

Activity Matrix for Learning Objectives – Embedding IEP goals in Daily Routines



Child's Name: Example

Dates: School closure

Objective: Home Schedule	Goal Area: Communication Answers questions about choices and about information from text or pictures (verbal, gesture, AAC)	Goal Area: Social-Emotional Takes turns, shares toys, materials and adult attention during play and routines	Goal Area: Adaptive Completes steps of handwashing, toileting, and dressing
Wake Up, Hygiene (toileting, wash hands, brush teeth, get dressed)	Indicates choice of clothing when getting dressed, points to pictures on schedules to show what is next	waits turn to wash hands at bathroom sink	Completes steps of handwashing with prompt from visual routine
Breakfast	Asks for preferred meal items verbally, pointing, AAC). Comments or answers yes, no when asked about the meal	Waits turn when being served	Helps with table clean up and wiping off table
Play (pretend play, blocks, books, toys)	Indicate preferred play items, initiates play by commenting using modes listed above	Takes turns, shares toys with sibling or other family member	Helps clean up after play
Snack	Chooses snack, answers questions about snacks, matches, sorts, counts snack items	Waits to be served snack, shares attention of adults during snacks	Feeds self appropriately, helps clean up
Structured Story time or Looking at pictures	Attends to book as adult describes the pictures, points to pictures when requested	Attends to all or most of age-appropriate book or story, shares attention with sibling listening to same story	Chooses a favorite book, puts book away appropriately when it is finished
Outdoor Play (walk, play in the yard, bike riding, water play, games)	Indicates choice of activity, comments or answers questions about the activity	Stays in the area with family member, follows rules given for the	Engages in play safely, shows awareness of safe use of materials
Lunch	Asks for preferred meal items verbally, pointing, AAC). Comments or answers yes, no when asked about the meal	Waits turn when being served, helps when asked	Feeds self appropriately, helps clean up
Rest or down time	Chooses a stuffed toy to rest with, listens to rest time story	Remains in rest area for appropriate period of time even without adult beside	Shows relaxation and "calm body", rests without protest
Family activities Hobbies, Crafts, Art, Dinner, Help with chores, Bath and Bedtime			

Prompting: A prompt is a way of helping your child. Try not to give too much help but at the same time, help your child when needed to avoid frustration. Some examples are listed here:

Vis = visual prompt (show a picture or a picture schedule of what the skill looks like)

V = verbal (give directions, repeat directions, tell your child what to do at each step of a skill)

M = Modeling (show your child by doing the skill and having him repeat what you did)

P = Physical (gently guide your child's hands or movements)