

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

Function Zone Skills				
Cognition	<p><i>Try</i> alternate strategies to overcome barriers to desired outcomes</p> <p>Example: When pulling fails to remove a box on the seat of a chair the student wants to sit in, he tries pushing</p>	<p><i>Use</i> an object to accomplish a specific outcome after modeling</p> <p>Example: A student who enjoyed banging with a spoon now imitates stirring ingredients in a bowl after tactual modeling by his partner</p>	<p><i>Use</i> an object to accomplish a specific outcome in a familiar routine without modeling</p> <p>Example: A student uses a plate switch next to his cheek to activate a fan so that it will spin a pinwheel during a routine designed to demonstrate wind energy in science class.</p>	<p><i>Search</i> for an object needed to produce a specific outcome</p> <p>Example: A student looks for or feels for the sponge he needs to wipe a table</p>
Communication	<p><i>Direct</i> in a</p> <p>Example: A student smiles when he looks at or touches an object in his object schedule associated with a favorite activity; moves to area where activity takes place after touch schedule</p>	<p><i>Participate</i> an activity when a partner presents an object associated with the activity</p> <p>Example: A student smiles when he looks at or touches an object in his object schedule associated with a favorite activity; moves to area where activity takes place after touch schedule</p>	<p><i>Look at or reach for</i> an object or person named by the partner</p> <p>Example: A student looks at the named peer during opening circle</p>	<p><i>Ask</i> for help</p> <p>Example: A student reaches for his partner's hand when he needs help taking his shoe off; vocalizes when he runs out of a material needed for continuation of an activity</p>
Motor	<p><i>Initiate</i> the action associated with the use of an object for a specific purpose</p> <p>Example: A student who wants to use a spoon to stir pushes the spoon in the bowl</p>	<p><i>Execute</i> the action associated with an object for a specific purpose</p> <p>Example: A student makes stirring spoon during a cooking activity</p>	<p><i>Get or reach for</i> an object</p>	<p><i>Get and put away materials</i></p> <p>Example: A student removes his book from his backpack; puts his trash in the trashcan</p>
Social	<p><i>Share</i> an object with a partner</p> <p>Example: A student looks at a peer to invite him to engage with the same object he is using; moves object toward peer</p>	<p><i>Take turns</i> with a partner</p> <p>Example: A student waits while a peer switches to select a song on a CD; when song is finished, uses the switch to select a new choice</p>	<p><i>Request</i> a favorite peer for participation in cooperative tasks</p> <p>Example: A student points to the picture of the peer he wants to be his partner</p>	

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

**At the Function zone, the student may show developmental signs of Preoperational learning.**