# Let’s Try It: Creating a Routine for Jack

## Step 1: Determine Present Level

Activity: Musical keyboard

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Zone** | **Response** | **Media** | **Conditions** |
| 00:10 | Attention | Looks at keyboard | Keyboard in calendar box | Movement, teacher plays music |
| 00:15 | Attention | Touches keyboard with assistance | Keyboard in calendar box | Elbow support |
| 00:30 | Exploration | Touches keys, smiling, looking at teacher | Keyboard music | Hand under hand support to touch keys and make music |
| 01:00 | Extended state | Stares off | Keyboard on table | Teacher waiting for response. |

## Step 2: Sensory Response Record

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Channel** | **+/-** | **Delay** | **Intensity** |
| Bells | Auditory | + | 2 seconds | 2 |
| Music | Auditory | + | 0 | 3 |
| Pom Pom | Visual | + | 0 | 3 |
| Lotion | Tactile | - | 1 | 2 |
| Light Up Toy | Visual | + | 2 | 2 |

## Step 3: Design an Instructional Routine

|  |  |  |
| --- | --- | --- |
| **Learner’s Steps** | **Partner’s Supports and Accommodations** | **Embedded Skills:** |
| Jack will look, listen, and touch pom pom. | Black calendar box, with movement and light in the peripheral field. Hand under hand support to reach and touch. |  |
| Jack will watch the teacher shake the pom pom and sing the school fight song. | Black trifold board behind teacher | Jack will maintain joint attention on an object or action |
| Jack will shake the pom pom. | Place pom pom on black tray, 10 second pause for initiation. Add light and make sound to gain attention. Hand under hand support if needed | Jack will initiate imitation of partner’s use of an object |