

**Gross Motor:** Postural control, gross coordination, active range of motion for upper extremities, praxis (motor planning), visual-motor integration.

**Fine Motor:** Lateral pincer (holding the string), cylindrical grasp (holding handle), dexterity

**Sensory:** Visual awareness and processing, auditory processing, perceptual processing for position in space, spatial relations.

**Activity #3 IEP\* Goals:** \*LTG-Long Term Goal, STO-Short Term Objective (*please not this is not an exhaustive list*)

**Cognitive/Language:** Student will improve receptive language skills (LTG) by correctly identifying objects (e.g. pictures and symbols) by category as same or different.) (STO)

**Gross Motor:** To improve motor planning to enhance quality of movement and efficient organization of self for effective participation in school activities (go fish) with only initial directions. (STO)

**Fine Motor:** To improve functional shoulder, arm and hand control for greater success with fine motor tasks and classroom/home manipulatives (LTG), by demonstrating purposeful and accurate reach toward objects (STG).

**Sensory:** To improve ability to use sensory information to understand and effectively interact with people and objects in school and home environments (LTG) by demonstrating improved awareness of auditory stimuli (STO).

*Sample goals were taken from Version 4Curriculum ©Copyright 1986-1993 Dr. Thomas Reap and OT Goals 1992 by Partners in GOALS Therapy Skill Builders.*

*The information sheets have been compiled by Elizabeth Meyer, a pediatric rehabilitation professional who has been in the field for 25 years and who holds Masters degrees in both Occupational Therapy and Special Education. Ms. Meyer currently practices pediatric OT in Westchester County, New York.*

## IEP Goals for Take N' Talks

Take N' Talk Stepping Stones can be placed on the floor in a variety of patterns with varying distances and are designed to encourage movement as well as cognitive and language training. When the object or picture is removed from the stepping stone, a recording of the object's name is activated. Some of the activities for therapy and teaching new skills are listed below.

**Activity #1: Take a toy**

**Level:** Easy

**Age Levels:** 10 mos.-5 yrs.

**Diagnoses:** Developmentally delayed, low tone, Cerebral Palsy, Sensory integration dysfunction (proprioceptive)

**Materials needed:**

**Enabling Devices** "Take N' Talk Stepping Stones"

Common objects

**How to Play:** Arrange the Stepping Stones discs on the floor. Place child in quadruped or over a bolster, with weight bearing on open hands. Child is given the opportunity to reach at random object. When the object is removed, the auditory reward is the custom-made recording of the object name prepared by the teacher or therapist. An example would be, "You picked up the \_\_\_". Songs can be recorded for children highly motivated by musical cause and effect.

**Activity Analysis #1:** Skills and Performance Components this toy will address:

**Cognitive/Language:** Focus and attention, cause and effect relationships, object identification.

**Gross Motor:** Active range of motion for upper extremities, praxis (motor planning), visual-motor integration, strength, endurance.

**Fine Motor:** Gross grasp

**Sensory:** Visual awareness and processing, auditory processing, perceptual processing for position in space, spatial relations, and proprioceptive input.

**IEP Goals to which the above device and activity can be applied:**

(Please note this is not an exhaustive list)

**Cognitive/Language:** Student will improve his ability to determine possible cause and effect relationships: criteria : method.

**Gross Motor:** To improve functional shoulder girdle stability and control (LTG) by reaching with alternating hands while prone on

extended arms over a bolster (diameter larger than child's arm length) which is placed under the trunk, for \_ minutes. (STO)

**Fine Motor:** To improve functional shoulder, arm and hand control for greater success with fine motor tasks and classroom/home manipulatives (LTG), by using adaptive equipment to grasp presented objects, \_ out of \_ times. (STG)

**Sensory:** To improve ability to use sensory information to understand and effectively interact with people and objects in school and home environments (LTG) by demonstrating improved awareness of visual and auditory stimuli. (STO)

### **Activity #2: "Touch and Guess Game"**

**Level:** average-advanced

**Ages:** 4 and up

**Diagnoses:** Visually impaired, verbal, developmentally delayed, children with diplegia, or mild upper extremity physical restrictions.

**Materials needed:** Objects for grasping. For tactile discrimination, choose objects with varying textures (e.g., soft, hard, rough and smooth.)

**How to Play:** The objects are placed in the compartments. Pre-record the message to say, "You found the soft, furry rabbit", "You found the rough sand block", etc. Place a blindfold over the child's eyes if not visually impaired. Instruct the child to reach and first feel one item. Ask the child to guess what it is by feeling it all around. (For the sighted child, grade the activity up by showing the child the items in advance To make it easier and to develop visual/tactile memory, allow the child to see the items first). After the child responds, then instruct that he/she take the object off the tray. "Take N' Talk" will reinforce the child's response or teach by telling him/her its name and texture. Instructors/therapists can ask child to guess only the object name or only the object's texture or a combination of both for more advanced language ability.

**Positions for Playing:** Seated in wheelchair or chair, standing, kneeling, floor sitting, or quadraped.

**Activity Analysis #2:** Skills and Performance Components this toy and activity will address:

**Cognitive/Language:** Object recognition, memory, categorization

**Gross Motor:** Range of motion, postural control, crossing the midline, strength and endurance, *(depending on the position for play)*

**Fine Motor:** Grasp, finger, hand and wrist movements

**Sensory:** Tactile processing, auditory processing, stereognosis

**Activity #2 IEP Goals:** \*LTG-Long Term Goal, OBJ-Short Term Objective *(Please note this is not an exhaustive list).*

**Cognitive/Language:** Student will discuss an object in terms of its attributes and functions: criteria : method (28.4 42)

**Gross Motor:** To improve gross bilateral coordination (LTG) by demonstrating efficient crossing of body midline. (OBJ)

**Fine Motor:** To improve functional shoulder, arm and hand control (LTG) by maintaining or improving active range of motion of the shoulder, arm and hand needed for activities of reaching and grasping. (OBJ)

**Sensory:** To improve ability to use sensory information to understand and effectively interact with people and objects in school (LTG) by feeling a shape placed in hand, with vision occluded, and identify familiar common objects placed in hand, with vision occluded, \_out of \_times.

### **Activity #3: Go Fish**

**Level:** Advanced

**Ages:** 4-18

**Diagnoses:** Developmentally delayed, speech and language delayed, physically challenged, MR Autistic

**Materials needed:**

A magnet on a string or toy "fishing rod" with handle

Paper clip on pictures

Enabling Devices "**Take N' Talk Stepping Stones**"

**How to Play:** *For one or two players*

Arrange the Stepping Stones discs on the floor. Child stands or sits in front of the discs. Pictures are in duplicate so that 4 pictures, one on each disc, are arranged face up. Duplicate cards are used for picking the target. Child must search for, then fish for the picture that matches. Teacher cues by saying, "Find the one that's the same and catch it with your fishing rod." When the picture is removed, the auditory reward is the custom-made recording prepared by the teacher or therapist. An example would be, "You picked up the picture of the \_." If two players, children take turns fishing until all pictures are picked up.

**Activity Analysis #3:** Skills and Performance Components this toy and activity will address:

**Cognitive/Language:** Scanning, focus and attention, picture matching, picture recognition, naming, following simple one and two step directions.

## **Products for use with IEP Activities:**

Classroom Take N' Talk (#8701)

Group Take N' Talk (#8702)

Take N' Talk Go! Board (#8703)

Lapboard Take N' Talk (#8704)

Take or Place N' Talk (#8705)

---

## **IEP Goals**

---

## **Take N' Talk Activities**

## **User's Guide**