

LIST OF FAVORITES, LIKES & DISLIKES: EXAMPLE

Favorites

- Very familiar songs (e.g, Baby Bumblebee, the swing song), sung with a partner
- “wake-up shake up” arms (partner shakes his arms back and forth quickly)
- scooting around in his scooter
- having his chest rubbed/ tapped while he is laying in his scooter
- classroom cat with a bell collar
- listening to and interacting with his favorite teachers - he especially likes “sing-song” voices and animal sounds, or funny-sounding words
- being outside on the playground or in the garden: outdoor play on ramp at recess, bongo drums at recess, bouncy bridge at recess
- swinging in the outdoor adapted swing, swinging and bouncing in the cocoon swing
- funny sounds teapot, cooking pot

Home Favorites

- at home, he likes scolding voices, (if his brother gets in trouble he consistently smiles)
- at home, he reportedly likes his hands in big bowl of marbles, kinetic sand, turning on a disco ball, and his Spiderman toy. These activities have not been favorites at school this year.

In general, he prefers gross motor, big action physical activities (bouncing, shaking, swinging). He likes the sights and sounds and feeling of being outside. He likes action routines that have a 20-30 second action, then a 10 second pause, then he gives an indication of desire to keep going (kick, move, open mouth, eyebrows up, voicing), then you repeat the action. He does best with familiar routines with slight variety built in.

Less-preferred activities

At this time, being in his walker is a less-preferred activity, as interpreted by classroom staff. He tends to demonstrate decreased levels of attention, engagement, and physical movements. He does not smile or laugh when he’s in his current walker. Because we know that he loves big movements, and he does not move very much in his current walker and he shows such delight in his scooter and rocking chair, we infer that this is a less preferred activity.