

Routines & Activities Planner

How to use this document

Communication	0	List your daily routine.					
partners	0	Select times in your routine where you can use the communication device.					
	0	Be guided by your speech pathologist when considering the answers in the routine breakdown.					
Clinician	1.	Complete the Routine Breakdown section with your client and their					
		communication partners.					
	2.	Explain pragmatic functions.					
	3.	Explain & teach when and how to model, select specific words to model.					
	4.	Teach prompting skills, select the least restrictive prompting you can for the trial.					

Daily Routines & Activities

Time	Activity





Breakdown

Pick 3 times in your day where you can implement the AAC device. Choose activities/routines that you feel would result in:

- a) The biggest difference to the family's and the client's quality of life, and/or
- b) Your client engaging in a highly motivating task, and/or
- c) A time where the primary communication partner has more than 5 minutes to use the device.

Activity 1							Time				
Current Communic	cation										
Independe the activity											
Current so Interaction											
Action: List in order, the communicative actions that occur in this activity (stomps feet, yells, pulls arm).						Meaning: What do you think these actions are communicating? (I'm finished, belly hurts, I want more)					
1. 2. 3. 4. 5.						1. 2. 3. 4. 5.					
	Words to Model – Teach communication partners about modelling										
In this routine I want to help the child (select option/s)											
Protest	Comm	ent	ent Direct Rec			uest Joke O		ther:			
Prompting to Use – Teach communication partners about prompting											
No pro	No prompts Expectant pause			use	Verbal				ıal/ Gestural		
Communication Goal											
Parent/ Carer/ Support worker: Clinician:											



Activity 2							Time			
Current Communic	ation									
Independe the activity										
Current soci Interaction										
Action: List in order, the communicative actions that occur in this activity (stomps feet, yells, pulls arm).					Meaning: What do you think these actions are communicating? (I'm finished, belly hurts, I want more)					
6.7.8.9.10.					1. 2. 3. 4. 5.					
	Words to Model – Teach communication partners about modelling									
In this routine I want to help the child (select option/s)										
Protest	Commo	nent Direct Req		quest Joke		C	Other:			
Prompting to Use – Teach communication partners about prompting										
No pro	No prompts Expectant paus		use		Verbal		Visu	ıal/ Gestural		
Communication Goal										
Parent/ Carer/ Support worker: Clinician:										



Activity 3							Time	2		
Current Communic	ation									
Independe the activity										
Current soci Interaction										
Action: List actions tha feet, yells,		Meaning: What do you think these actions are communicating? (I'm finished, belly hurts, I want more)								
11. 12. 13. 14. 15.						 1. 2. 3. 4. 5. 				
	Words to Model – Teach communication partners about modelling									
In this routine I want to help the child (select option/s)										
Protest	Commo	nent Direct Req		quest Joke			Other:			
Prompting to Use – Teach communication partners about prompting										
No prompts		Expectant pause			Verbal			Visu	ıal/ Gestural	
Communication Goal										
Parent/ Carer/ Support worker: Clinician:										