

## **Matrix Session Planning The Process: Example 2**

### **Background Information**

J is approximately 30 months old. He has a twin brother and older sister. He was born with ROP. He has no vision in his right eye and limited vision in his left eye. This fall he will start attending a program two days a week to prepare him for preschool.

### **Family Outcomes & Daily Routines**

The family has identified the following outcomes for their child:

1. J will communicate his wants and needs using simple phrases.
2. J will begin to problem solve situations independently.
3. J will demonstrate an understanding of positional terms, such as left, right, up, down.

The family has identified the following daily routines:

1. Play time
2. Meal time
3. Bed time

### **Child Strategies, Strengths and Needed Adaptations**

J was previously evaluated by a speech and language pathologist as there were concerns regarding his expressive and receptive language; however, he is not receiving speech services at this time. J identifies familiar people by name, such as his mom, dad and siblings. He requests familiar items, and will repeat simple words or phrases. J understands directions, such as “put away your toy.” If J becomes frustrated, he will often cry rather than communicate his needs using words or gestures. He has also started to demonstrate some behaviors that the family thinks might be associated with his lack of communication.

J’s mother expressed concerns regarding his problem solving skills. For example, if something gets caught on the wheel of the baby stroller he is playing with; J will become upset or cry rather than try to get it off himself. His family is trying to help him problem solve through these situations. He will also often try to take a toy away from his siblings or cry when they take a toy away from him. Crying to gain attention when something happens is a very early stage of developing problem-solving skills (Ferrell, 2011). Parents can help children move beyond this stage by teaching them to use words or gestures to communicate their wants and needs. Additional strategies that can be used to develop problem solving skills include: learning the relationship between cause and effect, and providing them with opportunities to make decisions or choices.

Currently J is walking. He is able to jump in place and enjoys jumping on the small trampoline in his living room. He is able to climb up the stairs on his plastic slide. J is able to navigate around

his house and other familiar environments. His family has placed blue contrasting tape on the doorways of their home, as well as some furniture pieces like the dining room table. J will be receiving a cane from the DTO&M later this week, and would benefit from developing an understanding of positional concepts to aide in navigating his environment.

### Family Matrix

	<b>Play Time</b>	<b>Meal Time</b>	<b>Bed Time</b>
<b>Communicate wants and needs using simple phrases</b>		-Encourage J to request more during meal time -Allow J to make choices on what he wants to eat for meal time	-Nursery rhyme or story time basket (see description below)
<b>Problem solve situations independently</b>	-Hide his toys and ask him to find it (use musical toys). Incorporate siblings to make it a fun game and encourage turn-taking.  -Stacking activities with blocks, bowls, etc.	-Have J help with putting away his favorite snacks, bowls or dishes. This will help him to remember where these items are kept, so that he will eventually be able to get them independently.	.
<b>Demonstrate understanding of positional terms</b>	-Play 'Simon Says' or another similar game using directions like "shake your right hand"	-Put objects out of reach or have him retrieve items while you are cooking. Use positional terms like "the towel is in the bottom drawer"	-When getting dressed for bed use positional terms like "put the shirt over your head" or "put your right leg in"

### Narrative

## **Activity:** Nursery Rhyme or Story Time Basket

### **Materials:**

1. Basket or plastic bin
2. Objects to represent J's favorite nursery rhymes or bed time stories

### **Description**

Gather items that represent J's favorite nursery rhymes and bed time stories. Also, include objects that represent songs or stories that J may not like. It may be beneficial to start with a few objects and gradually add more as J's skills and language develop. Before bed or during play time, allow J to choose an object from the basket to request a song or story. Encourage J to also use simple phrases when presenting his requests; such as "I want ...". You can increase the complexity of his language as needed.

### **Importance**

Turn taking, an interchange of listening and talking, is an important part of communication (Ferrell, 2006). This is an activity that J can do with his siblings before bed or during play time, and gives his mother or father an opportunity to facilitate these turn taking skills. This activity also allows J to learn that symbols represent things, which is an important part of communication and early literacy. J's family can also incorporate problem-solving skills, another family outcome, into this activity by removing J's favorite song or story from the basket. Aside from expressing his wants and needs using the basket, the actual songs and stories provide J the opportunity to practice additional communication skills such as listening skills.

### **Family Involvement**

The family can gather items for the basket on their own or with help from the DTV as necessary. This is also a great activity that the family, including the siblings, can do together. This activity also provides the opportunity for J to practice turn-taking skills, and allows the family to model appropriate language skills for J.

## **References**

Ferrell, K. A. (2011). *Reach out and teach: Helping your child who is visually impaired learn and grow*. New York, NY: AFB Press.