
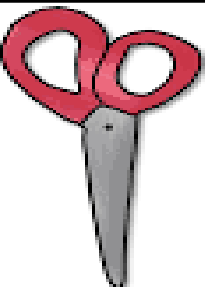



Activities that result in “product” should emphasize the skills of following directions, initiating and sequencing a task, cleaning up, and participating in a lesson.

• **General supports might include:**

- A social script for waiting, sharing of materials
- Communication visuals for requesting materials, commenting about the project, asking for help

1	2	3
		
Color	Cut	Glue
First	Next	Last

Example: Mini-schedule for making a project.
Directions should also be given verbally.

Example: Model of a teacher-directed project. The teacher should demonstrate the steps along with giving verbal directions.








What if a child's product doesn't look like the model?

- Reinforce participation and creativity.
- Monitor for understanding of the directions.
- Prompt with visual cues throughout each step.
- Provide assistance to children who have difficulty remembering and attending to the activity.



- **Supports for Process Art activities include:**
 - Visual mini-schedules to help with organization and expectations
 - Communication systems to assist children in labeling, commenting, requesting and making choices
 - First/then and other supports for behaviors and following rules
 - Social statements and social visual cues

				
Get Crayons	Get Paper	Work on your project	All done Finished	Clean up Put away

Example: Mini-schedule for process art project (above). Organization of art materials on shelves and in containers further supports children in being able to participate independently. Shelves and containers should be clearly labeled with tags that represent the actual items (below).



Peer Buddies

Pair a child with a disability or needs with a buddy who can encourage and assist with getting materials together, cleaning up. Peer buddies are often motivating conversation partners and provide a natural way to practice social skills.

Below: Visual reminders for using materials with peers.



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