

Table 2: Elements changed or adapted in extended cooking massage story

Pre-existing element	Element adapted, changed or added	Purpose
Communication		
Cooking items explored singly.	Cooking items offered two at a time.	To encourage choice/rejection, establish verbal recognition
Each item offered by name	Items offered by semantic grouping e.g. food	Build semantic recognition
Body signs used: <i>more</i> and <i>finish</i>	Group of items introduced by body sign e.g. cooking	Introduce new signs
Body signs used: <i>more</i> and <i>finish</i>	Directional body signing	To aid choice and develop vocabulary
Physical		
Items offered singly	Items offered two at a time	Encourage reaching out for items - active exploration rather than passive acceptance
Items offered singly	Items offered grouped in clearly defined search areas e.g. on a plate, in a box	To delineate search areas, to increase the amount of time engaged tacitly, to encourage focused exploration that yielded tactile recognition, build problem solving skills
Items offered sequentially	All items offered	Encourage scanning, reaching and location of object, develop problem solving skills
Social development		
Choice of one item	Choice of two or multiple items	Give greater control over experience, show preference, develop problem solving skills
Passive massage	Opportunities for active tactile experience	Build tactile confidence
1-1 experience	Solo opportunities	Build play skills and independence, develop problem solving skills
Turn taking/ giving attention to another person	Controlling and accepting turns/ Extended attention/ shared attention as activities	Building understanding of <i>more</i> and <i>finish</i> as concepts, accepting <i>more</i> and <i>finish</i> when contrary to preferred choice, recognition of fun another person might provide, gaining another person's attention when they were more passive