



Goal Cards for Daily Routines at Home

C: Communication Goals
A: Academic Goals
M: Motor Goals
P: Play Goals
S: Social Goals

Going to the Grocery Store

 <p>Communication</p>	<p>Child requests preferred food item in the store by signing, vocalizing, or pointing; caregiver presents a choice by holding up two items, child points or verbally indicates his choice; caregiver may also teach yes/no response by saying “do you want this?” and prompting child to indicate yes/no either verbally or by shaking his head</p>
 <p>Academic</p>	<p>Caregiver prompts child to label or point to particular foods or colors (“where’s the tomato?” “find the red one?”); caregiver counts a small number of items in cart with the child; caregiver talks about and discusses features of foods and packages (cold, sweet, big, little, square, box, can)</p>
 <p>Motor</p>	<p>Child helps take items from shelf and place them in grocery cart; child holds and plays with items brought from home while riding in the shopping cart</p>
 <p>Play</p>	<p>Child pretends to feed food item to doll/stuffed animal brought from home</p>
 <p>Social</p>	<p>With prompting from caregiver, child waves to people or objects in the store; says or signs “hello” and “goodbye” to other shoppers, clerks</p>

Brushing Teeth

 <p>Communication</p>	<p>Caregiver prompts child to request toothbrush, toothpaste, water; child is prompted to request “help me,” and indicate “all done” when finished</p>
 <p>Academic</p>	<p>Child labels or points to objects in the bathroom (shower, sink, towel, etc.), caregiver narrates process of toothbrushing or provides sequenced picture cards to help illustrate the steps; caregiver counts to 20 while helping brush</p>
 <p>Motor</p>	<p>Child helps to squeeze toothpaste on brush, turns on/off water, brushes teeth</p>
 <p>Play</p>	<p>Caregiver pretends toothbrush is a train, car, or spaceship; before brushing the child’s teeth, parent and child pretend to brush doll or stuffed animal’s teeth; caregiver sings song while toothbrushing (e.g., “this is the way we brush our teeth”)</p>
 <p>Social</p>	<p>Child hands toothpaste to caregiver when finished; caregiver helps child label/point to caregiver in mirror</p>

Getting Dressed

 <p>Communication</p>	<p>Child chooses desired clothing by signing, vocalizing, or pointing; child makes a choice between two presented options by pointing</p>
 <p>Academic</p>	<p>Child points to or labels clothing items and colors (socks, pants, shirt, dress, sweater); caregiver discusses weather and clothing choices (“you’re wearing shorts today because it’s hot and sunny”); caregiver counts buttons, or labels pictures on clothing; caregiver narrates process of getting dressed or provides sequenced picture cards to help illustrate the steps</p>
 <p>Motor</p>	<p>Child puts legs through pants/skirt and puts arms through shirt/dress (with support, as necessary); child pulls up pants (with caregiver hands over top of child’s hands, if needed)</p>
 <p>Play</p>	<p>Caregiver dresses stuffed animal in clothes or pajamas before beginning the dressing routine; caregiver narrates (e.g., “bear is getting dressed so he can go to the store,” “it’s time for doggie to put pajamas on so he can go to bed”)</p>
 <p>Social</p>	<p>Caregiver uses clothing items in unusual or silly ways, such as making a shirt into a cape, bib, or blanket, or placing child’s socks on head for a hat; caregiver plays peek-a-boo with child behind clothing item</p>

Playing in the Backyard

 <p style="text-align: center;">Communication</p>	<p>Child chooses desired toy or activity and requests item or activity through pointing, verbalizing or signing; while child is playing, caregiver stops the activity repeatedly (e.g., holds the swing, stops him from using the shovel) to create multiple requesting opportunities; caregiver may also teach yes/no response by saying “do you want this?” (holding up a shovel) and prompting child to indicate yes/no either verbally or by shaking his head</p>
 <p style="text-align: center;">Academic</p>	<p>Caregiver asks child to identify items in the backyard (grass, tree, dog, green grass, blue sky, airplane, flower); child may use sign language, vocalizations, or pointing along with caregiver prompts</p>
 <p style="text-align: center;">Motor</p>	<p>Child runs, climbs, practices pumping legs on swing (with help from caregiver), and/or digs in sand box with shovel</p>
 <p style="text-align: center;">Play</p>	<p>Child uses natural items like sticks, rocks, leaves, and dirt to engage in imaginative play (e.g., covers doll with a leaf “blanket”); child pushes toy animals down slide or on swing; child builds with sticks, rocks or sand</p>
 <p style="text-align: center;">Social</p>	<p>Child interacts with caregiver (plays peek-a-boo behind tree), caregiver and child chase, tickle</p>

Playing with Pots and Pans



Communication

Caregiver prompts child to request “open” for cupboard and request a spoon/spatula to bang with; child makes a choice between two presented options (two pans or two spoons) by pointing; caregiver prompts child to sign/say “all done” when finished



Academic

Child labels or points to pan/spoon; caregiver counts while child is banging; caregiver uses comparative terms to describe the activity (“big/little pot”, “loud/quiet banging”); child and caregiver practice with different surfaces to achieve different sounds (large pan, small pan, floor); caregiver narrates child’s behavior (“you’re banging on the drum”, “we’re marching in a band”)



Motor

Child holds spoon and bangs on the over-turned pan; child marches



Play

Caregiver helps child try new combinations of utensils and pans; caregiver and child pretend to be in a band, marching together while banging; caregiver sings children songs while banging or marching (e.g., “The Ants go Marching one-by-one”)



Social

Child and caregiver take turns imitating one another (e.g., caregiver chooses and bangs with the same spoon as the child); sharing (“my turn/your turn”); caregiver encourages fill-ins: “ready, set, ____ (go)” as they begin banging

Waiting for an Appointment

 <p style="text-align: center;">Communication</p>	<p>Child makes a choice between two presented play activity options while in the waiting area (e.g., book or puzzle), the caregiver may wish to bring several special items from home in case the waiting areas does not contain interesting materials; caregiver prompts child to say or sign “all done” when finished with toy or activity</p>
 <p style="text-align: center;">Academic</p>	<p>Caregiver counts items in the waiting room (chairs, people, posters) aloud with the child, child is prompted to point to pictures in a book or magazine as the caregiver labels it</p>
 <p style="text-align: center;">Motor</p>	<p>Child turns pages of a book, builds with blocks, or uses fine motor skills to complete a puzzle; if one is available, child practices making a finger point to swipe on a device with a touch screen</p>
 <p style="text-align: center;">Play</p>	<p>Child plays with blocks, bead toy, or other children’s toys in the waiting room</p>
 <p style="text-align: center;">Social</p>	<p>Waves “hello” and “bye” to receptionists/doctors/ nurses (with help, as needed); plays peek-a-boo with caregiver; fills-in words in children’s songs; caregiver points and labels items in the waiting room (chair, book) to elicit joint attention; caregiver narrates play</p>

Helping with Cooking

 <p>Communication</p>	<p>Caregiver offers choice options: “Do you want to _____(stir, wash, pour)?”; child requests food or materials and is prompted to say “all done” when finished; child identifies by pointing or verbally labels kitchen items with help from caregiver: “oven,” “sink,” “bowl,” “open,” “milk”, etc.</p>
 <p>Academic</p>	<p>Caregiver talks about colors and textures of food; caregiver counts while pouring or stirring; draws letters or shapes in batter; caregiver may use pictures to depict the steps in food preparation</p>
 <p>Motor</p>	<p>Child pours, stirs, washes, presses, or shapes food item; child uses children’s knife to cut food</p>
 <p>Play</p>	<p>Child pretends to feed a baby doll or stuffed animal with help from caregiver; caregiver pretends spoon is an airplane “crash-landing” in the cookie dough; caregiver and child sing songs while cooking/stirring (“<i>This is the way we stir the dough...; Pat-a-cake</i>”)</p>
 <p>Social</p>	<p>Child hands utensils or food items to caregiver, child and caregiver take turns stirring, pouring</p>

Helping with Picking Up

 <p>Communication</p>	<p>Caregiver provides choices about which item to put away (“which one do you want to put away first?”); caregiver labels locations as child helps clean (“that’s right, the train goes in the basket”)</p>
 <p>Academic</p>	<p>Caregiver counts toys as they are put away; caregiver helps child follows directions (“put the blocks in the RED bin”); child matches/sorts items together (cars, blocks, books in separate locations); caregiver may wish to add picture cues to help the child know where to place items (e.g., a picture of the blocks is on the block bin)</p>
 <p>Motor</p>	<p>Child picks up toys or other items, bending, reaching, crawling; caregiver can promote varied motor patterns, “let’s hop to the closet with the block”, “crawl with the ball to the toybox”)</p>
 <p>Play</p>	<p>Caregiver uses a puppet or stuffed animal to help pick up toys; child and caregiver sing clean up song while picking up</p>
 <p>Social</p>	<p>Caregiver uses turn-taking during clean-up (“mommy puts a train in the box, Jake puts a train in the box”)</p>

Drawing or Coloring

 <p>Communication</p>	<p>Child requests paper, marker or other item by pointing or verbalizing (caregiver withholds item until child requests, and prompts the response, as needed)</p>
 <p>Academic</p>	<p>Child labels color of crayons/markers; caregiver writes child's name on paper and narrates letters in name</p>
 <p>Motor</p>	<p>Child holds crayons/pencil to draw or scribble (may still use fist grip); child pulls off marker cap and puts marker cap on, with help, as needed; child uses second hand to stabilize paper</p>
 <p>Play</p>	<p>Child imitates a simple drawing with support (line across, circle motion); child folds completed picture and places in envelope to put in mailbox, caregiver narrates "we're writing a letter to ___, let's put it in the envelope")</p>
 <p>Social</p>	<p>Child is supported to show picture to a caregiver/sibling (caregiver narrates, "look what I made"); child takes turns sharing crayons or paper; accepts hand being prompted by caregiver</p>

Reading a Book/Magazine

 <p>Communication</p>	<p>Child chooses book or magazine when two options are presented, child labels or points to items in the book (may be prompted by caregiver)</p>
 <p>Academic</p>	<p>Caregiver asks child to point to, sign or verbalize colors, shapes, or names of objects/animals in a book or magazine, the caregiver prompts response, as needed</p>
 <p>Motor</p>	<p>Child turns pages of book</p>
 <p>Play</p>	<p>Child acts out portions of story prompted by caregiver (“let’s pretend we’re sleeping like the cat in the picture”)</p>
 <p>Social</p>	<p>Child completes fill-ins, “Time to read a _____ (book)!”, “All _____ (done)!”, “The _____ (end)!”; caregiver promotes joint attention by pointing to pictures and helping child follow with his/her gaze</p>

Bath Time

 <p>Communication</p>	<p>Caregiver provides opportunities for the child to make requests (water “on/off”, “duck”, “pour”, “yes/no”); child chooses bath toy when two options are presented</p>
 <p>Academic</p>	<p>Caregiver helps child to count or sort bath toys/objects, draw or scribble with bath crayons, or identify colors or letters with bath alphabet; caregiver practices body parts (hands, head, nose, tummy) while washing</p>
 <p>Motor</p>	<p>Child scoops and pours water, pretends to swim in the water, catches floating toys</p>
 <p>Play</p>	<p>Child washes a baby doll or makes a duck swim in the water; caregiver narrates play (“the duck is diving in the water!”)</p>
 <p>Social</p>	<p>Child plays peek-a-boo with caregiver using the washcloth; child participates in game: “ready, set, ___(go)” (then pours water out of a cup or drops a toy in the water to make a splash); child fills in words in songs (e.g., “this is the way we wash our _____ (tummy)”)</p>

Riding in the Car

 <p>Communication</p>	<p>Child verbalizes, signs or points to indicate music on/off, window up/down; caregiver can create multiple opportunities by stopping music to elicit another request; caregiver prompts “all done” when removing seat belt</p>
 <p>Academic</p>	<p>Caregiver provides a picture to indicate destination before child enters the car; caregiver labels objects in the environment while driving (red car, yellow house, big truck, moon); caregiver uses window colorforms/decals that are changed regularly, caregiver talks about current colorform while driving</p>
 <p>Motor</p>	<p>Caregiver prompts child to clap hands, “yay, we’re here”); caregiver prompts child to climb into and out of car and safety seat</p>
 <p>Play</p>	<p>Caregiver sings nursery rhymes and songs while driving; child looks at a book or listens to audio book</p>
 <p>Social</p>	<p>Caregiver prompts child to wave to people or objects “wave bye-bye to the truck”, “hi grandma, we’re here”)</p>

Putting Shoes On

 <p>Communication</p>	<p>Child labels or points to “shoes,” and “socks”; caregiver prompts child to request “help me”, prompts child to sign “all done” when finished putting shoes on</p>
 <p>Academic</p>	<p>Caregiver asks questions (e.g., “where’s the red shoe?”, “find Daddy’s shoe”) and prompts child to respond either by pointing or verbalizing; caregiver helps child count shoes</p>
 <p>Motor</p>	<p>Child pulls on socks using two hands, pushes foot into shoe and straps velcro (caregiver may use hand-over-hand prompting at each step, as necessary, for the child to be successful)</p>
 <p>Play</p>	<p>Caregiver puts shoes on a stuffed animal or doll to promote imitation; caregiver promotes playful interactions (“Yay, you have your shoes on, let’s pretend we’re ice-skating”, “let’s hop like a bunny”, “let’s tiptoe”)</p>
 <p>Social</p>	<p>Caregiver creates opportunities for silly interactions (e.g. caregiver puts child’s shoe on her head and waits for child to respond); caregiver prompts child to fill in words: “all ____ (done)” “time to ____ (go)”</p>

Eating Meals

 <p>Communication</p>	<p>Caregiver provides opportunities for child to make choices (foods, bowls, drinks, etc.), choices may be indicated verbally, using sign language or by pointing</p>
 <p>Academic</p>	<p>Child sits in chair throughout the mealtime; caregiver labels or talks about food items and meal activities (e.g., “it’s breakfast time, so you’re having juice and cereal”)</p>
 <p>Motor</p>	<p>Child holds and uses spoon (may be messy); child drinks from a cup or straw</p>
 <p>Play</p>	<p>Caregiver pretends to feed a stuffed animal/doll; child imitates feeding while caregiver narrates scene, “yes, doggie is hungry, let’s feed him”</p>
 <p>Social</p>	<p>Caregiver prompts child to share food (with caregiver or sibling) by helping child hand food item to family member when asked; caregiver promotes interest in others, (e.g., “look what your brother is eating!”)</p>

Building with Blocks

 <p>Communication</p>	<p>Caregiver prompts child to request a block, provides multiple opportunities for requests and also provides opportunities for choice-making (e.g., caregiver holds up two blocks and says “which block do you want?”); caregiver may also teach yes/no response by saying “do you want this block?” and prompting child to indicate yes/no either verbally or by shaking his head</p>
 <p>Academic</p>	<p>Caregiver helps child count blocks and discusses features of the blocks or the block tower (color, shape, height)</p>
 <p>Motor</p>	<p>Child coordinates motor movements to build with blocks</p>
 <p>Play</p>	<p>Caregiver shows child how to crash into the tower with toy car; child is prompted to imitate a simple structure built by the caregiver, caregiver incorporates animal figures, cars or other toys into a scene with the blocks</p>
 <p>Social</p>	<p>Caregiver prompts child to hand a block to another person; caregiver and child play peek-a-boo behind the tower of blocks</p>