

LIFE SKILLS PROGRAM PLANNER

**A FRAMEWORK FOR THE DEVELOPMENT
OF PROGRAMS FOR PUPILS
WHO EXPERIENCE DEVELOPMENTAL DELAYS**



Acknowledgements

“We wish to recognize the work of

Ann Kaiser,

in her role as

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for the Grand Erie District School Board.”

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Life Skills Program Planner: A Framework for the Development Of Programs for Pupils Who Experience Developmental Delays

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SECTION A

LIFE SKILLS GUIDE

A Framework for the Development of Programs for Pupils who are Developmentally Delayed

- ❑ This document is designed to assist teachers in the development of appropriate programs and learning experiences for exceptional students with developmental delays.
- ❑ It uses as its focus seven components of an appropriate developmental program. Teachers would use the seven components as an organizational model within which they would build the student programs.
- ❑ Although the seven components are identical for all developmental programs and all students, the specific goals of each program will vary with the individual student's age, strengths and needs.
- ❑ Programs will also be able to reflect individual teacher interests and preferences.

What are Life Skills?

- ❑ those skills which will assist an individual to interact with his/her environment as independently as possible (interpersonal skills)
- ❑ those skills that are necessary to allow an individual to become a contributing member of society
- ❑ those skills which develop in the student a sense of dignity and worthiness
- ❑ those skills which permit an individual to problem solve appropriately and responsibly in life situations (interpersonal skills)
- ❑ those skills which are necessary for an individual to manage his/her own personal affairs

SEVEN COMPONENTS OF A DEVELOPMENTAL PROGRAM

- Functional Academic Skills
- Communication Skills
- Interpersonal Skills
- Independent Living Skills
- Leisure Skills
- Pre-Vocational Skills
- Vocational Skills

The Process of Using the Life Skills Planner

1. Parent - teacher - student interview takes place in late September.
 - The group determines the specific skills the student will learn in each of the seven areas of program. Complete the Life Skills Program Planner (see page 5).

Note: It is recommended that the wording of the goals be very precise and that no more than two areas of focus be identified for each of the seven components. This would be the basis for the student's IEP.
2. The teacher breaks down the skills into teachable steps using an available task analysis. These may be modified or newly created depending on the needs of students (see Section C: Task Analysis).
3. The teacher takes a baseline – initial assessment – using the four levels of evaluation on the Task Analysis Template (see example templates pg. 14 & 15):
 - Hand - over - Hand
 - Verbal/Physical Prompts
 - Physical Prompt (to be faded)
 - Independently
4. The teacher teaches the individual steps of the skill, using the task analysis, gradually fading prompts so that the student is always moving to the next level.
5. Periodic assessments, using the task analysis, should take place to determine what progress has been made.
6. Once the skill has been learned at an acceptable level for that student, the skill should be generalized to other situations/settings.

LIFE SKILLS PROGRAM PLANNER						
FUNCTIONAL ACADEMIC SKILLS	COMMUNICATION SKILLS	INTERPERSONAL SKILLS	INDEPENDENT LIVING SKILLS	LEISURE SKILLS	PRE-VOCATIONAL SKILLS	VOCATIONAL SKILLS
Jane will recognize 10 words from a restaurant menu: 1. Spaghetti 2. Hamburger 3. French fries 4. Chef salad 5. Beverage 6. Milk 7. Pepsi 8. Ice cream 9. Chocolate 10. Sundae	Jane will say, "May I have a _____, please?" when asking for an item. (i.e.: during meals, in the classroom, at a restaurant)	Jane will say please and thank you in appropriate situations.	Jane will make a bed independently.	Jane will play the card game, "Go Fish" independently with another person.	Jane will tell time by the hour and the half hour and relate those times to her own daily schedule.	Jane will stock shelves in a grocery store.
Jane will identify the names and values of the following coins: penny, nickel, dime, quarter, loonie, toonie.	Jane will say, "Excuse me, please." when interrupting a conversation.	When introducing herself to a visitor in the classroom, Jane will say, "Hello. My name is Jane Smith." and shake hands with that person.	Jane will use a washing machine independently.	Jane will order a meal at a restaurant independently.	Jane will follow three-step directions.	Jane will sweep the floor in the grocery store.

MAKING A BED				
1. <i>Hand-over-hand</i>	1	2	3	4
2. <i>Verbal/Physical Prompts</i>				
3. <i>Physical Prompt (to be faded)</i>				
4. <i>Independently</i>				
1. Takes pillows off bed				
2. Puts pillows on chair				
3. Grasps upper right hand corner of bottom sheet				
4. Pulls towards headboard				
5. Grasps upper right hand corner of top sheet				
6. Pulls towards headboard				
7. Grasps upper right hand corner of blanket				
8. Pulls towards headboard				
9. Grasps upper right hand corner of comforter				
10. Pulls towards headboard				
11. Walks around to the other side of the bed				
12. Grasps upper left hand corner of the bottom sheet				
13. Pulls towards headboard				
14. Grasps upper left hand corner of the top sheet				
15. Pulls towards headboard				
16. Grasps upper left hand corner of blanket				
17. Pulls towards headboard				
18. Grasps upper left hand corner of comforter				
19. Pulls towards headboard				
20. Walks around to other side of bed				
21. Picks up pillows from chair				
22. Places pillows on bed in proper position				
23. Smooths any wrinkles on bed with hands				

USE OF WASHING MACHINE				
	1	2	3	4
1. Hand-over-hand				
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Lifts lid of washing machine				
2. Picks up measuring cup with left hand				
3. Grasps container of detergent with right hand				
4. Pours detergent until measuring cup is full				
5. Sets detergent down on counter				
6. Pours detergent into bottom of washing machine				
7. Sets cup down on counter				
8. Takes clothes from laundry basket				
9. Places clothes in the bottom of washing machine				
10. Closes lid				
11. Grasps dial with right hand				
12. Pushes dial in				
13. Turns dial to #14 on the dial				
14. Pulls out the dial				
15. When the machine stops, lifts lid				
16. Takes clothes out of washing machine				
17. Places clothes in laundry basket				
18. Closes lid				

SECTION B

**COMPONENTS
OF THE
LIFE SKILLS PLANNER**

**The goals listed in the seven components
of the planner can and should be used
in the creation of student IEP and/or
Report Card.**

Functional Academic Skills

Reading, writing and mathematics are taught with the objective of permitting pupils to perform those tasks encountered with everyday living in mind. For example, money skills are learned in order that an individual may gain independence in purchasing an item, making/checking change, and reading and understanding receipts. Reading a recipe allows for independence with baking and cooking skills. Being able to print or write his/her own name, allows a person to access banking privileges or sign cards.

The following examples of Functional Academic Skills are not meant to be exhaustive. They are to serve as a guide when choosing specific goals for students in developmental programs. The specific components of each pupil's program will vary with age, strengths and needs.

Writing:

- ▶ prints/writes lower/upper case letters
- ▶ prints/writes name
- ▶ prints/writes words (with or without model)
- ▶ prints/writes sentences (with or without model)
- ▶ prints/writes family names and friends
- ▶ prints/writes address and phone number
- ▶ prints/writes simple letter
- ▶ prints/writes an address on an envelope
- ▶ fills in forms (applications or banking)
- ▶ prints/writes resume

Reading:

- ▶ own names
- ▶ names of friends and family members
- ▶ own address and telephone number
- ▶ community signs/environmental phrases
- ▶ menus
- ▶ alphabetical order
- ▶ labels on containers
- ▶ transportation words
- ▶ weather words
- ▶ appliance words (on/off; hot/cold)
- ▶ service providers (Laundromat, dry cleaners, video store)

Mathematics:

- ▶ number recognition
- ▶ rote counting
- ▶ simple addition
- ▶ simple subtraction
- ▶ use of a calculator
- ▶ money/change
- ▶ banking
- ▶ time concepts/telling time
- ▶ temperature
- ▶ sorting and classifying
- ▶ volume and capacity (more/less)
- ▶ linear measurement (short/long)
- ▶ weight

Additional Ideas:

Communication Skills

The acquisition of appropriate communication skills is an integral component of a life skills program. Communication skills involve both receptive and expressive language (listening, speaking). All other areas of the program depend, to some extent, on an individual's ability to communicate effectively.

The following examples of Communication Skills are not meant to be exhaustive. They are to serve as a guide when choosing specific goals for students in developmental programs. The specific components of each pupil's program will vary with age, strengths and needs.

Receptive:

1. **Attentive Listening**

- ▶ to peers
- ▶ announcements on P.A.
- ▶ news
- ▶ weather
- ▶ to extend vocabulary

2. **Informational Listening**

- ▶ to stories
- ▶ to gain information
- ▶ to follow specific directions

3. **Critical Listening**

- ▶ identifies environmental sounds
- ▶ for specific purposes (sequence, detail)
- ▶ for specific information (evaluate an idea or point of view)

4. **Appreciative Listening**

- ▶ to tapes, stories, jokes, riddles
- ▶ to music - different types
- ▶ to respond in a variety of ways to listening activities

Expressive:

1. **Oral Communication**

- ▶ expresses ideas clearly and accurately
- ▶ speaks for a variety of purposes (e.g. asks questions, relays information)
- ▶ participates in conversations (e.g. turn taking, stays on topic)
- ▶ uses correct sentence structure/language patterns
- ▶ uses appropriate vocabulary

2. **Augmentative Communication**

- ▶ sign language
- ▶ picture communication systems
- ▶ computer technology

Additional Ideas:

Interpersonal Skills

Interpersonal skills allow an individual to interact with others appropriately in a variety of social situations.

The following examples of Interpersonal Skills are not meant to be exhaustive. They are meant to serve as a guide when choosing specific goals for students in developmental programs. The specific components of each pupil's program will vary with age, strengths and needs.

- ▶ listening/paying attention
- ▶ starting a conversation
- ▶ introducing self
- ▶ introducing others
- ▶ having a conversation
- ▶ interrupting a conversation
- ▶ asking a question
- ▶ asking for help
- ▶ joining in a group/activity
- ▶ following instructions
- ▶ saying please/thank you
- ▶ apologizing
- ▶ recognizing basic feelings
- ▶ expressing feelings appropriately
- ▶ understanding how others feel
- ▶ dealing with others' feelings (anger, sadness)
- ▶ asking permission - when and whom to ask
- ▶ sharing with others
- ▶ helping others
- ▶ considering and respecting others' opinions
- ▶ controlling temper
- ▶ dealing with teasing appropriately
- ▶ displaying ability to problem-solve in a variety of situations

Additional Ideas:

Independent Living Skills

In order for an individual to achieve a sense of dignity, self-worth and independence, it is important to acquire the skills necessary to look after his/her own personal hygiene, meal preparation and maintenance of a dwelling.

The following examples of Independent Living Skills are not meant to be exhaustive. They are to serve as a guide when choosing specific goals for students in developmental programs. The specific components of each pupil's program will vary with age, strengths and needs.

Self-Care:	<ul style="list-style-type: none"> ▶ personal hygiene ▶ brushing teeth ▶ toileting ▶ feminine hygiene ▶ dressing and undressing ▶ making bed ▶ human sexuality and relationships
Preparing, Planning and Serving Food:	<ul style="list-style-type: none"> ▶ nutrition/diet/grocery shopping ▶ safety in cooking ▶ handling food ▶ preparing food ▶ table setting ▶ menu planning ▶ following a recipe ▶ following directions on packaged food ▶ after-meal cleanup
Operating Appliances:	<ul style="list-style-type: none"> ▶ toaster ▶ mixer ▶ blender ▶ electric can opener ▶ microwave oven ▶ washing machine ▶ dryer ▶ dishwasher ▶ vacuum ▶ kettle
Household Maintenance:	<ul style="list-style-type: none"> ▶ dusting ▶ sweeping ▶ mopping ▶ cleaning sinks, tubs ▶ cleaning toilets ▶ wiping counters and tables ▶ washing windows
Use of Telephone:	<ul style="list-style-type: none"> ▶ social ▶ information ▶ access service ▶ demonstrates use of residential phone and pay phone
Additional Ideas:	

Leisure Skills

Leisure skills allow an individual to acquire abilities which would permit their participation in individual and group activities (hobbies, games and sports), in order to bring the normal components of working and recreation into balance and enhance the quality of life they enjoy.

The following examples of Leisure Skills are not meant to be exhaustive. They are to serve as a guide when choosing specific goals for students in developmental programs. The specific components of each pupil's program will vary with age, strengths and needs.

- ▶ physical education program
- ▶ fitness program - daily exercise
- ▶ handcrafts
- ▶ arts and crafts
- ▶ music - appreciation of a variety of music, use of equipment (tape recorder, CD player), dance
- ▶ sports - in the gym, out-of-doors, in the community
- ▶ community activities - library, bowling, shopping, restaurant
- ▶ computer technology

Additional Ideas:

Pre-Vocational Skills

Pre-vocational skills refer to those skills which are prerequisite and generic to any employment situation.

The following examples of Pre-Vocational Skills are not meant to be exhaustive. They are to serve as a guide when choosing specific goals for students in developmental programs. The specific components of each pupil's program will vary with age, strengths and needs.

- ▶ concept of time (understands length of work day, punctuality, attendance)
- ▶ follows instructions/directions
- ▶ personal appearance - grooming/hygiene
- ▶ to communicate effectively - ask appropriate questions
- ▶ displays appropriate social skills
- ▶ accepts/learns from constructive criticism
- ▶ task oriented - task completion
- ▶ motivation - self-starting
- ▶ confidence
- ▶ health and safety issues
- ▶ co-operating with others
- ▶ ability to problem-solve in a variety of situations
- ▶ dexterity - fine motor skills
- ▶ transportation - can find way to and from work, access bus transportation/taxi
- ▶ understands what quality of work means
- ▶ understands what supervision/boss means
- ▶ demonstrates dependability

Additional Ideas:

Vocational Skills

Vocational skills relate to the specific tasks of a job for which a student is being prepared or for which he/she expresses an interest or aptitude.

The following examples of Vocational Skills are not meant to be exhaustive. They are to serve as a guide when choosing specific goals for students in developmental programs. The specific components of each pupil's program will vary with age, strengths and needs.

- ▶ store setting - stock shelves, clean shelves, use of pricing gun, sweep floors
- ▶ hairdressing salon - wash/dry/fold towels, sweep floors, clean sinks, sort curlers, clean combs/brushes
- ▶ veterinarian clinic - water/feed animals, groom animals, clean cages
- ▶ office setting - collates/folds/staples papers, stuffs envelopes
- ▶ restaurant - wipe tables, sweep floors, restock food containers
- ▶ assembly work - assembles objects with 2, 3 or more parts

Additional Ideas:

SECTION C

GUIDELINES FOR TASK ANALYSIS

Task analysis is the breaking down and sequencing of goals into teachable steps. It is an efficient way of teaching a variety of skills, as it provides the instructor(s) with a consistent approach and measurable goals. It can serve as a useful diagnostic function for teachers, by helping them focus on their students' specific functioning levels on targeted skills. Task analysis also provides the teacher with a sequential instructional programme, that will allow the student to move towards the highest level of independence, that he/she is able to achieve, at a pace that is appropriate for that person.

1. A goal is selected. The main task should not be too large to be manageable. If this does happen, then the task should be divided into several main tasks that can be analyzed separately. For example, a goal such as "self help skills" should be broken down into more specific skills. Focussing on one self help skill such as tooth brushing or washing face is more appropriate.
2. The goal (e.g. tooth brushing), is broken down into its component subtasks. Each subtask should be written so specifically that any instructor would know what the student had to accomplish at that step. The subtasks are written in language suitable for the instructors, not the students. Each step, however, is written in terms of what the student will do (e.g. Pick up toothbrush with the right hand).
3. The student is initially assessed on each subtask using an evaluation rubric. This is called a baseline. The rubric used is as follows:
 - Hand-over-hand
 - Verbal/Physical Prompts
 - Physical Prompt (to be faded)
 - Independently
4. The student is then instructed on those subskills in which he/she requires a higher level of independence. The rubric is used as a guide during instruction to fade support to the next level, until the student is performing the subskill independently. It is suggested that a student be approximately 80-90% independent, before moving onto another goal.
5. Periodic assessments should take place to determine what progress has been made. The instructor might say, "It's time to brush your teeth." The instructor would then stand aside and evaluate again each step, as the student progresses through the skill. This evaluation would then show what has improved and where there is need for more work.
6. It is important to remember that once a skill (e.g. tooth brushing), has been learned at an acceptable level for that student, the student needs to generalize that skill, so he/she is able to perform the skill in different situations and settings (e.g. at school and at home).

Printing First Name				
1. <i>Independently</i> 2. <i>Verbal/Physical Prompts</i> 3. <i>Physical Prompt (to be faded)</i> 4. <i>Hand-over-hand</i>	1	2	3	4
⇒ Picks up pencil in correct hand				
⇒ Holds pencil in an appropriate grasp				
⇒ Places other hand on paper				
⇒ Places pencil point on line for first letter				
⇒ Prints the first letter				
⇒ Lifts pencil				
⇒ Places pencil point on line for second letter				
⇒ Prints the second letter				
⇒ Lifts pencil				
⇒ Places pencil point on line for third letter				
⇒ Prints third letter				
⇒ Lifts pencil				
⇒ Places pencil point on line for fourth letter				
⇒ Prints fourth letter				

Title<>				
⇒				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1.				
2.				
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1.

Title <>				
⇒				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				

2.

Accepts/Learns from Constructive Criticism				
⇒ This task analysis is based on one particular real-life situation (i.e. vacuuming). Teachers should base role playing scenarios on real-life tasks that students need to learn.				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
Vacuuming Situation				
1. Completes vacuuming task.				
2. Notifies staff of completion of task.				
3. Listens to staff's evaluation of completed task (Staff says to verbal student that job is generally done well except for one small area that has been missed. Staff responds to non-verbal student by pairing verbal praise with a concrete reward).				
4. Responds (if student is verbal) by repeating both the constructive and critical parts of the above comment ("I did a good job but I need to do a little more over there").				
5. Responds (if student is non-verbal) by giving verbal praise and a partial concrete reward with promise of more concrete reward after the task is completed to staff satisfaction.				

3.

Alphabetical Order				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Matches letters that are the same				
2. Knows names of individual letters				
3. Says the alphabet by name				
4. Places letters (flashcards) A-E in alphabetical order				
5. Places letters (flashcards) A-J in alphabetical order				
6. Places letters (flashcards) A-P in alphabetical order				
7. Places letters (flashcards) A-U in alphabetical order				
8. Places letters (flashcards) A-U in alphabetical order				
9. Writes letters (flashcards) A-E in alphabetical order				
10. Writes letters (flashcards) A-J in alphabetical order				
11. Writes letters (flashcards) A-P in alphabetical order				
12. Writes letters (flashcards)A-U in alphabetical order				
13. Writes letters (flashcards)A-Z in alphabetical order				
14. Places words (5) beginning with letters from A-E in alphabetical order				
15. Places words (10) beginning with letters from A-J in alphabetical order				
16. Places words (6) beginning with letters from A-P in alphabetical order				
17. Places words (21) beginning with letters from A-U in alphabetical order				
18. Places words (26) beginning with letters from A-Z in alphabetical order				
19. Places words (5) beginning with letter A (e.g. and, about, at, ask, all) in alphabetical order				
20. Places letters (5) beginning with letter B, C, etc. in alphabetical order				
21. Places letters (5) beginning with 2 letters that are the same in alphabetical order (e.g. broom, branch, bring, brush, bread)				

4.

Apologizing				
⇒ When someone is physically hurt				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Looks to see if person is hurt				
2. Questions "Did I hurt you?"				
3. Waits for response				
4. States "I'm sorry."				

5.

Appropriate Grooming and Dressing (for employment)				
⇒ Preparation: full length mirror				
⇒ The following will provide a checklist for a student to follow before they leave home/classroom to go to their job				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Checks for clean hair				
2. Checks for neat hair				
3. Checks for clean face				
4. Checks to see if teeth are brushed appropriately				
5. Checks to see if fingernails are clean				
6. Checks to see if shaving is required				
7. Checks to see if deodorant has been applied				
8. Checks to see if cosmetics need to be applied or reapplied				
9. Checks to see if blouse/shirt is tucked in properly				
10. Checks to see if all buttons/zippers are done up properly				
11. Checks to see if clothing items are clean				
12. Checks jewelry (ear rings, bracelets, necklaces, etc.)				
13. Checks to see if watch is on wrist with correct time				
14. Checks to see if footwear is appropriate				
15. Checks to see if outerwear is appropriate for weather conditions				
16. Checks to see if knapsack contains required items for the day				

6.

Asking a Question: Information About Actions				
⇒ Developmentally challenged - another student is doing something else				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Waits until adult is available				
2. Calls adult by name				
3. Waits until adult responds				
4. Asks "What is _____ doing?"				
5. Waits for response				
6. Asks "When can I try that?"				
7. Waits for response				
8. Acknowledges reply				

7.

Asking a Question: Who?				
⇒ Developmentally challenged - Sharing Time				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Looks at object				
2. Listens to student's sharing				
3. Raises hand				
4. Waits to be called				
5. Looks at presenter				
6. Asks "Who _____?"				
7. Waits for reply				
8. Acknowledges reply (i.e. nod, blink, verbal, symbol)				

8.

Asking for Help				
⇒ Create situations where students must ask for help i.e. doing up zipper				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Receives task				
2. Rephrases the expectations				
3. Waits for confirmation from the teacher				
4. Attempts the expectations (unsuccessful)				
5. Calls the adult's name.				
6. Waits for the response				
7. Requests "Help, please!" (Signed, verbal, picture symbols)				

9.

Asking Permission (When & Whom to Ask)				
⇒ Wants to take the ball outside - teacher has set established routine of being ready to go out and assigning one adult to be responsible				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Finishes dressing for outdoors				
2. Approaches adult in charge				
3. Looks at speaker				
4. Waits until adult is available				
5. Calls adult by name				
6. Waits until adult responds				
7. Asks "May I please take the ball outside?"				
8. Waits for teacher's response				
9. Goes to storage area				
10. Gets the ball				

10.

Blowing Nose				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Grasps tissue in middle of its upper edge				
2. Pulls tissue from box				
3. Grabs corner of tissue with other hand				
4. Slides first hand to other side of top				
5. Opens fingers flat under tissue				
6. Moves open hands together under tissue				
7. Places open tissue over nose				
8. Takes a deep breath through mouth				
9. Closes mouth				
10. Pinches one nostril shut with finger of hand				
11. Pushes air out through open nostril				
12. Takes a deep breath through mouth				
13. Closes mouth				
14. Pinches other nostril shut with finger of other hand				
15. Pushes air out through open nostril				
16. Holds hands in praying position				
17. Slides tissue down over upper lip				
18. Grasps tissue between two hands				
19. Moves tissue away from face				
20. Goes to waste paper basket				
21. Puts tissue in waste paper basket				
22. Returns to tissue box				
23. Grasps tissue in middle of upper edge with dominate hand				

Blowing Nose - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
24. Pulls tissue gently from box				
25. Grasps middle off opposite side of tissue with other hand				
26. Folds two edges together				
27. Grasps two edges with dominate hand				
28. Wipes area around and under nostril with folded tissue three times				
29. Walks to waste paper basket				
30. Drops tissue in waste paper basket				
31. Walks to sink				
32. Washes hands				

11.

Bowel Movement (Male/Female)				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Opens bathroom door/ stall door				
2. Closes bathroom door or stall door				
3. Walks to toilet				
4. Stands in front of toilet				
5. Turns with back to toilet				
6. Pulls down pants				
7. Pulls down underwear				
8. Sits on toilet				
9. Has Bowel Movement				
10. Rolls toilet paper 3X				
11. Rips off toilet paper				
12. Holds one end of toilet paper with right hand				
13. Holds the other end of toilet paper with left hand				
14. Folds toilet paper 3X				
15. Places folded toilet paper in dominant hand				
16. Wipes rectum area				
17. Drops toilet paper into toilet bowl				
18. Repeats #10-16				
19. Checks toilet paper to see if soiled				
20. Drops toilet paper in toilet				
21. Repeats #10-16 until toilet paper is clean				
(Followed by Washing hands)				

12.

Brushing Teeth				
⇒ Preparation: toothbrush in cup, toothpaste in tube or pump				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Picks toothpaste tube up with non-dominant hand				
2. Unscrews toothpaste tube top with dominant hand				
3. Places top on sink				
4. Turns cold water tap on				
5. Places tube in dominant hand				
6. Grasps handle of toothpaste with non-dominant hand				
7. Places end of tube on bristles				
8. Squeezes tube gently				
9. Places tube on sink				
10. Transfers toothbrush to dominant hand				
11. Brushes bottom left horizontal 3X				
12. Brushes bottom right horizontal 3X				
13. Brushes top right horizontal 3X				
14. Brushes top left horizontal 3X				
15. Brushes upwards bottom left outer side 3X				
16. Brushes upwards bottom centre outer side 3X				
17. Brushes upwards bottom right outer side 3X				
18. Brushes downwards top right outer side 3X				
19. Brushes downwards top centre outer side 3X				
20. Brushes downwards top left outer side 3X				
21. Spits into sink				
22. Brushes upwards bottom left inner side 3X				
23. Brushes upwards bottom centre inner side 3X				
24. Brushes upwards bottom right inner side 3X				

Brushing Teeth - continued...

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
25. Brushes downwards top right inner side 3X				
26. Brushes downwards top centre inner side 3X				
27. Brushes downwards top left inner side 3X				
28. Brushes tongue 3X				
29. Spits into sink				
30. Rinses brush under water				
31. Places brush in cup				
32. Turns off cold water tap				
33. Picks up lid in dominant hand				
34. Picks up tube in non-dominant hand				
35. Screws on lid				
36. Places tube on sink				

13.

Buttoning Buttons				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Pick up garment				
2. Places garment on lap with button side facing upward				
3. Matches top sides of garments				
4. Grabs the buttonhole with thumb and index finger of left hand				
5. Grabs the button with thumb and index finger of right hand				
6. Folds the buttonhole partially back with left hand				
7. Pushes the button through back of buttonhole with right thumb				
8. Grabs the button with left thumb and index finger				
9. Pulls the button through with the left hand				
10. Repeat steps # 2-9 for additional buttons				

14.

Cleaning Face with Skin Cleanser				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Puts some skin cleanser on face				
2. Massages the skin cleanser on face				
3. Turns cold water on				
4. Turns hot water on				
5. Adjusts the faucets to get warm water				
6. Wets washcloth				
7. Wrings out washcloth				
8. Wipes cleanser from face with washcloth				
9. Rinses out washcloth				
10. Wrings out washcloth				
11. Hangs up washcloth to dry				
12. Turns water off				
13. Dries face				
14. Puts some skin lotion on cotton ball				
15. Rubs skin lotion on face				
16. Puts caps back on bottles				

15.

Cleaning Bathtub				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to the bathroom				
2. Opens the cupboard door				
3. Takes out cleanser for the tub				
4. Takes out a cloth for cleaning the tub				
5. Closes the cupboard door				
6. Stands in front of the tub				
7. Puts cloth on the side of the tub				
8. Opens the cleanser container				
9. Shakes cleanser six times around the bottom edge of tub				
10. Closes the cleanser container				
11. Goes back to the cupboard				
12. Opens the cupboard doors.				
13. Puts the container back in the cupboard				
14. Closes the cupboard door				
15. Stands in front of the tub				
16. Turns on the cold tap				
17. Turns on the hot tap a little bit				
18. Picks up the cloth				
19. Wets the cloth				
20. Turns off the hot tap				
21. Turns off the cold tap				
22. Bends over the tub				
23. Places the cloth on the bottom of the tub				
24. Rubs the cloth in the cleanser				
25. Rubs bottom of the tub in a circular movement with cloth				

Cleaning Bathtub - continued...

1. <i>Hand-over-hand</i> 2. <i>Verbal/Physical Prompts</i> 3. <i>Physical Prompt (to be faded)</i> 4. <i>Independently</i>	1	2	3	4
26. Rubs the closest side of the tub in a circular movement with the cloth				
27. Rubs the end of the tub with the cloth				
28. Rubs the farthest side of the tub in a circular movement with the cloth				
29. Rubs the end of the tub with the taps with the cloth				
30. Lays the cloth in the bottom of the tub				
31. Turns on the cold tap				
32. Turns on the hot tap a little bit				
33. Picks up the cloth				
34. Rinses the cloth until all the cleanser is gone				
35. Uses the cloth to rinse the closest side of the tub with clean water				
36. Rinses the cloth until all the cleanser is gone				
37. Uses the cloth to rinse the end of the tub with clean water				
38. Rinses the cloth until all the cleanser is gone				
39. Uses the cloth to rinse the farthest side of the tub with clean water				
40. Rinses the cloth until all the cleanser is gone				
41. Uses the cloth to rinse the end of the tub with the taps with clean water				
42. Rinses the cloth until all the cleanser is gone				
43. Uses the cloth to rinse the bottom of the tub with clean water				
44. Wrings out the cloth three times				
45. Puts the cloth on a corner of the tub				
46. Turns off the hot tap				
47. Turns off the cold tap				
48. Picks up the cloth				
49. Puts the cloth in the washing basket				

16.

Cleaning Toilet				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to the bathroom				
2. Opens the cupboard door				
3. Takes out toilet bowl cleaner				
4. Takes out toilet bowl brush				
5. Closes the cupboard door				
6. Walks to the front of the toilet				
7. Puts cleaner and brush on the floor				
8. Lifts the lid and the seat				
9. Picks up cleanser				
10. Opens the cleanser				
11. Points the container under the rim of toilet				
12. Squeezes container				
13. Moves container around bowl _____ times				
14. Places lid on container				
15. Places container on floor				
16. Picks up toilet brush				
17. Places brush under rim				
18. Rubs brush under rim _____ times				
19. Places brush on inside of bowl				
20. Rubs brush in circular motion _____ times around bowl				
21. Places brush in bottom of toilet				
22. Rubs brush in and out _____ times				
23. Holds the brush in the bottom of the toilet				
24. Flushes the toilet with other hand				
25. Swishes brush three times in clean water				

Cleaning Toilet - continued...

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
26. Removes brush from water				
27. Places handle of brush on the rim of the toilet				
28. Brings the seat down on top of handle to hold brush				
29. Picks up cleanser				
30. Opens cupboard door				
31. Places cleaner in cupboard				
32. Closes cupboard door				
33. Washes hands				

17.

Cleaning Up After Lunch				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Puts lids on reusable containers				
2. Checks that lids are on tight				
3. Puts reusable containers into lunch bag				
4. Picks up uneaten food (apples, bars, etc.)				
5. Puts uneaten food in lunch bag				
6. Picks up utensils from home				
7. Goes to sink				
8. Rinses utensils				
9. Shakes off excess water				
10. Takes utensils to seat				
11. Puts utensils in lunch bag				
12. Closes lunch bag				
13. Picks up garbage material				
14. Goes to garbage container				
15. Puts garbage in container				
16. Returns to seat				
17. Picks up recyclable material				
18. Goes to sink				
19. Rinses container				
20. Looks at container to check cleanliness				
21. Shakes off excess water				
22. Takes container to person in charge of checking recyclable material				
23. Waits for checker's attention				
24. Asks "Is this recyclable?"				
25. Waits for reply				

Cleaning Up After Lunch - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
26. Asks "Is this clean?"				
27. Wait for reply				
28. Goes to recycling bin				
29. Puts in recycling bin				
30. Returns to desk				
31. Picks up lunch kit				
32. Goes to coat rack				
33. Unzips back pack				
34. Puts in lunch bag				
35. Zips up back pack				
36. Goes to garbage container				
37. Picks up garbage container				
38. Takes to desk				
39. Holds garbage container in one hand under edge of desk				
40. Sweeps crumbs into garbage container				
41. Returns garbage container				
42. Goes to sink				
43. Picks up cloth				
44. Turns on tap				
45. Holds cloth under tap				
46. Turns off water				
47. Holds cloth in 2 hands				
48. Wrings out washcloth				
49. Rotates hands in opposite directions				
50. Takes cloth to desk				
51. Wipes desk in circular motion 5X				

Cleaning Up After Lunch - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
52. Takes cloth to sink				
53. Turns on tap				
54. Holds cloth under tap				
55. Turns off water				
56. Holds cloth in 2 hands				
57. Squeezes cloth				
58. Rotates hands in opposite directions				
59. Shakes out cloth				
60. Places cloth on counter beside sink				

18.

Clean-up After Activity				
⇒ Journal Activity				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Stops writing entry when considered complete				
2. Picks up journal				
3. Walks over to adult				
4. Looks at adult				
5. Waits for eye contact				
6. Gives journal to adult				
7. Waits for confirmation that entry is complete				
8. Takes journal to work in-bin				
9. Puts journal into bin				
10. Returns to seat				
11. Checks personal schedule to see next activity				
12. Places visual cuing system for that activity on the desk to see which items are required for next activity				
13. Picks up needed items				
14. Places them beside visual cuing activity				
15. Returns other items to proper place				
16. Checks that desk is clear except for needed items				

19.

Collates, Staples and Folds Paper				
⇒ items are laid out on a table in a left to right progression: individual stacks of paper in correct sequence, stapler, bin for finished packages				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Stands at the left end of the table				
2. Picks up one page of paper from the first pile with dominant hand				
3. Puts paper in non dominant hand				
4. Moves in front of the second pile of paper				
5. Picks up second page with the dominant hand				
6. Places it behind the first page in non-dominant hand				
7. Grabs pages on the sides with both hands				
8. Moves the paper into a vertical position				
9. Knocks paper on the table _____ times until aligned				
10. Slides non-dominant hand to the top corner				
11. Grabs corner with thumb and forefinger				
12. Places corner paper under jaw of stapler				
13. Pushes top of stapler down until staple is released				
14. Places stapled package in the bin				
15. Returns to left end of table				
16. Begins the process again until complete				

20.

Combing Hair				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to the bin				
2. Takes out the comb				
3. Walks to the mirror				
4. Faces the mirror				
5. Places comb sideways on top of head				
6. Pulls comb downward on side of head (repeat #5, 6 three times each)				
7. Places comb on back of top of head				
8. Pulls comb downward on back of head three times (repeat # 7, 8 three times each)				
9. Puts comb in other hand				
10. Places comb on other side of head				
11. Pulls comb downward on other side of head three times. (repeat #10, 11 three times each)				
12. Places comb on top of bangs				
13. Pulls comb downward three times (repeat # 12, 13 three times each)				
14. Goes back to bin				
15. Places comb in bin				

21.

Considering and Respecting Others' Opinions				
⇒ two children deciding on an activity				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Looks at peer				
2. Asks "What game would you like to play?"				
3. Waits for response				
4. States "I would like to _____."				
5. Asks "Which one should we do first?"				
6. Waits for response				
7. Says "Okay! Tomorrow I will choose first." "Okay! Tomorrow you will choose first."				

22.

Controlling Temper				
⇒ hit in head with ball on the playground				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Stops				
2. Looks at offender				
3. Pauses				
4. States "That hurt me!"				
5. Waits for response				
6. States "I don't like it when you _____. Please don't do that to me."				
7. Waits for response. (If response is not appropriate, seek assistance from teacher)				
8. Goes to find teacher				
9. Calls the teacher by name				
10. Wait for the teacher's response				
11. States the problem				
12. Asks for help: "Can you help me?"				
13. Waits for response				
14. Follows the teacher's direction				

23.

Conversations				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
Starting a Conversation (Greeting and sharing information) Student may require prompting in order to ask question or make a reply by following a written script (pictures may or may not be used).				
1. Sits or stands facing other person				
2. Makes eye contact				
3. Says "Hello/Good Morning/Good Afternoon" etc.... name				
4. Waits for response				
5. Says " How are you today?"				
6. Waits for response				
7. Other person asks "How are you?"				
8. Says "Fine."				
9. Asks " What did you do last night?" or " What are we going to do today?" Or any other appropriate concrete question				
10. Waits for response				
11. Other person asks similar question				
12. Provides appropriate response				
Having a Conversation Topic chosen should be one of great interest for the student (favourite rock band, television show, video game, action figures, etc.). Teacher may provide written script as a cuing strategy for the student to practise conversation.				
1. Sits or stands facing other person				
2. Makes eye contact				
3. Says "I played/watched _____ last night" - or any other appropriate opening comment				
4. Other person asks general questions to initiate more detail from the student - e.g. "How do you play that game?", "Why do you like that show?" , etc.				
5. Responds appropriately to questions asked.				

Conversations - continued....				
	1	2	3	4
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently				
6. Other person asks specific question - e.g. "With whom do you usually play?, What level did you reach?, Who is your favorite character or actor?", etc.				
7. Responds with specific information to answer questions				
Ending a Conversation Teacher may provide written script as a cuing strategy for the student to end a conversation				
1. Other person says " Thank you", that was very interesting." or "It has been nice talking with you." or "I have to go now/get back to work. See you later." or some other obvious comment which would indicate the end of a conversation				
2. Says "It has been nice talking with you." or "See you later." or some other appropriate final comment				
Interrupting a Conversation (Without urgency) Teacher may provide written script as a cuing strategy for the student to interrupt a conversation				
1. Approaches two people in conversation				
2. Stands at arm's length				
3. Stands within eye gaze of person whose attention they want				
4. Waits for verbal cue from the other person				
5. Other person asks "What would you like?"				
6. Makes request/asks question/makes statement, etc.				

24.

Cutting with Scissors				
⇒ may need to mark thumb hole with tape				
⇒ may need to use training scissors				
⇒ for students whose dominant hand is left, use left-handed scissors				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to shelf				
2. Picks up scissors rack				
3. Carries scissors rack to the table				
4. Places it on table				
5. Returns to shelf				
6. Picks a piece of construction paper.				
7. Carries it to the table				
8. Lays it on the table				
9. Pulls out chair				
10. Sits appropriately on chair				
11. Pulls chair forward with both hands until chair is in close proximity to the table				
12. Takes a pair of scissors out of the rack with dominant hand				
13. Switches scissors to non dominant hand				
14. Places thumb of dominant hand in small hole on handle				
15. Places index finger and next two fingers in larger hole on handle				
16. Places small finger of dominant hand around the outside edge of larger whole on handle				
17. Turns hand with scissors so thumb is pointing upwards				
18. Points scissors straight ahead away from body				
19. Picks up paper with non-dominant hand				
20. Grabs bottom edge of paper with thumb on top and remainder of hand underneath				

Cutting with Scissors - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
21. Moves hand holding paper in front middle of chest/stomach				
22. Checks to see that neither hand is resting on the table				
23. Opens scissors as wide as possible				
24. Slides paper into the opening of the blades until touching the axis				
25. Pushes down until the scissors completely close				
26. Slides non-dominant hand further up the paper				
27. Opens scissors as wide as possible				
28. Slides the scissors to the end of the newly cut area until the axis touches the next section				
29. Pushes down until the scissors completely close				
Repeat steps # 26 - 29 until strip of paper has been cut				

25.

Dealing with Teasing Appropriately				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Stops				
2. Looks at offender				
3. Pauses				
4. States "I don't like it when you _____. It hurts my feelings."				
5. Wait for response (If child apologizes)				
6. Says "Okay."				
7. Smiles				
8. Returns to activity				
OR				
6. Walks to another space				
7. Continues activity (other student follows and behaviour continues)				
8. Finds adult				
9. Calls adult by name				
10. Waits for the response				
11. States " _____ is teasing me!"				
12. Waits for teacher's response				
13. Follow teacher's direction				

Dressing for Winter

Putting on Boots				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to boot rack				
2. Finds own pair of boots				
3. Picks up own boots				
4. Finds an empty space on the floor				
5. Places boots correctly on the floor				
6. Sits on floor behind boots				
7. Picks up one boot with two hands by the top with thumbs inside and remainder of hand inside				
8. Bends knee				
9. Places boot on toe				
10. Pulls boot over heel				
11. Straightens legs				
12. Places foot flat on floor				
13. Pushes down with body weight				
14. Picks up other boot with two hands by the top with thumbs inside and remainder of hand inside				
15. Bends other knee				
16. Places boot on other toe				
17. Pulls boot over other heel				
18. Straightens other leg				
19. Places foot flat on floor				
20. Pushes down with body weight				

27.

Dressing for Winter - continued....

Putting on Coat (Method 1)				
	1	2	3	4
1. Hand-over-hand				
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to coat hook				
2. Removes coat from hook				
3. Takes coat to table				
4. Places it on table with the front facing upward and the top facing him/her				
5. Slides both arms into coat arms				
6. Lifts arms over head				
7. Moves arms backward and down in a circular movement				
8. Slides moving zipper tab to bottom				
9. Holds zipper tab at coat bottom with hand				
10. Grabs other side of zipper with other hand				
11. Push small metal end of zipper down as far as it will go				
12. Holds pieces of zipper together				
13. Grabs zipper tab with other hand				
14. Pulls zipper tab to top				

28.

Dressing for Winter - continued....

Putting on Coat (Method 2)				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to coat hook				
2. Removes coat from hook				
3. Goes to an empty space on the classroom floor				
4. Grabs the right shoulder with left hand				
5. Bends the right arm				
6. Makes a fist with right hand				
7. Puts fist in sleeve opening				
8. Straightens arm				
9. Pulls coat onto shoulder				
10. Reaches around left shoulder with right hand				
11. Grabs left shoulder with right hand				
12. Pulls left shoulder forward				
13. Bends left arm				
14. Makes a fist with left hand				
15. Pushes left fist into opening				
16. Straightens left arm				
17. Pulls left coat shoulder up onto shoulder				
18. Slides moving zipper tab to bottom				
19. Holds zipper tab at coat bottom with hand				
20. Grabs other side of zipper with other hand				
21. Pushes small metal end of zipper down as far as it will go				
22. Holds pieces of zipper together				
23. Grabs zipper tab with other hand				
24. Pulls zipper tab to top				

29.

Dressing for Winter -continued...

Putting on Hat				
	1	2	3	4
1. Hand-over-hand				
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to the bin				
2. Takes out hat				
3. Goes to mirror				
4. Places thumbs on inside and rest of hand on both sides of hat				
5. Raises hands and hat above head				
6. Pulls hat onto head				
7. Stops when hat touches ears on the side and eyebrows on the face				

30.

Dressing for Winter - continued...

Putting on Mittens				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to the bin				
2. Takes out two mittens				
3. Puts one mitten down on the bench				
4. Holds mitten with thumb inside opening and other fingers on the outside in front of body				
5. Places other hand in a vertical position				
6. Pushes hand into opening of mitten				
7. Moves thumb into position in the mitten				
8. Picks up other mitten from the bench with the mittened hand				
9. Holds mitten with the thumb inside and the remainder of mitten on the outside in front of the body				
10. Places other hand in a vertical position				
11. Pushes hand into opening of mitten				
12. Moves thumb into position in the mitten				

31.

Dressing for Winter - continued....

Putting on Snow Pants				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to coat hook				
2. Removes snow pants from hook				
3. Goes to an empty space on the classroom floor				
4. Lays snow pants on floor with zipper facing up				
5. Sits on floor above snow pants				
6. Grabs the top of the snow pants with both hands				
7. Lifts up the front side of snow pants				
8. Bends a knee				
9. Places toes in correct leg opening				
10. Straightens leg				
11. Pulls snow pant leg until foot comes out the bottom of pant				
12. Bends other knee				
13. Places toes in correct leg opening				
14. Straightens leg				
15. Pulls snow pant leg until foot comes out the bottom of pant				
16. Stands up				
17. Grabs top of snow pants				
18. Pulls up pants to waist				
19. Grabs right strap with left hand				
20. Puts right hand through strap opening				
21. Uses left hand to pull strap over right shoulder				
22. Grabs left strap with right hand				
23. Puts left hand through strap opening				

Putting on Snow Pants - continued....				
	1	2	3	4
1. Hand-over-hand				
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
24. Uses right hand to pull strap over left shoulder				
25. Grabs zipper tab with hand				
26. Pulls stomach inward				
27. Pulls zipper up to the top				

32.

Dressing for Winter - continued....

Taking Off Coat				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Finds an empty space on the floor				
2. Grabs the material beside the top of the zipper with hand				
3. Grabs zipper tab with other hand				
4. Pulls zipper tab to bottom				
5. Grabs the bottom of both sides of the zipper with both hands				
6. Pushes the small metal end of zipper up until it separates				
7. Grabs the bottom of the sleeve of the other arm with the dominant hand				
8. Pulls and bends arm until it is removed from sleeve				
9. Grabs the bottom of the sleeve of the dominant arm with the other hand				
10. Pulls the sleeve off the arm				
11. Finds the collar of the coat				
12. Holds the coat by the collar				
13. Walks to hook				
14. Hangs the coat by its collar on hook				

33.

Drying Glasses/Mugs				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Washes hands				
2. Dries hands				
3. Opens cupboard door				
4. Takes dish towel edge with non-dominant hand				
5. Allows dish towel to hang loosely				
6. Spreads fingers of dominant hand				
7. Places dominant hand in centre of dish towel				
8. Pick up glass with non-dominant hand				
9. Shakes out excess liquid onto drying rack				
10. Puts towel covered hand into glass				
11. Rubs inside of glass with circular motion 3 times				
12. Holds glass with towel covered dominant hand				
13. Picks up loose end of towel with non-dominant hand				
14. Rubs outside of glass with towel				
15. Drops the towel from non-dominant hand				
16. Takes glass in non-dominant hand				
17. Pulls dominant hand out of glass				
18. Places glass on cleared space				

34.

Drying Plates				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Washes hands				
2. Dries hands				
3. Opens cupboard door				
4. Takes dish towel edge with non-dominant hand				
5. Allows dish towel to hang loosely				
6. Spreads fingers of dominant hand				
7. Places dominant hand in centre of dish towel				
8. Removes wet plate				
9. Rubs plate in circular motion 3 times				
10. Turns plate over				
11. Takes plate in dominant dish towel hand				
12. Lets go of plate with non-dominant hand				
13. Turns non-dominant hand over				
14. Takes plate in non-dominant hand				
15. Rubs other side of plate in circular motion 3 times				
16. Places plate right side up on cleared space on counter/table				

35.

Eating With a Fork				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Picks up fork				
2. Holds fork in dominant hand using pencil grip or overhand grip				
3. Spears bite sized pieces of food using the tines of the fork				
4. Lifts food to mouth				
5. Places food in mouth				
6. Repeats #3-#5 until food is finished				
7. Places fork beside plate for clearing of table				

36.

Eating Soup With a Spoon				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Picks up spoon				
2. Holds spoon in dominant hand using either pencil grip or overhand grasp				
3. Dips spoon into bowl of soup				
4. Fills bowl of spoon				
5. Lifts spoon to mouth				
6. Places bowl of spoon in mouth				
7. Repeats # 3-#6 until bowl is emptied				
8. Places spoon beside empty bowl for clearing of table				

37.

Ends An Activity				
⇒ Finishes Lunch				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Stops eating				
2. Look at adult				
3. States, signs or uses symbols to indicate "All done." (Student's choice is respected)				
4. Responds to adult's direction				
5. Clears desk				
6. Returns lunch bag to bin				

38.

Entering (School) Procedures				
⇒ See individual skills such as removing coat as necessary				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to coat rack				
2. Removes hat				
3. Hangs up hat				
4. Removes mitts				
5. Puts mitts on shelf				
6. Removes back pack				
7. Hangs up back pack				
8. Removes coat				
9. Hangs up coat over back pack				
10. Removes outdoor footwear				
11. Picks up one piece of footwear				
12. Places one piece under coat on floor				
13. Picks up second piece of outdoor footwear				
14. Places second piece of outdoor footwear beside the first				
15. Locates indoor footwear				
16. Goes to clear space				
17. Puts on indoor footwear				
18. Returns to coat rack				
19. Gently pulls coat aside				
20. Unzips back pack				
21. Removes communication book				
22. Looks inside for forms, money, etc.				
23. Removes forms, money, etc.				
24. Zips up back pack				

Entering (School) Procedures - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
25. Goes to teacher's desk				
26. Puts communication book, forms, money, etc. in appropriate container				
27. Goes to seat				
28. Sits down				
29. Waits quietly for opening announcements				

Folding Washcloths /Towels

- ⇒ Preparation - Washclothes/towels in laundry basket on table
- ⇒ Teacher may want to put a piece of dysem (blue rubbing material) on table and prevent washcloth/ towel from sliding
- ⇒ Initially teacher may want to colour code corners of washcloth/ towel (using sewing thread or marker). Student would match red dot / green dot to green dot.

1. <i>Hand-over-hand</i> 2. <i>Verbal/Physical Prompts</i> 3. <i>Physical Prompt (to be faded)</i> 4. <i>Independently</i>	1	2	3	4
1. Stands in front of table				
2. Picks up washcloth from basket				
3. Places washcloth on dysem/table				
4. Flattens out washcloth				
5. Picks up one corner of washcloth				
6. Moves corner to match corner of same colour				
7. Picks up other corner				
8. Moves corner to match corner of same colour				
9. Grasps right edge of washcloth (if right-handed, left if left-handed)				
10. Folds washcloth to the left				
11. Picks up washcloth				
12. Places to the side				
<ul style="list-style-type: none"> • Gradually folds/decreases the markings over time until student is folding item with no visual cues 				

40.

Following Instructions				
⇒ Teacher may provide a written script (with or without pictures)				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
Step One Instruction (Begin with very familiar routine- e.g. Wash your hands, Get your pencil, Put on your coat, etc.)				
1. Responds to request				
2. Exhibits completion of task				
3. Responds in a positive manner as a result of praise or natural consequence				
Step Two Instruction (Begin with very familiar routine - e.g. Put on your coat and your boots, Put this in the garbage and get your pencil, etc.				
1. Repeat #1 to #3 as outlined in Step One				
Step Three Instruction (as above with three familiar instructions)				
As student exhibits progress and attains success, teacher could then introduce unfamiliar or nonsensical types of instructions beginning with Step One instruction (e.g. Touch your nose, etc.)				

41.

Helping Others				
⇒ another child spilled a bin of blocks				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Stops activity				
2. Looks at other child				
3. Approaches child				
4. Asks "Do you want help?"				
5. Waits for response				
6. Begins to help				

42.

How to Eat Hand Held Food				
⇒ hot dog, sandwich, etc.				
⇒ Child is sitting at table with a hot dog on plate in front of them				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Picks up hot dog in the middle				
2. Opens mouth				
3. Brings hot dog to mouth				
4. Puts small amount of hot dog into mouth				
5. Takes small bite				
6. Puts hot dog down				
7. Keeps mouth closed				
8. Chews 5 times				
9. Swallows				
10. Picks up napkin				
11. Wipes mouth				
12. Puts napkin down				
13. Repeats steps 1-9 until hot dog is done				

43.

How To Read a Menu				
⇒ Teacher Preparation: Teacher may want to obtain a menu from a local restaurant. The restaurant should be one the student(s) frequent(s) and enjoys.				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Reads/ understands the categories into which menu divided (using flashcards/pictures) (e.g. appetizers, salads, entres, beverages, desserts)				
2. Reads words of food items he/she orders in restaurant (using flashcards/pictures)				
3. Is able to categorize words (from #2) under headings (from #1) (e.g. beverages -milk, coke)				
4. Is able to read "category" words in actual menu				
5. Is able to locate/read words of favourite food items in actual menu				
6. Is able to locate/read other additional words in actual menu				

44.

How to Sit Appropriately In Social Situations				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Looks at the people present				
2. Asks self "Are there people present who are not family members?"				
3. Decides there are non-family members present				
4. Walks to chair				
5. Sits upright on chair				
6. Hands are placed comfortably on lap				
7. Moves legs together				
8. Keeps legs together for _____ minutes				
9. Looks at legs				
10. Asks self "Are my legs together?"				
11. Moves legs together if necessary				
* Repeat as required				

45.

How to Start and Maintain a Collection				
⇒ student has identified an area of interest i.e. stickers				
⇒ requires teacher to create spiral bound book of laminated sheets				
⇒ for sorting, start with only a few theme days				
⇒ to maintain collection, this activity should be scheduled on a regular basis				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to shelf				
2. Looks for Collection Bin				
3. Picks bin up				
4. Brings bin to table				
5. Places bin on the table				
6. Returns to shelf				
7. Looks for laminated book with name on it				
8. Picks book up				
9. Brings book to table				
10. Places book on table beside bin				
11. Pulls out chair at table				
12. Sits on chair				
13. Removes lid of bin using both hands				
14. Takes items one-by-one out of bin				
15. Lays items on table in front of self				
16. Sorts the items: stickers vs. non-stickers				
17. Picks non-stickers up one-by-one				
18. Returns these items to bin				
19. Places lid on bin using both hands				
20. Pushes bin to the back of table with hand				
21. Looks at stickers				
22. Asks "How can I sort these stickers?" big/small, colour, theme, etc.				

How to Start and Maintain a Collection - continued....

1. <i>Hand-over-hand</i> 2. <i>Verbal/Physical Prompts</i> 3. <i>Physical Prompt (to be faded)</i> 4. <i>Independently</i>	1	2	3	4
23. Decides by theme: special day/season				
24. Sorts the stickers into piles				
25. Decides sequence of sticker placement in book				
26. Pushes stickers pile-by-pile further back on table				
27. Pulls book in front of self				
28. Lifts cover of book				
29. Places first sticker from first pile (i.e. Valentine's Day)				
30. Pulls sticker off the backing with thumb and forefinger				
31. Places sticker on top left hand corner of first page				
32. Picks up next sticker in same pile				
33. Pulls sticker off its backing with thumb and forefinger				
34. Places sticker to the right of first sticker				
35. Proceeds until all the stickers from that pile are placed on the page				
36. Turns to the second page of book				
37. Picks up the first sticker from the next pile				
38. Places sticker on top left hand corner of second page				
39. Picks up next sticker in same pile				
40. Pulls sticker off its backing with thumb and forefinger				
41. Places sticker to the right of first sticker				
42. Proceeds until all the stickers from that pile are placed on the page				
43. Turns to the third page of book				
Repeat until finished				

46.

How to Take a Phone Message				
⇒ child and teacher have telephone ⇒ teacher initiates activity by making ringing sounds ⇒ paper and pencil should be by phone ⇒ child may need script at first				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Picks up phone				
2. States, "Hello."				
3. Waits (while teacher asks for someone who lives with child [e.g. mother])				
4. States " They're busy. May I take a message?"				
5. Waits (while teacher states), "This is.... [e.g. Mrs. Smith], Could you have your [mother] call me?"				
6. Picks up pencil				
7. Asks, " You want my Mom to call you?"				
8. Waits for confirmation				
9. Prints, "Mom"				
10. Asks, "Could you spell your name, please?"				
11. Waits (while teacher says "S")				
12. Repeats, "S" out loud				
13. Writes "S"				
14. Waits for next letter				
15. Repeats next letter				
16. Writes letter				
17. Repeat steps 14-16 until finished				
18. Asks, " Is that, S-M-I-T-H?"				
19. Waits for confirmation				
20. Asks, "What is your phone number?"				

How to Take a Phone Message - continued...

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
21. Writes given part				
22. Repeats steps 21-23 until finished				
23. Asks, "Is that ***-**** [e.g, 555-1234]?"				
24. Waits for confirmation				
25. Says, "I will tell my Mom you called. Good-bye."				
26. Hangs up				
27. Puts pencil down by paper				

47.

Identification: Word, Coin, Names, Shapes, Numbers				
	1	2	3	4
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently				
Level 1 (teacher prepares three cards: 1. picture and child's name, 2. child's name, 3. blank; teacher presents cards to student)				
1. States name when shown picture card a) Teacher shows name card and says this say "_____" Name of Student				
2. Puts name card on picture card when asked b. Presented with name and blank card				
3. Chooses name card				
4. Puts name card on picture card c. Teacher presents name card and says "This card says _____."				
5. States _____ (signs)				
Level 2 (teacher prepares four cards: 1. picture and child's name, 2. child's name, 3. word mom or dad if appropriate 4. blank; teacher presents cards to student).				
Each additional level up to 4 would be introducing a new card. Level 5 would be removing one card and then introducing a new word.				

48.

Identifying Foods by Label and Picture				
⇒ will require visuals of labels, containers and pictures of food				
⇒ start with one, two items				
⇒ child is on correct aisle and/or section of store				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
In the grocery store				
1. Stops cart				
2. Turns body				
3. Stands facing food items				
4. Looks at visual				
5. Looks at items on the shelf				
6. Sees item				
7. Says "there is the _____"				
8. Steps forward				
9. Picks item up with dominant hand				
10. Turns body				
11. Places item in the cart				
12. Repeats process until all items found				
In the classroom				
-requires cards with pictures and labels, plastic replicas or real food items				
-could create a store or kitchen setting				
1. Looks at picture				
2. Identifies picture orally, signing, etc.				
3. Selects concrete item from shelf				
4. Hands the item to the teacher				
5. States " here is the _____."				

49.

Increasing Specific Vocabulary

- ⇒ (begin by identifying child's needs and interests)
- ⇒ drinks = milk, juice, water
- ⇒ only introduce two words at a time
- ⇒ resources needed = real samples, two clear glasses, pictures, etc.
- ⇒ teacher chooses time of day when child is thirsty i.e. after recess
- ⇒ the two drinks are poured in small amounts in glasses in advance
- ⇒ teacher asks "Do you want a drink?"

1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Responds "Yes." (verbally, signing, symbols) Teacher says "Do you want water or milk?"				
2. Responds, "Water."				
3. Takes glass with water				
4. Drinks water				
5. Indicates "more"; teacher presents choice again; repeats maximum three times				

50.

Increasing Specific Vocabulary (Same task for students with more ability)				
⇒ interest = hockey ⇒ resources: real equipment to use in play situations i.e. net, floor hockey equipment ⇒ vocabulary: net, stick, mask, glove, puck, save, goal				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to gym with teacher				
2. Takes storage room key from teacher				
3. Inserts the key				
4. Turns key clockwise with dominant hand				
5. Grabs handle with other hand				
6. Turns knob counter-clockwise				
7. Pushes door open				
8. Turns key counter-clockwise to original position				
9. Removes key				
10. Hands key to teacher				
11. Checks visual cuing system for required items				
12. Locates first item				
13. States, "Here is the _____."				
14. Picks item up				
15. Takes item to gym				
16. Places on floor				
17. Returns to storage room				
18. Repeats #11 - 15 until all equipment is in gym. To reinforce the vocabulary the teacher will use it in directional terms i.e, "Are you the goalie?" Yes! Pick up the mask.				
19. Listens to teachers instruction for first item				
20. Follows direction				

Increasing Specific Vocabulary - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
21. Repeats actions until activity is finished. During the play activity, the teacher will describe actions using the vocabulary using questions. "Did you catch the puck?"				
22. Replies "Yes, I caught the puck." Extensions of play activity: journal activity, math lesson, etc.				
23. Repeats until activity finished				
24. Follows directions to replace individual items to the storage room				
25. Checks visual cueing system to identify all items are in place				
26. Closes storage room door				
27. Gets key from teacher				
28. Inserts key in lock				
29. Turns key counter-clockwise as far as it will go				
30. Turns key clockwise to upright position				
31. Removes key				
32. Gives key to teacher				
33. Returns to classroom				
Further reinforcement of vocabulary will occur in the classroom and at home.				

51.

Indicates preference				
⇒ Adult offers a choice of two items (e.g. yellow or orange chalk to write on board)				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Looks at two choices				
2. Indicates a choice (sign, speaks, points)				
3. Reaches for indicated choice				
4. Takes indicated choice				
5. Uses indicated choice				

52.

Introducing Others				
⇒ student is standing with another person				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Recognizes that peer has approached				
2. Stops conversation with person				
3. Greets peer				
4. Turns to stranger				
5. States "This is my friend, _____."				
6. Turns to peer				
7. States, "This is _____."				
8. Waits for stranger and peer to respond				

53.

Introducing Self				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Recognizes that a stranger is present				
2. Approaches the stranger				
3. Stands and faces at arm's length from stranger				
4. Makes eye contact				
5. States, "Hello, my name is _____." "What's your name?"				
6. Waits for your response				
7. States, "Pleased to meet you!"				

54.

Joining in Group Activity With Other Classmates				
⇒ Activities could include sports, table games, play activities, etc.				
⇒ Role playing is essential prior to implementing this strategy in an actual situation				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Approaches area where activity is occurring				
2. Identifies someone with whom they are familiar				
3. Says " Name of person+ May I play with you?"				
4. Joins game when they are invited				

55.

Learning to Skate				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
Level 1				
1. Steps onto ice				
2. Holds upright chair in front with both hands				
3. Pushes chair forward				
4. Moves dominant foot forward				
5. Lean on dominant foot				
6. Slides other foot even with dominant one				
Repeat steps #2 to 7 with each of the following levels:				
Level 2 - foot over foot movement				
Level 3 - Dominant hand holding chair				
Level 4 - other hand holding chair				
Level 5 - helper holding chair beside for support when necessary				
Level 6 - no chair				

56.

Leaving (School) Procedures				
⇒ Individual steps may be divided by task analysis as necessary				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Stops activity				
2. Puts activity away				
3. Goes to desk				
4. Puts articles on desk away				
5. Lifts chair				
6. Places chair on top, in the middle of desk				
7. Goes to communication book container				
8. Finds own communication book				
9. Takes communication book to coat rack				
10. Gently moves coat aside				
11. Unzips back pack				
12. Places communication book in back pack				
13. Zips up back pack				
14. Takes off indoor shoes				
15. Places indoor shoes on shelf				
16. Finds outdoor footwear				
17. Goes to clear space				
18. Puts on outdoor footwear				
19. Returns to coat rack				
20. Removes coat from hook				
21. Puts on coat				
22. Zips up coat				
23. Finds hat				
24. Puts on hat				

Leaving (School) Procedures - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
25. Finds mitts				
26. Puts mitts on				
27. Removes back pack from hook				
28. Puts back pack on				
29. Goes to door				
30. Waits quietly for signal to leave				

57.

Listening/Paying Attention				
<p>⇒ for specific information (developmentally challenged)</p> <p>⇒ i.e. listens to morning announcements to find out day of the week, hot lunch or another specific piece of information</p>				
<p>1. Hand-over-hand</p> <p>2. Verbal/Physical Prompts</p> <p>3. Physical Prompt (to be faded)</p> <p>4. Independently</p>	1	2	3	4
1. Recognizes cue that its announcement time				
2. Goes to specified seat				
3. Sits on specified seat				
4. Places empty hands on lap				
5. Looks at the speaker				
6. Sits quietly during announcements				
7. Responds accurately to teachers question of what day it is or what the lunch is (response may be be signed, picture or verbal)				

58.

Making a Bed				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Takes pillows off bed				
2. Puts pillows on chair beside bed				
3. Grasps upper right hand corner of bottom sheet				
4. Pulls towards headboard				
5. Grasps upper right hand corner of top sheet				
6. Pulls towards headboard				
7. Grasps upper right hand corner of blanket				
8. Pulls towards headboard				
9. Grasps upper right hand corner of comforter				
10. Pulls towards headboard				
11. Walks around to the other side of the bed				
12. Grasps upper left hand corner of the bottom sheet				
13. Pulls towards headboard				
14. Grasps upper left hand corner of blanket				
15. Pulls towards headboard				
16. Grasps upper left hand corner of blanket				
17. Pulls towards headboard				
18. Grasps upper left hand corner of comforter				
19. Pulls towards headboard				
20. Walks around to other side of bed				
21. Picks up pillows from chair				
22. Places on bed in proper position				
23. Smooths any wrinkles on bed with hands				

Making Coffee				
⇒ Preparation: Drip coffee machine, filters, pre-measured coffee packets, scissors				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to coffee machine on counter				
2. Grasps handle of coffee pot with dominant hand				
3. Lifts out coffee pot carefully				
4. Takes coffee pot to sink				
5. Places coffee pot under faucet				
6. Turns on cold water tap with non-dominant hand				
7. Fills coffee pot to appropriate level				
8. Turns off cold water tap				
9. Carries filled coffee pot to coffee machine				
10. Places coffee pot on counter				
11. Lifts lid of water reservoir				
12. Picks up filled coffee pot				
13. Tilts coffee pot to pour water into water reservoir				
14. Empties all water into reservoir				
15. Lowers lid of water reservoir				
16. Places coffee pot on appropriate location under filter basket with lid of coffee pot in place				
17. Grasps filter basket				
18. Moves filter basket to the side				
19. Picks up filter				
20. Places filter in filter basket				
21. Tucks filter into filter basket appropriately				
22. Takes pre-measured coffee packet in non-dominant hand				
23. Takes scissors in dominant hand				

Making Coffee - continued....				
	1	2	3	4
1. Hand-over-hand				
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
24. Cuts off end of pre-measured coffee packet				
25. Places scissors on counter				
26. Transfers packet to dominant hand				
27. Pours coffee into filter basket				
28. Discards empty packet and packet end in garbage				
29. Slides filter basket into place as far as it can go				
30. Plugs in electrical cord				
31. Pushes switch to On (red light should indicate Power is on)				

60.

Making Juice (Frozen)				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to the cupboard				
2. Puts hand on cupboard door handle				
3. Opens cupboard door				
4. Looks for juice pitcher				
5. Grabs pitcher by handle				
6. Takes pitcher out of cupboard				
7. Places pitcher on counter beside the kitchen sink				
8. Closes cupboard door				
9. Goes to the refrigerator/freezer				
10. Opens the freezer door				
11. Looks for can of frozen juice				
12. Grabs can with one hand				
13. Closes freezer door with other hand				
14. Walks to counter beside sink				
15. Places can of juice on counter beside pitcher				
16. Goes to utensil drawer				
17. Pulls drawer open				
18. Looks for large mixing spoon				
19. Picks up spoon				
20. Pushes drawer shut				
21. Walks to counter beside sink				
22. Places spoon on counter beside pitcher				
23. Goes to utensil drawer				
24. Pulls drawer open				
25. Looks for can opener				

Making Juice (Frozen) - continued....				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
26. Grabs can opener with one hand				
27. Pushes drawer closed with other hand				
28. Grabs can with other hand				
29. Places can opener on can				
30. Opens the can				
31. Places the can opener in the sink				
32. Lifts lid off the can				
33. Lays lid in the sink				
34. Grabs the opened juice can with dominant hand				
35. Lifts can on top of pitcher				
36. Turns hand so can is upside down over pitcher				
37. Waits until all frozen juice drops into pitcher				
38. Turns can upright				
39. Steps in front of the sink				
40. Places can in non-dominant hand				
41. Looks for cold water				
42. Turns tap on with dominant hand				
43. Places can under stream of water				
44. Fills can to top				
45. Turns torso towards pitcher				
46. Places full can over top of pitcher				
47. Pours water in pitcher until can is empty				
48. Repeats steps # 38-42 twice more				
49. Places can in sink				
50. Turns cold water tap off with dominant hand				

Making Juice (Frozen) - continued....				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
51. Turns body toward the pitcher				
52. Grabs handle with non-dominant hand				
53. Picks up mixing spoon by the handle with other hand				
54. Places spoon in the pitcher				
55. Places spoon in the sink				
56. Grabs handle and bottom of the pitcher with both hands				
57. Goes to the refrigerator				
58. Opens the refrigerator door with one hand				
59. Places the juice on a shelf.				
60. Closes the refrigerator door				
61. Goes to sink				
62. Places lid of juice can in can				
63. Takes can to recycling bin				
64. Places can in bin				
65. Returns to sink				
66. Washes spoon				
67. Dries spoon				
68. Returns spoon to cutlery drawer.				

61.

Making a Sandwich				
⇒ Preparation: bread, butter/margarine, spreadable food item (eg. peanut butter, jam, Cheez Whiz, etc.) plate, knife, etc.				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Gets bread from bread box				
2. Places bread on counter				
3. Gets butter/margarine from cupboard				
4. Places butter/margarine beside bread on counter				
5. Gets spreadable food item/sliced meat from refrigerator/cupboard				
6. Places beside bread on counter				
7. Gets plate from cupboard				
8. Places beside bread on counter				
9. Gets knife from drawer				
10. Places knife beside bread				
11. Opens bread bag				
12. Takes out two slices of bread				
13. Closes bread bag				
14. Places slices of bread on plate				
15. Takes knife in dominant hand				
16. Dips knife into butter/margarine				
17. Spreads butter/margarine on bread (see Task Analysis for Spreading)				
18. Dips knife into spreadable food item				
19. Spreads spreadable food item on bread (helpful to pre- warm some spreadable food items for easier spreading)				
20. Places knife on counter				
21. Picks up one slice of bread at top and bottom of slice with both hands				

Making a Sandwich - continued...				
	1	2	3	4
1. Hand-over-hand				
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
22. Turns slice of bread over so butter side faces down				
23. Places slice of bread to match slice of bread on plate				
24. Picks up knife in dominant hand				
25. Holds sandwich with non-dominant hand				
26. Cuts sandwich in half using sawing motion				
27. Places knife in sink				
28. Puts bread, butter and spreadable food item away in appropriate places				

62.

Making Toast				
⇒ Preparation: toaster, sliced bread, plate, knife, spreadable food item (butter, margarine, peanut butter, etc.)				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Puts slice of bread in appropriate opening in toaster				
2. Sets dial for lightness/darkness of toast				
3. Pushes lever down				
4. Takes toast out of toaster after toast has popped up				
5. Places toast on plate				
6. Opens spreadable food item container				
7. Dips knife into spreadable food item				
8. Spreads food item on toast (see Using a Knife Task Analysis)				
9. Puts lid on container				
10. Puts knife in sink				
11. Takes plate with toast to table				

63.

Menstrual Routine				
⇒ Preparation: Student takes sanitary pad and small brown bag to washroom (may be placed in pants pocket or in a special container)				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Opens bathroom door/ stall door				
2. Closes bathroom door or stall door				
3. Walks to toilet				
4. Stands in front of toilet				
5. Turns with back to toilet				
6. Pulls down pants				
7. Pulls down underwear				
8. Sits on toilet				
9. Takes brown bag from pocket				
10. Opens brown bag				
11. Places brown bag on floor				
12. Rips dirty pad from underwear				
13. Folds pad				
14. Picks up brown bag				
15. Places dirty pad in brown bag				
16. Places brown bag on floor				
17. Takes new sanitary pad from pocket				
18. Rips off strip of paper from back of pad				
19. Places paper strip in brown bag				
20. Places pad in underwear				
21. Stands up				
22. Pulls up underwear				
23. Pulls up pants				

Menstrual Routine - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
24. Picks up brown bag				
25. Closes bag				
26. Opens stall door				
27. Places bag in garbage				
(Followed by Washing hands)				

64.

Opening a Can				
⇒ Preparation: various cans, electric can opener				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to cupboard				
2. Gets can				
3. Puts can on counter				
4. Grasps can using non-dominant hand				
5. Puts top edge of can against blade of can opener using non-dominant hand				
6. Pushes down on handle of can opener with dominant hand				
7. Continues to push down while can turns all the way around				
8. Removes can from can opener				
9. Places opened can on counter				
10. Removes lid carefully				
11. Places lid on counter or discards				

65.

Opening and Closing a Jar				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
Opening a Jar				
1. Places the jar on the table/counter				
2. Grasps the body of the jar with the non-dominant hand				
3. Places the dominant hand on the top of the lid				
4. Squeezes sides of lid with fingers				
5. Turns counter clockwise 3 times if necessary				
6. Lifts off lid				
7. Places lid on table/counter				
Closing a Jar				
1. Grasps the body of the jar with the non-dominant hand				
2. Picks up lid				
3. Turns lid so the inside faces downwards				
4. Places lid on opening of jar				
5. Turns lid clockwise until it can't be turned further				

Packing a Lunch

- ⇒ **Preparation: lunch bag (Arctic insulated bag), plastic sandwich bags, plastic drinking container with spout, drinking box, spoon, knife, fork**
- ⇒ **Possible Food Items - sandwich, heatable packaged food item (eg. ravioli, Spaghettios, etc.), lunchables, beverage, cookies, dessert items, fruit, vegetables and dip**

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Makes sandwich (see Task Analysis-Making a Sandwich)				
2. Gets plastic sandwich bags from drawer				
3. Places bags on counter by sandwich				
4. Takes out one bag				
5. Opens bag				
6. Places sandwich inside bag				
7. Closes sandwich bag				
8. Gets plastic drinking container				
9. Places plastic drinking container on counter				
10. Goes to refrigerator				
11. Gets beverage				
12. Places beverage beside drinking container on counter				
13. Opens drinking container				
14. Opens beverage container				
15. Picks up beverage container				
16. Pours beverage into plastic drinking container				
17. Places beverage container in refrigerator				
18. Puts lid on plastic beverage container				
19. Gets cookies from cupboard				
20. Places cookies on counter				

67.

Photocopying				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
Machine with Cassette on the Top				
1. Picks up file folder with paper to be copied from predetermined location				
2. Goes to photocopier				
3. Faces the front of copier				
4. Places folder on the left side of photocopier				
5. Opens file folder				
6. Looks at the "Post It" on the inside cover of the folder to determine the number of copies required				
7. Takes page to be copied out of file folder				
8. With dominant hand places the paper face up in the cassette				
9. Looks at the number pad				
10. Identifies the number of copies needed orally by signing, etc.				
11. Presses the correct number on the key pad				
12. Checks on screen to see if the number pressed is correct				
13. Pushes the green button				
14. Waits until copying has finished				
15. Removes copying from the side of the machine				
16. Removes the original copy from the other side of the machine				
17. Places all copies in file folder				
18. Closes the folder				
19. Presses the Clear Button				
20. Picks up file folder				
21. Returns folder to correct location				

68.

Playing a Table Game				
⇒ Initially teacher- student.				
⇒ Simple board game- board, dice, dice holder, marker				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to game cupboard				
2. Opens door				
3. Takes out game				
4. Places game on counter				
5. Shuts cupboard door				
6. Takes game to play area				
7. Places game on table				
8. Sits on chair				
9. Opens game box				
10. Takes out pieces				
11. Sets up game				
12. Chooses marker (sometimes 12 & 13 should be reversed so child does not always go first)				
13. Waits while teacher selects marker				
14. Places marker on START				
15. Waits while teacher places marker on START				
16. Waits while teacher takes one dice in hand behind back and brings hand forward				
17. Points to one of teacher's hands				
18. Waits while teacher opens designated hand				
19. a) (pick correct hand) takes dice 2. (picks incorrect hand - do steps #36 & 37 first)				
20. Takes dice shaker				
21. Puts dice in dice shaker				
22. Puts free hand over top of shaker				

Playing a Table Game - continued....				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
23. Moves hands up and down three times				
24. Removes top hand				
25. Tips dice holder over game board				
26. Puts dice holder on table beside board				
27. Counts dots on top side of dice				
28. Takes own marker in hand				
29. Moves marker one square				
30. Counts "One."				
31. Moves marker to next square				
32. Counts "Two."				
33. Continues until the dice is moved the correct number of squares				
34. Stops				
35. Removes hands from marker				
36. Places hands in lap				
37. Waits for teacher's to take turn				
38. Repeats until game is complete or until activity is finished				
39. Retrieves box				
40. Places board in box				
41. Places pieces in box				
42. Puts lid on box				
43. Carries box to game cupboard				
44. Opens cupboard door				
45. Places game in cupboard				
46. Closes cupboard door				

69.

Preparation For Activity				
⇒ Journal Activity				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Checks personal schedule				
2. Recognizes it is time for journal				
3. Puts schedule aside				
4. Gets visual cueing system				
5. Looks at cueing system to see what is needed (1. Journal, 2. pencil, 3. crayons, 4. personal dictionary)				
6. Goes to journal bin				
7. Chooses own journal				
8. Takes own journal to desk				
9. Puts journal on desk				
10. Checks next item on visual cueing system				
11. Goes to bin				
12. Finds pencil				
13. Takes pencil to desk				
14. Puts pencil on desk				
15. Repeats same step for each item				

70.

Printing Name				
⇒ Preparation: large markers, Dysem, paper				
⇒ Teacher may prepare a paper template of first letter of child's name using dots as a guide				
⇒ Teacher may want to begin with first letter only				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Grasps marker				
2. Places tip of marker on appropriate first dot				
3. Moves marker to complete stroke				
4. Stops moving marker				
5. Lifts marker off paper				
6. Places tip of marker on appropriate second dot				
7. Repeats # 3 to #5 until letter is completed				

71.

Printing Readiness				
<p>⇒ Preparation: large markers (easy for child to grasp and don't need to press to achieve a legible line), paper, Dysem (blue non-slip material to secure paper on table),</p> <p>⇒ The following task analysis should be applied to the Print Readiness strokes which include horizontal, circular, diagonal both ways, s-shaped and c-shaped lines.</p>				
<p>1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently</p>	1	2	3	4
Vertical Line - Level 1				
1. Grasps marker				
2. Observes teacher modeling vertical line				
3. Places tip of marker on paper				
4. Moves marker to complete a vertical stroke (student is allowed to make vertical stroke any size and anywhere on paper)				
5. Lifts marker off paper				
6. Repeats #2 to #5 until page is completed/full				
Vertical Line - Level 2				
<p>Preparation: large markers, paper, Dysem Teacher will prepare paper template by providing three or more large dots to indicate a vertical stroke which acts as a guide for the starting and stopping of the stroke</p>				
1. Grasps marker				
2. Observes paper template with dots				
3. Places tip of marker on the top dot				
4. Moves marker to connect to middle or next dot				
5. Continues to move marker until student connects bottom dot				
6. Stops moving the marker				
7. Lifts the marker				
8. Repeats #2 to #7 drawing vertical strokes of decreasing length (with dots as guides) until appropriate size for child is achieved				

72.

Problem-Solving in a Variety of Situations

- ⇒ Teacher will create a variety of situations (such as coming home and mom is not there, lost in a mall) and questions to which students will respond.
- ⇒ After a number of scripts have been followed, a non-scripted presentation will be given to students to ensure transfer of problem - solving. Questions would always be scripted: Who can help me? Where is that person? What do I need to show that person? (Identification) What do I need to tell the person?
- ⇒ The following could be done with role playing:

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Stops at door				
2. Takes out key				
3. Unlocks door				
4. Enters house				
5. Shuts door				
6. Calls, "Mom I'm home!"				
7. Waits for response				
8. Asks, "Mom where are you?"				
9. Waits for response (no response)				
10. Looks for mom in house				
11. Looks for note				
12. Looks in backyard				
13. Checks that key is in pocket				
14. Goes out door				
15. Shuts door				
16. Locks door				
17. Goes to designated neighbour				
18. Explains problem to neighbour				
19. Waits for neighbour's direction/instruction				

Problem-Solving in a Variety of Situations - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
20. Returns to house				
21. Stops at door				
22. Takes out key				
23. Unlocks door				
24. Enters house				
25. Shuts door				
26. Goes to phone				
27. Looks at emergency phone list				
28. Chooses who can help				
29. Picks up the receiver				
30. Holds it to ear				
31. Dials the number				
32. Waits for answer				
33. States name				
34. States problem				
35. Waits for response				
36. Restates instructions back for confirmation				
37. Hangs up receiver				
38. Follows instructions				
if no answer repeats steps #29 - 39 with second emergency number if no answer dial 911 and follow steps #33 - 37				

73.

Putting "Clean Garbage Bag" in Garbage Can				
⇒ e.g. paper				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to closet				
2. Opens door				
3. Takes out container of garbage bags				
4. Removes one garbage bag				
5. Puts container of garbage bags back on shelf				
6. Closes closet door				
7. Unfolds garbage bag				
8. Holds top of garbage bag in one hand - thumb on near side, first two fingers on other				
9. Moves thumb down against fingers				
10. Grasps higher edge of bag with other hand				
11. Lets go of garbage bag with first thumb				
12. Grasps lower edge of bag with free hand				
13. Pulls edges of bag apart - thumbs on inside				
14. Lets go with one hand				
15. Holds edge of the bag by one hand between thumb and finger				
16. Turns hand so thumb is down - fingers above				
17. Straightens arm				
18. Slowly lifts arm				
19. Points fingers straight up quickly				
20. Brings arm down straight quickly				
21. Puts down bag				
22. Goes to tie container				
23. Takes out ties				

Putting "Clean Garbage Bag" in Garbage Can - continued...

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
24. Pinches top of end tie between thumb and index finger of dominant hand				
25. Pulls end tie forward until it separates				
26. Puts remaining ties in container				
27. Closes container				
28. Gets garbage bag				
29. Goes to garbage				
30. Holds garbage bag in one hand				
31. Picks up paper with other hand				
32. Puts paper in bag				
33. Places garbage bag on floor				
34. Spreads thumbs wide from fingers				
35. Places hands on opposite side of bag				
36. Brings hands together until one is on top of other				
37. Closes thumb and fingers of one hand into tight clench				
38. Lets go of bag with other hand				
39. Picks up twist tie by one end				
40. Moves tie behind bag, below clenched fist				
41. Lets go of bag				
42. Takes other end of twist tie in free hand				
43. Brings both ends forward				
44. Lets go of twist tie				
45. Takes right end of twist tie in left hand				
46. Takes left end of twist tie in right hand				
47. Pulls left hand down				
48. Pulls right hand up				

Putting "Clean Garbage Bag" in Garbage Can - continued...

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
49. Lets go of twist tie				
50. Pinches crossing point of tie with thumb and finger of one hand				
51. Twists hand counter clockwise				
52. Lets go				
53. Repeats last 3 steps 2X				
54. Picks up garbage by neck				
55. Takes to bin				
56. Puts in bin				

74.

Reading Community Signs				
<p>⇒ Stop, Don't Walk, Walk, Pedestrian X, Mens, Womens, Girls, Boys, Entrance, Exit, Emergency Exit, Railroad X, One Way, Push, Pull, Telephone, Bus Stop, Use Other Door, Wet Paint, Wet Floor, Watch Your Step, Hospital, School X, Escalator Up and Down, Handicapped Parking, Police, Post Office, Fire Station, No Swimming, Beware of Dog, No Loitering, No Smoking, Block Parents, No Trespassing, Keep Out</p>				
<p>1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently</p>	1	2	3	4
1. Imitates appropriate response to sign modeled by teacher (real-life situation)				
2. Verbalizes steps involved in correct response if possible				
3. Identifies sign in classroom setting				
4. Role plays appropriate response to sign				
5. Verbalizes steps involved in correct response				
6. Demonstrates appropriate response in real-life situation				

75.

Reading Environmental Signs and Symbols				
⇒ Corrosive, Explosive, Flammable, Poison, High Voltage				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Observes sign/symbol				
2. Verbalizes appropriate response				
3. Discriminates between two containers (one with symbol, one without symbol)				
4. Role plays appropriate response to containers marked with symbols				

76.

Refuses Object				
⇒ (parents send list of foods strongly liked and disliked by child; teacher presents pieces of apple and onion; teacher offers student L food)				
⇒ L = preferred food D = disliked food				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Takes offered food				
2. Puts offered food in mouth				
3. Swallows food (teacher offers student D food)				
4. Indicates "No" (signed, symbols)				

77.

Renting a Video				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Pulls the door to the store open				
2. Enters the store				
3. Looks to see where the children's videos are located				
4. Walks to that section				
5. Looks at the selection of videos				
6. Points to choice				
7. Asks adult support person "Is this okay?"				
8. Waits for response				
9. Picks up the box				
10. Walks to the check-out counter				
11. Places box on counter				
12. Looks at store clerk				
13. Waits until clerk is paying attention				
14. Says "I would like to rent this video."				
15. Waits for response				
16. Asks support person for help filling out form "Would you please help me fill out the form?"				
17. Hands form to employee				
18. Waits while employee puts video in bag				
19. Listens to how much it will cost				
20. Puts hand in pocket				
21. Pulls change purse out of pocket				
22. Places it on counter				
23. Opens change purse				
24. Takes money out of purse				

Renting a Video - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
25. Hands money to store clerk.				
26. Opens hand for change				
27. Places change in change purse				
28. Closes change purse				
29. Picks up change purse				
30. Places change purse in pocket				
31. Picks up bag				
32. Says "Thank-you" to store clerk				
33. Walks to door				
34. Pushes door open				
35. Leaves the store				

78.

Requests Drink Using Pic Symbols or Picture Symbols				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to picture board				
2. Chooses appropriate symbol				
3. Picks up appropriate symbol				
4. Goes to adult				
5. Looks at adult				
6. Waits for adult's eye contact				
7. Hands symbol to adult				

79.

Requests Drink Using Sign or Verbal				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to adult				
2. Looks at adult				
3. Waits for adult's eye contact				
4. States/signs, "Drink, please."				

80.

Requests Favourite Activity				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Finishes required activity				
2. Cleans up required activity				
3. Goes to adult				
4. Looks at adult				
5. Waits for adult's eye contact				
6. Signs or states preference at child's accepted language level				
7. Waits for assent				
8. Goes to area where indicated activity is located				
9. Takes indicated activity to appropriate area.				
10. Uses activity				

81.

Requests More				
⇒ Adult gives student small amount of favourite food.				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Takes offered food				
2. Puts offered food in mouth				
3. Swallows offered food				
4. Looks at teacher				
5. Asks for more please (signs, speaks, points to symbol)				
6. Takes offered food				
7. Indicates "Thank-you"(signs, speaks, points to symbol)				

82.

Responds to Greetings				
⇒ adult approaches child and greets				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Stops activity				
2. Makes eye contact				
3. Says "Hello" (signs, symbols)				
4. Waits for adult response				

83.

Responds to Name				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Works on task (adult calls name)				
2. Stops				
3. Looks at adult				
4. Waits				
5. Responds "What", "Yeah"				

84.

Responds to Others' Comments (Negative)				
⇒ another child makes a negative comment "You're stupid!!!"				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Stops				
2. Makes eye contact with child				
3. Responds "I don't like that."				
4. Waits for child's response if child apologizes				
5. Says "Okay"				
6. Continues activity				
if child does continues to make negative comments				
7. Says "If you don't stop I'll leave."				
8. Waits for response				
if unacceptable response				
9. Leaves the situation				

85.

Responds to Others' Comments (Positive)				
⇒ adult already has child's attention; makes positive comments				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Maintains eye contact				
2. Smiles				
3. Says "Thank you"				
4. Waits for adult response				

86.

Responds to Personal Question				
⇒ adult approaches asks "What is your name?"				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Stops				
2. Makes eye contact with adult				
3. Says "My name is _____"				
4. Waits for adult response				

87.

Responds to Play Invitations				
⇒ child approaches and asks “Would you like to play with me?”				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Stops activity				
2. Makes eye contact				
3. Enquires what the activity is				
4. Pauses				
5. States decision “Yes” or “No, I will play with you later.” If yes				
6. Puts away current activity				
7. Joins other child. If no				
6. Continues current activity				

88.

Saying Please				
⇒ saying please when being offered an article - someone asks them if they would like a treat				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Stops activity				
2. Looks at speaker				
3. Replies "Yes, please!" (Signed, symbols)				
4. Extends hand				
5. Takes offered treat				
6. States "Thank-you" (signed, symbols)				

Setting an Alarm Clock				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Checks that current time on clock is correct (including a.m. or p.m.)				
2. States desired wake-up time (usually hour or ½ hour)				
3. Pushes down ALARM SET button with index finger of other hand				
4. Continues to hold button down				
5. Taps HOUR button with dominant index finger until correct hour displayed				
6. Checks that hour is in a.m. time				
7. Taps MINUTE button with dominant index finger until correct minutes displayed				
8. Releases ALARM SET button				
9. Pushes ALARM SET button to check if time is correct				
10. Check if radio/buzzer is in correct position				
11. Turns radio on				
12. Adjusts TUNER button				
13. Adjusts VOLUME button				
14. Slides ON button to automatic				
15. Checks that ALARM SET light is displayed				

90.

Setting the Table				
⇒ Uses laminated templates of place setting				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently * start with one place setting	1	2	3	4
1. Places template on kitchen table				
2. Checks the template for the required cutlery				
3. Goes to the cutlery drawer				
4. Pulls the cutlery drawer open				
5. Removes a fork with dominant hand				
6. Places it on the table according to the template				
7. Goes to the cutlery drawer				
8. Removes knife with dominant hand				
9. Places it on the table according to the template				
10. Goes to the cutlery drawer				
11. Removes spoon with dominant hand				
12. Closes the drawer with non-dominant hand				
13. Places the spoon on the table according to the template				
14. Checks the template for required dishes				
15. Goes to the cupboard				
16. Opens the cupboard door				
17. Removes a dinner plate				
18. Places the dinner plate on the table according to the template				
19. Goes to the cupboard				
20. Removes glass with dominant hand				
21. Closes cupboard door with non-dominant hand				
22. Places glass on the table according to template				
** as student reaches independent level, template should remove symbol of one item; this should be done until template no longer required				

91.

Sharing Time (Conversation Time)				
<p>⇒ Preparation: Teacher may want to use audio tapes prepared by parents/caregivers for non-verbal student. Student could then use Big Mac switch to activate personal conversation time.</p> <p>⇒ Computers installed with Writing With Symbols 2000/Boardmaker provide students with opportunity to input sentence/s and promote reading independence (pic symbol support).</p>				
<p>1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently</p>	1	2	3	4
1. Responds to questions related to personal experiences/activities/family/friends, etc.				
2. Discusses proposed sentence/s with staff (staff will record student response in grammatically correct sentence format. Staff will provide printed text in one letter/one word at a time format depending on student's ability to copy)				
3. Types staff-produced hand printed text on computer keyboard				
4. Reads sentence/s on computer screen using pic support (if non-verbal, computer voice is utilized)				
5. Prints under text displayed on computer printout(hand printed copy of sentence could be added by staff under print version in one letter/one word at a time format depending on student's ability)				

92.

Sharing with Others				
⇒ Sharing LEGO - another child asks for more blocks				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Stops activity				
2. Looks at first child				
3. Asks "What do you need?"				
4. Waits for response				
5. Offers needed pieces				

93.

Slicing With a Knife				
⇒ Preparation: vegetables/pepperoni for pizza				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Takes knife from knife rack/kitchen drawer				
2. Places knife on kitchen counter				
3. Takes cutting board				
4. Places cutting board on kitchen counter				
5. Places vegetable/pepperoni on cutting board				
6. Holds item to be sliced with non-dominant hand close to bottom of the board				
7. Picks up knife with dominant hand				
8. Positions knife over item to be sliced at top of the board (away from the body)				
9. Pushes knife with sawing motion firmly through item until knife reaches board				
10. Repeats #8 and #9 until task is completed				
11. Places knife on counter for washing				

Sorting				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
By Object (Teacher would provide a variety of familiar objects to be sorted)				
1. Sorts 2 objects				
2. Sorts 3 objects				
12. Sorts 4 objects				
By Size				
1. Sorts 2 items - big vs little				
2. Sorts 2 items - big vs medium				
3. Sorts 2 items - little vs medium				
4. Sorts 3 items - big vs medium vs little				
By Shape				
1. Sorts 2 items - circle vs square				
2. Sorts 2 items - circle vs triangle				
3. Sorts 2 items - circle vs rectangle				
4. Sorts 2 items - square vs triangle				
5. Sorts 2 items - square vs rectangle				
6. Sorts 2 items - triangle vs rectangle				
7. Sorts 3 items - circle vs square vs rectangle				
8. Sorts 3 items - square vs triangle vss rectangle				
⇒ Sorts 3 items - circle vs triangle vs rectangle				
10. Sorts 4 items - circle vs triangle vs rectangle vs square				
By Size/Shape				
1. Sorts 2 items - big circles vs little circles				
2. Sorts 2 items - medium triangles vs rectangles				
3. Sorts 3 items - big squares vs little circles vs big triangles				
4. Sorts 3 items - medium rectangles vs little triangles vs big circles				

Sorting - continued....				
	1	2	3	4
1. Hand-over-hand				
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
etc...				
By Colour				
1. Sorts 2 items - red vs blue				
2. Sorts 2 items - yellow vs green				
3. Sorts 3 items - red vs blue vs green				
4. Sorts 4 items - red vs blue vs green vs yellow				
5. Sorts 2,3,4 items using other colours				
By Colour/Shape				
1. Sorts 2 items - red circles vs blue squares				
2. Sorts 3 items - yellow triangles vs red squares vs green rectangles				
etc.				
By Colour/Shape/Size				
1. Sorts 2 items - big red circles vs little yellow triangles				
2. Sorts 3 items - medium green rectangles vs little blue squares vs big yellow circles				
etc.				

95.

Sorting Mail

- ⇒ may require visuals at each mail slot: pictures of individuals with names written;
- ⇒ these may be gradually withdrawn as competency increases

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to mail room				
2. Walks to mail bin				
3. Picks up mail bin with two hands				
4. Places bin on counter beside visuals and mail slots				
5. Picks up first piece of mail				
6. Looks at the name on the front of the envelope				
7. Looks at visuals for the same name				
8. Finds the name				
9. Identifies the person verbally or through signing, etc. "This says _____"				
10. Places the envelope in the mail slot; continues until the bin is empty				
11. Picks up bin				
12. Returns it to appropriate spot				
13. Returns to classroom				

96.

Spatial Body Awareness				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Approaches adult				
2. Stops				
3. Looks at adult face and body (to determine adult's response to proximity)				
4. Steps back to adjust proximity (adult extends arm as guide for proximity)				
5. Looks at adult face and body				
6. Begins conversation				

97.

Spatial Body Awareness on Skating Rink				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Holds upright chair in front with both hands				
2. Moves both feet in forward motion (simulating skating movement) pushing chair				
3. Drags dominant foot sideways				
4. Stops				
5. Looks at adult face and body (to determine adult's response to proximity)				
6. Adjusts proximity to helper (adult extends arm as guide for proximity)				
7. Looks at adult face and body				
8. Repeats as necessary				

98.

Spearing Food With Fork and Slicing With Knife				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Picks up fork in non-dominant hand				
2. Picks up knife in dominant hand				
3. Spears food item with fork				
4. Places cutting edge of knife on food item directly behind tines of fork so that back of knife makes contact with four tines of fork				
5. Uses sawing motion with knife across food item				
6. Pushes down knife firmly and continues until knife edge touches plate				
7. Repeats #3-#6 until all food items are cut appropriately				
8. Place fork and knife beside plate for clearing of table				

99.

Sweeping Floor				
⇒ Preparation: floor broom, hand broom and dustpan				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Brings floor broom, hand broom and dustpan to sweeping area				
2. Begins sweeping at outside edges of room/space using floor broom				
3. Sweeps towards the middle of the room/space				
4. Sweeps dirt/debris into a pile				
5. Gets dustpan and hand broom				
6. Holds dustpan on floor at edge of pile of dirt/debris using non-dominant hand				
7. Sweeps dirt/debris into dustpan using dominant hand on hand broom				
8. Repeats #2 to #7 until task is completed				
9. Puts brooms and dustpan away				

Taking a Shower				
⇒ Preparation: hand soap, shampoo, washcloth, towel, bath mat, robe and slippers and fresh clothing				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to washroom/shower area				
2. Locates hand soap, shampoo, washcloth, towel and bath mat				
3. Places hand soap, shampoo and washcloth on shelf in shower stall				
4. Places towel on towel rack outside shower stall				
5. Places bathmat on floor outside shower stall				
6. Stands outside shower stall				
7. Reaches in to shower stall with dominant hand				
8. Places dominant hand on cold water faucet				
9. Turns on cold water faucet				
10. Puts non-dominant hand in cold water stream				
11. Turns on hot water faucet with dominant hand				
12. Continues to monitor the temperature of the water stream with non-dominant hand				
13. Indicates when water stream has reached a comfortable temperature				
14. Removes robe and slippers/clothes				
15. Places clothing on hooks, chair, bench, etc.				
16. Steps into shower stall carefully				
17. Places head and body under the water stream				
18. Steps out of water stream				
19. Takes shampoo in dominant hand				
20. Squeezes appropriate amount into non-dominant hand				
21. Applies shampoo to hair				

Taking a Shower - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
22. Rubs hair and scalp with finger tips of both hands for appropriate time period				
23. Steps into water stream				
24. Rinses shampoo out of hair				
25. Steps out of water stream				
26. Picks up soap				
27. Rubs handsoap between hands				
28. Places soap on shelf				
29. Rubs face with soaped hands				
30. Steps into water stream				
31. Rinses soap from face				
32. Picks up washcloth				
33. Puts washcloth in water stream				
34. Wrings out washcloth				
35. Wipes face and eyes				
36. Repeats #25 to #28 for various parts of the body until body is washed				
37. Steps out of shower stall onto bath mat				
38. Reaches into shower stall				
39. Turns off hot water faucet				
40. Turns off cold water faucet				
41. Takes towel				
42. Rubs hair and body until no visible water drops remain				
43. Puts on robe/slippers/clean clothing				
44. Places towel in laundry				

101.

Turn Taking				
⇒ Initially adult to child. Adult selects activity that student enjoys. Play Doh				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Gets Play Doh bin				
2. Brings to desk				
3. Open container				
4. Takes out play doh and tools				
5. Places bin on floor beside desk teacher and says "Your turn."				
6. Takes Play Doh				
7. Rolls Play Doh after a few minutes, teacher says "My turn."				
8. Hands tools and Play Doh to teacher				
9. Waits several minutes, teacher says "Your turn."				
Repeat the process three to four times				
10. Picks up bin				
11. Places it on desk				
12. Helps teacher place items in the bin				
13. Returns bin to shelf				

102.

Tying Laces				
⇒ uses a teacher prepared resource with shoe outline with attached laces				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompts (to be faded)				
4. Independently				
1. Goes to shelf				
2. Looks for resource				
3. Picks up resource				
4. Carries it to table				
5. Lays it on table				
6. Pulls out chair				
7. Sits appropriately on the chair				
8. Pulls chair forward with both hands until chair is in close proximity to the table				
9. Grabs both ends of lace with each hand				
10. Crosses end of lace in left hand over end of lace in right hand				
11. Grabs laces where cross with thumb and forefinger with non-dominant hand				
12. Pushes top lace with dominant hand down and under the bottom lace				
13. Grabs both ends of lace with hands				
14. Pulls laces until taut				
15. Makes loop with lace using dominant hand				
16. Wraps other piece of lace around the loop				
17. Pushes lace with non-dominant forefinger through opening under loop				
18. Grabs lace with dominant hand as it is pushed with forefinger				
19. Pulls both loops until taut				

Understanding the Concept of Time				
⇒ Preparation: pictures of day time activities, pictures of night time activities				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Identifies daytime activities orally or by pointing to pictures				
2. Identifies night time activities orally or by pointing to pictures				
3. Sorts combined pictures of day and night time activities				
4. Responds to oral questions (eg. What do you like to do in the day time?, What does your mom do in the day time?, What does your dad do in the day time?, etc.)				
5. Responds to oral questions (eg. What do you like to do in the night time?, What do your pets do in the night time?, What does your brother/sister do in the night time?, etc.)				
Morning/Lunch/Afternoon/Dinner/Night				
1. Identifies activities specific to each segment of the day				
2. Sorts combined pictures of activities as to above parts of the day				
3. Identifies each segment of the day with a specific clock hour (eg. Morning- 7:00 , Lunch- 12:00, Afternoon- 3:00, Dinner- 6:00, Night- 8:00)				
4. Identifies specific times that relate to her/his own daily routine (eg. Gets out of bed at 7:00, eats breakfast at 7:30, catches bus at 8:15, etc.)				
Days, Weeks, Months, Seasons				
1. Identifies days of the week				
2. Identifies school days vs. home days (weekend)				
3. Identifies present month				
4. Identifies any holidays/birthday/special events within that month				
5. Counts number of days before holiday/birthday/special event				
6. Identifies weeks on a calendar				

Understanding the Concept of Time - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
7. Counts number of weeks before a certain event				
8. Identifies months of year				
9. Identifies specific holidays/birthdays/special events within each of the months				
10. Identifies Seasons of the Year				
11. Identifies appropriate months for each Season				

104.

Urinate in Toilet - Female				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Opens bathroom door/ stall door				
2. Closes bathroom door or stall door				
3. Walks to toilet				
4. Stands in front of toilet				
5. Turns with back to toilet				
6. Pulls down pants				
7. Pulls down underwear				
8. Sits on toilet				
9. Urinates				
10. Rolls toilet paper 3X				
11. Rips off toilet paper				
12. Holds one end of toilet paper with right hand				
13. Holds the other end of toilet paper with left hand				
14. Folds toilet paper 3X				
15. Places folded toilet in dominant hand				
16. Wipes vaginal area 3X				
17. Drops toilet paper in toilet bowl				
18. Stands up				
19. Flushes toilet				
20. Pulls up underwear				
21. Pulls up pants				
(Followed by Washing hands)				

Use of Knife for Spreading				
⇒ Preparation - slice of bread on plate, easily spreadable food				
⇒ eg. Jelly, soft butter, smooth peanut butter, etc...				
⇒ food item should depend on student preference				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to utensil drawer				
2. Opens drawer				
3. Takes out table knife				
4. Closes drawer				
5. Takes knife to bread on plate				
6. Dips knife into spreadable food				
7. Places flat side of knife on top right hand side of bread (if student is right handed)				
8. Holds bread still with other hand				
9. Moves flat side of knife across top from right to left				
10. Repeats #6				
11. Places flat side of knife on bottom right hand side of bread				
12. Moves flat side of knife across bottom from right to left				
13. Places knife on plate				

Use of a Washing Machine				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Lifts lid of washing machine				
2. Picks up measuring cup with left hand				
3. Grasps container of detergent with right hand				
4. Pours detergent until measuring cup is full				
5. Sets detergent down on counter				
6. Pours detergent into bottom of washing machine				
7. Sets cup down on counter				
8. Takes clothes from laundry basket				
9. Places clothes in the bottom of washing machine				
10. Closes lid				
11. Grasps dial with right hand				
12. Pushes dial in				
13. Turns dial to #14 on the dial				
14. Pulls out the dial				
15. When the machine stops, lifts lid				
16. Takes clothes out of washing machine				
17. Places clothes in laundry basket				
18. Closes lid				

Use of Apron				
⇒ Preparation: Teacher may want to choose aprons which are easily tied or fastened				
⇒ eg. Velcro fasteners, long ties which can be wrapped around and tied in front, etc...				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to closet/drawer/hook				
2. Takes apron				
3. Holds neck loop of apron with wrong side facing him/her				
4. Places neck loop over head				
5. Grasps ties, one in each hand				
6. Crosses ties behind back				
7. Switches ties to opposite hands				
8. Brings hands to front of body				
9. Ties apron ties into a bow				

108.

Use of Dryer				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Opens door of dryer				
2. Checks the lint trap				
3. Removes any lint				
4. Places lint into the garbage				
5. Replaces the clean lint trap				
6. Removes any towels and place on the table				
7. Places wet towels into the dryer				
8. Closes the dryer door				
9. Sets the dial to "More Dry"				
10. Pushes the "Start" dial				

Use of Electric Kettle				
⇒ With Water Gauge and On/Off Switch; With a Powdered Food Item				
⇒ Preparation- Cup/Container with Powdered Food Item				
⇒ eg. Cup-a-Soup, Instant Coffee, Hot Chocolate, Mr. Noodle, etc.				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Takes kettle to sink using dominant hand				
2. Puts kettle spout under faucet				
3. Turns on cold water faucet with non-dominant hand				
4. Fills kettle to appropriate level on gauge				
5. Turns off cold water faucet				
6. Takes kettle to kitchen counter				
7. Plugs electric cord into outlet				
8. Pushes On switch (Kettle will shut off automatically when water boils)				
9. Unplugs electric cord				
10. Picks up electric kettle with dominant hand				
11. Tips electric kettle until water pours out of the spout				
12. Fills cup/container to required level (mark level with tape/marker)				
13. Places kettle at the back of counter				
14. Places cord at the back of counter(out of way)				

110.

Use of Hand Mixer				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to cupboard				
2. Takes out Hand Mixer and beaters				
3. Places Hand Mixer and beaters on kitchen counter				
4. Goes to cupboard				
5. Takes out appropriate bowl				
6. Places bowl on counter beside Hand Mixer				
7. Goes to kitchen drawer/utensil container				
8. Takes out spatula				
9. Places spatula on counter beside Hand Mixer				
10. Places first beater in appropriate socket				
11. Places second beater in appropriate socket				
12. Places appropriate ingredients in bowl (as indicated by recipe)				
13. Plugs in electrical cord				
14. Picks up Hand Mixer in dominant hand				
15. Places beaters into bowl				
16. Turns switch/dial to appropriate setting (as indicated by recipe)				
17. Holds bowl with other hand				
18. Moves Hand Mixer in circular motion (until ingredients thoroughly mixed)				
19. Turns off switch/dial				
20. Unplugs electrical cord				
21. Transfers Hand Mixer to other hand				
22. Picks up spatula				
23. Scrapes beaters with spatula into bowl				
24. Places spatula on counter				

Use of Hand Mixer - continued....				
	1	2	3	4
1. Hand-over-hand				
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
25. Removes beaters from Hand Mixer				
26. Places beaters in sink				
27. Places Hand Mixer on counter				

Use of Microwave				
⇒ to make a hot drink; ⇒ to heat prepared luncheon dish; ⇒ to make hot dog ⇒ Preparation: Student will have oven mitt available for removal of hot items				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1) Hot Drink				
1. Carries prepared drink to microwave				
2. Opens microwave door				
3. Places prepared drink on rack/turntable/glass plate				
4. Closes microwave door				
5. Presses Power Button				
6. Presses 2,0,0				
7. Presses Start Button				
8. Opens door after microwave beeps				
9. Puts on oven mitt				
10. Takes hot prepared drink out of microwave				
11. Sets drink on counter				
12. Closes microwave door				
2) Heat Prepared Luncheon Dinner				
1. Carries prepared luncheon dish to microwave				
2. Opens microwave door				
3. Places prepared dish on rack/turntable/glass plate				
4. Closes microwave door				
5. Presses Power Button				
6. Presses the required time as indicated on package				
7. Presses Start Button				
8. Opens door after microwave beeps				

Use of Microwave - continued...				
	1	2	3	4
1. Hand-over-hand				
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
9. Puts on oven mitt				
10. Takes prepared dish out of microwave				
11. Sets dish on counter				
12. Closes microwave door				
3) Hot Dog				
1. Carries prepared hot dog to microwave				
2. Opens microwave door				
3. Places prepared hot dog on rack/turntable/glass plate				
4. Closes microwave door				
5. Presses Power button				
6. Presses 1,0,0				
7. Presses Start Button				
8. Opens door after microwave beeps				
9. Puts on oven mitt				
10. Takes hot dog out of microwave				
11. Checks hot dog to see if it is hot enough				
12. Repeats #2 to #5 (if hot dog requires more)				
13. Presses 3,0				
14. Repeats #7 to #10				

112.

Use of Mixmaster				
⇒ bowls and beaters are stored on revolving turntable of mixer stand				
⇒ spatula is placed on counter beside Mixmaster				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Places mixer on kitchen counter				
2. Unwraps electrical cord				
3. Tilts back mixer on stand				
4. Inserts first beater in appropriate place				
5. Inserts second beater in appropriate place				
6. Takes small bowl out of larger bowl if necessary				
7. Plugs cord into electrical outlet				
8. Adds ingredients (as determined by recipe)				
9. Tips mixer into bowl				
10. Turns dial to appropriate mixing speed (as indicated by recipe)				
11. Beats ingredients (as indicated by recipe)				
12. Turns dial to stop				
13. Uses spatula to scrape sides and bottom of bowl				
14. Repeats #9 to #13 as appropriate				
15. Unplugs electrical cord				
16. Repeats #3				
17. Scrapes beaters with spatula				
18. Takes out beaters				
19. Places beaters in sink				
20. Removes bowl from Mixmaster turntable				
21. Tips mixer back to original position				

113.

Use of Mop and Pail				
⇒ Preparation: mop(with squeezing lever), pail, cleaning soap				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to closet				
2. Opens door				
3. Takes mop and pail out				
4. Closes door				
5. Carries mop and pail to sink				
6. Opens cupboard door under sink				
7. Takes out cleaning soap				
8. Closes cupboard door				
9. Places pail in sink				
10. Picks up cleaning soap				
11. Adds appropriate amount of cleaning soap to pail (e.g. squeeze bottle 2X, pour one capful, etc.)				
12. Opens cupboard door				
13. Places cleaning soap in cupboard				
14. Closes cupboard door				
15. Turns on cold faucet				
16. Places non-dominant hand in cold water stream				
17. Turns on hot water faucet until water stream is WARM				
18. Fills pail to tape/mark on pail				
19. Turns off hot water				
20. Turns off cold water				
21. Lifts pail from sink				
22. Places pail on floor				
23. Picks up pail and mop at same time				

Use of Mop and Pail - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
24. Carries pail and mop to area which requires cleaning				
25. Places mop in pail				
26. Lifts mop above pail				
27. Grasps lever				
28. Pulls lever to squeeze sponge mop				
29. Places mop head on floor				
30. Uses back and forth motion to clean floor				
31. Repeats #25 to #30 until area to be cleaned is wet				
32. Carries mop and pail to sink				
33. Lifts mop out of pail				
34. Squeezes water out of sponge into pail				
35. Places mop to the side				
36. Lifts pail				
37. Pours water slowly into sink				
38. Places pail into sink				
39. Turns on cold water faucet for a count to 3				
40. Lifts pail				
41. Moves pail in circular motion				
42. Pours water into sink				
43. Places pail on floor				
44. Picks up pail and mop				
45. Carries pail and mop to closet				
46. Opens closet door				
47. Sets pail on floor in closet				
48. Place mop in pail				
49. Closes door				

114.

Use of Oven Mitts				
⇒ Preparation: Teacher arranges various scenarios where oven mitts are required				
⇒ eg. microwave, oven, lifting pot off stove element, etc...				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Identifies situations in which oven mitts are required				
2. Goes to drawer/ on rack				
3. Gets oven mitts				
4. Puts oven mitt on non-dominant hand				
5. Puts oven mitt on dominant hand				
6. Grasps object carefully in both hands				
7. Moves object to safe area (hotplate, stove top, hot pad, etc.)				
8. Removes oven mitts				
9. Places oven mitts in drawer/ on rack				

115.

Use of Pay Phone				
⇒ student will be phoning home				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Locates phone sign				
2. Follows arrow to phone				
3. Stands in front of phone				
4. Takes quarter from pocket with right hand				
5. Lifts phone receiver with left hand				
6. Places phone against left ear				
7. Puts quarter in quarter slot				
8. Listens for dial tone				
9. Takes visual cueing card out of pocket				
10. Places on shelf				
11. Presses number pad until all numbers are entered				
12. Lifts card above digital phone number display				
13. Checks the number for accuracy				
14. Waits while it rings				
15. Responds to speaker "Hello mom it's _____."				
16. Continues conversation				
17. Says good-bye				
18. Waits for mom to say "Good-bye"				
19. Replaces receiver on hook				
20. Walks away from phone				

Use of Pictures				
⇒ Preparation: pictures of familiar people, places and activities				
⇒ sent in by parents and/or taken in class, pictures student has drawn, sequence stories				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Responds to teacher-directed questions in order to develop specific vocabulary				
2. Repeats teacher-modeled grammatically correct sentence (orally, sign language, pointing to pics, etc.)				
3. Attends to teacher printing and speaking the sentence				
4. Copies teacher printed sentence using marker/pencil/computer				

117.

Use of Refrigerator				
⇒ Preparation: Assemble eggs, butter, cheese, meat, milk/juice, condiments, fresh vegetables/fruit,				
⇒ ice cube trays, frozen vegetables				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Identifies items that would be placed in a refrigerator/upper freezer compartment				
2. Identifies different areas of the refrigerator- meat/cheese compartment, butter compartment, egg shelf, vegetable/fruit drawer (crisper), shelves, condiment shelves in door, freezer compartment and ice tray shelves				
3. Decides appropriate placement of each of the food items in the refrigerator				
4. Opens refrigerator door				
5. Places food item/s in appropriate place in refrigerator				
6. Closes refrigerator door				

Use of Stove				
⇒ Preparing Kraft Dinner				
⇒ Teacher may provide written/pictoral task analysis of recipe				
⇒ Preparation: oven mitt, colander, wooden spoon, scissors, milk, butter				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Takes out Kraft Dinner box				
2. Gets out saucepan and lid				
3. Takes saucepan to cold water tap				
4. Fills saucepan with appropriate amount of water as indicated on Kraft Dinner box				
5. Places saucepan on right front stove element				
6. Places lid on saucepan				
7. Turns dial to Max setting				
8. Opens Kraft Dinner box				
9. Removes cheese packet from the box				
10. Turns dial to Min. when steam escapes from under lid of saucepan				
11. Puts on oven mitt				
12. Lifts lid from saucepan using oven mitt				
13. Sets lid on counter				
14. Tips Kraft Dinner box to slide macaroni into boiling water				
15. Puts lid back on saucepan				
16. Sets timer for time indicated on Kraft Dinner box				
17. Picks up scissors				
18. Cuts edge of cheese packet				
19. Places colander in sink				
20. Puts on oven mitt				
21. Carries saucepan to sink				
22. Tips saucepan so macaroni and water drains into colander				

Use of Stove - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
23. Picks up colander				
24. Pours drained macaroni into saucepan				
25. Places saucepan on element				
26. Adds cheese to macaroni				
27. Adds appropriate amount of milk to macaroni				
28. Adds appropriate amount of butter to macaroni				
29. Stirs macaroni with wooden spoon				
30. Turns off dial of element when Kraft Dinner is appropriately blended				

Use of a Vacuum Cleaner				
⇒ Preparation: Sprinkle baking soda on surface to be vacuumed				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to closet				
2. Opens closet door				
3. Takes out vacuum cleaner				
4. Places vacuum cleaner near electrical outlet				
5. Plugs electrical cord into outlet				
6. Turns on vacuum cleaner				
7. Picks up the vacuum wand (metal tube)				
8. Uses back and forth motion to vacuum baking soda on floor				
9. Decides when vacuum task is completed by looking at remaining baking soda if any				
10. Turns off vacuum cleaner				
11. Unplugs vacuum cleaner				
12. Wraps cord appropriately				
13. Picks up vacuum cleaner				
14. Carries vacuum cleaner to closet				
15. Opens door				
16. Places vacuum cleaner in closet appropriately				
17. Closes door				
18. Repeats above steps with gradual fading of amount of baking soda until student is vacuuming actual dirt on carpet/floor				

Uses Calculator				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Understands number concepts 1-10				
2. Understands concepts of addition				
3. Understands concepts of subtraction				
4. Understands concepts of multiplication				
5. Understands concepts of division				
Addition				
1. Presses 'ON' button				
2. Presses appropriate number				
3. Presses plus (+) sign				
4. Presses next appropriate number				
5. Presses equal (=) sign				
Subtraction				
1. Presses 'ON' button				
2. Presses appropriate number				
3. Presses minus (-) sign				
4. Presses next appropriate number				
5. Presses equal (=) sign				
Multiplication				
1. Presses 'ON' button				
2. Presses appropriate number				
3. Presses multiplication (X) sign				
4. Presses next appropriate number				
5. Presses equal (=) sign				

Uses Calculator - continued...

	1	2	3	4
1. Hand-over-hand				
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
Division				
1. Presses 'ON' button				
2. Presses appropriate number				
3. Presses division (-) sign				
4. Presses next appropriate number				
5. Presses equal (=) sign				

121.

Using a CD Player				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to C.D. storage area				
2. Chooses a C.D.				
3. Takes C.D. to C.D. players				
4. Pushes open/close button on C.D. player				
5. Opens C.D. case				
6. Places dominant thumb over centre of C.D.				
7. Places fingers against edge of C.D.				
8. Push down with thumb				
9. Lifts C.D. upward with fingers				
10. Lifts C.D. from case with thumb and forefingers				
11. Places open C.D. case beside the player				
12. Places C.D. correctly into open player				
13. Pushes open/closes button				
14. Presses green button to play				
15. Turns dial up or down to adjust button				
16. Listens to music selection				
17. Presses the red button to stop the C.D.				
18. Presses the open/close button on player				
19. Places thumb in centre				
20. Places fingers on edge				
21. Pulls upwards with fingers				
22. Removes the C.D. from player				
23. Takes C.D. to case				
24. Lowers C.D. into place				
25. Lets go of C.D.				

Using a CD Player - continued...

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
26. Places first two fingers on either side of hole on C.D.				
27. Pushes down until C.D. clicks				
28. Closes C.D. case				
29. Returns C.D. to storage area				

122.

Using a Computer				
⇒ Preparation: Have child's favorite software installed as age appropriate as possible				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
Turning Computer On				
1. Locates switch on power bar				
2. Pushes switch to On				
3. Locates Power button on computer				
4. Pushes Power button to On				
5. Gives computer time to call up Desktop Menu				
Turning Computer Off				
1. Grasps Mouse				
2. Moves Cursor to Start on computer Desktop				
3. Clicks Left button on Mouse				
4. Moves Cursor to Shut Down on computer Desktop				
5. Clicks Left button on Mouse				
6. Looks at Shut Down Windows screen				
7. Clicks Left button on Mouse to indicate Shut Down (or other options if desired)				
8. Waits until screen message indicates that the computer is ready to shut down				
9. Locates Power button on computer				
10. Pushes Power button to Off				
11. Locates switch on power bar				
12. Pushes switch to Off				

123.

Using a Mouse				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Sits in front of computer				
2. Grasps Mouse				
3. Moves Mouse on Mouse Pad				
4. Places index finger of dominant hand on Left button of Mouse				
5. Moves Cursor to teacher-directed menu items/screen buttons on computer screen				
6. Pushes Left button on Mouse one time using index finger				
7. Moves Cursor to child's choice of options on computer screen to activate various aspects of game/s				
8. Repeats # 6				

Using a Personal Phone Book

- ⇒ requires a list of relevant people, phone numbers and their pictures from parents
- ⇒ resources: commercially prepared or student-made books with alphabetical tabs
- ⇒ included in the book is a book mark
- ⇒ books are completed by alphabetizing last names

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Gets personal phone book				
2. Walks to the phone				
3. Puts phone book beside phone on table				
4. States who they will be calling				
5. States the friend's last name				
6. Identifies the initial sound of the last name				
7. Finds the letter on the tab in the phone book				
8. Grabs tab				
9. Pulls tab to left hand side				
10. Places index finger on opened page				
11. Slides finger over each name				
12. Stops at desired friend's name				
13. Slides finger to the right				
14. Stops under the phone number				
15. Keeps finger there				
16. Picks up book mark				
17. Places book mark under correct phone number				
18. Picks up the receiver with the left hand				
19. Listens for dial tone				
20. Presses each number				
21. Listens for ringing				
22. Responds to speaker "Hello _____ , it's _____"				

Using a Personal Phone Book - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
23. Continues conversation				
24. Says "Good-bye"				
25. Waits for friend to say "Good-bye"				
26. Replaces receiver on hook				
27. Picks up book mark				
28. Places in telephone book				
29. Puts book back in bin				

125.

Using a Phone Book				
⇒ assumes student understands alphabetical order to second letter				
⇒ has a pen or highlighter beside the phone				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Gets phone book				
2. Takes to phone				
3. States the last name of the person				
4. Finds the correct pages for the first two letters in the phone book				
5. Places index finger at top of page				
6. Slides finger down until reaches desired name				
7. Holds finger there				
8. Grabs highlighter with other hand				
9. Highlights name, address and phone number				
10. Puts down highlighter				
11. Picks up receiver with left hand				
12. Listens for dial tone				
13. Presses each number				
14. Listens for ringer				
15. Responds to speaker "Hello _____ its _____."				
16. Continues conversation.				
17. Says good-bye				
18. Waits for friend to say "Good-bye."				
19. Replaces receiver on hook				
20. Picks up telephone book				
21. Puts book away in the appropriate place				

Using a Tape Recorder				
⇒ check bd. Policy on students plugging in equipment				
⇒ colour code keys of tape recorder such as green for play				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Goes to audio tape storage area				
2. Chooses a tape				
3. Takes tape to tape recorder				
4. Opens cassette case				
5. Removes cassette from case				
6. Places case beside tape recorder				
7. Pushes red (stop) button to open plastic slot				
8. Holds cassette with exposed tape upwards				
9. Holds corner of tape between thumb and index finger				
10. Grabs other corner with thumb and index finger				
11. Holds tape above plastic slot				
12. Slowly feeds tape into slot until it reaches the bottom.				
13. Checks tape is fully inserted by pushing hand on the top of the slot				
14. Gently pushes slot into place				
15. Pushes the green button down with index finger				
16. Holds button until it clicks				
17. Listens for loudness				
18. Turns dial up or down to adjust volume				
19. Listens to music selection				
20. Presses the red button to stop				
21. Presses the blue button to rewind tape				
22. Waits until tape stops				
23. Presses the red button twice until button clicks and tape slot opens				

Using a Tape Recorder - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
24. Grabs centre of cassette with thumb and index finger				
25. Pulls tape out				
26. Presses tape slot down until it closes				
27. Holds the tape with exposed edge away from hand				
28. Takes case in other hand with slot guide facing tape				
29. Slides tape into guide				
30. Closes lid				
31. Walks to audio tape storage area				
32. Places tape in appropriate tape container				

127.

Using a VCR				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to video tape storage area				
2. Chooses a video tape				
3. Takes video to video recorder				
4. Opens cassette case				
5. Removes video from case				
6. Places case beside video recorder				
7. Presses eject button to ensure machine is empty				
8. Holds video with two hands by corners with exposed tape facing machine				
9. Feeds video into slot				
10. Pushes video gently until flap closes				
11. Turns television on				
12. Presses the play button				
13. Waits				
14. Adjusts volume on the television				
15. Sits down				
16. Watches video				
17. Presses STOP button on VCR				
18. Presses REWIND button				
19. Waits until video stops rewinding				
20. Presses EJECT button				
21. Removes video tape				
22. Picks up video cassette container				
23. Places tape label side up in container				
24. Closes the lid				

Using a VCR - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
25. Presses OFF button on VC R				
26. Presses OFF button on television				
27. Returns video to video storage site				

128.

Using Paint Brushes				
⇒ Paints are kept in easel tray in Crayola type containers				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Looks to see if paint easel is available				
2. Approaches adult				
3. Looks at adult				
4. Waits for adult's attention				
5. Seeks permission to paint (verbal, sign, picture)				
6. Waits for permission				
7. Goes to paint shirts				
8. Takes paint shirt off hook				
9. Takes paint shirt to adult				
10. Waits for adult's permission				
11. Asks for help with paint shirt				
12. Puts paint shirt on with help				
13. Waits to be buttoned up				
14. Asks for paper				
15. Waits for paper				
16. Takes paper to easel				
17. Holds paper in middle of top edge with one hand				
18. Puts fingers of one hand on back handle of paper clasp				
19. Puts thumb of same hand on front handle of paper clasp				
20. Squeezes paper clasp open				
21. Slides top edge of paper under clasp against easel surface				
22. Releases clasp				
23. Lets go of paper				
24. Grasps opposite side edge of paper				

Using Paint Brushes - continued....				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
25. Releases clasp				
26. Lets go of paper				
27. Goes to paint brush cupboard				
28. Opens cupboard				
29. Gets paint brushes container				
30. Closes cupboard door				
31. Takes brush container to easel				
32. Puts container on floor				
33. Goes to sink				
34. Opens cupboard door under sink				
35. Gets empty container				
36. Closes cupboard door				
37. Puts container in sink under faucet				
38. Turns on water				
39. Fills container ½ full (teacher might have line on container to guide)				
40. Turns off tap				
41. Lifts container out of sink				
42. Takes water container to easel				
43. Puts water container on floor				
44. Puts non-dominant hand around 1 st paint container				
45. Takes tab of paint container lid between thumb and index finger of dominant hand				
46. Holds down with non-dominant hand				
47. Peels lid up with dominant hand				
48. Pulls until lid's off				

Using Paint Brushes - continued....				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
49. Takes a brush from brush container				
50. Holds brush in pencil grip				
51. Lowers brush into opening of a paint container				
52. Moves brush in small circles 2X				
53. Raises brush slowly				
54. Pulls metal part and flat side of brush over edge of opening				
55. Rotates brush in hand until other flat side is top				
56. Lowers into paint container opening until metal part is in				
57. Repeats steps #58-60 2X				
58. Raises brush to paper				
59. Places bristles on paper				
60. Slides brush along paper				
61. Stops				
62. Lifts brush from paper				
63. Repeats steps #62-65 until little paint is left on brush				
If continuing in same colour				
64. a) Repeats steps #55-67				
68. b) Puts brush in water container				
69. Moves brush in circular motion 5X				
70. Raises brush slowly				
71. Pulls metal part and flat side of brush over edge of water can				
72. Rotates brush in hand until other flat edge is top				
73. Lowers brush over edge of water can just past metal edge				

Using Paint Brushes - continued....				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
74. Repeats steps # 56-75 until done				
75. Puts dirty brush in water container				
76. Picks up water container				
77. Takes water container to sink				
78. Takes brush out of water				
79. Places brush in sink				
80. Empties water container into sink				
81. Pulls paper towel from dispenser				
82. Holds top of water container with one hand				
83. Wipes outside of water container with towel				
84. Drops towel in garbage				
85. Opens sink cupboard door				
86. Puts water container in cupboard				
87. Closes sink cupboard door				
88. Picks up paint brush				
89. Turns on tap				
90. Holds brush under running water				
91. Takes bristles in hand between thumb and next two fingers				
92. Moves fingers back and forth against thumb				
93. Continues until water running out is clear				
94. Turns off taps				
95. Holds paint brush in middle				
96. Shakes brush up and down quickly 3X				
97. Takes brush to easel				

Using Paint Brushes - continued....				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
98. Takes container to brush cupboard				
99. Opens cupboard door				
100. Puts brush container in cupboard				
101. Closes cupboard door				
102. Goes to adult				
103. Waits for adult's attention				
104. Requests help with paint shirt (verbal, sign, picture)				
105. Removes paint shirt with help				
106. Goes to paint shirt hook				
107. Hangs up paint shirt				
108. Goes to sink				
109. Washes hands (see life skills - hand washing)				

Using the Oven				
⇒ Preparation: Food item would be ready to be placed in the oven				
⇒ Oven mitts and timer would be available				
1. Hand-over-hand	1	2	3	4
2. Verbal/Physical Prompts				
3. Physical Prompt (to be faded)				
4. Independently				
1. Turns dial to set appropriate temperature as indicated in recipe				
2. Watches for red oven light on the dial panel to go out indicating that temperature is reached				
3. Opens oven door using oven mitts				
4. Pulls out rack half way				
5. Places food item on rack				
6. Pushes rack and food item back into oven				
7. Closes door of oven				
8. Sets timer for appropriate time as indicated in recipe				
9. Opens oven door using oven mitts when timer indicates food item is done				
10. Pulls out rack halfway				
11. Removes food item				
12. Places hot food item on stove top				
13. Pushes rack back into oven				
14. Closes oven door				
15. Turns dial to off				

130.

Washing Dishes				
⇨ Preparation: This task analysis has been developed where two sinks are available ⇨ one sink for washing and the other sink for rinsing ⇨ Soap and dishcloth required				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Sorts dishes on counter				
2. Puts plug in sink				
3. Turns on water (both hot and cold faucets)				
4. Turns off water when appropriate level and temperature have been reached				
5. Puts in 1/4 teaspoon of dishwashing soap				
6. Puts in glassware (glasses, cups, measuring cups, etc.)				
7. Washes dishes by rubbing using a dishcloth				
8. Puts washed dish in rinse water				
9. Puts rinsed dish in dish rack				
10. Puts plates and bowls into sink for washing				
11. Repeats #7 to #9				
12. Puts in cutlery (forks, knives, spoons, cooking utensils, etc.)				
13. Repeats #7 to #9				
14. Puts in pots, frying pans, muffin tins, cookie sheets, etc. appropriately				
15. Repeats #7 to #9				
16. Wrings out dishcloth after all dishes are completed				
17. Pulls plug				
18. Wipes sink and countertop with dishcloth				

131.

Washing Face				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to the bathroom				
2. Opens the cupboard door				
3. Takes out a clean face cloth				
4. Closes the cupboard door				
5. Goes to sink				
6. Puts plug in sink				
7. Puts cloth in sink				
8. Turns on cold water tap				
9. Turns on hot water tap				
10. Fill sink to half full				
11. Turns off hot water tap				
12. Turns off cold water tap				
13. Checks temperature of water with finger				
14. Takes cloth out of water				
15. Wrings cloth three times				
16. Places cloth over dominant hand				
17. Rubs cloth on bar of soap				
18. Rubs soapy cloth lightly all over face				
19. Puts cloth in water				
20. Grabs side of cloth with two hands				
21. Rinses up and down in water three times				
22. Wrings cloth three times				
23. Wipes soap off face				
24. Puts cloth in water				
25. Grabs side of cloth with two hands				

Washing Face - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
26. Rinses up and down in water three times				
27. Puts cloth in water				
28. Grabs side of cloth with two hands				
29. Rinses up and down in water three times				
30. Wrings cloth three times				
31. Spreads cloth on towel bar				
32. Dries face with towel on bar				
33. Pulls plug				
34. Watches water go down drain				
35. Turns on cold water tap				
36. Rinses out basin with water				
37. Turns off cold water tap				
38. Dries hand with towel on bar				

Washing Hair				
1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
1. Goes to the bathroom				
2. Opens the cupboard door				
3. Takes out shampoo, towel, comb				
4. Closes the cupboard door				
5. Places comb on sink				
6. Places towel above tub on towel bar				
7. Unscrews shampoo bottle				
8. Places bottle and lid in corner of tub				
9. Turns on cold water tap				
10. Turns on hot water tap a bit and checks temperature				
11. Sticks head under spout				
12. Uses hands to push water through hair				
13. Turns off hot water tap				
14. Turns off cold water tap				
15. Pours 1 tbsp. of shampoo into dominant hand				
16. Puts it on hair				
17. Places other hand on head				
18. Makes lots of soap bubbles all over hair				
19. Turns on cold water tap				
20. Turns on hot water tap				
21. Closes eyes				
22. Places head under spot				
23. Places both hands on head				
24. Uses hand to push water through hair				
25. Rinses all soap from hair				

Washing Hair - continued....

1. Hand-over-hand 2. Verbal/Physical Prompts 3. Physical Prompt (to be faded) 4. Independently	1	2	3	4
26. Rinses any soap on eyes				
27. Turns off cold water tap				
28. Squeezes all water out of hair				
29. Places towel on head				
30. Rubs hair with towel until it stops dripping				
31. Takes towel off head				
32. Hangs towel over towel bar				
33. Spreads towel out on bar				