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# The Sensory Learning Kit

Supporting Communication for Learners with  
Visual & Multiple Impairments

Stacey Chambers & Millie Smith

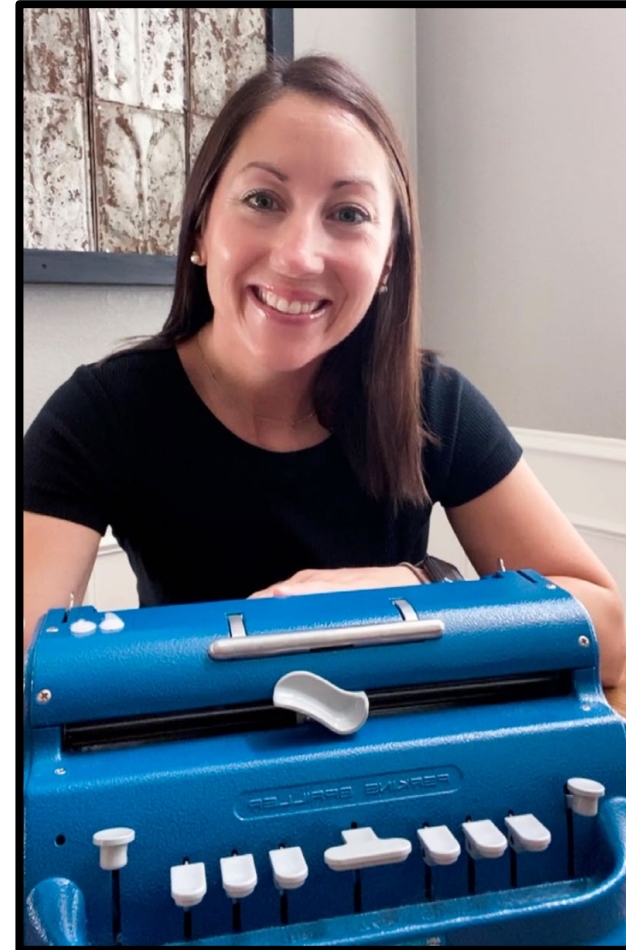
# Stacey Chambers

M.Ed from Vanderbilt University

Teacher of Students with Visual  
Impairments in Coppell ISD

[The ECC & Me](#)

TheECCandMe@gmail.com

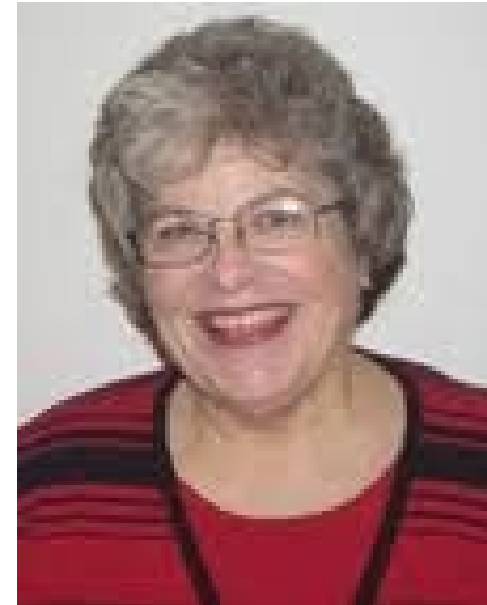


# Millie Smith

Teacher & Trainer

Researcher

Author



# Learning Objectives

1. Define the sensory response levels of a sensorimotor learner.
2. Identify ways to assess present levels and sensory preferences.
3. Examine the development of a sensorimotor routine with embedded communication goals.



# The Sensorimotor Stage Learner

- 0-2 year old cognitive level
- Use sensing and learning systems to gain knowledge
- Use vision and touch as the primary sources of learning
- Exploring is more mental than motor



# Communication at the Sensorimotor Stage

The foundation of communication is having two communication partners where one can send a message in such a way that the other can receive it and understand it.

We can help the learner with visual and multiple impairments be the very best sender of messages possible by being good listeners.

We can help them be a good receiver of messages by communicating in meaningful ways.



# The Sensory Learning Kit



The SLK approach helps teams design instructional routines that promote communication and cognitive skill development for learners at the sensorimotor stage of development.







# Step 1: Determine Present Level

- Zone of Proximal Development
- Data driven PLAAFP
- Drives IEP goals



# Sensorimotor Stage Development Zones

**Extended States:** Asleep, drowsy, fussy, agitated, or persistent self-regulatory behavior

**Attention Zone:** Ability to concentrate on a person, object, or action

**Exploration Zone:** Attention and deliberate interaction with people and objects for the purpose of gaining more sensory information about them

**Function Zone:** Attention, exploration, and deliberate interaction with objects that demonstrates knowledge of how they are typically used by other people in a specific context



# Step 1: Determine Present Level



[Determine Present Level \(YouTube\)](#)



# Present Levels Worksheet

- Time
- Zone
- Response
- Media
- Conditions



# Step 2: Assess Sensory Efficiency & Learning Media

- Swing
- Bells
- Pom Pom
- Sensory Learning Kit
- Lotion



# Step 2: Sensory Response Record

- Item
- Channel
- +/-
- Delay
- Intensity



# Step 3: Design an Instructional Routine

- Learner's steps
- Partner's supports and accommodations
- Embedded skills: exploration/function



# Adam's Exploration Routine



[Adam's Exploration Routine \(YouTube\)](#)





# Building Receptive Language With Calendar Boxes



- Use of “Now Container” gives context for sharing the symbol
- Choice real object from routine as the symbol communicates the beginning of routine in a meaningful way
- Provides opportunity for receptive language, symbolic understanding and increased coherence for next step



# Being an Engaged Learning Partner



- We communicate through the words, inflection, and tone we use
- We are observant and respond to nonverbal cues from the learner
- We are patient and give ample wait time



# Routines Create Context for Measuring Progress



- Observe for signs of anticipation
- Embed skills for requesting and choice making
- Video helps measure progress and become better communication partners



# Adam's Progress



[Adam's Progress \(YouTube\)](#)



# Let's Try It: Creating a Routine for Jack

- CVI, CP, recent seizures
- Enjoys music, toys that make noise, loves his teachers
- Teachers want to build receptive and expressive communication skills as well as build cognitive stamina.



# Refer to Handout

- Step 1: Determine present level
- Step 2: Sensory response record
- Step 3: Design an instructional routine



# The TVI & The Sensory Learning Kit



- Dig out your Kit! Access free guidebook [here](#).
- Use Sensory Response Record in your Learning Media Assessment.
- Share training tools and [research](#) with your admin and your team!



THANK YOU!

Stacey & Millie