

## DAILY SCHEDULE

### **WELCOME - Upon Arrival Self Care and Who's Here Today Board**

#### *Language/Communication*

Ability to express an idea, question, or feeling by using verbal language, sign language, or devices  
Practice speech production, tone of voice and volume control  
Paying attention and listening to others

#### *Self Awareness*

Knows name, recognizes self portrait

#### *Self Care/Help*

Taking care of belongings (putting items in their personal cubby, take coat off)  
Personal well being by addressing aspects of health, safety, and cleanliness  
Practical skills (activities of daily living and personal care)  
Toileting – Identifying sensation, sensory awareness, manipulating clothing  
Hand washing – Sequential processing, patterning, and ability to follow directions

#### *Social/Emotional*

Foundation skills – eye contact, maintain personal space, understand gestures, and expressions  
Interaction skills – interacting with others, acceptance by peers,  
ability to form an attachment and build relationships  
Affective skills – identifying one's feelings and feelings of others, empathy, positive self-concept  
Cognitive skills – making choices, determining appropriate behavior for different social situations

#### *Transition Skills*

Recognize and establish routine

### **7:30-8:20 Child Choice Activities/Learning Centers**

#### *Coping skills*

Ability to try new things, share space and materials, taking turns  
Ability to feel good about themselves, participate with others

#### *Recreation and socialization skills*

Choose daily activities with a group of peers/friends or quiet time alone  
Skill of identifying and selecting options  
Follow direction and routine  
Promote integration and interactions

#### *Language/Communication skills*

Ability to express an idea, question, or feeling by using verbal language, sign language, or devices  
Practice speech production, tone of voice, and volume control  
Paying attention and listening to others  
Explore picture books

#### *Social/Emotional skills*

Foundation skills – eye contact, maintain personal space, understand gestures and expressions  
Interaction skills – interacting with others, acceptance by peers  
Affective skills – identifying one's feelings and feelings of others, empathy, positive self-concept  
Cognitive skills – making choices, determining appropriate behavior for different social situations

#### *Physical/Movement skills*

Gross motor – walk and run, balance, throw, kick or catch a large ball, jump or hop, climbing, swinging, move parts of the body or whole body  
Fine motor – pick up small items, assemble simple puzzles, copy shapes, stack objects

### **8:20-8:25 Clean Up**

#### *Self help skills*

Picking up toys  
Taking care of belongings  
Following directions

#### *Language/Communication skills*

Ability to express an idea, question, or feeling by using verbal language, sign language or devices  
Practice speech production, tone of voice, and volume control  
Paying attention and listening to others

#### *Transition skills*

Recognize and establish routine

## 8:25-8:30 **Self Care**

### *Language/Communication*

- Ability to express an idea, question, or feeling by using verbal language, sign language or devices
- Practice speech production, tone of voice, and volume control
- Paying attention and listening to others

### *Self Care/Help*

- Taking care of belongings (putting items in their personal cubby, take coat off)
- Personal well being by addressing aspects of health, safety and cleanliness
- Practical skills (activities of daily living and personal care)
- Toileting – Identifying sensation, sensory awareness, manipulating clothing
- Hand washing – Sequential processing, patterning, and ability to follow directions

### *Social/Emotional*

- Foundation skills – eye contact, maintain personal space, understand gestures and expressions
- Interaction skills – interacting with others, acceptance by peers
  - ability to form an attachment and build relationships
- Affective skills – identifying one's feelings & feelings of others, empathy, positive self-concept
- Cognitive skills – making choices, determining appropriate behavior for different social situations, problem solving

### *Transition Skills*

- Recognize and establish routine

## 8:30-9:00 **Eating – Breakfast**

### *Fine Motor Skills*

- Learning to feed himself or herself with fork or spoon. (taught, adapted and practiced)
- Can pour from a pitcher and use serving utensils to put food on their plate
- Table setting and other independent life skills

### *Self Help*

- Clean up spills
- Sitting at table and table manners

### *Social/Emotional Skills*

- Foundation skills – eye contact, maintain personal space, understand gestures and expressions
- Interaction skills – interacting with others, acceptance by peers, ability to form an attachment and build relationships
- Affective skills – identifying one's feelings and feelings of others, empathy, positive self-concept
- Cognitive skills – making choices, determining appropriate behavior for different situations
- Positive reinforcement and problem solving
- Sharing space and items, taking turns passing food served family style

### *Language/Communication skills*

- Ability to express an idea, question, or feeling by using verbal language, sign language or devices
- Practice speech production, tone of voice, and volume control
- Paying attention and listening to others

### *Self-esteem*

- Encompass relationships to enrich individual's life and sense of belonging

### *Transition Skills*

- Recognize and establish routine

## 9:00-9:15 **Music/Movement, Brain Gym, Sensory Motor**

### *Self Help/Adaptive*

- Stimulate attention and cooperation
- Visual skills

### *Language/Communication*

- Ability to express an idea, question, or feeling by using verbal language, sign language or devices
- Practice speech production, tone of voice and volume control
- Paying attention and listening to others

### *Movement/Physical*

- Gross motor – walk and run, balance, throw, kick or catch a large ball, jump or hop, climbing, swinging, move parts of the body or whole body
- Fine motor – pick up small items, assemble simple puzzles, copy shapes, stack objects

### *Transition Skills*

- Recognize and establish routine

### **9:15-9:30 Community Building**

#### *Language/Communication*

- Ability to express an idea, question, or feeling by using verbal language, sign language or devices
- Practice speech production, tone of voice and volume control
- Paying attention and listening to others

#### *Social skill building*

- Foundation skills – eye contact, maintain personal space, understand gestures & expressions
- Interaction skills – interacting with others, acceptance by peers, sharing space
- Affective skills – identifying one’s feelings & feelings of others, empathy, positive self-concept
- Cognitive skills – making choices, determining appropriate behavior for different situations
- Positive reinforcement and problem solving

### **9:30-9:45 Self Care**

### **9:30-10:00 Child Choice Activities/Learning Centers**

### **10:00-10:05 Clean Up**

### **10:05-10:40 Choose-Do**

(Small/Large groups-math/cognitive, science/sensory, fine motor, literacy)

#### *Coping skills*

- Individual control – ability to direct own choices and proceed to each activity planned
- Ability to try new things, share space and material, taking turns
- Ability to feel good about themselves, participate with others
- Following directions

#### *Recreation and socialization skills*

- Choose daily activities with a group of peers/friends
- Skill of identifying and selecting options
- Follow direction and routine
- Promote integration and interactions

#### *Language/Communication skills*

- Ability to express an idea, question, or feeling by using verbal language, sign language or devices
- Practice speech production, tone of voice and volume control
- Paying attention and listening to others
- Explore picture books

#### *Social/Emotional skills*

- Foundation skills – eye contact, maintain personal space, understand gestures and expressions
- Interaction skills – interacting with others, acceptance by peers
  - ability to form an attachment and build relationships
- Affective skills – identifying one’s feelings and feelings of others, empathy, positive self-concept
- Cognitive skills – making choices, determining appropriate behavior for different social situations, problem solving

#### *Physical/Movement skills*

- Gross motor – walk and run, balance, throw, kick or catch a large ball, jump or hop, climbing, swinging, move parts of the body or whole body
- Fine motor – pick up small items, assemble simple puzzles, copy shapes, stack objects

### **10:40-10:45 Clean Up**

### **10:45-10:55 Review**

#### *Language/Communication*

- Ability to express an idea, question, or feeling by using verbal language, sign language or devices
- Practice speech production, tone of voice and volume control
- Paying attention and listening to others

#### *Social skill building*

- Foundation skills – eye contact, maintain personal space, understand gestures & expressions
- Interaction skills – interacting with others, acceptance by peers, sharing space
  - ability to form an attachment and build relationships
- Affective skills – identifying one’s feelings & feelings of others, empathy, positive self-concept
- Cognitive skills – making choices, determining appropriate behavior for different situations
- Positive reinforcement

**10:55-11:25 Gross Motor** (Motor Room/Playground-weather permitting)

*Movement/Physical*

Gross motor – walk and run, balance, throw, kick or catch a large ball, jump or hop, climbing, swinging

Fine motor – pick up small items, assemble simple puzzles, copy shapes, stack objects

*Language/Communication*

Ability to express an idea, question, or feeling by using verbal language, sign language or devices

Practice speech production, tone of voice and volume control

Paying attention and listening to others

*Social skill building*

Foundation skills – eye contact, maintain personal space, understand gestures & expressions

Interaction skills – interacting with others, acceptance by peers, sharing space

ability to form an attachment and build relationships

Affective skills – identifying one's feelings and feelings of others, empathy, positive self-concept

Cognitive skills – making choices, determining appropriate behavior for different situations

Positive reinforcement and problem solving

**11:15-11:30 Self Care**

**11:30-12:00 Eating - Lunch**

**12:00-12:15 Self Care**

**12:15-12:45 Rest/Relaxation Time**

*Sensory*

Stimulate and promote the five senses (smell, taste, sight, hearing & textures) as well as movement and balance

*Self control/ self awareness*

Ability to control themselves and their body movements

Focus on themselves as an individual

Feeling nurtured

Identify and find strategies to calm themselves

Practical skills (activities of daily living and personal care)

(Take socks and shoes off, cover with a blanket)

*Social/Emotional*

Foundation skills – eye contact, maintain personal space

Interaction skills – ability to interact and rest with a group of peers/friends

ability to form an attachment and build relationships

Affective skills – identifying one's feelings and feelings of others, positive self-concept

Cognitive skills – making choices, determining appropriate behavior for different social situations, problem solving

**12:45-2:15 Quiet Activities (Fine motor, sensory, cognitive activities)**

*Movement/Physical*

Fine motor – pick up small items, assemble simple puzzles, copy shapes, stack objects

*Language/Communication*

Ability to express an idea, question, or feeling by using verbal language, sign language or devices

Practice speech production, tone of voice and volume control

Paying attention and listening to others

Read and listen to books

*Social skill building*

Foundation skills – eye contact, maintain personal space, understand gestures & expressions

Interaction skills – interacting with others, acceptance by peers, sharing space

ability to form an attachment and build relationships

Affective skills – identifying one's feelings & feelings of others, empathy, positive self-concept

Cognitive skills – making choices, determining appropriate behavior for different situations

Positive reinforcement and problem solving

**2:15-2:30 Self Care**

**2:30-3:00 Eating - Snack**

**3:00-3:30 Gross Motor** (Motor Room/Playground-weather permitting)

**3:30-3:40 Self Care**

**3:40-4:30 Child Choice Activities**