

Service Plan Activity Matrix- Home Based

List each skill identified from the outcomes across the top of the matrix. List the child's daily schedule of activities along the left side of the matrix. In each corresponding "block" write a statement of how the child will practice each skill during each activity.

| SCHEDULE | GROSS MOTOR | SENSORY | FINE MOTOR | SENSORY | COMMUNICATION |
|--------------------|---|--|--|---|--|
| | Head Control | Visually Track Objects | Grasp and Hold Objects | Locate Sound Source | Vocalize |
| Dressing | Hold up head while pullover shirt is being placed on his head | Move shoe or sock across his field of vision to see if he tracks it | Attempt to get him to grasp and hold onto sock | Put bells on shoes and see if he will localize to sound of bells; Turn on music during dressing | Talk to him about articles of clothes and what you are doing (e.g., "Now the shirt goes over your head"). See if he vocalizes in response. |
| Mealtime | Hold up head while being fed in high chair | Move spoon from right to center to see if he notices it before receiving food (i.e., does he open his mouth before the spoon is directly in front of him). | Allow him to assist in holding spoon or bottle | "Jingle" the spoon in the baby food jar and notice if he attends to the sound. | Pause after each bite to see if he makes a sound to indicate that he is ready for another. |
| Bath time | Hold up head while in bath ring | Present sponge or washcloth from right and move toward center of vision | Have him hold washcloth or sponge | Notice if he attends to sounds associated with bath time (i.e., water running, splashing water, "motor boat" sounds, squeaky toy) | Make up sounds associated with bath (e.g., "motor boat", splash); repeat those to him and see if he vocalizes in response |
| Adaptations | Place rolled up towels on either side of him when he is in a high chair or use "bobby" pillow for support | Use brightly colored objects (e.g., socks, spoons, cups, toys). Use toys that are "metallic" or have movement. | Provide hand over hand support (AS NEEDED) | Label sounds as they appear in the environment (drawer closing, baby jar opening, water running) | During all interactions, pause and give him an opportunity to "talk" to you. |

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Developed by the *Natural Environments Self-Assessment Project*