Dr. Jen's U-Play Mat for Education

Suggested Activities & Teaching Tips

Author — **Angela Nelson, J.D.**
with Jen Canter, M.D., M.P.H., F.A.A.P.

UPLAY MAT

STAGES learning materials

Dr. Jen's U-Play Mat for Education
Suggested Activities and Teaching Tips

By Angela C. Nelson, J.D.
with Jen Canter, M.D., M.P.H., F.A.A.P.

Published By:

STAGES®
learning materials

1

Dr. Jen's U-Play Mat for Education
Suggested Activities & Teaching Tips

STAGES®
learning materials

Table of Contents

Introduction

A word from Dr. Jen Canter ("Dr. Jen®") Inventor of the U-Play Mat®

The idea for the U-Play Mat arose during a speech therapy session with my son. As he played with a paper poster and cards, I thought of a "U" shaped mat, created with the child being the center of the play environment.

As a pediatrician and a mother of two sets of twins, it is my goal to develop ways for all children to benefit from the U-Play Mat, and all future Play This Way with Dr. Jen® products. To that end we have entered into a partnership with Stages Learning Materials® to pair their trusted real-photo flash cards with our mat, creating an innovative system for learning with adaptations for various special needs.

We have listened to the feedback from parents, teachers, therapists and other professionals as we developed supplements for the U-Play Mat to meet the requirements of children with various learning needs. Overwhelming response says that the U-Play Mat with Stages' Real-Photo Flash Cards is ideal for use in pre-schools, day care centers, early childhood classrooms, autism programs, speech language programs, and rehabilitation settings.

I want to thank Kerry Griffin, M.F.C.C./SLP for her contribution to our first speech therapy manual and Angela Nelson for this adaptation.

I reached out to Angela Nelson, President of Stages Learning Materials, when seeking the right partner for our educational market version of the U-Play Mat. It was a match made in heaven – we have pockets and Stages has vivid photo-graphs with a wide range of categories. We're confident that this product will soon become a staple in the preschool through school-years classroom, and a widely used tool for children and adults with various special needs.

– Dr. Jen Canter
www.playthisway.com

A word from Angela Nelson, Founder and CEO, Stages Learning Materials

Children love to look at pictures! Bright, colorfull and attractive photographs capture their attention and engage their minds. Beautiful pictures of animals, people, foods, plants and vehicles inspire a child's natural curiosity and drive them to ask questions of their teachers and parents, creating wonderful opportunities for communication, interaction and teachable moments.

It's no wonder that the National Association for the Education of Young Children includes realistic photos and pictures as important developmentally appropriate materials that should be integrated into every early childhood program which strives to meet national standards of quality (NAEYC, 1998).

I started Stages Learning Materials in 1997 in response to a desperate need from parents and therapists seeking quality materials to teach key language concepts to preschool age children; and to children and adults with autism, speech and language disorders or developmental delays. Our first product, The Language Builder: Picture Noun Card set, has become the most widely used flash card set in autism and ABA programs.

I couldn't have been more delighted when Dr. Jen Canter approached me to consider a partnership with her company. Dr. Canter has created an outstanding tool to enhance the efforts of parents, therapists and educators working with young children, and children with autism or speech/language delay. Dr Jen's U-Play Mat for Education provides an ideal structure for presentation of Stages' real-photo flash cards. The mat's clear-pocket system keeps cards secure, stable and safe; while the semicircle shape encourages children to look in multiple directions and search for the answer, rather than focus only on the space in front of them.

There are so many things we can use photos to teach… vocabulary, communication, literacy, critical thinking skills, and more. Dr. Jen's U-Play Mat for Education creates the ideal environment for these lessons to take place. This book offers some concrete ideas and easy to implement activities for parents and early childhood teachers to get the most out of using Stages' photos cards and the U-Play Mat, both at home and in the classroom, to engage, excite and educate children.

– Angela Nelson
www.stageslearning.com

This book provides step-by-step instructions for multiple exercises using your U-Play Mat for Education and Stages Learning Materials Picture Cards. For each exercise, the innovative design allows for the child to sit inside the "U" shape, directly across from the caregiver, therapist or educator. This arrangement provides a concrete and self-contained environment that promotes excellent opportunities for teaching and learning!

The U-Play Mat was designed by a pediatrician in consultation with a speech therapist. Stages Learning Materials Picture Cards were designed by a Lovaas trained behavior therapist. Play This Way With Dr. Jen and Stages Learning Materials products are designed to enhance learning and development for children of all abilities. The following are very general descriptions of activities that can be carried out using Stages Learning Materials Cards with the U-Play Mat. This activity guide is intended for basic reference only, not to be a comprehensive guide to language instruction. For guidance on intensive language instruction or intervention with children with learning delays and developmental disabilities, consult a qualified therapist, clinician or educator.

Please visit Dr. Jen at www.playthisway.com to read her parenting blog, and please visit us at www.stageslearning.com/U-Play to learn more or just to say hello!

Dr. Jen's Tips for success with the U-Play Mat for Education

Praise
Children thrive on praise from adults! Provide your child or student with encouragement while using your U-Play Mat to keep him or her motivated and excited. Use phrases like "Good Work!", "Nice Job!" and "I like the way you are trying!"

Look Around
The shape of the U-Play Mat and the ability to rotate the cards among the 10 clear pockets will naturally encourage a heightened awareness of surroundings. By having the card holders in front and on both sides, your child will automatically begin to search around.

Active Expression
Use the U-Play Mat activities to model and reinforce appropriate eye contact, facial expressions and overall social interaction. While interacting with a child, encourage him or her to establish and maintain eye contact.

Your Time
Parents and caregivers, try and set aside some time each day, no matter how long, to sit on the floor and have structured, focused play with your child. This should be special time that you and your child look forward to with one-on-one attention and interaction.

What's Included

1. Dr. Jen's U-Play Mat for Education
with 10 clear pockets to hold cards securely in place

The U-Play Mat is a U-shaped mat with 10 clear pockets on its surface. The mat is 4 feet wide and 3 feet deep. The innovative "U" shape allows the child to sit inside the opening of the "U" providing an excellent setting for eye contact and face-to-face interaction. The child has full visual and tactile access to the whole surface, without having to crawl atop the mat. Child-safe see-through pockets allow ten theme-based cards to be secured to the mat's surface.

This patent pending design allows for the parent, teacher or therapist to sit across and engage the child in a variety of exercises using the beautifully photographed Stages Learning Materials custom, themed flash card decks. The pockets are designed to be slightly larger than the cards, allowing the cards to be placed and removed easily. The pockets are square so that both horizontal and vertical cards can be used. The width of the U-Play Mat was also designed carefully to fit a hospital bed for use in institutional or rehabilitative settings if need be.

The U-Play Mat for Education and Stages Learning Materials® Photo Flash Card Decks were designed with careful thought into materials, size and structure. There are rounded card edges (no poking), and there are no small parts or strings. All Play This Way With Dr. Jen products are designed and tested according to applicable rules and regulations. Play This Way With Dr. Jen and Stages Learning Materials® test post-production samples of regulated products, using certified third-party labs. All products are labeled with tracking information to identify the manufacturing date and location of each product.

2. Activity Guide with Reproducible Data Sheets

This included Activity Guide is designed to be used as a resource for therapists, educators, parents and caregivers to organize and implement an education program using Dr. Jen's U-Play Mat for Education with Stages Learning Materials Picture Cards.

It is extremely important when a team of professionals and family members are working with a child, that they are consistent in their delivery and implementation of the activities. By using the suggested activities that follow as a reference, you can help the team members develop a shared language to discuss the educational program, and therefore a more consistent approach when working with the child.

This Activity Guide includes 19 custom designed, reproducible data sheets. Use these sheets daily to record your child's responses and track his or her progress. Collecting accurate data helps insure that everyone remains consistent in your child's program implementation, and that you are able to make appropriate adjustments based on your child's progress.

All of the suggested activities in this book are easily adapted to a home, school, therapeutic, or rehabilitative setting. This flexibility is reflected in our prose. You will notice that we have used the words "Child", "Student" and "Client" interchangeably throughout this book.

3. Two Decks of Stages Learning Materials Picture Cards

Your U-Play Mat comes with 2 decks of Stages Learning Materials Photo Flash Cards. Each deck of cards has 50 cards, containing 25 pairs of theme-based images. The cards are 16cm x 14cm, and on a thick and durable card stock, with a glossy varnish that can be wiped off with a damp cloth. Each of the 25 different pictures comes with an exact duplicate card so you can do matching activities *(described in Suggested Activities)*. Each card features a beautiful photo image with the corresponding word. The reverse side of the cards offer "fun facts" -- these fun and interesting bits of trivia about each picture will serve as conversation starters to help build interaction, vocabulary, and language skills with your student. Each card deck also includes a blank "distracter card" that will be used in the suggested activities.

50 Animal Cards (25 match up pairs)

Cat	Butterfly
Lion	Chicken
Shark	Pig
Elephant	Sheep
Rhinoceros	Goat
Hippopotamus	Cow
Zebra	Horse
Giraffe	Dog
Dolphin	Bird
Penguin	Rabbit
Sea Turtle	Hamster
Fish	Eagle
Duck	

Fun facts serve as conversation starters to build interaction, vocabulary and language.

...and many more!!

50 Food Cards (25 match up pairs)

Apples	Noodles
Banana	Rice
Cherries	Cereal
Oranges	Bagel
Watermelon	Bread
Strawberries	Hot Dog
Corn	Chicken
Broccoli	Eggs
Carrots	Fish
Peas	Popcorn
Cheese	Raisins
Milk	Nuts
Yogurt	
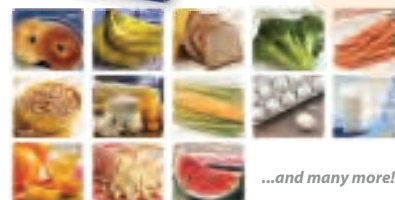
...and many more!!

Suggested Activities

Let's get started! Spread your U-Play Mat for Education out on the floor. Have your child or student sit in the center of the "U" facing forward with the pockets to his or her left and right and in front of them. Sit on the other side of the mat, facing the child.

Identical Object Matching 1

Each of the images in your Stages Learning Materials Picture Card decks has an exact duplicate. Place one of the cards in a mat pocket, facing your student. Hand your student the corresponding card and ask him or her to match the two.

Matching the cards while only the target card is in the mat pocket

Example: The picture of an apple is in the U-Play Mat pocket,
and you ask the child to match it with the identical picture of an apple.
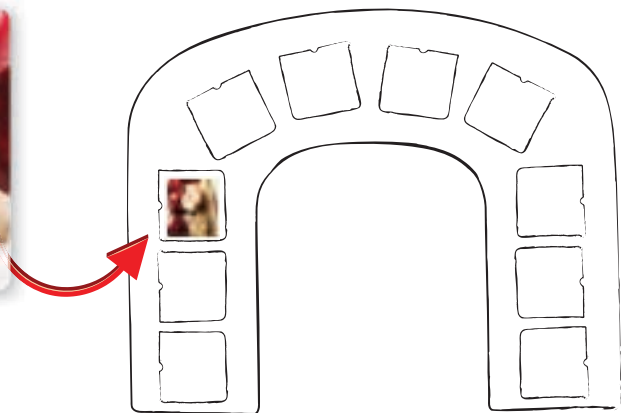
STEPS:

• Place the card inside a pocket of the U-Play Mat.

• Hand your child the corresponding card.

• Ask them to match the 2 cards. Try using a phrase such as "put with same."

• Wait for your child to take the card and place it on top of the matching card. There are no other cards in the mat, so the choice is clear.

• Praise the child for the correct answer and reinforce the desired response. Now you can be certain your child understands that you expect them to place the card on top of its matched pair.

• If the child does not respond, or responds incorrectly you can prompt them, by physically helping them match the two cards, or by modeling the action.

Identical Object Matching 2

In the last step, your student learned the basic activity of placing one card upon another. This next step will teach your child to distinguish which card to select for matching. The blank distracter card makes this selection a little easier.

Matching the cards when there is also a blank distracter card in a pocket

Example: The picture of an apple is again in the U-Play Mat pocket, and you ask the child to match it with the identical picture of an apple. This time place the blank distracter card in a pocket next to the apple card. Your student now has to select between the two cards in the mat to complete the match.

Apples
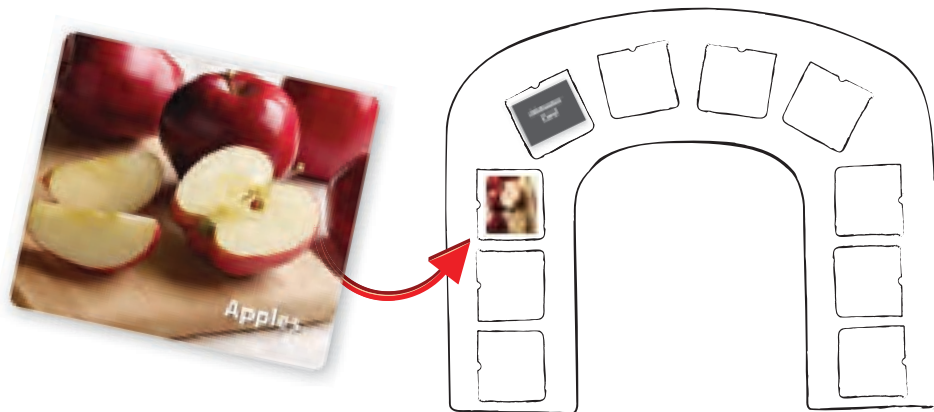
STEPS:

- Follow the steps as described on the previous page, but this time place both the target card and the distracter card in the mat pockets.

- Try this activity several times, each time randomly changing the pocket of the target and the distracter card.

- The goal is for your student to accurately match the cards regardless of which pocket the target card is in.

Don't forget, you can always prompt your student by helping them match the cards or by modeling the action for them!

Dr. Jen

Identical Object Matching 3

This is the task that the previous two have been leading up to. When your student can match a target card when there are one or more other pictures in the U-Play Mat, you know they truly grasp the matching activity.

Matching the cards with both the target card and one or more additional pictures in the pockets

Example: Again, there is a picture of an apple in the U-Play Mat pocket. But now, there are also one or more additional picture cards in the pockets (start with only one extra picture and move up as your student masters this activity). Your student now has to look at each picture card and determine which one matches the apple card you have given to him or her.
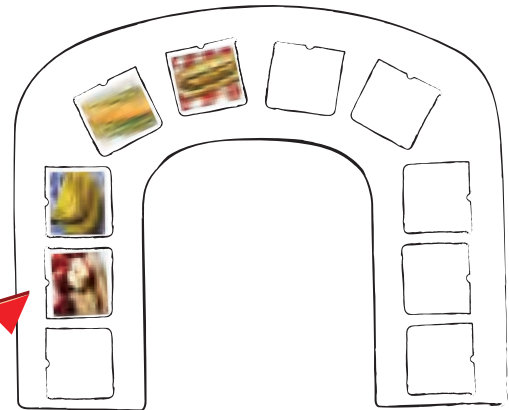
STEPS:

- Follow each of the steps as described in the previous matching activities -- this time with real pictures in the mat pockets instead of a blank distracter card.

- Again, you should try this activity several times while randomly changing the pocket of the target card and the other picture cards.

- You should also switch out the other picture cards a few times (i.e. use the cheese picture as a distracter one time, and then switch to the picture of the chicken).

- When your student masters this stage with the apple cards, try this activity with each of the other cards. If your student is having difficulty you can always go back to a previous stage.

- Don't forget to place cards in pockets all around the "U" so your child will have to look around in each direction!

The food cards show many types of food... some healthy, some less healthy. This is a great time to discuss healthy eating habits!

Dr. Jen

Receptive Object Labeling 1

Receptive language refers to the cognitive processing involved in perceiving, processing and comprehending oral language. Your student will learn to receive the words you speak and act to show you, by touching the card, that they understood your words.

Receptive labeling with only one card in a pocket

Example: Only the picture of the horse is in the U-Play Mat pocket.
The rest of the pockets will remain empty for now.

STEPS:

- Place the card inside a pocket of the U-Play Mat.

- Give your student the instruction "touch the horse." When your student touches the card, you know that he or she has received and understood the word.

- Praise the child for the correct answer and reinforce the desired response.

- If the child does not respond, or responds incorrectly, you can prompt them, by taking their hand and guiding them to point to the card, or by modeling the action.
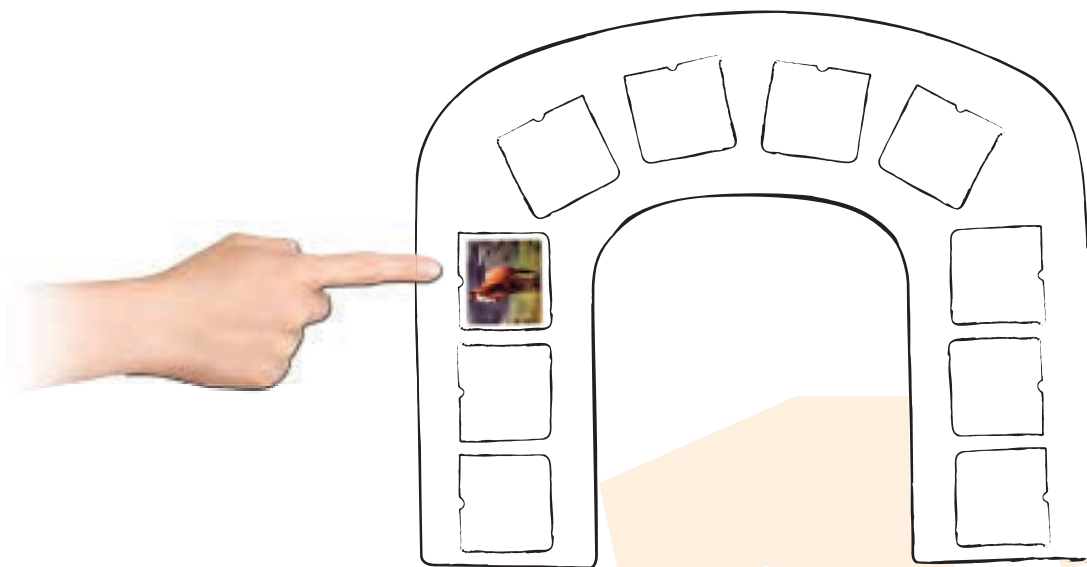
Receptive Object Labeling 2

In the last step your student learned to identify pictures based on the words you have spoken to them. The last step used only one picture in the U-Play mat, making selection of the correct picture relatively simple. In this step you will add a distracter card to the U-Play Mat, so your student has to choose which picture matches the word you have spoken.

Receptive Labeling with the target card and a blank distracter card in the pockets

Example: Picture of the horse is in the U-Play Mat pocket as well as a blank distracter.

STEPS:

• Follow the steps as described in the previous activity. But this time, place both the target picture and a blank distracter card in the pockets.

• Try this activity several times, each time randomly changing the pocket of the target and the blank distracter card. When your student touches the card, regardless of which pocket it is in, you can feel even more confident that he or she has received and understood the word.
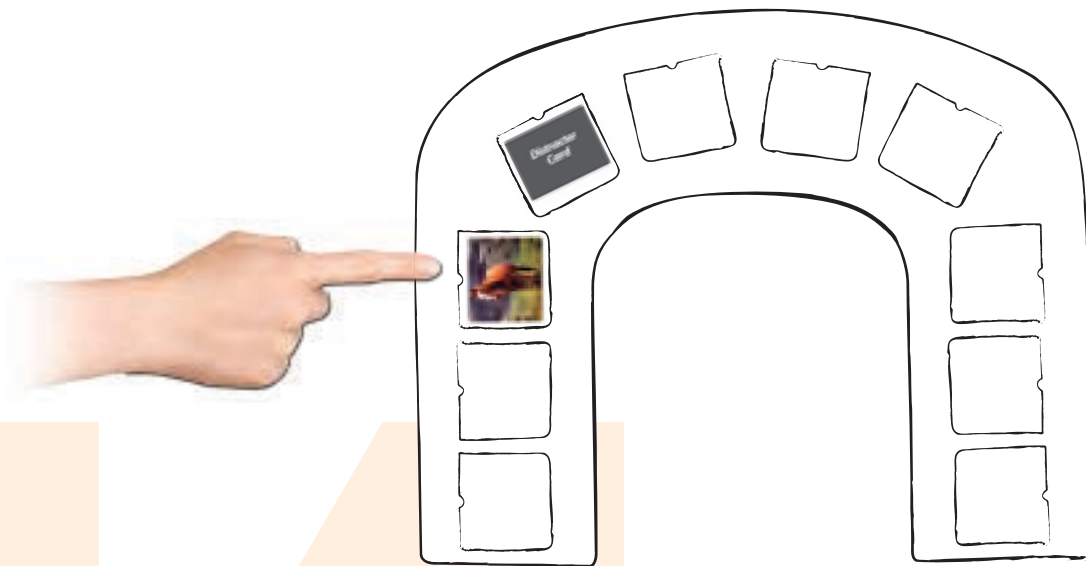
Receptive Object Labeling 3

Now that your student understands that you want him or her to touch the picture in response to your words, you can really practice identifying the pictures. Your student will learn to look at every picture in the mat to find the picture that matches the word you have just spoken.

Receptive labeling with the target card and other picture cards in the pockets

Example: Again, there is the picture of the horse in the U-Play Mat pocket. But now, there are also one or more other picture cards in the pockets.

STEPS:

- Place the horse picture and one or more additional pictures in the U-Play Mat pockets.

- Follow the steps as described in the previous Receptive Labeling activities.

- Start with only the horse and one other picture card. Add more cards as your child grasps the concept.

- And again, switch out the other picture cards a few times, adding in perhaps the cow and the dog, instead of the cat and the bird so your child will have to carefully study each card before selecting the horse.

- When your student masters this stage with the horse card, try the activity with each of the other cards. If your student is having difficulty you can always go back to a previous stage.

Remember to place cards in pockets all around the "U" so your child will have to look around in each direction!

Dr. Jen

Expressive Object Labeling

For this exercise, you can use any of the Stages Learning Materials Photo Flash Cards. Hold the card up for your student to see. Ask him or her to identify the picture.

Name the picture, then put it in a pocket

"Dog"
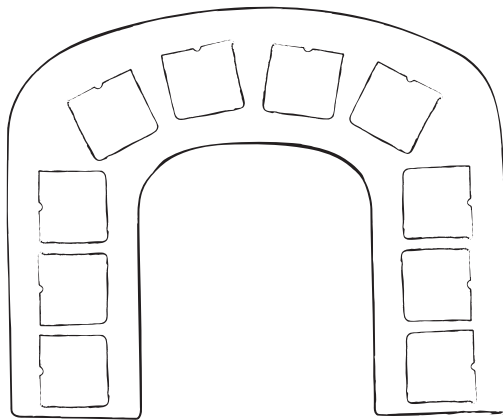
STEPS:

- Start with all of the U-Play Mat Pockets empty.

- Hold up one card. Ask your child to tell you what it is.
  (i.e. "what is it?" or "what do you see?")

- Praise him or her for correct responses.

- If your child does not respond, or responds incorrectly, repeat the question.

- If they are still unable to provide a correct response you can
  model the response for them. ("It's a dog")

- Once they correctly identify a card, place it in a pocket on the
  U-Play Mat and hold up another card.

- When you have filed up all the pockets on the U-Play Mat, you can
  go around and point at each picture, asking the child to identify the
  pictures in the pockets.

Your student can start by giving a one word answer, like "dog", and progress to full sentence answers such as, "it is a dog."

For more tips on building full sentences visit
www.stageslearning.com/teaching-tips

Categorization Activity 1

Your Stages Learning Materials Photo Flash Card Decks fit into two categories, Animals and Foods. Using the two categories, your child can learn that objects can be divided or grouped based on like criteria. The first step to understanding categories is to match items that belong to the same group.

Category Matching

Example: Ask your child to match pictures of the animals, such as the lion to the elephant.
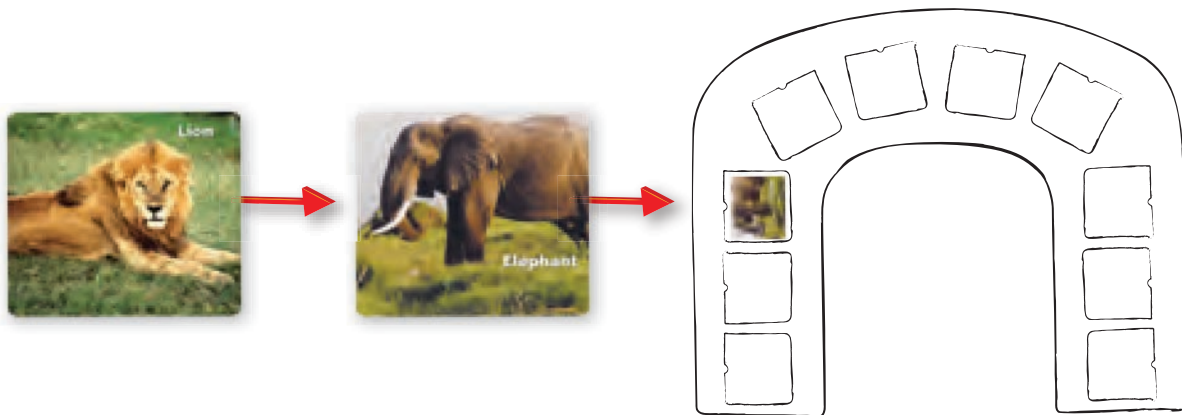
STEPS:

• Place the picture of the elephant in the U-Play pocket.

• Hand your child the picture of a lion.

• Ask your child to match the cards by category.
  Use the phrase, "put lion with animals."

• Praise him or her for correct responses.

• If your child does not respond, or responds incorrectly, repeat the question.

• If they are still unable to provide a correct response you can model the response for them.

• Once they correctly match the two animal cards several times, repeat this with each of the other animal cards until all 25 animal cards are in a stack on the mat.

• As with the previous matching activities, you can start with (1) no distracter cards in the pockets, then (2) a blank distracter card in a pocket, then (3) distracter cards from the food set in the other pockets.

• When your student has mastered the Animal Category. Repeat the above steps with the Food Category.

• Eventually you should be able to have two stacks on the mat, and randomly alternate the cards you had your student to match.

Categorization Activity 2

Now that your child is starting to understand the concept of categories, they can learn to identify categories receptively, or to touch the pictures according to the category that you ask for.

Receptive Categories

Example: Your child touches a picture of the tiger when you ask them to touch an animal card.
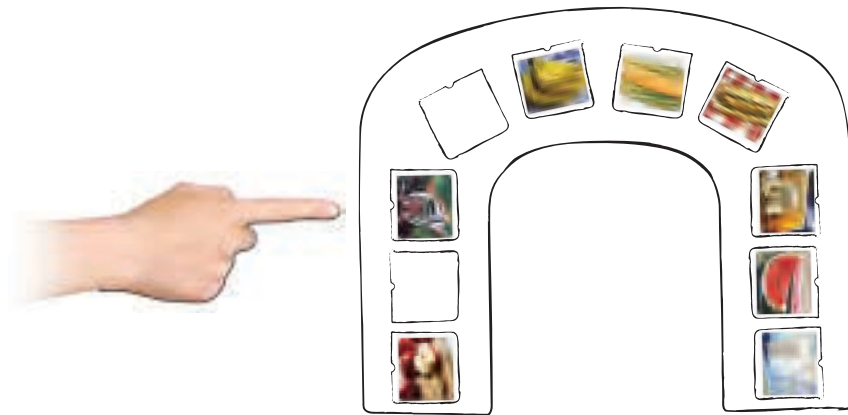
STEPS:

- Place the picture of the tiger in the U-Play Mat.

- Ask your student to find a picture of an animal. Use words like, "Can you find an animal picture?" or "Touch the picture of the animal.

- Praise or prompt as described in earlier activities.

- Your student can progress from doing this activity with (1) only the target card in the pocket, to (2) target card and a blank distracter in the mat pockets, to (3) target card and cards from the other category in the mat pocket.

Prompt your student by leaving the pockets to the left and right of the target card empty. It really helps the target stand out!

Categorization Activity 3

Now that your child can match pictures according to their category and can identify categories receptively, it is time for them to learn to say which category a picture belongs to.

Expressive Categories

Example: When you ask your student what category a penguin belongs to, they can reply, "a penguin is an animal."

STEPS:

- Hold up the picture of the penguin.

- Ask your student "what is it?"

- Your student should reply "it is a penguin."

- Ask your student "what is a penguin?"

- Your student should reply "a penguin is an animal."

- Once your student replies correctly, place the card in a pocket as reinforcement.

"A penguin is an animal"

Categorization Activity 4

Here is a fun activity that is a little less structured and allows your student to really get hands-on. Now that your student understands that items can be identified by separate categories, they can take a more self-directed approach and sort a group of pictures.

Sorting Categories

Example: Mixed pictures of both Foods and Animals are spread out on the floor and your student sorts them into one pile of Foods and one pile of Animals.
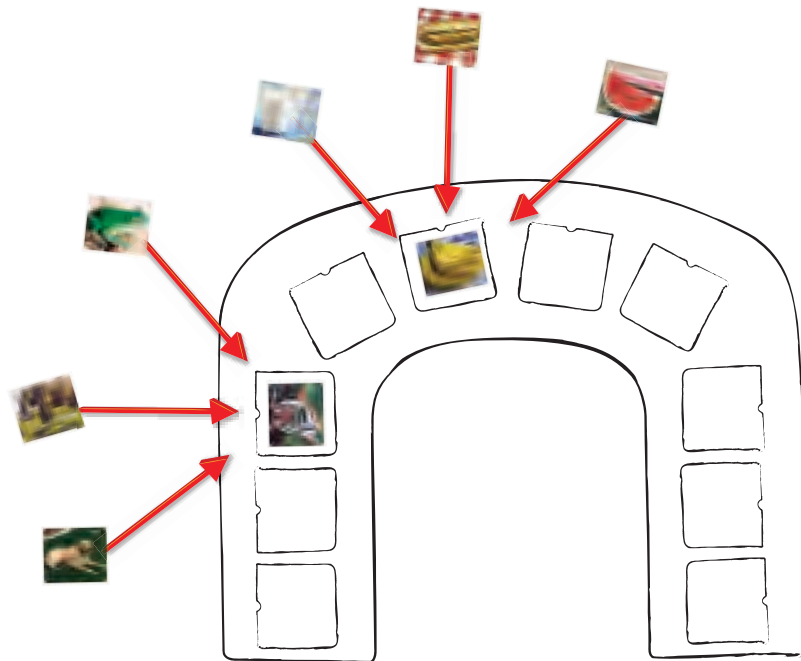
STEPS:

- Start with the U-Play Mat empty.

- Spread multiple pictures from each category on the floor around your child.

- Ask your child to sort the pictures into two categories.

- As a prompt you may want to place the first two pictures in the U-Play pockets.

- If your student still needs help you can point to a specific picture and go back to an Expressive Categories task. Ask your student: "What is it?" "It is an Elephant." "What is an Elephant?" "An Elephant is an Animal."

- Now you can point to the Animal pocket, and ask your student to "Put the animals together." Or "Put the Elephant with the other Animals."

- Let your student try the next one on their own.

- Start with only a few pictures on the floor and progress to having many pictures on the floor.

Additional Activities

Once your student has mastered the basic activities listed on the last several pages, you can move on to lessons that are a little less formal, and more conversation focused. Your Stages Picture Cards' bright, realistic photographs provide numerous opportunities for practicing more advanced parts of speech, and engaging in longer and more detailed conversations with your student. And, using all 10 pockets in the U-Play Mat, you can keep multiple cards in your your student's visual space.

Same/Different

This activity is an extension of the matching and categorization activities. Your student already knows how to attend to specific attributes in a picture, and to either match the identical pictures based on these attributes or categorize the pictures based on similar attributes. Now, using these concepts your student will learn to correctly apply the words "same" and "different" to the pictures presented.

"Are these the same?"   *"Are these different?"*

For example, place the 2 dog pictures in the mat pockets, and ask your student, "are these the same?" --or-- Place a picture of an apple in one pocket and a picture of bananas in another pocket, and ask your student, "are these different?"

If your student responds "Yes," praise her for the correct response. You may want to reinforce how they are the same to ensure understanding. For example: "Yes, these are the same. They are both dogs! Look, dog and dog!" if your student does not respond, or responds incorrectly, provide her with the correct response, then ask the question again.

You should also use cards and questions that require a "No" response. For example, use the dog picture and the bird picture, and ask your child if they are the same. Or use the two dog pictures and ask your student if they are different. Again, if your student responds correctly, praise the response and explain why she is correct: "You're right! Dog and bird are not the same. They are different!"

One more variation is to fill the mat pockets with cards. Hold up a matching card and ask your student to point to a picture that is the same, or point to a picture that is different. This is very similar to our earlier matching activities, however this task focuses on understanding the words "same" and "different" rather than on simply matching the pictures.

Adjectives

Both the Food Cards and the Animal Cards are perfect for practicing adjectives or descriptive words. Some adjectives are clear from the pictures, such as "The apple is round" or "The frog is green." Other adjectives will draw upon the student's real world experience, such as "The bunny is soft" or "The banana is sweet."

"The Apple is round"

To practice adjectives using the U-Play Mat, start by placing multiple cards in the pockets. Ask your student to "Find something green" or "Point to a picture of something that tastes sweet." This receptive language activity will allow your student to hear some of the adjectives that you use, before trying to come up with their own descriptive words in the expressive activity.

For expressive adjective practice you can hold up the cards and ask your student questions such as, "What color is the avocado?" or "What do bunnies eat?" When your student answers with an appropriate adjective, you can reward them by giving them the card to put in a pocket. Be creative and remember to prompt your student to use full sentences!

'Wh' Questions (Who, What, Why, When, Where)

Your Stages Learning Materials picture cards provide a great opportunity to practice Wh Questions with your student. You can show your student a picture from either the food card deck or the animal card deck and ask them to answer relevant Wh Questions.

"Where does a cow live?"

For example, show your student the picture of the Apple and ask, "What color is it?" or show you student the picture of the Cow and ask, "Where does a cow live?" When your student answers correctly, you can provide positive reinforcement by placing the card in the U-Play Mat.

To make the task more difficult, you would not show her the image until the question is answered. For example, "What color is an Apple?" "When the child answers "Red" you can show them the card and place it in the mat as a reinforcer.

Tell me about …

Pick cards with which your student is familiar. Show your student a picture and ask him to tell you about the item in the picture. You can start with more scripted responses, using the picture to cue the student. Then you can progress to more creative responses that may not be so obvious from the picture.

For example, show your student the picture of the duck. Ask your student, " can you tell me about a duck?" by looking at the picture, your student can get some basic answers. "A duck has feathers." "A duck has webbed feet." "A duck has a bill." Some of these answers will also flow nicely from what your child has learned in the Adjectives activity and the Wh-Questions activity.

As your student becomes more familiar with this activity, you may progress to things about a duck that are not readily apparent from the picture. "A duck can swim." "A duck says 'quack quack.'" "A duck lays eggs." The Fun Facts on the reverse side of the cards provide great material to build content and conversation for this activity.

When your student learns to write, this activity will translate easily from an oral to a written activity... "Write down 3 things you know about a duck." Again, the picture makes a wonderful cue for this activity!

"Tell me about a duck"

- A duck has feathers
- A duck has webbed feet
- A duck has a bill

Use the Fun Facts on the reverse side of the cards to build content for this activity.

Guess what …

Once your student has mastered several descriptions from the "Tell Me About…" exercise, you can turn the lesson around! This time you give the description and ask your student to guess what you are talking about.

For example, tell your student, "I'm thinking about something that has feathers, has webbed feet and a bill, and says 'quack quack'…. Can you guess what it is?"

Here's where the U-Play mat comes in. As a prompt to help your child guess what you are thinking about, you can place pictures in the mat pockets. Start with just one or two pictures. When your child catches on, you can fill the pockets with pictures. As always, the special U shape of the mat encourages your student to look all around them to find the answer!

If your student has trouble, repeat the criteria again while pointing to the appropriate part of the picture. For example, when you say you are thinking of something with webbed feet, you can point to the duck's feet.

Start by listing criteria that are obvious from the picture (webbed feet, feathers, bill), and move to criteria that are less visually apparent (says quack, swims, lays eggs).

When your student is really good at guessing, you can try to turn it around and have them make you guess.

Storytelling

Pick a picture representing a food or animal that your student is particularly fond of (the horse for example). Show your student the picture and ask them to tell you a story about the picture. (i.e. "Tell me a story about a horse.") you can use some of the descriptions that your student has mastered from the Tell Me About activity, and some of the fun facts that your student has learned, to help prompt the story.

"Tell me a story about a horse"

The U-Play Mat provides a great way to offer some choices to your student. Put 2 to 10 different pictures in the pockets and let your student choose which picture they want to use in their story. You may even work up to using 2 or more pictures in the stories!

Activity Data Sheets

An effective education program must continually be evaluated. The best way to make sure you know how well your child or student is progressing is by keeping good records. Sometimes there are many people working with a child, like parents, therapists and teachers. Keeping good records is a great way to make sure that everyone who spends U-Play time with a child is encouraging and reinforcing the same behaviors.

To help you make sure everyone knows how to do the U-Play activities and that they all keep accurate records, we have included 19 reproducible Activity Data Sheets. Each U-Play Activity Data Sheet gives condensed instructions for performing the activity, provides space to record the child's performance, and has an area for notes. The data sheets are reproducible. There are 3 different data sheet versions.

Main Activity Sheets:

For each of the 17 activities listed in this manual, there is a custom data sheet to record your student's progress on that activity. The sheet offers a brief overview of the activity with condensed instructions for quick reference. There is a section for notes where you can record any important information related to your specific student's progress on the activity. Finally, there is a section where each therapist or teacher can record the child's daily success on the activity.

Follow-Up Pages:

For activities that are practiced on an ongoing basis, we have included a generic follow-up page. Use the main activity for page one, and the follow up page for all subsequent records on this activity. The main difference with this page is the removal of the instruction section to leave more room for record keeping.

Customizable Pages:

With your creativity, there is no doubt that you will come up with a multitude of ways to use your U-Play Mat. We have included a page with blanks for the title, overview and instructions so you can make copies and create custom data sheets for your own activities.

Features of your U-Play Activity Data Sheets

Main Activity Sheets

Record your student's name and keep track of the number of sheets used.

There is one activity sheet for each of the activities described in this manual.

An Overview and condensed Instructions section provides quick reference for performing the activity.

Suggested key code for prompts keeps everyone using the same system to record data.

Every time a member of your teaching team sits down with your student they should record the outcome of the teaching session. Here they can record the date and time of the activity, include their initials for reference, and track how the student performed.

Circle whether your student got the answer correct or incorrect, and whether you needed to use a prompt or not. If a prompt was necessary, record what type of prompt you used.

Record any additional notes to communicate how you customize the activity to your student.

Use this section to record any notes about how the activity went during this session.

Make copies of this customizable activity sheet to record data on activities and lessons that you design specifically for your student.

Customizable Data Sheet

Follow-up Sheet

Make copies of this page to use as a follow-up page to the main activity sheet.

DATA SHEET

Receptive Object Labeling

Student's Name: Johnny Smith
Page: 1 of 10

Overview:
Place a card in a pocket facing your student. Ask your student to touch, the card in question. Your student can progress through four steps with this activity.

Instructions:
1. Only one card in one pocket
2. Target card and blank distracter card, each in a pocket.
3. Target card and one additional picture card in pockets
4. Target card and multiple picture cards in pockets.

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	PM	Partial Model	Make sure Johnny looks at all the cards. He has a tendency to only look at the cards in the front of the mat.
PV	Partial Verbal	P	Full Physical	
M	Model	PP	Partial Physical	

Daily Log:

DATE: 01-01-11 TIME STARTED: 12:37pm TIME FINISHED: 12:46pm INITIALS: AN % CORRECT: 67% NOTES: Johnny did very well when he was paying attention

Identical Object Matching 1 *- No Distracters*

Student's Name: _____

Page: _____ of _____

Overview:

Match identical cards with only the target card in the U-Play Mat pocket.

Instructions:

1. Place one card in a U-Play Mat Pocket
2. Hand child the matching card
3. Ask child to match the two cards
4. Prompt if necessary
5. Reinforce response

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	**PM**	Partial Model	
PV	Partial Verbal	**P**	Full Physical	
M	Model	**PP**	Partial Physical	

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT		NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT		NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT		NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Identical Object Matching 2 - *Blank Distracters*

Student's Name: _____

Page: _____ of _____

Overview:

Match identical cards with the target card and a distracter card in the U-Play pockets.

Instructions:

1. Place one card in a U-Play Mat Pocket
2. Place blank distracter card in 2nd pocket
3. Hand child the matching card
4. Ask child to match the two cards
5. Prompt if necessary
6. Reinforce response

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	**PM**	Partial Model	
PV	Partial Verbal	**P**	Full Physical	
M	Model	**PP**	Partial Physical	

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT			NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT			NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT			NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Identical Object Matching 3 - *Full Distracters*

Student's Name: _____

Page: _____ of _____

Overview:

Match identical cards with the target card and other picture cards in the U-Play pockets.

Instructions:

1. Place one card in a U-Play Mat Pocket
2. Place one or more other picture cards in U-Play Mat pockets
3. Hand child the matching card
4. Ask child to match the two cards
5. Prompt if necessary and reinforce response

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	**PM**	Partial Model	
PV	Partial Verbal	**P**	Full Physical	
M	Model	**PP**	Partial Physical	

Daily Log:

DATE: **TIME STARTED:** **TIME FINISHED:** **INITIALS:** **% CORRECT** **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE: **TIME STARTED:** **TIME FINISHED:** **INITIALS:** **% CORRECT** **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE: **TIME STARTED:** **TIME FINISHED:** **INITIALS:** **% CORRECT** **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Receptive Object Labeling 1 *- No Distracters*

Student's Name: _____

Page: _____ of _____

Overview:

Find a card placed in the U-Play Mat to match
a spoken word, with no other cards in the pockets.

Instructions:

1. Place one picture card in a U-Play Mat Pocket
2. Ask student to "touch" or "find" the card
3. Prompt if necessary
4. Reinforce response

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	PM	Partial Model	
PV	Partial Verbal	P	Full Physical	
M	Model	PP	Partial Physical	

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Receptive Object Labeling 2 *- Blank Distracters*

Student's Name: _____

Page: _____ of _____

Overview:

Find a card placed in the U-Play Mat to match a spoken word, with one card and a blank distracter card in the mat pockets.

Instructions:

1. Place one picture card in a U-Play Mat Pocket
2. Place blank distracter card in a 2nd pocket
3. Ask student to "touch" or "find" the card
4. Prompt if necessary
5. Reinforce response

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	**PM**	Partial Model	
PV	Partial Verbal	**P**	Full Physical	
M	Model	**PP**	Partial Physical	

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Receptive Object Labeling 3 - *Full Distracters*

Student's Name: _____

Page: _____ of _____

Overview:

Find a card placed in the U-Play Mat to match a spoken word, with the target card and other picture cards in the mat pockets.

Instructions:

1. Place one picture card in a U-Play Mat Pocket
2. Place one or more additional picture cards in mat pockets
3. Ask student to "touch" or "find" the card
4. Prompt if necessary and reinforce response

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	PM	Partial Model	
PV	Partial Verbal	P	Full Physical	
M	Model	PP	Partial Physical	

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:			% CORRECT			NOTES:					
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:			% CORRECT			NOTES:					
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:			% CORRECT			NOTES:					
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Expressive Object Labeling

Student's Name: _____

Page: _____ of _____

Overview:

Ask student to name a picture card that you hold up.

Instructions:

1. Start with U-Play Mat pockets empty
2. Hold up a picture card
3. Ask student to name the object in the card
4. Prompt if necessary
5. Place card in a pocket to response a correct response

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	**PM**	Partial Model	
PV	Partial Verbal	**P**	Full Physical	
M	Model	**PP**	Partial Physical	

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:				INITIALS:		% CORRECT		NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:				INITIALS:		% CORRECT		NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:				INITIALS:		% CORRECT		NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Category Matching

Student's Name: _____

Page: _____ of _____

Overview:

Match cards according to category.

Instructions:

1. Place one card in a U-Play Mat Pocket
2. Hand student a different picture card from the same category
3. Ask student to match the cards
4. Prompt if necessary and reinforce response
5. Increase the number of distracter cards or other category cards

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	**PM**	Partial Model	
PV	Partial Verbal	**P**	Full Physical	
M	Model	**PP**	Partial Physical	

Daily Log:

DATE: **TIME STARTED:**   **TIME FINISHED:**   **INITIALS:**   **% CORRECT**   **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE: **TIME STARTED:**   **TIME FINISHED:**   **INITIALS:**   **% CORRECT**   **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE: **TIME STARTED:**   **TIME FINISHED:**   **INITIALS:**   **% CORRECT**   **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Receptive Categories

Student's Name: _____

Page: _____ of _____

Overview:

Find a card placed in the U-Play Mat to match a spoken category label.

Instructions:

1. Place one card in a U-Play Mat Pocket
2. Ask student to "touch" or "find" the card by the category label
3. Prompt if necessary and reinforce response
4. Increase the number of distracter cards from the other categories

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	PM	Partial Model	
PV	Partial Verbal	P	Full Physical	
M	Model	PP	Partial Physical	

Daily Log:

DATE: **TIME STARTED:** **INITIALS:** **% CORRECT** **NOTES:**
TIME FINISHED:

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE: **TIME STARTED:** **INITIALS:** **% CORRECT** **NOTES:**
TIME FINISHED:

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE: **TIME STARTED:** **INITIALS:** **% CORRECT** **NOTES:**
TIME FINISHED:

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Expressive Categories

Student's Name: _____

Page: _____ of _____

Overview:

Verbally identify which category a picture belongs to.

Instructions:

1. Hold up a picture
2. Ask student to name the picture
3. Ask student to name the category the picture belongs to
4. Place the picture in the U-Play Mat as reinforcement

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	**PM**	Partial Model	
PV	Partial Verbal	**P**	Full Physical	
M	Model	**PP**	Partial Physical	

Daily Log:

DATE: **TIME STARTED:**   **TIME FINISHED:**   **INITIALS:**   **% CORRECT**   **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE: **TIME STARTED:**   **TIME FINISHED:**   **INITIALS:**   **% CORRECT**   **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE: **TIME STARTED:**   **TIME FINISHED:**   **INITIALS:**   **% CORRECT**   **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Sorting Categories

Student's Name: _____

Page: _____ of _____

Overview:

Sort a group of pictures into piles based on the category.

Instructions:

1. Spread multiple pictures from each category on the floor
2. Ask student to sort the pictures into two categories
3. As a prompt you can place a picture from each category into a U-Play pocket

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt			Notes:
V	Full Verbal	**PM**	Partial Model
PV	Partial Verbal	**P**	Full Physical
M	Model	**PP**	Partial Physical

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Same/Different

Student's Name: _____

Page: _____ of _____

Overview:

Ask students to identify whether two pictures are "The Same" or "Different."

Instructions:

1. Place two pictures in the U-Play Mat pockets
2. Ask your student "Are these the Same?" or "Are these different?"

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	**PM**	Partial Model	
PV	Partial Verbal	**P**	Full Physical	
M	Model	**PP**	Partial Physical	

Daily Log:

DATE: **TIME STARTED:**   **TIME FINISHED:**   **INITIALS:**   **% CORRECT**   **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE: **TIME STARTED:**   **TIME FINISHED:**   **INITIALS:**   **% CORRECT**   **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE: **TIME STARTED:**   **TIME FINISHED:**   **INITIALS:**   **% CORRECT**   **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Adjectives

Student's Name: _____

Page: _____ of _____

Overview:

Practice using adjectives to describe pictures.

Instructions:

1. Practice identifying adjectives receptively by asking your student to find pictures with certain characteristics (i.e. "find something green.")

2. Practice expressive adjectives by asking your student questions about the pictures (i.e. "what color is it?)

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	PM	Partial Model	
PV	Partial Verbal	P	Full Physical	
M	Model	PP	Partial Physical	

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

'Wh' Questions

Student's Name: _____

Page: _____ of _____

Overview:

Answer Who, What, When, Why and Where questions about the pictures.

Instructions:

1. Show student a picture from either the food or the animal deck.
2. Ask your student to answer relevant questions about the picture.
3. Reinforce correct answers by placing the card in a U-Play pocket.

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	PM	Partial Model	
PV	Partial Verbal	P	Full Physical	
M	Model	PP	Partial Physical	

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Tell Me About

Student's Name: _____

Page: _____ of _____

Overview:

Practice telling relevant facts or information about the pictured item.

Instructions:

1. Show your student a picture
2. Ask student to "tell you about" the picture.
3. Start with scripted responses based on some of the adjectives they have learned
4. Progress to more creative responses.

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	PM	Partial Model	
PV	Partial Verbal	P	Full Physical	
M	Model	PP	Partial Physical	

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:							
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:							
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:							
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Guess What

Student's Name: _____

Page: _____ of _____

Overview:

Ask your student to "guess what" picture you are talking about based on descriptions you provide.

Instructions:

1. Place a few pictures in the U-Play Mat

2. Give your student a list of descriptions that relate to one of the pictures.

3. Ask student to "guess what" picture you are talking about.

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	**PM**	Partial Model	
PV	Partial Verbal	**P**	Full Physical	
M	Model	**PP**	Partial Physical	

Daily Log:

DATE: **TIME STARTED:** **TIME FINISHED:** **INITIALS:** **% CORRECT** **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE: **TIME STARTED:** **TIME FINISHED:** **INITIALS:** **% CORRECT** **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE: **TIME STARTED:** **TIME FINISHED:** **INITIALS:** **% CORRECT** **NOTES:**

Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Storytelling

Student's Name: _____

Page: _____ of _____

Overview:

Student learns to "tell a story" based on one of the pictures.

Instructions:

1. Pick a food or animal picture from one of the card decks
2. Ask your student to "tell a story" about the picture
3. Start by prompting your student to use some of the adjectives and wh questions in their story

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	**PM**	Partial Model	
PV	Partial Verbal	**P**	Full Physical	
M	Model	**PP**	Partial Physical	

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:		INITIALS:		% CORRECT		NOTES:								
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Program _____

Student's Name: _____

Page: _____ of _____

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	**PM**	Partial Model	
PV	Partial Verbal	**P**	Full Physical	
M	Model	**PP**	Partial Physical	

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT		NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT		NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT		NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT		NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Program _____

Student's Name: _____

Page: _____ of _____

Overview:

_____
_____
_____

Instructions:

_____
_____
_____
_____

Mark each response (+) if correct, (-) if incorrect, (NR) if the student did not respond, (P) if the response required a prompt. If a prompt is required, record the appropriate code from the following list:

Prompt				Notes:
V	Full Verbal	**PM**	Partial Model	
PV	Partial Verbal	**P**	Full Physical	
M	Model	**PP**	Partial Physical	

Daily Log:

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT			NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT			NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

DATE:	TIME STARTED: TIME FINISHED:			INITIALS:		% CORRECT			NOTES:						
Trial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Response	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P	+ — NR P
Prompt															

Language Milestones

Language development varies from child to child, and there are wide ranges of expected "normal" language development in young children. If you using the U-Play Mat for Education with your own child and are concerned about language development, please discuss this with your health care professional.

In general:

By the age of one, a child is expected to achieve the following general language milestones:

- Respond to the speech of others verbally or through facial expressions or other simple gestures such as shaking the head up and down for "yes"
- Pay attention to speech of others
- Respond to simple verbal requests including the word "no"
- Babble with inflection
- Attempt to imitate speech of others
- Use simple works such as "dada", "mama" and simple exclamations such as "oh-oh!"
- Use exclamations, such as "oh-oh!"

By the age of two, a child is expected to achieve the following general language milestones:
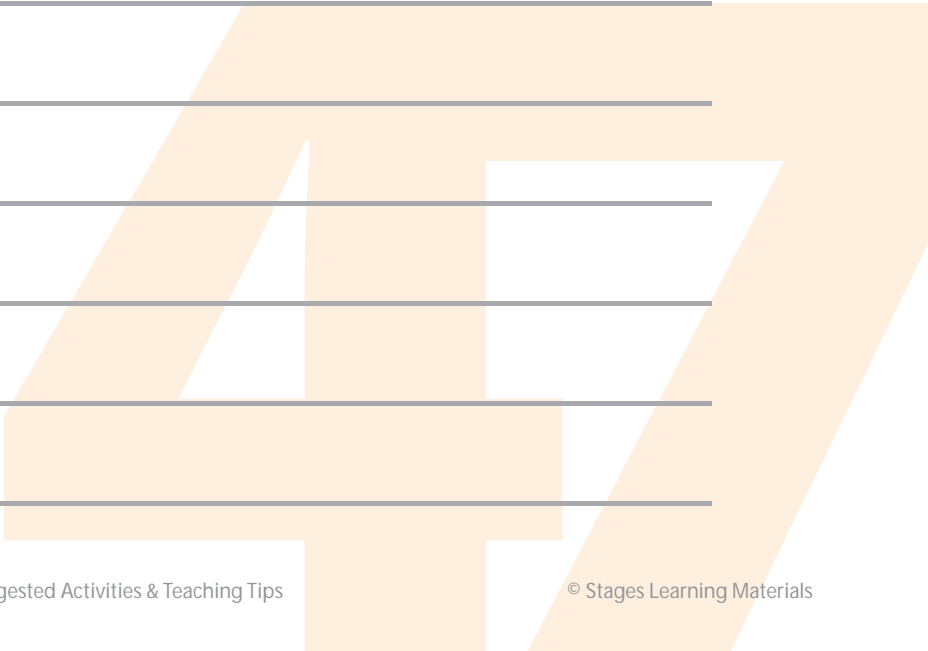
- Follow simple commands or instructions
- Point to an object or picture when it is named for her
- Recognize names of familiar objects, body parts and familiar faces
- Repeat words overheard in the conversation of others
- Say several single words and simple phrases by 15-18 months
- Use simple phrases and 2-4 word sentences by 18-24 months

By the three-four years of age, a child is expected to achieve the following general language milestones:

- Understand the concept of "same" and "different"
- Speaks in sentences of five to six words with an understanding of simple grammar
- Speaks clearly enough for strangers to understand
- Tell stories

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Expand Your U-Play Activities with More Great Products From

STAGES
learning materials

Language Builder Picture Nouns 1 & 2

The Language Builder Picture Noun Card sets are tremendous tools for teaching key language concepts to children and adults with autism, developmental delay or speech/language delay, or to anyone first learning or re-learning basic language skills. The two sets combined feature 550 pictures including: Animals, Foods, Vehicles, Clothing, Furniture, Toys, Everyday Objects, Shapes & Colors. Paired with Dr. Jen's U-Play Mat for Education the card sets greatly expand your vocabulary and language teaching opportunities.

SLM001
Language Builder Picture Cards (350 Cards)
$149.99

SLM002
Language Builder Picture Nouns 2 (200 Cards)
$84.99

SLM991
Language Builder Picture Nouns 1 & 2 (550 Cards)
$199.99
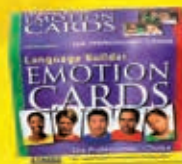
Language Builder Emotion Cards

The Language Builder Emotion Card set is the newest addition to the popular language builder series. This 80 Card set helps students identify and discuss different feelings and emotions. The set features male and female models, ranging from ages of 1 to 70 years old, and from a variety of ethnic and cultural backgrounds. Use the emotion cards with Dr. Jen's U-Play Mat for Education to invite discussion about a range of emotions, why the people may feel that way, and possible appropriate and inappropriate responses to these feelings.

SLM003
Language Builder Emotion Cards (80 Cards)
$34.99

Language Builder Occupation Cards

The Language Builder Occupation Card set includes both male and female depictions of common occupations. This 115 Card set allows children to identify and discuss different jobs and careers without learning stereotypes or gender bias. Use the emotion cards with Dr. Jen's U-Play Mat for Education to familiarize students with the people they may see in the community, to prepare children for upcoming events such as a visit to the doctor or dentist, or to invite discussion about what they want to be when they grow up!

SLM002
Language Builder Occupation Cards (115 Cards)
$49.99

Dr. Jen's U-Play Mat for Education
Suggested Activities & Teaching Tips

The 10 clear pockets on the innovative U-Play Mat create a self-contained learning environment with full visual and tactile access across the mat's surface, but no danger of damage or disruption to the cards. When paired with Stages Learning Materials' beautiful real-photo cards, you have the tools to capture your child's attention and engage their mind!

★★★★★ *5 out of 5 stars (Amazon)*

As a speech therapist, I really love this product! The shape of the mat encourages quality interactions with your child, and the images on the cards help to keep children motivated and engaged. I recommend this product to the parents of any young child!

— *Mary "SLP"*

★★★★★ *5 out of 5 stars (Amazon)*

There must be something special about this shape that invites kids to have a seat and pay attention!

— *Geomom Chicago*

Fun facts on the reverse help build interaction, vocabulary and conversation

Keep records with 19 reproducible data sheets

10 clear pockets secure cards to the mat's surface

Innovative "U" shape allows the child to sit in the middle of the mat!

Durable vinyl is long-lasting and easy to clean

100 real-photo Stages Learning Materials Cards

UPLAY MAT

STAGES learning materials