

Communication Clinic of Connecticut, LLC
137 Ethan Allen Highway
Suite 1
Ridgefield, Ct. 06877
(203) 544-9560
(203) 544-9826 (fax)
CCC226@aol.com

Nancy Z. Schwartz Ph.D.
Ct. License #001022

The Patterned Activity:

Patterned activities are done with another person and serve to support the student's ability both to learn how to perform the activity and to remain in an interaction with the other person. As the student gains competence in a given task, he will be able to do that task alone but along the way, as he has learned the task with another person, he will have gained competence both in performing the activity and in regulating to the needs of another person. Obviously, both aspects of the teaching are necessary for life.

Types of Patterned Activities:

There are three basic types of patterned activities:

Giver – put'er: This design is the simplest pattern that can be established for the student. The student is given an object and expected to place it in a receptacle. It can be applied across a wide range of tasks, e.g. markers in a cup, fruit into a basket, books on a shelf, papers on a table, folders in a bin

Simple roles: This design requires that the adult divides a task into two clearly defined roles. While some household tasks lend themselves to two roles, others can still be divided into two roles for teaching purposes. For example, one person sprays the table and the other person wipes it. One person gives a card and the other reads it.

Coordination: This design requires that the adult and the student move together to perform the task. For example, carrying a basket together, spraying two sides of a chalk board together.

Key to all roles is that you have a role and the student has a role. You should not be assuming responsibility for the student's role and the student should not be assuming responsibility for your role. You are in this activity together. You are both competent members and each is expected to do his/her job!

When the student gains competence in his role, the roles can be switched by changing physical positions with the student. For example, initially the adult might sit next to a box of books and gives a book to the student. The student would sit next to the shelf and puts the books on the shelf. If the student is competent in placing the books, seats could be switched. The student would now be in the role of giving the book while the adult would place it on the shelf. When the switch occurs, the adult should not tell the student what to do. The adult should put out her hand and wait for the student to figure out what he has to do. In this way, the student learns how to assume the responsibility to do both parts of the task. Eventually, with competence gained in both roles the student would be expected to do the task independently and new tasks would be introduced within patterns to learn.

While the patterned activities are a basis for teaching the student how to perform activities of daily living, along the way the student also learns how to work with another person. Further, the interactive nature of the activities allows the student to learn to use another person as a guide, a necessary skill for learning about life.

Giver/put'er: the simplest role.

The giver/put'er pattern requires the least amount of motor planning skills from the student. It is a wonderful place to start as it is easy to establish through hand over hand manipulation. It is applicable to a wide range of activities. Within this task, it is easy to facilitate a shift of attention from the object to you simply by holding on to the object and his hand when you are giving or getting the item. When you gain his attention, it is a great moment to offer a declarative language statement, e.g. I remember when you wore this shoe in the mud!

Establishing a giver/puter activity:

1. Most often the role of "put'er" is the easier role so the student should be placed in this role to start.
2. Establish a clear pattern with the Student. Use hand over hand guidance to support the pattern you have determined.
3. As you establish the pattern, you can offer declarative language statements re the placement of the object but not language to guide the placement. That is, comment only after the item is placed in the receptacle so that the placement is fully the student's responsibility.
4. Gradually decrease your hand over hand support.
5. Allow the student to assume the responsibility to respond independently without offering any verbal direction.
6. Give the student 45 seconds to assume his role (an incredibly long time) without any cues from you.
7. If the student is successful in remaining within the interaction independently, i.e., without hand over hand support, after a few turns, add a small variation and allow the student to repair the interaction by giving him time to respond. For example, hold the object a bit to one side as opposed to at the midline.

8. If the student is not successful after 45 seconds, bring him back to the task and re establish the pattern.
9. If the student is successful, add another small change. For example, hold the object up so he has to reach up.
10. Continue to challenge the student in small increments so that he can maintain a successful level.
11. End the activity after a short time, not necessarily when all of the materials are completed, and celebrate with animated declarative language, e.g. “we put the books away!”
12. End the activity on your terms. That is, if the student decides to leave, bring him back to the interaction, do one or more turns and then end with a celebration (we washed the dishes, yes!).
13. As the student gains competence in his role of putting, switch roles with him by switching seats or positions. In this way, the student knows that his role has changed. Do not tell the student what to do but put your hand out and wait for him to figure out what he needs to do.
14. When you are in the role of put'er, don't take the item from the student but put out your hand and expect him to assume the responsibility to give the item to you.

When you return to do the activity on another day, if the student was successful, you would want to add a small change, e.g. placing the items into a different receptacle or changing to different but similar items (e.g. folders instead of books or markers instead of pencils). In this way, the student will learn to be competent within a similar but different pattern. The goal is that he learns to be competent across a type of activity and not a memorized, fixed activity. Each time you redo the activity, make a change.

Across all of the activities listed below, the “puter” is the simpler role and should be the first role for the student in a given task.

Activity : Pencils in the drawer/bowl:

Materials: a box of pencils, possible a broken pencil, and a chair, stool or mat.

- a. Pattern: The student should be seated next to the drawer or at the table with a receptacle next to him. The adult is seated face to face with the student. The adult hands him a pencil at the midline and guides him hand over hand to place it in the receptacle. The adult repeats this step multiple times. When the adult feels the student anticipate the placement, the adult stops offering hand over hand support. The adult continues to hand the student pencils at the midline. The student is expected to place each pencil in the receptacle. If he does not, he should be given 45 seconds of wait time, before the adult intercedes and gives him physical guidance. A few pencils should be successfully placed by the student before a variation is made. While the adult should not verbally guide him to place the pencil, the adult could comment about the placement of the pencil after it is placed (e.g. “pencil in the drawer”). The adult should choose when to end

the activity and end it with a celebration, e.g. high fives and a statement about what was done. The ending should not always be determined by the placement of all the pencils but should end at various points so that the student does not become fixated on completing tasks only when all materials are placed.

- b. Variations within the task over time: The adult should hand the pencil to the student from the side, from the other side, or from above. The adult should stand and expect the student to stand to reach for the pencil. The adult should move a few feet from the receptacle so that the student has to come and get the pencil and then return to the receptacle. The distance should gradually be increased between the receptacle and the adult. The adult could even move out of the room so the student has to look for him. The adult could offer any type of writing tool to the student. The pencil could be dropped. Two pencils could be offered. A dirty pencil could be offered. A handful of pencils could be offered. An object that is not a pencil could be offered.
- c. Variations in the basics of the task made across days: The receptacle for the pencils should be changed. The student could be expected to place the pencils onto the table, a box, the drawer, etc. The student's chair should be removed. If he has trouble standing in one spot, a mat could be placed so that his spot is defined. Next, the mat could be removed. The task could be done while music is playing. The task could be done with a familiar desirable object (though not a favorite object) nearby. The task could be done with a favorite activity nearby. The task could be done with a different person. The task could be done in a different kitchen (e.g. when visiting a relative or friend).
- d. Fun moments: Bang two pencils together to make music as you give the pencils to the student. Toss the pencil to him. Balance the pencil on your nose or head and let him take it from that location. Put a pencil into your sleeve and let him pull the pencil out. Laugh during these fun moments.
- e. Repair: Regardless of the variation the student should come to the adult, get the pencil and return to put the pencil in the receptacle each time.
- f. Support: The adult should not cue the student to come to her in any way. The adult should stand, smile and wait for him and then comment on the placement of the pencil after the student has placed the pencil. The adult should not shake the box of pencils she is holding or clear her throat to attract him. If the student wanders from the task, after 45 seconds, the adult should get the student and return to where the task began. A few more trials should be done and the task ended with a celebration (e.g. chanting together, high five's)

- g. Switch: When the student appears to be competent in his role, switch roles. That is the student should now be expected to hand you a pencil and you place the pencil. The switch should occur after you have begun the activity in the typical way. You would then say switch, exchange places and expect the student to hand you a pencil. When you make the switch, do NOT tell the student what to do but put your hand out and expect the student to figure out what he needs to do. You could announce “switch” again and return to the original roles. During the switch, the student does not have to introduce variations for you, though it is okay if he does as long as he stays in his role of giving.
- h. Peers: allow a peer to be in the other role.

Reminders:

1. Make sure the student is organized physically. If needed, have the student seated in an appropriately sized chair. If the student is ready to stand, begin with the student standing on a mat so that he understands where you want him to stand. If you want the student to learn to move within the task, you could have pairs of chairs set up. You would move from one chair to another and the student would be expected to move to the chair that is facing you. Alternatively, if you want the student to follow you as you move around the room, begin by placing mats on the floor so that the spot you move to is defined for the student.
2. Switch roles. After the student has learned his role and can assume his responsibility to remain in his role despite changes, you can switch roles. You would take his hands and physically switch places. Once you switch places, put out your hand to receive the item he is to give you but DO NOT tell him what to do. Give him time to figure out what he has to do.
3. At any point during the activity, if your student hesitates before responding, please be quiet and give him time to respond without your guidance, either verbal or nonverbal. You might have to give him as much as 45 seconds.
4. Put in fun moments so that this activity is not a chore.
5. End the activity at different points so that the student does not become fixated on finishing every available item.
6. Put the student in the easier role at the outset.
7. Do not allow the student to take over your role, it is not his job!
8. If the student leaves, bring him back while chanting what you are going to do, do two more trials and then end the task on your terms.
9. If you cannot get the student to return with you, lead him to another task so that you are still acting as his guide and do a few quick turns.

Key point: When you first begin, you can do a task for as short as 30 seconds. The task can take longer but it is never about completing the actual task and always about having your student feel competent. You are NOT going to get your chores done

efficiently through these tasks. You ARE going to teach your student to enjoy working with you, so remember to have some fun and to keep the tasks short.

Simple roles:

Simple roles are divided tasks in which one person has one role and the other person has another role, as occurred with the giver/put'er roles, but these roles are more complex. In most cases, both roles could be done by a single person to complete the task. However, the roles are divided so that the student can be taught the task in steps and so that the activity begins as a task guided by the adult. The student should be given the easier role first. When he is competent in that role, the roles can be switched. After learning to switch roles within these tasks, the student will have the skills to do both aspects of the task and could move to doing the task independently.

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Sample activities:

1. Cleaning the table:

Materials: spray bottle of water, paper towel and a dirty table.

- a. Pattern: The student should be seated at a table with the adult. The student should be given a paper towel and the adult should have a spray bottle. The adult should spray water on the table and the student should be expected to wipe the water. Initially, the student should be helped to wipe the water by giving him hand over hand support, thereby establishing a pattern. The spraying should occur in the middle of the table in front of the student. Once the pattern is established, the hand over hand support should be eliminated. During the activity, the adult could offer comments as the actions are done: Teacher spray table/ ___ wipe table/ yuch dirty table. You might make sure that the table is obviously dirty so the intent of the task is understood.
- b. Variations in the basic activity over time: Initially, the adult should be spraying the water in the midline in front of the student. Gradually, variations of spraying to the left, to the right, in the corner, in the opposite corner, should be made. When the student remains in his role with ease, the adult could stand and spray a chair next to the table. The adult could then spray different items around the room.
- c. Variations across days. Change the table you are cleaning. Change the type of materials you are using, e.g. spray with Windex instead of water, wipe with a sponge instead of a paper towel. Change who is doing the task with the student.
- d. Fun moments: Increase the rate at which you are spraying and wiping. Spray in a circle and expect the student to follow along.
- e. Repair: The student is expected to wipe wherever the adult has sprayed the water. His efficiency in wiping should not be an issue. However, when the wiping is initially patterned during the first steps, be sure that you expect an accurate/ effective action.
- f. Support. After the pattern has been set, the student should be given 45 seconds to assume his role. If he does not, he should be returned to the table and given two or three more trials. The activity should then be ended and celebrated.

Possible tasks:

Dishes: One person rinses the dish and the other puts it in the dishwasher

Dishes: One person dries a dish and the other puts it into the cabinet

Dishes: One person washes the dish and the other puts it in the drying rack

Dusting: One person sprays the table and the other dusts

Vacuuuming: One person moves the furniture and the other vacuums

Salad: One person washes the tomatoes and the other slices them.

When YOU need to learn a new skill, try splitting into two roles. You will see how much faster you feel competent and how much more fun it is to learn with someone else (even better than learning on Youtube)

Coordination

Coordination activities involve both participants doing the same role within a given task either at the same time or in turns. For example, carrying a box together or alternating turns filling in an answer. Each person in the task is responsible for his own actions.

For some coordination activities you need large items to carry or manipulate. For other coordination activities you need two sets of materials

Sample Activities:

Carrying a box:

Have a box that has sufficient weight to necessitate two people to carry it and carry it with the student, stopping to catch your breath, picking it up, etc.

Tray: Carry a large tray with the student, shaking the items so they almost fall, laughing about it, etc.

Making a sandwich:

- The set up: The adult and the student should be seated opposite each other at the table. There should be enough sandwich material for two sandwiches, two plates, and two knives in the center of the table.
- Pattern: the adult takes two slices of bread and says, "I have two pieces of bread for my sandwich" The adult should wait for the student to take her bread. If the student does not, the adult could offer other declarative language statements, e.g. "you are not going to have a sandwich" or "I'm making my sandwich" The adult would then proceed to take each sandwich item and the student would be expected to take the same content or to acknowledge her not taking that step by explaining with a comment (e.g. I don't like lettuce). If the student fails to take an item for the sandwich, the adult could offer a statement: yours sandwich looks skinnier than mine/ you won't have as much flavor as I do, etc. The adult should take a knife to spread a condiment on the bread but make a show of taking it and waiting for the student to join in. The adult should take the

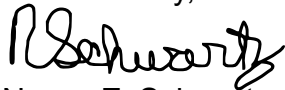
knife and expect the student to follow along. When the sandwiches are finished the adult should take a big bite with lots of enjoyment or continue the coordination by wrapping the sandwich up and placing it in the refrigerator. The pace of the activity should be very slow to give the student ample time to follow along.

- Variations to the basic activity over time: Initially, you could use variations in counting to start the activity, use exaggerated head shakes to indicate when to start an action. Initially, the materials could be spread out sequentially. Gradually eliminate these supports by not exaggeratedly shaking your head/ not counting to start the action/ presenting the materials in a container as opposed to spread out.
- Variations over days: . Do the activity in different rooms. Do the activity with different people. Sit side by side as opposed to face to face. Have similar but different materials on the table so that the student is not copying exactly
- Fun moments: Find a bug near the food and have a strong emotional response. Pick up the different food items and smell it or taste it showing a strong facial response of pleasure or disgust. Have extra items on the table that would be silly to put on the sandwich, try it and laugh.

Patterned activities support competence. The competence serves as a motivator to keep the student engaged.

Patterned activities are a wonderful way to join two students in an interaction. You would join two students who had experiences with the same patterned activities with an adult. Preferably, both students should know both roles but you could have one student responsible for one role only and the other student responsible for one role only. Initially, try to organize the activity to match the set up as closely as possible to the manner in which it was done with the adult.

Submitted by,



Nancy Z. Schwartz, Ph.D.