Embedding Learning Activities @ Home

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| *Daily*  *Family*  *Schedule* | Goal/Target Skill #1:  Connect with family members | Goal/Target Skill #2:  Follow home rules and routines | Goal/Target Skill #3:  Respond to questions with two to three-word phrases | Goal/Target Skill #4:  Play with home materials/manipulatives that require hand strength | Goal/Target Skill #5 |
| Intentional Teaching Practice (ITP):  Conscious Discipline Strategies | Intentional Teaching Practice ( ITP):  First/Then Board | Intentional Teaching Practice (ITP):  Visual sentence strip | Intentional Teaching Practice (ITP):  Verbal prompt and adult/peer model | Intentional Teaching Practice (ITP): |
| *Morning Routine* | I Love You rituals | First: Get dressed  Then: Breakfast |  |  |  |
| *Breakfast* | Check-in-high five, hug, fist bump | First: Breakfast  Then: Playtime | What do you want for breakfast?  I want \_\_\_\_\_\_\_\_\_\_\_. |  |  |
| *Playtime* | Brain Smart Start breathing technique (STAR, Drain, Balloon, Pretzel) | First: Clean-up  Then: Outside | What do you want to play with?  I want \_\_\_\_\_\_\_\_\_\_\_. | Choice of:   * Playdough- kneading * Art- paper punch & cutting * Pop it toys * Legos |  |
| *Outside* |  | First: Clean-up  Then: Lunch | Sandbox- What are you making?  I made \_\_\_\_\_\_\_\_\_\_\_. | Paint with spray bottles  Crab walk/bear walk games |  |
| *Lunch* | Check-in-high five, hug, fist bump |  | What would you like to eat?  I want \_\_\_\_\_\_\_\_\_\_\_. | Opening food containers |  |
| *Job/Chores* |  | First: Job  Then: Song/Story |  | Job- water plants with spray bottle |  |
| *Songs/story* | I Love You Rituals |  | What song/book do you want?  I want\_\_\_\_\_\_\_\_\_\_\_. | Yoga- weight-bearing poses |  |
| *Naptime* |  | First: Lay down  Then: Naptime choice board |  |  |  |
| *Playtime* | Check-in high five, hug, fist bump |  | What do you want to play with?  I want \_\_\_\_\_\_\_\_\_\_\_. |  |  |
| *Dinner* |  |  |  | Serve food with kitchen tongs |  |
| *Bedtime Routine* | I Love You Rituals |  |  |  |  |