

AutismPro™

12 Sample Activity Plans



12 Sample Activity Plans

Use these today! Share with your colleagues!

AutismPro Classroom and AutismPro Professional provide users with access to thousands of professionally authored Activity Plans that support each of the three main categories of intervention methods (behavioral, developmental and social).

These Activity Plans provide step-by-step procedures on how to teach a specific objective and provide users with guidance on:

- Setting (who is involved in the Activity)
- Category (the type of Activity)
- Materials (what objects are needed to complete the Activity)
- Procedure (how an Activity is completed)

Take a look at these samples from each of AutismPro's three method categories and make use of some hands-on tools to better include a child with autism in your everyday classroom or clinical setting.

Remember these are just a sample of up to 5000 professionally written ActivityPlans that can be accessed in AutismPro Classroom and AutismPro Professional.

Contact Us

Toll Free: 1.866.462.0991

Telephone: 1.506.462.0991

Email: info@autismpro.com

www.AutismPro.com

Sample Activity Plan 1

'Give Me That!'

Objective: Follows instruction to give you one object from a group of preferred objects

Developmental Area: Receptive Language

Curriculum Area: Follow Directions

Method: Behavioral

Developmental Level: Intermediate

Category: Exploratory Play

Setting: Adult-Child

Materials

Sandbox

Toys to use in the sand (e.g., pail, shovel, sifter, etc.)

Procedure

The child should already know the name for the object used in this lesson.

1. Sit across from the child in the sandbox.
2. Place different toys to be used in the sand in front of the child (e.g., bucket, shovel, truck, rock, etc.).
3. Using a short phrase, ask the child to give you one of the objects (e.g., 'Give me the bucket!').
4. If the child gives you the correct object, immediately give the child a tangible reinforcer such as a treat and/or allow him/her to play with the object for a minute. At the same time, give the child social praise (e.g., 'Nice work! You gave me the bucket!').
5. If the child does not give you the correct object, or starts to get the wrong object, physically prompt him/her by gently moving his/her hand toward the correct object.
6. Repeat the procedure 10 times in a row.



Tip

Don't have a sandbox? Use a large container or bag filled with familiar objects.



Suggestion

Learn about autism and the unique characteristics of children with autism by reviewing AutismPro Educator's Course #1 workshops.

Sample Activity Plan 2

Science Group

Objective: Sits during a familiar, less preferred group activity for 10 minutes

Developmental Area: Social

Curriculum Area: Group Skills

Method: Behavioral

Developmental Level: Intermediate

Category: Exploratory Play

Setting: Adult-Group

Materials

Science materials (e.g., toys, planet models, and pictures)

Procedure

Science group should only be run if it is a familiar but less preferred activity for the child. During the activity, provide playful but scientific toys, models, and pictures in no specific order.

1. Sit the child at a table or on the floor with his/her group. Be sure the child is positioned either near or directly across from the adult conducting the activities.
2. Tell the child it is time for science group, directing the child to look at you. If another adult is conducting, sit behind the child and have the teaching adult direct the child to 'look' at them. Start showing the science materials to the children.
3. If the child successfully remains seated for one minute, reinforce the child with small tangible reinforcement or social reinforcement.
4. If the child does not remain seated, redirect the child to his/her seat using a neutral tone. Remind the child that it is time for science group, and he/she can get up when it is complete.
5. Remember to reinforce the child for 'good sitting' after each interval until the activities are finished. When the morning group activities are over, provide additional reinforcement for sitting through the entire activity in the form of social reinforcement and tangible reinforcement (e.g., a preferred snack or toy).
6. If the child cannot sit for a minute, determine the length of time they are able to sit for, and reinforce them for that criteria. Slowly build up the time criteria for reinforcement based on their ability.



Tip

Try using any group of objects in the classroom that are familiar but less preferred!



Suggestion

Learn about tangible and social reinforcements in AutismPro Educator's Course #3.

Sample Activity Plan 3

Imitating Actions in a Library

Objective: Spontaneously imitates a sequence of three or more actions during an unfamiliar activity

Developmental Area: Social

Curriculum Area: Motor Imitation

Method: Behavioral

Developmental Level: Advanced

Category: Other

Setting: Adult-Child



Suggestion

Select tangible reinforcers from AutismPro Classroom's available Strategies to Teach Activities.

Materials

Tangible reinforcers (e.g., child's favorite snack, drink, or sticker)

Procedure

The activity must be new to the child for it to be effective in meeting this objective.

1. Accompany the child to the library. This activity will focus on the sequence of taking a book from the shelf and reading it.
2. Browse the shelves in the library. When you get find a book to read, take it off the shelf, carry it to a table, read through it, and return it to the shelf.
3. If the child imitates the sequence, give him/her a small tangible reinforcer and social praise (e.g., 'Great job reading your books!').
4. If the child does not imitate the sequence, repeat the sequence and look expectantly at the child. If the child then repeats the sequence, give him/her social praise only.
5. If the child continues to fail to imitate the sequence, gently but firmly give him/her physical assistance to carry out the sequence. Quickly fade the assistance so the child does not become dependent on you (e.g., start by guiding both of the child's hands; reduce to only guiding one hand; reduce to only tapping the child to start the sequence). Do not give the child a tangible reinforcer or social praise.
6. Continue with steps 2-5 throughout the library time. As the child is successful in spontaneously imitating this action, start fading the tangible reinforcement to intermittently (e.g., every three books) and finally to randomly.
7. When the child can spontaneously imitate you getting a book off the shelf and reading the book, introduce a new sequence of actions at the library (e.g., checking out a library book or listening to books on tape) using steps 2-6.

Sample Activity Plan 4

Preferred Sensory Activity

Objective: Combines eye contact, gestures, and facial expressions to maintain social interaction during a familiar activity

Developmental Area: Emotional

Curriculum Area: Joint Attention

Method: Behavioral

Developmental Level: Advanced

Category: Exploratory play

Setting: Adult-Child-Peer



Suggestion

Learn about the characteristics that make children with autism unique by reviewing AutismPro Educator's Course #1 workshops.

Materials

Preferred sensory items (e.g., foam, sand, etc)

Tangible reinforcers such as the child's favorite snack or sticker.

Procedure

1. Have the child sit with two to three of his/her peers (you can sit anywhere at the table with the group). Make sure you have a small container of tangible reinforcers with you.
2. Let the children start playing the sensory activity. Throughout the sensory activity, anytime the child makes eye contact appropriately with you or a peer, give the child a small tangible reinforcer.
3. If the child does not use eye contact during the activity, hold a small piece of the tangible reinforcer close to your eyes until the child makes eye contact. You will want to quickly fade this because the goal is for the child to spontaneously make the eye contact throughout the activity.
4. If the child uses a gesture (e.g., head nod, hand cue, etc) appropriately during the activity, give the child a tangible reinforcer and social praise.
5. If the child does not use a gesture during the activity, model a gesture and look at the child expectantly. If the child then imitates the gesture, give him/her social praise. Continue with this step until the child is using appropriate gestures throughout the activity independently.
6. If the child uses facial expressions appropriately at anytime during the group, give the child a tangible reinforcer and social praise.
7. If the child does not use appropriate facial expressions during the group, model an appropriate facial expression for him/her. If the child then imitates the facial expression, give him/her social praise. Continue with this step until the child is using facial expressions appropriately throughout the activity.
8. Continue focusing on all three of these skills during the sensory activity. If the child performs more than one skill at a time (e.g., good eye contact while gesturing), acknowledge this through giving the child a tangible reinforcer and social praise.
9. When the child is consistently performing these skills during the activity, fade back the tangible reinforcers from intermittently (e.g., every three times) to randomly.

Sample Activity Plan 5

Name the Hidden Card

Objective: Names pictures of familiar objects and people

Developmental Area: Expressive Language

Curriculum Area: Vocabulary

Method: Developmental

Developmental Level: Intermediate

Category: Exploratory play

Setting: Adult-Child



Suggestion

Learn how to support the student's efforts and log and track their progress by reviewing AutismPro Educator's Course #3 workshops.

Materials

Pictures of familiar objects and people

Small bowl

Procedure

1. Sit across from the child at the table.
2. Tell the child you are going to hide one of the pictures under the bowl.
3. Put one of the pictures face up on the table. Place the bowl on top of it.
4. Direct the child to peek under the bowl.
5. Ask him/her to name the object or person pictured (e.g., 'Who's that?' or 'What is this?').
6. If the child correctly names the object or person pictured, playfully lift the bowl to reveal the picture. Reinforce him/her. Use social interaction and verbal praise related to the activity (e.g., 'Good job naming the mailman' or 'That's right, it's a picture of a car.').
7. Hide another picture under the bowl.
8. Direct the child to peek at the picture. Similarly ask the child to name the object or person pictured.
9. If the child doesn't name the object or person in response to your question, prompt him/her to say the correct name for the object or person pictured. Repeat your question, give the child an expectant look, and provide the initial sound for the object or person.
10. You may need to model naming the object or person a number of times before the child independently names the object or person pictured.
11. Over time, fade out your question and replace it with a leading comment so the child can begin to name the objects and people spontaneously (e.g., 'Wow, she looks really pretty,' or, 'That is . . .')
12. Continue to play until the child begins to lose interest in the activity.

Sample Activity Plan 6

Natural Obstacle Hike

Objective: Movement: jumps off and over hurdles

Developmental Area: Gross Motor

Curriculum Area: Motor

Method: Developmental

Developmental Level: Intermediate

Category: Exploratory Play

Setting: Adult-Child



Tip

This Activity can be done with entire class or with a "buddy" on a lunch break.

Materials

None Required

Procedure

Find a nature trail that has obstacles (e.g., fallen branches, tree stumps, rocks, etc) near it that are big enough to jump on or over.

1. Make sure the child understands what the actions associated with the words 'jump' and 'step over.'
2. Using systematic prompting, encourage the child to hike with you. When you and the child come across obstacles in the path, playfully encourage the child to jump or step over them with you.
3. Narrate this activity with simple phrases, emphasizing 'step over' and 'jump.'

Sample Activity Plan 7

Unstructured Group Play

Objective: Follows verbal and nonverbal directions in a new group situation

Developmental Area: Social

Curriculum Area: Group Skills

Method: Developmental

Developmental Level: Advanced

Category: Music

Setting: Adult-Child

Materials

None

Procedure

Create short songs for familiar directions the child may encounter in novel and unstructured play situations. Use melodies the child finds interesting and calming.

1. Help the child engage with the group in the novel, unstructured play session.
2. Be supportive of any anxiety or stress the novel environment may create.
3. Before you give the child a direction, elicit his/her attention (e.g., call his/her name, gently touch him/her, etc.).
4. Wait for the child to focus on you.
5. Give the child the direction in the form of a short song.
6. Pair the direction with corresponding hand gestures or signs.
7. If the child follows the direction, reinforce him/her.
8. If the child doesn't follow the verbal and/or nonverbal direction, systematically prompt him/her through the actions necessary to follow the direction.
9. Over the course of the activity, build on the child's success responding to a variety of directions until he/she is doing so without prompting.

Sample Activity Plan 8

Circle Share

Objective: Describes 10 common experiences in logical sequence

Developmental Area: Cognitive/Academics

Curriculum Area: General Knowledge

Method: Developmental

Developmental Level: Advanced

Category: Literacy

Setting: Adult-Group



Suggestion

Learn about how to support the student's inclusion in the classroom by reviewing AutismPro Educator's Course #4 workshops.



Suggestion

Great Activity for the entire class!

Materials

Pictures (related to the common experience being targeted)

Procedure

Divide the group up into five smaller groups, one for each weekday. Each day one of the groups will talk about the common experience of the week. Place the child in the last group so he/she can benefit from having the peers model how to describe the common experience before it is his/her turn.

1. Choose a common experience for the group to talk about during sharing time that week (e.g., making your bed, going to the food store, etc.).
2. Hang up some pictures depicting the common experience.
3. Call on the members of that day's group to take turns describing the common experience.
4. Animatedly reinforce each member of the group after he/she describes the experience.
5. Point to the pictures to accentuate the individual descriptions.
6. When it is the child's turn, direct him/her to describe the common experience.
7. Use the pictures to help jump start his/her narrative if necessary.
8. If the child describes the common experience in its logical sequence, reinforce him/her.
9. If the child has trouble describing the experience in its logical sequence, interrupt his/her narrative and prompt him/her to think about the next step in the experience he/she is describing.
10. You can use the pictures and/or the peers as additional supports and prompts.
11. Repeat the activity each week until the child has described ten common experiences in their logical sequences.

Sample Activity Plan 9

Shake and Roll

Objective: Matches numerals 1 through 9 to a corresponding number of objects

Developmental Area: Cognitive/Academics

Curriculum Area: Math Readiness

Method: Social

Developmental Level: Intermediate

Category: Exploratory play

Setting: Adult-Child



Suggestion

Learn about how to support the child's curriculum learning by reviewing AutismPro Educator's Course #4 workshops.

Materials

Plastic cup

9 Small objects

Index cards with the numbers 1 - 9 (one number written on each card)

Procedure

1. Line the numbers up in front of the child.
2. Place some of the objects in a cup.
3. Animatedly shake the cup and spill the objects on the table.
4. Count the objects.
5. Find the card that corresponds with the number of objects on the table.
6. Show the child how the number on the card matches the number of objects.
7. Scoop up the objects and place a different number of objects in the cup.
8. Shake and spill the objects on the table.
9. Wait. If child counts the objects and identifies the written numeral that matches the number of objects on the table, praise him/her.
10. If the child does not match the correct written numeral to the number of the objects, playfully count the objects with him/her.
11. Expectantly pause before saying each number to give the child time to fill the next number in on his/her own.
12. After the child counts the objects, scan the written numerals with him/her. Pause on the numeral that matches the number of objects on the table.
13. If the child chooses the wrong number, build on his/her response by adding objects to or taking objects out of the field so the number of objects matches the numeral on the card. Name the number and count out the objects so the child clearly sees how they match.
14. Repeat the procedure.
15. Be playful and encouraging. End the activity when the child begins to tire of the play.

Sample Activity Plan 10

Sandbox Questions

Objective: Responds to questions about his/her current activity

Developmental Area: Communication

Curriculum Area: Conversation

Method: Social

Developmental Level: Intermediate

Category: Explorative play

Setting: Adult-Peer-Child



Suggestion

This Activity can easily be adapted to a variety of settings with many different materials – try a variety of things!

Materials

Sandbox

Sand toys

Procedure

Join the children as they are playing in the sandbox.

1. Approach the peer and ask him/her what he/she is doing. After the peer responds, provide positive reinforcement for the building activity.
2. Do the same with the child. Pause with exaggerated affect to encourage the child to respond.
3. Allow multiple opportunities for the child to respond to various questions related to the sandbox play.
4. You can make the questions more interesting and social by asking the children information about what the other child is playing with.
5. You can also embed multiple objectives by having the child answer questions from a peer, ask questions to a peer, maintain eye contact while conversing, or participating in a back and forth conversation.

Sample Activity Plan 11

Sitting during Group Assembly

Objective: Sits during a familiar, less preferred group activity for 10 minutes

Developmental Area: Social

Curriculum Area: Group Skills

Method: Social

Developmental Level: Intermediate

Category: Exploratory play

Setting: Adult-Group



Suggestion

Learn about supporting the student's social skills by reviewing AutismPro Educator's Course #4 workshops.



Tip

Try this with a small timer that the child can hold.

Materials

A small hourglass (e.g., sand timer)

String

Procedure

Fashion the hourglass into a necklace by attaching it to a string.

1. Preview the expectations of the assembly with the group.
2. Lead the group to the auditorium.
3. Sit the child proximal to an exit and away from high traffic areas in the auditorium.
4. Acknowledge any anxiety the child has about being in such a large environment.
5. Hand him/her the hourglass necklace.
6. Identify how many times the sand needs to empty before the child can leave the assembly.
7. During the assembly, provide the child with calming physical interaction (e.g., rub his/her back, place gently pressure on the child's leg, etc) as needed.
8. Occasionally praise the child for sitting.
9. If the child has difficulty remaining seated, gently redirect him/her back to his/her seat.
10. Be supportive of the child's attempts to sit for ten minutes.
11. The child may need periodic breaks as he/she builds up to sitting for the full ten minutes.
12. At the end of the ten minutes, generously praise the child for remaining seated and give the child the option to leave the assembly.

Sample Activity Plan 12

Imitates Phrases with Books

Objective: Spontaneously imitates a phrase during a new activity

Developmental Area: Expressive Language

Curriculum Area: Verbal Imitation

Method: Social

Developmental Level: Advanced

Category: Literacy

Setting: Adult Group

Materials

Picture books with repeating themes

Procedure

1. Invite the children to listen to the story. Begin showing the pictures to the children. You can either read the words on the page or make up your own story that goes with the pictures.
2. After each page, say a phrase that you expect the children to imitate (e.g., 'Silly frog!').
3. If the children imitate the phrase, but the child does not, get close to him/her and say the phrase again. Pause to encourage the child to imitate.
4. Repeat the above steps with different phrases to allow multiple opportunities for the child to imitate several phrases.



Tip

Great activity to do with a small group of students.



Suggestion

Learn about how best to support a student's curriculum challenges by reviewing AutismPro Educator's Course #4 workshops.