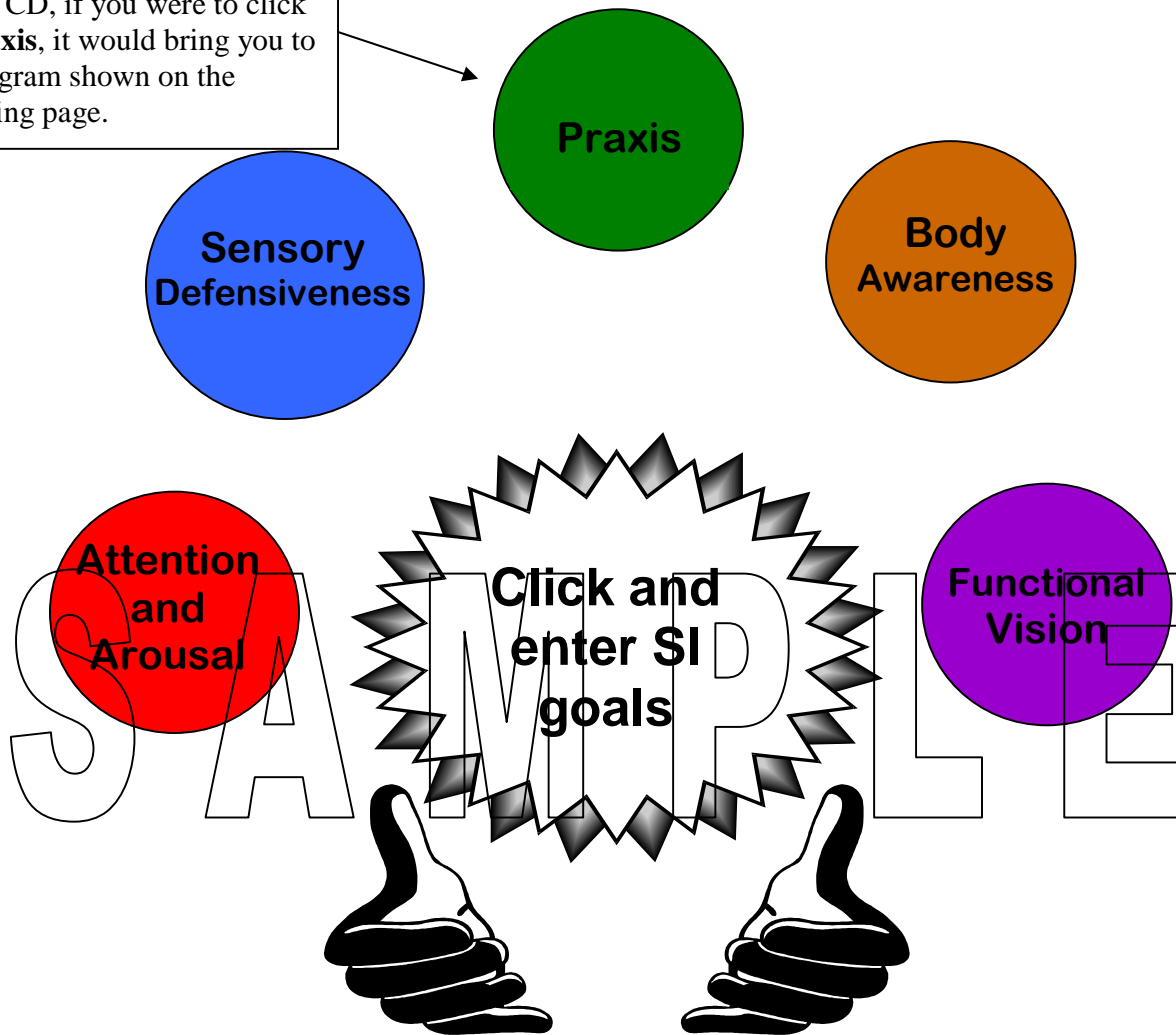


# Sensory Processing Goal Matrix

This is an **Example** of what you would see on **The Matrix CD**.

On the CD, if you were to click on **Praxis**, it would bring you to the diagram shown on the following page.



An Integrated File Folder of  
Sensory Integration Goals

Written for School Based Occupational Therapy

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Author: Renee Okoye, MSHS, SIPT, BCP, OTR

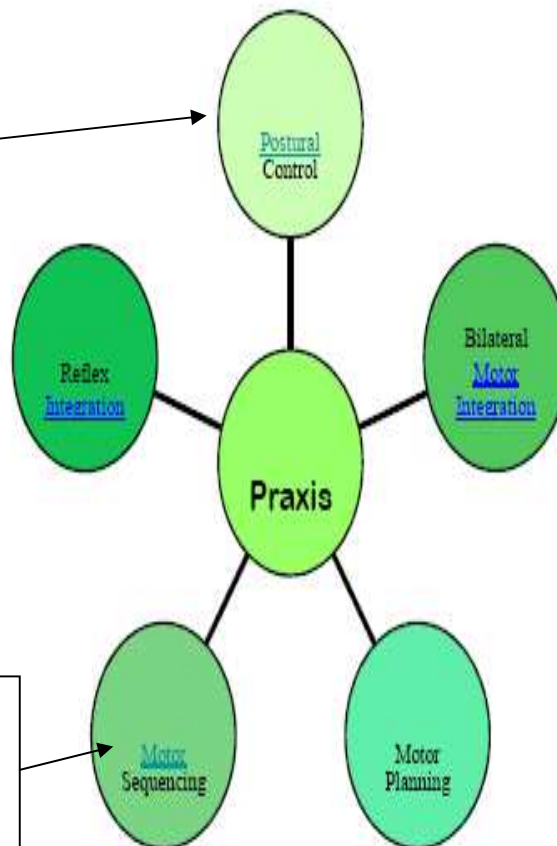
(516) 935-3683

# Using the Matrix

Click on a button to access goal statements within the appropriate grade range

This is an **Example** of what you would see if you were using **The Matrix CD**.

Clicking on **Postural Control**, would bring you directly to a section about the target behavior: Postural Control and the goals among different grade levels (Page 2 in this preview).



Clicking on **Motor Sequencing** would bring you directly to a section regarding the target behavior: Motor Sequencing and the goals among different grade levels. (Page 3 in this Preview)



# Domain: Praxis

## Target: Postural Control

Domain: Praxis  
Component: Coordination

Target Behavior: **Postural Control**

This is an **Example** of what you would see if you were using **The Matrix CD**.  
  
Clicking on **Postural Control**, would bring you here.

Long Term Goal	Short Term Objectives –The student will show improved ability to coordinate muscles that support the midline regions of the body by:
<b>Preschool - Kindergarten</b>	
Negotiate developmental play equipment safely as needed to engage in preschool motor learning tasks	<ul style="list-style-type: none"> <li>Utilizing stable playground equipment (overhead ladders, monkey bars, play sculptures, etc.) designed to strengthen core muscles of the arms and trunk without avoidance in 8 out of 10 trips to the playground</li> </ul>
	<ul style="list-style-type: none"> <li>Engaging moving playground equipment designed to strengthen dynamic movement responses and postural control without avoidance in 8 out of 10 trips to the playground</li> </ul>
Control balance reactions while moving from one steady posture to another throughout the school day without colliding into furniture or people	<ul style="list-style-type: none"> <li>Controlling balance reactions during classroom group activities (i.e. waiting on line, carrying personal items onto the bus, moving into seated positions on the floor for circle time) and not bump into peers in 8 out of 10 instances</li> </ul>
	<ul style="list-style-type: none"> <li>Traversing the classroom environment without colliding into people or furniture in 9 out of 10 excursions across the classroom</li> </ul>
<b>Grades One through Three</b>	
Show improved postural control by being able to remain erect for the duration	<ul style="list-style-type: none"> <li>Maintaining an erect posture with mouth horizontal and head vertical for the duration of a fine motor task in 8 out of</li> </ul>



# Domain: Praxis

## Target: Motor Sequencing

Domain: Praxis  
Component: Coordination

Target Behavior: **Motor Sequencing**

This is an **Example** of what you would see if you were using **The Matrix CD**.

Clicking on **Motor Sequencing**, would bring you here.

Long Term Goal	Short Term Objectives – The student will show improved ability to perform series of moves involving trunk and body parts by:
<b>Preschool - Kindergarten</b>	
Ability to perform a three or four step motor task, safely and efficiently	<ul style="list-style-type: none"> <li>Donning outer clothing independently in 8 out of 10 attempts</li> </ul>
	<ul style="list-style-type: none"> <li>Negotiating developmental playground equipment safely (without collisions or falls) in 8 out of 10 instances</li> </ul>
	<ul style="list-style-type: none"> <li>Performing elementary games involving gross motor patterns and series of moves (such as hop scotch or jump rope) without stumbling, falling or loss of balance in 8 out of 10 attempts</li> </ul>
	<ul style="list-style-type: none"> <li>Connecting letter strokes to form recognizable letters and words in 8 out of 10 attempts</li> </ul>
<b>Grades One through Three</b>	
Ability to carry out related series of motor moves as needed for motor efficiency in an academic environment	<ul style="list-style-type: none"> <li>Consistently performing serially sequenced finger movements showing efficient patterns of developmental prehension when using classroom tools in 8 out of 10 trials</li> </ul>
	<ul style="list-style-type: none"> <li>Writing 4 sentences with correct letter formation and spacing in 8 out of 10 attempts</li> </ul>
	<ul style="list-style-type: none"> <li>Accurately pre-positioning body parts so as to be able to perform routine callisthenic exercises designed to improve endurance and coordination in a fluid manner in 8 out of 10 routines</li> </ul>