Student:

Date: February 26th, 2014

Time for Visit: 45 minutes

Additional Team Members: None

**Targeted Goal(s):**

* Cognitive**:** \_\_\_\_\_\_\_ will match shapes.
  + Secondary Outcome: \_\_\_\_\_\_\_ will place an object in a somewhat defined area.
* Cognitive: \_\_\_\_\_ will follow simple directions.

**Lesson ideas:**

* **General Questions for Family:**
  + Are there any new concerns?
  + Have you seen any improvement in specific skills?
    - Speech Language: How has speech been going? Any new words?
    - Physical Therapy: How has jumping been going? Is he getting more comfortable with it?
  + Are there any skills that you would like to see him work more on?
* **Activities:**
  + **Matching Game- textured shapes**
    - Start by introducing the shapes. This is a \_\_\_\_\_\_. Hand him the shape and let him explore the texture and shape. (only do 2 or 3 at first)
    - Have him match the shapes. “Put the \_\_\_\_ on the \_\_\_\_\_.” Make them match.
    - Gradually introduce new shapes as he becomes more successful with the activity. Repeat part 1 and 2 with each new shape introduced to work on vocabulary too.
  + **Cookie Matching (tried before but may be worth trying again)**
    - Have him try and put the cookie near the hole. Holes are not very contrasted so this may be hard for him.
    - Do just to touch on a more defined skill. (may not get to this activity)
  + **Tossing Objects (scaffold concept- follow simple directions and place in semi-defined space)**
    - Toss the ball on the cushion.
    - Place the ball in a bin.
    - Place the ball in the chute.
    - Toss the ball in the bin.
    - Toss the ball in a smaller bin.
    - Place the cookie in its place.

**Assessment:**

* **Interview:** 
  + Ask mom about progress next time.
  + What’s worked as far as activity suggestions? What hasn’t worked? Have you seen him initiate any of the activities?
* **Observation:** 
  + Have him complete the matching game after he has had time to practice it. Introduce anew shape and see how he does with matching an unfamiliar shape after practice with the matching concept.
  + Give simple directions that prompt \_\_\_\_\_\_\_\_ to place object in a defined space and watch to see how he responds. Simplify or expand direction based on how he responds to the initial direction.

**Next Step for Family: (Some of these are geared toward skills that were emerging at the last visit so I may not bring up those recommendations if I see he is doing well with these skills. I think the new glasses have really helped with development so I’m not entirely sure how much progress he has made since that last visit.)**

* Leave matching game with family to practice with \_\_\_\_\_\_\_\_. If he does well with that you can move to having him try and match non-textured objects (maybe try the cookie tray)
* During play: Work on tossing toward a dark colored target. (throw the ball at the couch, throw the ball at one couch cushion on the floor, throw the ball at a smaller dark pillow on the carpet, walk to put a ball in a dark colored bucket)🡪 Older brother could initiate and/or model this too
* Continue talking about the shape of objects with him throughout the day. The plate is a circle. The box is a square. What shape is the cookie? It’s a triangle.
* Talk about putting things in. When you’re cooking: I’m putting the noodles in the pot. If you’re mixing things in a bowl have him help put things in (may need hand over hand to start).

*Background on lesson*

\*Two types of activities are planned and will follow his lead as far as which activities we do. (It will depend on mood and engagement level.)

\*I’m planning on bringing out a few additional activities that would work on different skills if he has already made significant gains in the outcome areas for this lesson or picks up on the skill very quickly. Potentially bringing out a book or pictures with high contrast to look at.

\*First time we are introducing matching with \_\_\_\_\_\_\_\_\_. May not get to all of the shapes. To start it may only be one or two shapes.

\*Using textures with the matching game to help accommodate \_\_\_\_\_\_\_\_\_’s vision impairment. The bright colors should help too.

*Student Profile:*

\_\_\_\_\_\_\_\_\_\_\_ receives services from multiple team members. He has a vision teacher, physical therapy, and occupational therapy. The most recent addition is speech services, which he recently had an evaluation for. He has become much more mobile in the last several weeks and has started to explore his environment more. \_\_\_\_\_\_\_\_\_\_ also recently got new glasses that last time seemed to improve his vision more than the pair he had the previous time I went to see him. This will be the first visit I am on with him that will not have other team members present. The last visit was with PT. We worked on putting balls into a chute and started touching on lifting the octopus shoe to get a ball out to repeat the activity. Today’s lesson will expand on the concept of putting in while introducing the matching skill.