

## Visual Conditions and Functional Vision: Issues for Early Intervention

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### Functional Vision Assessment and Developmentally Appropriate Learning Media Assessment

### Observational Assessment of Sensory Preferences of Infants and Toddlers with Visual Impairments

Anthony, T.L. (2003b). *Observational assessment of sensory preferences of infants and toddlers*. Chapel Hill, NC: Early Intervention Training Center for Infants and Toddlers With Visual Impairments, FPG Child Development Institute, UNC-CH.

#### Directions

1. Make arrangements to observe the infant and toddler during multiple daily routines. Observe for 15-20 minutes. Be sure to include routines at the child's home, daycare, or other places the child frequently visits.
2. Include all primary caregivers as members of the observation team. For example, talk with parents, older siblings, or baby-sitter.
3. 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 the behavior as T, and make notes under the observation that briefly describe the child's behavior "swiped with left hand to find pieces of food."
4. 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. Chose the second most frequently used sense as the secondary sensory preference.
5. 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**

<b>Behavior</b>	<b>Sensory Avenue(s) Utilized</b>				
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 Observation #11	V	T	A	M	S

<b>Behavior</b>	<b>Sensory Avenue(s) Utilized</b>				
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:	V	T	A	M	S

## Summary of Results:

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Completed By: \_\_\_\_\_ Date Completed: \_\_\_\_\_

*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, TX: Texas School for the Blind and Visually Impaired.

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S4 Handout L  
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