



Sensory Learning Kit

SC Interagency Deaf-Blind Project

February 4, 2017

What is the Sensory Learning Kit?

- The Sensory Learning Kit is an assessment and instructional tool kit designed for learners with complicated communication needs.



Why the Sensory Learning Kit?

- Children with significant needs may benefit from the use of a variety of sensory channels in order to interact with school materials, activities of daily living, etc.



Outcomes

- The goal of the assessment is to use the information gained to develop short sensory routines designed specifically for your child in order to increase their understanding, participation, or motivation in their daily activities.



First Steps

- The first component of the Sensory Learning Kit is information gathering.
- The following information is obtained: medical needs, sensory functioning needs, an arousal state profile, and multiple observations.
- This background information ensures that the assessment is tailored to your child's needs (time of day, materials, etc.)



Assessment Time!

- The assessment component of the Sensory Learning Kit (SLK) relies on a team member to present different types of sensory materials/stimulation in isolation.
- Team members will record the type of item, the reaction time, whether the item was an appetite or an aversion, the intensity of the like or dislike for the item, and what state the child was in when the item was presented.



Team Roles: Parents

Who knows your child better than you?

You will assist in completing the initial background forms.

You will give input regarding the items chosen for the assessment.

Most importantly, you can help the team interpret your child's reactions/behavior!



Team Roles: Educators

1-2 educators should be trained on the assessment and will be the presenter and/or timekeeper.

You will assist in completing the background information.

You will complete the Sensory Response Record during the assessment process.

You will apply your own expertise to your observations.



Important Note

- Every item must be presented in isolation! If an item has two properties (auditory and visual), one property needs to be chosen and presented as it's own item.
- Example: A lighted, musical toy can be used as 2 different items.

1st: Present it in front of the child with the lights on and music off (visual).

2nd: Present it out of view of the child with only the music on (auditory).



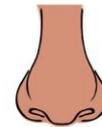
Senses

- There are 6 senses assessed in the Sensory Learning Kit! They are coded as:

V- Visual



O- Olfactory



A- Auditory



G- Gustatory



TP- Tactile



VP- Vestibular/
Proprioceptive



Group Up



- Partner/team up into 6 groups.
- We will assign you a sensory channel.
- Explore items from the Sensory Learning Kit and pick the items that would be included in your assigned channel.
- Write down at least 3 more items that you could add to your list.
- If your sensory channel does not have any items, list 5 items you could use or activities you can do.
- Share with the group!

Arousal States

- **ES (extended state):** As a result of lack of attention to the stimulus, the learner remains in one of the extended states—sleepy, drowsy, fussy, and agitated. Or, as a result of attention to the stimulus, the learner moves to one of the extended states.
- **QA (quiet alert):** The learner turns his/her head to aim his/her eyes or ears at the stimulus. The learner quiets or increases his/her movements or vocalizes as a result of his/her attention to the stimulus. The learner's muscle tone or breathing changes as a result of his/her attention to the stimulus. The learner's facial expression changes in response to the stimulus.

Arousal States

- **AA (active alert):** The learner moves any part of his/her body to try to interact with the stimulus. Visual orientation and tracking is not included. Opening the mouth and reaching with the head, lips, or tongue are included. Even minor movement of the fingers, hands, arms, feet, or legs when these movements are an effort to reach is included. Remember, a reach for some learners may be a tensing of the muscles of the shoulder or upper arm or the leaning forward of the torso or head.

- **PP (partial participation):** The learner demonstrates one or more of the following behaviors:
 - responds to the stimulus by signaling her desire for the event to continue or stop
 - responds to cues from her partner to interact with the stimulus in certain ways
 - indicates that she is anticipating the recurrence of an event with the stimulus

Delay

- A timer is started when the item is presented and stopped when the child reacts.
- When gathering the data from the SLK, this will give you a good idea of a child's needed processing time.
- It may also indicate that they need a differing amounts of time to process different types of sensory stimuli.



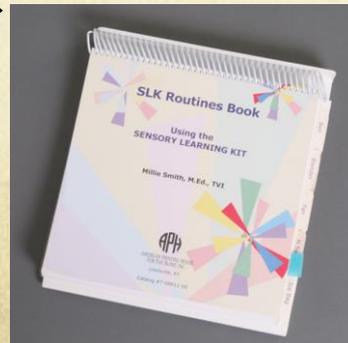
Appetite, Aversion, and Intensity

- If the child likes the item or activity, it is an Appetite and coded with a plus sign: +
- If the child dislikes the item or activity, it is an Aversion and coded with a minus sign: -
- Intensity is recorded 1-3. 1 meaning that they liked or disliked the item/activity a little bit. 3 meaning that they LOVED or HATED the item/activity.



Now What?!?

- The information gathered from the assessment will help determine a list of appetite items/activities that can be used to build simple routines.
- The assessment will also help determine your child's processing time needs and how much they are participating in various activities.
- The SLK comes with a handy guidebook with suggested routines!



Why routines?

- Routines can become the basis for **COMMUNICATION** for your child!
- Students with dual sensory loss typically learn through structure and intentional teaching.
- These routines can be designed specifically for your child and assist with building vocabulary, participation/independence, and can include components of different therapies.



Great for Parents



- These routines can be used in the home to increase communication with your child!
- You can work on the skills of requesting or asking for more as a starting point.
- This can eventually move into choice-making or expressing wants or needs!
- Routines may also assist with behavior by giving your child a predictable environment.



Great for Teachers

- The Sensory Learning Kit can assist in setting up classroom structure and give a basis for goal writing.
- Routines will help the child build vocabulary in a way that is meaningful for them.
- Routines can be designed to increase a child's participation.
- Routines can help in managing challenging behaviors.
- Consistent routines can help prepare children for the state level assessments.



Routine Example

Included in packet

Goals

- Given a preferred item, Jackie will independently activate the item within 45 seconds of presentation in 4 out of 5 weekly opportunities. (Targeting participation)
- Given a 1 preferred item and 2 non-preferred items placed on an uncluttered background, Jackie will identify the preferred item by reaching for it when given one verbal prompt and one physical cue in 80% of given opportunities. (Targets identification)

Your turn!

- Think about your child and an item/activity you know that they love.
- Write/describe a brief routine you could do daily in your home with that item/routine.
- Discuss with the group.
- Let's talk about the goal of your routine and how to build it in a meaningful way for your child!
- Teachers, think about how to incorporate this with your students. What types of goals might you write?



Questions

Thank You!

Contact the SC Interagency Deaf-Blind Project

at 864-577-7770 or deafblind@scsdb.org

Project Manager: Kelly Birmingham

kbirmingham@scsdb.org

Technical Assistant: Krista Olsen

kolsen@scsdb.org

Technical Assistant: Marcy Meachum

mmeachum@scsdb.org



Resources

- Smith, M., M. Ed., TVI. (2005). *SLK Guidebook and Assessment Forms*. Louisville, KY: American Printing House for the Blind.
- Smith, M., M. Ed., TVI. (2005). *SLK Routines Book*. Louisville, KY: American Printing House for the Blind.