From Robin with the Arkansas team: This is a document that Tabitha and a team from our office put together for teachers who teach students with the most significant cognitive disability.  It is public on the ADE website.  
<https://docs.google.com/document/d/1sYFOoqtmXfwtqvWBhhf2KvjCFnQu_zXcl8IjfPZq2p8/edit?usp=sharing>

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| Supports for Students With Significant Cognitive Disabilities |

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Teachers,

This resource is being provided to support teachers of students with significant cognitive disabilities. The lesson ideas are divided by grade-band from kindergarten through high school. Sections are divided into functional activities associated with time of day (morning, afternoon, evening). Parents should be assured that they are not expected to complete each activity with their child each day. The teacher and parent should work together to select activities that will help meet the needs of the individual student. When possible, multiple resources are provided for a task, both virtual and those that do not require that the child have access to technology. [Here](https://docs.google.com/document/d/1OsAVcWZRqjhA2UGOAPO6Nr2OSaw7DmbKJ9BufUH7fwM/edit?usp=sharing) you will find a sample lesson schedule and blank template to go along with these activities for both students and parents with and without access to technology.

Grade Bands

* [K-3](#slra1psrxpbh)
* [4-8](#kix.dug0podb1uk5)
* [9-12](#crhaz7ekwk91)

If you would like to individualize this document, please click *File - Make a copy*. You will have your own copy that you can revise and edit as needed.

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| Grades K-3  *This is a resource document for teachers to use to help create individualized daily/weekly lessons for students with significant cognitive disabilities.* Parents should be assured that they are not to complete each activity with their child each day. The teacher and parent should work together to select activities that will help meet the needs of the individual student. | | | | | |
| **Time of Day** | **Daily Activity** | **Subject** | **Skills** | **Virtual Activity** | **Technology-Free Activity** |
| **Morning** | Hand Washing | Life skills, math | Sequencing, following directions, health and safety | [Hand Washing](https://www.youtube.com/watch?v=T98gqC-yanU) video modeling | [Hand washing sequence strip](http://livingwellwithautism.com/yahoo_site_admin/assets/docs/wash_hands.9064815.pdf) visual support  [Hand Washing](http://www.positivelyautism.com/downloads/HandwashingTaskAnalysis.pdf) sample data sheet |
|  | Breakfast | Life skills, math, reading, receptive and expressive communication | Sequencing, measuring, reading a recipe, reciprocal communication, following verbal directions, etc. | Cereal for breakfast video modeling  [Making toast](https://www.youtube.com/watch?v=YZrfsu6rzPE) video modeling  [Table manners](https://www.bing.com/videos/search?q=preschool+lunch+manners+videos&ru=%2fvideos%2fsearch%3fq%3dpreschool%2520lunch%2520manners%2520videos%26qs%3dn%26form%3dQBVRMH%26sp%3d-1%26pq%3dpreschool%2520lunch%2520manners%2520videos%26sc%3d0-30%26sk%3d%26cvid%3dD4511F843E734FFE8A9938FBFD02B8D7&view=detail&mid=EBA59E22FEF3F65B4A0DEBA59E22FEF3F65B4A0D&&FORM=VDRVRV) animated video  [Table manners](https://www.youtube.com/watch?v=qLuDNpUSwrw) realistic video | [Prepare Breakfast Together](https://able2learn.com/cooking/recipes/breakfast-and-brunch/) a variety of recipes including visual supports.  [Table manners](https://drive.google.com/file/d/1b7dqg-VTg-DeGKLBapNZ_RL9Y37kZzj7/view?usp=sharing) Visual cues including non-examples |
|  | Getting Dressed | Life skills | Sequencing, requesting, weather-appropriate choices, attributes (long sleeve vs. short sleeve), color, fasteners | [Dress for the weather](https://www.abcya.com/games/dress_for_the_weather) interactive game  [Dress for the weather](https://www.bing.com/videos/search?q=youtube+dressing+for+weather+for+kids&view=detail&mid=BD22020AB29AD07257EDBD22020AB29AD07257ED&FORM=VIRE) video | [Getting dressed](https://monarchcenterforautism.org/visualsupports/viewdocument/34) choice board  [Getting dressed](https://adayinourshoes.com/wp-content/uploads/2017/10/dressing-horizontal.9071429.pdf) picture schedule |
|  | Sorting | Math, life skills | Descrimination, sequencing, making requests, attributes | [Color sort](https://pbskids.org/sid/games/sorting-box) interactive game  [Sorting socks](https://www.youtube.com/watch?v=EfJ5roS7ed0) video modeling  [Color sorting](https://www.youtube.com/watch?v=6I2r3mba-1Y) video | Sorting items allows a student to develop discrimination and fine motor skills (depending on the level of the student, activity may need to start with placing one type of item in a container)  Make a [sorting mat](http://www.adaycare.com/Free-Samples/Themes/St-Patricks-Day/St-Patricks-Day-Science-Lucky-Charms-Sorting-Mat.pdf) for the desired activity (placing mat in a page protector will increase its durability). How can this activity be designed to meet the student’s transition needs? |
|  | Calendar | Math, life skills, reading, writing, communication | Counting, patterns, weather, days of the week, months of the year | [Let’s make a calendar](https://www.starfall.com/h/holiday/calendar/?sn=main) interactive game | [Calendar journal](https://drive.google.com/file/d/0B3FUs4WbHoVxcjVHUFYxODZiQW8/view) example (This activity could be modified to meet the needs and instructional level of the individual student.) |
|  | Share a story | Literacy | Reading aloud, either hard-copy or electronic stories, helps students develop early literacy skills, social skills, and life skills. | [Parts of book video](https://www.youtube.com/watch?v=7dhW9I2xbFg) Take time to discuss parts of the book when appropriate.  [Storyline Online](https://www.storylineonline.net/) stories read aloud | [Concepts of Print](https://www.readingrockets.org/sites/default/files/Concepts-of-Print-Assessment-2.pdf) teach parts of a book: cover, back, spine…  Reading left to right  Reading from top to bottom  [Books with visual symbols imbedded in text](http://www.ric.edu/sherlockcenter/wwslist.html) |
|  | Movement Break | Physical education | Gross motor movement (Choose activities to fit the needs and ability of the child.) | [Yoga](https://www.bing.com/videos/search?q=free+yoga+for+kids+video&view=detail&mid=21415231A4867B485B0221415231A4867B485B02&FORM=VIRE) video #1  [Yoga video](https://www.youtube.com/watch?v=X655B4ISakg) #2 | [Obstacle Course](https://vels.education.vermont.gov/sites/vels/files/documents/vels-module-two-family-activity-six-build-your-own-outdoor-obstacle-courseFINAL-AC.pdf) resource for how to construct at home obstacle course.  [Gross Motor Activity](https://docs.google.com/document/d/1Xl0awvzuoI0pDd4_iDKH4XShqYXQNhdcfAv-zZmTpug/edit?usp=sharing) choice board |
|  | Writing | Reading, writing, life skills | Making lists, writing invitations, signing name, writing letters to family and friends | [I Spy Alphabet](https://www.turtlediary.com/game/letter-recognition.html) interactive game  [Pre-writing](https://www.turtlediary.com/games/alphabet.html) interactive games | [Pre-writing](https://www.kidzone.ws/prek_wrksht/dynamic.htm) practice sheets can be used for writing or cutting. For reusable sheets, place them in a page protector and write with dry erase markers.  Write letters to friends/relatives, take writing outside with sidewalk chalk or a bucket of water and paintbrush. |
|  | Scavenger Hunt | Reading, writing, math, communication, physical education | Vocabulary, visual discrimination, measurement, parts of speech | [Scavenger Hunt Song](https://www.youtube.com/watch?v=rRTL44mU53Q) video | [Home Scavenger Hunts](http://www.mykidsadventures.com/scavenger-hunt-ideas/) can be designed for indoors or out. They can be individualized for the student’s specific needs and environment.  Example [scavenger hunt](https://brisbanekids.com.au/wp-content/uploads/2013/09/BK-Car-Trip-PIC-Scavenger-Hunt-FINAL.pdf) form. This activity and form could be modified to meet the needs and instructional level of the individual student. |
| **Afternoon** | Lunch | Math, reading, life skills, communication | Sequencing, measuring, reading a recipe, reciprocal communication, etc. | [Making a pizza](https://www.bing.com/videos/search?q=youtube+activities+teaching+sequencing+by+following+recipes&&view=detail&mid=5BBDBA0EC967D5C1501A5BBDBA0EC967D5C1501A&&FORM=VDRVRV) video  [All about measuring](https://www.youtube.com/watch?v=D5YsCyWHufE) video | [Practicing measuring](https://www.dropbox.com/s/yrwuiv884s1cuot/How%20to%20Measure%20Properly.pdf?dl=0) activity allows students to measure different quantities. (Using two bins and [rice](http://kidzactivities.net/measuring-cup-activities/) makes this activity long lasting.) |
|  | Let’s write about it | Writing, literacy, communication | Create a story using apps and graphic organizers. Narrate a story to discuss characters, setting, events, and details of a story. | [Story Maker](https://www.abcya.com/games/story_maker) interactive writing tool  [Story Prompt Generator](http://www.scholastic.com/teachers/story-starters/) interactive way to generate story ideas | [Graphic Organizers](http://www.mrsjudyaraujo.com/graphic-organizers/) allow students to collect their thoughts before putting them together into a sentence or story. Modify this activity to best meet the individual needs of the student; does he need a scribe, to work on sentences, to work on single words? |
|  | Story time | Reading | Read aloud or independent reading of electronic stories helps students develop early literacy skills. | [Tarheel Reader](https://tarheelreader.org/) provides opportunities for assisted and independent reading.  [On-line books](https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/) read aloud with signing | DLM [guidance document](https://docs.google.com/document/d/1aUDE_vCTOmnGE5gmQL-_VIfVVK_5RXMB2g86l2Ohsek/edit?usp=sharing) to assist with the Tarheel Readers  Select books by topic, ask guided questions using [storyboard](https://drive.google.com/file/d/1opcyifEHsMpjLpdokC6D4tSmDt9SxGuN/view?usp=sharing) for students with limited oral communication skills. This is only an example of a storyboard.  Example of a [story](https://theautismhelper.com/wp-content/uploads/2019/03/Eric-Carle-Book-Visuals-Brown-Bear-Polar-Bear-Panda-Bear.pdf) with symbols for students with limited or no consistent mode of communication |
|  | Movement Break | Gross motor, science, physical education | Movement, exercise | [Head, Shoulders, Knees and Toes](https://www.youtube.com/watch?v=ZanHgPprl-0) dance video  [Hokey Pokey](https://www.youtube.com/watch?v=HMCPrlX3Lek) dance video | Taking a movement break allows the student to reset her brain. Try dancing to a favorite song or playing outside. |
|  | Fine Motor Movement | Fine motor | Manipulate small objects to complete a task, hand-eye coordination. | [PBS Kids](https://pbskids.org/sesame), [ABCya](https://www.abcya.com/grades/prek), [Starfall](https://www.starfall.com/h/index.php) all contain interactive games that will allow a student to practice his fine motor skills. | [TheraKids](http://www.therakids.org/media/pdf/FineMotorActivitiesForHome.pdf) and [Learning4Kids](https://www.learning4kids.net/?s=fine+motor&type=post) both provide ideas for fine motor activities within the home environment. Provide families with a list of selected activities that best meet the needs of the student. |
|  | Feelings and Emotions | Social emotional | Explore various feelings and emotions through games, songs, movement, and additional activities. | [Identifying feelings](https://do2learn.com/games/feelingsgame/index.htm) interactive game (no sounds)  [The Feelings Song](https://www.youtube.com/watch?v=-J7HcVLsCrY) video | [Feelings](https://childhood101.com/helping-children-manage-big-emotions-printable-emotions-cards/) directions for the game  [Cards](https://drive.google.com/file/d/1dX_vA9H19POneMvHzSG2vTpqEGxYqUP_/view?usp=sharing) in pdf for playing the game  [Feelings story](http://www.kansasasd.com/downloads/narratives/Feelings.pdf) simple to read feelings book |
| **Evening** | Dinner | Cognition, life skills | Following directions, directionality (left/right), attributes (big/small), reciprocal communication | [Food facts](https://www.bing.com/videos/search?q=preschool+cooking+videos&&view=detail&mid=933DADFF324F53E46232933DADFF324F53E46232&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dpreschool%2Bcooking%2Bvideos%26FORM%3DAWVR) animated video  [Setting the table](https://www.youtube.com/watch?v=lAFxDo21Ebs) video modeling | [Set Table for Dinner](https://monarchcenterforautism.org/visualsupports/viewdocument/64) visual sequencing chart  [PrintableTable Setting Placemats](https://childhood101.com/kids-chores-printable-setting-the-table-placemats/) are a great way to provide a visual to assist a student with this task. |
|  | Field Trip Time | Cognition | World/community exploration, vocabulary acquisition, directionality (left/right), attributes (big/small) | With [Virtual Field Trips](https://www.weareteachers.com/best-virtual-field-trips/)  students can explore the world. From zoos to art museums, these trips allow the student to interact with the world.  Provide a [scavenger hunt](https://d15r41jch086ke.cloudfront.net/sites/default/files/2018-08/CreatureFeatures_ZooLookingActivities.pdf) to guide the trip. | [Arkansas Field Trips](https://www.time4learning.com/blog/tips-worksheets/arkansas-field-trips-for-homeschoolers/) provides a guide on things to explore in Arkansas.  [Nature Walk](https://www.crayola.com/free-coloring-pages/print/nature-walk-coloring-page/) journal provides the opportunity for students to engage in conversation about what they see. This is only an example and should be individualized for the needs of your student.  [Sensory Adventure: Outside Exploration](https://vels.education.vermont.gov/sites/vels/files/documents/vels-module-two-family-activity-one-sensory-advanture-outside-explorationFINAL-AC.pdf) ideas on how to build guiding questions into a nature walk |
|  | Take a Walk | Language, physical education | Expressive and receptive communication, directionality (left/right), attributes (big/small), |  | Take the dog for an evening walk. Get some exercise and play a game of  [I Spy](https://teachingeveryday.com/2014/03/31/10-ways-to-play-i-spy/). |
|  | Brushing Teeth | Fine motor, life skills | Sequencing, health and safety, following directions | [Tooth brushing](https://www.youtube.com/watch?v=makIgB4X3q8) video modeling | [Tooth brushing](https://thompsoncenter.missouri.edu/wp-content/uploads/2015/04/Brushing-Teeth-Visual-All-American-Dental.pdf) visual schedule |
|  | Process the Day | Cognition, social emotional, language arts | Creative writing, expressive language, process feelings, communication |  | Taking time to reflect on the day will help the student learn to reflect.  This [Social Story/feelings](http://www.kansasasd.com/downloads/narratives/Feelings.pdf) and this [Daily Journal](https://monarchcenterforautism.org/visualsupports/viewdocument/94) are both tools to help students reflect on the day. |

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| Grades 4-8  *This is a resource document for teachers to use to help create individualized daily/weekly lessons for students with significant cognitive disabilities.* Parents should be assured that they are not to complete each activity with their child each day. The teacher and parent should work together to select activities that will help meet the needs of the individual student. | | | | | |
| **Time of Day** | **Daily Activity** | **Subject** | **Skills** | **Virtual Activity** | **Technology-Free Activity** |
| **Morning** | Hand Washing | Physical education, health | Sequencing, following directions, health and safety | [Hand Washing](https://www.youtube.com/watch?v=T98gqC-yanU) video modeling | [Hand washing sequence strip](http://livingwellwithautism.com/yahoo_site_admin/assets/docs/wash_hands.9064815.pdf) simple visual support  [Hand Washing](https://www.thescottcenter.org/sites/default/files/attachments/Visual%20Activity%20%20Schedule%20-%20Hand_washing_0.pdf) advanced steps with visuals  [Hand Washing](http://www.positivelyautism.com/downloads/HandwashingTaskAnalysis.pdf) data sheet sample |
|  | Breakfast | Math, English language arts, life skills, transition skills | Sequencing, measuring, reading recipe, reciprocal communication, following verbal directions, etc. | [Making oatmeal](https://www.youtube.com/watch?v=E3Vs3cV7fn8) video modeling | [Making oatmeal](https://accessiblechef.com/recipes/microwave-oatmeal/) visual recipe  [Making oatmeal](https://able2learn.com/categories/visual-cooking-recipes/visual-step-by-step-recipes/breakfast-and-brunch/oatmeal.html) visual recipe (multiple options; free to download) |
|  | Hygiene | Science, physical education and health, life skills, transition skills | Sequencing, following directions, healthy and safety | [The Importance of Good Hygiene](https://www.youtube.com/watch?v=jQ2e0KH5WrI) video lesson | [Using the restroom](https://www.monarchcenterforautism.org/visualsupports/viewdocument/91) visual support  [Brushing teeth](https://www.monarchcenterforautism.org/visualsupports/viewdocument/90) visual support  [Getting Dressed](https://monarchcenterforautism.org/visualsupports/viewdocument/34) choice board |
|  | Sorting | Math, life skills | Sorting laundry allows a student to develop discrimination skills (Depending on level of the student, the activity may need to start with placing one type of item in the basket.) | [Sorting Laundry](https://www.youtube.com/watch?v=iKYekScIJFw) video modeling  [Sorting utensils](https://www.youtube.com/watch?v=u1D_sKYDwws) video modeling  [Sorting pictures](https://www.splashlearn.com/math-skills/kindergarten-grade/measurements-gk/sort-pictures?from_page=Home) interactive game (requires free account)  [Sorting by size](https://pbskids.org/dinosaurtrain/games/allstarsorting.html) interactive game with closed captioning | Sorting can be an activity completed at home guided by the individual needs of the student. Sorting coins, laundry, letters, colors, and mail are all functional ways that sorting can be incorporated throughout the day. Make a [sorting mat](http://www.adaycare.com/Free-Samples/Themes/St-Patricks-Day/St-Patricks-Day-Science-Lucky-Charms-Sorting-Mat.pdf) for the desired activity (placing mat in a page protector will increase its durability). How can this activity be designed to meet the student’s transition needs? |
|  | Share a Story | English language arts | Reading aloud and reading together, either hard-copy or electronic stories, helps students develop literacy skills, social skills, and life skills. | [Parts of Book](https://www.youtube.com/watch?v=7dhW9I2xbFg) video discussing parts of the book  [Storyline Online](https://www.storylineonline.net/) stories read aloud  [Just Books](https://www.justbooksreadaloud.com/index.php?t=Home&p1=&p2=) stories read aloud | [Concepts of Print](https://www.readingrockets.org/sites/default/files/Concepts-of-Print-Assessment-2.pdf) teach parts of a book: cover, back, spine, reading left to right, and reading from top to bottom.  [Books with visual symbols imbedded in tex](http://www.ric.edu/sherlockcenter/wwslist.html)t |
|  | Movement Break | Physical education and health | Gross motor movement (choose activities to fit the needs of the child) | [Adaptive yoga](https://www.youtube.com/watch?v=Dq1XBAkIZEM) video for kids  [Exercise](https://www.youtube.com/watch?v=dRQf3yFXO1Y) video for kids  [Sitting exercise](https://www.youtube.com/watch?v=qsonHTjcnj4) video animated | [Obstacle course](http://www.autismadventures.com/sensory-obstacle-courses/) ideas with examples of visual supports |
|  | Scavenger Hunt | Math, English language arts | Vocabulary, visual discrimination, measurement, parts of speech | [Hidden Picture Game](https://www.highlightskids.com/games/my-first-hidden-pictures/at-the-library) interactive game | When developing a scavenger hunt, think about the area of need you would like to target; also think about the related skills that will be important for the activity. Does the student need to develop expressive communication, does she need to work on “wh” questions, or attributes… the possibilities are endless.  [Scavenger Hunt](http://www.mykidsadventures.com/scavenger-hunt-ideas/) ideas for home  [Neighborhood](https://www.education.com/download/worksheet/118107/neighborhood-scavenger-hunt.pdf) scavenger hunt template  [Color](https://www.education.com/download/worksheet/104453/indoor-scavenger-hunt.pdf) scavenger hunt template |
| **Afternoon** | Lunch | Math, English language arts | Sequencing, measuring, reading a recipe, reciprocal communication, etc. | [Measuring](https://www.youtube.com/watch?v=97Yqz5UzpPI) for cooking video  [Measuring liquids](https://www.youtube.com/watch?v=YWgLToptHCM) video modeling  [Making a PB&J](https://www.youtube.com/watch?v=H4rsu1D-mJQ) video modeling  [Making grilled cheese](https://www.youtube.com/watch?v=q5lA5L-cq5g) video modeling | [Prepare Lunch Together](https://able2learn.com/categories/visual-recipes) and [Look n’ Cook](https://www.attainmentcompany.com/mwdownloads/download/link/id/987/) are examples of cookbooks with visual recipes. Find a recipe specific to your student's needs and develop a lesson around that activity. Consider measuring, fractions, counting, and nutrition as instructional areas to target. |
|  | Literacy | English language arts | Create and narrate a story to discuss characters, setting, events, and details of a story. | [Video](https://www.youtube.com/watch?v=mn9U1FxZ0nE) for adults on how to lead this discussion. | [Picture Story Cubes](https://drive.google.com/file/d/1TseCmct2Ic3L_GTymoRV9uYO8lVPMQWS/view) provide a fun way for students to get motivated about writing a story. Remember to use symbols the student is familiar with.  [Story map](https://www.readingrockets.org/pdfs/storymap_simple.pdf) - sequencing of events  [Story map](https://drive.google.com/file/d/0B4rcgk-kftkwdG42N3B0MHVhZWc/edit) - parts of the story |
|  | Movement Break | Physical education and health | Movement, exercise | [GoNoddle: Jump, Squat, Turn Around](https://family.gonoodle.com/activities/madison-keys-jump-squat-turn-around)  (Following Directions)  [GoNoddle: A-Moose-Ta-Cha](https://family.gonoodle.com/activities/a-moose-ta-cha) (Following Directions) | Provide an opportunity to play a game. Simon says, hide and seek, red light/ green light are all great ideas to get movement in while working on following single and multi-step directions. Make this type of [visual board](https://drive.google.com/open?id=1hTiNQHaweixyMI74VGwk5mHslEup7P9U) so students with limited communication can participate fully in the game. |
|  | Literacy | English language arts | Read aloud or independent reading of electronic stories helps students develop early literacy skills | [Tarheel Reader](https://tarheelreader.org/) provides opportunities for assisted and independent reading.  [On-line books](https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/) read aloud with signing | DLM [guidance document](https://docs.google.com/document/d/1aUDE_vCTOmnGE5gmQL-_VIfVVK_5RXMB2g86l2Ohsek/edit?usp=sharing) assists with the Tarheel Readers. Select books by topic, and ask guided questions using [storyboard](https://drive.google.com/file/d/1opcyifEHsMpjLpdokC6D4tSmDt9SxGuN/view?usp=sharing) for students with limited oral communication skills. This is only an example of a storyboard.  This is an example of a [story](https://theautismhelper.com/wp-content/uploads/2019/03/Eric-Carle-Book-Visuals-Brown-Bear-Polar-Bear-Panda-Bear.pdf) with symbols for students with limited or no consistent mode of communication. This story would need to be adjusted based on individual student needs. |
|  | Fine Motor Movement | Computer science | Manipulate small objects to complete a task, hand-eye coordination, and typing | Activities for engagement in an educational environment  [ABCya](https://www.abcya.com/grades/4/skill) 4th grade  [ABCya](https://www.abcya.com/grades/5/skill) 5th grade  [ABCya](https://www.abcya.com/grades/6/skill) 6th grade and up  [Learn to Type](https://www.typingclub.com/sportal/program-3.game) modeling and practicing typing | [TheraKids](http://www.therakids.org/media/pdf/FineMotorActivitiesForHome.pdf) and [Learning4Kids](https://www.learning4kids.net/?s=fine+motor&type=post) both provide ideas for fine motor activities within the home environment. Provide families with a list of selected activities that best meet the needs of the student.  This [article](https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/movement-coordination-issues/14-ways-to-help-older-kids-build-motor-skills) provides examples of fine and gross motor activities in the home environment specifically for older students. |
|  | Feelings and Emotions | Behavioral skills, social/emotional skills, life skills | Behavioral, communication | [The Feelings Game](https://do2learn.com/games/feelingsgame/index.htm) interactive game to identify face expressions  [Identifying emotions in others](https://www.youtube.com/watch?v=Qt5KdVrGgTA) interactive video  [Explaining feelings](https://www.youtube.com/watch?v=KYfRzAIl7TQ) video | Using [Emotion Faces](https://www.therapistaid.com/worksheets/printable-emotion-faces.pdf) or [Anger Management Skills](https://www.therapistaid.com/worksheets/anger-management-skill-cards.pdf) visual cards could help students to communicate their feelings. Remember that students must first understand what the visual means before they can use it.  [Small Talk Discussion Cards](https://www.therapistaid.com/worksheets/small-talk-discussion-cards.pdf) provide discussion prompts to get students talking about feelings. |
| **Evening** | Preparing Dinner | Life skills, transition skills | Following directions, directionality (left/right), attributes (big/small), reciprocal communication | [Setting the Table](https://www.youtube.com/watch?v=ZAVY_reGslg) video guide | [Set Table for Dinner](https://monarchcenterforautism.org/visualsupports/viewdocument/64) visual task list  [Table setting](https://www.monarchcenterforautism.org/visualsupports/viewdocument/65) cue card |
|  | Field Trip Time | Math, English language arts, science, history | World/community exploration, vocabulary acquisition, directionality (left/right), attributes (big/small) | With [Virtual Field Trips](https://freedomhomeschooling.com/virtual-field-trips/?fbclid=IwAR3YEoAW_P85kgOFyUNm5hZ-HeO56ByFZE0tieND5eElSsBaQJDxkB6lHXk) students can explore the world. From zoos to art museums, these trips allow the student to interact with the world.  Provide a [scavenger hunt](https://d15r41jch086ke.cloudfront.net/sites/default/files/2018-08/CreatureFeatures_ZooLookingActivities.pdf) to guide the trip. | Go on a nature walk and look for animals native to Arkansas.  [Arkansas Game and Fish Commission Free Resources](https://www.agfc.com/en/resources/brochures/) (multiple resources are available including informational pamphlets, recipes, and a section for students resources) |
|  | Take a Walk | English language arts | Expressive and receptive communication, directionality (left/right), attributes (big/small), | [Hidden Pictures Digital Play](https://hiddenpictures.highlights.com/daily_challenges) interactive game  [Highlights Kids Hidden Pictures](https://www.highlightskids.com/games/hidden-pictures/cat-and-mice) interactive game | Take the dog for an evening walk. Get some exercise and play a game of  [I Spy](https://teachingeveryday.com/2014/03/31/10-ways-to-play-i-spy/).  [Sensory Adventure: Outside Exploration](https://vels.education.vermont.gov/sites/vels/files/documents/vels-module-two-family-activity-one-sensory-advanture-outside-explorationFINAL-AC.pdf) ideas on how to build guiding questions into a nature walk. |
|  | Brushing Teeth | Physical education and health | Following verbal (Video Modeling) and/or visual (Visual Task List) directions to complete a given task. Sequencing, health and safety. | [Video Modeling](https://www.youtube.com/watch?v=RTm6hs8JDZw) step- by-step modeling of how to brush your teeth | [Visual Task List](https://thompsoncenter.missouri.edu/wp-content/uploads/2015/04/Brushing-Teeth-Visual-All-American-Dental.pdf) basic visual steps to brush your teeth  [Visual task list](https://www.monarchcenterforautism.org/visualsupports/viewdocument/90) complex steps to brushing your teeth  [Step-by-step guide](https://www.monarchcenterforautism.org/visualsupports/viewdocument/55) to brushing your teeth |
|  | Process the Day | English language arts, behavioral skills | Reciprocal communication, answering what/who questions, providing information with supporting details | [Visual Dictionary](https://kids.wordsmyth.net/wild/#/home?entry=house) interactive tool to assist with writing and word finding | Taking time to reflect on the day will help the student learn to reflect.  This [Social Story/feelings](http://www.kansasasd.com/downloads/narratives/Feelings.pdf) and this [Daily Journal](https://monarchcenterforautism.org/visualsupports/viewdocument/94) are both tools to help students reflect on the day.  Talk with the student about her day. Create an individualized [storyboard](https://aaccommunity.net/wp-content/uploads/2017/03/Core-Board-63-Location-MJ-symbo.pdf) (example) to facilitate this conversation using some of these guiding [questions](https://herviewfromhome.com/50-questions-to-ask-your-kids-instead-of-asking-how-was-your-day/). |

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| Grades 9-12  *This is a resource document for teachers to use to help create individualized daily/weekly lessons for students with significant cognitive disabilities.* Parents should be assured that they are not to complete each activity with their child each day. The teacher and parent should work together to select activities that will help meet the needs of the individual student. | | | | | |
| **Time of Day** | **Daily Activity** | **Subject** | **Skills** | **Virtual Activity** | **Technology-Free Activity** |
| **Morning** | Hand Washing | Math, reading, life skills, science | Sequencing, following directions, health and safety | [Video Modeling Hand Washing](https://www.youtube.com/watch?v=T98gqC-yanU) instructional video on how to wash hands | [Hand Washing Data Sheet](http://www.positivelyautism.com/downloads/HandwashingTaskAnalysis.pdf) Data tracking chart for hand-washing procedures  [Hand Washing steps with Visuals](https://www.thescottcenter.org/sites/default/files/attachments/Visual%20Activity%20%20Schedule%20-%20Hand_washing_0.pdf) picture sequencing of hand-washing procedures |
|  | Preparing Breakfast | Math, English language arts, life skills, transition skills | Sequencing, measuring, reading recipe, reciprocal communication, following verbal directions, etc. | [Cooking](https://www.youtube.com/watch?v=QbjNggDQ7QU) Waffles video modeling | [Waffle recipe](https://able2learn.com/products/flaxseed-waffles-visual-recipe-and-comprehension-sheets-pages-28.html)  visual recipe (multiple options, free to download)  [Visual recipe for pancakes](https://able2learn.com/products/pancakes-aunt-jemima-recipe-and-comprehension-sheets-pages-23.html) visual recipe  Communication board example for students with limited communication. |
|  | Getting Dressed | Math, reading, life skills, science | Sequencing, requesting, weather-appropriate choices, attributes (long sleeve vs. short sleeve), color, fasteners | [Dressing Weather Appropriately](https://www.eslgamesplus.com/weather-vocabulary-interactive-game-for-esl-teaching/) interactive game with scenarios | [Getting Dressed](https://monarchcenterforautism.org/visualsupports/viewdocument/34) choice board  Skills that could be addressed during this time: dressing for the weather, temperature, dressing for the activity, left/right, inside/outside, etc. Individualize this activity to meet the needs of the student and the home environment. |
|  | Sorting | Math, life skills | Sorting household items allows a student to develop discrimination skills (Depending on the level of the student, the activity may need to start with placing one type of item in a container.) | [Seasons Suitcase Sort](https://www.education.com/game/seasons-suitcase-sort/), [Sorting Waste](https://www.surrey.ca/city-services/18153.aspx) and [Break the Bank](https://www.abcya.com/games/break_the_bank_sorting) are all interactive sorting games  [Sorting coins](https://www.youtube.com/watch?v=TmU15QzdYqE) video modeling | [Sorting](https://theautismhelper.com/focus-on-five-my-favorite-task-box-activities/) items allows a student to develop discrimination and fine motor skills (depending on the level of the student, activity may need to start with placing one type of item in a container)  [Benefits of functional activities](https://tacanow.org/family-resources/teens-with-asd-life-skills/) is an article explaining life skills. |
|  | Reading Time | All | Reading aloud, either hard-copy or electronic stories, helps students develop early literacy skills, social skills, and life skills. | [Tarheel Reader](https://tarheelreader.org/) provides opportunities for assisted and independent reading.  [On-line books](https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/) read aloud with available signing. | DLM [guidance document](https://docs.google.com/document/d/1aUDE_vCTOmnGE5gmQL-_VIfVVK_5RXMB2g86l2Ohsek/edit?usp=sharing) assists with the Tarheel Readers  [Books with visual symbol text](http://www.ric.edu/sherlockcenter/wwslist.html)provide an opportunity for students with limited communication to share in the reading.  Select books by topic, and ask guided questions using [storyboard](https://drive.google.com/file/d/1opcyifEHsMpjLpdokC6D4tSmDt9SxGuN/view?usp=sharing) for students with limited oral communication skills. This is only an example of a storyboard.  This is an example of a [story](https://theautismhelper.com/wp-content/uploads/2019/03/Eric-Carle-Book-Visuals-Brown-Bear-Polar-Bear-Panda-Bear.pdf) with symbols for students with limited or no consistent mode of communication. This story would need to be adjusted based on individual student needs. |
|  | Movement Break | Physical education | Gross motor movement (choose activities to fit the needs of the student) | [WheelChair Yoga](https://www.youtube.com/watch?v=ZwJ9pGxJKGc) interactive video  [Exercise](https://www.youtube.com/watch?v=zTBBVJsksaI) Part 1 and [Exercise](https://www.youtube.com/watch?v=IQOilFnoyfc) Part 2 are videos designed for teens and young adults with disabilities. | [Activity Choice Board](https://www.ccboe.com/images/communication%20board.JPG) provides the opportunity for increased communication and choice for students. |
|  | Scavenger Hunt | All | Sorting colors, vocabulary, visual discrimination | Design a scavenger hunt where students take pictures of the items they find, place them in a google doc and submit it to you ([Directions to Flippity](https://www.youtube.com/watch?v=MIpPe8N4teg)). | Create a scavenger hunt for your students using google forms; [here’s](https://www.edtechteam.com/blog/2017/11/creating-educational-scavenger-hunts-using-google-forms/) how!  [Riddle scavenger hunt](http://scavenger-hunt.org/10-indoor-scavenger-hunt-clues/) #1 and [Riddle Scavenger Hunt](https://www.scavenger-hunt-fun.com/home-poem-clue.html) #2 are examples of scavenger hunts that can be modified to meet the needs of the student. |
| **Afternoon** | Preparing Lunch | Math, reading, science | Sequencing, measuring, reading a recipe, reciprocal communication, etc. | [Balanced Meals Video](https://www.youtube.com/watch?v=f31dTy3O2gY) educational video  [Food Nutrition](https://www.healthyeating.org/Healthy-Kids/Kids-Games-Activities/My-Plate-Match-Game) interactive game  [Making a PB&J](https://www.youtube.com/watch?v=H4rsu1D-mJQ) video modeling | Take this [Grocery Store Bingo](https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/Bingo_508.pdf) to the store or *shop* virtually; either way, this is an activity that builds functional academics. Remember to consider the communication needs of the student. Does she need a communication board to accompany this activity?  [Meal time communication board](https://aaccommunity.net/wp-content/uploads/2017/03/Meal-Time-Communication.pdf) example for students with limited communication. |
|  | Writing Time | Writing, literacy, language | Create a story using apps. Narrate a story to discuss characters, setting, events, and details of a story. | [Story Maker](https://www.abcya.com/games/story_maker) interactive writing tool  [Story Prompt Generator](http://www.scholastic.com/teachers/story-starters/) interactive game to help develop story ideas | Develop writing activities based on the needs of the students. If engagement is a need, use [Story Prompts](https://www.journalbuddies.com/creative-writing-2/creative-writing-story-starters/) to motivate the student. If the student is writing simple sentences, use [Sentence Stretching](https://oakdome.com/k5/lesson-plans/word/sentence-stretcher-graphic-organizer.php) to increase complexity. If the student is ready for a paragraph, build the activity using the p[aragraph Graphic Organizer](https://www.teach-nology.com/worksheets/graphic/burger/). Remember to allow for the student to *write* using whatever mode is most beneficial for them (a scribe, voice recording, communication board, drawing, typing, etc.) |
|  | Movement Break | Gross motor, science | Movement, exercise | [Move and freeze](https://www.youtube.com/watch?v=388Q44ReOWE) interactive video | Have a dance party movement break, try [Rollin’ the Moves](https://lifeovercs.com/moving-body-gross-motor-game/) |
|  | Fine Motor Movement | Physical education | Manipulate small objects to complete a task and build hand-eye coordination | Activities located on these links technology engagement in an educational environment.  [Fine Motor Technology Brain Break](https://www.abcya.com/grades/6/skill) interactive games | [TheraKids](http://www.therakids.org/media/pdf/FineMotorActivitiesForHome.pdf) and [Learning4Kids](https://www.learning4kids.net/?s=fine+motor&type=post) both provide ideas for fine motor activities within the home environment. Provide families with a list of selected activities that best meet the needs of the student.  This [article](https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/movement-coordination-issues/14-ways-to-help-older-kids-build-motor-skills) provides examples of fine and gross motor activities in the home environment specifically for older students. |
|  | Feelings and Emotions | Social skills, life skills, health and safety | Functional life skills, emotional regulation, social skills, communication, behavior | [Robbie the Robot](http://www.whizkidgames.com/) interactive game  [The Feelings Game](https://do2learn.com/games/feelingsgame/index.htm) interactive game identifying facial expressions  [Emotions Video](https://www.youtube.com/watch?v=7uY2HrQ9qQ8) animated video modeling scenarios | [Emotions Choice Board](https://www.tes.com/lessons/WnLkRb1oAFbaYg/emotions), [Emotion cards](https://do2learn.com/activities/SocialSkills/EmotionAndScenarioCards/EmotionAndScenarioCards.html), and [Emotions Check-in](https://do2learn.com/activities/SocialSkills/EmotionCheckIn-Checkout/thumbnailpic1.html) are all tools that could be used to support the student in learning and expressing emotions. It is oftentimes easier for students to recognize emotions in others before they are able to identify them internally. |
| **Evening** | Preparing Dinner | Math, reading, science | Following directions, directionality (left/right), attributes (big/small), reciprocal communication | [Washing Dishes](https://www.youtube.com/watch?v=4S6cYd8URAQ) video modeling of washing dishes by hand  [Washing Dishes with Dishwasher](https://www.youtube.com/watch?v=Dzzqd1vdUt0) video modeling of loading a dishwasher | [Prepare Lunch Together](https://able2learn.com/categories/visual-recipes) and [Look n’ Cook](https://www.attainmentcompany.com/mwdownloads/download/link/id/987/) are examples of cookbooks with visual recipes. Find a recipe specific to your student's needs and develop a lesson around that activity. Consider measuring, fractions, counting, and nutrition as instructional areas to target.  Skills that can be reinforced around dinner time: washing [dishes](https://lessonpix.com/materials/1829365/Washing+Dishes) (visual task list), [setting the table](https://monarchcenterforautism.org/visualsupports/viewdocument/64) (visual task list), or cleaning up after the meal are all areas to think about incorporating into activities. |
|  | Field Trip Time | All | World/community exploration, vocabulary acquisition, directionality (left/right), attributes (big/small) | With [Virtual Field Trips](https://freedomhomeschooling.com/virtual-field-trips/?fbclid=IwAR3YEoAW_P85kgOFyUNm5hZ-HeO56ByFZE0tieND5eElSsBaQJDxkB6lHXk) students can explore the world. From zoos to art museums these trips allow the student to interact with the world. Provide a [scavenger hunt](https://d15r41jch086ke.cloudfront.net/sites/default/files/2018-08/CreatureFeatures_ZooLookingActivities.pdf) to guide the trip. | How to [plan](https://www.teachhub.com/how-plan-virtual-field-trip) a virtual field trip? Think about [guided activities](https://teach123school.com/2012/10/virtual-field-trips.html) for the virtual field trips. How can these activities be connected to the student’s post-secondary goals? Try developing a lesson around virtual job shadowing. |
|  | Take a walk | Physical education | Expressive and receptive communication, directionality (left/right), attributes (big/small) | [Hidden Pictures Digital Play](https://hiddenpictures.highlights.com/daily_challenges) interactive game  [Highlights Kids Hidden Pictures](https://www.highlightskids.com/games/hidden-pictures/cat-and-mice) interactive  [I Spy Shapes](https://www.storyplace.org/activity/i-spy-shapes) animated interactive game | Get some exercise, take a walk and play a game of [I Spy](https://teachingeveryday.com/2014/03/31/10-ways-to-play-i-spy/) or go on a nature walk [scavenger hunt](https://www.inspirationmadesimple.com/wp-content/uploads/2014/06/nature-walk-scavenger-hunt.pdf) ideas on how to build guiding questions into a nature walk.  Remember, communication is key. Does the student need a [communication board](https://drive.google.com/open?id=1CtddMshM1E3EGoPjdeHjQMxYCzDYpZVk) for this activity? |
|  | Brushing Teeth | Physical education and health | Following verbal (Video Modeling) and/or visual (Visual Task List) directions to complete a given task. Sequencing, health and safety. | [Video Modeling](https://www.youtube.com/watch?v=osIBbQM7OXw) video modeling | [Visual Task List](https://thompsoncenter.missouri.edu/wp-content/uploads/2015/04/Brushing-Teeth-Visual-All-American-Dental.pdf) basic visual steps to brush your teeth  [Visual task list](https://www.monarchcenterforautism.org/visualsupports/viewdocument/90) - complex steps to brushing your teeth |
|  | Process the Day | Reading, writing, functional skills, life skills, social emotional skills | Reciprocal communication, answering what/who questions, providing information with supporting details | [Visual Dictionary](https://kids.wordsmyth.net/wild/#/home?entry=house) interactive tool to assist with writing and word finding. | Taking time to reflect on the day will help the student learn to reflect.  This [Social Story/feelings](http://www.kansasasd.com/downloads/narratives/Feelings.pdf) story and [daily journal](https://monarchcenterforautism.org/visualsupports/viewdocument/94) are both tools to help students reflect on the day.  Talk with the student about her day. Create an individualized [storyboard](https://aaccommunity.net/wp-content/uploads/2017/03/Core-Board-63-Location-MJ-symbo.pdf) (example) to facilitate this conversation using some of these guiding [questions](https://herviewfromhome.com/50-questions-to-ask-your-kids-instead-of-asking-how-was-your-day/). |

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