Sensing, Learning, Acting: Strategies for learners with visual impairments

January 29-30, 2015

Presented by
Millie Smith, Consultant

Developed for
Texas School for the Blind & Visually Impaired
Outreach Programs

and
Region 8 Education Service Center

Contents
Using the Sensory Learning Kit .............................................................. 1
Sensory Learning Kit (SLK) Implementation Guide .............................. 15
LESSON PLAN: ___Lotion___ Routine................................................ 18
Using SAM: Symbols and Meaning ...................................................... 21
Environmental GAP Inventory Environments and Sub-Environments .. 33
Goal/Activity/Game Road Map.............................................................. 23
Using the Sensory Learning Kit
Sensorimotor Level Routines and Assessments

Piaget

- Sensorimotor 0-2 typical
  - Exploring: using sensing and acting systems in the here and now to gain knowledge
- Preoperational 2-7 typical
  - Naming, categorizing, and predicting: using symbolic thinking about the past, present, and future to organize information about the world
- Operational 7 up typical
  - Reasoning: learning the underlying structure and rules of thinking about the world (semantics, math, logic, ethics, etc.)

Gibson

Action systems and sensing systems work together to allow infants to “discover what the world affords and what to do about it.”

- Phase 1: 0-5 months
  - Sensing. Acting is primarily oral. Grasp is reflexive.
- Phase 2: 5-9 months
  - Acting expands as ability to use hands emerges. Reaching, grasping, and fingering are used to gain information about properties of objects as they are banged, squeezed, thrown, etc.
- Phase 3: 9 months +
  - Ambulation expands opportunities for exploration. Acting becomes less random, more goal oriented.
Sensing: Taking in information

- Tactual: 0-4 months primary source of information about world
- Visual: 4-9 paired with tactual for meaning
- Auditory: 0-9 sounds paired with tactual and visual for meaning
- Gustatory
- Olfactory
- Proprioceptive
- Vestibular
Acting: Seeking more information

**Exploration schemes**
- Mouthing
- Raking/batting
- Shaking
- Banging
- Squeezing
- Throwing
- Dropping
- Taking out/ Putting in
- Taking apart/putting together

**Exploratory procedures**
- Lateral motion
  - texture
- Pressure
  - hardness
- Static contact
  - temperature
- Enclosure
  - shape/size/volume
- Unsupported holding
  - weight
- Contour following
  - exact shape
Acting: More mental than motor

- Preparation- mental (many parts of brain)
  - Ideation, intention
  - Long term memory
- Initiation- mental (frontal lobes) and muscular
  - Muscles receive and react to first electric impulses from cranial nerves related to executive function
- Execution- muscular and mental (cerebellum)
  - Procedural memory
- Recovery- mental (many parts of brain)
  - Feedback, accommodation
How sensory information becomes knowledge

Storing

- Sensory memory
- Working memory
- Long term memory
  - Episodic
  - Epistemological
- Procedural memory

Organizing

- Like/dislike
- Familiar/unfamiliar
- Potentials
  - What is it like?
  - What does it do?

Using the Sensory Learning Kit to provide instruction

Three skill levels
1. Quiet Alert (Attention)
   Acquiring sensory information about things passively
2. Active Alert (Exploration)
   Acting to probe sensory potentials
3. Partial Participation (Function)
   Sensing and acting to achieve a specific goal
Skills at attention level

• Cognition
  o anticipation (associative memory, precursor to cause/effect)

• Communication/social
  o facial expression, vocalization, movements used to make things go away or come back (precursor to refuse/request)
  o eye gaze and vocalizations used to maintain joint attention with partner (precursor to everything)

Skills at the exploration level

• Cognition
  o Exploration schemes expand (behaviors are intentional, but used somewhat randomly)
  o Object permanence and search
  o Cause and effect (body/object)
  o Imitation

• Communication/social
  o Non-symbolic requesting and refusing (actions, objects, and people)

Skills at the function level

• Cognition
  o Means ends (problem solving, tool use, including adaptive switches)
  o Spatial relationships (mapping, body to object alignment, object to object alignment for precise placement)

• Communication/social
  o Beginning symbolic requesting, refusing
Deciding where to start: Step 1 (SLS)

Review existing information about physical and sensory functioning

- Assessment folder
- FIE reports
  - SLP, OT, PT, AT, V, A, etc.
- Medical reports
- Parent interview

Deciding where to start: Step 2 (ASP)

Look at arousal states

- If the learner shows typical levels of alertness, proceed to the next step
- If the learner shows atypically high levels of extended states (sleepy/drowsy/fussy/agitated), assess arousal states
  - Is there a typical pattern of arousal related to time of day?
  - Are there media, ambient environmental, and/or social factors related to certain states?

Deciding where to start: Step 3 (SRR)

Look at responses to sensory input in each sensory system

Assess systems related to

- positive and negative reactions to input (summary by channel in SLG)
- response delays (summary by channel in SLG)
- response levels: attention, exploration, function (summary by channel in SLG)
Designing instruction: Step 1 (App/Aver list)

Choose learning media items

- Items from appetite list with strongest positive responses
- Use items as topics for activities
  - Vibration becomes topic for “mat game” routine
  - Lotion becomes topic for lotion routine
  - Mirror becomes topic for grooming routine

Mary

Appetites

- Bells
- Music player
- Vibrating pad
- Paint rollers
- Lotion
- Wax paper
- Singing

Aversions

- Rocking
- Swing
- Pudding
- Lollipops
- Water bed
- All strong odors
Designing instruction: Step 2 (Lesson Plan Worksheet)

- Decide
  - Where the activity will take place
  - How often it will occur (minimum 1x daily)
  - Who will teach
  - What materials will be used
  - How the student will be positioned

Mary lesson plan

- Routine name: Lotion
- Location: classroom, big blue foam chair
- Object symbol: lotion bottle
- Partner: Ray
- Time: 8:30 and 1:45
- Level: Exploration
- Materials: Jergen’s aloe E, now tub, finished basket

Designing instruction: Step 3 (LP Worksheet)

Script the step sequence

- Opening (use an object to label the activity)
- Write step sequence from learner’s point of view (don’t worry about independent performance)
- No more steps than the learner can remember
- Closing (clear signal that the activity is finished)
Mary’s lotion routine steps

4. Take bottle from now tub
5. Go to foam chair
6. Get in best position
7. Smell lotion
8. Touch bottle
9. Help squeeze
10. Get rubbed
11. Request repeat on other hand
12. Repeat 5,6,7
13. Put bottle in finished basket

Designing instruction: Step 4 (LP Worksheet)

Embed IEP objectives

- Look for steps in the routine related to communication, social, and motor skills
- Embed one objective for every three steps, at most (distributed trials)
- A sequence of repeating steps provides practice and is desirable when practical
Mary’s lotion routine embedded IEP objectives

Objectives added sequentially over time

- Smell lotion
  - Cognition: show anticipation of next step by extending fingers
- Touch lotion
  - Motor: use lateral motion to explore texture of bottle
- Help squeeze
  - Cognitive: imitate motion of partner’s hand
- Request repeat on other hand
  - Communication: use non-conventional gesture to request desired action or object

Designing instruction: Step 5 (LP Worksheet):

Plan accommodations, modifications, and supports

- Write as little as possible. If some acc/mod/sups are standard (hand-under-hand support) do not write them every time. If they are unique to the step, make a note (foam grip on toothbrush)

Mary’s lotion routine acc/mod/sups

- Go to foam chair
  - One minute recovery time, no activity
- Get in best position
  - Pillow behind shoulders
- Smell lotion
  - Jergen’s aloe E only!
- Request repeat on other hand
  - Hold palm under Mary’s fingertips, wait at least 15 seconds
Designing instruction: Step 6 (LP Worksheet)

Plan documentation

- When
  - Schedule (2 times weekly)
  - Every time hard to do, may be less reliable
  - If intermittent, consecutive trial wording in IEP must be considered
  - What kind: yes/no, frequency, duration, anecdotal
- Take documentation on IEP steps only

Mary’s lotion routine documentation (1x daily)

- Smell lotion
  - Show anticipation by extending fingers: +/-
- Touch bottle
  - Lateral movement: + with duration/-
- Help squeeze
  - Imitate motion: +/-
- Request repeat
  - Non-conventional gesture: +/-

Designing instruction: Step 7 (Diagnostic teaching)

- Appointed partner goes through routine with learner providing maximum assistance
- Team members watch, in person or by video, to evaluate effectiveness of acc/mod/sups, pacing, etc.
- Team revises routine
- Teaching begins, team members observe
Teaching

• Attention routines may stand alone, or may be done as a warm up for a higher level routine
• Learners with severe motor impairments participate by initiating steps of their routines
  o Initiation may be leaning toward item, extending fingers or tongue, looking back and forth between partner and item, vocalizing, etc.
  o Partners must expect a response and then wait for initiation
  o After the learner has done all he can do, the partner helps him execute the rest of the step

Graduating to the next sensorimotor level

• Begin instruction at the learner’s comfort level (the SSR level with the highest number of responses)
• When the learner is performing at a high level on several routines at his starting level, add a new routine at the next level
• When the learner is doing well with that one, add more
• High level of performance is indicated by
  o Anticipating next step in routine
  o Initiating appropriate action for level (exploration scheme or function)
Graduating to Preoperational

- Anticipation calendars are used with exploration level routines to begin the process of learning to use whole objects as symbols for activities
- Sequence calendars may be introduced at the function level
- When the learner can use several object symbols meaningfully in his calendar at the function level, he is ready to move on to preoperational level skills. (SAM: Symbols and Meaning)
### Sensory Learning Kit (SLK) Implementation Guide

<table>
<thead>
<tr>
<th>Task</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review FIE reports and medical records to ensure that procedures used for assessment and instruction are safe and effective.</td>
<td>Sensory Learning Summary (SLS)</td>
</tr>
<tr>
<td>If extended states are prevalent (sleep, drowsy, fussy, and agitated) or if self-stimulatory behaviors are frequent and intense, assess arousal states to determine best instructional times and to accommodate environments highly related to extended states.</td>
<td>Arousal State Profile</td>
</tr>
</tbody>
</table>
| Conduct or update the Learning Media Assessment in order to determine  
  - the relative strength of each viable sensory system for obtaining information about the external world  
  - the accommodations necessary for the efficient use of primary systems (touch and vision) and secondary systems (hearing, taste, and smell)  
  - the role of each system, including proprioceptive and vestibular, in increasing the frequency and duration of alert states  
  - the specific learning media items that can be used to facilitate attention and motivate interaction. | Sensory Response Record  
  Level and strategy Guide  
  Appetite/Aversion List |

15
<table>
<thead>
<tr>
<th>Task</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the appropriate level for beginning instruction.</td>
<td>Level and Strategy Guide</td>
</tr>
<tr>
<td>Choose topics for routines from the list of learning media items with the most positive responses.</td>
<td>Appetite/Aversion List</td>
</tr>
<tr>
<td>Script steps of routines.</td>
<td>Lesson Plan Worksheet</td>
</tr>
<tr>
<td>Determine instructor, time, and location for each routine.</td>
<td>Lesson Plan Worksheet</td>
</tr>
<tr>
<td>Conduct diagnostic teaching phase (3 to 5 trials) during which observing members of the IEP team contribute specific accommodations (OT, PT, SI, DHH, VI, etc.) including those related to best positioning for coordinated use of vision and touch, pacing to accommodate response delays, complexity reduction, sensory defensiveness, avoidance due to aversion or inappropriate manipulation of hands, etc.</td>
<td>Lesson Plan Worksheet</td>
</tr>
<tr>
<td>Embed IEP goals.</td>
<td>Lesson Plan Worksheet</td>
</tr>
<tr>
<td>Determine documentation procedures and schedules.</td>
<td>Lesson Plan Worksheet</td>
</tr>
<tr>
<td>Task</td>
<td>Resource</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Begin teaching phase of finalized routines.</td>
<td>Lesson Plan Worksheet</td>
</tr>
<tr>
<td>Revise routines (generally no more than one change per week) as determined by needs identified during on-going observation by IEP team members.</td>
<td>Lesson Plan Worksheet</td>
</tr>
<tr>
<td>Expand routines by adding new steps, changing instructor, location, or materials, or embedding new goals.</td>
<td>Lesson Plan Worksheet</td>
</tr>
<tr>
<td>Develop new routines.</td>
<td>Lesson Plan Worksheet</td>
</tr>
<tr>
<td>Use anticipation calendars in active alert (exploration) level routines.</td>
<td>Guidebook, Appendix I</td>
</tr>
<tr>
<td>Use “Now/Next” calendars in partial participation (function) level routines.</td>
<td>Guidebook, Appendix I</td>
</tr>
</tbody>
</table>
LESSON PLAN: Lotion Routine

Learner: Mary
Date: Documentation for week of 10/9, Tuesday/Thursday (morning only)
Partner: Ray
Frequency: 2x daily, 8:30 and 1:45
Location: classroom, big blue foam chair
Materials: Jergen’s aloe E, now tub, finished basket
Position: Seated (blue foam chair)
Object symbol: lotion bottle
Level: Exploration
Observing IEP team members: OT, PT, VI, Sp
<table>
<thead>
<tr>
<th>Steps</th>
<th>Accommodations /modifications/supports</th>
<th>IEP</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Take bottle from now tub</strong></td>
<td>Tip container, HUH help for extension</td>
<td>L/m</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>2. Go to foam chair</strong></td>
<td>1’ recovery time, no talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Get in best position</strong></td>
<td>Pillow behind shoulders</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Smell lotion</strong></td>
<td>Wait 15” for fing. exten.</td>
<td>Ant</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Touch bottle</strong></td>
<td>Wait 15” for motion</td>
<td>L/m</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td><strong>6. Help squeeze</strong></td>
<td>Wait 15” for poke</td>
<td>Imi</td>
<td></td>
</tr>
<tr>
<td><strong>7. Get rubbed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8. Request repeat on other hand</strong></td>
<td>Hold palm under M’s fingers, wait 15” for pressure</td>
<td>Ges</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9. Repeat 5, 6, 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10. Put bottle in finished basket</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using SAM: Symbols and Meaning
Sensory foundations for concept and receptive vocabulary development

Why are concepts important?
- Concepts are the units of knowledge that build coherence*
- The human brain is neurologically predetermined to search for coherence
- Lack of coherence produces stress and results in avoidance
*The feeling that what is happening in one’s environment makes sense

What is receptive vocabulary?
Words provided by others (Heard, seen or touched)
- First, used for emotional content and person identification
- Later, used for symbolic content (meaning)
- Children understand the meaning of hundreds of words before they use them expressively

Receptive vocabulary and concepts
Words with meaning are tools used by the brain to facilitate thinking about things
- Words are stored in long term memory along with memories of associated experiences
- Words are the means by which
  - thoughts about things in the past are retrieved
  - thoughts about things that might happen in the future are predicted
  - thoughts are expanded and organized
Concepts and cognitive stages

Pre-symbolic concepts: early sensorimotor
- Associated sensory experiences (Repeated experiences of diaper off, wet wipe, diaper on results in concept of changing)

Symbolic concepts: late sensorimotor and early preoperational
- Heard word brings to mind memories of associated experiences (Child hears, “Change diaper.” Child predicts that a set of events involving things touching his bottom is about to occur)

Who uses SAM?
- Learners who are just starting to use symbols (late sensorimotor)
- Learners who are building concepts and vocabulary in new environments (early preoperational)
- Learners who can say words, but do not understand the meaning of words they say and hear

What does SAM do?
- Introduces first symbols
- Establishes meaning for symbols based on sensory experiences
- Builds concepts and schemes

What first symbols are introduced in SAM?
- Whole objects- identical, similar, or associated
- Mimicked actions
- Words- spoken or signed paired with people, objects, and actions
Building symbols

- Whole objects, mimicked actions, and words used in natural contexts
- Whole objects, mimicked actions, and words used in communication contexts

Which is it: natural context or communication context?

- Bath tub
- Fire station
- Calendar box
- Craft table
- Experience story
- Refrigerator
- Sam game

What about other kinds of symbols?

- Pictures, parts of objects, written words, and complex language are higher level symbols
- They are often used too soon
- SAM lays the foundation for use of these higher level symbols

What do symbols do?

- They stand for the thing they represent
- They allow us to think in our own minds about things not present
- They allow other people to talk to us about things not present
- They allow us to think and talk about the past and the future
How is meaning related to symbols?

- A symbol is meaningful if it calls to mind the thing to which it refers.
- The symbol develops meaning by being paired with the actual thing to which it refers in here and now experiences.

Concrete referent

- An object, person, action, or place.
- Given the symbol for it, the learner can touch it, point to it, do it, or go to it (direct sensory experience).

SAM concept categories

- People: the self and others.
- Objects: tangible things.
- Actions: body movement of the self and others.
- Places: where things are, contexts for groups of things.

How does meaning develop?

- A symbol is a label that opens a mental file.
- Meaning is determined by the file contents.
- These contents are called a “concept.”
- Concepts are thoughts about things that develop over time as a result of direct experiences.
- Files organized into patterns get put into folders called “schemes.”
Scheme development

- Combining the old and new: assimilation and accommodation
  - New information rearranges and organizes old information
  - Noticing similarities and differences leads to knowledge of categories
- Autobiographical point of view: it’s all about me at the late sensorimotor, early preoperational stage

How is meaning affected by sensory and motor impairment?

- “delays in active exploration or variations in concrete experiences” result in
  - Absent and incomplete concepts
  - Objects experienced out of context and without intended function
  - Words without meaning
    - Concrete referents are missing

Help is needed to

- Make sense out of random experiences (coherence)
- Provide the breadth of experiences required for good concept and scheme development
- Expand from a self-referential point of view to an “other-oriented” point of view
Connect the related words in each column

- Concept
- Symbol
- Scheme
- Label
- Folder
- File

Connect the word and its definition

Symbol:
Concept:
Scheme:
Concrete referent:

a) An organized pattern of knowledge about related things
b) Thoughts about a thing based on direct sensory experience
c) The person, object, action, or place referred to
d) A word, object, or mimicked action that stands for a thing
Using the Gap Inventory

- Identifies basic concepts that are not part of the learner’s experience and need to be added
  - Establishes present levels of performance
  - Indicates priority goals
    - Sample: In 36 weeks, given instruction on concept development in four environments, the student will identify named objects and people for 70% of the items selected in the Gap Inventory.
  - Measures achievement

What are we teaching

- Files/Concepts: thoughts about things
- Folders/Schemes: accumulated experiences with related things organized into a pattern
- Receptive vocabulary (labels): spoken or signed words, identical, similar or associated objects, mimicked actions

Teaching word labels

- One or two consciously chosen words with a concrete referent used consistently
- Mutual (joint) attention established
- Word is spoken as referent is seen and touched
- Word chosen stands out because it is surrounded by silence
Using SAM to teach concepts, schemes, and receptive vocabulary

• Start with natural contexts (EGI and SARA)
  o Words paired with things that are part of direct sensory experiences in natural environments
• Support in communication contexts (SAM Games)
  o Repetitions of words with meaning established first in natural contexts

Natural contexts

• These can be function level SLK routines
  o A hand washing routine develops concepts and vocabulary about sinks, etc.
  o A lotion routine develops concepts and vocabulary about parts of the body, partner’s actions, etc.

Games

• A student who has heard his teacher label his hand and foot during a lotion routine, extends those body parts when named during a Body Buzz game
• A student who hears the sound of the water flowing into the sink mimics the action of rubbing his hands together while his teacher repeats “Wash hands” during a Sounds Like game

The games

• Non-threatening and fun
• Abiding structure from context to context
• Maximize active learning
• Appropriate at any age
• Facilitate sibling and peer cooperative learning
Getting ready for the games: terms used in SAM

- Single-referent concept: thoughts about one thing in one category (person, object, action)
- Cluster concept: a small group of things in one category typically experienced in close proximity in both time and space (adds place category)
- Scheme knowledge of the relationship of things from several categories (all categories combined in an event)

SAM levels: the help hierarchy

- Concepts about the learner’s own body
- Concepts about people, objects, and actions touching the learner’s body
- Concepts about people, objects, actions, and places beyond the learner’s body
- Schemes about people-object-action-place relationships in events beyond the learner’s body

Levels and games: Own body

- Body Buzz
- Whoopee Clothes
- Finger Tag
People, objects, actions touching the body

- Hot potato
- Slap
- Simon Says
- Yours and Mine
- Do It Again
- Go Fish
- Show Me

People, objects, actions, places beyond the body

- Sounds Like
- Mystery Voice
- What Do
- Scavenger Hunt

Information about things BtB (Beyond the Body)

- Available distance senses: vision, hearing and smell
- Problems with overdependence on auditory input
  - Hearing sounds gives no information about the source of the sound without associated vision and touch
  - Hearing voices helps learner recognize people and determine their location, but words used may not be meaningful
Information beyond the body and impaired vision

- Use distance senses to maximum extent possible
- Provide appropriate accommodations
- Pair with touch experiences

Information BtB: Sensory bridging

- Sound upsets child who does not know the source of the sound
  - Dog barks
- Pair near and distance sensory input
  - Touch barking dog
- Distance sensory input used alone to bring to mind paired experience (Sensory bridging)
  - Hearing dog bark at distance brings to mind experience of touching dog

Information BtB: Symbol bridges (Words)

- Say word while learner is exploring, using, doing
- Real objects only, no replicas
- Make sure sensory bridges are in place, touch paired with sounds, sights, smells
- Use word symbol when heard, seen, smelled at distance
Symbol bridges (Objects)

1. Touch object to discriminate tactile characteristics in natural context
2. Use object in natural context
3. Form associations with other things related to the object as they are touched in the natural context
4. Use object as a symbol in a communication context to call to mind all of the above and to send or receive a message

People-object-action-place relationships in events BtB

- Build a book games
  - Bag stories
  - Box stories
  - Binder stories
- Clue

Reference
## Environmental GAP Inventory Environments and Sub-Environments

### Home
- Kitchen
- Parent’s Bedroom
- Laundry Room
- Yard
- Stairs
- Throughout (Blinds, rugs, ceiling fans, curtains, light switches, etc.)
- Living Room
- Sibling’s Bedroom
- Garage
- Dining Room
- Closets
- Own Bedroom
- Bathroom
- Home office
- Den
- Hallway

### School
- Attendance Office
- Classroom
- Hallways
- Nurse’s Office
- Track/Ball Field
- Auditorium
- Computer Lab
- Library
- Playground
- Cafeteria
- Gym
- Music / Band Room
- Restroom

### Vehicles/Transportation
- Airplane
- School Bus / Ban
- Frequently Used
- Private Cars

### Fast Food Restaurant: Drive Through
- Menu Board
- Order Speaker
- Payment / Pick-up
- Window
<table>
<thead>
<tr>
<th>Fast Food Restaurant: Eat In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order Counter</td>
</tr>
<tr>
<td>Seating Area</td>
</tr>
<tr>
<td>Play Area</td>
</tr>
<tr>
<td>Drink Station</td>
</tr>
<tr>
<td>Trash Station</td>
</tr>
<tr>
<td>Condiment Station</td>
</tr>
<tr>
<td>Restroom</td>
</tr>
<tr>
<td><strong>Grocery Store</strong></td>
</tr>
<tr>
<td>Cart Area</td>
</tr>
<tr>
<td>Canned Goods</td>
</tr>
<tr>
<td>Frozen Food</td>
</tr>
<tr>
<td>Pet Products</td>
</tr>
<tr>
<td>Snacks / Candy / Cookies</td>
</tr>
<tr>
<td>Checkout</td>
</tr>
<tr>
<td>Bakery / Deli</td>
</tr>
<tr>
<td>Cleaning / Laundry</td>
</tr>
<tr>
<td>Grains / Beans</td>
</tr>
<tr>
<td>Paper / Storage</td>
</tr>
<tr>
<td>Books / Cards / Games / Toys</td>
</tr>
<tr>
<td>Carryout</td>
</tr>
<tr>
<td>Beverages</td>
</tr>
<tr>
<td>Dairy</td>
</tr>
<tr>
<td>Meat / Fish / Eggs</td>
</tr>
<tr>
<td>Produce</td>
</tr>
<tr>
<td><strong>Gas Station</strong></td>
</tr>
<tr>
<td>Vehicle Gas Tank</td>
</tr>
<tr>
<td>Convenience Store</td>
</tr>
<tr>
<td>Pump</td>
</tr>
<tr>
<td>Restrooms</td>
</tr>
<tr>
<td>Window Cleaning</td>
</tr>
<tr>
<td><strong>Movie Theater</strong></td>
</tr>
<tr>
<td>Ticket Purchase Area</td>
</tr>
<tr>
<td>Restrooms</td>
</tr>
<tr>
<td>Auditorium</td>
</tr>
<tr>
<td>Snack Counter</td>
</tr>
<tr>
<td><strong>Doctor’s Office</strong></td>
</tr>
<tr>
<td>Waiting Room</td>
</tr>
<tr>
<td>Sign-in Window</td>
</tr>
<tr>
<td>Scales</td>
</tr>
<tr>
<td>Examination Room</td>
</tr>
<tr>
<td>Restroom</td>
</tr>
<tr>
<td>Checkout Window</td>
</tr>
<tr>
<td><strong>Dentist’s Office</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Make-up / Hair Products</td>
</tr>
<tr>
<td>Recreation</td>
</tr>
<tr>
<td>Food / Beverages</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Park</td>
</tr>
<tr>
<td>Playground</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Airport</td>
</tr>
<tr>
<td>Parking Garage</td>
</tr>
<tr>
<td>Security Check Area</td>
</tr>
<tr>
<td>Jetway</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
1. Goal:
Demonstrate understanding of 15 out of 15 concepts for people, objects, and actions in near experiences in 3 priority sub-environments by looking at or touching an object or person associated with a given object or by performing the action associated with a given object.

2. Activity:
Dressing routine in bedroom sub-environment
3 action words: pull, push, brush
Morning circle routine in pre-school classroom sub-environment
2 object words: carpet square and calendar, 2 action words: sit and put
Lunch routine in cafeteria sub-environment
5 object words: tray/spoon/milk/straw/trashcan, 2 person words: Missy and Roberto, 1 action word: find

Games:
Yours and Mine: matching associated objects (carpet square/calendar, milk/straw, spoon/tray, napkin/trashcan)
Show Me Who: matching person and associated object (find Missy given spoon and find Roberto given carpet square)
Do It Again: Repeating modeled action given object used in action (find straw given milk, sit given carpet square, put day card in grid given calendar, push foot into shoe given shoe, pull shirt over head given shirt, brush hair given brush)
Texas School for the Blind & Visually Impaired

Outreach Programs

Figure 1 TSBVI logo.

Region 8 Education Service Center

Figure 2 Region 8 ESC logo

This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 3 IDEAs that Work logo and OSEP disclaimer.