

Task Planning and Prioritization



In this activity, you'll consider a list of strategies that you can use to keep your child accountable for chores and self-care tasks at home. You can share the results of this activity with your child's school to help you communicate what strategies you are using at home.

Strategies are **beginner**, **intermediate**, or **advanced**. For example, using a chore chart is a "beginner" strategy, while teaching your child online banking is "advanced." Focus on building proficiency in beginner strategies before considering intermediate and advanced ones.

For each strategy, choose one category:

- **Doing:** Strategies you and your child are already using
- **To do:** Strategies you can start using now
- **Future:** Strategies you can introduce in the future

Chores & Self Care

Priority	Task
☐ Doing ☐ To do ☐ Future	The night before school, my child can pack their own backpack using a visual checklist (pictures, symbols, words or apps) if necessary.
☐ Doing ☐ To do ☐ Future	I can choose a chore for my child and break it into smaller steps for my child to follow. I can give them more steps to do as they succeed.
☐ Doing ☐ To do ☐ Future	I can discuss chores with my child's occupational therapist (OT) and/or physical therapist (PT) to identify opportunities for fine and gross motor skills development.
☐ Doing ☐ To do ☐ Future	My child is responsible for a few chores. I can introduce a chore that is not their preferred task.
☐ Doing ☐ To do ☐ Future	I can time or evaluate my child's work and discuss ways that they might improve or complete the task in a shorter time.
☐ Doing ☐ To do ☐ Future	I can use a visual schedule or a "to do" list and teach my child to move from task to task without my direction.
☐ Doing ☐ To do ☐ Future	I can ensure my child/teen has a personal email and practice accessing it independently.
☐ Doing ☐ To do ☐ Future	I can have my child/teen carry and be responsible for their wallet with their personal identification (or copies).
☐ Doing ☐ To do ☐ Future	I can introduce chores and responsibilities like paying a bill online or booking an appointment.

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Play Activities

Priority	Task
☐ Doing ☐ To do ☐ Future	I can ask my child, "What do you want to be when you grow up?"
☐ Doing ☐ To do ☐ Future	I can encourage my child to play games related to jobs or occupations.
☐ Doing ☐ To do ☐ Future	As my child plays, I can look for signs of frustration and model how to get through them.
☐ Doing ☐ To do ☐ Future	I can intentionally introduce my child to play or social activities that build on their existing interests.
☐ Doing ☐ To do ☐ Future	I can help my child explore the jobs or careers that are related to their interest through stories, videos, or interactions with people.
☐ Doing ☐ To do ☐ Future	As my child gets older, I can help them build on their early interests by exploring deeper or more advanced (Example: An interest in Thomas the Tank Engine might lead to playing train-related board games).
☐ Doing ☐ To do ☐ Future	I can help my child explore hobbies or social activities that help build job-related skills.
☐ Doing ☐ To do ☐ Future	I can help my child/teen access job shadowing or mentorship programs to build on their interests and develop employability skills.
☐ Doing ☐ To do ☐ Future	I can have intentional conversations with my child/teen about how their interests connect with available mentorship programs, co-ops, or work opportunities.

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School & School Activities

Priority	Task
☐ Doing ☐ To do ☐ Future	I can stay informed about school-based activities like field trips, track and field, or arts and music programming and work with educators to include my child.
☐ Doing ☐ To do ☐ Future	I can engage a school board Speech and Language Pathologist for a discussion about school resources to support communication and literacy skills.
☐ Doing ☐ To do ☐ Future	I can build a family routine that includes daily school attendance.
☐ Doing ☐ To do ☐ Future	I can advocate for and support my child in participating in school-based activities that allow reasonable risk-taking, such as track and field.
☐ Doing ☐ To do ☐ Future	I can participate in IEP conversations and talk about the skills my child will need for future employment.
☐ Doing ☐ To do ☐ Future	I can talk to my child's teachers to coordinate home- and school-based activities, routines, and strategies.
☐ Doing ☐ To do ☐ Future	I can ask my child/teen to be part of their IEP conversations to build self-advocacy skills.
☐ Doing ☐ To do ☐ Future	I can help my child/teen to access programs that support literacy, numeracy, and other employability skills beyond high school.
☐ Doing ☐ To do ☐ Future	I can help my child/teen to access and use literacy training materials (for example, the UP Skills for Work program).

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Extra Curricular Activities & Volunteerism

Priority	Task
☐ Doing ☐ To do ☐ Future	I can identify recreational service providers in my community who are open to accommodating and including my child.
☐ Doing ☐ To do ☐ Future	While my child is young, I can attend parent-and-child extracurricular or recreational activities offered in my community.
☐ Doing ☐ To do ☐ Future	I can provide regular support for my child's attendance at extracurricular or recreational activities in my community.
☐ Doing ☐ To do ☐ Future	I can find simple but regular opportunities for my child to volunteer. This can be as small as collecting a neighbour's mail or participating in a community clean-up.
☐ Doing ☐ To do ☐ Future	I can help my child to record their interests, extracurricular activities, and achievements in a digital "All About Me Portfolio."
☐ Doing ☐ To do ☐ Future	I can help my child access training to help prepare them for volunteer roles. For example, a babysitting course or first aid certification.
☐ Doing ☐ To do ☐ Future	I can encourage my child/teen to participate in the 40 hours of volunteerism in high school and support them in submitting these hours to the school.
☐ Doing ☐ To do ☐ Future	I can approach recreational service providers who know my child/teen to ask about volunteer opportunities.
☐ Doing ☐ To do ☐ Future	I can help my child/teen select volunteer opportunities that are connected to desired co-op or workplace experiences.