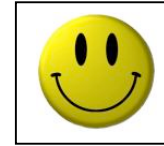


“LIKES” INFORMATION

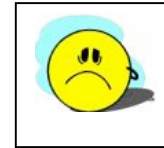


Child:	Date:
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FOODS taste/ texture	SMELLS	TOUCH texture/ hugs/ fabrics light - heavy	MOVEMENT rock/ bounce swing	VIBRATION car ride toys/ appliances	SIGHTS lights/colors	SOUNDS voices/ music pitch/ loudness environmental

MUSCLES push - pull bear weight	PEOPLE	PLACES	ACTIVITIES	TOYS	SELF STIMULATION BEHAVIORS	OTHER

“DISLIKES” INFORMATION




Child:	Date:
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FOODS taste/ texture	SMELLS	TOUCH texture/ hugs/ fabrics light - heavy	MOVEMENT rock/ bounce swing	VIBRATION car ride toys/ appliances	SIGHTS lights/colors	SOUNDS voices/ music pitch/ loudness environmental

MUSCLES push - pull bear weight	PEOPLE	PLACES	ACTIVITIES	TOYS	SELF STIMULATION BEHAVIORS	OTHER


LIKES INFORMATION

Child: Christopher	Date:	
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FOODS taste/texture	SMELLS	TOUCH texture/hugs fabrics light-heavy	MOVEMENT rock/bounce swing	VIBRATION car ride toys/appliances	SIGHTS lights/colors	SOUNDS voices/music pitch/loudness environmental
pudding crackers graham soda juice apple tuna sandwich peaches	strawberry peppermint food!	items that are heavier (i.e., metal bolts/washers) prefers hard items more than soft items usually	Rocking forward/ backward	anything that vibrates!! vibrators soft toys that vibrate vacuum cleaner vibrating pillow	lights or things that light up in a darkened room shiny items (metallic) bright yellow things on light box if he can touch them	noise makers (loud) bells banging, loud items (lower sounds)

MUSCLES push-pull bear weight	PEOPLE	PLACES	ACTIVITIES	TOYS	SELF STIMULATION BEHAVIORS	OTHER
pushing & pulling holding on to baton	family paraeducator Sara Theresa 2 nd grade Bailey classmates Tom	Little Room resonance board bath tub at home	massage eating	bells pom pom musical toys	pokes corners of eyes	

DISLIKES INFORMATION

Child: Christopher	Date:	
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FOODS taste/texture	SMELLS	TOUCH texture/hugs fabrics light-heavy	MOVEMENT rock/bounce swing	VIBRATION car ride toys/appliances	SIGHTS lights/colors	SOUNDS voices/music pitch/loudness environmental
meat, unless very soft		soft, furry things	back & forth (lateral) crawling	haven't found one, yet	items that are not shiny or don't make noise, or have little tactile quality	

MUSCLES push-pull bear weight	PEOPLE	PLACES	ACTIVITIES	TOYS	SELF STIMULATION BEHAVIORS	OTHER
			coloring many preschool activities that mostly use visual skills story time in group if he is expected to sit and listen	items without sound		



Checklist for the 6 C's



Connection

Greeting & Farewelling

- Identifies self consistently to child
- Greets child same way every time (same as other people greet child)
- Remains long enough to make a comment to the child when greeting or contacting individual
- Gives child sufficient response time
- Waits for child to make an active response

Considers child's temperament when connecting:

- ways of comforting?
- level of supervision needed by active child or a passive child?
- need for gentle introductions to new people, things, activities?
- need for decreased or increased sensory simulation for some children to become active initiators and/or responders?
- need for calm structured environment to feel safe?
- need for structured sensory input allowing child to focus on one sensory modality at a time, when/if appropriate?
- Engages with the child as an **equal**, not just as a person directing the child
- Makes comments to the child in the form of extending the concept development and communication (Ex. If playing with a toy together, makes comment about texture, hardness or softness, color, function or number of item/s, funny sounds, always looking at what child is doing with it.

Concept Development

- Connect what is happening in the activity with something that is already familiar to the child
- Differentiate between the **concept** and **skill** possessed or needed by the child
- Continually and **repeatedly** uses new vocabulary and concepts to connect with the child's daily activities (Ex. The concept and vocabulary word "wet" and "dry" when changing diapers)
- Looks at ways to make the connections between what is understood by the child and new ideas. (Ex. If the child has a dog, then connecting other dogs with the dog she has and noting the things that are the same, so the child starts to categorize things and activities)

Channel of Learning (Sensory)

- Knows which learning channel/s is/are currently child's strongest: hearing, vision, touch, smell, taste, movement (vestibular, proprioceptive)
- Makes use of child's strongest learning channels to support child's learning especially to introduce new information and experiences
- Determines when using only one learning channel **at a time** which is best for the child
- Knows when to slowly introduce other sensory channels to support the child's understanding
- Knows how and when to use other sensory channels once the child has the concept/vocabulary firmly established

Child's Lead

- Quietly watches the child, paying attention to what the child does.
- Imitates the child's actions, not showing child how to use the item or what to do.
- Physically interacts with the child in a manner that is pleasurable to her (rocking, swinging, giving a massage, tickling, foot bath, tapping toy, water play, twirling, etc.) and be attuned to any subtle or dramatic change in behavior.
- Imitates the child's pre-intentional or intentional action/s (e.g. follow the child's movements, copy object manipulations child does –hands or feet, repeat vocalizations).
- Completes the activity before the child tires of it and moves onto another activity.

Communication - Conversation Development

- Uses actions/activities the child likes to develop nonverbal conversations, which include a mutual topic and turn taking
- Allows the child to make choices whenever possible (not just choice between two toys)
- Uses and expects joint attention within the conversation (i.e. visual, tactile)
- Introduces new ways to expand the child's nonverbal conversations after time of just engaging in the conversation as the child sees it.
- Uses an assessment tool, like the *Communication Matrix*, to move toward intentional, conventional and concrete symbolic communication, hopefully to abstract symbols (sign, speech)

Consistent Routines

- Identifies the steps in a routine for the skills/activities/actions the child likes and/or needs to do daily
- Writes the steps of the routines so all people are consistent about following these steps and the child can anticipate next steps, eventually doing more of the steps independently or as independently as possible.
- Uses a clear signal to the individual that the routine or activity is beginning
- Steps occur in the same sequence
- Does each step the same way each time (same materials, same person, same place)
- Maintains pace of instruction during the routine until the activity is finished (no side conversations, no going to get something you forgot or spontaneously adding new or different steps that won't happen the next time the activity is done)
- Uses a clear signal to the child that the activity/routine is ended. Be firm about the ending; you can always do the activity/routine again in a few minutes.

QUALITIES OF TEMPERAMENT CHECKLIST

Check those boxes that best represent the temperament of the student. Are changes in your actions needed?

Activity Level or Amount of Activity:

- Children with **high activity** levels enjoy movement, dislike being still or contained
- Children with **low activity** level cooperate with caregivers, prefer quiet play, not roughhousing

- **Active** toddlers require greater supervision than toddlers with low activity levels
- Reduced sensory stimulation tends to increase passivity in a **passive child**, though they may crave touch, vigorous movement and enjoy physical play

Rhythmicity, or Regularity of Physical Needs:

- Eating, sleeping and toileting needs are predictable
- Difficulty establishing meal time/bed time/toileting routine

- Consistent routines may help child develop more predictable patterns

Distractibility From Ongoing Activity:

- Child easily distracted tends to be more easily soothed
- If the child is **not** easily distracted, the child tends not to be easily comforted

- Discovering ways to comfort is crucial and a calm controlled environment that provides carefully structured sensory input allows child to focus on one sensory modality at a time

Approach or Withdrawal Response:

- Positive approach response: Children who taste new foods, play with unfamiliar toys
- Withdrawal response: children who reject unfamiliar food, toys

- These children need gentle introductions to new people, things and activities

Adaptability to Changes in the Routine or Environment:

- Quickly accepts changes in routine or environment
- Does not accept change in routine or environment

- Familiar objects can provide information on changes in routine (i.e. a spoon can be used to indicate meal time)

Attention Span and Persistence In An Activity:

- Long attention span and persistence in activity over an extended period of time and not easily distracted
- Short attention span and persistence with easy distractibility may require some frequent and brief interaction/activities

- Some persistence in self-stimulatory behaviors may require intervention and encouragement to interact and discover other things and activities to enjoy

Intensity of Reaction:

- Intense reactions: laugh, cry, scream heartily to everyday and unusual situations
- Mild reactions: subdued, infrequent fussing

- Strong negative reactions may be a problem for caregivers

Threshold of Responsiveness to Stimulation:

- Low thresholds of responsiveness: extremely sensitive to mild stimulation of their senses

Quality of Mood or General Disposition:

- Positive mood: pleasant, attracts interaction
- Negative mood: fussy, demanding, difficult to interact with caregivers

- Caregivers/environment need to be responsive to the child's need, thus reducing fussiness

Temperaments of caregivers and service providers might affect the way they work with children with disabilities. They may need to modify their natural styles to promote pleasurable interaction for the child. *Goal: To achieve a "good fit".*

Information Adapted from Hand In Hand, Volume I. Copyright 1995, AFB Press.

According to Thomas, Chess, and Birch (1970), there are nine qualities of temperament that influence a child's response to the environment.

Kathee Scoggin- Deaf-Blind Project/WA (WSDS)



USE OF SENSORY CHANNELS

Student:	Has glasses/contacts? Yes No Has hearing aids? R L Wearing them now? Yes No Wearing aids now? R L
----------	---

Setting/Activity: _____

Date: _____ Observer: _____

Observed Behavior	Sensory Channel				
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
	V	T	A	O/G	P/V
Totals					

Probable Primary Channel:

Secondary Sensory Channel(s):

KEY:
V = Visual
T = Tactual
A = Auditory
O/G = Olfactory/Gustatory
P/V = Proprioceptive/Vestibular

USE OF SENSORY CHANNELS

Student:	Has glasses/contacts? Yes No	Has hearing aids? R L
	Wearing them now? Yes No	Wearing aids now? R L

Setting/Activity: _____

Date: _____ Observer: _____

Observed Behavior	Sensory Channel					
Raises head up as shiny blue pom pom is shaken	I	V	T	(A)	O/G	P/V
Turns head as shiny blue pom pom is moved (follows)	II	(V)	T	(A)	O/G	P/V
Raises head up as shiny blue pom pom is moved up	II	(V)	T	(A)	O/G	P/V
Head turns to follow	I	(V)	T	A	O/G	P/V
Puts head down	I	V	T	A	O/G	(P/V)
Bangs rattle (put in his left hand) on stander tray	III	V	(T)	(A)	O/G	(P/V)
Bangs rattle (put in his right hand) on stander tray	III	V	(T)	(A)	O/G	(P/V)
Raises head up as shiny blue pom pom is shaken	II	(V)	T	(A)	O/G	P/V
Turns head to left	III	(V)	T	(A)	O/G	(P/V)
Puts head down	I	V	T	A	O/G	(P/V)
Grabs, picks up part of pom pom once, places on tray next to him	I	V	(T)	A	O/G	P/V
Puts head down	I	V	T	A	O/G	(P/V)
Puts hands together "more"	V	V	(T)	A	O/G	(P/Vx 4)
Vocalizes	II	V	T	A	O/G	(P/Vx 2)
Takes spoon and puts food in mouth	IV	V	(T)	(A)	O/G	(P/Vx 2)
Takes spoon out of mouth		V	T	A	O/G	P/V
Stretches hands out	I	V	T	A	O/G	(P/V)
Holds spoon	II	V	(T)	A	O/G	(P/V)
Moves hands around the tray	II	V	(T)	A	O/G	(P/V)
Picks up Cheerio	I	V	(T)	A	O/G	P/V
Puts Cheerio in mouth	II	V	(T)	A	(O/G)	P/V
Slaps hands on tray	II	V	(T)	A	O/G	(P/V)
Totals		5	10	8	1	18

Probable Primary Channel:		KEY
Secondary Primary Channel(s):	V=	Visual
	T=	Tactual
	A=	Auditory
	O/G=	Olfactory/Gustatory
	P/V=	Proprioceptive/Vestibular

Adapted from Koenig & Holbrook/TSBVI, 1993 in collaboration with Arizona Schools for the Deaf & Blind
Washington Sensory Disabilities Services/ Kathee Scoggin

Ways of Communicating

BODY LANGUAGE AND FACIAL EXPRESSION: physical representation to internal (emotional or mental) reactions, maybe done purposefully towards another or maybe just a reaction

VOCALIZATIONS – sounds made intentionally which may or may not be directed towards someone else

GESTURES – use of motions of the limbs or body as a means of expression socially recognized

TOUCH CUES: physical contact directly onto the individuals body immediately preceding an action or activity, the purpose is conveying a message (receptive communication) to the individual (not to get their attention)

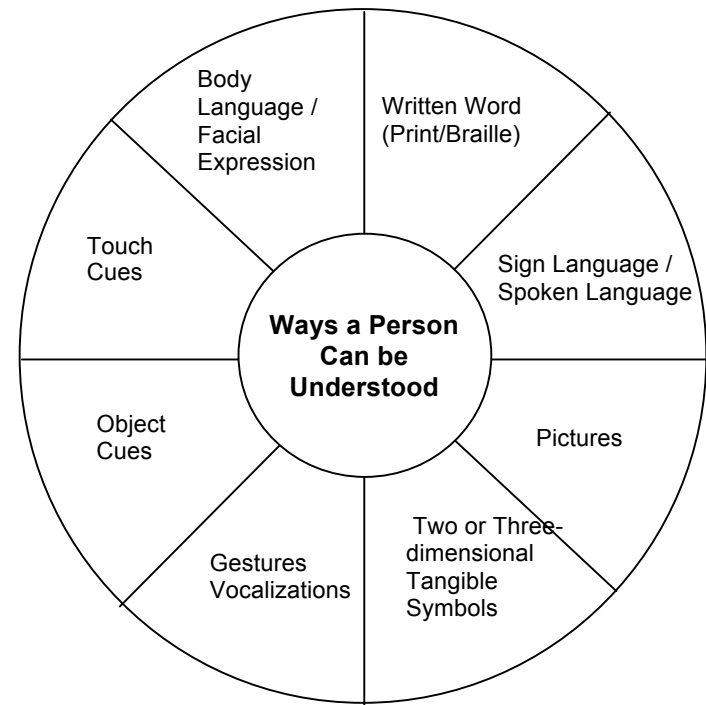
OBJECT CUES: an object from a part of their daily routine, presented to the individual as a message about a specific activity.

TWO & THREE-DIMENSIONAL TANGIBLE SYMBOLS: a photo, line drawing or object/ part of object or texture that bears a meaningful and realistic connection to what it is representing.

SIGN LANGUAGE: a system of articulated hand gestures following specific grammatical rules or syntax

SPOKEN LANGUAGE: meaningful sound as produced by the action of the vocal organs following specific grammatical rules or syntax

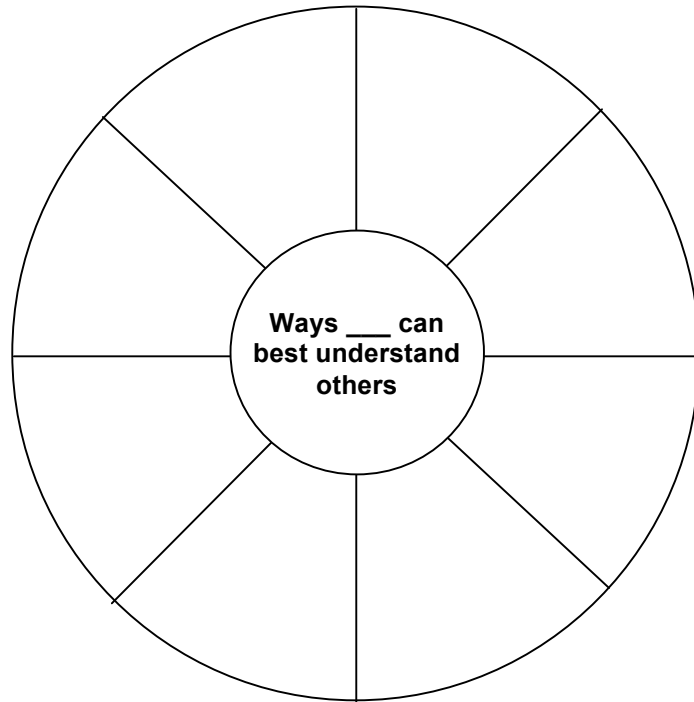
WRITTEN WORD (print/Braille): combination of abstract symbolic shapes to have socially agreed upon meaning



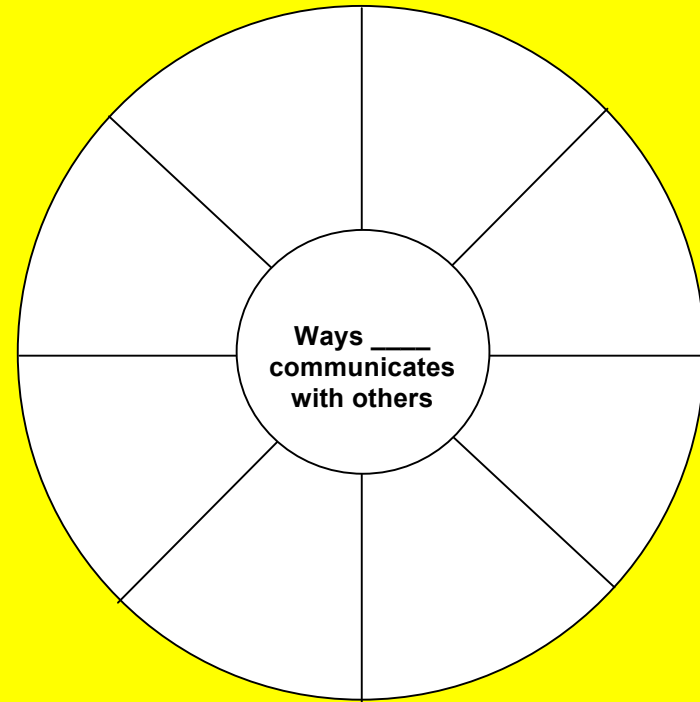
Adapted from
Hand In Hand: Essentials of communication and Orientation and Mobility for your Students Who are deaf-Blind, Volume I.; K. Huebner, J. Prickett, T. Welch, E. Joffe:1995.

Ways of Communicating

Receptive



Expressive



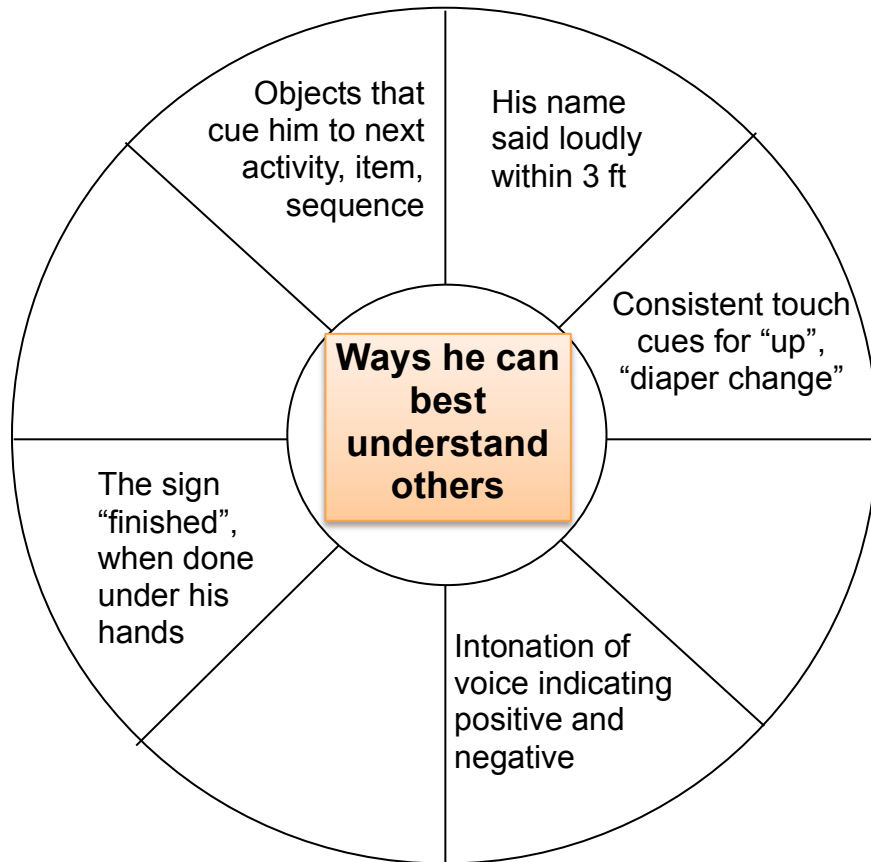
Adapted from:

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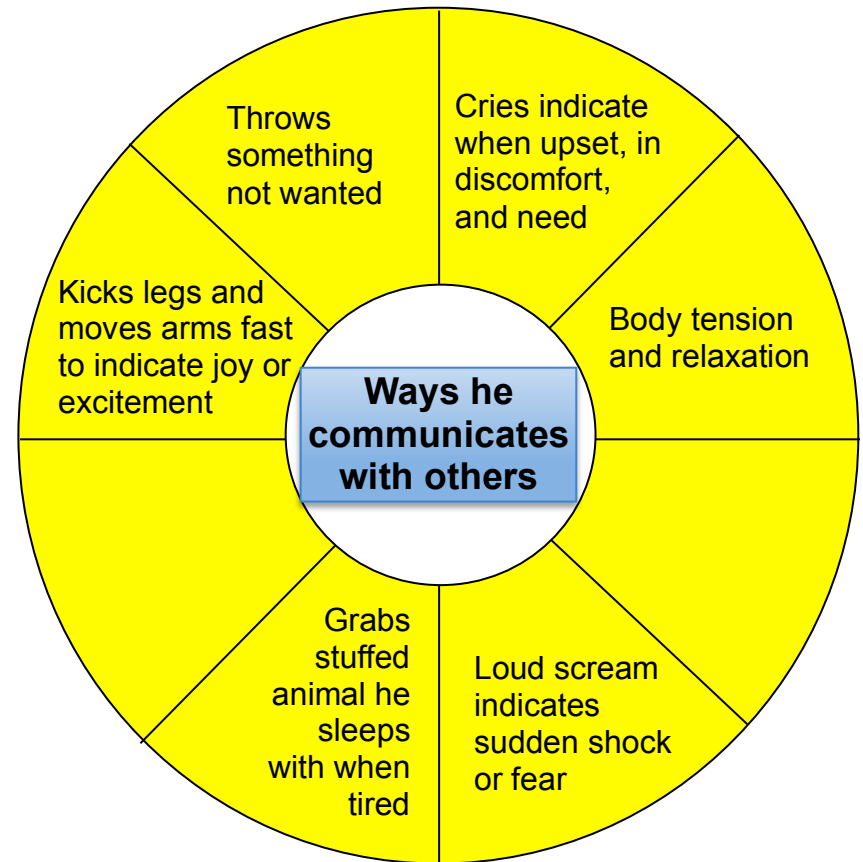
Communication

For Jonathan: an example

Receptive



Expressive



Idea adapted from *Hand In Hand: Essentials of communication and Orientation and Mobility for your Students Who are deaf-Blind, Volume I*; K. Huebner, J. Prickett, T. Welch, E. Joffe:1995.



COMMUNICATION CONSISTENCY FORM

Child: _____ Date: _____

<i>Activity</i>	<i>Spoken Message</i>	<i>Sign</i>	<i>Object Cue</i>	<i>Touch Cue</i>



COMMUNICATION CONSISTENCY FORM

Child: Tyler

Date: 10/4/2008

<i>Activity</i>	<i>Spoken Message</i>	<i>Sign</i>	<i>Object Cue</i>	<i>Touch Cue</i>
Taking off coat	** "T. Take off coat"		Zipper on card <i>under Tyler's hand</i>	
Changing diapers	** "T. Let's change"	"Tyler, toilet" <i>(under his hand)</i>		
* Going outside	** "T. outside- to play!"		part of chain on a card <i>Under Tyler's hand</i>	
* eating	** "T. time to eat!"	"Tyler, eat" <i>(under his hand)</i>		
* using paper shredder (daily job)	** "T. Go to shredder"		Shredded paper attached to card <i>under Tyler's hand</i>	

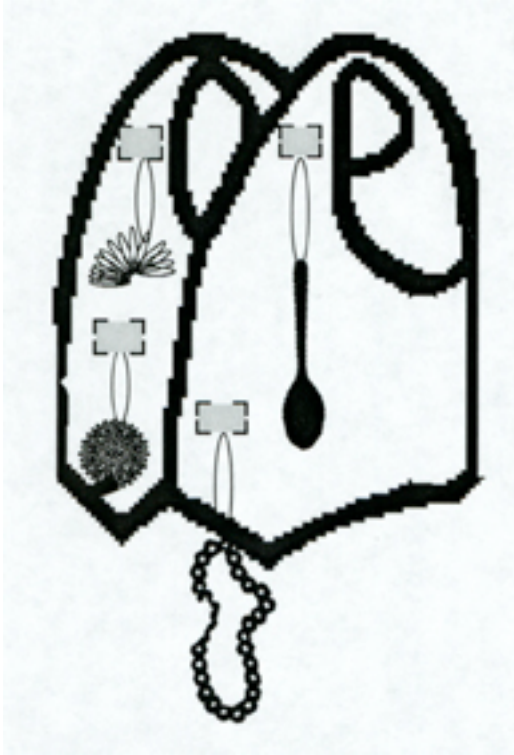
- * = favorite activities of Tyler
- **= different phrase lengths and emphasis on words may assist this child in making auditory distinctions when the are done consistently all the time

Responsive Environments for Children with Multi-Sensory Loss

Responsive Environment

Replications and Adaptations of Lilli Nielsen's Active Learning Items

Vest

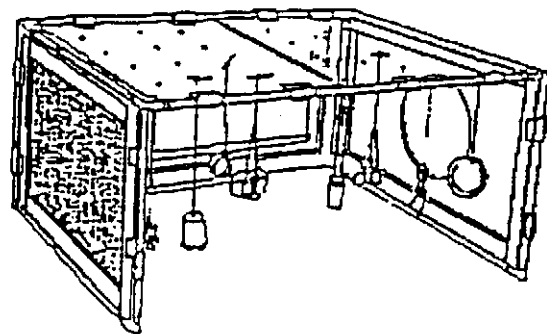


Purpose: To facilitate exploration, hand and finger grasp/use when child's hands are close to his/her body; when child is sitting and waiting for something to happen, or adult is busy with another child/children. Items to hand from Velcro vest (made from Velcro compatible material) need to facilitate child's preferences, position and range of child's hands, and size of child's hands. This same material can be used as a weighted lap or wheelchair tray cover.

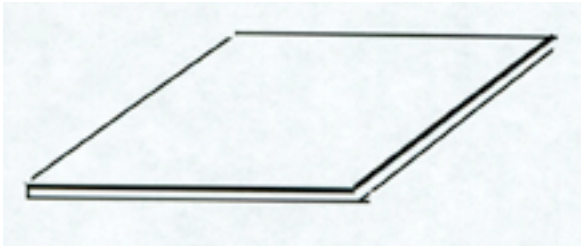
Little Room:

an environment in which nothing happens unless the child makes it happen.

Purpose: To facilitate the child's achievement of spatial relations and reaching behavior. The Little Room reduces outside environmental sounds and amplifies the inside sounds. The combination of movement and tactile experiences make the child aware of auditory sounds he produces. Items preferred by the child need to be kept in the same location so child can easily find them and repeat his activities.



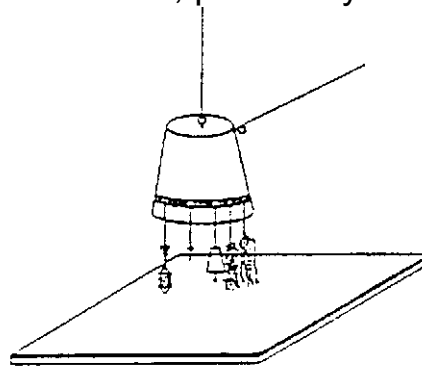
Resonance Board



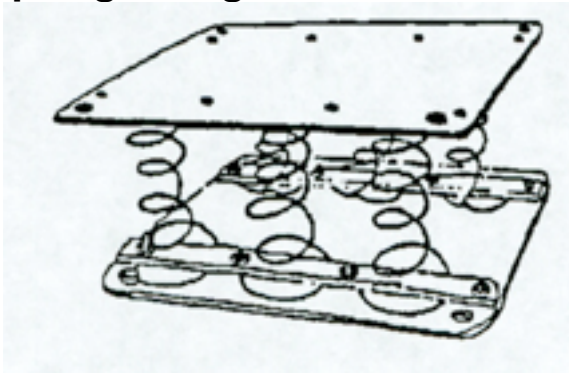
Purpose: To gain auditory and/or kinesthetic feedback from any activity in which the child engages. Objects can be placed on the board; the board can be used in conjunction with the Little room. The board functions as a “trampoline” or movement feedback system to the child about his own body.

Resonance Bucket Suspended above the child, preferably on a resonance board.

Purpose: Child can cause an echo effect from his activity, reach out and play with items hanging inside or down from bucket or items velcroed on outside rim of bucket. Repetition of actions is necessary for the child to begin to make associations and generalizations. Can encourage babbling.



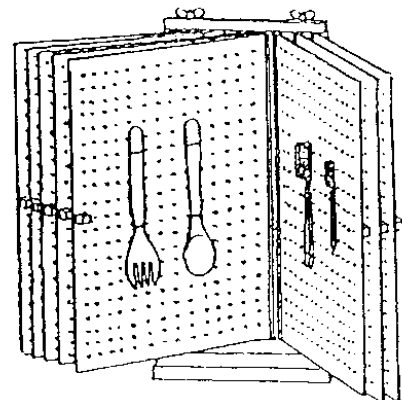
Spring Thing

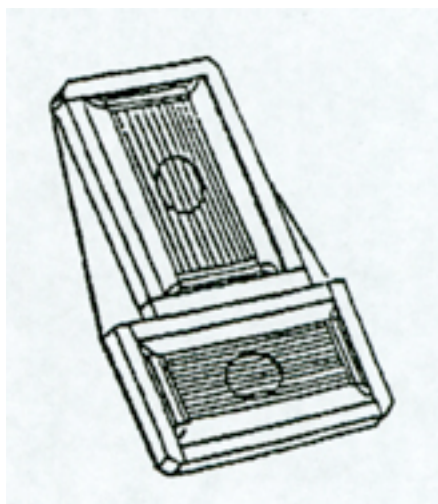


Purpose: To encourage children to perform leg and foot movements needed to achieve balance and develop muscle strength for walking. Items with various tactile and/or auditory qualities can be on top of board, which encourages exploration by the child, using his feet and hands, or the child can sit up on or stand on it with help. It might also be set against a wall and child's foot movement can increase.

Tactile Book

Purpose: to encourage the child to perform activities of removing, replacing, putting together or pressing something. The contacts give the child the opportunity to use more than has visual and tactile senses. The weight of pages and separation encourage the child to turn pages without help.



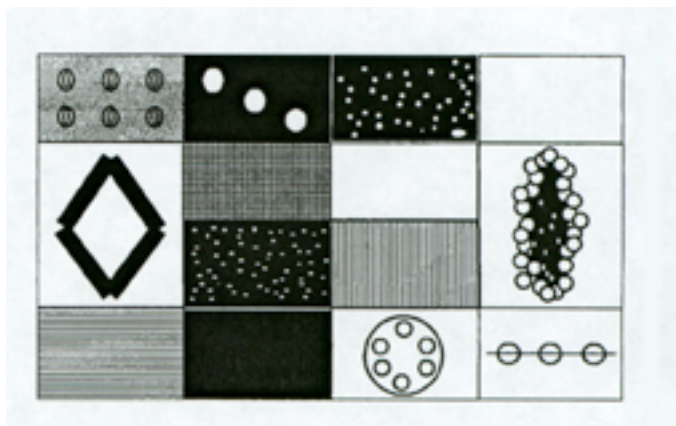


Harp

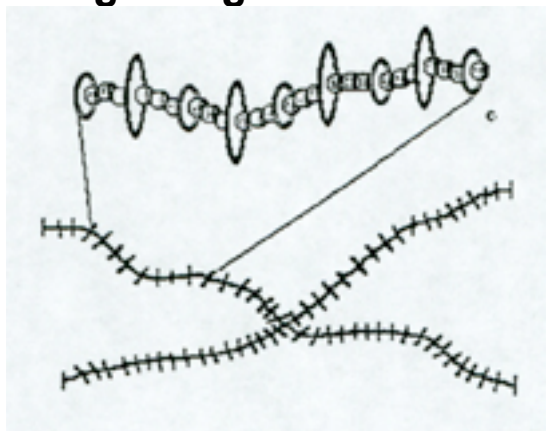
Purpose: To encourage very passive child to use finger movements and make scratching sounds. Encourages tactile exploration

Scratchboard

Purpose: To encourage the child to bend and stretch his fingers, which develops muscle strength in his hand, a prerequisite for grasping.



String Thing



Purpose: To encourage children who experience difficulty in grasping and holding on to an object. Buttons should be sized to allow them to pass between the child's fingers when pressure is exerted.

Triangle Board

Purpose: To encourage children to reach out and explore items comparing and developing concepts which lead to communication, vocabulary development, and literacy. It is also a tool that can encourage working independently.