**Goal/Activity Matrix**

Name: **Dylan**  Date:

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| **Daily Schedule of Activities** | **Goals** |  |
|  | Given minimal adult prompting Dylan will use 3-5 word sentences incorporating descriptive words, prepositions and verbs (5 times in each of 8 daily routines) | Given adult verbal and physical prompting (e.g., helping through hand over hand), Dylan will imitate or join the play of peers when engaged in side by side play in order to establish joint attention with them and promote early shared play (3 times in each of 5 daily routines) |
| **Arrivals/****Transitions** | After greeting Dylan when he arrives in the morning, ask him what the weather is like outside. Encourage him to use descriptive words such as rainy, sunny, windy, etc. Give him prompting as necessary. | During transitions, especially during clean up time, have Dylan help another peer clean up. If there is a particular area that is messy and only one other peer playing in the area, say to him, “Look Dylan, it looks like (insert child’s name) needs help cleaning up. Why don’t you go help them? If necessary, help him with follow-thru. |
| **Free Play** | When Dylan is playing with blocks or animals during free play, encourage him to be more descriptive in his play. For example, if he is playing with the animals, put them next to you so he has to ask for them. If he says that he wants the giraffe, show him two giraffes and ask him, “Do you want the big giraffe or the small giraffe?” Then have him ask again, using the correct descriptive word.  | If Dylan chooses to play a game such as Caribou during free play, have him invite a few other peers to join. In between turns, ask Dylan, “Whose turn is it?” If he does not correctly respond, give him assistance as needed. While it is not his turn, direct his attention to what his peers are doing. Then ask him questions like “Did (insert child’s name) find a ball?” |
| **Playroom Activities** | While in the playroom, play basketball with Dylan. Ask him “whose turn is it?” Give him models or prompts as necessary in order to help him successfully answer the question. Also have him ask for the basketball when it is his turn. |  |
| **Outside** | When playing with the bunnies in the garden, encourage Dylan to tell you about the bunnies. He could talk about things such as their texture, size, and color. He could also talk about the location of one of the bunnies in relation to the other. Give him modeling such as “Look Dylan, the white bunny is next to the black bunny.” Then ask him, “Where is the white bunny?” | When outside, have Dylan ask one other peer to help him feed the bunnies. Then have them take turns feeding/playing with the bunnies. Direct the child who is not feeding to look at what the other kid is doing. For example, say “Look, Dylan. (Insert child’s name) is feeding the bunny a carrot.” Also have him practice turn taking skills during this time. |
| **Activity Time** | During activity time, set up an art project such as a texture collage. Have a variety of different materials available for the children to glue onto their picture. Have items that are smooth, rough, soft, etc. available to them to put on their collage. Talk about the textures of the materials as you use them. | Play Simon Says with Dylan during activity time with two other peers. Have each child take a turn being Simon. During this time, encourage Dylan to follow the directions given by Simon. If he has difficulty with a task, direct his attention to the other peers in the group so he can see what they are doing. |
| **Circle Time** |  | During circle time, when singing a song with hand movements, direct Dylan’s attention to what other peers are doing. For example, when singing the Shaky Egg Song, if Dylan is not participating, direct his attention to the peer sitting next to him and say “Look what your friend is doing.” Then, encourage him to shake his egg like the rest of the peers. |