



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

### Pathways to Learning 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.)



## Social and Emotional Development

In order to utilize the best educational approach with your student, what Dr. Nielsen calls the [Five Phases of Educational Treatment](#), we need to look at the child's behavior. Look at the behaviors described below and place a ✓ in the row(s) where you see behaviors that are demonstrated by your student.

Developmental Age	Child contacts or responds to contact by:	✓
<b>Birth-3 months</b>	<ul style="list-style-type: none"> <li>• clutching fingers or some hair of the adult</li> <li>• clutching some of the adult's clothing</li> <li>• smacking lips,</li> <li>• making "grrr" sounds</li> <li>• by nodding</li> <li>• transfer of clutching/grasping to biting, pinching</li> </ul>	
<b>4-6 months</b>	<ul style="list-style-type: none"> <li>• babbling or crying consciously</li> <li>• may scream or cry most of the day - possible that the screaming is a child's attempt at babbling</li> </ul>	
<b>6-8 months</b>	<ul style="list-style-type: none"> <li>• molding his/her body into the shape of adults</li> <li>• snuggles close to the adult</li> <li>• may want to move his or her body the way he or she wants to move their body</li> <li>• may be pulling their arms away and, kind of, hiding them</li> <li>• may want to sit in a specific way</li> <li>• if able to be held by an adult, may want to be held or positioned a certain way</li> </ul>	
<b>10-15 months</b>	<ul style="list-style-type: none"> <li>• "showing objects" - wants to share interests with adult</li> <li>• if adult does not respond, may attempt to establish contact by hitting the adult with the object (banging objects)</li> <li>• may hit themselves or other people</li> <li>• moving to the adult (pull to standing, walking or crawling)</li> <li>• acts like he/she wants to sit on adult's lap, but as soon as he/she gets there, wants to get down</li> <li>• may lean against the adult briefly, or rest an arm or a hand on the adult briefly</li> </ul>	
<b>15-18 months</b>	<ul style="list-style-type: none"> <li>• picks up an object and gives it to adult with expectation adult will give the object back</li> <li>• If adult will not engage in game, child looks for another adult who will engage in game</li> </ul>	
<b>18-24 months</b>	<ul style="list-style-type: none"> <li>• lends adult most cherished toy</li> <li>• engages in building games as a contact game</li> </ul>	
<b>2-3 years</b>	<ul style="list-style-type: none"> <li>• involves adult in hiding games and games of searching for each other</li> <li>• Involves adult in rough and tumble games</li> <li>• wants to interfere in activities of an adult</li> </ul>	
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• is eager to help with domestic activities</li> <li>• leans against, places an elbow against or looks at an adult to receive a smile or a comment-- and then looks at others present to share with them this emotional experience</li> </ul>	

Describe your general impressions about the individual's ability to self-regulate, show empathy, manage strong emotions, identify his/her own feelings, read others emotions, and establish and maintain relationships:



## 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.						
6.						
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10.						
11.						
12.						
13.						
14.						
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17.						
18.						



Item	Vision	Hearing	Touch	Taste	Smell	Proprioception
19.						
20.						
21.						
22.						
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Item	Vision	Hearing	Touch	Taste	Smell	Proprioception
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46.						
47.						
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