

Forms & Checklists

| | |
|---|-----|
| Areas of the Home and Common Activities..... | 142 |
| Communication Programming across the Day (Example)..... | 144 |
| Communication Programming across the Day (Home Use) | 146 |
| Routines and Communication in the Home Worksheet Morning Example..... | 148 |
| Routines and Communication in the Home Worksheet Afternoon Example | 150 |
| Routines and Communication in the Home Worksheet Evening Example | 152 |
| Routines and Communication in the Home Worksheet Morning | 154 |
| Routines and Communication in the Home Worksheet Afternoon | 156 |
| Routines and Communication in the Home Worksheet Evening | 158 |
| Routines and Communication in the Home Steps within Routines (Example) | 160 |
| Routines and Communication in the Home Steps within Routines | 162 |

AREAS OF THE HOME AND COMMON ACTIVITIES

| Area of home/apartment | Common activities |
|------------------------|-------------------|
| Kitchen | |
| Living room | |
| Dining room | |
| Child's bedroom | |
| Parent's bedroom | |

| | |
|--------------|--|
| Rec/TV room | |
| Laundry area | |
| Garage | |
| Basement | |
| Other | |

COMMUNICATION PROGRAMMING ACROSS THE DAY® (for Home Use)

Child: _____ Date: _____

| Time | Activity | Location | Functional Goals | Expressive Skills | Direction Following |
|-------------|----------------------|-------------------------|---|--|---|
| 2:45 | Arrival Free time | Doorway Bathroom | Unload book bags Toileting Free play | Request help/toy Answer "Do you want?" | Follow simple directions: "Go to bathroom" "Give it to me" |
| 3:00 | Snack | Kitchen | Eat properly/ set-clean table Social interaction Communication Direction-following | Request: snacks/drink/ utensils Request items to complete setting table Answer "What do you see?" Answer "Do you want?" | Respond to directions: "Get..." (spoon, cup, plate, snack items, drink, straw) "Put in/on..." (sink, garbage, table, counter) |
| 3:30 | Play | Backyard or basement | Transition to play area Gross motor: ■ kick/throw ball ■ run/jump ■ build with blocks | Request desired toy/area Request help Comment on environment | Respond to "kick" vs. "throw" Respond to "run" vs. "jump" Respond to "select block by color, size OR shape" |

| | | | | | |
|------|----------------|--------------------------|--|---|--|
| 4:15 | Wash, Laundry | Bathroom Laundry area | Transition to bathroom then laundry Wash hands/face Put wash in Take out of dryer | Request desired item Ask for help Answer "Do you need?" Comment on type, color, and size of clothes | "Throw away" "Give me the [type of clothes]" "Put color/size/type here" "Push start button" |
| 4:45 | Watch TV/Video | Den | Turn on TV, DVD, put in disc Comment about movie | Request DVD Request "help" Signal "all done" Comment on actions of characters Politely say "no thanks" to "Let's watch X" | "Please turn the volume up/down" "What is she doing?" "What is her name?" |

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COMMUNICATION PROGRAMMING ACROSS THE DAY® (for Home Use)

Child: _____ Date: _____

| Time | Activity | Location | Functional Goals | Expressive Skills | Direction Following |
|-------------|-----------------|-----------------|-------------------------|--------------------------|----------------------------|
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ROUTINES AND COMMUNICATION IN THE HOME WORKSHEET©

Summary of Routines

| Time of Day: MORNING | | | |
|-----------------------------|--|----------------------------|---------------------------------------|
| Routine | Reinforcement (routine itself or finishing routine) | Area of House/Class | Materials |
| get dressed | finishing—gets 5 minutes of video | bedroom | underwear, pants, shirt, socks, shoes |
| wash hands | finishing—gets breakfast | bathroom | water, soap, towel |
| eat breakfast | routine is reinforcing | kitchen | cereal, bowl, milk, spoon |
| brush teeth | finishing—gets 5 minutes of free play | bathroom | water, toothbrush, toothpaste, towel |

| get ready for bus | finishing—likes to ride school bus | family room | shoes, coat, backpack |
|-------------------|------------------------------------|-------------|-----------------------|
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ROUTINES AND COMMUNICATION IN THE HOME WORKSHEET©

Summary of Routines

| Time of Day: AFTERNOON | | | |
|---|--|----------------------------|-----------------------------|
| Routine | Reinforcement (routine itself or finishing routine) | Area of House/Class | Materials |
| arriving—take coat off, hang coat, unload book bag, shoes off | finishing—gets snack | family room | hanger/hook |
| snack | routine—likes to eat snack | kitchen | favorite foods, plate, cup, |
| coat/shoes on | finishing—gets to go outside | family room | coat, shoes |
| outdoor play | routine—likes to play outside | back yard | swings, ball |

| | | | |
|----------------------------------|-------------------------------|-------------|---|
| coming in—coat off, shoes off | finishing—gets to watch video | family room | hanger/hook |
| video | routine—likes videos | family room | television, video, favorite chair/ mat, etc. |
| wash hands | finishing—dinner is next | bathroom | water, soap, towel |
| dinner | routine—eats favorite foods | kitchen | plate, cup, bowl, utensils, food |
| | | | |

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ROUTINES AND COMMUNICATION IN THE HOME WORKSHEET©

Summary of Routines

| Time of Day: EVENING | | | |
|-----------------------------|--|----------------------------|--|
| Routine | Reinforcement (routine itself or finishing routine) | Area of House/Class | Materials |
| help with dishes | finishing—gets to take bath next | kitchen | refrigerator, dishwasher |
| bath time | routine—loves bubble baths | bathroom | water, bubbles, washcloth, toys, towel |
| pajamas on | finishing—gets to watch video | bedroom | pajamas |
| video | routine | family room | television, video, favorite chair |

| | | | |
|-------------|---------------------------------------|----------|--------------------------------------|
| brush teeth | finishing—gets to play before bed | bathroom | water, toothbrush, toothpaste, towel |
| bed time | routine—likes to look at books in bed | bedroom | books, bed, lamp |
| | | | |
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ROUTINES AND COMMUNICATION IN THE HOME WORKSHEET©

Summary of Routines

| Time of Day: MORNING | | | |
|-----------------------------|--|----------------------------|------------------|
| Routine | Reinforcement (routine itself or finishing routine) | Area of House/Class | Materials |
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ROUTINES AND COMMUNICATION IN THE HOME WORKSHEET©

Summary of Routines

| Time of Day: AFTERNOON | | | |
|-------------------------------|--|----------------------------|------------------|
| Routine | Reinforcement (routine itself or finishing routine) | Area of House/Class | Materials |
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ROUTINES AND COMMUNICATION IN THE HOME WORKSHEET©

Summary of Routines

| Time of Day: EVENING | | | |
|-----------------------------|--|----------------------------|------------------|
| Routine | Reinforcement (routine itself or finishing routine) | Area of House/Class | Materials |
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ROUTINES AND COMMUNICATION IN THE HOME WORKSHEET©

Steps within Routines

| Routine | Steps | Vocabulary for Requesting |
|---|--|---|
| <p>eating snack—cookies and milk on table</p> <p>Sabotage strategy once routine is mastered: vary: have no cup available; have no plates available; no cookies or wrong cookies on table; no milk available; milk carton sealed</p> | <ol style="list-style-type: none"> 1. go to kitchen 2. get cup 3. get plate 4. put on table 5. sit down 6. open bag of cookies 7. put two cookies on plate 8. open milk 9. pour milk 10. eat cookies 11. drink milk 12. clean up <p>Reinforcement: access to cookies and milk</p> | <ol style="list-style-type: none"> 1. _____ 2. cup 3. plate 4. _____ 5. _____ 6. cookies 7. _____ 8. milk 9. help 10. _____ 11. _____ 12. _____ |

| Date | 11/6 | 11/7 | 11/8 | 11/9 | 11/10 | 11/13 | 11/14 | 11/15 | 11/16 | 11/17 |
|----------|------|-------|------|------|-------|--------|-------|-------|--------|-------|
| Item | Cup | Plate | Cup | none | none | absent | Milk | Milk | Cookie | none |
| Response | + | + | + | - | + | | + | - | - | - |
| Staff | lf | lf | lf | sr | sr | lf | lf | lf | ir | ir |

The routine was intact—no requesting was necessary.

The routine was intact—no requesting was necessary.

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ROUTINES AND COMMUNICATION IN THE HOME WORKSHEET©

Steps within Routines

| Routine | Steps | Vocabulary for Requesting |
|---------|----------|---------------------------|
| | 1. _____ | 1. _____ |
| | 2. _____ | 2. _____ |
| | 3. _____ | 3. _____ |
| | 4. _____ | 4. _____ |
| | 5. _____ | 5. _____ |
| | 6. _____ | 6. _____ |
| | 7. _____ | 7. _____ |

| | | |
|---|--|--|
| <p style="text-align: center;">Sabotage strategy once routine is mastered:</p> | <p>8. _____</p> <p>9. _____</p> <p>10. _____</p> <p>11. _____</p> <p>12. _____</p> | <p>8. _____</p> <p>9. _____</p> <p>10. _____</p> <p>11. _____</p> <p>12. _____</p> |
| Reinforcement: | | |

| | | | | | | | | | |
|-----------------|--|--|--|--|--|--|--|--|--|
| Date | | | | | | | | | |
| Item | | | | | | | | | |
| Response | | | | | | | | | |
| Staff | | | | | | | | | |