

HAPPINESS OBSERVATION SHEET

This sheet will help you to identify how a learners shows happiness in different contexts. Use a different sheet for each context.

Name _____ Date _____

Contexts observed: _____

Physical clues

Head

Body

Face

Social, emotional and behavioural clues

Emotional clues

Communication clues

Behaviour clues

Sensory changes

Patterns of motivated learning

Concentration/attention

HAPPINESS AUDIT: SENSES

For each of my senses find out what I like best and how I show you this.

Name	Date
VISION - I like: 	VISION - I show you I like this by: 
HEARING - I like: 	HEARING - I show you I like this by: 
TOUCH - I like: 	TOUCH - I show you I like this by: 
VESTIBULAR AND PROPRIOCEPTION - I like	VESTIBULAR AND PROPRIOCEPTION - I show you I like this by:
SMELL - I like:	SMELL - I show you I like this by:
TASTE - I like:	TASTE - I show you I like this by:

HAPPINESS AUDIT: COMMUNICATION

Identifying my preferred communication techniques.



Name:

Date:

I show you I am happy by:

I show you I am unhappy by:

My preferred communication strategies are:

My preferred style of interaction is:



HAPPINESS AUDIT: ENVIRONMENT

Find out how I like my environment to be to make me happy.



Name:

Date:

In my immediate environment I like:

My preferred sensory input is:

My preferred learning strength is:

My preferred style of interaction is:

My preferred friends and adults:

My preferred grouping is:

My preferred materials and equipment are:

My preferred leisure activities are:

HAPPINESS OBSERVATION SHEET

This sheet will help you to identify how a learners shows happiness in different contexts. Use a different sheet for each context.

Name _____ Date _____

Contexts observed: Classroom, playground, atrium/assembly

Physical clues

Head Holds head towards direction of stimuli Rocks head from side to side.
Body Moves hands and arms Kicks legs
Face Smiles and vocalises

Social, emotional and behavioural clues

Emotional clues Makes gurgling noises
Lots of smooth movement
Appears calm and comfortable
Wants to be part of the action

Communication clues

Rolls head from side to side
Looks in the direction of the object, person, stimuli. Has vocalisation and gurgling noises

Behaviour clues

Makes eye contact when settled and shows interest
Responds to visual stimuli.

Sensory changes

Blocks environment, concentrates on own, spins around, makes repetitive sounds; wants to be squeezed.

Patterns of motivated learning

Responds positively to stimuli
Responds with smiles to praise and needs time to process/respond to the information/ stimuli

Concentration/attention

Maintain focus in stimuli
Responds to adult encouragement
Show pleasure in success

HAPPINESS AUDIT: SENSES

For each of my senses find out what I like best and how I show you this.

Name	Date
<p>VISION - I like: I like to look at: Shiny items Big pictures of Justin Beiber Big things that move and make a noise e.g. silver survival blanket, parachute, mobiles Coloured lights in the dark.</p>	<p>VISION - I show you I like this by: Smiling Looking at things for a prolonged time Reaching to touch/explore these things</p>
<p>HEARING - I like: pop music acoustic music- piano- classical, jazzy, gospel, NZ relatively quiet, no loud drumming, I love bells</p>	<p>HEARING - I show you I like this by Stilling Reducing my body movement Turning my head to the source of the sound</p>
<p>TOUCH - I like: Holding adult's hands, tapping fingers on fingers, squeezing hands, hugging, swaying together side to side , humming together 'rough and tumble' hugs</p>	<p>TOUCH - I show you I like this by: Smiling Trying to copy your actions Nudging your hands/arms to indicate 'more'</p>
<p>VESTIBULAR AND PROPRIOCEPTION - I like Swinging, twirling, rotating and rocking. I like to move.</p>	<p>VESTIBULAR AND PROPRIOCEPTION - I show you I like this by: Laughing/smiling Nudging your hands/arms to indicate 'more'</p>
<p>SMELL - I like: Food smells - spicy and savoury smells</p>	<p>SMELL - I show you I like this by: Sniffing Vocalising Turning my head to find the source of the smell</p>
<p>TASTE - I like: Soft foods - jelly, ice cream, soup, mashed potato, kumara Spicy foods - curry, hummus, spaghetti</p>	<p>TASTE - I show you I like this by: Smiling/vocalising Trying to put my hand on your hand/spoon. Licking my lips.</p>

HAPPINESS AUDIT: COMMUNICATION

Identifying my preferred communication techniques.



Name:

Date:

I show you I am happy by: Holding my head towards direction of stimuli and I rock my head from side to side. I moves hands and arms and like to kicks my legs when I am really happy. I will smile and vocalises with my happy sounds when I am happy.

I show you I am unhappy by: Lots of jerky movements and I will be real quiet. Sometimes I don't want to be part of the action, I just want to be left alone when I'm sad. I will not look at you when I'm unhappy! I will not be interested in any lights, sound or any interaction. So if this happens you may need to cheer me up!

My preferred communication strategies are: Movement and eye contact. I will move more when I'm happy and less when I'm sad. I will avoid eye contact with you when I don't want to communicate, because I'm sad.

My preferred style of interaction is: Physical I like holding adult's hands, and tapping fingers on fingers, squeezing hands and I like hugging when its appropriate. I love swaying together side to side to music and humming together. If I'm in the mood I love rough and tumble and pushing

HAPPINESS AUDIT: ENVIRONMENT

Find out how I like my environment to be to make me happy.



Name:

Date:

In my immediate environment I like: Familiar places , under cover , sofa, or the floor where I can lie down.

My preferred sensory input is: Hugs and hand, squeezes adult's hands, also talk to me. I like it if adult mirrors my actions. I also love gentle 'rough and tumble. I will make happy noises, humming, 'singing', smiling, giggling.

My preferred learning strength is: Movement. I need to move to be aware, and you will need to touch me to get me to be aware of you. I love looking at things but not too bright.

My preferred style of interaction is: Gentle but determined and persistent, give me plenty of processing time, motivating activities (prospect of food, swing, music) - using all areas/ levels of classroom (work station, kitchen, floor).

My preferred friends and adults: Sousa - teacher aide and Jason - classmate. I love my Mum most of all.

My preferred grouping is: 1:1, no distractions or abrupt movement Sometimes in a small group if it is a quiet activity.

My preferred materials and equipment are: Water, food, food aromas, parachute, swing, lunch box, water walking belt, sofa and a spray can.

My preferred leisure activities are: Lying on the floor or sofa. Listening to quiet music. Swinging in the hammock Flicking my favourite mobile.

How to complete a Happiness Audit

BEFORE YOU START:

So you might be thinking 'Why do I need a Happiness Audit?'

A Happiness Audit will enable you to identify what engages the learner in a meaningful and motivating manner; that is, what the learner likes, or what makes them happy.

The Happiness Audit is a simple and collaborative tool to gather information on a learners preferred sensory learning needs and interests.

Key people involved with the learner should contribute to the Happiness Audit in a variety of different contexts i.e. at school, home, in the park/playground and in the multi sensory room.

This will give a broad picture of how the learner shows happiness across a range of different environments and experiences and with a variety of different people by describing observable behaviours and clues.

LET'S GET STARTED!

Part One: The Observation Sheet.

Each key person should complete the Observation Sheet, identifying the context in which the learner was observed.

It focuses on identifying:

- Physical responses
- Emotional responses
- Communication cues
- Behavioural responses
- Responses to sensory changes
- Periods of concentration
- Patterns of motivated learning

What communication behaviours did the learner use to show enjoyment and happiness?

In each section record what you saw during the activity.

Part Two: The Happiness Audit.

There are three parts to the Happiness Audit - senses, communication and environment.

The information from the Observation Sheets should be transferred to the relevant section of the Happiness Audit.

Now you have a document that shares what the learner enjoys doing and how they show their happiness.

This should be updated at regular intervals.

