

Module: **Assessment of Infants and Toddlers With Visual Impairments**

Session 3: Areas of Assessment

Handout G: Observational Assessment of Sensory Preferences of Infants and Toddlers With Visual Impairments (OASP)

Anthony, T.L. (2004). Observational Assessment of Sensory Preferences of Infants and Toddlers With Visual Impairments (OASP). In I. Topor, L.P. Rosenblum, & D.D. Hatton, *Visual conditions and functional vision: Early intervention issues* (participant packet, pp. 246-247). Chapel Hill: University of North Carolina, FPG Child Development Institute, Early Intervention Training Center for Infants and Toddlers With Visual Impairments.

Child's name: _____ DOB: _____

Completed by: _____ Date completed: _____

Directions

1. Make arrangements to observe the infant and toddler during multiple daily routines.
2. Observe for 15 to 20 minutes. Be sure to include routines at the child's home, child care center, or other places the child frequently visits.
3. Include all primary caregivers as members of the observation team. For example, talk with parents, older siblings, or the baby-sitter.
4. 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 tactually searches a highchair tray to find bits of food, circle T to represent tactile behavior and make notes under the observation that briefly describe the child's behavior, e.g., "Swiped with left hand to find pieces of food."
5. After you have completed all observations, look for regular use of senses. 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.
6. Use the primary and secondary sensory preferences to make recommendations for the child's family.

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

Behavior	Sensory avenues				
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 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	Sensory avenues				
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 motivates the child to move? (describe)	V	T	A	M	S
Other? (describe)	V	T	A	M	S

Summary of results:

Primary sensory preference and rationale:

Secondary sensory preference and rationale:

Key observations:

Next-step recommendations:

References

Anthony, T. (1997). *Adapted version of Koenig and Holbrook's sensory channel form*. Unpublished document.

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