



## Snack Activity Schedule

Child/skill		Antecedent	Behavior (+)=Targeted behavior (-)=Not targeted behavior	Consequence	Data (+)skill performed & date (-)not performed & date
Andrew	Alternate between speaker and listener roles	Ask Andrew what he would like to discuss during snack today Let him explain/introduce topic to the class	(+) he allows time for others to offer input on his topic  (-) he does not allow anyone else to speak	(+) Thank him for sharing and listening  (-) remind him that he needs to let others have a turn to speak	
	Respond to topic initiations of others	Ask a student (not Andrew) what they would like to discuss during snack today After the offer topic, observe Andrew's ability to remain on the topic	(+) he offers input on peer's topic  (-) he begins speaking about unrelated subject	(+) thank him for his input; let him choose the next topic  (-) remind him that it was peer's turn to choose a topic, remind him what the topic is	
Tatiana	Follow established rules	Tatiana is having her snack	(+) she washes her hands first, remains seated, takes one helping  (-) she doesn't wash her hands, runs around table while eating, takes extra portions	(+) use her good behavior as an example ("I like the way Tatiana...")  (-) remind her about rules and their reasons (health, safety, politeness)	
	Respond to request to finish activity	Gain Tatiana's attention Instruct her that it is time to finish eating	(+) she finishes her snack and throws trash away  (-) she takes another helping; she leaves trash on the table	(+) ask her to be teacher's helper  (-) remind her that snack time is over; tell her to come and throw away her trash	
DeShaun	Group based on specified criteria	Ask DeShaun to help set-up table for snack Ask him to set table with specific items (e.g. "Put the things we eat with on first, then what we are going to eat next.")	(+) he places correct objects on the table  (-) he places incorrect items on the table	(+) thank him for helping; let him call peers to table based on criteria (e.g. if you are wearing red, if you are a girl, etc...)  (-) ask him what things he uses to eat with, what things he can eat, etc...)	
	Use language to label own/others affect/ emotions	Discuss snack Have kids act out how they feel about the food Ask DeShaun (& others) to guess how the "actors" feel about snack	(+) he correctly describes the emotions that his peers are portraying  (-) he incorrectly describes others' emotions	(+) verbal praise ("Good observations!"); continue game  (-) have "actor" explain his/her emotion to class; discuss why portrayed in that manner	

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