

Example Goals, Activities, and Strategies for a Child with a Vision Impairment in a Growing Things Module

Child: Tomas	Sample activities	Strategies to develop processes and skills
<p>Process Goal 1: (Engagement and Executive Function) Tomas will engage with more than one object and demonstrate motivation to combine them in a sequence of actions.</p> <p>As measured by: Tomas will be able to combine 2 related objects and perform 2 sequential actions to accomplish his goal in four activities of the day every day for two weeks.</p>	<p><i>Dramatic play.</i> The children have created a food stand to sell vegetables from their “garden.” They want a meaningful role for Tomas.</p> <p><i>Sensory Table:</i> Provide shovels/tools and different types of containers arranged in a sequence for empty and filling with dirt. Add small balls (seeds) to bury in the dirt. Have an object sequence glued to a strip of</p>	<p>To increase engagement, combining materials, and complexity of play. Tomas is at the food stand. The teacher hands him a folded paper bag and a plastic lemon. A peer says, “Put it in the bag Tomas,” and opens the bag a bit. Tomas stuffs a lemon in the bag, opening it further. The peer hands him an orange, and Tomas puts it in the bag. This is followed by an apple. Tomas starts to take the fruit out, but the peer says, pointing to another customer, “No, Tomas. Give it to the customer. Tomas hands the bag to Mariel. After several days of being the “bag man,” Tomas is spontaneously taking the food, filling the bag, and handing it to the customer.</p> <p>To increase ability to sequence actions toward a goal, increase mastery motivation, and persistence. Prompt with combined verbal and tactile input at first, to walk the child through the process. (on guide strip: shovel (“dig hole”); bowl with small balls (“plant seed”); shovel (“cover with dirt”). Fade prompts as soon as possible. Use peer as model for turn taking.</p>

	cardboard to guide and reinforce actions.	
<p>Process Goal: (Cognitive and Affective Theory of Mind) Tomas will watch, imitate, and understand a peer's actions, emotions, and intentions.</p> <p>As measured by: Tomas will take three turns with a peer with both dialogue and play interactions 10 times during routines for a week.</p>	<p><i>Art:</i> Provide Tomas and a peer with one sheet of paper and art materials. Let them work together to glue seeds, sticks, leaves, draw a picture, or make a collage using a variety of nature materials.</p> <p><i>Table play:</i> Provide simple, separate piece puzzles of fruit and vegetables for Tomas to construct with a peer. Orient the pieces in the right order above their appropriate location</p>	<p>Communication, cooperation, turn-taking. To increase observation and imitation of peers, provide duplicate materials. Label materials as they are chosen and describe actions. Use one-to-two-word phrases for Tomas (e.g., "glue on," "push down,"). In interaction, if Tomas is ignoring the peer, ask, "Tomas, who's turn is it now." (Use egg carton with each child placing a different brightly colored balls in their row with each turn. Feeling for the longest row indicates whose turn it is.)</p> <p>Tomas is trying to push the puzzle pieces together without lifting and placing them. Say, "You are pushing them. Let's do a piece with Julio. Feel the piece. Feel the pointed part? Now feel the part below with your other hand. Find the place the pointed part would go. Now let's do it with Julio. (Places Tomas's hand on top of Julio's). "He is <i>lifting</i> the piece. At Tomas's turn, have peer prompt, "Lift, feel." (i.e., Julio picks up the first piece.) and say, "Put in" (put the piece in the puzzle. Take turns with the pieces, narrating what each is doing, and encouraging the peer to assist. Eliminate or change prompts as he picks up the sequence.</p>

<p>Process Goal 3. (Engagement, Cognitive Theory of Mind and Executive Function) Tomas will demonstrate interest in and attention to a speaker's face to gain information about the person's meaning and attend to the words being produced. He will imitate facial expressions, sounds, and sound sequences or words.</p> <p>As measured by: Tomas will spontaneously label two objects or actions in each activity of the day, with at least twenty different words across the day for a week.</p>	<p><i>Snack:</i> Discuss the foods being eaten with the group. Have pictures and plastic food to compare and label with the real food. Discuss how they feel, taste, smell. <i>Story time.</i> Point to pictures in the book. Have a similar tactile book for Tomas to explore.. Have plastic or real fruit to compare to the pictures.</p>	<p>Ask open-ended questions: "What is your favorite snack?" Comment: "I like this smell. It smells like...?" Give choices: "Is this hard or soft?" "Rough or smooth?" Use the close procedure. "You are eating a?"</p> <p>Let's play a game. I'm going to whisper something in Tomas's ear. Now Tomas has to tell Sadie what I said. (Assist if necessary). "Now Sadie, tell Julio what you heard."</p> <p>Ask Tomas to find the oranges in the picture or from a basket of fruit. Ask, "Who likes oranges?" Model rubbing your tummy, say, "They taste GOOD." 'Are they sweet or sour?'"</p>
--	---	--

Rough Draft not for distribution
Dr. Toni Linder (in production)
toni.linder@gmail.com