

Observational Assessment of Sensory Preferences of Infants and Toddlers with Visual Impairments

Adapted Form from Koenig and Holbrook (1995)

By Tanni L. Anthony, Ph.D., 1997, Revised 2003

Child's Name: _____ DOB: _____

Completed By: _____ Date Completed: _____

Instructions:

1. Make arrangements to observe the infant and toddler during multiple daily routines. Observe for 15-30 minutes. Be sure to include routines at the child's home, daycare, or other places the child frequently visits.
2. Include all primary caregivers as members of the observation team.
3. During each observation, record all senses the child appears to use. Note specific examples of how the child uses each sense. For example, if during the first observation, the child tactilely searches a high chair tray to find bits of food, circle the behavior as T, and make notes under the observation that briefly describe the child's behavior "swiped with left hand to find pieces of food."
4. After you have completed all observations look for patterns and frequency of sensory behaviors. The one that is marked most often is probably the child's preferred sensory learning mode. Choose the second most frequently used sense as the secondary sensory preference.
5. Use the primary and secondary sensory preferences to make recommendations about how to reinforce learning activities for the child.

V = visual; T = tactile; A = auditory; M = movement; S = smell

Behavior	Sensory Avenue(s) Utilized				
Behavior Observation #1	V	T	A	M	S
Behavior Observation #2	V	T	A	M	S
Behavior Observation #3	V	T	A	M	S
Behavior Observation #4	V	T	A	M	S
Behavior Observation #5	V	T	A	M	S
Behavior Observation #6	V	T	A	M	S

Behavior	Sensory Avenue(s) Utilized				
Behavior Observation #7	V	T	A	M	S
Behavior Observation #8	V	T	A	M	S
Behavior Observation #9	V	T	A	M	S
Behavior Observation #10	V	T	A	M	S
Behavior Observation #11	V	T	A	M	S
Behavior Observation #12	V	T	A	M	S
What calms the child? (describe)	V	T	A	M	S
What alerts the child? (describe)	V	T	A	M	S
What stresses the child? (describe)	V	T	A	M	S
What overloads the child? (describe)	V	T	A	M	S
What are the child's favorite toys? (describe)	V	T	A	M	S
What activities does the child anticipate? (describe)	V	T	A	M	S
What activities does the child anticipate? (describe)	V	T	A	M	S

Behavior	Sensory Avenue(s) Utilized				
What motivates the child to move? (describe)	V	T	A	M	S
Other:	V	T	A	M	S

Summary of Results

Primary Sensory Preference and Rationale

Secondary Sensory Preference and Rationale

Key Observations

Next Step Recommendations

Reference:

Koenig, A.J., & Holbrook, M.C. (1995). *Learning media assessment of students with visual impairments: A resource guide for teachers* (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired.

This protocol is published in: Anthony, T. L., Shier Lowry, S., Brown, C. J., & Hatton, D. D. (2004). *Developmentally Appropriate Orientation and Mobility*, Chapel Hill: University of North Carolina at Chapel Hill.