

Making Something Happen!

Student Access, Sensory Motor and Communication Characteristics Screening Tool

Category	Skills in this category	Student Level	Tool ¹ Considerations (list available options)
ACCESS (goal: to learn motor control of an access method – one or more switches)	Hits the switch		
	Activates switch on demand		
	Releases switch on demand		
	Holds switch down (maintains activation)		
	Time the activation and/or release of the switch		
	Knows the function of 2 switches (each controls different response/action)		
	Knows the function of 2 switches (one moves scanner, one selects)		
	Knows function of more than 2 switches (specify # switches & function –start scan, horizontal/vertical, stop/select...)		
	Uses adapted joystick or track ball		
Incidental Motor control development Activities that make a desirable response when activated	Accidentally activates stimulus ² and notices the response ³ (e.g., orients head, listens or looks towards event, startles, withdraws limb, repeats movement, vocalizes, smiles, ...)		
	Notices a response and searches/looks/listens for the response to re-occur		
	Repeats the action that activates the stimulus and notices the response		
	Anticipates the response when the stimulus is present and/or activated		
Communication	Makes subtle signals (list) for a desired object or action or perceive change in environment		
	Do not communicate on purpose		
	Exhibits signals whether or not a communication partner is available (partner assumes or “perceives” communication)		
	Expresses discomfort and comfort (pain/hunger)		
Exploratory/ motor Activities that promote learning where/when to	Attends to the response object and notices a change in the response (visual/auditory/ movement)		
	Imitates actions (sounds, movements)		
	Purposefully looks at response object awaiting the response, transfers gaze from stimulus (switch) to response		
	Purposefully listens to cues from stimulus or from		

¹ **Tool** is any person, device, toy, technology or material that is used to get to a desired response (tugging on *mom*’s apron to get a cookie, using a *hammer* to drive nails into a pounding board, using *Intellikeys* with *computer* to write a journal).

² **Stimulus** is an object in the environment that is a cue or catalyst (or cause) that when interacted with (manipulated, contacted, activated) results in a response

³ **Response** is the activity (sound, music, movement, visual effect, interaction) that is produced by the object when it has been activated or interacted with

<i>act (move, indicate, speak) to get a reaction</i>	staff (activates switch when music stops, or wait for cue to “hit the switch”)		
	Gets information from an image on stimulus (basic recognition of the symbol/code used on the stimulus/switch)		
	Purposeful activation of the stimulus to get the desired response (actively locates the stimulus, intentionally moves to activate/ control it and anticipates response)		
Communication	Begins to imitate partners		
	Responses are inconsistent – limited to “here & now” or concrete – low rate of communication		
	Begins to attend/listen to cues from partners		
	Notices changes in response of partners/objects		
	Persists to achieve own goal, shows satisfaction/dissatisfaction		
	Beginning to use communicative signals (pushes away/tugs)		
	Responses are inconsistent, low incidence and concrete communication		
Choice Making <i>Activities with 2 choices but no “right answers”</i>	Intentionally starts and stops the control movement and the stimulus it activates		
	Recognizes different stimuli produce different responses (toys are manipulated differently)		
	Understands how to use a tool (e.g., a reacher or switch) to systematically control or interact with the response object		
	Independently responds to direction (e.g., to start/stop/activate specific stimulus)		
	Learns to take turns (with one person)		
	Engages in early trial and error, problem solving		
	Recognized that changes in the environment (responses) can be controlled (start/stop)		
	Uses info. from picture/graphic or auditory symbol to know what the stimuli will do, associates the meaning of a familiar, simple symbol with an object, action or event		
	Recognizes obvious differences between objects		
	Matches basic objects, photos, graphics		
	Make choices between 2 objects		
Communication	Deliberate attempts to gain partner’s attention		
	Makes choices between two objects		
	Attempts to convey specific message with partner		
	Persists in achieving goals and shows satisfaction or dissatisfaction		
	Beginning to use gestures & signals for variety of social purposes, uses unconventional signs		

	Inconsistent in communication attempts		
Purposeful choice making/basic problem solving <i>Activities that require the right answers and/or actions</i>	Copes with a change in the stimulus or response (problem solves around basic changes in the stimulus, control action or response)		
	Able to use more than one stimulus (2 switches) and understands the different purpose/function of the stimulus or the response		
	Adjusts gaze from near to far point focus visually tracks moving objects		
	Indicates when an action should start & stop (early timing of his/her control action)		
	Purposeful choice making, chooses only the desired or “correct” answer or choice		
	Understands the symbol used on stimulus differentiates the function of the stimulus/response		
Communication	Language comprehension developing		
	Increasing vocab (abstract concepts – categories, attributes, spatial relations)		
	Following more complex directions		
	Attention span increasing		
	Expresses wants and needs through symbolic representation (gestures, picture, signs, PCS)		
	Makes choices from an array of more than 2 items		
	Beginning to convey abstract ideas (events outside the here and now, feelings,...)		
Symbolic Stage Cognitive	Sorts by category		
	Sorts by attribute (colour, shape, size)		
	Understands patterning		
	Developing spatial relationship concepts (on, over, up, down, first, next/then/last)		
Communication	Using language symbolically (memory developing), names/labels objects		
	Using mental images and concepts or represent or symbolize people, objects, events in the world <ul style="list-style-type: none"> - Drawing – uses series of lines/strokes to represent objects (people, house) - Fantasy play – pretending an object is something else - Deferred imitation – mimics the actions some time after observing it (another time/place) 		
	Developing language structure (sequence words)		
	Thinks before acting (at times), “intuitive problem solving – sometimes doesn’t need trial & error		