

Sweeping the floor

Receptive Language: have your child follow instructions and/or locate various items/objects	Expressive Language: have your child use their preferred mode of communication to label and fill in
<p>Give the direction:</p> <ul style="list-style-type: none"> • “Time to clean the floor” • “I need you to sweep the floor” • “Get the broom” • “We need the dustpan” • “Find the red broom” 	<p>While getting ready to start sweeping routine with your child, he/she can answer questions or fill in:</p> <ul style="list-style-type: none"> • “You are holding a ____.” • “You have a ____.” <p>Wh- questions:</p> <ul style="list-style-type: none"> • “What do you use to sweep the floor?” • “Where is the broom?” • “What do we do when we are done sweeping?” • “Who is sweeping?” <p>Label items/actions your student is using:</p> <ul style="list-style-type: none"> • Broom • Dustpan • Trash • Closet • Floor
Matching: provide a sample, child matches	
Provide instruction: “Put with same”; “Match”; “Where does it go?”	
Imitation: parent models action, child imitates	Requesting: create situations that might motivate your child to ask for items
<p>Provide instruction: “Do this.”; “Follow me;” “Do what I am doing.”</p> <ul style="list-style-type: none"> • Have your child imitate the action you would like them to do. <ul style="list-style-type: none"> ○ You model sweeping, child imitates. ○ You model sweeping into the dustpan, child imitates. 	<p>As you are in the sweeping routine you can hold the items and have them reach, point, vocalize, or use a device to make requests for various items:</p> <ul style="list-style-type: none"> • Broom • Dustpan • help
Behaviors: you can praise and reinforce your child for when they demonstrate it	
Pick 1 or 2 behaviors you would like to see your child engage in:	
Staying in the area	Following directions
Listening	Keeping hands to self
waiting	