Highlight in green when the child reacts positively to a stimulus. You can then use this information to plan structured interventions i.e. intensive interaction, requesting ‘more’ and ‘again’ and encouraging now and next.

Do not present all stimulus at once. Give the child at least 20 seconds to respond. Present the stimulus, observe the reaction, take the stimulus away, observe the reaction, re-present the stimulus, and observe the reaction.

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| **Sense to explore** | **Stimulus presented and date** | **Reactions/observations** |
| Visual | 1. *Bubbles (29.1.21)*  2. *Hand held lava glass*  3. *Coloured lenses*  4. *Glitter bottle*  5. *Water fall*  *6. Christmas baubles* |  |
| Auditory | 1. *Hand clacker*  2. *Instruments*  3. *Music (TV, radio)*  4. *White noise/ rain apps*  5. *Nursery Rhymes* |  |
| Smell | 1. *Essential oils on tissue*  2. *Fragranced creams*  3.*Exploring smells of food*  4. *Gentle sprays*  5. |  |
| Oral/Taste | 1. *Chew buddies*  2. *Ice*  3. *Cereal sand*  4. *Food observations*  5.*Drink observations* |  |
| Touch | 1. *Different textures on hand (wool, brush, feather)*  2. *Massage*  3. *Touch mats (carpet, sandpaper, smooth metal, artificial grass)*  4. *Vibration activities*  5. *Warm water with bubbles* |  |
| Big movement | 1. *Running/ jumping*  2. *Tyre lifting/jumping*  3. *Spinning*  4. *Climbing frame*  5. *Rolling* |  |
| Cause and effect play | 1. *Click clack track*  2. *Pop up play (immediate)*  3. *Skittles*  4. *Building and falling*  5. *Magnet toys* |  |
| People play | 1. *Peek a boo type play*  2. *Blowing on faces*  3. *Rocking rhymes*  4. *Tickling games*  5. *Chasing games* |  |