

## Handouts

### USING OBJECT CUES WITH A CALENDAR BOX (Also called a Sequence Box)

#### What is a Calendar Box?

A Calendar Box includes a collection of concrete objects or pictures that symbolize an activity or a calendar of activities. Initially, they provide the student who is non-verbal with a concrete means of comprehending what is going to be happening in their day.

#### Why do we use them?

A Calendar box provides a valuable tool for developing both receptive and expressive communication with the non-verbal student. They provide a way to help the student anticipate the calendar of activities and build memory skills throughout the day, or week. Through the calendar box we can help the student comprehend the beginning, middle and end of a task; event or activity; the schedule of events for the day; and special events that have passed or will occur again in the future.

A Calendar Box provides the student with an opportunity for:

- Communication - both receptive and expressive
- Anticipation and security
- Structure and organization
- Order and calendar
- Making choices
- Initiation
- Recall

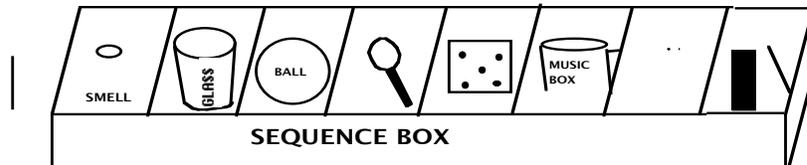
#### Examples: Left to Right

##### Object

glass  
switch  
ball  
spoon/bowl  
diaper  
book

##### Activity

drink  
switch toy / computer  
gym  
lunch  
toileting  
library



## CHOICE MAKING

The following excerpts were taken from an articles by: D. Guess, H. Benson, and E. Siegel-Causey (1985) Concepts and Issues Related to Choice-Making and Autonomy Among Persons with Severe Disabilities. *Journal of the Association for Persons with Severe Handicaps*. Vol. 10, No. 2, 79-86 and M. Shevin and N. Klein (1984) The Importance of Choice-Making Skills For Students With Severe Disabilities. *Journal of the Association for Persons with Severe Handicaps*. Vol. 9, No. 3, 159-166.

- We all make thousands of choices daily without even thinking about it.
- The opportunity to make choices and decisions is an important and cherished component of our lives.
- Expressions of free choice are not only highly valued by our society but are also protected and encouraged.
- The opportunity to make choices reflects favorably on one's perceived independence, dignity, and self-worth.
- When we make choices and express preferences, it carries with it a certain element of risk. This is what personal autonomy is all about, and persons with handicapping conditions have the same right as others to acquire autonomy.
- To make a choice is to express personal autonomy - which is our freedom to define who we are and what we value.
- To deny persons with mental handicapping conditions the opportunity to make choices based upon the possibility of future inappropriate actions is inconsistent with their rights to be fully participating members of our society.
- To be able to have choice allows us the power to determine what happens to us on a moment-to-moment basis as well as over the span of our lives.
- How we offer choices will be based on each individual and their abilities.
- For the student with limited social and communicative repertoires, it may be precisely those "off-task", "non-compliant" or "deviant" behaviors which represent the most effective current means of exercising some control over the environment, and are thus the best available expression of personal choice.

### Choice as an Expression of Autonomy and Dignity

- Lack of choice promotes learned helplessness and passivity.
- Every available opportunity to express preference, choice, and dominance needs to be identified and capitalized on.
- Three contexts for fostering choice-making skills in persons with severe disabilities are as follows:
  1. classroom activities designed to teach specific choice-making skills
  2. integration of choice-making opportunities throughout the student's day, across curricular domains
  3. provision of opportunities, both inside and outside of school, for students to experience the benefits and consequences of choices they have made.
- A few of the many potential choices which students might make during the school day, if teachers begin to direct their energies toward expanding opportunities for students in this area, are as follows:
  1. Choice among activities.
  2. Whether or not to engage in an activity.
  3. When to terminate an activity.
  4. Alternative means of accomplishing an objective.
  5. Choices of partners for activities.

- By allowing the student to live with his/her choice, the teacher provides the student with an excellent opportunity to understand the consequences of personal decision-making. Persons with severe disabilities must learn that for them, as for everyone else, some consequences of their choice will be negative ones.

### Sample Student's Options For Making Choices

You can ask the student questions and give him/her opportunities to make choices in the following ways...

1. You can present 2 to 4 pictures from the student's communication book on the **E-Tran**, which sits on the wheelchair tray. Ask the student a question and s/he will look at the picture that represents his/her choice.

*\*(e.g., what do you want to have next for lunch?)*

2. You can offer the student a choice between **two pictures or objects**, which are held up in front of him/her. S/he will look at the one she wants.

*\*(e.g., which game do you want to play?)*

3. You can use **auditory scanning** to offer the student a choice. Tell the student that you are going to offer 2-4 choices and that s/he is to smile for the one that s/he wants. First go through the list so s/he knows what to expect. Then ask the student to smile for the one s/he wants and go through the list again, pausing for the student to respond in between each option.

*\*(e.g., I'm going to offer you 3 choices for the music to play with me. Listen first. Katy Perry.....Nature Sounds.....Drake. Now, listen again and smile for the one you want. Katy Perry.....Nature Sounds.....Drake).*

4. You can ask the student a **yes/no question** for activities that are familiar to him/her. S/he will smile for "yes" and purse his/her lips for "no". Remember to pause and give the student time to respond.

*\*(Do you want to wear your red slicker today? Yes, or no? )*

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If the student does not make a choice in any of the above formats, then you have two options:

- Either make a choice yourself and then respond to his/her reaction. If it is negative then encourage the student to make a choice the next time.
- Through auditory scanning or yes/no, you can try to see if there is a different choice that is outside of those previously offered



## **LET THE SWITCH DO THE TALKING: STRATEGIES FOR ELEMENTARY SCHOOL STUDENTS**

### **TYPES OF TALKING SWITCHES**

"Talking Switches" are voice output devices, which are often used as a starting place to augment a nonverbal student's means of communication. There are two basic types of talking switches: one that allows communicating only one thought or message (e.g., the BIGmack from AbleNet; Talking Buddy by TASH) and one that allows sending a sequence of messages (e.g., the Step-by-Step Communicator from AbleNet).

### **BENEFITS OF VOICE OUTPUT**

- allows a student to communicate in a way that can be easily understood by both familiar and unfamiliar listeners (even pets!)
- allows a student to call out, interrupt, and be assertive in a way that is difficult for other people to ignore. The student learns that when s/he has a "voice", she gets people's attention or things that s/he really likes.
- activating a switch has an impact on the environment, leading to more active participation. Cause and effect is learned in a functional way.
- communication can occur at a distance and to more than one person at a time
- once the student has the attention of others using the Talking Switch, s/he can then continue the interaction by using other methods of communication, such as gestures or facial expressions.
- provides opportunities for turn taking (I say something, you say something)
- puts language in a meaningful framework, increasing the likelihood that the student may begin to understand the meanings of specific words or phrases.
- allows the student to communicate in a way that is closer to what s/he is already experiencing receptively.

### **TYPES OF MESSAGES**

There are many opportunities for participation and interaction throughout the school day. Try to find messages which are motivating for the student. Once the student shows that s/he is tiring of a message, change it to one that is more motivating. Think of different situations where different messages can be used: home, classroom, school, and community. We often tend to think of messages that focus on needs and wants. However, these aren't necessarily the most motivating for the student. Think of using messages that the student doesn't have another effective means of communicating, and that will have an impact on others.

Pictures or symbols that match the message can be placed directly on the switch for extra visual cueing. This will develop the child's symbol recognition through an activity-based approach.

Keep the messages clear and simple.

Communicative Intent/Activity	Message
get attention, initiate a conversation	<ul style="list-style-type: none"> <li>• Come over here!</li> <li>• Look what I did!</li> <li>• Hi, Mommy. I've got green paint on my shirt. Guess what I did today!</li> <li>• I have a surprise for you! Look in my bag.</li> <li>• Hey, I was playing with that. Bring it back please!</li> </ul>
terminating an activity	<ul style="list-style-type: none"> <li>• I'm finished now.</li> </ul>
social etiquette; greetings getting on the bus entering school building	<ul style="list-style-type: none"> <li>• Thank-you (after receiving an object, or receiving help).</li> <li>• Good morning</li> <li>• Hi Mr. Smith. How are you doing?</li> </ul>
deliver a message	<ul style="list-style-type: none"> <li>• Mrs. Jones needs some purple paint. Do you have any that she can borrow?</li> <li>• Mommy, please sign the permission slip in my backpack so I can go to the museum next week.</li> </ul>
have a conversation (Topic Setters work well with this type of message - concrete items which spark comments - e.g., a special collection)	<ul style="list-style-type: none"> <li>• Hi, I'm Katie. Who are you? I have a cat. Do you have any pets? I like going to the movies. What kinds of movies do you like?</li> </ul>
classroom opening/ announcements (including roll call, solving riddles, solving a mystery)	<ul style="list-style-type: none"> <li>• Say "present" when you hear your name: Amanda, Sean, Tyler ...</li> <li>• Today's tip is....</li> <li>• Don't forget your math homework sheets!</li> </ul>
board games	<ul style="list-style-type: none"> <li>• Roll the dice!</li> <li>• Move me, please</li> <li>• My turn. Your turn.</li> </ul>
class productions/ reading activities (see last page for samples of books with repeated lines)	<ul style="list-style-type: none"> <li>• Trip, trap, trip, trap</li> <li>• I'll huff and I'll puff and I'll blow the house down.</li> </ul>
songs, music time, skipping songs for recess, participating in a chorus	<ul style="list-style-type: none"> <li>• record different musical instruments (e.g., shakers, bells, tambourines)</li> <li>• Bingo was his name-o.</li> <li>• one potato, two potato, three potato, four</li> <li>• Cinderella, dressed in yella, went upstairs to kiss a fella, made a mistake, kissed a snake, how many doctors did it take? 1-2-3....</li> </ul>
action games	<ul style="list-style-type: none"> <li>• Red light. Green light.</li> <li>• Duck, duck goose.</li> <li>• Go, go stop</li> <li>• Simon says ,,, *</li> </ul>
page numbers or question numbers for assignments; answers to math games: anagram spelling test (bonus points)	<ul style="list-style-type: none"> <li>• Turn to page 32 of your Science book. Answer all the odd numbered questions.</li> <li>• The answers are 5, 7, 13</li> <li>• What does "adore" spell?</li> </ul>
picking up attendance sheets; delivering sheets to secretary	<ul style="list-style-type: none"> <li>• Hi. I'm here to collect the attendance sheet.</li> <li>• Here are the attendance sheets, Mrs. Smith. Can I help with the photocopying?</li> </ul>
taking a lunch order for a teacher	<ul style="list-style-type: none"> <li>• I'd like pastrami on rye, please.</li> </ul>
message for a fund raiser	<ul style="list-style-type: none"> <li>• Buy a donut for 50 cents. Help support our trip to Science World.</li> </ul>
ordering at a fast food restaurant	<ul style="list-style-type: none"> <li>• I'd like a cheeseburger, fries, and chocolate shake, please.</li> </ul>

field trips	<ul style="list-style-type: none"> <li>I liked the Imax show the best today. What did you like?</li> </ul>
shopping	<ul style="list-style-type: none"> <li>How much does it cost?</li> </ul>
science experiments	<ul style="list-style-type: none"> <li>We need a balloon and a pop bottle.</li> </ul>
brown bag sharing	<ul style="list-style-type: none"> <li>I have something that is brown and furry.</li> </ul>
start up for math drills or races/ games in the gym	<ul style="list-style-type: none"> <li>Ready, set, go!</li> </ul>
cheering for a team	<ul style="list-style-type: none"> <li>Go, Tigers, go! Whoo-hoo!</li> </ul>
telling a joke	<ul style="list-style-type: none"> <li>What do you call a cow that eats grass? A lawn moo-er!</li> </ul>
special occasions/holidays	<ul style="list-style-type: none"> <li>Trick or Treat</li> </ul>
getting ready for school	<ul style="list-style-type: none"> <li>Don't forget to pack my glow ball for brown bag sharing</li> </ul>
mealtimes	<ul style="list-style-type: none"> <li>More juice please.</li> </ul>
getting on the bus; entering school building	<ul style="list-style-type: none"> <li>Hi, Mr. Smith. How are you doing?</li> </ul>

\* Works best with a sequence voice output device (e.g., Step-by-Step Communicator)

Keep track of all the messages that you program. Keep using messages that the student enjoys and ones that get a positive response from others.

The key to success with voice output using single switch access is to keep it interesting, fun, highly motivating, novel and to use it often.

## USING A SWITCH IN... Elementary School

### 1. For Functional Routines

It is important to start developing a repertoire of switch activities that are reinforcing for your student. These activities should include as many of the senses as possible as well as social contact and/or praise from adults or peers. Motivation is the key!!

When switch access is new, opportunities for practice may need to occur both in a resource room/one to one situation as well as in the classroom. For switch use to have the most ongoing meaning, it needs to happen in a functional context as part of a routine that the student does on a regular basis.

### 2. Integrated Into Daily Activities

Switch use has various functions. It can help to teach the student cause and effect and allow him/her to access voice output devices, take part in individual or group leisure activities and be a helper with a job to do at home, or in the classroom, school or community. Allow peers to try the switch. **It reinforces the use of the switch and places value on technology as the way the student interacts with his/her environment.**

A switch can be attached to almost any electrical device using an AbleNet Powerlink. **Use of these electrical devices in the classroom is intended to enhance a student's learning on their particular goals.** Some electrical appliances that could be used in the classroom include:

blender	juicer	sewing machine
can opener	lamp	scissors
card shuffler	magnifier lamp	spinner – All Turn It
conveyor belt	make-up mirror	stapler
coffee pot	malt machine	stereo
desk lamp	mixer	tape recorder
fan/spinner	organ	toaster
food processor	Paint 'N Swirl	vibrating pad
foot bath	paper shredder	vibrating pillow
hair dryer	pencil sharpener	vibrating slippers
hand held massager	popcorn popper	
ice cream machine	power tools	

### 3. Battery operated devices

Battery adapters are available for AA, C, D, and A batteries. When ordering adapters, make sure to specify the size needed. A battery eliminator for 9 volt batteries can be obtained from an electronics store.

These are some tips for purchasing battery-operated toys or appliances (e.g. All-Turn-It Spinner, fans) for use in a simple technology system:

- Purchase battery-operated toys with an on/off switch and those powered by AA, C or D size batteries.
- If the toy runs on a track the battery compartment and on/off switch must be located on the track rather than on a movable piece.
- Toys that travel and spin are likely to get caught up in the wires of the battery device adapter.
- Consider the age appropriateness of the toys you buy. Very young children typically enjoy many battery-operated toys. However, there is a selection of items that may also be appropriate for creative play for older students.

### 4. Activities for Using Switches in the Classroom

#### 4.1 Math

- A Litebrite can be illuminated by the student with a switch. Classmates could be responsible for making the pattern: sort the pegs into colour groups, design patterns, make geometric shapes.

#### 4.2 Computer

- Make posters for class presentations or projects. Partner chooses menus and a switch is used to activate menu choice.
- Try interactive switch games. Play with a partner to work on turn taking.

#### 4.3 Science or Social Studies

- Use Paint 'N Swirl to create backgrounds for socials and science projects and displays. The student chooses the colours.
- Operate a paper shredder with a switch and control unit.
- Use switch operated mixer for playdoh or cookie dough to make models for themes (planets, shadow box). The student may make some colour choices.

“Give the steps for a science experiment. Give interesting facts. Ask skill-testing questions.”

- Have the student make popcorn with a popcorn popper before a movie.

#### 4.4 P.E.

- Play background music for warm ups or dramatic dance.
- Instructions or directions for peers to follow for movement activities or games (e.g. move right, move slowly, move high, Crow/Cranes) can be pre-recorded on a switch operated tape recorder.

- Use a BIGmack with pre-recorded cheers to cheer for classmates during team sports.

#### 4.5 Art

- Use a mixer and switch to mix cookie dough, paper maché or play doh for art projects. Play doh and cookie dough can be molded into thematic objects (dinosaurs, letters, spacecraft).
- Use a Paint 'N Swirl to make abstract designs for classmates. These designs are nice on their own, can be used as backgrounds for other projects or as stationary for: place mats, writing paper, gift or special occasion cards. Cardboard designs could be cut out and coated for brooches, earrings and refrigerator magnets.
- Play background music with a switch operated tape recorder for classmates to do impressionistic painting. Paper can be divided into six compartments. The student can play a short music segment while classmates paint what they visualize or how it makes them feel. Repeat with six different types of music.
- Use a popcorn popper to make popcorn art projects. The student can choose the colours of powder paint to add to the popcorn.
- The student could illuminate a mirror for a face painting session.

### 5. Daily Living Activities

- Help prepare snack or lunch by operating the blender and/or microwave.
- Operate a food processor to slice vegetables for salad or dinner.
- The student can participate in leisure type activities by playing the radio or music.
- Use a communication device (BIGmack or Step-by-Step Communicator) with messages when collecting attendance sheets. This might start with only his/her classroom and the one across the hall. Others within the same wing of the building could be added later. The messages could be made by peers and should change frequently to maintain the novelty. The messages could be jokes, statements, social interaction comments. (e.g., "Good morning. Did you watch the hockey game last night?").

*These are some suggestions to get you started. Use your imagination and local resources to determine other opportunities. The purpose is to increase the student's opportunities for using the switch to work on his/her individual learning goals in a variety of ways throughout the day.*

**FUNCTIONAL ARM AND HAND ACTIVITIES**

Goal: Students will use their hands for activities that will enhance their participation at school, home and in the community. Check with your local OT to determine the specific skills that your student needs to work on.

Possible IEP Objectives	ACTIVITY/IEP Strategies	PARTICIPATION	
		Learning	Independent
A. Reach	//////////////////////////////////// ////////////////////////////////////		
Reach with 2 hands	Push onto forearms or hands on floor Push from sit to stand Push from floor to kneeling position Move around on floor Hold or lift large objects: recycling box, laundry basket, grocery bags, storage boxes, box of chalk brushes to be cleaned Open or close drawer Push door open Stabilize both hands on edge of tray in wheelchair and walker Hold emergency kit on wheelchair tray Help move from lying to sitting on change table Push walker Push chair up to table Push & pull pants down & up at toilet Push wheelbarrow for garden routine		
Forward Reach with preferred hand	Grasp objects from Calendar Box Choose object Hang up coat Erase blackboard Wipe table after eating Press switch Grasp picture cues before changing activities Remove pictures before changing activities  Help open lock on locker Place arm in sleeve of coat Hold clothes, damp cloth, powder ready for the assistant to take when changing Point to pictures on communication board Open locker Place objects in basket on walker Remove objects from basket on walker Hand back notebooks to peers Place library books on shelf or check-in table Push shoe or sock off (if partially removed already) Open or close doors (car, fridge, classroom, locker) Hold pool toy Push pants down past knees to use toilet Flush toilet		
Crossing the Midline	Reach with right hand to pull coat sleeve off left hand Brush left side of hair with hairbrush Brush left side of mouth with toothbrush		

Reach Above Shoulder	<p>Pull pullover top over head                      Empty recycle bin                      Get materials from high shelf                      Take paper tower from dispenser                      Greet people with "Hi 5"                      Place both hands behind head on change table                      Feed turtle or fish in classroom</p>		
Reach with Forearm Accommodation	<p>Grasp cup                      Turn door knob</p>		
<b>B. Grasp</b>	<p>////////////////////////////////////                      //////////////////////////////////////</p>	<p>//////                      //</p>	<p>//////////</p>
Cylindrical Grasp	<p>Cup and spoon                      Paintbrush                      Handrail                      Bingo Dauber                      Recycling Bin                      Stamp                      Carry bag (swimsuit &amp; towel, lunch)                      Hold toothbrush while assistant puts toothpaste on it.                      Glue stick                      Press lever type of door handle to open door                      Swim toy in pool</p>		
Spherical Grasp	<p>Squeeze water out of sponge                      Doorknob                      Turn tap on or off                      Throw a small ball                      Popcorn bag to popper                      Snack from fridge to table                      Washcloth                      Toilet paper                      Laundry to washing machine                      Recycle items</p>		
3 Finger Chuck Grasp	<p>Stamp                      Short paint brush</p>		
Lateral Pinch	<p>Hold flat foods like cookies and crackers                      Pass paper to someone                      Pull zipper up or down                      Tear paper for art or social project                      Turn key in lock                      Hold paper napkins when setting table                      Carry attendance folder or sheets                      Carry picture symbols or communication board                      Put right thumb in large ring on zipper pull-tab and pull downwards                      Microwave popcorn package to microwave                      Place tangible symbols in finished container</p>		
Fine Pinch	<p>Turn light switch on or off                      Pull apart Velcro fastener                      Pick up small items: food, coins, dice                      Turn pages in book</p>		

<b>C. Release</b>	//////////////////// ////////////////////	////	////
Release onto Surface	Transfer to other hand Release object to another person 's hand with help Set object onto tray, table Set cup onto table Place objects into "Finished" box Place toothbrush in assistant's hand Set switch onto mounting surface Place pictures into folder/ case/box Give cooking tool or ingredient to another student to use. Hand clean diaper to assistant Hand out art materials onto student's desks		
Release into Space	Drop paper into recycling box Drop garbage into can Drop lunch containers into lunch bag Drop recycled bottles into plastic bag Drop washroom garbage into can Drop utensils and plastic dishes into sink Place tangible symbols in finished container Place playground equipment in bin after recess		
<b>D. Manipulation</b>	//////////////////// ////////////////////	////	////
Parallel: both hands do the same thing	Use rolling pin to roll out cookie dough Use stick to push ball or balloon away Push wheelchair Push utility cart to deliver books to library Push door open Push self on scooter board Ready position on edge of tray		
Cooperative: one hand holds while the other manipulates object	One hand feels coat hook, other hand puts coat onto hook One hand rests on side of locker, other hand puts coat onto hook Hold jar with one hand, twist lid off with other hand Hold box with one hand, lift lid with other hand Hold cup, pour juice into it with other hand Hold paper, stamp with other hand Hold bottom or top of coat, pull zipper up or down Left hand rests on tray, right hand pulls open lock Left hand holds calendar, stamp with right hand Left hand holds bottom or top of coat, right hand pulls zipper up or down		
Alternating: hands take turns performing an action	Clap or drum to music Pull self on scooter board Stir with right hand, then switch to left when that hand gets tired		
Using tools	Feed self with spoon (large handle, neoprene strap) Brush teeth with toothbrush, electric toothbrush Brush hair Spread glue or paint with small roller Stamp with name, date or symbol stamp (with long handle) Press with sponge to make stenciled pictures Paint with brush Spread glue with stick (in elastic holder) Stir with spoon Chop with food chopper		

## GRADUATED PROMPT ROUTINE

### **Prompting and Fading**

To promote the student's increased participation in an activity, we need to be aware of the level of prompts we provide:

- **Verbal** prompt, say "Hook"
- **Gesture** prompt, get eye contact and then point to the coat hook
- **Physical** prompt, give hand over hand guidance
- **Peer** prompt, have peers engage in the same activity (enhances motivation !!!)

Others can begin to see the student's progress as various prompts are reduced and eventually eliminated. Work out a step-by-step process involving prompts for all adults and peers to use with the student. Consistency is essential for the student's learning. A suggested starting point is:

- Gesture prompt (look and point at the coat hook)
- Wait 10 seconds, if no response
- Gesture and verbal prompt (point and say "put your coat on the hook")
- Wait 10 seconds, if no response
- Repeat gesture and verbal prompt along with physical prompt (point, say "put your coat on the hook" and physically assist by providing hand over hand)

Ideally, the least invasive prompt should be used first, such as gesture or verbal request.

## Sample Student's Motivators

Student's Motivators	Age Appropriate Activities In The Community
<ul style="list-style-type: none"> <li>• cooking</li> </ul>	<ul style="list-style-type: none"> <li>• make muffins or cookies &amp; sell at local store</li> <li>• make dog biscuits to sell at pet section in store or at vet's</li> </ul>
<ul style="list-style-type: none"> <li>• buttons</li> </ul>	<ul style="list-style-type: none"> <li>• sort buttons for local thrift store or dry cleaning outlet</li> </ul>
<ul style="list-style-type: none"> <li>• hair pulling</li> </ul>	<ul style="list-style-type: none"> <li>• visit hair salon to have hair done</li> </ul>
<ul style="list-style-type: none"> <li>• movement (head side to side, rocking body, walking)</li> </ul>	<ul style="list-style-type: none"> <li>• taking dogs for walks for people who are too busy</li> <li>• walking with a senior who needs to get out more</li> <li>• go to concerts where she can rock to the music</li> </ul>
<ul style="list-style-type: none"> <li>• country music</li> </ul>	<ul style="list-style-type: none"> <li>• playing country music with switch at local senior centre</li> </ul>
<ul style="list-style-type: none"> <li>• movement &amp; exercise (describe)</li> </ul>	<ul style="list-style-type: none"> <li>• participate in exercise group at day program or local weight loss centre</li> <li>• play music at local exercise classes</li> </ul>
<ul style="list-style-type: none"> <li>• picture books, library</li> </ul>	<ul style="list-style-type: none"> <li>• playing tapes and books to local day care centre for pre-schoolers or after school care</li> <li>• returning books and picking up and delivering books for those who are immobile</li> </ul>
<ul style="list-style-type: none"> <li>• peers</li> </ul>	<ul style="list-style-type: none"> <li>• invite closest peers out for a treat at Dairy Queen during break or after school hours</li> </ul>
<ul style="list-style-type: none"> <li>• praise</li> </ul>	<ul style="list-style-type: none"> <li>• hand out cookies, juice, jokes and nice compliments to patients at local hospital, where she will likely receive thanks/praise</li> </ul>
<ul style="list-style-type: none"> <li>• earrings</li> </ul>	<ul style="list-style-type: none"> <li>• work with peers at the day program to help make and sell earrings</li> </ul>
<ul style="list-style-type: none"> <li>• videos (Disney)</li> </ul>	<ul style="list-style-type: none"> <li>• volunteer job - watch Disney videos with pre-school group; use voice output to ask questions to children throughout video</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	