

Defining Parameters for Sensory Channel Inventory

Vision Active:

- looks for or towards item (or person) without being brought into the child's view
- Stimulus (Item/person/activity) brought into child's view and when removed child follows and/or seeks out stimulus

Vision Passive:

- Before labeling as passive must check vision concerns (acuity, field loss, CVI) and take the environment's visual complexity (clutter, too bright, too dim, etc) into consideration
 - Stimulus presented child reacts favorably or protests, stimulus stops or goes away child does not visually or tactically seeks stimulus.
 - Stimulus presented to the child that the child did not request and/or was not aware of it prior to the stimulus being presented.
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Hearing Active:

- Stimulus presented child reacts favorably or protests and seeks out item making sound
- Sound stops or goes away child visually or tactically seeks source of sound

Hearing Passive:

- Before labeling as passive must check level of hearing and take level of environmental sounds into consideration
 - Stimulus presented child may react but does not seek out source or follow source of sound as it moves.
 - Stimulus presented to the child that the child did not request and/or was not aware of it prior to the stimulus being presented.
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Movement Proprioceptive Active:

- Large muscle movement, reaching, hitting, kicking, etc.

Movement Proprioceptive Passive:

- Staff/Adult controls child's movement
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Movement Vestibular Active:

- Spinning, rocking movement through space & balance, action driven by student.

Movement Vestibular Passive:

- Staff/Adult controls child's movement e.g pushes swing, turns chair
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Smell & Taste Active:

- Stimulus (Item/activity) presented and when removed child follows and/or seeks out stimulus or shows intentional behavior to obtain more.

Smell & Taste Passive:

- Stimulus (Item/activity) presented and when removed child does nothing to seek out stimulus or shows no intentional behavior to obtain more.