CONNECT Video 1.9 Routine in a program block play

Video Transcript

Narrator: This video clip shows an occupation therapist working with a boy with autism in a preschool classroom. The therapist has created a template to assist the child in building a garage with blocks. Since we’re already using visual supports to give him some options for activities, I thought maybe offering him some visual supports for the actual building process would be helpful.

Therapist talking to child: I think you’re exactly right. Alright, can you put them on here? Put them right on top of here. There you go.

Therapist: At one of the team meetings we had actually talked through my idea of just making him some little maps that would facilitate his building, and so the teacher and I had talked about this and agreed that maybe this was a good idea to try. So I went ahead and made the maps of things that he already had choices for on his visual supports for actually choosing something to build, and I was trying to be congruent with that. So, then the next thing I wanted to do was actually go ahead and take that into the classroom and try it with him and let the teacher observe a little bit if she could just so that we could then evaluate whether this was an intervention that was really going to be helpful to him or not, and if we needed to adapt it.

(Sounds of playing with blocks.)

CONNECT Video 1.6 Routine in a program reading at circle time

Video Transcript

Today in Jacob’s classroom, his teacher is reading a book that was specially made for him to fit his needs for speech articulation practice. As you can see, she’s reading this book that all the kids love with the entire group. In this way, all the children provide models for Jacob for the words that have been embedded in this little story that had his target. So, everybody says the words, everybody loves it. And, Jacob, who is the little boy to the left of the screen with the blue shirt on, he gets some practice and he gets additional models. As well as the activity being a nice integrated part of his everyday classroom routines as they have this circle time every day. You can see they’re also using a mirror because they’re also talking a little bit about putting their lips together to make the bilabial m, b, and p sounds.