
IEP Activities for Interchangeable Music Puzzle/Switch

Children can improve visual perception and perceptual-motor skills with this extremely versatile device. Learning to match shapes in a progressive manner from easy to more difficult as well as follow a pattern of shapes from one to five is fun! Fine motor coordination and cognitive components combine to create an ideal teaching tool. The toy rewards the player either with music or as a switch to operate another toy or device.

Activity #1: “Beat the Clock Shape Matching Game”

Ages: 5 and up

Level: average to difficult

Diagnoses: learning disabled, developmentally delayed, mild physical disabilities, mental retardation, PDD, ADD

Materials needed: Audible Minute Timer

How to play: This activity can be played with one child against the “clock” or a small group of 2 children competing against each other for the best time. Arrange the removable empty shape blocks on the base. Spread the colored shape blocks in a random fashion in a variety of reach positions on the tabletop. Set the timer to desired time. Allow more time, if child has slower motor movements to allow for success. Decrease the time allowed when child is ready to increase speed. Instruct the child to work as quickly as he/she can when the timer is started. The child is told to place all the shapes in their appropriate place before the timer runs out. The Music Puzzle/Switch will play music or operate a toy (determine prior to starting game) when the correct sequence of shape blocks are all in place. If the timer buzzes before the child

completes the task, either prompt for greater speed, or increase the time allowed.

Positions for Play: Seated in a wheelchair with tray, at a table, standing, kneeling, floor sitting, and quadruped.

Activity Analysis #1: Skills and Performance Components this toys and activity will address:

- **Cognitive/Language:** shape identification, matching, counting, ordinal numbers, e.g. first, second, spatial concepts, left, right
- **Gross Motor:** range of motion, postural control, graded muscle control, crossing midline, visual motor integration
- **Fine Motor:** grasp, finger, hand and wrist movements
- **Sensory:** tactile processing, visual processing, auditory

Activity IEP* Goals: LTG – Long Term Goal, **STO**- Short Term Objective (Please note this is not an exhaustive list)

Cognitive/Language: LTG: Student will develop an improvement in basic concepts by matching patterns of 1-5 colored shape blocks (OBJ)

Student will demonstrate an improvement in basic concepts (LTG) by showing an understanding and use of positional and spatial concepts (e.g. left, right): criteria: method

Gross Motor: To improve functional shoulder, arm and hand control for greater success with fine motor tasks (LTG) To demonstrate arm midrange control and grading of movement, using appropriate force and accuracy, student will place five shape blocks into a form board without arm resting on table (OBJ).

Fine Motor: To improve functional shoulder, arm and hand control (LTG) by demonstrating appropriate grasp by holding objects between opposed thumb and pads of fingers with no palm involvement (radial digital grasp, __out of __times.

To improve active range of motion of the shoulder, arm and hand needed for activities of reaching and grasping. (OBJ), child will use voluntary flexion of fingers only against object pressed into palm __out of __times.

Sensory: To improve visual perception and perceptual motor skills for greater success in academics (LTG), child will copy a 5 block shape pattern (OBJ) __out of __ times.

Sample goals were taken from Version 4Curriculum c
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For Technical Support:

Call our Technical Service Department
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IEP Activities

Interchangeable Music Puzzle/Switch (#921)

User's Guide Enabling Devices & Toys for Special Children

Hastings-on-Hudson, NY 10706
www.enablingdevices.com