



Warmenhoven Institute for Inclusion

CHOICE BOARD OF CLASSROOM ACTIVITIES INFORMATION SHEET

Definition:

- A board that has pictures or icons on it for a child to choose one and give it to an adult (therefore increasing social interaction and communication opportunities).

Purpose:

- To help a child make a choice by providing an alternative method of communicating instead of just pointing
- To use the picture/icon as a bridge until words are developed
- To help the child understand the social interaction piece that adults are there to help

Benefits -- Enables a child to:

- access the curriculum while increasing his/her participation
- make a choice even though he/she might have limited vocabulary
- interact socially with adults
- play in a variety of areas and with a variety of toys instead of sticking to his/her favorite activity

Can support children who have:

- | | |
|---|---|
| <input type="checkbox"/> Speech and Language Delays | <input type="checkbox"/> Autism & Asperger's Syndrome |
| <input type="checkbox"/> Difficulty Processing Verbal Input | <input type="checkbox"/> English As a Second Language |
| <input type="checkbox"/> Attention Deficit Disorder & ADHD | <input type="checkbox"/> Hearing impairments |

DIRECTIONS FOR SUCCESSFUL IMPLEMENTATION:

1. Choose a specific number of icons/pictures from the center of the folder.
2. Place them on the back of the choice board
3. Get down on the child's level
4. Face the child
5. Present the back of choice board to the child
6. Ask the child to choose one picture by taking it off and handing it to you
7. Place the picture by your mouth and say the word
8. Give the child an expectant look and pause
9. If the child attempts to say the word reinforce the child's attempt with praise
10. Implement the child's choice

Once the child can say the icons/picture words consistently, then increase the difficulty. Have the child choose an icon/picture, put it on the "I want "sentence strip, and then hand the whole strip to you. Model the whole sentence by saying, "I want..." and give the child an expectant look and pause to see if he/she will repeat the sentence. Once the child is able to use the sentence strip consistently then begin to fade out the pictures until they are no longer necessary. Or, make a new and harder sentence strip such as "play with..." or "I want to play..."

(Individualize the pictures in the choice board by cutting out and laminating the specific toys in your classroom from a toy catalog such as Lakeshore or Discount School Supply)

Please visit our website at www.sccoe.org/programs/inclusion