

## **STAGES OF BEHAVIOR IN THE LITTLE ROOM**

(as described by Lilli Nielsen the Little Room see resources on outline for AL 2)

- Stage 1            Accidental movement resulting in the beginning awareness of objects hanging in the little room.
  
- Stage 2            Pushing or touching objects.
  
- Stage 3            Grasping and letting go very soon followed by grasping and keeping objects.
  
- Stage 4            Immediate repetition of an activity.
  
- Stage 5            Varied handling of an object.
  
- Stage 6            Listened at the same time performing a kinesthetic-tactile activity or carry out a tactile search of an object while involved in a kinesthetic auditory activity. Thus once that happens other sensory modalities can be integrated.
  
- Stage 7            While making a tactile search of one object the child quickly performs a quick search of another object to compare tactile qualities. Child also started playing games involving a sequence of specific actions.

**Child must learn by own actions, not be taught.**

**Concepts don't happen without comparisons being done by the child with other items.**

**Periods of time in the little room may also promotes babbling and sounds from the child.**

### **DEMONSTRATING SKILLS IN THE LITTLE ROOM (Nielsen)**

<b>Locating Objects</b>	Moves head to place lips on object hung overhead. Moves hand to contact object in space where hand previously contacted that object. Extends foot to search for specific sound-producing object hung in foot area
<b>Exploring Objects</b>	Presses hand against textured panels. Moves tongue over soap dish pad.
<b>Manipulating Objects</b>	Pushes and pulls to request and refuse objects. Pokes to find openings in objects.
<b>Recognizing Objects</b>	Smiles when hand contacts a desired object.
<b>Comparing Objects</b>	Moves mouth from metal measuring spoons to plastic measuring spoons

## WHAT TO CONSIDER WHEN PLACING ITEMS IN THE LITTLE ROOM

**As a main rule, objects with which the little room is equipped should:**

- be of pleasure for the child
- be graspable
- have tactile and auditory qualities
- vary in weight and temperature
- take into account the senses of smell and taste
- be visually inspiring
- inspire to play counting games
- be changeable in shape
- be comparable, as well as
- be present in such quantities that the child has opportunity
  - to choose
  - to combine his experiences
  - to play various sequence games

<b>VISUAL</b>	Red, black and white are easiest to see, depending on child Contrast Specific color the child likes Note if child positively responds to shiny things
<b>AUDITORY</b>	High or low pitch noise production Quiet room to increase auditory feedback In noisier room give child opportunity to tolerate and disregard the noise
<b>TACTILE / TEMPERATURE</b>	Variety of textures, e.g., silk, Astroturf, metal Use of texture with tangle toys Cold vs. warm
<b>KINESTHETIC</b>	Light items vs. heavy items Vary strength and length of elastic for more or less tug
<b>VIBRATORY</b>	From use of resonance board From objects, e.g., bell in a ball Student's action, e.g., strumming cake rack
<b>USE OF HANDS, FEET, MOUTH and BODY</b>	Bats at things Shifting object from one hand to other
<b>ADDITIONAL FACTORS TO CONSIDER</b>	Sensory neurological Sensory integration Sensory motor Motor Motor planning Hand grip/grasp Foot mobility Oral visual grasp

# SPACE FOR ACTIVE LEARNING (SAL) Data Form A

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Time Started in LR: \_\_\_\_\_

Time Ended in LR: \_\_\_\_\_

How did you let student know s/he would be going into the "little room"? \_\_\_\_\_

How did you let student know s/he would be leaving the "little room"? \_\_\_\_\_

\*Each box corresponds to a hole in the top of the Plexiglas. Write the name of object on line provided.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

COMMENTS:

## SPACE FOR ACTIVE LEARNING (SAL) Data Form B

Child: \_\_\_\_\_

Date: \_\_\_\_\_

Time Started in LR: \_\_\_\_\_

Time Ended in LR: \_\_\_\_\_

\*Each box corresponds to a hole in the top of the Plexiglas. Write the name of object on line provided.

<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>	<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>	<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>	<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>
<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>	<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>	<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>	<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>
<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>	<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>	<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>	<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>
<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>	<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>	<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>	<p>_____</p> <p>Looked: Batted: Grasped: Other:</p>

**Describe environmental conditions:** \_\_\_\_\_

**Check behavior that applies:**

- \_\_\_ typical amount of activity
- \_\_\_ less than typical
- \_\_\_ more than typical

- \_\_\_ typical amount of boundary exploration
- \_\_\_ less than typical
- \_\_\_ more than typical

- \_\_\_ typical amount of vocalization
- \_\_\_ less than typical
- \_\_\_ more than typical

- \_\_\_ typical amount of body movements
- \_\_\_ less than typical
- \_\_\_ more than typical

# Space for Active Learning (SAL) Data Form SAMPLE

Child: Sarah

Date: 5/9/09

Time Started in LR: 9:15 AM

Time Ended in LR: 9:45 AM

\*Each box corresponds to a hole in the top of the Plexiglas. Write the name of object on line provided.

<p><b>Yellow pom pom</b></p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Looked: Batted: <u>        </u> Grasped: <u>   </u> Other:</p>	<p>Looked: Batted: Grasped: Other:</p>	<p>Looked: Batted: Grasped: Other:</p>	<p>Looked: Batted: Grasped: Other:</p>
<p>Looked: Batted: Grasped: Other:</p>	<p><b>Small Jingle bells on ribbon</b></p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Looked: Batted: <u>        </u> Grasped: <u>    </u> Other:</p>	<p>Looked: Batted: Grasped: Other:</p>	<p>Looked: Batted: Grasped: Other:</p>
<p><b>Plastic cup</b></p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Looked: Batted: <u>       </u> Grasped: Other:</p>	<p><b>Wooden spoon w/slots</b></p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Looked: Batted: <u>   </u> Grasped: Other:</p>	<p>Looked: Batted: Grasped: Other:</p>	<p><b>Plastic beads</b></p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Looked: Batted: <u> </u> Grasped: <u>   </u> Other:</p>
<p><b>Toothbrush</b></p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Looked: Batted: <u>   </u> Grasped: <u>   </u> Other:</p>	<p>Looked: Batted: Grasped: Other:</p>	<p>Looked: Batted: Grasped: Other:</p>	<p><b>Cloth fringe length</b></p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Looked: Batted: Grasped: <u>    </u> Other:</p>

**Describe environmental conditions:** room was quiet with other students gone.

**Check behavior that applies:**

typical amount of activity  
 less than typical  
 more than typical

typical amount of boundary exploration  
 less than typical  
 more than typical

typical amount of vocalization  
 less than typical  
 more than typical

typical amount of body movements  
 less than typical  
 more than typical

## Actions to watch for when child is in the SAL:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Grasping and letting go objects	
Grasping and keeping objects	
Mouthing objects	
Moving object from hand to hand	
Turning object using hands	
Tapping object on own body	
Tapping object on wall or resonance board	
Picking up object	
Picking up object just dropped	
Detecting tactile contact of objects	
Recalling tactile contact with objects	
Touching walls/ceiling	
Tactile searching for dropped object	
Tactile searching details of object	
Tactile searching structure of walls	
Comparing tactile experience	
Reacting to self-produced sound	
Pushing objects making sound	
Rattling to produce sound	
Grasping just after self-produced sound	
Comprehending self-produced sound	
Comparing self-produced sound	
Controlling by circular sweep of hand	
Tactile controlling position of object	
Comprehending position of specific object	
Comparing position of objects	
Repeating the same activity immediately	
Interrupting activity for few seconds	
Playing sequence game with two objects	
Playing sequence game with several objects	
Repeating sequence game	
Playing quantity games	
Comparing games	

## DATA COLLECTION SUMMARY SHEET

### Space for Active Learning (SAL)

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Actions and Concepts Demonstrated	If Observed ✓
Exploration: describe how:	
Manipulation (with hands and/or feet)	
Memory (recognizing objects)	
Object permanence	
Matching	
Comparison	
Cause and effect	
Choice making	
Means to an end	
Anticipation/Prediction	
Repetition	

Child's Spatial Awareness	If Observed ✓
Explores boundaries/borders (floor, up sides, ceiling)	
Knows where favorite items are (locating objects)	

Time In Space for Active Learning	Time of Day	Length of Time
Any pattern of when child is in the SAL and appears to be:		
Most active		
Least active		
Demonstrates:		
More enjoyment		
Most agitation		
More disinterest		
Comments:		

**Items child preferred (significantly above others):**

**Describe how the child demonstrates preferences besides frequency of contact:**

Facial Responses:

Body responses:

Vocal responses:

Other:

Position(s) of Child in SAL	If Observed ✓	Describe any differences in child's performance in these positions:
Lying on back		
Lying on side		
Sitting (unassisted)		
Sitting (assisted)		
Using wedge		
Other		

## DATA COLLECTION SUMMARY SHEET **SAMPLE**

**Student:** Sarah \_\_\_\_\_

**Date:** 5/9/09 \_\_\_\_\_

Actions and Concepts Demonstrated	If Observed ✓
Exploration	✓
Manipulation	
Repetition	✓
Memory (recognizing objects)	✓
Object permanence	
Matching	✓
Comparison	✓
Cause and effect	✓
Choice making	✓
Means to an end	
Anticipation	✓
Prediction	
Communication	

Child's Spatial Awareness		If Observed ✓
Explores boundaries/borders (floor, up sides, ceiling)		✓
Knows where favorite items are (locating objects)		✓
Time In Space for Active Learning	Time of Day	Length of Time
Any pattern of when child is in the SAL and appears to be:		
Most active	Afternoon	
Least active		
Demonstrates:		
More enjoyment		
Most agitation		
More disinterest		
Comments:		

**Items child preferred (significantly above others):**  
 Yellow pom pom, Jingle Bells

**Describe how the child demonstrates preferences besides frequency of contact:**

**Facial Responses:** smiles & even laughs along w/ body responses

**Body responses:** more tension in body

**Vocal responses:**

**Other:**

Position(s) of Child in SAL	If Observed ✓	Describe any differences in child's performance in these positions:
Lying on back	✓	Seems to use her vision more in sitting position- head turns more often toward items.
Lying on side		
Sitting (unassisted)		
Sitting (assisted)	✓	
Using wedge		
Other		