CLAMS

for Play Centers



START

Statewide Autism Resources & Training

CLAMS

Skill Targets by Goal Area		
Communication 	**Requesting**	Adult provides many opportunities for requesting by providing only small amounts or stopping activities then pausing or prompting the child to request the item/activity
	Choice-Making	The adult presents two or more desired items and the child points to or verbally labels the preferred choice.
	Yes/No	An adult prompts the child to respond to a yes/no question such as "Do you want to go outside?" and may include a visual of yes and no.
	Labeling	Adult labels and talks about objects or pictures in the immediate environment; this can be done with simple words, or through verbal description of play activities and adult prompts the child to participate in labeling
	Fill-ins	Adults use fill-ins by starting and not completing a common phrase, e.g., "ready, set, ____", then pausing to allow the child an opportunity to complete.
Literacy 	**Recognizing/ Writing Name**	A child is prompted to identify his or her name from a field of names (can be a matching task, or supported by a picture). Child practices writing name with accommodations, e.g., tracing highlighted letters, or recognizing letters in name
	Sequencing	Child is supported to follow a visual sequence of steps within a routine or schedule (horizontal, vertical, or book format)
	Sounds, Letters & Early Reading	Adult provides phonics based and early reading activities, e.g., rhyme, alliteration, knowledge of alphabet, comprehension, retelling, emergent reading.
	Picture Recognition	Adults help children to reference pictures related to activities in the environment; this helps the child understand upcoming activities and participate in routines more independently. It also builds comprehension skills.
Academic 	**Basic Academic Concepts**	The adult teaches basic academic concepts: colors, shapes, numbers, counting, matching, 1:1 correspondence, sorting, and patterning; the adult provides multiple opportunities with varied materials and prompts, as needed.
	Wh- Questions	The adult reads a story or presents pictures to the child then asks Wh-questions (e.g., "Who threw the ball in the story?", "Where are the children going?"). The child is supported to answer verbally or point to visual cues/pictures indicating the correct response.
	Prediction	Adult asks child to predict what will happen next, e.g., "what do you think is going to happen?", "what does red bird see?"; Adult provides cues to support correct responding, e.g., "the girl has an apple basket, what do you think she's going to do?", "is she going swimming, or picking

		apples?"; Child may be prompted to respond to related yes/no questions, e.g., "is she going swimming?"
	Recall	An adult asks questions to practice recall of recent events, e.g., "what did you just do?", "who helped you with that picture?" "What did you build in the block area?"; Children may provide a verbal response or answer by pointing or gesturing.
	Problem Solving	Adults provide opportunities for children to solve problems during an activity. Child progresses through the following stages: 1) reacting to a problem and seeking to achieve a goal; 2) observing and imitating how others solve problems; 3) asking for solutions and using solutions to solve problems without having to try every possibility
	Expanded Understanding of Objects	Adults provide opportunities for the child to expand understanding of objects through referencing features, functions and categories, rather than just labels (ex., the ball is large, red and bouncy). Tasks may be presented receptively or expressively so that the child demonstrates broader concept understanding beyond identification or labeling
Motor 	**Gross Motor Skills**	Adult provides opportunities for gross motor activities and prompts the child to practice gross motor movements (jumping, throwing, kicking, balancing, dancing), and introduces more complicated actions (tip-toeing, skipping, marching) as appropriate
	Fine Motor Skills	Adults prompt the child to use fine motor skills (pincer grasp, finger isolation). Adults promote participation in dressing activities (pulling up pants, zipping outdoor clothing, putting boots on) to encourage independence. Adult helps the child practice pencil grip, and age-appropriate scissor grasp
Social and Play 	**Observational Learning**	Adult demonstrates activities by modeling the task or action before it begins or supporting the child to model the behavior of a peer (e.g., "Do what John is doing")
	Joint Attention	Adults promote joint attention by teaching the child to follow and initiate. An adult points at objects and encourages the child to look at these objects by saying "Look!" Adult encourages the child to share interests and activities by showing items to others (peers, other staff) (e.g., "Show your picture to Miss Sandy")
	Social Awareness	Adult practices activities that encourage recognition and awareness of other people in the environment, such as greetings and good-byes, cheering for others, and simple conversational turn-taking.
	Waiting	Children are taught to wait by beginning with short waiting periods then gradually increasing waiting time. Adult may use a visual cue to support the child's understanding of waiting
	Sharing	Adult models and supports the child to engage in turn-taking during activities to promote sharing and basic social skills that contribute to game-play and social play.

Bowling	
C: Communication	• Child requests to go first • "Ready, set go!" • Saying "Good job" to peers • "My turn"/ "Your turn ____" • Child says how many pins they knocked down ("I got 2 pins!")
L: Literacy	• Follows sequence of bowling activity (set up pins, roll ball, give ball to friend) • Name cards used to show whose turn it is; child identifies name card (and name card of peer)
A: Academic	• Identifying ball vs. pin (pointing to specific items) • Label color of objects • Counting number of pins • Staying behind the line
M: Motor	• Throwing ball underhand • Setting pins up
S: Social	• My turn/ your turn • Fill-ins ("one, two…") • High fives • Saying "Good job" to peers • Trying to knock pins down • Sing songs (ex. "Clean up" song while picking up pins)

Color Block with Direction Cards	
C: Communication	• Child requests to go first • "Ready, set go!" • Saying "Good job" to peers • "My turn"/ "Your turn ____" • Child says how many cards are left ("four cards left!")
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card
A: Academic	• Matching the color of the block to the color on the card • Performing the direction on the card • Counting the cards
M: Motor	• Throwing the block underhand • Flipping over the card and handing it to instructor
S: Social	• My turn/ your turn • Fill-ins ("one, two…") • High fives • Saying "Good job" to peers • Trying throw the block within 1 foot to see color immediately • Sing songs (ex. "Clean up" song while picking up cards)

Fishing	
C: Communication	• Child requests fishing pole • Asks for help catching a fish • Adult asks if child wants a turn and child responses yes/no • Child says how many fish they caught (“I got 3 fish!”)
L: Literacy	• Child follows visual sequence of fishing activity (pick up pole, catch fish, put fish in bucket) • Child matches color of fish with corresponding word card (example: yellow fish goes with card that says “yellow”) • Child puts fish in bucket labeled with his or her name card
A: Academic	• Identifying color of fish “catch the blue fish” • Label color of fish • Counting number of fish
M: Motor	• Catching fish with pole • Releasing fish into bin • Put on fishing clothes
S: Social	• My turn/ your turn • High fives • Saying “Good job” to peers • Telling peers which fish they caught “I caught the blue fish, what did you catch?” • Try to catch all fish and put them in the bin • Sing songs

Monster Mitts	
C: Communication	• Saying who’s turn it is, and requesting to go first • Giving praise to friends for catching ball (“good catch”) and throwing (“good throw”) • Requests to play catch • Requests help to remove ball from mitt • Fill-ins (Ready, Set…)
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card
A: Academic	• Identifying colors on mitts and ball • Identifying the objects used (mitt and ball) • Can identify the friend they are playing catch with • Identifying which body parts are used (hands, arm, feet and legs (for standing)
M: Motor	• Puts hand in mitt • Raises mitt when ready to catch • Aims and throws the ball • Retrieves the ball when it lands near them • Pulls ball off Velcro
S: Social	• High fives to friends • Praise to friends for participation (“good catch, good throw”) • Support for catching the ball (“yay”) • Turn taking • Assist friends in putting on mitt and removing the ball off the Velcro • Reciprocal play – back and forth throwing • Trying to throw in silly positions (squatting, low throw…) • Singing songs about playing catch

Matching Cards	
C: Communication	• Child requests to go first • "Let's match!" • Saying "Good job" to peers • "My turn"/ "Your turn ____" • Child says where the match is ("It's right there!")
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card • Phonics-based early reading cards (letters of alphabet on cards)
A: Academic	• Identifying what items are on the cards • Selecting items from an array • Matching cards correctly • Counting how many cards they see
M: Motor	• Picking up/gathering cards • Placing the cards down in the correct location • Handing cards to others • Stacking the cards in the pile • Mixing up cards
S: Social	• Taking turns • Fill-ins ("one, two…") • High fives • Saying "Good job" to peers • Making it a game ("____ got 3 matches! How many can you get?") • Sing songs (ex. "Clean up" song while picking up cards)

Pizza/Cake Building	
C: Communication	• Child requests to have an item ("I want a pepperoni.") • Saying "Good job" to peers • "My turn"/ "Your turn ____" • Child says what they want to do ("Let's put candles on!")
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card
A: Academic	• Label items • Select items from an array • Identify colors of items • Counting items (e.g. How many sprinkles?)
M: Motor	• Picking up items • Placing items so that they stick (Velcro) • Pulling items off (Velcro) • Gathering items and handing them to others
S: Social	• Taking turns putting items on • High fives after creating something • Asking peers what they are making/telling peers what they made • Pretending to cook for someone • Pretending to eat • Sing songs (ex. "Clean up" song while cleaning up)

Play Food	
C: Communication	• Child requests for items (food items, plates, cups, etc.) • Child labels items (“apple”) • Child requests for actions (“open”, “stir”, “help”, etc.) • “My turn”/ “Your turn ____” • Child says what they are doing (“I made dinner!”)
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card
A: Academic	• Identifying kitchen items (pointing to/finding specific items) • Label color of objects • Counting number of items
M: Motor	• Opening doors in the play kitchen (microwave, oven, drawers, etc.) • Putting items in pots and on plates • Using utensils
S: Social	• Sharing items: my turn/ your turn • Giving instructions to peers/ following instructions from peers • Saying “Nice job” to peers • Pretend cooking • Pretend eating • Playing “mommy” or “daddy” • Sing songs (ex. “Clean up” song while putting items away)

Train Table	
C: Communication	• Child requests for items (train, toy people, tracks, etc.) • Child labels items (“train”) • Child requests for actions (“push”, “put on”, etc.) • “My turn”/ “Your turn ____” • Child says what they are doing (“I made a track!”)
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card
A: Academic	• Identifying items (pointing to/finding specific items) • Label color of objects • Counting number of items
M: Motor	• Pushing train • Connecting trains • Connecting tracks • Picking up parts and moving them
S: Social	• Sharing items: my turn/ your turn • Fill-ins (“one, two…”) • Giving instructions to peers/ following instructions from peers • Saying “Good job” to peers • Saying, “Choo choo” • Crashing trains • Building train route • Sing songs (ex. “Clean up” song while putting items away)

Ring Toss with Cones	
C: Communication	• Child requests to go first • "Ready, set go!" • Saying "Good job" to peers • "My turn"/ "Your turn ____" • Child says how many rings they got on the cone ("I got 2 rings!")
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card
A: Academics	• Identifying cones vs. rings • Label color of rings • Following directions for which ring to put on which cone • Counting how many rings are on each cone • Staying behind the line
M: Motor	• Throwing the rings underhand • Placing the cones scattered on the ground • Retrieving the rings off of the cones • Stacking the cones at the end
S: Social	• Taking turns • Fill-ins ("one, two…") • High fives • Saying "Good job" to peers • Making it a game ("____ got 3 rings! How many can you get?") • Sing songs (ex. "Clean up" song while picking up rings/cones)

Playdoh	
C: Communication	• Child requests to have playdoh • Inquire about what child is making/ tell child to make a "snake" • "My turn"/ "Your turn ____" • Child requests certain color playdoh/labels color of playdoh
L: Literacy	• Follow picture sequence cards to make something • Use letter cookie cutters and label letters and sounds • Use letter mats on table • Make rhymes out of play items (make – snake, roll – bowl)
A: Academics	• Identifying what they made with the playdoh • Labeling colors • Following directions for building an object (snowman, snake, etc.) • Counting parts of the item you made • Imitation with playdoh
M: Motor	• Rolling the playdoh with hands • Opening and closing the container lid (fine motor) • Pulling apart playdoh & squeezing it together • Stacking the cones at the end
S: Social	• Taking turns with colors • High fives after making something • Asking peers what they are making/telling peers what they made • Making it a game ("Look what I made! Can you make one to go with it?") • Sing songs (ex. "Clean up" song while cleaning up the playdoh)

Treasure Chest Game	
C: Communication	• Child requests to go first • Child requests for the key • Saying “Good job” to peers • “My turn”/ “Your turn ____” • Child says if they found a ball (“I found a ball!”)/ “Did you find a ball? (“yes!”)
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card • Make rhymes out of play items
A: Academic	• Opening a certain colored or shaped door • Label color or shape on door • Counting number shapes on a door • Counting number of doors that are open
M: Motor	• Using key to properly open door • Grabbing ball from opened door
S: Social	• My turn/ your turn • High fives • Saying “Good job” to peers • Telling peers if they found a ball • Showing ball to peer • Try to find more balls than a peer • Play until all doors are open • Sing songs

Velcro Bean Bag Toss with Numbers	
C: Communication	• “My turn”/ “Your turn ____” • Giving praise to friends for hitting a certain number (“good throw”) • Requests to go first • Requests help to remove bean bad from Velcro • Fill-ins (Ready, Set…)
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card
A: Academic	• Identifying colors of bean bags • Identifying numbers on the mat • Can identify the friend they are playing with • Stands behind line
M: Motor	• Aims and throws the bean bag • Pulls bean bag off Velcro
S: Social	• High fives to friends • Praise to friends for participation (“good throw”) • Support for hitting the mat or a certain number (“yay”) • Turn taking • Trying to hit a certain number • Trying to make all bean bags stick to the mat • Trying to throw in silly positions (squatting, low throw…) • Singing songs

Obstacle Course	
C: Communication	• Child requests to go first/ my turn • Child requests “Go!” • Saying “Good job” to peers • “My turn”/ “Your turn ____” • The child says “I am on the green dot!”/ “I am jumping!”
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card
A: Academic	• Pointing to a certain object in obstacle course • Label color dots on floor • Counting number of steps/jumps • Following a simple direction (e.g. “Jump three times”/ “Go through the tunnel”)
M: Motor	• Stepping/jumping on colored dots • Walking on colored dots • Climbing up stairs • Crawling through tunnel • Jumping on trampoline
S: Social	• My turn/ your turn • High fives when finished • Saying “Good job” to peers • Asking peers what color they’re on • Try to find certain colors with a peer • “Ready, Set, Go!” for a child • Sing songs

Sensory Bin	
C: Communication	• “My turn”/ “Your turn ____” • Giving praise to friends for finding an object • Requests “help” to remove item from bin • “I found a _____!”
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card • Emphasize letter-sounds of objects
A: Academic	• Identifying colors of items • Identifying number of how many items they found • Can identify the friend they are playing with • Labels items found • Sorting found items by color into buckets
M: Motor	• Uses tool to navigate sensory bin • Using fine motor (fingers/hands) to navigate sensory bin • Picking item up • Dropping item in another location
S: Social	• High fives to friends • Praise to friends for participation (“You found it!”) • Sharing tools • “What did you find?”/ “What is it?” • Turn taking • Singing songs

Whack- A- Mole	
C: Communication	• Child requests to go first/ my turn • Child requests “Go!” • Saying “Good job” to peers • Child says “I hit it!”/ “I did it!”
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card
A: Academic	• Pointing to a certain part of the mole (eyes/mouth) • Label parts of the game (mole/hammer) • Counting number of moles child hit • Following a simple direction (e.g. “Hit this mole”/ “Put the hammer down”)
M: Motor	• Grasping hammer • Hitting moles with hammer • Standing up for your turn • Raising hand for a turn
S: Social	• My turn/ your turn • High fives when finished • Saying “Good job” to peers • Asking peers how many they hit • Sharing hammer with peers • Try to whack all the moles • Saying “whack!” as you hit the moles • “Ready, Set, Go!” for a child • Sing songs

Shaving Cream	
C: Communication	• Student asks for preferred items and adult provides many opportunities for requesting by providing only small amounts or stopping activity frequently until the child requests the item/activity • Choice-Making: Adult presents two or more desired items and student points to or verbally labels the preferred choice.
L: Literacy	• Children practice writing their name, or tracing letters of name, in shaving cream. • Adult emphasizes letters and letter sounds
A: Academic	• Counting • Making patterns • Adult asks questions to practice recall of recent events, e.g., “what did you just do?”, “who helped you with that picture?”
M: Motor	• Fine Motor Skills • Finger isolation
S: Social	• Adult demonstrates activities by modeling the task or action before it begins or supporting the student to model the behavior of a peer (e.g., “Do what John is doing”) • Adults promote joint attention by teaching the student to follow and initiate. • Adult points to others’ shaving cream drawings and encourages the student to look at these by saying “Look!”

Barnyard Bingo

C: Communication	• Child requests to go first/ my turn • Child requests card “pig” • Saying “Good job” to peers • The child says “I got a match!”/ “I did it!”
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card • Emphasize letter-sounds of animals • Rhyme
A: Academic	• Label animals • Counting number of matches • Following a simple direction (e.g. “Find the horse”/ “Put all the animals with a tail together”)
M: Motor	• Grasping cards • Placing like cards together • Standing up for your turn • Raising hand for a turn
S: Social	• My turn/ your turn • High fives when finished • Saying “Good job” to peers • Asking peers how many matches they got • Saying “I got a match!” as you match the animal cards • “Ready, Set, Go!” for a child • Sing songs

Connect Four

C: Communication	• Child requests to go first/ my turn • Child requests “Go!” • Saying “Good job” to peers • Child says “I got four in a row!”/ “I did it!”
L: Literacy	• Follows sequence of activity • Name cards used to show whose turn it is; child identifies name card
A: Academic	• Pointing to four discs in a row • Label color disc (red/yellow) • Counting number of discs in a row • Following a simple direction (e.g. “put your disc in this one”/ “Pick up the disc”)
M: Motor	• Sorting discs by color • Grasp disc/place disc in column • Standing up for your turn • Raising hand for a turn
S: Social	• My turn/ your turn • High fives when finished • Saying “Good job” to peers • Asking peers how many discs they have in a row • Handing disc to peer for their turn • Try to get four in a row • Match your color disc • “Ready, Set, Go!” when it’s a child’s turn • Sing songs