

Happiness Audit

Name:

Insert photo

The second stage of the Sensory Learning Toolkit is the need to identify what **engages** the learner in a meaningful and motivating manner; that is, what the student likes, or what makes them happy. The Happiness Audit is a simple and collaborative tool to gather information on a student's preferred sensory learning needs and interests



HAPPINESS AUDIT



How to do a Happiness Audit

1. Before you start read the article, 'Assessing Happiness for Very Special Learners, Flo Longhorn (2007). This will provide an overview of the framework and have examples of completed audit sheets. See Appendix 5.
2. Make sure you are familiar with the process and content headings.
3. For the initial assessment focus on one student at a time e.g. one student per week.
4. Practitioners/parents/caregivers collaboratively complete the Happiness Audit through observation against the areas listed, providing a clear 'picture' of what motivates and engages a learner.
5. Make it accessible to all involved. For example:
 - enlarge it to A3 and display it on the classroom wall making it more accessible for people to record observations.
 - Create a book for each student and make accessible to all staff.
6. Using the Observation Sheet conduct the initial observations in three different contexts (for example: classroom, home, therapy session, playground) and over a designated time (e.g. one week).
7. Transfer the relevant data from the Observation Sheet onto the Sensory Happiness Profile under **the three headings: 'My Senses', 'My Communication' and 'My Environment'. I think this should only be the latter 2 sections.**
8. Focus on the section 'My Senses'. Provide the student with familiar and new sensory stimuli and experiences. Record under the appropriate headings.
9. Continue to add to the sections, My Communication and My Environment.
10. Analyse and use this data to inform your assessment using Quest for Learning, goal setting and planning for the student.

Once the initial Happiness Observation and Audit has been completed, ensure observations are ongoing.

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Part 1: The Observation Sheet

Firstly, the Observation Sheet will assist in assessing the happiness of the learner in different contexts.

It focuses on identifying:

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

in the contexts observed.

It assists practitioners to identify **when** the learner is happy

and **how** they show this. These observations need to be

ongoing to reflect changes in a student's response in

different contexts/learning environments.

See completed example attached.

| HAPPINESS OBSERVATION SHEET | |
|--------------------------------|--------------------|
| Name: | Date: |
| Contexts observed: | Observed examples: |
| Physical cues Head: | |
| Body: | |
| Face: | |
| Emotional cues | |
| Communication cues | |
| Behavioural cues | |
| Sensory changes | |
| Patterns of motivated learning | |
| Concentration/attention | |

Observation Sheet

“ There was an increase in happiness when a person was given a preferred sensory stimulus. ”

Green et al (1996)

HAPPINESS AUDIT



Use a separate sheet for each learning environment observed.

| The Observation Sheet | |
|--|-----------------------|
| Name: | |
| WHEN the student is happy | |
| Dates: | Learning Environment: |
| HOW the student responds | |
| Physical clues | |
| Head  | |
| Face  | |
| Body  | |
| Emotional clues  | |
| Communication clues  | |
| Behaviour clues  | |
| Sensory changes  | |
| Attention  | |
| Patterns of motivated learning  | |
| Other clues  | |

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Part 2: The Sensory Happiness Profile

The Sensory Profile has three components:

1. My Senses – preferred sensory stimuli
2. Preferred Communication Styles and types of Interaction
3. Preferred environmental conditions

Part 1: My Senses: Assessing Sensory Happiness

This is a simple checklist to gather information on students' preferred sensory stimuli as part of their regular programme; that is, what makes them happy! It focuses on the following senses:

- **Visual**
- **Tactile**
- **Auditory**
- **Smell**
- **Taste**
- **Proprioceptive and vestibular (movement and balance)**

Practitioners need to be vigilant in offering the students new and well as existing sensory stimuli. See completed example attached.

Part 2: My Communication: Preferred Communication Styles

Each student is uniquely different in their communication and interaction. This section provides a framework for gathering information on a students' preferred:

- **communication**
- **styles of interaction**

Part 3: My Environment: Assessing the environment to encourage optimum happiness and access to learning.

This section encourages practitioners to focus on highlighting the optimum environmental conditions a learner is happy and most at ease in. It includes information on a students' preferred:

- immediate environment
- sensory input
- materials and equipment
- teaching styles
- friends and adults
- grouping
- leisure activities

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My Senses

Name:

Date commenced:

VISION

Things I like to **look** at:

TOUCH

Things I like to **touch**:

Touch I like from other people:

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SOUNDS

Sounds I like to **listen** to :

SMELL

Things I like to **smell**:

TASTE

Things I like to **taste**:

PROPRIOCEPTIVE AND VESTIBULAR (movement and balance)

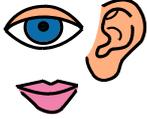
Movements that I enjoy:

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Part 2: My Communication

Assessing the learners' preferred communication styles

| | |
|--|--|
| My preferred style of communication is:  | |
| My preferred style of interaction is:  | |

My Environment

Assessing the learners' environments to encourage optimum happiness

| | |
|--|--|
| In my immediate environment I like:  | |
| My preferred sensory input is:  | |
| My preferred teaching style is:  | |
| My preferred friends and adults:  | |
| My preferred grouping is:  | |
| My preferred materials and equipment are:  | |
| My preferred leisure activities are:  | |

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Notes:

