

Sensory Learning Kit (SLK) Implementation Guide

Task	Resource
1. Review FIE reports and medical records to ensure that procedures used for assessment and instruction are safe and effective.	Sensory Learning Summary (SLS)
2. 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.	Arousal State Profile
3. Conduct or update the Learning Media Assessment in order to determine <ul style="list-style-type: none"> 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
4. Determine the appropriate level for beginning instruction and choose IEP goals within learner's ZPD.	Level and Strategy Guide
5. Choose topics for routines from the list of learning media items with the most positive responses.	Appetite/Aversion List

6. Script steps of routines.	Lesson Plan Worksheet
7. Determine instructor, time, and location for each routine.	Lesson Plan Worksheet
8. 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.	Lesson Plan Worksheet
9. Embed IEP goals.	Lesson Plan Worksheet
10. Determine documentation procedures and schedules.	Lesson Plan Worksheet
11. Begin teaching phase of finalized routines.	Lesson Plan Worksheet
12. Revise routines (generally no more than one change per week) as determined by needs identified during on-going observation by IEP team members.	Lesson Plan Worksheet
13. Expand routines by adding new steps, changing instructor, location, or materials, or embedding new goals.	Lesson Plan Worksheet
14. Develop new routines.	Lesson Plan Worksheet
15. Use anticipation calendars in active alert (exploration) level routines.	Guidebook, Appendix I
16. Use "Now/Next" calendars in partial participation (function) level routines.	Guidebook, Appendix I