

**Roots: Sensorimotor Stage Skill Sequences**  
**Millie Smith (7/14 draft pending publication in revised SLK Guidebook)**

Attention Zone Skills

Cognition	<p><i>Move</i> from extended states—asleep, drowsy, fussy, and agitated—into alertness</p> <p>Example: A student moves from fussy to alert when he feels the deep pressure applied during a lotion routine</p>	<p><i>Maintain</i> alertness</p> <p>Example: A student stays alert for longer periods of time as lotion routine gets longer when more areas are included: elbow, wrist, back of hand, palm, fingers on one side; then same for other</p>	<p><i>Anticipate</i> the second of a pair of closely associated sensory experiences given the first</p> <p>Example: A student lifts his hand after his elbow is massaged with lotion</p>	<p><i>Recognize</i> significant people</p> <p>protests, kicks feet, etc. when activity is paused because he wants it to start again</p>
	Communication	<p><i>Notice</i> that expressions of pleasure and displeasure are related to partner starting and stopping actions</p> <p>Example: A student calms when he turns his head away from his partner and the partner stops talking; smiles when he turns head toward partner and partner starts talking again</p>	<p><i>Notice</i> that partner is joining in mutual facial regard and/or mutual attention to sounds</p> <p>Example: A student looks at partner's face more intently when the partner's expression matches his; listens intently when partner makes the same sound</p>	
Motor	<p><i>Relax</i> muscle tone after massage</p> <p>Example: A student opens the fingers of a fisted hand after massage as role released by occupational or physical therapist</p>		<p><i>Turn</i> eyes to sound or visual source</p> <p>Example: A student who alerts to a sound begins to move his head to try to locate source of the sound as role modeled by teacher of students with impairments</p>	<p><i>Move</i> a part of the body to continue tactual contact with a desirable source of input provided by the partner</p> <p>Example: A student moves his head to continue contact with the part of an object he enjoys touching with his lips and tongue</p>
Social	<p><i>Calm</i> to touch and voice of familiar person</p> <p>Example: A fussy or agitated student becomes calmer when his partner uses soothing voice and/or touch</p>	<p><i>Alert</i> to touch and voice of familiar person</p> <p>Example: A student who alerts to touch and voice of familiar person</p>	<p><i>Express</i> displeasure when a partner is involved with an unpleasant event during an interaction</p> <p>Example: A student frowns when he hears the voice of the person who brushes his teeth</p>	<p><i>Express</i> displeasure at departure of favorite familiar person</p> <p>Example: A student vocally protests when his lotion routine partner moves away</p>

**Areas of Development:**

- Cognitive
- Communication
- Motor
- Social

**Skills for a student at the Attention Zone**