

Foreseer

Sensorimotor Stage of Development (18-24 mo. Cognitive Style)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Mastery of tasks facilitated within typically occurring routines</p> <p>Focus on functional skills</p> <p>Responding to parental needs and wants</p> <p>Curriculum based on increasing independence and enhancing life quality</p>	<p>Skill and drill activities always isolated from typical routines</p>
Teaching Strategies	<p>Positive, non-intrusive adult support that allows student exploratory behaviors</p> <p>Providing objects for the student to act upon in a safe and sensory-supportive environment (i.e., an environment with features that are neither too sensory stimulating nor too sensory deprived)</p> <p>Allowing student preferred activities at regular intervals</p> <p>Use of objects to signal activities (e.g., show a cup to signal snacktime); Use of a “signal card” for student to check a schedule area for one object signifying the next activity</p>	<p>Lack of objects used to provide a balance between the familiar and the novel</p> <p>Lack of opportunity to explore a safe environment</p> <p>Failure to allow student preferences</p> <p>Overly chaotic environments that overload the child’s coping ability</p> <p>Moving too fast to pictures for schedule instruction without a stage of pairing (end of this stage) with objects; use of many objects or pictures in sequence on a schedule</p> <p>Overly intrusive adult/student interactions that precludes independent exploration</p>
Behavior Support	<p>Opportunities to feel safe, secure, and relaxed with the presence of a parent or child-accepted parent substitute who allows and facilitates independent exploration,</p> <p>Adults continuously “read” student behavior for communicative intent and respond to needs and wants</p> <p>Use of distraction to stop a beginning behavior problem</p> <p>Use of environmental structure, routines and interspersed highly desired activities</p>	<p>Punishment for task-mastery or behavioral “failure”</p> <p>Demanding compliance at all times without environmental structure supports, routines and flexibility</p> <p>Not continuously reading the communicative intent of behavior; not allowing an acceptable “no” expression, such as pushing away undesired objects</p> <p>De-personalized environments without adequate adult support</p> <p>Mechanistic behavioral approaches to enforce compliance without consideration the chronological age of the student and the task relevance for current and future quality of life</p>