

LIKES (objects, actions, people)	DISLIKES (objects, actions, people)

Summary Information:

What sensory channels is the child using the most? How would you rank them (with 1 being the sensory channel used most and 6 being the channel used least)? What are the child's behaviors that help you know this?

Sensory Channel	Rank	How do you know?
Vision		
Hearing		
Touch		
Taste		
Smell		
Proprioceptive		



Other Considerations

Include other information that might be important to note in planning such as seizure activity, special diets, allergies, etc.

Questions

1. What are possible attributes of materials that might appeal to his/her top three sensory channels? (Color, shape, texture, size, etc.)
2. What do you currently observe the child doing with his/her hands (e.g., grab and release, bat at fist, transfer hand to hand, throwing, scratching)?
3. What do you currently observe the child doing with arms, feet and legs?
4. What do you currently observe the child doing with his/her head, mouth, lips and tongue?
5. What kinds of vocal play do you observe? (e.g., babbling, squealing, clicking, etc.)
6. What sounds does he/she respond to? (e.g., dad's voice, computer generated sounds, door slamming, etc.)
7. What kind of scents does he/she like or dislike? (types of smells or particular things that smell)
8. What kinds of foods or flavors does he/she like or dislike?



9. What kind of touch does he/she like or dislike? (e.g., light, heavy, deep pressure, etc.)



Ideas for Specific Objects to Include in Instruction:

List the items (Lilli says 70 or more) you want to try using and check to see if the properties match the student's preferences in his/her top 3 sensory channels (list below). You should consider using multiples of objects with similar but slightly different features. Remember to have a quantity of everyday objects included in the mix. This can also serve as a shopping list for items you need to find.

- 1.
- 2.
- 3.
- 4.
- 5.

Item	Vision	Hearing	Touch	Taste	Smell	Proprioception
1.						
2.						
3.						
4.						
5.						
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8.						
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10.						
11.						
12.						
13.						
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17.						
18.						



Item	Vision	Hearing	Touch	Taste	Smell	Proprioception
19.						
20.						
21.						
22.						
23.						
24.						
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27.						
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Item	Vision	Hearing	Touch	Taste	Smell	Proprioception
45.						
46.						
47.						
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69.						
70.						



Goals, Objectives, Skills – Data for Child Progress Reporting:

You may find it helpful to have a list of goals/objectives and/or skills that will be the focus of data collection for documenting child progress. You can list them for specific environments and activities and post them near each environment so all staff know what behaviors they should take note of during an observation. Or you may have them in a child's folder so any staff member can select an environment or activity to observe and collect data. This also could serve as the basis for your lesson plan.

Environment / Activity	Goal/Objective	Other Skills to Watch For



