

Roots: Sensorimotor Stage Skill Sequences
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Exploration Zone Skills						
Cognitive	<p><i>Probe</i> the sensory potentials of an object by interacting with it in different ways*</p> <p>Example: A student bites his spoon, bangs it on the table, drops it on the floor</p>	<p><i>Recognize</i> familiar media</p> <p>Example: A student opens his mouth when he sees his cup or moves his hand to his favorite part of an object after he touches a different part</p>	<p><i>Search</i> for desired media</p> <p>Example: A student moves his hand from object to object in an array until he finds the one he wants</p>	<p><i>Repeat</i> actions to produce desired effects</p> <p>Example: A student who happens to bang, and enjoys the sound, bangs again with the intent of reproducing the sound</p>	<p><i>Initiate</i> actions to produce desired effects</p> <p><i>Find</i> objects where they are typically located within a small space</p>	
	Communication	<p><i>Maintain</i> joint attention with a partner</p> <p>Example: A student looks at the table and looks at the partner</p>	<p><i>Imitate</i> partner's actions with media</p> <p>Example: A student leans back and forth to get more swinging</p>	<p><i>Signal to</i> request continuation of a desired activity using a differentiated response</p> <p>Example: A student pushes away an object associated with an activity he does not like</p>	<p><i>Refuse</i> an undesirable activity</p> <p>Example: A student vocalizes or reaches for a partner and signals that he wants something when the partner responds</p>	<p>Example: Student looks back and forth between partner and desired object; guides partner's hand toward desired object; touches object</p>
Motor		<p><i>Initiate</i> each behavior in a series of exploratory procedures and schemes*</p> <p>Example: A student wants to put his mouth on an object leans forward</p>	<p><i>Execute</i> each behavior in a series of exploratory procedures and schemes*</p> <p>Example: A student extends his finger after he feels his partner's finger press an object</p>	<p><i>Reach for</i> a desired object</p> <p>Example: A student reaches for an object in front of him with his head, shoulder, arm, leg, foot, or tongue</p>	<p><i>Move</i> to location of desired object</p> <p>Example: A student rolls over to reach a desired object on the other side of his body; turns body to reach something in head area with foot; pushes with feet while in tracking system, walker, or crawler</p>	<p>Example: A student reaches for an object used by proximal people</p>
	Social	<p><i>Search</i> for desired partners</p> <p>Example: A student looks for or listens for the voice of his favorite partner</p>	<p><i>Reject</i> unfamiliar partners</p> <p>Example: A student protests when an unfamiliar person speaks to him or touches him</p>	<p><i>Observe</i> the actions of proximal people</p> <p>Example: A student watches an adult or peer explore an interesting object</p>	<p><i>Imitate</i> interesting actions of proximal people</p> <p>Example: A student puts an object in a container after he sees an adult or a peer do the same thing</p>	<p><i>Show</i> a desire to obtain objects used by proximal people</p> <p>Example: A student reaches for an object used by an adult or peer</p>

Verbs that may be used when writing IEP goals or/and to use as embedded skills within a routine

Skills for a student at the Exploration Zone

