

Routines Skill Review 日常活动技能回顾

Homework: Module 6: Same Stuff, Different Day - Teaching Skills Through Routines

家庭作业：第6模块：相同的内容，不同的日期：通过功能性日常活动教授技能

Name 姓名: _____

Date 日期: _____

Instructions: Read each skill and corresponding example. If your child usually exhibits the skill, check the box and move on to the next skill. If your child has had challenges developing the skill, check the box, and read the ideas for practice at home. Optional: jot down notes about your child's strengths and challenges related to each skill.

说明：阅读每项技能和相应的范例。如果你孩子通常展示该技能，请勾选此框并继续学习下一项技能。如果你孩子在开发技能方面遇到了问题，请勾选此框，并阅读在家练习的想法。其他选项：记下你孩子与每项技能相关的优势和挑战问题。

Skill 技能	My child has had challenges developing this skill 孩子发展该技能有困难	My child can usually do this skill 孩子可以做到这个技能	Ideas to build skills at home 家庭练习建议
<p>Follows daily home routines appropriately (mealtime, bed time, play time, chores, getting ready for school, etc.) 适当地遵循每日家庭日常活动 (进餐时间、睡觉时间、玩耍时间、家务、准备上学等。</p> <p>Example: If you say, "It's time for dinner," does your child come to the table, sit, eat, and communicate with others for the entire meal? 范例: 如果你说“现在是吃饭的时间”，你孩子是否会来到餐桌旁，坐下来吃饭，并在整个就餐期间与他人沟通吗？</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ol style="list-style-type: none">1. Say, "Time for dinner" and show your child a visual of the dinner table. Give positive praise and encouragement when your child goes to the table. 说，“吃晚饭时间到了”，并向你孩子展示餐桌的视觉效果。当你孩子上桌时，给予积极的赞扬和鼓励。2. Say, "Do this" along with a model to show your child how to do a portion of the routine. For example: say, "Do this" and then model putting on a shirt. If your child puts on their shirt, provide encouragement and a reward. 说“做这个”并示范，告诉你的孩子如何做一部分的日常活动。例如：说“做这个”，然后示范穿上衬衫。如果你孩子穿上了衬衫，请提供鼓励和奖励。 <p>Comments/questions 建议/问题:</p>

Skill 技能	My child has had challenges developing this skill 孩子发展该技能有困难	My child can usually do this skill 孩子可以做到这个技能	Ideas to build skills at home 家庭练习建议
<p>Imitates the actions of others with objects (non-verbal imitation) 用物体模仿他人的动作(非语言模仿)</p> <p>Example: If you say, “Do this” and model an action such as putting away toys in a toy bin, does your child watch and imitate you? 范例: 如果你说“做这个”并示范一个动作, 例如将玩具放在玩具盒中, 你孩子是否会观看并模仿你?</p>	□	□	<ol style="list-style-type: none"> Use the strategies presented in Module 4 to teach imitation skills. 使用模块4中所提到的用来教授模仿技能的教学策略。 Use this skill during daily routines such as teeth-brushing. Say, “Do this,” and model brushing your teeth. 在日常工作中使用此技能, 例如刷牙。说, “做这个”, 示范刷牙。 <p>Comments/questions 建议/问题:</p>
<p>Follows one-step directions. 跟得上一步指令</p> <p>Example: Does your child follow simple directions such as, “Sit down” and “Put the toy away”? 范例: 你孩子是否遵循简单的指令, 例如“坐下”和“放好玩具”?</p>	□	□	<ol style="list-style-type: none"> Give your child a one-step direction. Offer positive praise and encouragement when your child follows your direction. 给孩子发出一步指令。当你孩子遵循你的指令时, 给予积极的赞扬和鼓励。 For example, you can practice this skill to teach your child to “get a spoon” during the mealtime routine. 例如, 你可以练习这项技能, 教你孩子在进餐活动时“去拿调羹”。 If your child needs physical prompts, provide positive praise when they complete a step of the routine—even with help. Slowly fade out your help until your child does it independently. 如果你孩子需要肢体提示, 即使在帮助下完成该日常活动的步骤时也要给予积极的赞扬。逐渐减少你的帮助至无帮助时, 你的孩子也能独立完成这些步骤为止。 <p>6. Comments/questions (建议/问题):</p>

Skill 技能	My child has had challenges developing this skill 孩子发展该技能有困难	My child can usually do this skill 孩子可以做到这个技能	Ideas to build skills at home 家庭练习建议
<p>Follows multi-step directions 跟得上多步骤指令</p> <p>Example: Does your child follow a multiple step direction (e.g. “Turn the TV off, get your pajamas on, brush your teeth, and get into bed”)?</p> <p>范例: 你孩子是否跟得上多步骤指令 (例如 “关闭电视、穿上睡衣、刷牙、上床”)?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>1. Give your child multiple-step directions paired with a visual cue, such as a checklist. Offer positive praise and encouragement when your child follows your direction. 为你孩子提供多步指令与视觉提示配对，例如列单。当你孩子跟得上你的指令时，给予积极的赞扬和鼓励。</p> <p>Comments/questions 建议/问题:</p>

Routine Teaching Plan 日常活动教学计划

Homework: Module 6: Same Stuff, Different Day - Teaching Skills Through Routines

家庭作业：第6模块：相同的内容，不同的日期：通过功能性日常活动教授技能

1. Choose a routine that is currently challenging for your child (i.e. bathroom, mealtime, shopping, etc.)
选择目前对你孩子有挑战性的日常活动 (即在浴室, 用餐时间, 购物等方面)
2. Create a step-by-step task analysis of the routine. 创建日常活动的逐步任务分析。
 - a. Start with **Column 2**. List the behaviors you would like your child to do and in what order (remember, be specific about what you want them “to do”).
从第 2 列开始。列出你希望你孩子要做的动作和做动作的顺序 (请记住, 具体说明你希望他们“做什么”。)
 - b. In **Column 1**, list the natural “cues” that help your child understand the expectations for each step of the routine.
在第 1 列中, 列出能帮助你孩子理解对日常活动的每个步骤的期望的自然“提示”。

Step 步骤	Column 1 第 1 列	Column 2 第 2 列
	Environmental Information / Cue 环境信息/提示 <i>Example: Toothbrush on counter indicates it's time to start brushing teeth</i> <i>范例: 台上的牙刷表示开始刷牙的时间到了</i>	Expected Behavior 预期行为 <i>Example: Child picks up toothbrush</i> <i>范例: 孩子拿起牙刷</i>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

3. Which steps are most challenging for your child?

哪些步骤对你孩子最具挑战性?

4. How can you help your child learn the expected behavior for each step of this routine? See the tooth-brushing routine example below for guidance.

你如何帮助你孩子了解此日常活动的每一步预期行为? 有关指南, 请参阅下面的刷牙日常活动范例。

Consider 考虑一下	Specific Plan 具体计划
<p>How can I make the routine predictable for my child (so they know what to expect and when it will occur) 如何让我的孩子可以预测日常活动(这样, 他们就知道预期会发生什么以及什么时候会发生)</p>	
<p>What do I need to do to the environment to limit distractions? 我需要对环境做些什么才能排除干扰?</p>	
<p>What visuals do I need to add to the routine to help my child understand? 我需要在日常活动中添加哪些视觉效果来帮助 孩子理解?</p>	
<p>What type of prompting will my child need for more difficult steps? What will my prompt look like? Types of prompts: verbal, gesture, visual, model, physical 我的孩子需要什么类型的提示才能进行更困难的步骤? 我的提示会看起来是什么样的? 提示类型: 语言提示, 手势提示, 视觉提示, 示范, 肢体提示</p>	
<p>How will I reinforce my child (after performing a difficult step or at the end of the routine)? 我将如何加强巩固我孩子所学的(在做一步困难的步骤或在日常活动结束之后)?</p>	

EXAMPLE: Routine Teaching Plan 范例：日常活动教学计划

Step 步骤	Column 1 第 1 列	Column 2 第 2 列
	<p>Environmental Information / Cue 环境信息/提示</p>	<p>Expected Behavior 预期行为</p>
1	Toothbrush and toothpaste on counter 牙刷和牙膏在台上	Child picks up toothbrush 孩子拿起牙刷
2	Toothpaste on counter 牙膏在台上	Child picks up toothpaste and squeezes out small amount onto toothbrush 孩子拿起牙膏，在牙刷上挤少量的牙膏
3	Parent says, "Do this" and models brushing teeth 家长说，“做这个”并示范刷牙	Child follows adult model and brushes teeth 孩子跟着成人的示范并刷牙
4	Parent counts to 20 家长数到 20	Child continues brushing teeth while parent counts 当家长数数时，孩子继续刷牙
5	Parent finishes counting 家长数完数	Child stops brushing teeth 孩子停止刷牙
6	Water faucet available 提供水龙头	Child turns on water 孩子打开水龙头
7	Water running 水在流	Child rinses toothbrush 孩子冲洗牙刷
8	Container for toothbrush available 提供放牙刷的台	Child places toothbrush in container 孩子将牙刷放到台上
9	Cup on counter 台上放有杯子	Child picks up cup and fills it with water 孩子拿起杯子并装满水
10	Water running 水在流	Child turns off water faucet 孩子关水龙头
11	Parent says, "Do this" and models rinsing with water in cup and spitting into sink 家长说，“做这个”，示范用杯子里的水漱口并将水吐到水槽里	Child follows adult model and rinses and spits 孩子跟着成人的示范动作漱口并吐漱口水
12	Towel available 提供毛巾	Child follows adult model and wipes face with towel 孩子跟着成人的示范并用毛巾擦脸

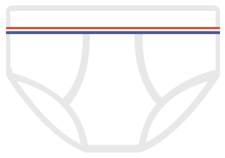
EXAMPLE: Tooth-Brushing Routine 范例：刷牙日常活动

Consider 考虑一下	Specific Plan 具体计划
<p>How can I make the routine predictable for my child (so they know what to expect and when it will occur) 如何让我的孩子可以预测日常活动(这样，他们就知预期会发生什么以及什么时候会发生)</p>	<p>I will warn my child 5 minutes before it is time to brush his teeth. I will use a visual timer on my phone to count down the 5 minutes. 在我刷牙之前 5 分钟，我会提醒我的孩子。我将在手机上使用视觉计时器设定倒计时 5 分钟。</p>
<p>What do I need to do to the environment to limit distractions? 我需要对环境做些什么才能排除干扰?</p>	<p>I will put my child's toothbrush in an accessible spot on the counter. I will remove all bath toys from the counter before we enter the bathroom. 我会把孩子的牙刷放在柜台上的一个可拿得到的地方。在我们进入浴室之前，我会从台上移开所有的洗澡玩具。</p>
<p>What visuals do I need to add to the routine to help my child understand? 我需要在日常活动中添加哪些视觉效果来帮助理解孩子理解?</p>	<p>When the timer goes off, I will show my child a picture of his toothbrush. 当计时器停止时，我会给孩子看一张他的牙刷的图片。</p>
<p>What type of prompting will my child need for more difficult steps? What will my prompt look like? Types of prompts: verbal, gesture, visual, model, physical 我的孩子需要什么类型的提示才能进行更困难的步骤？我的提示会看起来是什么样的？ 提示类型：语言提示，手势提示，视觉提示，示范，肢体提示</p>	<p>I think my child will need gesture and modeling prompts. In the first step of the tooth-brushing routine, I will make a gesture prompt to my child by pointing to the toothbrush. Instead of simply pointing to the toothbrush for the first step, I might need to model picking up their toothbrush, in addition to pointing at the toothbrush. 我认为我的孩子需要手势和示范提示。在刷牙日常活动的第一步，我将通过指着牙刷向我的孩子做出手势提示。除了指着牙刷之外，我可能需要示范拿起牙刷，而不是简单地指着牙刷。</p>
<p>How will I reinforce my child (after performing a difficult step or at the end of the routine)? 我将如何加强巩固我孩子所学的(在做一步困难的步骤或在日常活动结束之后)?</p>	<p>I will give my child a high five when he successfully brushes his teeth by following the routine steps. 当他按照日常活动步骤成功地刷牙时，我会给我孩子击掌鼓励。</p>

沿着虚线裁剪并过塑。



穿短裤



穿长裤



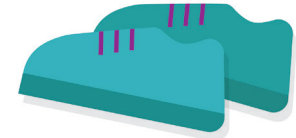
穿衣服



穿袜子



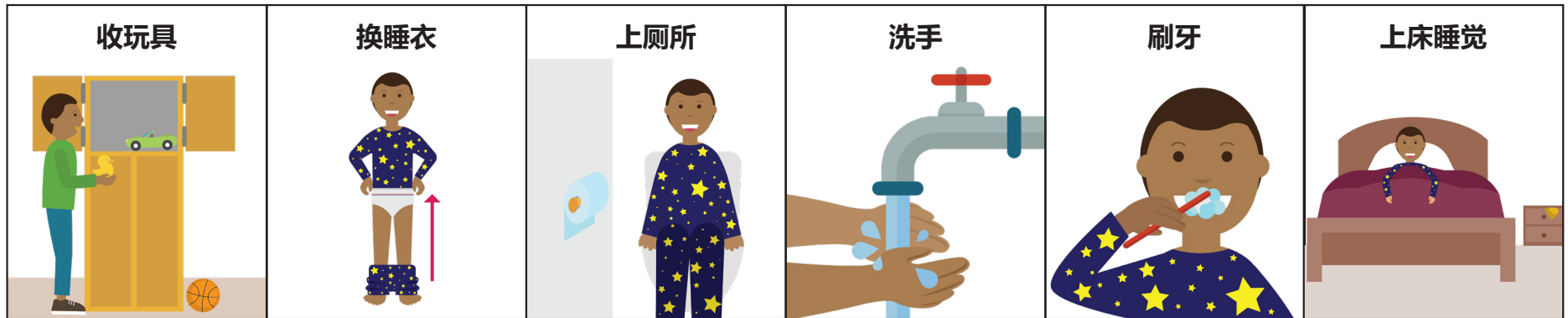
穿鞋子



穿衣服序列条

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沿虚线剪下并过塑

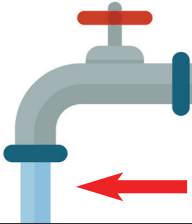



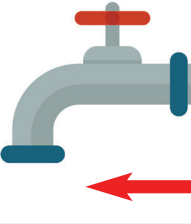
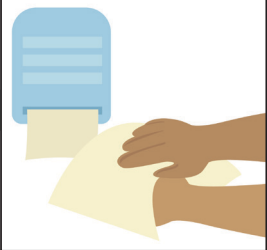
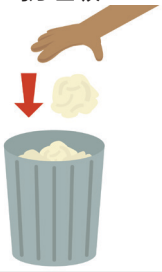


睡觉时间日常活动

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沿着虚线裁剪并过塑。

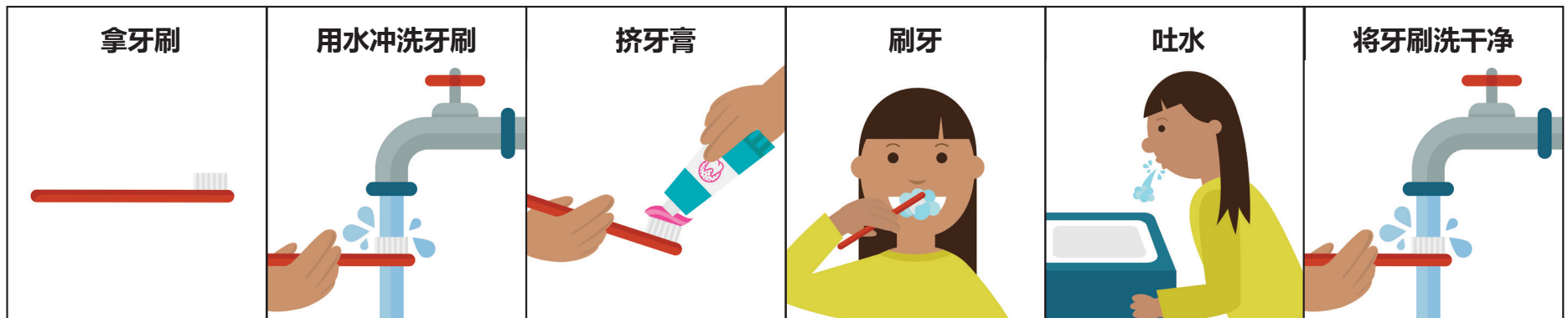


<p>打开水龙头</p> 	<p>拿肥皂</p> 	<p>搓手</p> 	<p>洗手</p> 	<p>关上水龙头</p> 	<p>将手擦干</p> 	<p>扔垃圾</p> 
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洗手序列条

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沿虚线剪下并过塑



刷牙流程图

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