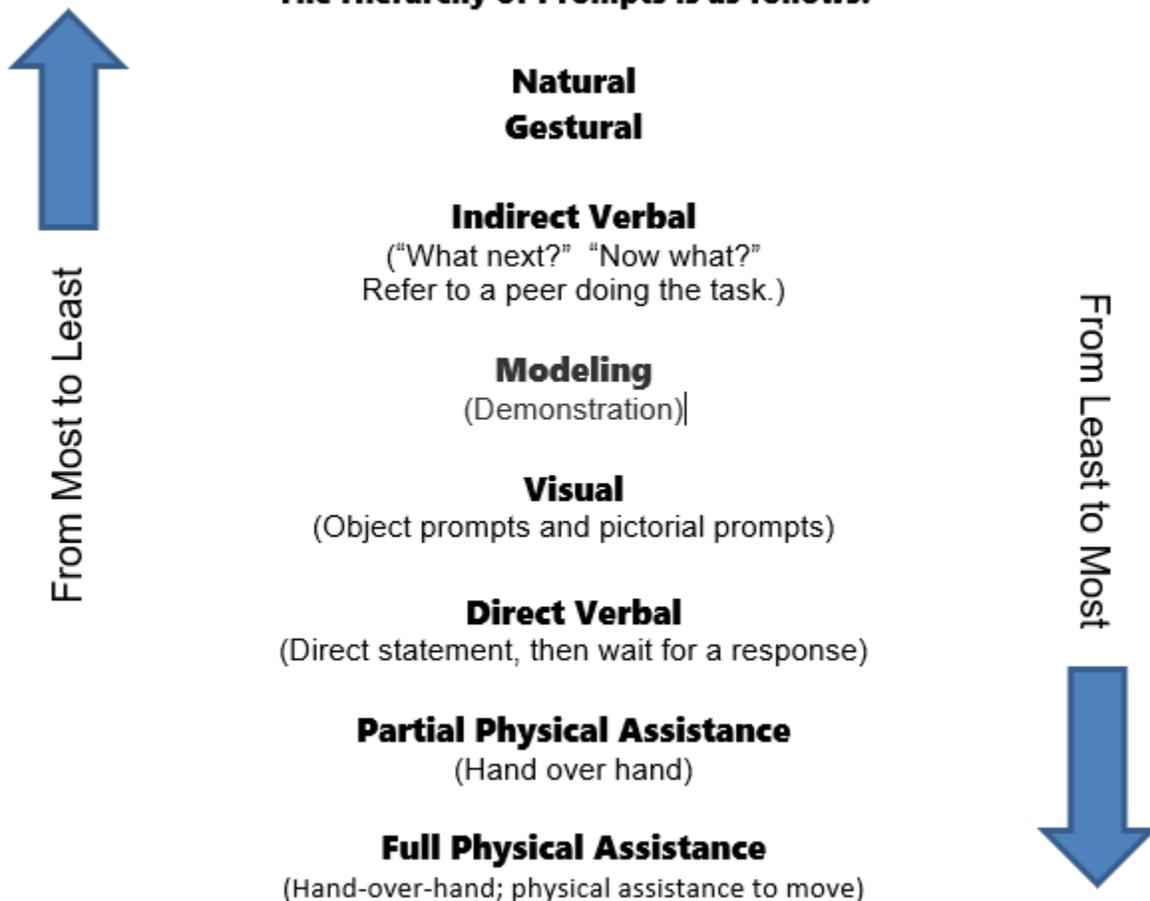
A Selection of Alternative Curriculum Activities for students with Developmental Disabilities That Can Be Done with Children at Home

Activities take into consideration children’s varied abilities and level of need.

Hierarchy of Prompts

Programming for children with developmental disabilities must be individualized to address their specific strengths, needs and interests. The skills that are taught must be functional and age appropriate for each individual child. Tasks are analyzed and broken down into their component steps. As children work towards developing skills, they are supported with a range of prompting strategies, which should be considered within a hierarchy.

The Hierarchy of Prompts is as follows:



Things you can do at home to support your child's Expressive & Receptive Communication Skills

Continuum of Skills/Strategies			Additional Home Activities
Matching			
With either full or partial assistance, hand over hand, and an adult naming specific articles of clothing, e.g., socks, shoes, boots, the child will match identical items which belong to him or her.	With verbal prompts from an adult, the child will match identical photos of various articles of clothing.	Upon request, the child will independently match and categorize photos of various articles of clothing, e.g., baseball hat with winter hat, running shoes with dress shoes.	Reinforce skills with children at home through practical tasks such as laundry, and sorting clothes into closets and drawers, putting dishes away. Play simple matching games, e.g., Lotto, Bingo, Concentration, to play at home with family and friends.
Follow Simple Directions or Instructions			
With either full or partial assistance, hand over hand (gently moving the child towards the speaker), the child will respond to his/her name with gestures, vocalizations, movement or looking at the speaker.	With verbal prompts from an adult and access to visual supports, e.g. photos, picture/ symbols, the child will follow one and two-step directions which are related to familiar daily routines, e.g., sit down; come into the kitchen and sit down at the table.	The child will independently follow multi-step verbal directions which are not necessarily related to familiar daily routines.	Create a list of home-based activities which reinforce listening skills and following directions. Create a neighbourhood walking routine to follow which includes simple directions.
Communicate Basic Wants and Needs			
With either full or partial assistance, hand over hand, the child will use augmentative / alternative communication, e.g., assistive technology gestures, vocalizations, pointing to a concrete object (cup, water) or movement towards the object to indicate the need for a drink.	With verbal prompts and access to visual supports, e.g., cup, water or photos of these objects, the child will indicate that he/she needs a drink (thirsty) by using augmentative / alternative communication, pointing, movement and/or spoken language.	The child will independently communicate thirst by using communication that is most functional for the child and appropriate to the environment. This may be through spoken language, some form of augmentative / alternative communication or a combination of both.	Provide children with an efficient means to communicate effectively. This might include an iPad, photo/symbol booklet or anything that facilitates communication with others in the home environment.

Making Choices			Additional Home Activities
With either full or partial assistance, hand over hand, and an adult naming and presenting two activities (preferred and non-preferred), the child will make a choice by using augmentative / alternative communication, e.g., assistive technology, gestures, vocalizations, pointing or movement.	With verbal prompts from an adult and access to visual supports, e.g., photos, picture/ symbols, the child will indicate a choice among three available activities by using augmentative / alternative communication, pointing, movement or language.	The child will independently indicate choices for free time activities by using augmentative / alternative communication, language or a combination of both.	<p>Provide opportunities for choice making between food items in the home.</p> <p>Reinforce skills at home during family meals and shopping for food, clothing and personal items.</p> <p>Involve children when making choices about television programs, movies, music and other leisure activities outside the home.</p>

Things you can do at home to support your child's Social Communication Skills

Respond To and Use Social Greetings			Additional Home Activities
With either full or partial assistance (gently moving the child towards the speaker and with hand over hand), the child will respond to greetings from family members or familiar adults by using facial expressions, gestures, vocalizations, movement or assistive technology.	With support from verbal prompts, the child will initiate and respond to greetings from family members or familiar adults by using facial expressions, gestures, vocalizations, augmentative / alternative communication or language.	The child will independently initiate and respond to greetings from peers and adults within the school by using appropriate language or augmentative / alternative communication.	Model and allow children to practise social greetings at home with family and friends and when taking community walks, keeping in mind the requirements for safe physical distancing.

Things you can do at home to support your child's Self-Regulation Skills

Continuum of Skills/Strategies			Additional Home Activities
Make a Transition from One Activity to Another			
<p>With either full or partial assistance, hand over hand, and an adult labelling a preferred, familiar activity, e.g., a favourite puzzle, and with visual/auditory supports (lights, music) in place, the child will complete the puzzle and then, when cued, move on to a less preferred teacher-directed task.</p>	<p>With verbal prompts from an adult and access to visual/auditory supports, e.g., pictorial mini schedule (“First-Then”), visual timer, lights, music and transitional objects, the child will move from a preferred activity, e.g., television, to a less preferred directed activity, e.g., cleaning up or specific learning tasks.</p>	<p>With visual cues, e.g., daily schedule, visual timer and indirect verbal support from an adult, the child will move from a preferred activity e.g., computer, to the next scheduled activity.</p>	<p>Keep the daily home schedule (or individual activity schedule) as predictable and consistent as possible in order to reduce anxiety during transitions.</p> <p>Using a visual schedule to help children transitioning from one activity to another, rather than allowing them to stay with one activity, e.g., watching T.V. or playing a game, for extended periods of time.</p> <p>Schedule opportunities with family members within the home to play simple card games, board games.</p> <p>Create a list of some of the turn-taking activities and games children enjoy playing.</p> <p>Simply sort items in various containers or jars to help organize spaces throughout the home.</p>
Engage in Turn-Taking			
<p>With either full or partial assistance, hand over hand, an adult labelling and presenting a preferred activity, the child will participate by taking 2 turns with an adult.</p>	<p>With verbal prompts from an adult, the child will participate in a simple turn-taking activity, e.g., a board game, with one or two players).</p>	<p>With visual cues and indirect verbal support from an adult, the child will participate in a simple turn-taking activity with 2 or more players.</p>	

Things you can do at home to support your child's Activities of Daily Living:

Continuum of Skills/Strategies			Additional Home Activities
Developing Greater Independence in Self-Feeding			
<p>With either full or partial assistance, hand over hand, and an adult naming each food item, the child will participate in self-feeding using finger foods.</p> <p>With either full or partial assistance, hand over hand, and an adult naming the drink, the child will hold the cup and participate in taking a drink.</p>	<p>With verbal prompts from an adult, the child will use a spoon to scoop food and eat.</p> <p>With verbal prompts from an adult, the child will drink from a cup without spilling using two hands and then using only one.</p>	<p>The child will independently use a spoon and fork to eat.</p> <p>The child will independently drink liquids from a cup, use a straw.</p>	<p>Reinforce independent feeding skills at home during family meals.</p> <p>Eat snack when in the home and out in the community in various settings.</p> <p>Follow through with simple family (tray of snacks) recipes and eat with the family.</p>

Continuum of Skills/Strategies			Additional Home Activities
Recognition of Fruits			
<p>With either full or partial assistance, hand over hand, and an adult naming a specific fruit, e.g., apple or banana, the child will identify the fruit when given a choice between the fruit and a non-edible object, e.g., toothbrush, by looking at it, moving towards it, gesturing or reaching for it.</p>	<p>With verbal prompts from an adult and using visual supports, e.g., pieces of fruit and corresponding photos, the child will identify specific fruits upon request by touching and/or labelling by name, e.g., Show me the apple, banana, orange, etc.</p>	<p>The child will independently identify different pictures of fruit by touch and/or name.</p> <p>The child will identify fruits according to various attributes, e.g., colour, size, shape, etc.</p>	<p>Provide opportunities for children to prepare snacks for the family e.g., orange slices.</p> <p>Support children to create a grocery list of fruits that he/she would like to buy to prepare a fruit salad.</p> <p>Provide opportunities for children to prepare simple meal menus.</p>
Create a Simple Shopping List to Make a Fruit Salad			
<p>With either full or partial assistance, hand over hand, and an adult naming specific fruits, the child will match identical pieces of fruit that can be used to make a fruit salad.</p>	<p>With verbal prompts from an adult and using pictures of fruit, the child will identify different fruits that can be used to make a fruit salad by touching and/or naming the specific fruit.</p>	<p>The child will independently match pictures of fruit with their printed name, i.e., using pictures found in grocery store flyers.</p> <p>With minimal support, the child will create a shopping list of fruits that are required to make a fruit salad using photos, picture/symbols and/or words.</p>	

Select Items in a Store from the Shopping List			Additional Home Activities
<p>With either full or partial assistance, hand over hand, and an adult naming a specific food on the shopping list, the child will match the concrete item to its corresponding photo or picture/symbol.</p>	<p>With verbal prompts from an adult, the child will use a shopping list of pictures and words to locate items to be purchased. He/she will then remove that item from the list after each selection.</p>	<p>With adult supervision within the store, the child will independently use a shopping list of pictures and words to locate items to be purchased. He/she will then check items off the list after each selection.</p>	<p>Provide opportunities to reinforce the use of a written/visual shopping list at home and on outings to the grocery store.</p> <p>Expose children to various types of grocery stores, e.g., green grocers, convenience, No Frills, Walmart, Costco.</p> <p>Children assist parents with shopping for the family's grocery needs.</p> <p>Promote opportunities for children to practise skills within the home.</p>

Putting an Item Away After Using It			Additional Home Activities
<p>With either full or partial assistance, hand over hand, and an adult naming the specific item, e.g., snack container, the child will put the container away in a specified place.</p>	<p>With verbal prompts from an adult and access to visual supports, the child will put items away in their proper spot after using them.</p>	<p>The child will independently put items away in their proper spot after using them, e.g., school materials, cooking and/or eating utensils, recyclable materials, etc.</p>	<p>Provide opportunities for children to assist with cleaning up various areas in the home.</p> <p>Encourage children to clean up materials and equipment after participating in any activity in the home.</p> <p>Provide opportunities for children to assist at home with specific responsibilities.</p> <p>Encourage parents/caregivers to have children assist their younger siblings with household tasks.</p>

Identifying Dirty Clothing Items			Additional Home Activities
With either full or partial assistance, hand over hand, and an adult identifying clean and dirty clothing items, e.g., socks, t-shirts, the child will participate in sorting these items into two piles.	With verbal prompts from an adult, the child will identify clean and dirty clothing when presented with samples of both.	The child will independently identify clothing items that require washing from those that do not using stains and smell as indicators.	Provide opportunities for children to assist with laundry tasks. Assist children to identify soiled clothing at home and place the items in a basket or the laundry area.

Brushing Teeth			Additional Home Activities
With either full or partial assistance, hand over hand, the child will participate in the teeth brushing process by tolerating sensory stimulation inside his/her mouth with medicated swabs, a damp face cloth, toothpaste on Q-tips, a dry or electronic toothbrush.	With verbal prompts from an adult, the child will look in a mirror, identify his/her mouth, put the toothbrush with toothpaste inside the mouth and imitate the action of brushing teeth.	The child will independently put an appropriate amount of toothpaste on a toothbrush, brush teeth, rinse and wipe his/her mouth and hands.	Parents reinforce skills at home. Children observe family members brushing their teeth.

Blowing Nose into a Tissue			Additional Home Activities
With either full or partial assistance, hand over hand, the child will allow an adult to guide his/her hand in order to wipe their nose with a tissue or cloth.	With verbal prompts from an adult and access to visual supports, e.g., photos, picture/symbols, the child will remove a tissue from a box, wipe his/her nose and dispose of the tissue.	The child will independently cover his/her mouth when sneezing, blow his/her nose and dispose of the tissue.	Review with the children the importance of nasal hygiene in preventing illness. Parents and family reinforce skills at home.

Independence in Washroom Routines			Additional Home Activities
With an adult identifying that the child is wet or soiled and providing assistance, the child will use augmentative / alternative communication to indicate that he/she is wet or soiled.	With verbal prompts from an adult and access to visual supports, the child will communicate the need to use the toilet and complete his/her washroom routines.	The child will independently manage all personal toileting needs and follow washroom routines.	Parents reinforce skills at home or when using washroom facilities in the community. Children work through stages of and practice toileting routine at home.

Use a Telephone			Additional Home Activities
With an adult identifying the sound of a ringing telephone and providing hand over hand assistance, the child will react to the caller by using facial expressions, gestures, vocalizations and augmentative / alternative communication.	With verbal prompts from an adult and access to visual supports, the child will answer the telephone and follow through with the appropriate response or behaviour.	The child will independently answer the telephone and follow through with the appropriate response or behaviour.	Have children call family members and close friends, answer the phone and take brief messages to share.

Dressing: Clothing Items			Additional Home Activities
With either full or partial assistance, hand over hand, and an adult naming a specific item of clothing belonging to the child, e.g., coat, the child will identify that item by looking at it, moving towards it, gesturing or reaching for it.	With verbal prompts from an adult and access to visual supports, e.g., clothing items, photos, the child will identify which clothes belong to him or her by touching and/or labelling by name, e.g., my coat, my shoes.	The child will independently choose his/her clothes to wear to school each day.	<p>Children work on dressing, i.e., putting coat on and taking it off when leaving or entering the home or other appropriate times during the daily schedule.</p> <p>If appropriate, family trips to different clothing stores to look at a variety of clothes, outerwear, shoes and accessories.</p> <p>Children can organize a fashion show and invite family members.</p> <p>Assist children in creating a collage with photos of people wearing clothing for different seasons.</p> <p>Have children organize clothing in drawers and within the closets to promote independence.</p>

Washing a Minor Wound and Applying an Adhesive Bandage			Additional Home Activities
When the need arises, with either full or partial assistance, hand over hand, the child will allow an adult to guide his/her hand to wash a minor wound and then apply an adhesive bandage to cover the area.	When the need arises, with verbal prompts from an adult, the child will wash a minor wound and then apply an adhesive bandage to cover the area.	When the need arises, the child will independently recognize when a minor wound needs to be washed and covered with an adhesive bandage.	Reinforce this skill at home when the need arises. Children can assist their younger siblings or family members with applying an adhesive bandage to cover a minor wound.

Recognize and Understand Safety and Warning Words			Additional Home Activities
With either full or partial assistance, hand over hand, and direct statements, the child will respond to simple safety and warning words, e.g., stop, no, don't touch, by complying with the request.	With verbal prompts from an adult and access to visual supports, e.g., photos, picture/symbols, the child will recognize, understand and respond appropriately to several warning and safety signs, e.g., STOP, WALK, WAIT, DON'T WALK, EXIT, POISON, KEEP OUT, etc.	The child will independently recognize, understand and respond appropriately to many warning and safety signs when presented on flash cards and on signs within the school and community.	Children identify safety and warning signs found in the home and community. Participate in neighbourhood walks to practise pedestrian safety rules. With parental support, children identify safety and warning signs found in their home and the neighbourhood.

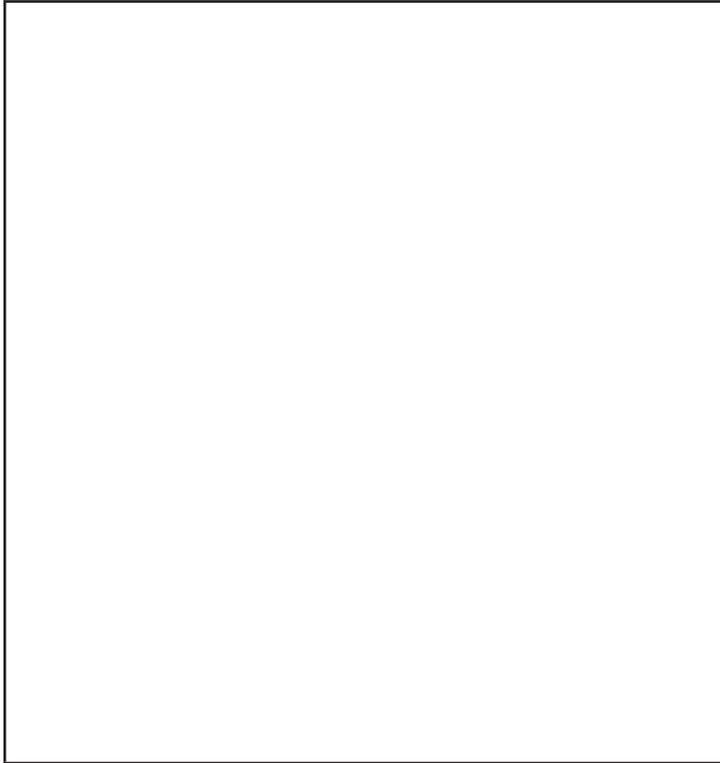
Listen to Music for Enjoyment			Additional Home Activities
With either full or partial assistance, hand over hand, the child will respond to music by facial expression, vocalizations, body movement and clapping.	With verbal prompts from an adult and access to visual supports, e.g., photos, picture/symbols, the child will request certain songs and move to music.	The child will independently select preferred songs from a radio or alternative listening device, and operate the equipment.	Provide opportunities for children to engage with technology and to activate simple machines and listening devices.

Play Simple Card Games			Additional Home Activities
With either full or partial assistance, hand over hand, and the adult labelling each card, the child will match identical photos or pictures on teacher made playing cards.	With verbal prompts and modelling from an adult, the child will play a simple matching card game with a peer using teacher made playing cards.	The child will independently play a simple card game, which requires the child to take turns and follow the rules.	Encourage children to play various card games at home and practice counting, taking turns, and positively encouraging others while playing together.

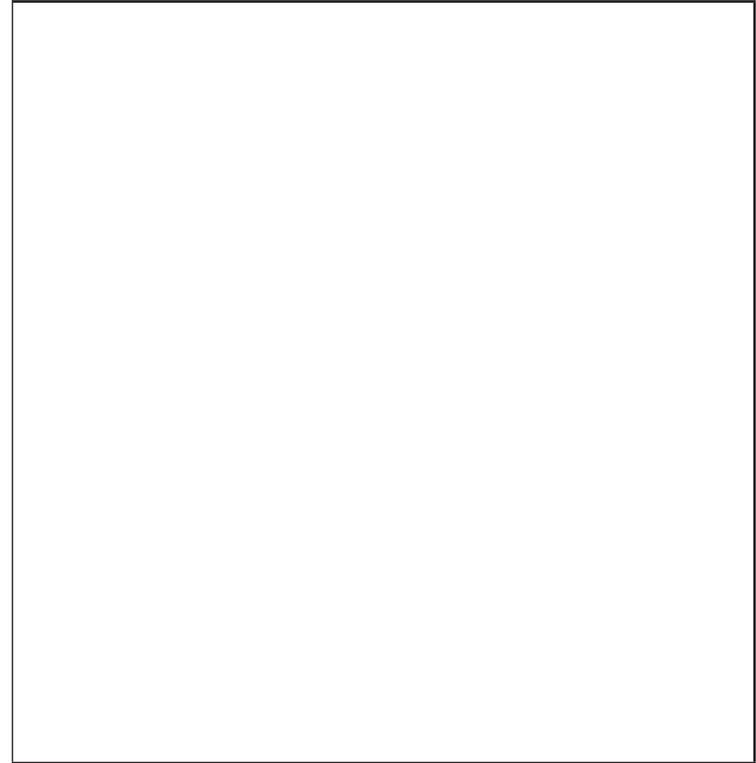
Things you can do at home to support your child's Functional Academic Skills:

Continuum of Skills/Strategies			Additional Home Activities
Listen to Stories, Poems and Non-Fiction Materials			<p>Schedule time during the day to Drop Everything And Read as a family.</p> <p>Support their children's literacy skills by reading and discussing various materials each night.</p>
<p>With either full or partial assistance, hand over hand (gently moving the child towards the reader), the child will respond to what is being read by gestures, vocalizations, movement or looking at the reader.</p>	<p>With an adult providing verbal and gestural prompts, the child will listen to a story and answer simple questions.</p>	<p>With an adult providing both gestural and indirect verbal prompts, e.g., "What is next?" the child will listen to stories, answer simple questions and make comments.</p>	
Read a Recipe to Make a Garden Salad			<p>Include children in a weekly trip to the local supermarket to purchase groceries. Highlight the signs which display the different types of foods.</p> <p>Encourage children to assist with unpacking groceries and then putting them away.</p>
<p>With either full or partial assistance, hand over hand, and an adult naming specific ingredients in the garden salad, e.g., lettuce, tomato, or cucumber, the child will match the ingredients to photos with a corresponding printed word.</p>	<p>With verbal prompts from an adult and access to visual supports, e.g., photos, small picture/symbols, etc., the child will identify sight words from a recipe when they are printed on flash cards by touching and/or labelling by name.</p>	<p>With minimal support, the child will read a list of ingredients required for the recipe to make a garden salad.</p> <p>The child will identify verbs in the recipe, e.g., cut, mix and demonstrate basic comprehension of these words.</p>	
Have an Awareness of Time as Related to the Events of the Day			<p>Provide children with a watch or clock, which can be programmed to buzz, vibrate or ring at specific times of the day.</p> <p>Provide opportunities for children to sort recycling materials.</p>
<p>With either full or partial assistance, hand over hand, and an adult naming a specific activity, the child will match concrete objects to photos of various activities which take place at specific times during the day.</p>	<p>With verbal prompts from an adult and access to visual supports, e.g., photos, picture symbols, pictorial schedules, the child will identify activities which take place at certain times of the school day.</p>	<p>The child will independently associate various activities with different times during the school day.</p>	

FIRST



THEN

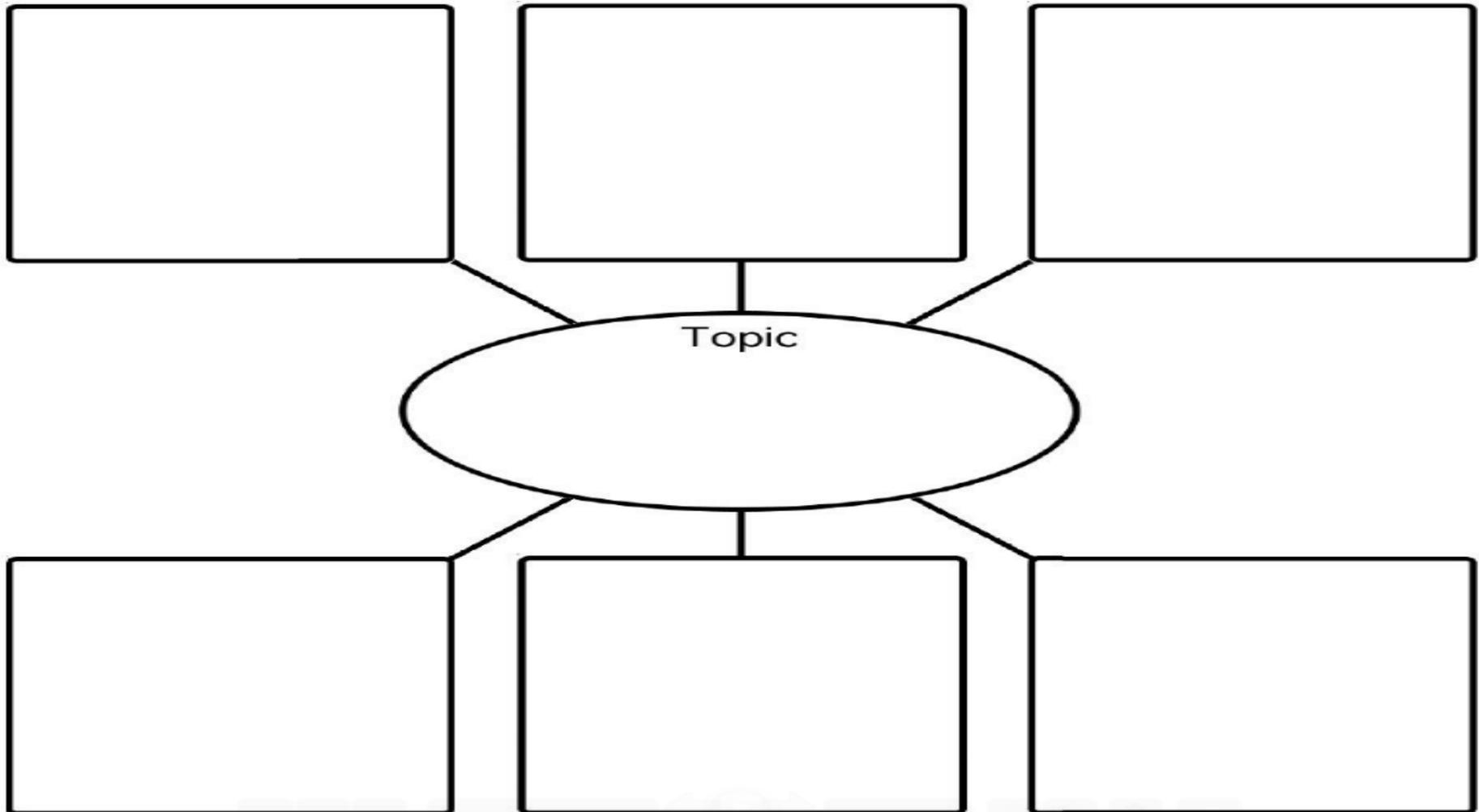


A First Then Board can be used to support any challenging transition or for new routines. This visual support is helpful for explaining how to get from one activity to another. “First clean up toys, and then have snack!”

Any child can benefit from this approach. It is helpful for adults to slow down and break down ideas for any child. Simply setting expectations with pictures and discussing a plan or timeline often alleviates much of the push-back parents/caregivers see in students.

GRAPHIC ORGANIZER

Graphic organizers are a great way for students to demonstrate their knowledge on a certain topic as it requires them to present relationships and links between a general idea and more specific topics.



Visual Schedule (A.M. sample)

1		Wake up
2		Brush your teeth
3		Comb hair
4		Get dressed
5		Eat breakfast
6		Learning task
7		Wellness break
8		Wash hands
9		Snack
10		Learning task

Visual Schedule

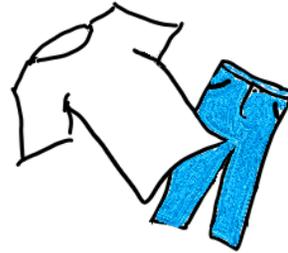
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Visual Schedule Cards

Cut out the cards to use as a visual schedule.



Wake Up



Get Dressed



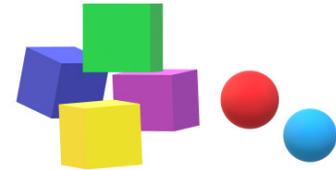
Eat Breakfast



Brush Hair



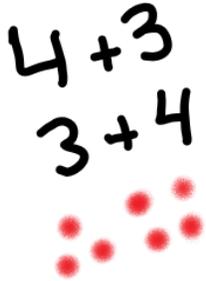
Brush Teeth



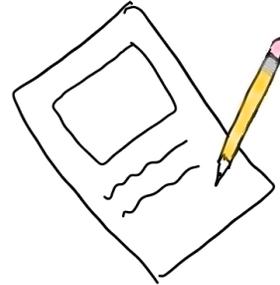
Free Play

Visual Schedule Cards

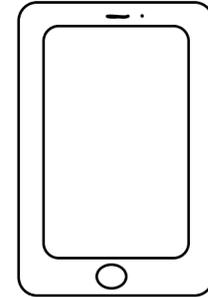
Cut out the cards to use as a visual schedule.



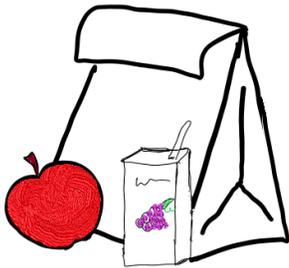
Math



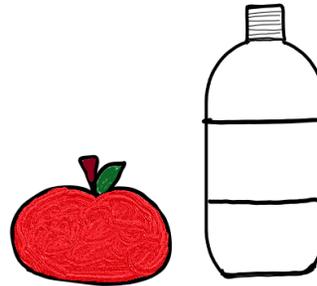
Writing



Tech Time



Lunch



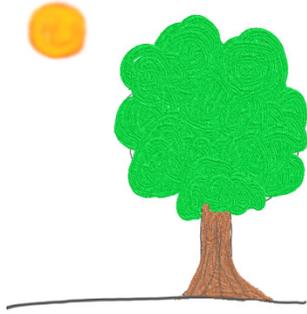
Snack



Exercise

Visual Schedule Cards

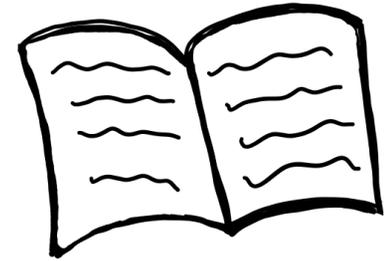
Cut out the cards to use as a visual schedule.



Outdoor Time



Calming Break



Reading



Wash hands

Use the blank cards to make your own cards.

ESL/ELD

Dear Parents/Guardians,

Please use this chart to write the most important (key) words your child reads when completing the lessons in this learning package.

Remember to ask your child's ESL/ELD teacher for help if needed.

Key Words

English	Definition	Illustration (Drawing)	Translation (my home language)