

Finding the Student's Likes and Dislikes

Getting Started:

Ask family members (including siblings) what the student does at home.

How do they interact with household objects, siblings, pets, grandparents, friends? What do they spend time doing alone?

Just as important, what objects or activities do they dislike?

List the people, activities or objects on a [“Likes/Dislikes” form](#) to make sure you've asked about a variety of categories (not just foods or toys, for example).

Think about how to use the student's preferences in his daily schedule and routines. (Don't forget to build in some fun, too. Children who are deafblind need down time!)

If the student only likes toys with a certain quality, introduce one new thing. For example, if the child only likes soft cloth diapers, sew a jingle bell on one for the student to discover. (See video discussing this idea)

Use likes and dislikes for matching or sorting. Example: place three stuffed animals (student's like) in a box. Add a metal bowl (student's dislike). The student can take out the stuffed animals and leave the bowl. This is also a great way to start conversations. Start using the phrase with the student, “You like _____,” or, “You don't like _____.”

Share other people's, including your own likes and dislikes throughout the day at that teachable moment.

If the student enjoys a certain action such as bouncing or jumping, consider how that movement can be used to work toward accomplishing an objective such as counting: 1, 2, 3.