

### **The MA & PA Approach for Selecting and Designing Learning Activities**

The SCERTS Model places considerable effort into the design of individualized learning activities and modification of everyday activities to be both motivating and functional for a child. We refer to this as the MA & PA approach, which refers to the use of meaningful activities and purposeful activities. In developing the MA & PA approach, we have drawn from the work of Diane Bricker and colleagues on activity-based intervention (Bricker & Cripe, 1992; Bricker, 1998; Pretti-Frontczak & Bricker, 2004), and Lee McLean and colleagues (Snyder-McLean, Solomonson, McLean, & Sack, 1984) on joint action or joint activity routines. We also factor in knowledge of the benefits of consistency and predictability for children with ASD (Prizant, 1982), the need to consider both structure and flexibility in activities, and the importance of visually based and multimodal learning grounded in our understanding of the learning strengths and weaknesses of children with ASD (see Chapter 4 in Volume I for a detailed discussion). Careful planning of activities and the use of transactional supports are inherent parts of the MA & PA approach.

The MA & PA approach is clearly distinct from approaches that are primarily skill based, in which most “learning” occurs when skills are trained in a repetitive mass-trial format in isolation from meaningful activities. It is our belief, based on research as well as years of experience, that approaches that are primarily skill based and that do not use more natural activities from early on compound the problems that children with ASD have in making meaning of their experiences and therefore in applying what they have learned flexibly across settings and partners. However, we also recognize that it is rarely possible to use purely natural learning opportunities and simply follow the child’s lead. Therefore, in designing and modifying activities, we find it helpful to think of naturalness along a continuum, which we will return to shortly.

### **Why the SCERTS Model Uses the MA & PA Approach**

The SCERTS Model uses the MA & PA approach for the following reasons:

1. Children with ASD often have problems making sense of experience and reflecting on previous experiences to help in coping and adapting to new experiences. Therefore, they need support in meaningful activities that already occur or that can be scheduled to occur in everyday life.
2. Child development research has found that children organize their understanding of life experiences in reference to events and routines and learn meaningful skills most efficiently in these events and routines. However, if and when repetitive practice is needed, such as learning to request at snack time through use of a picture system or having the opportunity to practice motor skills in gym class, such practice can be arranged to occur within planned activity routines as well as naturally occurring activities. In this manner, the need for repetition and practice can be met without resorting to rote, nonfunctional practice routines outside of meaningful contexts.

3. Meaningful and purposeful activities are, by definition, integrated as part of a child's life routines and are thus more easily replicated across different settings. Activities focusing on isolated skill training are less easily integrated in a child's day across settings.
4. Most activities have a natural logical sequence, clear beginnings and endings, and offer greater opportunities for introducing flexibility than repetitive drill practice offers. Many activities also provide natural, concrete cues to indicate progress toward completion, such as steps in a cooking activity, a board game with friends, and so forth.
5. Activities are more likely to provide opportunities for active learning and engagement. It also is easier to include other children and brothers and sisters in more natural activities.
6. Activities are more likely to be motivating for all involved: children with and without disabilities and adults partners in the activity.

**Levels on the Continuum of Naturalness in the MA & PA Approach**

In the MA & PA approach, there are four levels on the continuum ranging from least to most natural:

1. Planned activity routines
2. Engineered activities and environments
3. Modified natural activities and environments
4. Naturally occurring events and environments

These levels of naturalness do not imply a strict hierarchical sequence in programming, in which programming must start with planned activity routines before moving to more natural activity structures. Many or all levels may occur simultaneously but may serve overlapping but slightly different purposes in a child's program. Figure 1.3 depicts this continuum, and Table 1.1 summarizes the levels in greater detail.

**Planned Activity Routines**

Planned activity routines target the instruction of specific skills through multiple learning opportunities for learning a specific skill or set of skills. The skills are only selected if they directly support other naturally occurring routines in other parts of the day. Planned activity routines may be incorporated throughout the day for those children who require a greater degree of individualized instruction and repetition to learn and apply specific skills effectively. These learning routines *are not* used to teach isolated skills that are part of a predetermined lock-step curriculum sequence, nor are the activities devoid of meaningfulness. However, the focus initially may be more on acquiring and practicing a skill with support rather than on independence within the

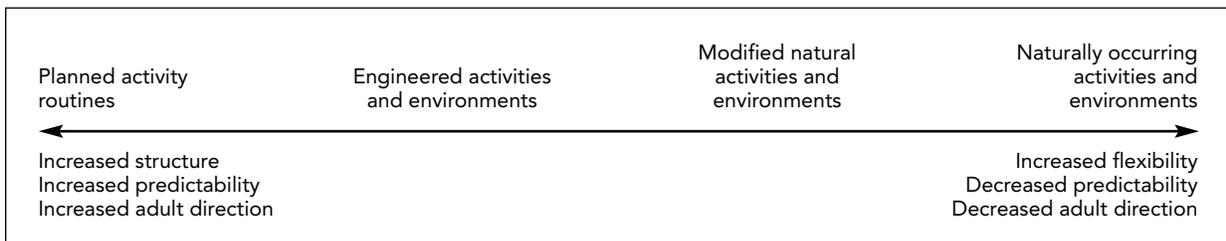


Figure 1.3. The continuum of naturalness in activities in the MA & PA approach of the SCERTS Model.

**Table 1.1.** Levels of naturalness in the MA & PA approach of the SCERTS Model

Level	Description	Purposes or goals
Planned activity routines	Planned activity routines target initial exposure to routines and activities and the instruction of specific skills through multiple learning opportunities for learning a specific skill or set of skills. The skills are only targeted if they directly support other naturally occurring routines in other parts of the day.	<p>Help a child to learn and rehearse skills to be used within current or upcoming natural or modified routines.</p> <p>Provide multiple opportunities for learning and applying skills that are functional in a wide variety of settings.</p> <p>Help a child to practice a skill that has been identified as a relative weakness within a sequence of skills as part of an established natural routine.</p> <p>Teach a child how to work independently, progress through a sequence of related tasks, and complete preacademic and academic tasks with minimal adult assistance.</p>
Engineered activities and environments	Engineered activities and environments are activities that may not occur naturally in the child's life but are designed and scheduled to provide consistent familiar and predictable formats for learning.	<p>Provide consistent, predictable, and familiar routines from which the child can practice and maintain skills.</p> <p>Help a child to acquire familiarity with such activities and a sense and meaning of activities similar to those that are naturally occurring.</p> <p>Help a child to understand events and master skills within such events through multiple opportunities of predictable activities that can be repeated throughout the day and week.</p>
Modified natural activities and environments	Natural routines, activities, and environments that are already a part of a child's life routines are modified to support optimal participation and engagement, through the addition of supports for social communication and emotional regulation.	<p>Introduce significant changes in natural activities to support greater success when a child is significantly challenged in experiencing such success.</p> <p>The ultimate goal is to maintain the integrity of the activity or setting while supporting the child's active participation.</p>
Naturally occurring events and environments	Naturally occurring events and environments are learning opportunities that occur within settings and activities that already are present in the life of a child and his or her family.	<p>Provide learning opportunities that are most natural, with natural contingencies and motivations, without the need for significant additional supports.</p> <p>Other children may support the child naturally, but such support is neither planned by adults nor prompted.</p>

Note: These levels of naturalness do not imply a hierarchical sequence in programming. All levels may occur simultaneously but may serve different purposes in a child's overall program.

event. Thus, there is a higher degree of support at this level, such as guided participation through prompting and modeling, use of visual supports, and so forth. Planned activity routines are particularly useful for the following:

1. *Learning and rehearsing skills to be used within current or upcoming natural or modified routines*, such as teaching and practicing imitative motor movements in a planned therapy session in preparation for applying these movements in an upcoming circle-time song such as “Head, Shoulders, Knees, and Toes.”
2. *Providing multiple opportunities for learning and then applying skills that are functional in a wide variety of settings*, such as for a child at the Social Partner or emerging Language Partner stage, working on vocal imitation such as vocal production of “hi” and a high-five gesture for greeting practiced with friends in a classroom context, and then applying this skill when this student sees his or her friends in the hallway at school. For a child at the Conversational Partner stage, practice in a planned activity routine may involve learning to order food from a menu.
3. *Practicing a skill that has been identified as a relative weakness within a sequence of skills as part of an established natural routine*. Such a skill identified as a weakness requires additional and multiple practice opportunities outside of the natural activity for successful acquisition in order for a child to be independently successful within the more natural routine. For example, for a child at the Language Partner stage, practice in a planned activity routine may entail providing practice raising a hand in a small group to respond to the request, “Who wants a turn?” For a child at the Conversational Partner stage, practice in a planned activity routine may involve learning to explain a two- to three-step sequence in preparing food for a group cooking activity in the classroom. Planned activity routines are also useful in teaching children how to work independently, to progress through a sequence of related tasks, and to complete preacademic and academic tasks with minimal adult assistance.

### Engineered Activities and Environments

At the next level in the MA & PA approach, environments and activities that may not occur naturally in a child’s life may be developed to provide consistent, predictable, and familiar routines from which the child can practice and maintain skills and acquire a sense and meaning of events similar to naturally occurring events. Examples include social skill groups, Circle of Friends, and Friendship Groups. In engineered activities and environments, developmentally appropriate skills can be more consistently practiced by the child in the context of developing relationships because social expectations for participation, and goals of activities are relatively clear. Furthermore, such activities are designed so that when necessary, the child receives clear instructional feedback and consistent and contingent responses from an adult partner. Communicative initiations and confidence in applying acquired skills are more likely when the child understands the purpose of the activity or event and when both the child and his or her partner can predict outcomes across people, places, and circumstances. Understanding of events and the use of skills within such events are solidified through multiple occurrences of predictable activities that can be engineered and repeated throughout the day and week. Instructional materials used during these activities should be very similar to or the same as those within the naturally occurring environment. Through the engineering of predictable environments, the child’s cognitive resources can be more efficiently and effectively applied toward learning and applying skills, with an understanding of the purpose of the child’s participation.

Although engineering of activities and environments may initially require that professionals and parents introduce new experiences and events in a child's life, such activities and environments may become a natural part of a child's routine over time if scheduled with sufficient regularity and consistency that the child comes to anticipate and expect them to happen on a regular basis. For example, for a child at the Social Partner or Language Partner stage, a Circle of Friends program may be started in school or other structured learning environments for the child to develop friendships and learn the skills to participate in shared enjoyable activities such as sensory-motor routines or constructive play (e.g., building with blocks or Legos). At the Conversational Partner stage, a school-age child may have a Circle of Friends group focused on special-interest activities based on themes such as science (e.g., weather, outer space). The ultimate goal is to carry over such activities to settings outside of school with brothers and sisters or with playmates.

*Modified Natural Activities and Environments*

At this level in the MA & PA approach, natural routines, activities, and settings that are already a part of a child's life are modified to support optimal participation and engagement, by adding supports for social communication and emotional regulation. Significant changes may be introduced in such activities to support greater success when a child is significantly challenged in experiencing success. For example, a child at the Social Partner or Language Partner stage may be offered more opportunities for making choices, or visual supports and movement breaks may be added to the activity to support attention and emotional regulation. A child at the Conversational Partner stage may have the ability to select friends with whom to work or play and may negotiate with those friends about the activities they wish to engage in.

*Naturally Occurring Events and Environments*

At the most natural level in the SCERTS Model's MA & PA approach, learning opportunities are identified within naturally occurring environments and activities that are already a part of the life of a child and his or her family. No significant special supports are implemented nor are activity modifications made, as the child is capable of participating with natural cues and supports. This level typically involves a continuum of naturally occurring one-to-one, small-group, and large-group settings, with an emphasis on interactions with other children. Of course, a child's age would be an important factor at this level, as very young children have fewer natural opportunities to participate in large-group activities. Examples of naturally occurring events include full inclusion in a general education classroom for a child who is able to learn in that environment with no or minimal paraprofessional support, or playing with cousins during family visits on a regular basis. Other children may support the child naturally, but such support is not designed to occur nor is it prompted. In these more natural settings, interpersonal supports may come to play a greater role for the child with ASD, as the attunement and support of the social partners are critical factors for ensuring the child's success in more natural contexts.

As discussed previously, planned activity routines and engineered and modified activities may be incorporated throughout the day to support the development of skills that are directly related to and infused within a child's natural routines. Furthermore, the nature of supports and the specific goals addressed in planned activity routines and in engineered and modified activities may vary greatly according to the developmental abilities of the child relative to the Social Partner, Language Partner, and Conversational Partner stages.

**Characteristics of Activities in the MA & PA Approach**

Activity or event structure plays an important role for children with ASD, as an activity’s characteristics may have an important impact on a child’s success. As noted earlier, in the MA & PA approach, we incorporate characteristics of joint activity routines and activity-based intervention when designing activities. For example, we include the following specific characteristics of joint activity routines (Snyder-McLean et al., 1984) that are consistent with the social-communicative and emotional regulation focuses of the SCERTS Model:

1. An obvious unifying theme or purpose to support shared attention
2. A requirement for joint focus and interaction to support reciprocity
3. A limited number of clearly delineated roles
4. Exchangeable or reversible roles
5. A logical, nonarbitrary sequence
6. A structure for turn taking in predictable sequence
7. Planned repetition
8. A plan for controlled variation to enhance flexibility

**Types of Activities**

In the MA & PA approach, it is important to recognize that different activities may be engaged in for different purposes and that these activities have different types of structures, which may vary in difficulty for different children (see Table 1.2).

**Goal-Directed Activities**

Goal-directed activities have a clear sequence of steps with a clear, easily perceived end goal. For example, food preparation, such as making a sandwich, or constructive play, such as building towers or doing puzzles, typically must follow a logical sequence to conclusion. When the activity is concluded, there are clear, natural contextual cues such as eating the sandwich, knocking down the tower that was just built, or putting the final piece in a puzzle and then putting the puzzle away. These are goal-directed activities in that the primary function of engaging in such activities is to reach the end goal. However, such activities also may involve multiple goals such as social communication, independently following a sequence of steps, and problem solving, all in the service of completing the activity toward the predesignated goal.

**Cooperative Turn-Taking Games**

In contrast, cooperative turn-taking games do not necessarily have clear end goals in the same sense. The primary goal is in the success of social reciprocity, turn taking, and mutual enjoyment derived from such shared activities. For example, turn-taking games or routines, such as rolling balls back and forth, taking turns in playing musical instru-

**Table 1.2.** Types of activities with different structures

Goal-directed activities such as preparation or fabrication of a specific end product (e.g., food preparation, constructive play)
Cooperative turn-taking games or routines in which the goals are shared enjoyment and reciprocity (e.g., songs with spaces to fill, action routines, sports)
Theme-oriented activities organized around a plot or a theme, which may have multiple embedded components, with greater social-cognitive demands (e.g., daily living routines, preparation for bedtime, going to a restaurant)

ments, or singing songs, or sensory-motor games, such as taking turns going on a slide, playing on a seesaw, or tickling or chase games, have as their primary goal shared enjoyment. In a sense, for these activities, the goal is “in the journey,” not in any one end result. The success of such activities is measured by qualities such as shared emotional experience, social reciprocity, and cooperation. Some activities may have elements of a reciprocal, cooperative game as well as a goal-directed activity, such as board games (e.g., Candy Land, Chutes and Ladders).

### Theme-Oriented Activities

Theme-oriented activities are organized around and may have multiple embedded components, which may be related to functional skills in daily routines or even to imaginary events. For example, daily living routines such as preparation for bedtime, going to a restaurant, or taking a trip to the zoo involve sequences of smaller events that are organized in a logical manner. For example, for bedtime preparation, smaller events that are part of a larger whole may include brushing teeth, taking a shower, putting on pajamas, reading a book with Mom or Dad, and exchanging good-night kisses and hugs. Imaginary events may involve imaginative play sequences with toys or action figures or may involve role playing based on children’s literature such as fairy tales or children’s books. In general, there are more significant cognitive and social requirements for a child to participate in and understand activities organized around larger conceptual themes, which would be most appropriate for children at the more advanced Language Partner and Conversational Partner stages. There may be a greater need for use of transactional supports for children to participate successfully with the greatest degree of independence and understanding in theme-oriented activities.

### Guidelines for Implementing Activities

The following guidelines for implementing activities are not designed to provide a cookbook approach that is to be applied inflexibly to all children with ASD. Rather, they provide a framework from which to develop a meaningful approach from both a developmental and functional perspective. The following sections provide guidelines for 1) implementing activities within natural settings and routines according to the MA & PA approach, 2) individualizing educational programming to meet the unique needs of each child with ASD, and 3) providing the transactional supports necessary to best support a child with ASD while implementing the program. Initial steps in implementing activities are as follows:

1. *Identify developmentally appropriate goals and outcomes.* Goals and objectives are determined from the SAP, which identifies 1) relative strengths and weaknesses in the domains of Social Communication, Emotional Regulation, and Transactional Support, 2) parent/family priorities, and 3) child functional needs. It is recommended that not more than two to three goals be targeted in each domain—Social Communication, Emotional Regulation, and Transactional Support.
2. *Identify at least three activities that are meaningful, purposeful, and motivational.* The purpose for a child’s participation in each activity must be carefully considered. Activities selected should be functional, purposeful, and motivating so that the target skills can be best embedded and taught.
3. *Infuse goals across at least three activities across settings* so that the child learns to apply skills across people, settings, and activities.
4. *Identify/select optimal levels of social complexity in activities based on the child’s learning needs and strengths.* For example, design an appropriate proportion of large-group, small-group, and one-to-one activities that best address target goals.

5. *Within Steps 2–4, identify the sequenced skills that are embedded into each activity as part of the child’s program and/or that are an inherent part of the steps of that activity that are relative weaknesses for the child. These skills would require a higher degree of adult instructional support.*
6. *Identify appropriate transactional supports for social communication and emotional regulation.* Supports may include interpersonal supports, such as responsive strategies and level of language complexity used, and learning supports, such as changes in the ways the activity is organized, planned movement opportunities, the use of visuals, and so forth. Chapter 4 in this volume provides a detailed consideration on how to link transactional supports to Social Communication and Emotional Regulation goals.
7. *One-to-one or small-group planned activity routines may be provided as opportunities for increased practice or rehearsal of skills that require more instructional opportunities.* As noted earlier, planned activity routines can focus on teaching understanding of events and the necessary skills needed to actively participate in such events and will eventually be incorporated into the same learning environments in which the skills will be used most independently (modified natural routines and natural routines). As mentioned earlier, in using planned activity routines, it also is important to use the same or similar materials that are available in the natural learning environments. It is important for the child to practice and rehearse these skills within the context that he or she will eventually use them so that understanding of the natural cues of how and when to use the skills being taught is supported.

### **Specific Guidelines for Implementing Activities**

The following specific guidelines are offered to support the introduction of activities, with the eventual introduction of variation and elaboration to support flexibility and learning.

1. Introduce the concept of the activity gradually. Start with simple activity routines based on 1) a child’s motivations and interest, 2) functionality in the child’s life, 3) the family’s level of interest, and 4) whether the activity routine occurs or can be scheduled to occur as a regular activity in other settings.
2. Discuss, model, and/or demonstrate the purpose of the activity, or use a picture sequence and/or an example of a completed product to facilitate understanding of the goal. Initially, a greater degree of modeling and prompting will be necessary to establish routines. Fade prompts and support as routines become familiar, however, and ensure that visuals and other transactional supports are available for extra support for language comprehension or during states of dysregulation.
3. Provide consistency, predictability, and repetition until the child can participate actively with consistent success in the activity. Add variation as needed (see Step 5), but keep meaning or purpose constant.
4. Establish clear signals for initiation and termination of an activity. This may include rituals such as songs, movement, or greeting routines. Provide consistent simple language to mark dynamic aspects of the activity, such as action concepts.
5. Add flexibility and variation to activities, as well as needs and opportunities to communicate by doing the following:
  - a. Sabotage the activity by interrupting or violating a routine once the activity is established and the child clearly demonstrates familiarity with the activity.

- b. Omit necessary materials.
- c. Add novelty by introducing new materials, by initiating familiar activities in new contexts, or by introducing new activities in familiar contexts.
- d. Initiate an activity and “play possum,” requiring that the child indicate how the activity needs to proceed. This strategy is especially effective with highly motivating and frequently recurring activities.

**Other Considerations in Developing and Implementing Activities**

There are a number of additional factors to consider to encourage and support active participation and learning and to address the most common challenges faced by children with ASD.

**Create Communicative Opportunities**

Children with ASD often are unable to initiate communication due to a number of challenges, which may include difficulties with 1) word retrieval, 2) processing of language and nonverbal cues, 3) emotional regulation, 4) understanding social-communicative conventions, and 5) motor planning difficulties. To compound these difficulties, children often are not provided the opportunities to initiate communication due to highly adult-directed verbal styles of interaction, such as a high frequency of questions and directives and excessive premature verbal or physical prompting. In daily activities, restrictive adult-directed patterns such as highly directive interaction styles can and should be modified to provide increased communicative opportunities so that children learn how and when to communicate within naturally occurring settings. In the SCERTS Model, this is addressed as Transactional Support goals under Interpersonal Support and Learning Support.

**Design Activities to Be Intrinsically Motivating and Fun, Resulting in Positive Emotional Experiences**

Natural incentives are one of the keys to learning within the SCERTS Model. The use of routines and activities that are meaningful, purposeful, and intrinsically motivating for the child with ASD are designed to maintain extended interactions with partners in activities. The goal is for a child to acquire a sense of confidence, competence, and enjoyment within activities, leading to positive emotional experience and positive emotional memories. Over time, as these cumulative positive emotional experiences become associated with people, activities, and settings, the child becomes intrinsically motivated to seek out and cooperate with others in the context of activities. Conversely, negative emotional memories, which may be instigated by disorganizing levels of stimulation, inappropriate levels of task difficulty, and/or an excessively directive and controlling partner style, may result in the child’s refusing or avoiding people or activities when they are introduced at a later time.

**Natural Interactions and Settings Are Most Desirable for Learning**

As discussed earlier, the ultimate goal is for a child to be able to apply social communicative, emotional regulatory, and other functional skills in natural interactions across people, settings, and circumstances. Such learning involves the child’s understanding and following of natural cues, conventions, and rules of interactions with adults and peers in a variety of contexts. Natural interactions and settings serve to promote more successful and emotionally satisfying interactions between the child and his or her partners across activities and settings.

**Target Interrelated and Interdependent Skills within Activity Routines**

Targeted skills should be taught as part of a naturally occurring sequence and combination of interrelated and interdependent skills embedded within activities. Naturally occurring sequences of skills are not a series of isolated skills but a seamless flow of interrelated skills that when applied in a sequential and organized manner lead toward

active participation in an activity; efficient learning; goal-directed behavior; and, eventually, independence across settings. The child learns how and when to apply these skills based on natural cues inherent within routines. Thus, in essence, the child learns to become a problem solver, one who surveys the environment and acts accordingly based on an increasing understanding of activities.

### *Use Activity-Based Principles in School Settings*

Classroom-based routines and activity-based learning can be complimentary. For example, children in the later elementary grades typically become involved in classroom math, reading, language arts, and so forth as opposed to doing developmental or center-based activities, which are more typical of early childhood settings and, in some cases, early primary grades. Math time in a typical classroom might involve an extended period of lecturing, demonstration, and teaching activities that might last for extended periods depending on the grade level and the teacher's style. A child with ASD who is included in a general education classroom for a math lesson may or may not be able to participate for an entire lesson, or possibly only certain aspects of this lesson may be relevant for that child. The concept of "partial participation" (Brown et al., 1979) may be applied in these situations. That is, the child only participates in the aspects of the math lesson that are meaningful, purposeful, motivating, and related to his or her IEP. Instead of remaining for the full duration of the activity, the child may instead participate in a planned activity routine that emphasizes and applies the math skills he or she is learning within a functional routine. This may occur within the classroom or in a separate learning area such as a resource room.

The routine might also incorporate interrelated and interdependent skills, as discussed previously. For instance, the child's math objective may include learning quantity from 1 to 10 in a one-to-one correspondence activity. An activity-based routine could be developed whereby the child practices quantity from 1 to 10 in the general education classroom's math time for the first half hour. The child then may participate in collecting checked-out books to be returned to the library, counting the number of books, writing the quantity number on paper, going to the library, placing the books in the returned books slot, and communicating to the librarian the number of books returned. In this example, the planned activity routine could relate to naturally occurring learning opportunities and systematic instruction across cognitive, academic, communication, adaptive, and motor skills while leading toward increasing independent life skills. All of the principles of planned activity routines described earlier could be applied within this activity.

### *Create a Balance in Activities Throughout the Day*

The following dimensions are considered when planning a child's day to create a balance along different dimensions of activities:

1. Natural versus modified natural activities, engineered activities, and planned activity routines
2. Unfamiliar versus familiar routines
3. Adult-directed versus child-directed routines
4. Difficult versus easy or mastered routines
5. One-to-one versus small- and large-group routines
6. Preferred versus nonpreferred (but "must-do") activities
7. In-class versus out-of-class routines

8. Quieter versus noisier environments
9. Movement-based versus sedentary activities

This approach to creating a balance of activities during the day must take into consideration each child's developmental abilities in social communication and emotional regulation and his or her learning style. When such factors are considered, decisions regarding the child's level of participation for each activity at school or in other settings will be better informed. For example, a child should not be required to participate in learning a classroom activity or routine just because "that is what the other children are doing," without regard to the following questions: "Is the targeted classroom activity or routine, meaningful, purposeful, and/or motivating for that child?" and "Furthermore, are characteristics of the activity and the setting within the child's emotional regulatory capacities (with or without supports)?" If so, the child should be supported to participate at the level targeted by the team. If the child's learning style, learning capacity, and emotional regulatory abilities allow the child to participate only minimally or for only part of the activity routine, the program plan may call for a transition to another type of activity that better addresses the child's strengths and weaknesses for the remainder of that activity time period. The goal of counterbalancing activities along the dimensions just listed is to assist the child in continuing to participate in meaningful and purposeful learning activities with increasing active participation throughout the day, while reducing the potential for dysregulation caused by inflexibilities in program planning.

# Order Form

BROOKES PUBLISHING • P.O. Box 10624, Baltimore, MD 21285-0624

**ABOUT YOU** (write in your specialty and check one field that best applies)

Specialty

Birth to Five  K-12  Clinical/Medical Personnel  4-year College/Grad.  Comm. College/Vocational  Association/Foundation  Comm. Services

Name \_\_\_\_\_

Address \_\_\_\_\_

residential  commercial

City \_\_\_\_\_

State \_\_\_\_\_

ZIP \_\_\_\_\_

Country \_\_\_\_\_

E-mail

Yes! I want to receive e-mail about new titles and special offers. (Your e-mail address will not be shared with any other party.)

*We auto-confirm all orders by mail; please provide an email address to receive confirmation of order and shipping.*

Qty	Stock #	Title	Price
PAYMENT METHOD			Subtotal
<input type="radio"/> Check enclosed (payable to Brookes Publishing Co.)			6% sales tax, MD only
<input type="radio"/> Purchase Order attached (bill my institution) *Add 2% to product total for P.O. handling fee			5% business tax (GST), CAN only
<input type="radio"/> American Express (15 digits)			P.O. customers: 2% of subtotal
<input type="radio"/> Discover (16 digits)			Shipping (see chart below)
<input type="radio"/> MasterCard (16 digits)			<b>Total (in U.S. dollars)</b>
<input type="radio"/> Visa (13 or 16 digits)			

Credit card account number \_\_\_\_\_

Security code (3 or 4 digit code on back of card): \_\_\_\_\_

Expiration date \_\_/\_\_/\_\_ Signature \_\_\_\_\_

## Convenient ways to order:

**CALL** toll-free 1-800-638-3775 M-F, 9 a.m. to 5 p.m. ET.; **FAX** 410-337-8539;

**MAIL** order form to: Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624:

**ON-LINE** [www.brookespublishing.com](http://www.brookespublishing.com)

**Money-back guarantee!** Ordering with Brookes is risk-free. If you are not completely satisfied, you may return books and videotapes within 30 days for a full credit of the purchase price (unless otherwise indicated). Refunds will be issued for prepaid orders. Items must be returned in resalable condition. All prices in U.S.A. dollars. Policies and prices subject to change without notice. Prices may be higher outside the U.S.A.

### STANDARD GROUND SHIPPING & HANDLING

(For other shipping options and rates, call 1-800-638-3775, in the U.S.A. and Canada, and 410-337-9580, worldwide.)

**Continental U.S.A.\*\* territories & protectorates†; AK, HI & PR‡**

For subtotal of            Add\*           

US\$55.00 and under \$6.49

US\$55.01 and over 12%

\*\*Continental U.S.A. orders ship via UPS Ground Delivery.

†U.S.A. territories & protectorates orders ship via USPS.

‡AK, HI, and PR please add an additional US\$12.00. Orders ship via UPS Air.

Please call or email for expedited shipping options and rates.

**Canada**

For subtotal of            Add\*           

US\$67.00 and under \$9.99

US\$67.01 and over 15%

Orders for Canada are consolidated for shipping twice each month.

For minimum shipping time, please place your orders by the 9th or 24th of each month.

\*calculate percentage on subtotal