



# SLK Routines Book

## Using the SENSORY LEARNING KIT

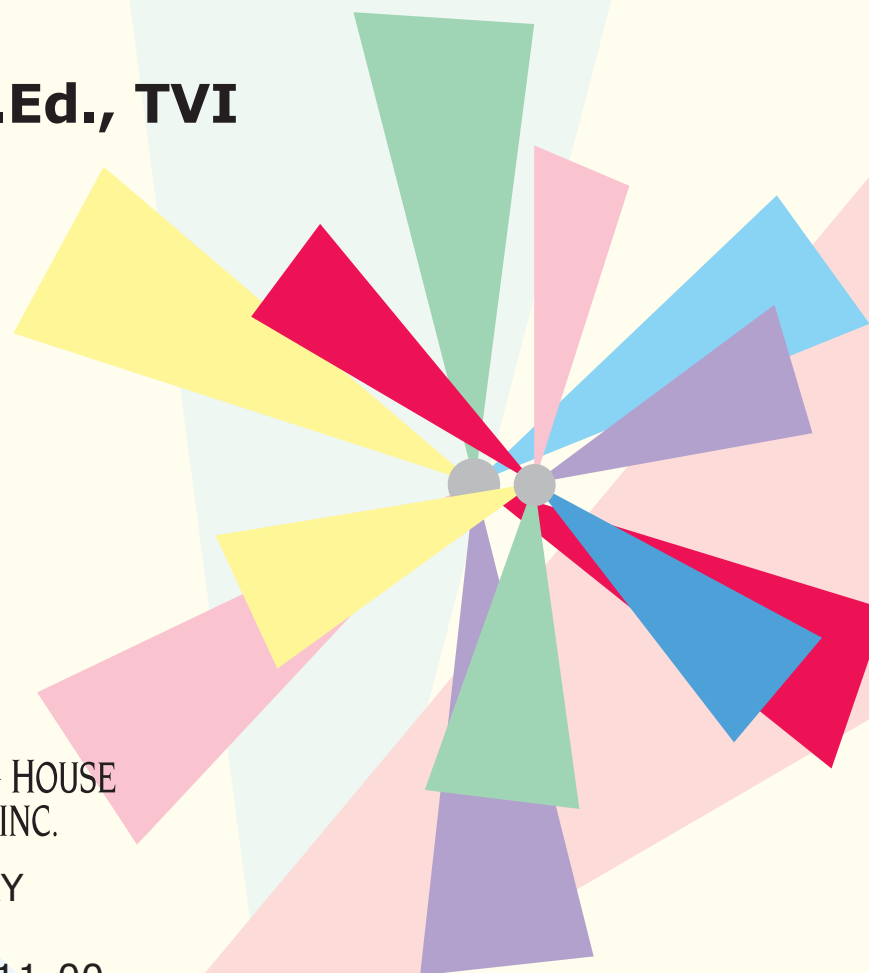
**Millie Smith, M.Ed., TVI**



AMERICAN PRINTING HOUSE  
FOR THE BLIND, INC.

Louisville, KY

Catalog #7-08611-00



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In keeping with our philosophy to provide access to information for people who are blind or visually impaired, the American Printing House for the Blind provides an electronic version of this book for large print and braille readers.

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# Foreword

## Sensory Learning Kit

Jane N. Erin, Ph.D., The University of Arizona

Almost every event in our daily lives, from making a cup of coffee to riding a bicycle, involves the use of several senses to accomplish a task or to enjoy ourselves. Students with disabilities that include sensory differences may not integrate information from existing senses to interact with their world, but objects and materials with specific sensory appeal can help lead them toward greater interaction. As educators, our role is to learn how a child responds to sensory information and to reward him with effects that will encourage more interaction.

The new *Sensory Learning Kit* combines the appeal of texture, color, and sound with opportunities for interaction with materials and devices that can be shaped into play or functional routines. The materials are useful in communicating not only the sensation but also the meaning of sensory information. By itself, the sudden sound of music may elicit a physical response and a startle reflex, but it does not influence learning unless the child is involved in producing it. Materials like the active learning switches in the Sensory Learning Kit can encourage initiative and understanding of purpose, beginning with awareness and active responses that will become part of the child's learning routine.

Many of us remember the *Sensory Stimulation Kit*, the original kit of sensory materials produced by APH in 1978. As teachers, we welcomed the array of materials that had a wide range of sensory characteristics: penlights with colored lenses, fabric mitts, a vibrator, and sound cylinders offered opportunities for creative teachers to develop new activities that engaged their students. However, in spite of the specific lesson plans that accompanied the kit, materials could still be used passively by people who were not familiar with the importance of active

learning and student choice. Without guidance, caregivers might stroke a child with a feather duster or shine the flashlights into his eyes without considering the importance of interaction and functional use of materials. In addition, the accompanying lessons did not fully tap the potential of the materials for encouraging communication, especially in relation to the likes and dislike of the learners.

APH has undertaken and met the challenge of making a good kit even better. Part of the reason for the new and improved version is the involvement of Millie Smith, an extraordinary teacher (retired) from the Texas School for the Blind and Visually Impaired, who has integrated the materials into a purposeful context of assessment and instruction. The protocols developed by Ms. Smith and the foundational materials for their use will ensure that educators understand how and why they promote learning. For students who respond randomly or inconsistently, the devices and routines in the new Sensory Learning Kit will offer new opportunities to interact with materials to receive a predictable result.

The combination of Ms. Smith's skills as a seasoned teacher and Ms. Tristan Pierce's capability as a product developer has resulted in exciting new opportunities for students to learn to interact with their world. The use of simple switches offers the chance to activate a radio, a vibrating pad, or other devices. The word "kit" seems modest in describing the breadth of the options for conceptual and applied learning provided here. The foundational reading and assessments help teachers to answer the following questions: Where do I begin? How do I engage this child in the world? What do I do next? The guided construction of routines includes motivating materials to promote learning for children whose progress cannot be charted on a written exam or a developmental scale. The Sensory Learning Kit is a treasure trove that will be welcomed by teachers who want to create new learning through student involvement.

## About the Author

Mildred J. Smith is a private consultant working with students who have visual and multiple impairments. Millie, as she is known by anyone who has met her, is a caring and dedicated professional who just can't bring herself to completely retire. After more than thirty years of teaching she could spend her days relaxing on her farm in Texas, catching up on years of neglected recreational reading, and traveling around the world. In reality Millie does all that, and still finds time to conduct workshops, give private consultations, and write the books that accompany the Sensory Learning Kit.



After teaching high school English for two years, Millie returned to school and completed her Master of Education in Visual Impairment and Emotional Disturbance from the University of Texas at Austin. Her graduate internship was working as a specialist in school programs for emotionally disturbed students at Children's Psychiatric Hospital at Austin. Like many vision teachers, Millie started out as an itinerant teacher of visually impaired students, working in the Dallas Independent School District. Millie returned to Austin and began teaching at the Texas School for the Blind and Visually Impaired (TSBVI). During her twenty-seven years at TSBVI she worked as a resource teacher for academic visually impaired students, a classroom teacher, and as an outreach teacher trainer. She has taught classes focusing on visual problems of exceptional children at the University of Texas at Austin and sat on the Advisory Board of the Special Education Department, Program for the Visually Handicapped.





Millie has shared her experience and knowledge with families and teachers by writing numerous articles and through her book, *Teaching Students With Visual and Multiple Impairments: A Resource Guide*, co-authored with Nancy Levack and published by the Texas School for the Blind and Visually Impaired, 1996.

Millie has been honored and recognized by her peers as the 2000 co-recipient of the AER Bledsoe Award for Teaching Students with Visual and Multiple Impairments and the 2001 recipient of the AER Division 3 Virginia Sowell Award.

Working with Millie these past three years has been both a pleasure and a crash course in visual and sensory impairments. Even though the process required long workdays, those days also contained enjoyment, respect, inspiration, and the occasional foray to the fossil beds and to local cultural venues; and she never missed a deadline.

Thanks Millie.

Tristan Pierce  
Multiple Disabilities Project Leader

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## Message to Readers

This book, the *SLK Routines Book*, is part of the Sensory Learning Kit (SLK) and should be used in tandem with the other components of the Kit: *SLK Guidebook* with Assessment Forms and a collection of tangible items provided for intervention strategies.

- Adaptable Stick Switch
- Adaptable Tactile Switch with snap-on plates
- bell bracelet
- combination penlight/flashlight with colored lenses
- ice bag
- massager
- mirror
- multicolor metallic pinwheel
- personal music player
- personal fan
- Power Select control unit
- Scallop Switch
- tactile roller with roller covers
- vibrating pad

Substitute intervention items may be included in your kit due to the occasional unavailability of commercial items. Such items have been selected to serve a similar function.

**Your kit was not designed to be used by unattended children. Children should always be supervised by an adult when using items in your kit.**

We hope your clients benefit greatly from using the SLK and that you enjoy using it as much as we enjoyed producing it.

Tristan Pierce, Project Leader

Millie Smith, Author

*APH Sensory Learning Kit*

*x*

*SLK Routines Book*

# Introduction

## Key Points

All of the activities in this kit are designed to be implemented using the instructional strategy called “routines.” Please make sure that you have read the information in the *SLK Guidebook* explaining the importance of using routines to maximize learning and to decrease stress.

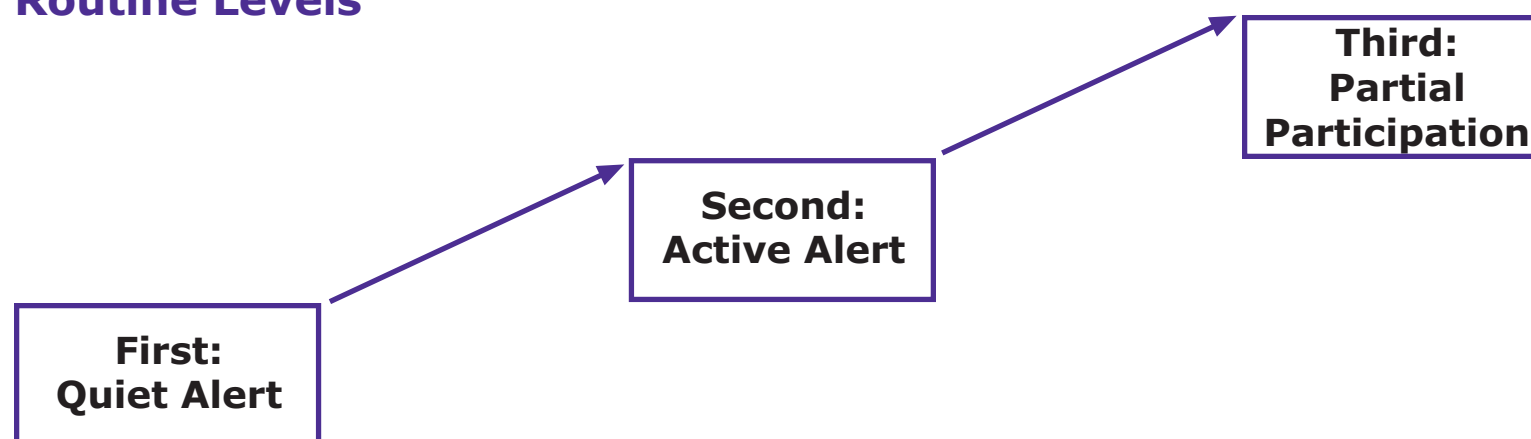
All written routines in this book are to be used as templates. Each must be modified to reflect the unique needs of individual learners. Use the worksheet/lesson plan form included in this book to record modified routines.

All routines are social interactions. They are always carried out with learners and partners. Partners may be teachers, family members, friends, or caregivers.

## Intervention Levels

The routines contained in the Sensory Learning Kit (SLK) are organized into three levels: quiet alert, active alert, and partial participation.

## Routine Levels





Each level is designed to build upon the interaction abilities present at the preceding level. Levels are determined by using the SLK assessment tools.

**Quiet Alert Routines**

Help the learner establish and maintain alertness.

Help the learner establish a positive relationship with partners who respond to her expressions of pleasure and displeasure.

**Active Alert Routines**

Help the learner develop intentional behaviors as he attempts to interact with media and partners.

Help the learner anticipate a predictable event associated with a specific object.

Help the learner expand his repertoire of interactions by encouraging imitation of actions initiated by the partner.

**Partial Participation Routines**

Help the learner anticipate the next step in a sequence of steps leading to a meaningful outcome.

Help the learner take responsibility for doing everything she can do in each step.

Help the learner use people and devices as aids for completing parts of steps beyond her abilities.

## Goals

Skills in the areas of communication, cognition, and motor functioning are highly related to quality of life. Routines give learners opportunities to acquire and maintain these skills in appropriate contexts throughout their lives.

### Communication skills are addressed at each of the following levels:

#### Quiet Alert Level

The learner begins to realize that his expressions of pleasure and displeasure affect the behavior of his partner.

The learner's expressions become more focused on his partner.

Social communication develops as the partner responds appropriately to the learner's expressions of pleasure and displeasure.

#### Active Alert Level

The learner begins to understand that she can use a variety of behaviors to

- request interactions with certain objects and
- request repetition or continuation of certain actions by her partner.

#### Partial Participation Level

The learner begins to understand that objects can be used expressively and receptively to

- request activities,
- refuse activities,

- request a change in activities,
- organize activities, and
- represent time.

The learner begins to understand that specific gestures can be used to direct the actions of partners.

## **Cognitive skills are addressed at each of the following levels:**

### **Quiet Alert Level**

The learner begins to realize that his environment consists of

- his body,
- people and objects touching his body, and
- people and objects beyond his body (body and spatial awareness).

He begins to remember that certain events are associated with certain people and objects (associative memory).

---

### **Active Alert Level**

The learner begins to understand that certain things she does cause predictable outcomes (causality).

She begins to understand that a variety of outcomes are possible (schema).

She understands that she can do what her partner does (imitation).



### **Partial Participation Level**

The learner begins to remember that a series of events happens in a certain order (sequential memory).

He begins to understand there are various ways to achieve a desired outcome (problem solving, means/ends).

### **Motor skills are addressed at each of the following levels:**

#### **Quiet Alert Level**

The learner begins to realize that his body responds to stimulation in a variety of ways.

He begins to understand that he can do certain minimal things with his body—avert his eyes or track a moving target—to shorten, prolong, or modify input.

---

#### **Active Alert Level**

The learner begins to move her body intentionally in response to her desire to interact.

The learner begins to try to manipulate her own body, objects, and other people in order to create a remembered outcome.

The learner tries out new moves modeled by another.

---

#### **Partial Participation Level**

The learner practices planning, initiating, and executing movements in familiar, meaningful contexts.

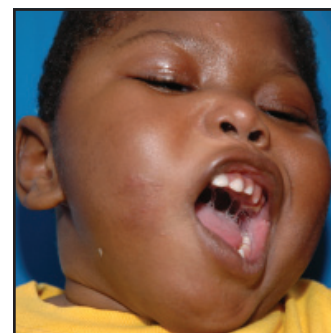


## Responses

Learners at each level have unique responses to the interactions provided for them. Some general characteristics are typically evident at each level.

### Quiet Alert Level

- Changes in breathing patterns
- Changes in muscle tone
- Changes in skin tone (flushing or paling)
- Changes in movement patterns (quieting or accelerating)
- Changes in facial expression (widening or closing of eyes or mouth)
- Vocalizing
- Blinking
- Tongue sucking
- Smiling
- Crying
- Laughing
- Turning toward stimulus



### Active Alert Level

- The learner reaches by extending any part of the body toward the stimulus (e.g. extension of tongue, lips, head, torso, arms, legs, hands, feet).
- The learner explores by moving any part of the body to interact with the stimulus (moving head closer to stimulus to smell, taste, or inspect visually; contacting stimulus with mouth, hands, feet, or skin).
- The learner manipulates by moving his own body, the object, or the partner's body to cause a desired outcome (shake, bang or throw object, rake or grasp to bring object to mouth, push or pull object, use own body to signal desire for partner to act on object).

---

### Partial Participation Level

- The learner moves her body and the object purposefully to accomplish specific outcome.
- The learner moves her body and/or the object purposefully to request help from partner.
- The learner moves her body purposefully to activate an adaptive device.

### Step Sequence

Routines should begin and end consistently.

The first step is the transition step. An object cue (Appetite Item) is used to tell the learner what is going to happen next. A change in location or position is often associated with this step. In the SLK, van Dijk calendars are used in the transition step of the Routine Templates at the Active Alert and Partial Participation Levels.

- Object cues without calendars at the Quiet Alert Level


- Object cues with anticipation calendars at the Active Alert Level
- Object cues with daily calendars at the Partial Participation Level

The last step is the finished step. The object cue (Appetite Item) is removed to communicate to the learner that the activity is finished. In the SLK, van Dijk calendars are used in the finished step of the Routine Templates at the Active Alert and Partial Participation Levels.



Each routine level has a basic structure.

### **Quiet Alert Level**

1. Respond to "beginning" cue. Strategy: Reduce stress by letting the learner know what is about to happen to him. Sample Procedure: Identify yourself. Briefly show the learner the object with which he is about to interact. The message is "we are going to do this now."
2. Go to the activity area. Strategy: Movement to a specific area associated with sensory events helps to create predictability and lower stress.
3. Get in best position for activity. Strategy: Use information in the Sensory Learning Summary to support the learner in a way that maximizes his potential for interaction. Procedure: If the learner withdraws or becomes agitated when positioned, allow recovery time before beginning.
4. Respond to the object cue for the specific activity. Strategy: Briefly show the learner the object he is about to interact with again. The message is "we are going to start doing this now."
5. Orient to the object or event provided by the partner. Strategy: Use a routine template as a guide for presentation of the stimulus in ways that elicit desired responses.

- 
6. Maintain orientation for specified time. Strategy: Try to increase the duration of alert states during each presentation.
  7. Reorient to object or event on repeated presentations. Strategy: Try to reestablish orientation to the stimulus after the learner breaks his orientation. The learner may simply be taking a break or he may have lost interest. Use a routine template for suggestions on presentation variations that may spark interest.
  8. Respond to “finished” cue. Strategy: Let the learner know that the activity with the stimulus is finished. Sample Procedure: Remove the object. The message is “we are going to do something else now.”
- 

### **Active Alert Level**

- 
- 
1. Take object from anticipation container. Strategy: This is the learner’s “beginning” cue. The object is presented in a distinctive container unlike any container used for any other purpose. The learner begins to understand that when an object is presented in this container it means we are about to do the activity associated with that object. (See Appendix I of the *SLK Guidebook*.)
  2. Go to the appropriate area.
  3. Get in best position for activity.
  4. Explore stimulus after presentation by partner.
  5. Manipulate stimulus to create desired result. (See specific routine template.)
  6. Imitate action on object or movement modeled by partner. (See specific routine template.)
  7. Repeat steps 5 and 6 as appropriate to continue activity.
  8. Put object in “finished” container.



### **Partial Participation Level**

1. Take object symbol from calendar box.
2. Go to area of activity.
3. Get in best position for activity.
4. Carry out sequence of steps involved in event. (See specific routine template.)
5. Put object symbol in finished box.

### **General Strategies**

Teams address specific strategies for each learner at each level before routines are implemented. Certain general strategies are typical at each level.



### **Quiet Alert Level**



- Only use items from the learner's appetite list.
- Present appetite items in routine formats to avoid startle responses and build experience memory.
- Know the learner's distress signals and plan appropriate responses.
- Know the learner's seizure history. Avoid stimuli that might provoke a seizure.
- Make sure that the learner is positioned and supported for maximum comfort and flexibility.
- Keep careful records of medication changes, seizure activity, hydration, elimination, sleep, and other factors that may influence responses.



### **Active Alert Level**

- Know the learner's voluntary movement abilities and orthopedic limitations. Provide positioning and support that maximizes the learner's ability to interact with stimuli.
- Recognize the learner's cognitive intent. If movement is severely restricted, the extension of any part of the body may signal intent to reach, explore, or manipulate.
- Partners must be prepared to facilitate movement to complete the learner's intention. Success will usually be indicated by the learner's continued orientation to the stimulus and by his pleasure in the interaction.
- Use a hand-under-hand technique to model new interactions with objects whenever possible. Avoid manipulating the learner's hands.
- Allow oral exploration of stimuli. Learners who have the motor ability to explore with their hands will begin to do so after an initial period of oral exploration if they have a rich variety of objects to explore. Oral self-stimulation tends to occur when learners do not have access to opportunities to engage in more developmentally interesting kinds of stimulation. Oral exploration should never be discouraged for learners who do not have the motor capability of exploring objects with their hands. Quality tactual information is obtained best by the hands, feet, lips, and tongue. If use of some of these highly effective sensory areas is limited, the others must be used.

---

### **Partial Participation Level**

- Pace routines so that the learner has the opportunity to do everything he can do on each step of the routine as independently as possible.
- Wait for the learner to signal his intent when he can no longer perform independently.



- Use adaptations that allow the learner to participate at the highest possible level.
- Assess the sensory qualities of the environments in which routines naturally occur. Adapt the environment if there are sensory qualities that interfere with the learner's ability to maintain alertness.



# Routine Worksheet/Lesson Plan

*(Copy this two-page worksheet as needed or use the CD version.)*

Learner: \_\_\_\_\_ Routine Name: \_\_\_\_\_

Starting date: \_\_\_\_\_ Ending date: \_\_\_\_\_

Documentation date: \_\_\_\_\_ Routine Location: \_\_\_\_\_

Object Cue: \_\_\_\_\_ Partner to teach: \_\_\_\_\_

Time: \_\_\_\_\_ Level: \_\_\_\_\_

Context: \_\_\_\_\_

Materials: \_\_\_\_\_

Target IEP skills:

- Documentation is required only on those steps related to an IEP objective.
- Not all Learner's Steps target IEP objectives.



# Sample Routine Worksheet/Lesson Plan

*(Copy this two-page worksheet as needed or use the CD version.)*

Learner: Mary J. Routine Name: Lotion

Starting date: 2/23/04 Ending date: 2/27/04

Documentation date: 2/26/04 Routine Location: classroom

Object Cue: Lotion Bottle Partner to teach: Ray

Time: 10:45 a.m./1:00 p.m. Level: Active Alert

Context: Groom time

Materials: Use Jergen's aloe with E only, and place Mary on foam wedge.

Target IEP skills:

- Documentation is required only on those steps related to an IEP objective.
- Not all Learner's Steps target IEP objectives.

*Objective 1: Mary will reach for a desired object during specified activities four of five consecutive trials.*



**Routine Worksheet/Lesson Plan • Learner:\_\_\_\_\_**

Learner’s Steps	Modifications	IEP Objective Number	Documentation



Sample Routine Worksheet/Lesson Plan • Learner: Mary J.

Learner's Steps	Modifications	IEP Objective Number	Documentation
<i>Take bottle from container.</i>	<i>Use shallow basket. Use consecutive multisensory approach. Start with distance channels, move to near.</i>		
<i>Go to wedge.</i>	<i>Use tap on upper leg to signal lift. 15 to 20 degree incline limit.</i>		
<i>Get comfortable on wedge.</i>	<i>Position prone, hands touching floor in visual field. Wait 45 seconds to one minute before starting activity.</i>		
<i>Explore lotion bottle.</i>	<i>Make sure some lotion is already squeezed out around the top of the bottle.</i>		
<i>Reach for lotion.</i>	<i>Place bottle three inches from Mary's hand on the floor. Use towel under bottle to heighten contrast.</i>	<i>#1</i>	<i>(-) Did not reach four of five consecutive trials.</i>
<i>Imitate squeeze.</i>	<i>Pump bottle before modeling so that slight pressure gets results.</i>		
<i>Repeat for other hand.</i>	<i>Repeat for other hand.</i>	<i>#1</i>	<i>(+) Did reach four of five consecutive trials.</i>
<i>Put bottle in finished container.</i>	<i>Use shallow metal pan.</i>		

# Sensory Systems

## Primary sensory systems impacted when using a specific item\*

Item	Vestibular Proprioception	Tactual Proprioception	Auditory	Visual	Olfactory	Gustatory
Bell			X			
Blender**			X	X	X	X
Fan		X				
Hammock**	X					
Ice Bag		X				
Lotion**		X			X	
Massager		X				
Mirror				X		
Music Player			X			
Pen/flashlight				X		
Pinwheel				X		
Pudding**		X			X	X
Tactile Roller		X				
Vibrating Pad		X				

\* **All** sensory systems should be considered when using any of these items.

\*\* Supplemental Routines: Items not included in the SLK.

## Switch Introduction

The switch introduction (SI) icon has been added to specific steps of routines where switches may enhance performance. Learners should be familiar with the item being used in a routine prior to switch introduction. Switches generally should be introduced at the Active Alert Level. The relationships between the switch and the object it activates should be very obvious. Use one item and one switch. Place the switch as close as possible to the item it activates so that the learner can see or feel both the switch and the item during activation at the partial perception level. When causality is well established, switches may be placed farther from the item and more than one item or switch may be used.

The intent of using switches with the SLK is to facilitate the learner's manipulation of objects. Partners can activate battery operated toys and other items to elicit orienting responses at the Quiet Alert Level.



*Learner turns on lamp using a switch.*

# Routine Cautions

## General Routine Cautions

- Know the learner's personal needs.
- Do not overload nervous system with too much input.
- Offer adequate sensory input to meet the learner's needs.
- **Know when to stop, know when to continue.**
- Consult with occupational therapist (OT), physical therapist (PT), speech language pathologist (SLP), nurse and MD.

## Specific Routine Cautions

### CAUTION

Please read and follow the warnings which accompany some Routines.

### Fan

Do not position directly in front of the learner's airway.

### Hammock Swing

- Source of vestibular input which can elicit seizure activity!
- Consult with PT, OT, medical personnel to determine safety of using any vestibular input, including a swing, with every learner.
- Determine safety precautions that must be taken, including actions to take if a negative response occurs.
- Determine which positions can be tolerated and how to handle the learner during transitions in and out of swing or mobile equipment.



- Linear or back and forth motion is less disorienting than circular.
- Slow motion may be calming, fast may be alerting. Know impact of each on the learner and adjust accordingly to avoid negative reactions.
- Motion may cause decrease in respiratory rate, circulatory changes.
- Stop activity if the learner becomes pale, bluish, or flushed; has breathing changes; becomes limp or stiff; vomits; complains of dizziness; or has other unusual reactions. Report reactions to medical staff, family, and co-workers.
- Report any seizure activity to family, co-workers, medical staff.

### Ice Bag

- Avoid leaving bag against skin for more than 3-5 minutes; check skin periodically. If not used properly can cause cold burns.
- Do not use if it elicits startle reaction in learner.
- Do not lie on ice bag.
- Do not use if the learner is allergic to latex.
- Do not use with a learner who is sensitive to cold.

### Lotion

- Wash hands before and after activity.
- Avoid applying lotion to areas with skin rash, open sores, etc.
- Do not use if learner has skin allergies.



- Be careful when using scented lotions that may cause both skin and breathing allergic reactions.

## Massager

Do not place massager on face, head, or against the palms of the hands.

## Mirror

Avoid glare.

## Penlight/Flashlight

Do not shine directly into the learner's eyes.

## Pinwheel

Avoid using with students with seizures known to be caused by rapid, flashing, or oscillating visual input.

## Pudding

- Avoid when the learner has known food allergies (dairy, chocolate, etc.)
- Consult with the OT and SLP for proper feeding techniques for students with known oral motor/swallowing/feeding difficulties.

## Vibrating Pad

Do not use if vibration elicits seizure activity.





*APH Sensory Learning Kit*

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*SLK Routines Book*

**Appetite Item: Bell**

**Typical Primary Sensory Channel: Auditory**

**Quiet Alert Level**

**Learner Steps:**

**1. Listen to and feel bell provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand method to facilitate learner’s experience of bell in best sensory channels.

**Strategy:**

Bell becomes object cue used to tell learner that activity is about to begin. Partner is careful to present bell in appropriate manner to minimize startle or avoidant reaction.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Partner gives learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**4. Ring bell with partner again.**

See #1.

Cue learner that activity is beginning.

**5. Orient to bell rung by partner.**

Partner rings bell.

Use information from Sensory Learning Summary to determine optimum range, position, and volume.

Learner Steps:	Procedure:	Strategy:
<b>6. Maintain orientation to bell.</b>	Partner continues ringing until orientation is lost; then pauses.	Wait for learner to notice ringing has stopped.
<b>7. Reorient to bell.</b>	Partner reintroduces bell at various points—right side, left side, behind, in front, above, below—and at the following distances—less than three feet, between three and six feet, beyond six feet.	Extend duration and variety of the learner's responses.
<b>8. Put bell away.</b>	Partner helps learner put bell away.	Removal of the bell cues learner that activity is finished.



*The learner orients to the sound of bells rung by her partner.*

Active Alert Level

Learner Steps:

1. Take bell from anticipation container.

Procedure:

Partner presents familiar container with bell and uses hand-under-hand technique to facilitate experience of objects in best sensory channels.

Strategy:

Container and bell cue learner that activity is about to begin. See Appendix I of the guidebook.

2. Go to appropriate area.

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

3. Get in best position for activity.

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

4. Explore bell.

Partner rings bell, watches for any motor response that might indicate learner’s desire to interact with bell.

Partner facilitates exploration by helping the learner follow through on any form of exploration initiated by him.

5. Manipulate bell or partner or own body to try to make bell ring.

Partner responds to attempts by helping learner ring bell.

Modulate response so that learner experiences maximum independent activity level without frustration.

**Learner Steps:**

**6. Imitate action on bell modeled by partner.**

**Procedure:**

Partner may bang bell against object, or change from side-to-side shake to up-and-down shake.

**Strategy:**

Watch learner’s movements to determine requests for certain actions. Teach communication skills from the IEP.

**7. Repeat Learner Steps 5 and 6 as appropriate.**

**8. Put bell in “finished” container.**

Partner helps learner put object in familiar container.

Container and bell cue learner that activity is finished.



*The learner explores the bell bracelet while wearing it.*



*The learner usually orients to the bell bracelet while holding it.*



*The partner helps the learner put the bell in the finished box.*

**Partial Participation Level**

**Activity Context:**  
**Younger Students—Music Circle, Older Students—Band Class**

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>1. Take bell symbol from calendar box.</b>	Partner facilitates learner’s transition to calendar and helps him get symbol.	See Appendix I of the guidebook.
<b>2. Go to area of activity.</b>	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.
<b>4. Get bell (if bell was removed during positioning).</b>	Learner gets bell or signals partner to get bell.	Teach expressive communication and motor skills from the IEP at the appropriate levels.
<b>5. Signal request for start of music by ringing bell.</b>	Learner rings bell or signals partner to ring bell.	Practice IEP skills.
<b>6. Play bell to music.</b>	Learner rings bell or signals partner to ring bell in certain way related to music.	Practice IEP skills.

**Learner Steps:**

**7. Repeat 5 and 6 as appropriate.**

**8. Go to calendar.**

**9. Put bell symbol in finished box.**

**Procedure:**

Partner helps learner with transition.

See #1.

**Strategy:**

Practice IEP skills.

Cue learner that activity is finished.

**Expansion**

- Pass out instruments to other learners in group.
- Choose instrument when two different types of bells or two dissimilar instruments are presented.
- Learn to stop playing when music is stopped.
- Take turns playing with other learners.
- Play when name is called.
- Choose songs by using associated instrument to signal request.
- Signal start of races, beginning of class, or change of class periods.
- Participate in band.



*The learner experiments with different bells during her music class.*



*APH Sensory Learning Kit*

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SLK Routines Book



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**Appetite Item: Blender**

**Typical Primary Sensory Channel: Auditory**

(tactual and movement if hands placed on blender pitcher during use)

**Quiet Alert Level**

**Learner Steps:**

**1. Experience blender provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand technique to facilitate experience of blender in best sensory channels. Make sure that the learner experiences the most salient part of the activity as a cue, e.g., the sound of the blender, the feel of the vibration of the motor, the reflection of the glass container, etc.

**Strategy:**

Blender becomes object cue used to tell learner that activity is about to begin. Partner is careful to present objects in appropriate manner to minimize startle or avoidant reaction.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>4. Experience blender again.</b>	See #1.	Cue learner that activity is beginning.
<b>5. Orient to activity with blender provided by partner.</b>	Partner looks for signs of alertness as ingredients are added and blended.	Use information from Sensory Response Record (Response Modes) to determine and interpret orienting response. Use information from Sensory Learning Summary to determine appropriate ingredients based on medical issues. Use Appetite List to determine gustatory and olfactory input.
<b>6. Maintain orientation.</b>	Partner continues activity with blender until orientation is lost; then stops.	Wait for learner to notice activity has stopped.
<b>7. Reorient to activity with blender.</b>	Partner begins again after brief pause adding different ingredients as appropriate.	When orientation lessens, introduce new ingredients to stimulate alertness.



Learner Steps:	Procedure:	Strategy:
8. Taste finished product.	Partner helps learner taste drink in most appropriate manner.	Use cotton swab, straw, or spoon to give learner a taste directly from pitcher so that a clear association with the blender is established.
9. Put blender away.	Partner helps learner put blender away.	Removal of blender cues learner that activity is finished.



Active Alert Level

Learner Steps:

1. Take blender or salient part of blender activity from anticipation container.

2. Go to appropriate area.

3. Get in best position for activity.

4. Explore the materials and the actions of the partner.

Procedure:

Partner presents familiar container with appropriate object and uses hand-under-hand technique to facilitate experience of object in best sensory channels.

Partner transitions learner to specific area where activity is to take place.

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Partner acts on materials with learner. Activity is interspersed with frequent pauses.




Strategy:

Container and object cue learner that blender activity is about to begin. See Appendix I of the guidebook.

Give learner time to orient to new location.

Ensure access to best sensory and motor abilities.

Facilitate exploration in the sensory channel initiated by the learner. Wait for learner to indicate intent. Determine the learner’s intent and help complete the desired result.

Learner Steps:		Procedure:	Strategy:
	<b>5. Initiate independent action with blender.</b> 	Partner helps learner complete intended result successfully.	Modulate response so that learner experiences maximum independent activity level without frustration.
	<b>6. Imitate action modeled by partner.</b> 	Partner models different actions with materials such as adding ingredients, turning on/off blender, tasting, etc.	Watch learner's movements to determine requests for certain actions. Teach communication and motor skills from the IEP, as appropriate.
	<b>7. Repeat steps five and six as appropriate.</b>		
	<b>8. Taste product.</b>	Partner helps learner taste drink in most appropriate manner.	Use cotton swab, straw, or spoon to give learner a taste directly from pitcher so that a clear association with the blender is established.
	<b>9. Put blender or salient part of blender activity in finished container.</b>	Partner helps learner put object in familiar container.	Container and object cue learner that activity is finished.

**Partial Participation Level**

**Activity Context:**  
**Younger Learners—mealtime, snack time, choice time, cooking center**  
**Older Learners—mealtime, break time, home economics class**

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>1. Take blender symbol from calendar box.</b>	Partner facilitates learner’s transition to calendar and helps him get symbol.	See Appendix I of the guidebook.
<b>2. Go to activity area.</b>	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.
<b>4. Get blender materials.</b>	Learner gets materials or signals partner to get materials.	Teach expressive communication and motor skills from the IEP, at the appropriate levels.
<b>5. Put ingredients in container.</b>	Learner puts ingredients in container or signals partner to put ingredients in container.	Practice IEP skills.

**Learner Steps:**

**6. Blend.**



**Procedure:**

Learner turns blender on/off or signals partner to turn blender on/off.

**Strategy:**

Practice IEP skills.

**7. Taste product.**

Learner tastes product or signals partner to assist taste.

Practice IEP skills.

**8. Go to calendar box.**

Partner facilitates transition.

**9. Put blender symbol in finished box.**

See #1.

Cue learner that activity is finished.

**Expansion**

- Choose ingredients.
- Make smoothie for another person.
- Add motor aspects such as manipulating lid of container, pouring, etc.
- Wash materials.



*A stick switch is used to operate the blender.*





**Appetite Item: Personal Fan**

**Typical Primary Sensory Channel: Tactual**

**Quiet Alert Level**

**Learner Steps:**

**1. Experience fan as provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand technique to facilitate experience of fan in best sensory channels.

**Strategy:**

Fan becomes object cue used to tell learner that activity is about to begin. Partner is careful to present fan in appropriate manner to minimize startle or avoidant reaction.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**4. Experience fan again.**

See #1.

Cue learner that activity is beginning.

**5. Orient to airflow provided by partner.**

Partner looks for indications of alertness.

Use information from Sensory Response Record (Response Modes) to determine and interpret orienting response.

Learner Steps:	Procedure:	Strategy:
<b>6. Maintain orientation.</b>	Partner continues until orientation is lost; then stops.	Wait for learner to notice airflow has stopped.
<b>7. Reorient to airflow provided in different positions.</b>	Partner begins airflow again after brief pause.	When orientation is less intense, provide airflow to different parts of body.
<b>8. Put fan away.</b>	Partner helps learner turn off and put away fan.	Removal of fan cues learner that activity is finished.



*The learner expresses delight with the fan.*

Active Alert Level

Learner Steps:

1. Take fan from anticipation container.

Procedure:

Partner presents familiar container with fan and uses hand-under-hand technique to facilitate exploration of objects in best sensory channels.

Strategy:

Container and fan cue learner that fan activity is about to begin. See Appendix I of the guidebook.

2. Go to appropriate area.

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

3. Get in best position for activity.

Partner positions learner so that access to best sensory and motor abilities is ensured for interaction.

Use techniques and strategies prescribed and modeled by PTs and OTs.

4. Explore fan.

Partner facilitates exploration initiated by learner. Pause.

Facilitate exploration in the sensory channel initiated by the learner. Wait for learner to indicate intent. Determine the learner’s intent and help complete the desired result.

5. Initiate independent action with fan.

Partner helps learner complete intended result successfully.

Modulate response so that learner experiences maximum independent activity level without frustration.





### Learner Steps:

#### 6. Imitate action modeled by partner.



### Procedure:

Partner models different actions with fan such as movement to different body parts, turning off and on, etc.

### Strategy:

Watch learner's movements to determine requests for certain actions. Teach communication skills from the IEP, as appropriate.

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#### 7. Repeat Learner Steps 5 and 6 as appropriate.

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#### 8. Put fan in finished container.

Partner helps learner put object in familiar container.


Container and fan cue learner that activity is finished.




*The learner explores the fan.*

Partial Participation Level

Activity Context:  
Younger Learners—grooming center, choice time  
Older Learners—after bath or swimming, performing arts class, cosmetology class

Learner Steps:	Procedure:	Strategy:
1. Take fan symbol from calendar box.	Partner facilitates learner’s transition to calendar and obtainment of symbol.	See Appendix I of the guidebook.
2. Go to activity area.	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
3. Get in best position for activity.	Partner positions learner so that access to best sensory and motor abilities is ensured for interaction.	Use techniques and strategies prescribed and modeled by PTs and OTs.
4. Turn on fan. 	Learner turns on fan or signals partner to turn on fan.	Teach expressive communication and motor skills from the IEP, at the appropriate levels.
5. Blow hair, face, etc.	Partner creates opportunity for communication by pausing.	Practice IEP skills.

Learner Steps:	Procedure:	Strategy:
6. Turn off fan. 	Partner facilitates turning off.	
7. Go to calendar.	Partner facilitates transition.	
8. Put fan symbol in finished box.	See #1.	Cue learner that activity is finished.

**Expansion**

- Share materials with peer.
- Change roles—blow own hair, then someone else’s.
- Use different types of fans or cool blowers for different functions such as drying nails or hair.
- Teach a variety of motor and communication skills.

## Appetite Item: Hammock Swing

### CAUTION

- Source of vestibular input which can elicit seizure activity!
- Consult with PT, OT, and medical personnel to determine safety of using any vestibular input, including a swing, with every learner.
- Determine any safety precautions which must be taken with every learner.
- Determine which positions can be tolerated and how to handle learner in and out of swing or mobile equipment.
- Linear or back and forth motion is less disorienting than circular.
- Slow motion may be calming, fast may be excitatory. Know impact of each on learner and adjust accordingly to avoid negative reactions.
- Slow motion may cause decrease in respiratory rate, circulatory changes.
- Stop activity if learner becomes pale, bluish, or flushed, has breathing changes, becomes limp or stiff, vomits, complains of dizziness, unusual reactions.
- Report any seizure activity to family, co-workers, medical staff.

# Appetite Item: Hammock Swing

Typical Primary Sensory Channel: Vestibular/Proprioceptive

## Quiet Alert Level

### Learner Steps:

1. **Feel hammock swing and mimic swinging with partner.**

### Procedure:

Partner greets learner and uses hand-under-hand technique to facilitate experience of swing in best sensory channels.

### Strategy:

Swing becomes object cue used to tell learner that activity is about to begin. Partner is careful to present swing in appropriate manner to minimize startle or avoidant reaction.

2. **Go to swinging area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

3. **Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs. Foam chairs, pillows, etc. can be placed in hammock for support.

Ensure access for best sensory input and motor abilities.

4. **Swing.**

Partner swings learner in appropriate direction and speed.

Use information from Sensory Learning Summary to determine direction and speed.



<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>5. Orient to swinging motion.</b>	Partner looks for indications of alertness.	Use information from Sensory Response Record (Response Modes) to determine and interpret orienting response.
<b>6. Maintain orientation.</b>	Partner swings until orientation is lost then stops.	Wait for learner to notice swinging has stopped.
<b>7. Reorient to swinging.</b>	Partner begins swinging motion again after brief pause. When orientation becomes less intense, try new directions and then vary speeds.	Extend duration and variety of learner's responses.
<b>8. Leave swing.</b>	Partner helps learner remove support item (pillow, chair, etc.) and get out of swing.	Removal of support item and exit from swing cue learner that activity is finished.

Active Alert Level

Learner Steps:

1. Take swing or salient piece of swinging activity from anticipation calendar.

2. Go to swinging area.

3. Get in best position for activity.

4. Explore swing or activity of partner in making swing move.

Procedure:

Partner presents familiar container with swing and uses hand-under-hand technique to facilitate experience of objects in best sensory channels.

Partner transitions learner to specific area where activity is to take place.

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs. Foam chairs, pillows, etc. can be placed in hammock for support.

Partner begins swinging and facilitates exploration initiated by learner of the swing or of the partner’s activity.

Strategy:

Container and swing cue learner that swing activity is about to begin. See Appendix I of the guidebook.

Give learner time to orient to new location.

Ensure access for best sensory input and motor abilities.

Facilitate exploration in the sensory channel initiated by the learner. Wait for learner to indicate intent. Determine the learner’s intent and help complete the desired result.

**Learner Steps:**

**5. Manipulate the swing, own body, or partner's body to create desired result.**

**Procedure:**

Partner helps learner complete intended result successfully.

**Strategy:**

Modulate response so that learner experiences maximum independent activity level without frustration.

**6. Imitate action or movement modeled by partner.**

Partner swings learner in different directions and speeds.

Watch learner's movements to determine requests for certain kinds of swinging.

**7. Repeat Learner Steps 5 and 6 as appropriate.**

**8. Put swing or salient piece of swinging activity in finished container.**

Partner helps learner put object in familiar container.

Container and swing cue learner that activity is finished.



*The learner swings herself by pushing with her feet. Her partner helps her place her feet in the container filled with warm water and marbles.*

**Partial Participation Level**

**Activity Context:**  
**Younger Students—Gross motor center, playground, adaptive PE, choice time**  
**Older Students—Gym, break time**

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>1. Take swinging symbol from calendar box.</b>	Partner facilitates learner’s transition to calendar and obtainment of symbol.	See Appendix I of the guidebook.
<b>2. Go to swinging area.</b>	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs. Foam chairs, pillows, etc. can be placed in hammock for support.	Ensure access for best sensory input and motor abilities.
<b>4. Begin swinging.</b>	Learner swings self or signals partner to begin swinging.	Teach expressive communication skills from the IEP, at the appropriate level.
<b>5. Resume swinging after pause.</b>	Partner creates opportunity for communication by pausing swing.	Practice IEP skills.

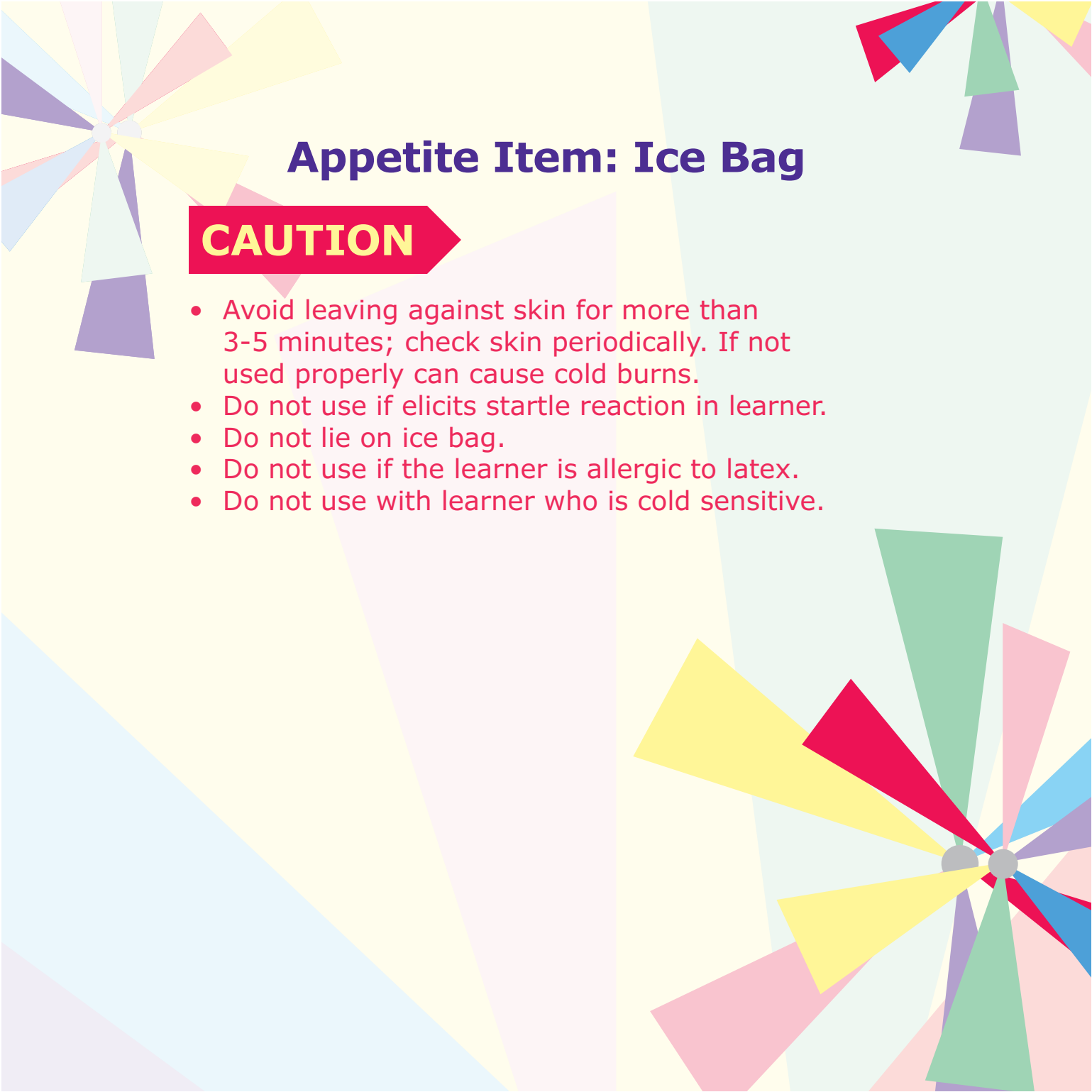
Learner Steps:	Procedure:	Strategy:
6. Repeat step #5 as appropriate.		
7. Get out of swing.	Partner facilitates transfer.	
8. Go to calendar.	Partner facilitates transition.	
9. Put swinging symbol in finished box.	See #1.	Cue learner that activity is finished.

**Expansion**

- Choose hammock swing symbol from array of motor activity symbols.
- Teach requests for specific kinds of swinging—back and forth, side to side, twisting, etc.
- Teach IEP motor objectives during swinging, transitions, and transfers.



*The learner uses swing to access objects placed on the floor during break time.*



## Appetite Item: Ice Bag

**CAUTION**

- Avoid leaving against skin for more than 3-5 minutes; check skin periodically. If not used properly can cause cold burns.
- Do not use if elicits startle reaction in learner.
- Do not lie on ice bag.
- Do not use if the learner is allergic to latex.
- Do not use with learner who is cold sensitive.

**Appetite Item: Ice Bag**

**Typical Primary Sensory Channel: Tactual**

**Quiet Alert Level**

**Learner Steps:**

**1. Feel ice bag provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand method to facilitate learner’s experience of ice bag.

**Strategy:**

Bag becomes object cue used to tell learner that activity is about to begin. Partner presents bag in appropriate manner to minimize startle or avoidant reaction.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**4. Feel ice bag with partner again.**

See #1.

Cue learner that activity is beginning.

**5. Orient to ice bag applied to body by partner.**

Partner places ice bag containing materials creating temperature effect most desired by learner on appropriate part of body.

Use information from Sensory Learning Summary to determine best temperature and application area.

Learner Steps:	Procedure:	Strategy:
6. Maintain orientation to ice bag or part of body stimulated.	Partner continues application until orientation is lost; then pauses.	Wait for learner to notice ice bag has been removed.
7. Reorient to new application of ice bag.	Partner reintroduces ice bag with contents creating different temperature effects and applies bag to different areas of body.	Extend duration and variety of the learner's positive responses.
8. Put bag away.	Partner helps learner put bag away.	Removal of bag cues learner that activity is finished.



Active Alert Level

Learner Steps:

1. Take ice bag from anticipation container.

Procedure:

Partner presents familiar container with ice bag and uses hand-under-hand technique to facilitate experience of bag in best sensory channels.

Strategy:

Container and object cue learner that activity is about to begin. See Appendix I of the guidebook.

2. Go to appropriate area.

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

3. Get in best position for activity.

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

4. Explore ice bag.

Partner applies ice bag, watches for any motor response that might indicate a desire to interact with bag.

Partner facilitates exploration by helping the learner follow through on any form of exploration initiated by him.

**Learner Steps:**

**5. Manipulate bag, partner, or own body to try to apply bag to various areas of body or to discontinue application.**

**Procedure:**

Partner responds by moving bag as directed by learner.

**Strategy:**

Modulate response so that learner experiences maximum independent activity level without frustration.

**6. Imitate action on body with bag modeled by partner.**

Partner may apply bag in different rhythmic patterns to various parts of the body, place bag under parts of the body, or apply two ice bags of different temperatures.

Watch learner’s movements to determine requests for certain actions. Infuse communication skills as appropriate.

**7. Repeat Learner Steps 5 and 6 as appropriate.**

**8. Put bag in finished container.**

Partner helps learner put object in familiar container.

Container and object cue learner that activity is finished.



*The learner explores the ice bag.*

**Partial Participation Level**

**Activity Context:**  
**Younger Students—Wheelchair relay races, “Hot Potato” game, “You’re It” game, choice time, science center**  
**Older Students—Relay races, aid in nurse’s office or clinic, self-care**

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>1. Take ice bag symbol from calendar box.</b>	Partner facilitates learner’s transition to calendar and obtainment of symbol.	See Appendix I of the guidebook.
<b>2. Go to activity area.</b>	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.
<b>4. Get ice bag (if bag was removed during positioning).</b>	Learner obtains empty bag or signals partner to obtain empty bag.	Teach expressive communication and motor skills from the IEP, at the appropriate levels.
<b>5. Fill bag with desired material.</b>	Learner places material in bag or signals partner to fill bag.	Practice IEP skills.

Learner Steps:	Procedure:	Strategy:
6. Apply bag to desired area of body.	Learner applies bag or signals partner to apply bag.	Practice IEP skills.
7. Repeat 5 and 6 as appropriate.		Practice IEP skills.
8. Go to calendar.	Partner helps learner with transition.	
9. Put ice bag symbol in finished box.	Partner facilitates learner's transition to finished box and placement of object in box.	Cue learner that activity is finished.

**Expansion**

- Choose materials when two different sources of temperatures are presented.
- Apply bags to other learners in appropriate settings such as nurse’s office.
- Assemble bags in a group activity.
- Add steps such as removing and putting on lids.
- Match texture coded bags with specific ingredients (e.g., a smooth bag might always hold ice; a rough textured bag, warm rice).



## Appetite Item: Lotion

**CAUTION**

- Wash hands before and after activity.
- Avoid applying lotion to areas with skin rash, open sores etc.
- Do not use if learner has skin allergies.
- Be careful when using scented lotions that may cause both skin and breathing allergic reactions.

**Appetite Item: Lotion**

**Typical Primary Sensory Channel: Tactual**

**Quiet Alert Level**

**Learner Steps:**

**1. Feel and smell lotion provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand technique to facilitate experience of lotion in best sensory channels.

**Strategy:**

Lotion becomes object cue used to tell learner that activity is about to begin. Partner is careful to present lotion in appropriate manner to minimize startle or avoidant reaction.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**4. Feel and smell lotion again.**

See #1.

See #1.

**5. Orient to sensation of lotion being placed on body by partner.**

Partner looks for indications of alertness.

Use information from Sensory Response Record (Response Modes) to determine and interpret orienting response.

Learner Steps:	Procedure:	Strategy:
6. Maintain orientation.	Partner rubs lotion on defined area until orientation is lost; then stops.	Wait for learner to notice activity has stopped.
7. Reorient to lotion provided in different locations.	Partner provides lotion again after brief pause.	When orientation is less intense, apply lotion to different areas of body.
8. Put lotion away.	Partner helps learner put lotion away.	Removal of lotion cues learner that activity is finished.

**Active Alert Level**

**Learner Steps:**

**1. Take lotion from anticipation container.**

**Procedure:**

Partner presents familiar container with lotion and uses hand-under-hand technique to facilitate experience of objects in best sensory channels.

**Strategy:**

Container and lotion cue learner that lotion activity is about to begin. See Appendix I of the guidebook.

**2. Go to appropriate area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**4. Explore lotion.**

Partner applies lotion with learner and pauses.

Facilitate exploration in the sensory channel initiated by the learner. Wait for learner to indicate intent. Determine the learner’s intent and help complete the desired result.

**5. Initiate independent action with lotion.**

Partner helps learner complete intended result successfully.

Modulate response so that learner experiences maximum independent activity level without frustration.





**Learner Steps:**

**6. Imitate action modeled by partner.**

**Procedure:**

Partner models different actions with lotion such as application to different parts of body, different degrees of pressure and types of rubs, etc.

**Strategy:**

Watch learner's movements to determine requests for certain actions. Infuse communication and motor skills as appropriate.

**7. Repeat Learner Steps 5 and 6 as appropriate.**

**8. Put lotion in finished container.**

Partner helps learner put object in familiar container.

Container and lotion cue learner that activity is finished.



**Partial Participation Level**

**Activity Context:**  
**Younger Learners—grooming or dress-up center, choice time, after bath or swimming**  
**Older Learners—after bath or swimming, performing arts class, cosmetology class, break time**

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>1. Take lotion symbol from calendar box.</b>	Partner facilitates learner’s transition to calendar and helps her get symbol.	See Appendix I of the guidebook.
<b>2. Go to activity area.</b>	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.
<b>4. Get lotion container.</b>	Learner gets lotion or signals partner to get lotion.	Teach expressive communication and motor skills from the IEP, at the appropriate levels.
<b>5. Open container.</b>	Learner opens lotion or signals partner to open lotion.	Practice IEP skills.

**Learner Steps:**

**6. Apply lotion.**

**Procedure:**

Learner applies lotion or signals partner to apply lotion.

**Strategy:**

Practice IEP skills.

**7. Go to calendar box.**

Partner facilitates transition.

**8. Put lotion symbol in finished box.**

See #1.

Cue learner that activity is finished.

**Expansion**

- Choose from array of lotions using tactual and olfactory skills.
- Associate certain types of containers with certain lotions.
- Share lotion with peer.
- Give someone a massage.



*The learner applies lotion.*



**Appetite Item: Massager**

**CAUTION**

Do not place massager on face or head or against the palms of the hands.

**Appetite Item: Massager**

**Typical Primary Sensory Channel: Tactile**

**Quiet Alert Level**

**Learner Steps:**

**1. Look at and feel massager provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand method to facilitate learner’s experience of massager in best sensory channels.

**Strategy:**

Massager becomes object cue used to tell learner that activity is about to begin. Partner is careful to present massager in appropriate manner to minimize startle or avoidant reaction.

**2. Go to the activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**4. Look at and feel massager with partner again.**

See #1.

Cue learner that activity is beginning.

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>5. Orient to massager or part of body stimulated by massager presented by partner.</b>	Partner presents massager to part of body where touch is tolerated best using appropriate pressure and speed.	Use information from Sensory Learning Summary to determine optimum range and position.
<b>6. Maintain orientation to massager or stimulated body part.</b>	Partner continues presentation until orientation is lost; then pauses.	Wait for learner to notice absence of sensation.
<b>7. Reorient to massager or stimulated body parts.</b>	Partner reintroduces massager in a variety of positions.	Extend duration and variety of the learner's responses.
<b>8. Reorient to massager or body part stimulated by different textures.</b>	Partner reintroduces massager with different attaching heads or with heads covered by different textures.	Extend duration and variety of the learner's responses.
<b>9. Put massager away.</b>	Partner helps learner put massager away.	Removal of massager cues learner that activity is finished.

Active Alert Level

Learner Steps:

1. Take massager from anticipation container.

Procedure:

Partner presents familiar container with massager and uses hand-under-hand technique to facilitate experience of massager in best sensory channels.

Strategy:

Container and object cue learner that activity is about to begin. See Appendix I of the guidebook.

2. Go to the appropriate area.

Partner transitions learner to specific area where activity is to take place.

Give learner time to process ambient cues related to attributes of location.

3. Get in best position for activity.

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

4. Explore massager.

Partner presents massager, watches for any motor response that might indicate a desire to interact with massager.

Partner facilitates exploration by helping the learner follow through on any form of exploration initiated by him.

5. Manipulate massager or partner or own body to try to interact with massager.

Partner responds to attempts by helping learner look at, feel, and manipulate massager.

Modulate response so that learner experiences maximum independent activity level without frustration.



**Learner Steps:**

**6. Imitate action on massager modeled by partner.**



**Procedure:**

Partner may turn massager on and off, place massager underneath learner's leg or arm, change heads on massager, etc.

**Strategy:**

Watch learner's movements to determine requests for certain actions. Teach communication skills from the IEP, as appropriate.

**7. Repeat Learner Steps 5 and 6 as appropriate.**

**8. Put massager in finished container.**

Partner helps learner put object in familiar container.

Container and object cue learner that activity is finished.





*The partner presents the massager and watches for any response that might indicate a desire to interact with it.*



**Partial Participation Level**

**Activity Context:**  
**Younger Students—Use massager to “tag” peers in wheelchair tag game, pass massager in wheelchair relay race, “Simon Says” game**  
**Older Students—Relay race, test assembled massagers in vocational setting, personal use during private time**

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>1. Take massager symbol from calendar box.</b>	Partner facilitates learner’s transition to calendar and obtainment of symbol(s). If massager is to be used with another activity, it should be paired with the symbol for that activity.	See Appendix I of the guidebook.
<b>2. Go to activity area.</b>	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.
<b>4. Get massager (if massager was removed during positioning).</b>	Learner obtains massager or signals partner to obtain massager.	Teach expressive communication and motor skills from the IEP, at the appropriate levels.

Learner Steps:	Procedure:	Strategy:
<b>5. Signal request for start of activity by turning on massager.</b> 	Learner turns on massager or signals partner to turn on massager.	Practice IEP skills.
<b>6. Use massager in manner appropriate for activity.</b> 	Learner manipulates massager or signals partner to manipulate massager in certain way related to activity (e.g., on/off).	Practice IEP skills.
<b>7. Repeat 5 and 6 as appropriate.</b>		Practice IEP skills.
<b>8. Go to calendar.</b>	Partner helps learner with transition.	
<b>9. Put symbol(s) in finished box.</b>	Partner facilitates learner's transition to finished box and placement of object in box.	Cue learner that activity is finished.

**Expansion Learner Steps**

- Direct massager to named body part on self or peer.
- Point or otherwise signal to direct placement of the massager by partner.
- Choose desired head or texture covering from an array.



**Appetite Item: Mirror**

**Typical Primary Sensory Channel: Visual**

**Quiet Alert Level**

**Learner Steps:**

**1. After partner’s greeting, feel and look at mirror provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand technique to facilitate experience of mirror in best sensory channels.

**Strategy:**

Mirror becomes object cue used to tell learner that activity is about to begin. Partner is careful to present mirror in appropriate manner to minimize startle or avoidant reaction.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner so that access to best sensory and motor abilities is ensured for interaction.

Use techniques and strategies prescribed and modeled by PTs and OTs.

**4. Feel and look at mirror provided by partner again.**

See #1.

See #1.

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>5. Visually orient to reflection in mirror.</b>	Partner looks for indications of alertness.	Use information from Sensory Response Record (Response Modes) to determine and interpret orienting response.
<b>6. Maintain orientation.</b>	Partner presents mirror until orientation is lost; then removes mirror.	Use information from Sensory Learning Summary to determine appropriate amount of time for pause.
<b>7. Reorient to mirror.</b>	Partner presents mirror again after brief pause.	When orientation becomes less intense, try different positions and angles.
<b>8. Put mirror away.</b>	Partner helps learner put away mirror.	Removal of mirror cues learner that activity is finished.

Active Alert Level

Learner Steps:

1. Take mirror from anticipation container.

Procedure:

Partner presents familiar container with mirror and uses hand-under-hand technique to facilitate exploration of objects in best sensory channels.

Strategy:

Container and mirror cue learner that activity is about to begin. See Appendix I of the guidebook.

2. Go to activity area.

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

3. Get in best position for activity.

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities for interaction.

4. Explore mirror.

Partner presents mirror and facilitates exploration initiated by learner. Pause.

Facilitate exploration in the sensory channel initiated by the learner. Wait for learner to indicate intent. Determine the learner’s intent and help complete the desired result.

5. Manipulate the mirror or own image in mirror.

Partner helps learner complete intended result successfully.

Modulate response so that learner experiences maximum independent activity level without frustration.



Learner Steps:	Procedure:	Strategy:
<b>6. Imitate action or movement modeled by partner.</b>	Partner moves mirror to reflect different objects, makes face in mirror, waves hands, etc.	Watch learner's movements to determine requests for certain results. Teach appropriate communication and motor skills from the IEP, at the appropriate levels.
<b>7. Repeat Learner Steps 5 and 6 as appropriate.</b>		
<b>8. Put mirror in finished container.</b>	Partner helps learner put object in familiar container.	Container and mirror cue learner that activity is finished.



**Partial Participation Level**

**Activity Context:**  
**Younger Students—grooming or dress-up centers, bathroom grooming tasks, choice time**  
**Older Students—gym, performing arts class, cosmetology class, bathroom grooming tasks, break time**

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>1. Take mirror symbol from calendar box.</b>	Partner facilitates learner’s transition to calendar and helps him get symbol.	See Appendix I of the guidebook.
<b>2. Go to activity area.</b>	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.
<b>4. Position mirror or self in relation to mirror.</b>	Partner facilitates learner in obtaining desired view.	Teach sensory and motor skills from the IEP, at the appropriate levels.
<b>5. Carry out activity related to mirror use.</b>	Partner provides minimal assistance.	Create opportunities for practice of IEP skills by pausing and waiting for learner to do everything he can and ask for assistance.



**Learner Steps:**

**Procedure:**

**Strategy:**

**6. Put materials away.**

**7. Go to calendar.**

Partner facilitates transition.

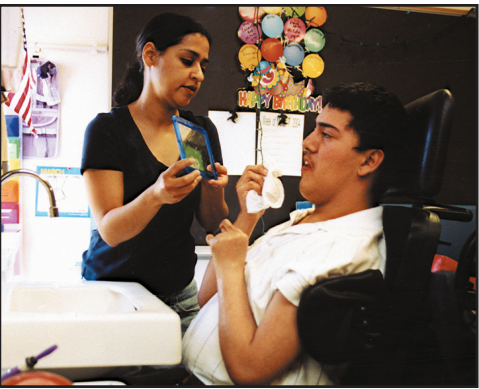
**8. Put mirror symbol in finished box.**

See #1.

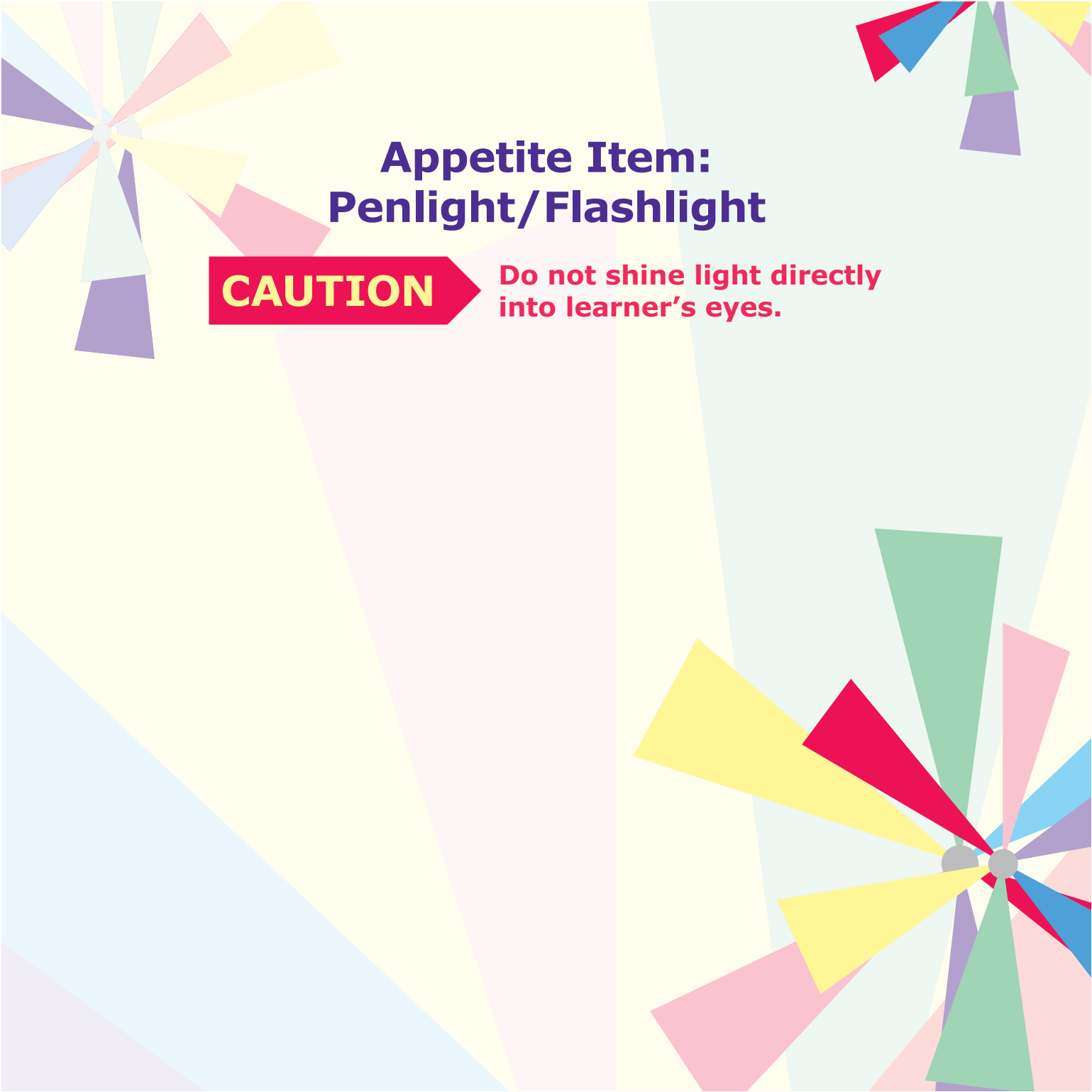
Cue learner that activity is finished.

**Expansion**

- Choose symbol from array of symbols.
- Pair another symbol with mirror symbol to define activity more specifically—mirror and shaver, mirror and hand puppet, mirror and makeup, etc.
- Teach IEP motor objectives related to head control, hand movements, etc.
- Share use of mirror with peer.



*The partner facilitates the learner in obtaining desired view.*



# Appetite Item: Penlight/Flashlight

**CAUTION** Do not shine light directly  
into learner's eyes.

**Appetite Item: Penlight/Flashlight**

**Typical Primary Sensory Channel: Visual**

**Quiet Alert Level**

**Learner Steps:**

**1. Look at and feel penlight provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand method to facilitate learner’s experience of penlight in best sensory channels.

**Strategy:**

Penlight becomes object cue used to tell learner that activity is about to begin. Partner is careful to present penlight in appropriate manner to minimize startle or avoidant reaction.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**4. Look at and feel penlight with partner again.**

See #1.

Cue learner that activity is beginning.



### **Learner Steps:**

### **Procedure:**

### **Strategy:**

#### **5. Orient to penlight presented by partner.**

Partner presents penlight in best visual field and at optimum distance. The light may be aimed at the learner's hairline or nose, or the light may be aimed at another surface visible to the learner. Dim ambient lighting if necessary.

Use information from Sensory Learning Summary to determine optimum range and position.

#### **6. Maintain orientation to penlight.**

Partner continues presentation until orientation is lost; then pauses.

Wait for learner to notice absence of light.

#### **7. Reorient to penlight.**

Partner reintroduces penlight in a variety of visual fields: right, left, central, upper, and lower, and in the following ranges: near (less than sixteen inches), mid (between sixteen inches and three feet), and distance (three feet and beyond).

Extend duration and variety of the learner's responses.

#### **8. Reorient to penlight with color caps.**

Partner reintroduces penlight as described above with different color caps.

Extend duration and variety of the learner's responses.



### Learner Steps:

**9. Maintain orientation to penlight as it moves.**

### Procedure:

Partner moves penlight left to right, right to left, up and down, and diagonally.

### Strategy:

Extend duration and variety of learner's responses.

**10. Put penlight away.**

Partner helps learner put penlight away.

Removal of penlight cues learner that activity is finished.



*The light may be aimed at learner's nose or...*



*...aimed at another surface visible to the learner.*

Active Alert Level

Learner Steps:

1. Take penlight from anticipation container.

Procedure:

Partner presents familiar container with penlight and uses hand-under-hand technique to facilitate experience of penlight in best sensory channels.

Strategy:

Container and object cue learner that activity is about to begin. See Appendix I of the guidebook.

2. Go to the appropriate area.

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

3. Get in best position for activity.

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

4. Explore penlight.

Partner presents penlight, watches for any motor response that might indicate a desire to interact with penlight.

Partner facilitates exploration by helping the learner follow through on any form of self-initiated exploration.

Learner Steps:	Procedure:	Strategy:
<b>5. Manipulate penlight, partner, or own body to try to interact with penlight.</b>	Partner responds to attempts by helping learner look at, feel, and manipulate penlight. Learner may enjoy shining light on various objects or surfaces.	Modulate response so that learner experiences maximum independent activity level without frustration.
<b>6. Imitate action on penlight modeled by partner.</b>	Partner may wiggle penlight, turn light on and off, shine light in mirror, etc.	Watch learner's movements to determine requests for certain actions. Teach communication skills from the IEP, as appropriate.
<b>7. Repeat Learner Steps 5 and 6 as appropriate.</b>		
<b>8. Put penlight in finished container.</b>	Partner helps learner put object in familiar container.	Container and object cue learner that activity is finished.

**Partial Participation Level**

**Activity Context:**  
**Younger Students—Use penlight as pointer in a variety of games and activities, Older Students—Same as Younger Students, test assembled penlights in vocational setting**

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>1. Take penlight symbol from calendar.</b>	Partner facilitates learner’s transition to calendar and obtainment of symbol(s). If penlight is to be used as a pointer in an activity, such as “I Spy” or cooking, it should be paired with the symbol for the activity.	See Appendix I of the guidebook.
<b>2. Go to area of activity.</b>	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.
<b>4. Get penlight (if penlight was removed during positioning).</b>	Learner obtains penlight or signals partner to obtain penlight.	Teach expressive communication and motor skills from the IEP, at the appropriate levels.



Learner Steps:	Procedure:	Strategy:
5. Signal request for start of activity by turning on penlight.	Learner turns on penlight or signals partner to turn on penlight.	Practice IEP skills.
6. Use penlight in manner appropriate for activity (e.g., point, test, etc.).	Learner manipulates penlight or signals partner to manipulate penlight in certain way related to activity, such as choice making.	Practice IEP skills.
7. Repeat 5 and 6 as appropriate.	Practice of infused skills.	
8. Go to calendar.	Partner helps learner with transition.	
9. Put symbol(s) in finished box.	Partner facilitates learner's transition to finished box and placement of object in box.	Cue learner that activity is finished.

**Expansion Learner Steps**

- Use penlight to direct visual attention to specific objects.
- Use adaptive devices to assist the holding of the penlight.
- If appropriate, use light pointers with adaptive holders for choice making and communication boards.
- Allow learner to choose desired color from an array of caps.



*The learner chooses to play with the penlight during free time.*



## Appetite Item: Personal Music Player



*APH Sensory Learning Kit*

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*SLK Routines Book*



**Appetite Item: Personal Music Player**

**Typical Primary Sensory Channel: Auditory**

**Quiet Alert Level**

**Learner Steps:**

**1. Experience player as provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand method to facilitate learner’s experience of object in best sensory channels.

**Strategy:**

Player becomes object cue used to tell learner that activity is about to begin. Partner is careful to present player in appropriate manner to minimize startle or avoidant reaction.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**4. Experience player with partner again.**

See #1.

Cue learner that activity is beginning.

**5. Orient to player.**

Partner plays music in such a way that learner’s attention is drawn to music source.

Use information from Sensory Learning Summary to determine optimum range, position, and volume.



Learner Steps:	Procedure:	Strategy:
6. Maintain orientation to player.	Partner continues music until orientation is lost, then pauses.	Wait for learner to notice music has stopped.
7. Reorient to player.	Partner reintroduces player at various points: right side, left side, behind, in front, above, and below, and at the following distances: less than three feet, between three and six feet, and beyond six feet.	Extend duration and variety of the learner's responses.
8. Put player away.	Partner helps learner put player away.	Removal of player cues learner that activity is finished.



## Active Alert Level

### Learner Steps:

**1. Take player from anticipation container.**

### Procedure:

Partner presents familiar container with player and uses hand-under-hand technique to facilitate experience of player in best sensory channels.

### Strategy:

Container and object serve as cues to the learner that activity is about to begin. See Appendix I of the guidebook.

**2. Go to appropriate area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**4. Explore player while music is playing.**

Partner plays music, watches for any motor response that might indicate a desire to interact with player.

Partner facilitates exploration by helping the learner follow through on any form of exploration initiated by him.

**5. Manipulate player, partner, or own body to try to interact with music.**

Partner responds to attempts by helping learner.

Modulate response so that learner experiences maximum independent activity level without frustration.





### Learner Steps:

**6. Imitate action on player modeled by partner.**



### Procedure:

Partner may regulate volume, turn player on and off, etc.

### Strategy:

Watch learner's movements to determine requests for certain actions. Teach communication skills from the IEP, as appropriate.

---

**7. Repeat Learner Steps 5 and 6 as appropriate.**

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**8. Put player in finished container.**

Partner helps learner put object in familiar container.


Container and object cue learner that activity is finished.



*The partner may turn the player on and off.*

**Partial Participation Level**

**Activity Context:**  
**Younger Students—Music Circle, choice time, rest time**  
**Older Students—Band Class, break time, during vocational tasks as appropriate**

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>1. Take player symbol from calendar box.</b>	Partner facilitates learner’s transition to calendar and obtainment of symbol.	See Appendix I of the guidebook.
<b>2. Go to activity area.</b>	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.
<b>4. Get player and desired cassette.</b>	Learner obtains materials or signals partner to obtain materials.	Teach expressive communication and motor skills from the IEP, at the appropriate levels.
<b>5. Load cassette.</b>	Learner loads or signals partner to load.	Practice IEP skills.
<b>6. Play music.</b> 	Learner turns player on/ off or signals partner to turn player on/off.	Practice IEP skills.

Learner Steps:	Procedure:	Strategy:
7. Put materials away.	Partner helps learner manipulate and place materials.	Practice IEP skills.
8. Go to calendar.	Partner helps learner transition.	Practice IEP skills.
9. Put player symbol in finished box.	See #1.	Cue learner that activity is finished.

**Expansion Learner Steps**

- Add Learner Steps for opening and closing cassette, turning on and off, placing and removing cassette, etc.
- Choose desired music from an array.
- Learn to fast forward and rewind to favorite songs.
- Play requests for peers.
- Learn to place cassettes or CDs in cases.
- Label tapes or CDs.
- Organize tapes or CDs.



*Tactile labels identify learner's favorite CDs.*





# Appetite Item: Pinwheel

**CAUTION**

Avoid using with students with seizures known to be caused by rapid, flashing, or oscillating visual input.

**Appetite Item: Pinwheel**

**Typical Primary Sensory Channel: Visual**

**Quiet Alert Level**

**Learner Steps:**

**1. Experience pinwheel as provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand technique to facilitate experience of pinwheel in best sensory channels.

**Strategy:**

Pinwheel becomes object cue used to tell learner that activity is about to begin. Partner is careful to present pinwheel in appropriate manner to minimize startle or avoidant reaction.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Experience pinwheel again.**

See #1.

Cue learner that activity is beginning.

**4. Get in best position.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**5. Begin pinwheel activity.**

Partner looks for indications of alertness.

Use information from Sensory Response Record (Response Modes) to determine and interpret orienting response.



Learner Steps:	Procedure:	Strategy:
6. Maintain orientation.	Partner continues activity until orientation is lost; then stops.	Wait for learner to notice activity has stopped.
7. Reorient to activity.	Partner begins again after brief pause moving pinwheel to different visual fields and viewing distances.	When orientation is less intense, use movement to stimulate alertness.
8. Put away pinwheel.	Partner helps learner put away pinwheel.	Removal of pinwheel cues learner that activity is finished.



Active Alert Level

Learner Steps:

1. Take pinwheel from anticipation container.

Procedure:

Partner presents familiar container with appropriate object and uses hand-under-hand technique to facilitate experience of object in best sensory channels.

Strategy:

Container and object cue learner that activity is about to begin. See Appendix I of the guidebook.

2. Go to appropriate area.

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

3. Get in best position for activity.

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

4. Explore pinwheel.

Partner acts on materials with learner. Activity is interspersed with frequent pauses.

Facilitate exploration in the sensory channel initiated by the learner. Wait for learner to indicate intent. Determine the learner’s intent and help complete the desired result.

**Learner Steps:**

**5. Initiate independent action with pinwheel.**

**Procedure:**

Partner helps learner complete intended result successfully.

**Strategy:**

Modulate response so that learner experiences maximum independent activity level without frustration.

**6. Imitate action modeled by partner.**

Partner models different actions with pinwheel such as blowing it, spinning it with hand or personal fan.

Watch learner’s movements to determine requests for certain actions. Teach communication and motor skills from the IEP, as appropriate.

**7. Repeat Learner Steps 5 and 6 as appropriate.**

**8. Put pinwheel in finished container.**

Partner helps learner put object in familiar finished container.

Container and object cue learner that activity is finished.



*The learner shakes the pinwheel.*

**Partial Participation Level**

**Activity Context:**  
**Younger Learners—Choice time, playground, Older Learners—Product testing in vocational class**

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>1. Take pinwheel symbol from calendar box.</b>	Partner facilitates learner’s transition to calendar and obtainment of symbol.	See Appendix I of the guidebook.
<b>2. Go to activity area.</b>	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.
<b>4. Get pinwheel.</b>	Learner gets pinwheel or signals partner to get pinwheel.	Teach expressive communication and motor skills from the IEP, at the appropriate levels.
<b>5. Perform activity associated with pinwheel.</b>	Learner spins wheel or signals partner to spin wheel.	Practice IEP skills.

**Learner Steps:**

**6. Put pinwheel in designated place. (Learner Steps 4, 5, and 6 may repeat in vocational context)**

**Procedure:**

Learner places pinwheel or signals partner to place pinwheel.

**Strategy:**

Practice IEP skills.

**7. Go to calendar box.**

Partner facilitates transition.

**8. Put pinwheel symbol in finished box.**

See #1.

Cue learner that activity is finished.

**Expansion**

- Choose different types of pinwheels from array.
- Use a variety of devices to spin wheels.
- Work with peers in assembly line where peers construct wheels and learner is product tester.



*The learner uses her hand to spin the pinwheel during choice time.*



## Appetite Item: Pudding

**CAUTION**

- Avoid when learner has known food allergies (dairy, chocolate, etc.)
- Consult with OT and SLP, and/or nurse for proper feeding techniques for students with known oral motor/swallowing/feeding difficulties.





**Appetite Item: Pudding**

**Typical Primary Sensory Channel: Gustatory**

**Quiet Alert Level**

**Learner Steps:**

**1. Look at and smell pudding provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand method to facilitate learner’s experience of pudding in best sensory channels.

**Strategy:**

Pudding becomes object cue used to tell learner that activity is about to begin. Partner presents pudding in appropriate manner to minimize startle or avoidant reaction. Cue learner that pudding activity is about to begin.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**4. Look at and smell pudding with partner again.**

Partner presents pudding for visual and olfactory recognition and waits.

Cue learner that activity is beginning.

Learner Steps:	Procedure:	Strategy:
<b>5. Orient to pudding presented by partner.</b>	If orientation is positive, partner provides taste of pudding in manner prescribed by specialists.	Use information from Sensory Learning Summary to determine optimum feeding procedure.
<b>6. Maintain orientation to pudding.</b>	Partner continues feeding until orientation is lost; then pauses.	Wait for learner to notice absence of sensation.
<b>7. Reorient to pudding.</b>	Partner introduces a different flavor of pudding.	Extend duration and variety of the learner's responses.
<b>8. Put pudding away.</b>	Partner helps learner put pudding away.	Cue learner that activity is finished.



*The partner presents pudding to the learner.*

Active Alert Level

Learner Steps:

1. Take pudding from anticipation container.

Procedure:

Partner presents familiar container with pudding and uses hand-under-hand technique to facilitate experience of pudding in best sensory channels.

Strategy:

Container and object cue learner that activity is about to begin. See Appendix I of the guidebook.

2. Go to appropriate area.

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

3. Get in best position for activity.

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

4. Explore pudding.

Partner presents pudding, watches for any motor response that might indicate a desire to interact with pudding.

Partner facilitates exploration by helping the learner follow through on any form of exploration initiated by him.

5. Manipulate pudding or partner or own body to try to interact with pudding.

Partner responds to attempts by helping learner look at, feel, and manipulate pudding.

Modulate response so that learner experiences maximum independent activity level without frustration.

**Learner Steps:**

**6. Imitate action on pudding modeled by partner.**

**Procedure:**

Partner may open mouth wide as pudding is held in front of face, demonstrate scooping more pudding, etc.

**Strategy:**

Watch learner’s movements to determine requests for certain actions. Teach communication skills from the IEP, as appropriate.

**7. Repeat Learner Steps 5 and 6 as appropriate.**

**8. Put pudding in finished container.**

Partner helps learner put object in familiar container.

Container and object cue learner that activity is finished.



*The learner gets the object cue from the anticipation container to begin routine.*

**Partial Participation Level**

**Activity Context:**  
**Younger Students—Mealtime, snack time,**  
**Older Students—Mealtime, breaks**

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>1. Take pudding symbol from calendar box.</b>	Partner facilitates learner’s transition to calendar and obtainment of symbol.	See Appendix I of the guidebook.
<b>2. Go to area of activity.</b>	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.
<b>4. Get pudding (if pudding was removed during positioning).</b>	Learner obtains pudding or signals partner to obtain pudding.	Teach expressive communication and motor skills from the IEP, at the appropriate levels.
<b>5. Signal request for start of activity.</b>	Learner opens mouth, picks up utensil, scoops or signals partner to perform desired function.	Practice IEP skills.

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>6. Eat pudding.</b>	Learner manipulates pudding or signals partner to manipulate pudding.	Practice IEP skills.
<b>7. Repeat 6 as appropriate.</b>	Practice IEP skills.	
<b>8. Go to calendar.</b>	Partner helps learner with transition.	
<b>9. Put pudding symbol in finished box.</b>	Partner facilitates learner's transition to finished box and placement of object in box.	Cue learner that activity is finished.

**Expansion Learner Steps**

- Wash hands and face.
- Throw away pudding container.
- Wipe tray or table.
- Expand types of food presented.
- Choose desired food item from array.
- Help prepare snack.
- Serve pudding to peers.



**Appetite Item: Tactile Roller**

**Typical Primary Sensory Channel: Tactual**

**Quiet Alert Level**

**Learner Steps:**

**1. Feel tactile roller provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand method to facilitate learner’s experience of tactile roller.

**Strategy:**

Tactile roller becomes object cue used to tell learner that activity is about to begin. Partner presents roller in appropriate manner to minimize startle or avoidant reaction.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**4. Feel tactile roller with partner again.**

See #1.

Cue learner that activity is beginning.

**5. Orient to tactile roller applied to body by partner.**

Partner places tactile roller on an appropriate part of learner’s body rolling with technique most desired by learner.

Use information from Sensory Learning Summary to determine best texture, pressure, and application area.



Learner Steps:	Procedure:	Strategy:
<b>6. Maintain orientation to tactile roller or part of body stimulated.</b>	Partner continues application until orientation is lost; then pauses.	Wait for learner to notice tactile roller has been removed.
<b>7. Reorient to new application of tactile roller.</b>	Partner reintroduces tactile roller to different areas of body using different textures for variation.	Extend duration and variety of the learner's positive responses.
<b>8. Put roller away.</b>	Partner helps learner put roller away.	Removal of roller cues learner that activity is finished.



*The learner responds happily as the partner presents the roller using an appropriate technique.*

## Active Alert Level

### Learner Steps:

**1. Take tactile roller from anticipation container.**

### Procedure:

Partner presents familiar container with tactile roller and uses hand-under-hand technique to facilitate experience of roller in best sensory channels.

### Strategy:

Container and object cue learner that activity is about to begin. See Appendix I of the guidebook.

**2. Go to the appropriate area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Get in best position for activity.**

Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

**4. Explore tactile roller.**

Partner applies tactile roller, watches for any motor response that might indicate a desire to interact with roller.

Partner facilitates exploration by helping the learner follow through on any form of exploration initiated by him.

### Learner Steps:

**5. Manipulate roller, partner, or own body to try to apply roller to various areas of body or to discontinue application.**

### Procedure:

Partner responds by moving roller as directed by learner.

### Strategy:

Modulate response so that learner experiences maximum independent activity level without frustration.

**6. Imitate action on body with roller modeled by partner.**

Partner may apply roller in different rhythmic patterns to various parts of the body or apply two rollers of different textures.

Watch learner's movements to determine requests for certain actions. Teach communication skills from the IEP, as appropriate.

**7. Repeat Learner Steps 5 and 6 as appropriate.**

**8. Put roller in finished container.**

Partner helps learner put object in familiar container.

Container and object cue learner that activity is finished.



*The learner explores the roller.*

**Partial Participation Level**

**Activity Context:**  
**Younger Students—Choice time, “Simon Says” game**  
**Older Students—Art class, self-care, vocational assembly task**

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>1. Take tactile roller symbol from calendar box.</b>	Partner facilitates learner’s transition to calendar and helps him get symbol.	See Appendix I of the guidebook.
<b>2. Go to activity area.</b>	Partner transitions learner to specific area where activity is to take place.	Give learner time to orient to new location.
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.
<b>4. Get tactile roller (if roller was removed during positioning).</b>	Learner obtains roller or signals partner to obtain roller.	Incorporate expressive communication and motor skills from the IEP, at the appropriate levels.
<b>5. Load applicator with desired texture roll.</b>	Learner places textured roll on roller or signals partner to load roller.	Practice IEP skills.
<b>6. Apply roller to desired area of body.</b>	Learner applies roller or signals partner to apply roller.	Practice IEP skills.

Learner Steps:	Procedure:	Strategy:
7. Repeat 5 and 6 as appropriate.	Practice IEP skills.	
8. Go to calendar.	Partner helps learner with transition.	
9. Put roller symbol in finished box.	Partner facilitates learner's transition to finished box and placement of object in box.	Cue learner that activity is finished.

**Expansion**

- Choose roll when two different textures are presented.
- Apply rollers to other learners in appropriate settings such as “Simon Says” games designed to learn body parts and names of peers.
- Assemble rollers in a group activity.
- Add steps such as removing rolls before putting materials away.
- Match roles with different textures to texture coded rollers. (Texture codes can be added to standard rollers.)
- Help paint walls, furniture, etc. at home.



**Appetite Item: Vibrating Pad**

**Typical Primary Sensory Channel: Tactual/Proprioceptive**

**Quiet Alert Level**

**Learner Steps:**

**1. Experience pad as provided by partner.**

**Procedure:**

Partner greets learner and uses hand-under-hand technique to facilitate experience of pad in best sensory channels—brief vibration, smell, texture, color, etc.

**Strategy:**

Vibrating pad becomes object cue used to tell learner that activity is about to begin. Partner is careful to present pad in appropriate manner to minimize startle or avoidant response.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

**3. Experience pad again.**

See #1.

Cue learner that activity is beginning.

**4. Get in best position on pad.**

Partner positions learner using techniques and strategies prescribed and modeled by physical and occupational therapists.

Ensure access to best sensory and motor abilities.

**5. Begin vibration.**

Partner looks for indications of alertness.

Use information from Sensory Response Record (Response Modes) to determine and interpret orienting response.

### Learner Steps:

#### 6. Maintain orientation.

### Procedure:

Partner continues vibration until orientation is lost; then stops.

### Strategy:

Wait for learner to notice activity has stopped.

#### 7. Reorient to activity with pad.

Partner begins again after brief pause moving learner to experience vibration in different positions as appropriate.

When orientation is less intense, use repositioning to stimulate alertness.

#### 8. Turn off and remove pad.

Partner turns off vibration and helps learner move off pad.

Turning off and removal of pad cue learner that activity is finished.



*The partner transitions the learner to a specific activity area.*



*The partner gives the learner time to orient to the new location.*



*The partner properly positions the learner.*



Active Alert Level

Learner Steps:

1. Take pad or salient part of pad activity from anticipation container.

Procedure:

Partner presents familiar container with appropriate object and uses hand-under-hand technique to facilitate experience of object in best sensory channels.

Strategy:

Container and object cue learner that pad activity is about to begin.

2. Go to appropriate area.

Partner transitions learner to specific area where activity is to take place.

Give learner time to orient to new location.

3. Get in best position for activity.



Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.

Ensure access to best sensory and motor abilities.

4. Explore the area, pad, and device(s) for turning vibration on and off.

Partner acts on materials with learner. Activity is interspersed with frequent pauses.

Facilitate exploration in the sensory channel initiated by the learner. Wait for learner to indicate intent. Determine the learner’s intent and help complete the desired result.

Learner Steps:	Procedure:	Strategy:
<b>5. Initiate independent action with materials.</b> 	Partner helps learner complete intended result successfully. Learner may try to move body to access vibration on different parts of body, roll on and off vibrating pad, etc.	Modulate response so that learner experiences maximum independent activity level without frustration.
<b>6. Imitate action modeled by partner.</b> 	Partner models different actions with materials such as placing hands palm up or down, rolling over, activating device, etc.	Watch learner's movements to determine requests for certain actions. Teach communication and motor skills from the IEP, as appropriate.
<b>7. Repeat steps 5 and 6 as appropriate.</b>		
<b>8. Put pad or pad object in finished container.</b>	Partner helps learner put object in familiar finished container.	Container and object cue learner that activity is finished.

**Partial Participation Level**

**Activity Context:**

**Younger Learners—Rest time, PE class, changing, dressing**

**Older Learners—Gym, break time, yoga class**

**Learner Steps:**

**1. Take pad symbol from calendar box.**

**Procedure:**

Partner facilitates learner’s transition to calendar and obtainment of symbol(s). If the learner does only one specific thing on the pad, a second symbol may not be necessary. If he uses the pad in more than one activity, he needs two symbols, one for the pad and one for the associated activity. When the learner no longer needs the pad to support his performance in the associated activity, use the second symbol alone.



**Strategy:**

See Appendix I of the guidebook.

**2. Go to activity area.**

Partner transitions learner to specific area where activity is to take place.

Give learner time to process ambient cues related to attributes of location.

<b>Learner Steps:</b>	<b>Procedure:</b>	<b>Strategy:</b>
<b>3. Get in best position for activity.</b>	Partner positions learner using techniques and strategies prescribed and modeled by PTs and OTs.	Ensure access to best sensory and motor abilities.
<b>4. Turn on vibration.</b> 	Learner activates device or signals partner to activate device.	Teach expressive communication and motor skills from the IEP, at the appropriate levels.
<b>5. Perform activity associated with pad.</b>	Learner participates in associated activity.	Practice IEP skills.
<b>6. Turn off vibration.</b> 	Learner activates device or signals partner to activate device.	Practice IEP skills.
<b>7. Go to calendar box.</b>	Partner facilitates transition.	
<b>8. Put pad symbol in finished box.</b>	See #1.	Partner cues learner that activity is finished.

**Expansion**

- Choose object for associated activity (music tape, book, toothbrush, etc.).
- Learn to use variety of devices for turning vibration on and off.
- Pair pad with different activities in a variety of positioning arrangements to help manage arousal states (calm or stimulate).



*The learner activates vibration.*

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A total of 12 learners used the SLK. Their chronological ages ranged from 2 years to 37 years. Their functioning age ranged from 3 months to 24 months. Visual conditions included retrograde optic atrophy, optic nerve hypoplasia, cataracts, exotropia, retinopathy of prematurity, and cortical visual impairment. Other handicapping conditions were cognitive delays, double hemiplegia, cerebral palsy, epilepsy, microcephalic, scoliosis, encephalitis (herpes simplex), Trisomy 13, and Down Syndrome.

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