

Area 5

Sensory Input

A child discovers the world around them while attending to the sights, sounds, smells, taste, and textures that are everywhere. A child continually gives meaning to sensory perceptions and organizes new information with existing knowledge.

Visual Attention, Perception, and Memory

Visual input is received through large body movement as a newborn learns depth perception - how far, close, high, low – something is in space. Finer visual discrimination is developed as differences between colors, shapes, sizes, and symbols are detected. At the same time, figure-ground perception is evolving as a child identifies objects from cluttered backgrounds. These skills eventually lead to reading readiness for printed symbols.

Hearing Attention, Perception, and Memory

Hearing is present in the womb. A newborn is sensitive to pitch, length, and volume of sounds. By one year of age, a baby discriminates subtle differences in sound and recognizes many words. A child's hearing perception and processing are the first step in allowing meaning to develop from what is heard.

Suggested Items

- toys
- beads
- objects (different types/shapes)
- books

Similar items may be substituted.

Visual Attention, Perception, and Memory - Age Norms

Names a removed object when shown several familiar objects for a few seconds. . .

- 3.0 show 3 objects, remove 1 object, and ask the child which one is missing
- 4.6 show 4 objects, remove 1 object, and ask the child which one is missing

Tells whether 2 simple pictures are. . .

- 3.9 the same or different.

Recognizes simple repeating patterns. . .

- 3.9 matches a sequence or pattern of 3 to 6 shapes/beads
- 4.6 continues a pattern of shapes/beads in a sequence

Names or points to the missing part. . .

- 4.3 of a simple picture, such as a missing wheel on a car or a missing leg on a horse.

Recalls. . .

- 4.6 any 4 objects seen in a simple picture shown to the child for 4 seconds.

Hearing Attention, Perception, and Memory - Age Norms

Imitates several animal sounds. . .

2.3 arf, meow, moo, oink, baa, neigh

Repeats sentences accurately. . .

2.3 3 syllables: "Toys are fun."

2.6 4 syllables: "I want that ball."

3.0 5-6 syllables: "I am a big boy/girl now."

3.6 7-8 syllables: "I like peanut butter cookies."

4.6 10 syllables: "The black, furry cat ran through the backyard."

Identifies at least 3 objects by. . .

2.9 the sounds they make.

Follows related requests in correct order. . .

2.9 2-step commands

3.6 3-step commands

Repeats sequences of numbers. . .

2.9 2 digits: 4-7

4.0 4 digits: 2-7-6-10

3.6 3 digits: 3-8-5

5.0 5 digits: 3-1-8-6-9

Follows unrelated requests in correct order. . .

3.6 2-step commands

4.6 3-step commands

Understands complex directions. . .

4.3 Examples of directions: "*Point to the tall boy who is not running.*"
"*Point to the small dog with brown ears and spots.*"