

Sensorimotor Routine: Embedded Skills Lesson Plan

Student	Name	Materials	List
Routine	Eating	Position	Seated-gait trainer etc.
Teaching partner	Name	Frequency	Daily
Observing team members	VI, OT, PT, ST, SLP, O & M (circle)	Duration	30 mins
Location	Classroom /Home	Date	
Goals and objectives	Self Help G1 Communication G3obj1		

Learner's Steps	Partner's Supports and Accommodations	Embedded Skills: Attention	Documentation
1. Calendar object in Now container	Tap object- Say "now eating"	G1 obj2 Student will touch object	Yes / No
2.	.		
3.			
4.			

5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

13.			
14.			

Blank Routine template:

Fill out the top for completely to track progress and graph if necessary. The template itself should be filled out for each step as example shows. This becomes a task analysis of the routine. Routines must have embedded goals or objectives. The routine must have supports to assist the student in accomplishing the activity. These supports can be cues, prompts, types of supplementary aides or adaptive equipment. Documentation must be taken for each routine occurrence.

Completed routine data sheets should be filed within a notebook to track progress. For school use the routines should be organized by grading period and targeted goals. For home use, organize in the student profile binder under routines by year or grade. It may be helpful to organize by goals as well.

Sensorimotor Routine: Embedded Skills Lesson Plan

Student	Brandon	Materials	Calendar/foamy soap/nail brush/sponge/towel/sink/tub
Routine	Hand Washing	Position	Seated in wheelchair
Teaching partner	Elaine	Frequency	2 x daily
Observing team members	VI, OT, PT, ST	Duration	2/26/13 to 3/1/13
Location	Classroom	Testing period	

Learner's Steps	Partner's Supports and Accommodations	Embedded Skills: Exploration	Documentation
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1. Look at and touch towel in calendar	Say, "Now hand washing." Tap towel. HUH assist for touch. Say, "Now hand washing," again.	Exposure	
2. Go to bathroom	Put towel in Brandon's lap. Place his hand on the towel.		
3. Listen to and look at faucet	Say, "Water." Tap faucet handle. Say, "Water," again.		
4. Feel water	Wait _ secs for initiation. Hand under hand (HUH) assist after initiation.	Initiate movement to faucet.	
5. Smell soap			
6. Assist pumping	HUH guidance during modeling of exploration of soap container. Wait _ secs for imitation of each procedure. HUH modeling of pumping.	Initiate movement to soap container. Imitate lateral touch, pressure, enclosure, and contour following to explore container.	
7. Reach for soap	Wait _ secs for initiation. HUH assist after initiation.	Initiate movement to soap.	
8. Rub hands together	HUH guidance during tactual modeling of rubbing hands together. Wait _ secs for imitation.	Imitate partner's actions with hands.	
9. Listen to water splash			
10. Rinse	Wait _ secs for initiation.	Initiate movement to tub.	

	HUH guidance for modeling of exploration of brush and sponge. Wait _ secs for imitation of each procedure.	Imitate lateral touch, pressure, enclosure, and contour following to explore brush and sponge.	
11. Brush nails, wipe hands with sponge	HUH guidance during tactual modeling of brushing and squeezing sponge.	Exposure	
12. Listen to dispenser	Pull handle on towel dispenser.		
13. Get towel	Wait _ secs for initiation. HUH guidance during modeling of exploration of dispenser and towel. Wait _ secs for imitation of each procedure.	Initiate movement to dispenser. Imitate lateral touch, pressure, enclosure, and contour following to explore dispenser.	
14. Dry	HUH guidance during tactual modeling of rubbing with towel.	Exposure	
15. Put towel in "finished" container	Say, "Finished." Tap on finished container. Say, "Finished," again. HUH assist to put towel in container.	Exposure	