

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

Cognitive- LTG1.1 Student will develop and demonstrate an improvement in basic concepts and cognitive skills
STO1.1.37 Student will attend to auditory stimuli and respond with an appropriate gesture to a simple verbal request (criteria: method)

Social Emotional- LTG 29.1 Student will develop and demonstrate an improvement in self-concept. STO 29.1.3 Student will attempt new or novel experiences: criteria: method

Motor- LTG To improve functional shoulder, arm and hand control for greater success with fine motor tasks.
Objective: To demonstrate purposeful and accurate reach towards objects.

Sample goals were taken from Version 4 Curriculum Copyright 1986-1993 Dr. Thomas Reap and OT Goals by Partners in Goals.

The information sheets have been compiled by Elizabeth Meyer, a pediatric rehabilitation professional who has been in the field for 25 years and who holds Masters degrees in both Occupational Therapy and Special Education. Ms. Meyer currently practices pediatric OT in

IEP Goals for Clock Communicators

The Clock Communicator can be your most successful **visual-motor training** device. Visual pursuits, (tracking a moving object) and saccades, (scanning a stationary object from one point to the next) are visual skills required for reading and other visual-motor tasks. Children who are not motor impaired but who have visual motor deficits will be able to train and exercise their visual pursuits using this device and when games are incorporated, children will enjoy the exercise.

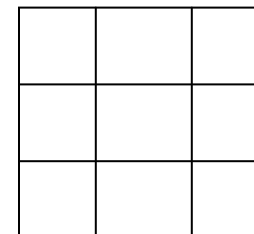
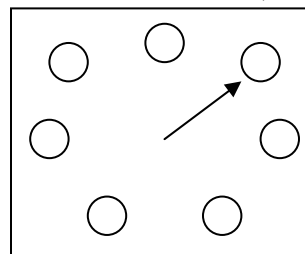
Activity #1: “Round the Clock Bingo” (uses #1231 Compartmentalized Clock Communicator)

Level: easy to moderately difficult

Ages: 5-14

Diagnoses: Attention Deficit Disorder, Developmentally delayed, visual perception deficits and speech delay.

Materials needed: A game die, bingo tokens, 6 objects or 6 pix, customized bingo boards with matching pix (Mayer-Johnson Board Maker Program, capable of making box grids with pictures of almost every possible object you choose, for each round.)



How to Play: *for 2 or more players*

Set up the compartments with common objects or colored discs, numbers, or letters. Set up the compartments with common objects or colored discs, numbers, or letters.

Randomly leave 2 of the 8 compartments empty for fun!

The first player throws the die. He/she then activates the clock scanner by pressing the switch and counting the correct number of compartments indicated on the throw of the die, stopping the scanner on the correct compartment.

Player identifies the letter in the compartment then checks his/her bingo board for the matching picture or letter and places a token on the correct grid box. The next player activates the scanner. The player who completes the bingo grid first (a row, column or completed grid) is the winner.

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

- Perceptual processing, (scanning/visual pursuits)
- Cognitive Integration, (recognition/matching, attention, counting, initiation and termination of activity.)
- Gross Motor, (visual-motor integration.)

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- Visual Motor Integration: (LTG 30.2) Student will develop and demonstrate an improvement in activities which require visual motor coordination by moving his/her eyes to localize and focus on an object when presented in different locations (STO 30.2.2)
- Student will visually track an object horizontally, vertically or curvilinear (STO,1.1.2,3)

Cognitive: (LTG 1.1) Student will develop and demonstrate an improvement in basic cognitive skills by his ability to classify objects, pictures or symbols by category of same or different. (STO 1.1.52)

Activity #2: “Old MacDonald had a farm” allows the non-verbal child to participate in a music sing-along using a platform communicator.

Level: easy

Ages: 3-10

Diagnoses: Developmentally delayed, mental retardation, TBI, speech impaired, physical disabilities, cerebral palsy.

Materials needed: plastic or rubber farm animals or pictures of farm animals

How to Play: Set up the compartments with three farm animals. Pre-record the name of the animal and the sound it makes after a 5-second pause. Repeat the sound twice. For example, “Duck” pause for 5 secs., then record, “quack-quack, pause quack-quack.” As the group sings this familiar song, the non-verbal child or children in the group can be given this device during this or any “fill in the words” type of song. As the teacher or music therapist says, “and on this farm he had a___,” the child can be called upon to press a switch for the animal of choice. The device will fill in the animals name and the familiar sounds it makes! When it is the child’s next turn, he/she must remember which animals were already named and press the switch that corresponds to an animal not already named. Give assistance and verbal cues as necessary.

Activity Analysis #2: Skills and Performance Components this toy and activity will address:

- **Cognitive-** cause and effect, object recognition, initiation of activity, auditory and visual memory
- **Motor-** crossing the midline, motor control, visual motor integration
- **Psychosocial/Social-** emotional skills- self expression, interpersonal skills in a small group

Products for IEP Activities:

Grooved Platform Communicator (#1900/1910)

Clock Communicator (#1200)

Musical Clock Communicator (#1220)

Compartmentalized Clock Communicator (#1231)

White Round Clock Communicator (#1232)

Clear Round Clock Communicator (#1233)

Dual Clock Communicator (#1234)

Enabling Devices & Toys for Special Children

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IEP Activities

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