Progression of Early Tactual Learning: Tactile Profile

General Information:

- This document should be used to help develop a "Tactile Profile" for students with visual impairment who
    - are chronologically and/or developmentally functioning between the ages of birth to 5 years old; and/or
    - have struggled with the acquisition of tactile skills/have not made expected progress; and/or
    - may be considered "non-traditional tactile learners" or "non-readers".
- This is an observational checklist to assist in determining the need for additional evaluation and instruction in specific skill areas.
- Many existing evaluation tools do not address the components of tactile learning in small enough increments that are both observable and measurable, especially for students with multiple disabilities.
- Since skills are interrelated, a student's overall cognitive, emotional, and physical development may have a significant impact on how and why a student uses their hands.
- This profile is not the sole source for determining a student's strengths and needs in relation to tactile development.
- The profile should be used in conjunction with the evaluation chart and instructional resources chart to determine instructional strategies.
- To gain the most accurate information, it is important that multiple evaluators (TVI, COMS, other staff, family members, etc.) collaborate to observe the student in a variety of settings. Ongoing observations will help identify whether the student consistently demonstrates a skill.
- Tactile skills development:
    - is dependent on the development of both gross and fine motor skills. Gross motor skills (large muscles) develop first and provide the foundation for fine motor (small muscle) development and refined tactile skills.
    - is generally acquired in a sequence from gross to fine motor, concrete to abstract, and awareness/attention to understanding, creating a broad range of tactile skills at each level before moving on to the next level.
    - should be combined with concept development and language acquisition in order to develop skills for literacy.

  Note: For more information on the development of tactile skills, see the excerpt from *Nemeth At A Glance* (TSBVI 2017), in the Additional Resources Packet.
- This instrument includes:

- A “Questions” checklist that provides a short description of each important tactile skill, an “Answer” column and a column for taking notes.
- An “Evaluation & Information Gathering” chart that includes sources for student information and suggested evaluation tools that will assist in answering each question.
- An “Instructional Resources” chart that provides sources for general information, suggested activities, and guidance for creating appropriate activities.
- An “Additional Resources” packet.

Progression of Early Tactual Learning:
Tactile Profile/Questions Chart

How to Score the Questions Checklist:

- It is important to complete the entire checklist because:
  - acquisition of tactile skills does not always occur at the same time or in the same sequence for all children.
  - a student may not follow the typical developmental sequence, causing gaps/holes in understanding (splinter skills) and problems with the acquisition of subsequent tactile skills.
  - splinter skills do not give a good representation of the overall abilities of the student.
- After completing the entire checklist, review your responses and take the following actions:
  - if the answer is “yes”, the skill is generalized and the student can do it in any environment without prompting
  - if the answer is “no”, refer to the corresponding question in the Instructional Resources document for strategies to teach the skill
  - if the answer is “don’t know”, refer to the corresponding question in the Evaluation and Information Gathering document for further evaluation

	Question	Answer	Notes
1	Are there any **medical conditions** that might impact the child’s tactile senses? (e.g., diabetes, seizure disorders, cerebral palsy, neuropathy)	Yes No Don’t Know	
2	Is the child taking any **medications** that could impact the sense of touch?	Yes No Don’t Know	
3	Is there any information that might indicate the	Yes	

	child has experienced **highly aversive touch**? (e.g., prematurity, extended hospitalizations, abuse, neglect, use of hand-over-hand technique, *developmental trauma) *This can occur due to isolation associated with a lack of access to sensory information, an isolated environment, or a caregiver's lack of understanding of the sensory impairment.	No Don't Know	
4	Is there any indication of **sensory integration** issues? (e.g., need for excessive movement: spinning, rocking, flapping; need for pressure: wedges fingers under heavy objects, needs a lot of roughhousing/hugging; doesn't move enough: passive, sleepy; over-reactive to touch: startle or withdrawal response; over-reactive to movement: cries or vomits when moved suddenly, fearful of moving through space; inability to use senses simultaneously: can't look and touch or look and listen or listen and touch at the same time)	Yes No Don't Know	
5	Does the child primarily exhibit **reflexive motor responses**? (e.g. sucking reflex, neck righting reaction, reflexive palmar grasp, walking/stepping reflex, ATNR, STNR, protective extension reaction)	Yes No Don't Know	
6	Does the child have **positive emotional responses** to touch? (e.g., calms when held or petted, coos or snuggles when held)	Yes No Don't Know	
7	Does the child exhibit **intentional motor responses**? (e.g., patting or reaching towards something, batting, swiping, grasping, rolling toward).	Yes No Don't Know	

8	Does the child use hands to **explore his own body**?	Yes No Don't Know	
9	Does the child use **hands to explore objects that are in contact with her/his body**? (e.g., clothing, bedding, toys, pets, food items)	Yes No Don't Know	
10	Does the child use **other body parts to explore objects that are in contact with her/his body**? (e.g., feet, cheek, mouth, elbow)	Yes No Don't Know	
11	Does the child bring **hands/objects to her/his mouth**?	Yes No Don't Know	
12	Does the child bring her or his hands together? (It is important to encourage the child to develop the use of both hands, even when the child tends to neglect using one hand.)	Yes No Don't Know	
13	Does the child **intentionally** use touch to make **contact with others**? (e.g., kicking, grabbing fingers, leaning against, reaching towards, hitting, biting, banging on, patting, pulling on someone else's clothes or hair)	Yes No Don't Know	
14	Does the child use hands to sustain physical contact with others (as opposed to moving away or becoming extremely passive)?	Yes No Don't Know	
15	Does the child use hands to engage in **student-**	Yes	

	led mutual tactual exploration with an adult? (i.e., shared attention)	No Don't Know	
16	Does the child engage in **teacher-led** mutual tactual exploration with objects and/or actions? (e.g., shadowing, finger plays, riding, modeling, hand-under-hand)	Yes No Don't Know	
17	Does the child **intentionally** use touch to make contact with objects? (Kicking, reaching toward, batting, swiping)	Yes No Don't Know	
18	Does the child intentionally grasp and release objects, using palmar grasp or thumb and fingers?	Yes No Don't Know	
19	Does the child use **entire hand** in a variety of ways to engage in gross tactile exploration of objects? (e.g., squeezing, banging, holding, rubbing, lifting, turning, scratching, tangling fingers, transfering objects from hand to hand).	Yes No Don't Know	
20	Does the child use **hands (one or both)** for refined tactile exploration to obtain information about texture, hardness, temperature, shape, size, volume, and weight of larger objects by performing all of the following actions? ● Lateral Motion (rubbing across surface): Texture ● Pressure (pressing, squeezing, poking): Hardness ● Static Contact (hands resting on surface):Temperature ● Enclosure (holding/grasping): Shape/size/volume	Yes No Don't Know	

	• Unsupported holding (holding in hand): Weight • Contour following (tracing contours): Global & exact shape (Adapted from Sidebar 5.3, p. 127 in ECC Essentials and McLinden, Chapter 4, p 58-59)		
21	Does the student show spatial awareness by using their hands in a systematic, organized way to locate objects in customary locations to place objects in specific locations (tactile search patterns).	Yes No Don't Know	
22	Does the child use **fingers** for intentional, systematic tactile exploration to obtain information about texture, hardness, temperature, shape, size, volume, and weight of smaller objects by performing all of the following actions? • Lateral Motion (rubbing across surface): Texture • Pressure (pressing, squeezing, poking): Hardness • Static Contact (fingers resting on surface):Temperature • Enclosure (holding/grasping): Shape/size/volume • Unsupported holding (holding with fingers): Weight • Contour following (tracing contours, putting fingers into holes): Global & exact shape (Adapted from Sidebar 5.3, p. 127 in *ECC Essentials*, & *Learning Through Touch*, McLinden, Chapter 4, p 58-59)	Yes No Don't Know	

23	Is the child beginning to make comparisons by noticing/responding to differences **in tactile qualities** of objects such as texture, shape, temperature, and size by pausing, labeling, moving back and forth between, etc.?	Yes No Don't Know	
24	Does the child show recognition of objects, based on their tactile qualities, by using them in a routine or functional manner? (e.g., put toothbrush in mouth, use cup for drinking, sit on chair).	Yes No Don't Know	
25	Can the child tactually recognize an unfamiliar object that is similar to a known object within an established meaning category? For example, does the child understand, through tactile exploration, that an unfamiliar cup can be used in the same way as a familiar cup? (Cup-ness)	Yes No Don't Know	
26	Shows recognition of the labels/names of familiar objects by tactually finding the requested object amongst a group of 3-4 objects.	Yes No Don't Know	
27	Does the child use fingers individually to determine information about the salient tactile features of three dimensional materials. (Eg. finding the handle on a cup, finding a small button on a device, toy, or keyboard, put small objects into small containers).	Yes No Don't Know	
28	Does the student have the finger strength and pincer grasp to manipulate and move objects that give some resistance? (e.g., turning a dial, pushing buttons, taking lids off, squeeze toothpaste, pulling zippers,	Yes No Don't Know	

	snapping and unsnapping, etc.)		
29	Does the student independently (without prompting) initiate tactile exploration of the environment? (this skill is a demonstration of the child's self-motivation & tactile curiosity).	Yes No Don't Know	
30	Does the child **independently** perform **complex motor planning** tasks during functional activities or play (e.g., putting pop beads together, stacking, stringing beads, sorting, putting objects in a container, nesting toys). Note: **Taking apart** and **taking out** typically occur before **putting together** and **putting in**.	Yes No Don't Know	
31	Does the student show recognition of a variety of objects, textures, symbols, etc. that represent familiar activities and concepts?		
32	Does the student show recognition of tactual representations of words and letters? Note: acquisition and generalization of this skill is a bridge to braille literacy and indicates readiness for pre-braille instruction.		

Next Steps: once it is determined by this Tactile Profile that the student is ready for pre-braille instruction, these resources may be helpful: ● *EVALS*: Beginning Concepts; Pre-Braille Checklists ● *Oregon Project*: Cognitive Skills (PreReading Section) and Compensatory Skills (Braille Readiness Section) ● *Braille Fundamentals:* Tracking Practice in Appendix ● *Mangold Program* ● *ABLS (Assessing Braille Literacy Skills)* ● *Perkins Activity & Resource Guide:* Functional Academics, Reading ● Center for Early Literacy Learning (www.earlyliteracylearning.org)	

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Progression of Early Tactual Learning:
Evaluation Resources Chart

How to Use the Evaluation Resources Chart:

- After completing the entire checklist, review your responses and for any in which the answer is "don't know", refer to the corresponding question on this chart to find resources for further evaluation.

	Question	Evaluation & Information Gathering
1	Are there any **medical conditions** that might impact the child's tactile senses? (e.g., diabetes, seizure disorders, cerebral palsy, neuropathy)	● Consult with parents ● Review medical records ● Individual Sensory Learning Profile Interview (Anthony) https://vision.alberta.ca/media/99875/sensory%20profile.pdf
2	Is the child taking any **medications** that could impact the sense of touch?	● Consult with parents ● Review medical records ● Individual Sensory Learning Profile Interview (Anthony) https://vision.alberta.ca/media/99875/sensory%20profile.pdf
3	Is there any information that might indicate the child has experienced **highly aversive touch**? (e.g., prematurity, extended hospitalizations, abuse, neglect, use of hand-over-hand technique, *developmental trauma) *This can occur due to isolation associated with a lack of access to sensory information, an isolated environment, or a caregiver's lack of understanding of the sensory impairment.	● Consult with parents ● Review medical records ● *INSITE Developmental Checklist:* Taction - Responses to Touch and Handling, 0-3 months ● *Tactile Strategies* (Chen & Downing), Chapter 3: Family Interview, p. 48-54 ● Individual Sensory Learning Profile Interview (Anthony) https://vision.alberta.ca/media/99875/sensory%20profile.pdf ● *Functional Scheme* (Nielsen). Checklist for Developmentally Impeding Function, pp. 213-214 ● *Ready Bodies, Learning Minds: Cultivating the Complete Child,* 3rd edition (Oden), pp. 47-48 (short checklist) http://www.readybodies.com/product-

		category/rblm-books/ ● *Ready Bodies, Learning Minds,* 2nd edition (Oden), Chapter 3, pp.41-49
4	Is there any indication of **sensory integration** issues? (e.g., need for excessive movement: spinning, rocking, flapping; need for pressure: wedges fingers under heavy objects, needs a lot of roughhousing/hugging; doesn't move enough: passive, sleepy; over-reactive to touch: startle or withdrawal response; over-reactive to movement: cries or vomits when moved suddenly, fearful of moving through space; inability to use senses simultaneously: can't look and touch or look and listen or listen and touch at the same time)	● Consult with parents ● Consult with OT ● Sensational Brain (free checklists) https://sensationalbrain.com/ ● *Ready Bodies, Learning Minds: Cultivating the Complete Child,* 3rd edition (Oden), pp. 47-48 (short checklist) http://www.readybodies.com/product-category/rblm-books/ ● *Ready Bodies, Learning Minds,* 2nd edition (Oden), Chapters 3-5 ● *Perkins Activity and Resource Guide:* Chapter 8: Sensory Integration - Developmental Screening Checklist: Sensory Integration, 8-53 through 8-57 ● *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), p. 376
5	Does the child primarily exhibit **reflexive motor responses**? (e.g. sucking reflex, neck righting reaction, reflexive palmar grasp, walking/stepping reflex, ATNR, STNR, protective extension reaction)	● Consult with OT & PT ● *Texas 2 STEPS Evaluation:* Reflexes, pp. 9-10 ● *INSITE Developmental Checklist:* Gross Motor - General Posture and Movements, 0-5 months. Fine Motor - Prehension, 0-2 ● *Functional Scheme* (Nielsen). Checklists for Fine Motor, Gross Motor, Haptic-Tactile, & Mouth Movement, 0-12 months ● *Perkins Activity and Resource Guide:* Chapter 3 Motor Development; Gross and Fine Motor Skills - Developmental Reflex Test, 3-17 ● *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) ● *Ready Bodies, Learning Minds: Cultivating the Complete Child,* 3rd edition (Oden), pp. 47-48 (short checklist) http://www.readybodies.com/product-category/rblm-books/ ● *Ready Bodies, Learning Minds,* 2nd edition (Oden), Chapter 2: Reflexive Patterns, pp. 13-39 ● *Communication Matrix*, (Rowland)
6	Does the child have **positive emotional responses** to touch? (e.g., calms when held or	● *INSITE Developmental Checklist:* Taction - Responses to Touch and Handling, 0-9 months; Social-Emotional - Interactions with Persons, 0-12

	petted, coos or snuggles when held)	months ● *Functional Scheme* (Nielsen). Checklists for Emotional Perception & Social Perception, 0-9 months ● *Oregon Project:* Cognitive Section, Birth-1 year; Social Section, Birth-1 year & 1-2 years; Compensatory - Birth - 1 year & 1-2 years ● *Tactile Strategies* (Chen & Downing), Chapter 3: Family Interview, p. 48-54; ● *Communication Matrix*, (Rowland) ● *O&M Assessment: Early Years of Birth through 3 Years, (*Anthony) - Tactile Development ● *Carolina Curriculum for Infants and Toddlers:* Personal-Social - Self-Regulation and Responsibility; Interpersonal Skills ● *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) ● *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. Functional Communication Screening Checklist, Body-Based Communication (Expressive), p. 126.
7	Does the child exhibit **intentional motor responses**? (e.g., patting or reaching towards something, batting, swiping, grasping, rolling toward).	● *Texas 2 STEPS Evaluation*: Rolling, pp. 23-24; Reaching, pp. 27-28; Grasping, p. 31 ● *Functional Scheme* (Nielsen). Checklists for Spatial Perception & Fine Motor, 0-12 months ● *INSITE Developmental Checklist:* Fine Motor, Reach & Grasp, 0-6 months; Taction - Exploration/Manipulation, 0-12 months ● *Oregon Project:* Fine Motor, Gross Motor & Cognitive Sections, Birth-1 year ● *O&M Assessment: Early Years of Birth through 3 Years, (*Anthony) - Tactile Development ● *Perkins Activity and Resource Guide:* Chapter 3 Motor Development; Gross and Fine Motor Skills - Developmental Screening Checklists, Gross Motor, 3-64; Fine Motor, 3-67 ● *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) ● *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition, Assessing Interaction With Objects, pp 145-153. ● *Communication Matrix*, (Rowland)

8	Does the child use hands to **explore his own body**?	• *O&M Assessment: Early Years of Birth through 3 years*, (Anthony) - Tactile Development • *Functional Scheme* (Nielsen). Checklists for Object Perception, 0-6 months; Haptic-Tactile Perception, 0-12 months; Perception Through Play & Activity, 0-12 months • *Texas 2 STEPS Evaluation:* Body Awareness, pp.75-76 • *INSITE Developmental Checklist*: Taction - Exploration/Manipulation, 0-12 months • *Oregon Project:* Cognitive Section, Birth-1 year • *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith)
9	Does the child use **hands to explore objects that are in contact with her/his body**? (e.g., clothing, bedding, toys, pets, food items)	• *Functional Scheme* (Nielsen). Checklists for Object Perception 0-6 months; Haptic-Tactile Perception, 0-12 months; Perception Through Play & Activity, 0-12 months • *INSITE Developmental Checklist*: Taction - Exploration/Manipulation, 3-6 months, 6-9 months; Receptive Communication, 0-1 month • *Oregon Project:* Cognitive, Fine Motor & Compensatory Sections, Birth-1 year • *Texas 2 STEPS Evaluation:* Body Awareness, pp.75-76 • *Tactile Strategies* (Chen & Downing), Chapter 3: Family Interview, p. 48-54; Observation of Use and Responses to Tactile Information, p. 56 • *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Cognitive Development Charts: Spatial Relations, pp. 131-133. • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition, Assessing Interaction With Objects, pp 145-153.
10	Does the child use **other body parts to explore objects that are in contact with**	• *Functional Scheme* (Nielsen). Checklists for Gross Movement, Spatial Perception, Haptic Tactile Perception & Perception Through Play & Activity,

	her/his body? (e.g., feet, cheek, mouth, elbow)	0-12 months ● *Oregon Project:* Cognitive & Compensatory Sections, Birth-1 year (mouth) ● *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ●
11	Does the child bring **hands/objects to her/his mouth**?	● *Functional Scheme* (Nielsen). Checklists for Fine Movement 0-3 months, Perception through Play and Activity, 0-6 months ● *INSITE Developmental Checklis*t: Taction - Exploration/Manipulation, 0-3 months & 3-6 months ● *O&M Assessment: Early Years of Birth through 3 years*, (Anthony) - Tactile Development ● *Oregon Project:* Cognitive, Fine Motor & Compensatory Sections, Birth-1 year ● *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Fine Motor Development Charts: Exploration, pp. 163-165 ● *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition, Assessing Interaction With Objects, pp 145-153.
12	Does the child bring her or his hands together? (It is important to encourage the child to develop the use of both hands, even when the child tends to neglect using one hand.)	● *Functional Scheme* (Nielsen). Checklists for Fine Movement 0-6 months ● *Texas 2 STEPS Evaluation:* Orientation Section - Body Awareness, 2.1; Mobility Section - Trunk Arm & Leg Control, 2.4 ● *INSITE Developmental Checklis*t: Gross Motor - Posture on Back, 3-6 months

		• *Oregon Project:* Fine Motor Section, Birth-1 year & 1-2 years • *Carolina Curriculum for Infants and Toddlers:* Fine Motor - Bilateral Skills • *Ready Bodies, Learning Minds: Cultivating the Complete Child,* 3rd edition (Oden), pp. 41-43 http://www.readybodies.com/product-category/rblm-books • *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills (4 months), 3-67 & 3-68 • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Cognitive Development Charts: Spatial Relations, pp. 131-133. • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Fine Motor Development Charts: Exploration, pp. 163-165 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition, Assessing Interaction With Objects, pp 145-153
13	Does the child **intentionally** use touch to make **contact with others**? (e.g., kicking, grabbing fingers, leaning against, reaching towards, hitting, biting, banging on, patting, pulling on someone else's clothes or hair)	• *Functional Scheme* (Nielsen). Checklists for Emotional Perception, 6-15 months; Social Perception, 6-18 months • *Oregon Project*: Social Section, Birth-1 year & 1-2 years • *Texas 2 STEPS Evaluation:* Orientation Section - Body Awareness, 2.5 • *INSITE Developmental Checklis*t: Social-Emotional - Interactions with Persons, 6-8 months • *Tactile Strategies* (Chen & Downing), Chapter 3: Family Interview, p. 48-54 • *Communication Matrix*, (Rowland) • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. • *Developmental Guidelines for Infants with Visual Impairments: A*

		Guidebook for Early Intervention, 2nd edition. Fine Motor Development Charts: Exploration, pp. 163-165
14	Does the child use hands to sustain physical contact with others (as opposed to moving away or becoming extremely passive)?	• *Oregon Project:* Social Section, Birth-1 year & 1-2 years • *Functional Scheme* (Nielsen). Checklists for Emotional Perception, 0-30 months; Social Perception, 3-18 months • *INSITE Developmental Checklis*t: Taction - Responses to Touch & Handling, Birth to 15 months; Social-emotional - Social Play, 6-18 months. • *Tactile Strategies* (Chen & Downing), Chapter 3: Family Interview, p. 48-54, Observation of Use and Responses to Tactile Information, p. 56 • *O&M Assessment: Early Years of Birth through 3 years*, (Anthony) - Body Image/Awareness of Other's Bodies • *Communication Matrix*, (Rowland) • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. Functional Communication Screening Checklist, Concrete Communication pp. 127-129.
15	Does the child use hands to engage in **student-led** mutual tactual exploration with an adult? (i.e., shared attention)	• *Functional Scheme* (Nielsen). Checklists for Emotional Perception, 6-15 months; Social Perception, 6-18 months • *Tactile Strategies* (Chen & Downing), Chapter 3: Family Interview, p. 48-54, Observation of Use and Responses to Tactile Information, p. 56 • *Communication Matrix*, (Rowland) • *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapter 2: Assessment, Appendix p. 53 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. Functional Communication Screening Checklist, Concrete Communication pp. 127-129.
16	Does the child engage in **teacher-led** mutual tactual exploration with objects and/or actions? (e.g., shadowing, finger plays, riding, modeling, hand-under-hand)	• *Functional Scheme* (Nielsen). Checklists for Emotional Perception, 6-15 months; Social Perception, 12-18 months • *Tactile Strategies* (Chen & Downing), Chapter 3: Family Interview, p. 48-54; Observation of Use and Responses to Tactile Information, p. 56 • *Communication Matrix*, (Rowland)

		• *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapter 2: Assessment, Appendix p. 53 • *Oregon Project:* Fine Motor Section, Birth-1 year, 1-2 years & 2-3 years; Cognitive Section, Birth-1 year; Social Section, 1-2 years (fingerplays) • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Fine Motor Development Charts: Exploration, pp. 163-165 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. Functional Communication Screening Checklist, Concrete Communication pp. 127-129.
17	Does the child **intentionally** use touch to make contact with objects? (Kicking, reaching toward, batting, swiping)	• *Functional Scheme* (Nielsen). Checklists for Fine Movement, Object Perception, Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception, 0-6 months • *INSITE Developmental Checklist:* Taction - Exporation/Manipulation, 3-9 months • *Oregon Project:* Compensatory, Fine Motor & Cognitive Sections, Birth-1 year • *Texas 2 STEPS Evaluation:* Mobility Section - Reaching 4.1-4.8 • *Tactile Strategies* (Chen & Downing), Chapter 3: Family Interview, p. 48-54; Observation of Use and Responses to Tactile Information, p. 56 • *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapter 2: Assessment, Appendix p. 53 • *Carolina Curriculum for Infants and Toddlers:* Fine Motor - Grasp and Manipulation • *Communication Matrix*, (Rowland) • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. • *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Sand Schweigert), I,AB • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition, Assessing Interaction With Objects, pp 145-153.

18	Does the child intentionally grasp and release objects, using palmar grasp or thumb and fingers?	• *Functional Scheme* (Nielsen). Checklists for Fine Movement 0-6 months, Object Perception 0-9 months, Spatial Perception 0-6 months, Perception through Play and Activity, 0-6 months, & Haptic-Tactile Perception, 0-12 months • *Texas 2 STEPS Evaluation:* Mobility section - Grasping 5.1-5.4 • *Oregon Project*: Fine Motor Section, Birth-1 year, 1-2 years & 2-3 years • *INSITE Developmental Checklist:* Fine Motor, Grasp & Release, 0-12 months • *O&M Assessment: Early Years of Birth through 3 years*, (Anthony) - Fine Motor/Upper Extremity Strength • *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills, 3-67 • *Carolina Curriculum for Infants and Toddlers:* Fine Motor - Grasp and Manipulation • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 • *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), I, CDEHI • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Fine Motor Development Charts: Prehension, pp. 161-162 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition, Assessing Interaction With Objects, pp 145-153.
19	Does the child use **entire hand** in a variety of ways to engage in gross tactile exploration of objects? (e.g., squeezing, banging, holding, rubbing, lifting, turning, scratching, tangling fingers, transfering objects from hand to hand).	• *Functional Scheme* (Nielsen). Checklists for Fine Movement, Object Perception, Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception, 0-12 months • *INSITE Developmental Checklist:* Fine Motor - Manipulation & Coordination, 0-12 months; Taction - Exploration & Manipulation, 3-9 months, Cognition - Object Exploration, 4-9 months. • *O&M Assessment: Early Years of Birth through 3 years*, (Anthony) - Cause and Effect/ Means End

		• *Oregon Project*: Fine Motor Section, 1-2 years, 2-3 years, 3-4 years & 4-5 years • *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills, 3-67 • *Carolina Curriculum for Infants and Toddlers:* Fine Motor - Grasp & Manipulation; Bilateral Skills; Tool Use • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p.485 • *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), I,FG • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Fine Motor Development Charts: Exploration, pp. 163-165 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition, Assessing Interaction With Objects, pp 145-153.
20	Does the child use **hands (one or both)** for refined tactile exploration to obtain information about texture, hardness, temperature, shape, size, volume, and weight of larger objects by performing all of the following actions? • Lateral Motion (rubbing across surface): Texture • Pressure (pressing, squeezing, poking): Hardness • Static Contact (hands resting on surface):Temperature • Enclosure (holding/grasping): Shape/size/volume • Unsupported holding (holding in hand): Weight • Contour following (tracing contours): Global & exact shape (Adapted from Sidebar 5.3, p. 127 in ECC Essentials and McLinden, Chapter 4, p 58-59)	• *Functional Scheme* (Nielsen). Checklists for Fine Movement, Object Perception, Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception 6-24 months • *O&M Assessment: Early Years of Birth through 3 years*, (Anthony) - Concepts Related to Properties of Objects and the Environment • *INSITE Developmental Checklist:* Fine Motor - Manipulation & Coordination, 9-24 months; Taction - Identification, 6-24 months; Cognition - Object Exploration, 4-24 months • *Oregon Project*: Fine Motor Section, 1-2 years; Compensatory Section, 1-2 years, 2-3 years, 3-4 years & 4-5 years • *Using Exploratory Procedures to Build Tactile Skills (*Millie Smith) *https://www.pathstoliteracy.org/strategies/using-exploratory-procedures-build-tactile-skills* • *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills, 3-67 • *Assessment of Braille Literacy Skills: UEB and EBAE* (ABLS) - Section 1: Emergent Literacy • *EVALS Kit:* Beginning Concepts; PreBraille Checklist; Tactile Graphics

		Skills for Math ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. ● *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), III, J. ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Cognitive Development Charts: Conceptual Understanding, pp. 127-130 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Fine Motor Development Charts: Exploration, pp. 163-165 ● *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition, Assessing Interaction With Objects, pp 145-153.
21	Does the student show spatial awareness by using their hands in a systematic, organized way to locate objects in customary locations to place objects in specific locations (tactile search patterns).	● *Oregon Project*: Cognitive Section, Birth-1 year, 2-3 years, 3-4 years, 4-5 years, & 5-6 years; Compensatory Section, Birth-1 year & 1-2 years; Fine Motor Section, Birth-1 year ● *Texas 2 STEPS Evaluation:* Orientation Section - Object Permanence, pp. 81, 82; Directional/Positional Concepts, pp. 99-102; ● *Functional Scheme* (Nielsen). Checklists for Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception, 0-48 months ● *Infused Skills Assessment*: Organization: Senses & Motor Skills; ● *EVALS Kit:* Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math ● *INSITE Developmental Checklist:* Cognition (Spatial), 18-24 months ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), II, A-K; III, BCF ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Cognitive Development Charts: Spatial Relations, pp. 131-133.

22	Does the child use **fingers** for intentional, systematic tactile exploration to obtain information about texture, hardness, temperature, shape, size, volume, and weight of smaller objects by performing all of the following actions? ● Lateral Motion (rubbing across surface): Texture ● Pressure (pressing, squeezing, poking): Hardness ● Static Contact (fingers resting on surface):Temperature ● Enclosure (holding/grasping): Shape/size/volume ● Unsupported holding (holding with fingers): Weight ● Contour following (tracing contours, putting fingers into holes): Global & exact shape (Adapted from Sidebar 5.3, p. 127 in *ECC Essentials*, & *Learning Through Touch*, McLinden, Chapter 4, p 58-59)	● *Functional Scheme* (Nielsen). Checklists for Fine Movement, Object Perception, Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception, 6-18 months ● *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills, 3-67 ● *Oregon Project:* Fine Motor Section, Birth-1 year, 1-2 years, 2-3 years, 3-4 years, 4-5 years & 5-6 years; Social Section, 1-2 years ● *O&M Assessment: Early Years of Birth through 3 years*, (Anthony) - Concepts Related to Properties of Objects and the Environment ● *EVALS Kit:* Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math ● *INSITE Developmental Checklist:* Taction (Identification), 15-24 months ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), III, J
23	Is the child beginning to make comparisons by noticing/responding to differences **in tactile qualities** of objects such as texture, shape, temperature, and size by pausing, labeling, moving back and forth between, etc.?	● *Functional Scheme* (Nielsen). Checklists for Haptic-Tactile Perception & Perception Through Play & Activity, 6-18 months ● *INSITE Developmental Checklist,* Cognition (Classification) 2-6 years ● *Texas 2-STEP Evaluation:* Orientation - Comparative Concepts, pp. 105-107 ● *Oregon Project:* Cognitive & Compensatory Sections, 1-2 years, 2-3 years, 3-4 years & 4-5 years ● *Assessment of Braille Literacy Skills: UEB and EBAE* (ABLS) - Section 1: Emergent Literacy ● *EVALS Kit:* Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math ● *Teaching Students with Visual and Multiple Impairments: A Resource*

		Guide, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. ● *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), III, I. ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Cognitive Development Charts: Conceptual Understanding, pp. 127-130.
24	Does the child show recognition of objects, based on their tactile qualities, by using them in a routine or functional manner? (e.g., put toothbrush in mouth, use cup for drinking, sit on chair).	● *Functional Scheme :* (Nielsen). Checklists for Object Perception, 6-15 months ● *INSITE Developmental Checklist,* Cognition (Object Exploration and Basic Schemes), 9-24 months; Taction (Identification), 6-21 months., (Classification), 5-6 years ● SAM: Symbols and Meaning, Assessment and Games (Smith) ● Infused Skills Assessment, Organization Sections ● *Oregon Project:* Fine Motor Section, 2-3 years & 3-4 years; Cognitive Section, Birth-1 year,1-2 years & 2-3 years ● *Communication Matrix* (Rowland) ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 ● *Assessment of Braille Literacy Skills: UEB and EBAE* (ABLS) - Section 1: Emergent Literacy ● *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), III, A ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Cognitive Development Charts: Problem Solving, pp. 134-139 ● *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition, Assessing Interaction With Objects, pp 145-153.
25	Can the child tactually recognize an unfamiliar	● *Infused Skills Assessment*: Organization, Representation/Cognition 1-3

	object that is similar to a known object within an established meaning category? For example, does the child understand, through tactile exploration, that an unfamiliar cup can be used in the same way as a familiar cup? (Cup-ness)	years ● *Functional Scheme* (Nielsen). Checklist for Object Perception 18-24 months. ● *INSITE Developmental Checklist:* Cognition (Classification), 3-6 years ● *Oregon Project:* Compensatory Section, 1-2 years, 3-4 years & 4-5 years; ● SAM: Symbols and Meaning, Assessment and Games (Smith) ● *Assessment of Braille Literacy Skills: UEB and EBAE* (ABLS) - Section 1: Emergent Literacy ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 ● *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), III, J ● *Communication Matrix*, (Rowland)
26	Shows recognition of the labels/names of familiar objects by tactually finding the requested object amongst a group of 3-4 objects.	● *INSITE Developmental Checklist:* Taction (Identification), 15-24 months; Cognitions (Classification), 3-6 years ● *Infused Skills Assessment*: Organization, Representation/Cognition, 2-3 years, 3-4 years ● *Functional Scheme* (Nielsen) Checklists for Social Perception, Spatial Perception, Haptic Tactile Perception, Fine Movement ● *Tangible Symbol Systems* Appendix, p. 47 ● *Communication Matrix*, (Rowland) ● *Oregon Project:* Cognitive Section, 1-2 years & 2-3 years ● *SAM: Symbols and Meaning,* Assessment and Games (Smith) ● *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), III, I ● *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. Functional Communication Screening Checklist, pp. 123-133.
27	Does the child use fingers individually to determine information about the salient tactile features of three dimensional materials. (Eg. finding the handle on a cup, finding a small button on a device, toy, or keyboard, put small objects into small containers).	● *Functional Scheme* (Nielsen) Fine Motor 9-48 months, Haptic Tactile 9-48 months, Object Perception 9-48 months ● *Oregon Project:* Fine Motor Section, Birth-1 year, 1-2 years, 2-3 years, 3-4 years & 4-5 years ● *EVALS Kit:* Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math

		• *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills, 3-67 • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 • *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), II, HI; III, GH
28	Does the student have the finger strength and pincer grasp to manipulate and move objects that give some resistance? (e.g., turning a dial, pushing buttons, taking lids off, squeeze toothpaste, pulling zippers, snapping and unsnapping, etc.)	• *Functional Scheme* (Nielsen) Fine Motor 9-48 months, Haptic Tactile 9-48 months, Object Perception 9-48 months • *Oregon Project:* Fine Motor Section, Birth-1 year, 1-2 years, 2-3 years, 3-4 years, 4-5 years & 5-6 years; Compensatory Section, 4-5 years & 5-6 years; Self-Help Section, 2-3 years & 3-4 years • *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills, 3-67 • INSITE Developmental Checklist: Self-help: Dressing & Undressing - 3-4 years, 4-5 years & 5-6 years; Fine Motor - manipulation & coordination, 2-3 years • *Assessment of Braille Literacy Skills: UEB and EBAE* (ABLS) - Section 1: Emergent Literacy • *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), II, I • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Fine Motor Development Charts: Prehension, pp. 161-162
29	Does the student independently (without prompting) initiate tactile exploration of the environment? (this skill is a demonstration of the child's self-motivation & tactile curiosity).	• *Functional Scheme* (Nielsen) Social Perception 15-48 months, Emotional Perception 15-48 months, Haptic-Tactile Perception, 15-24 months. • *Oregon Project:* Compensatory Section, 3-4 years & 4-5 years • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. • *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), II, A-K.

		• *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Cognitive Development Charts: Spatial Relations, pp. 131-133.
30	Does the child **independently** perform **complex motor planning** tasks during functional activities or play (e.g., putting pop beads together, stacking, stringing beads, sorting, putting objects in a container, nesting toys). Note: **Taking apart** and **taking out** typically occur before **putting together** and **putting in**.	• *Functional Scheme* (Nielsen) Fine Movement 15-48 months, Perception Through Play & Activity 15-48 months • *Oregon Project:* Fine Motor Section, 2-3 years, 3-4 years, 4-5 years & 5-6 years; Compensatory Section, 4-5 years & 5-6 years • *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills, 3-67 • *INSITE Developmental Checklist:* Fine Motor (Reproducing Spatial Relationships), 3-4 years, 4-5 years • *Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities* (Roland & Schweigert), II, H,I,J,K; III, JK • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Cognitive Development Charts: Conceptual Understanding, pp. 127-130, Problem Solving, pp. 134-139 • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition. Fine Motor Development Charts: Manipulation, pp. 166-168 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition, Assessing Interaction With Objects, pp 145-153.
31	Does the student show recognition of a variety of objects, textures, symbols, etc. that represent familiar activities and concepts?	• *Communication Matrix*, (Rowland) • *Tangible Symbol Systems* (Rowland & Schweigert) Appendix A • *EVALS Kit:* Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math *Calendars* (Blaha) Appendix, p 113 • *SAM: Symbols and Meaning,* Assessment and Games (Smith) • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119

		• *Oregon Project:* Compensatory Section, Braille Readiness, 2-3 years, & 3-4 years
32	Does the student show recognition of tactual representations of words and letters? Note: acquisition and generalization of this skill is a bridge to braille literacy and indicates readiness for pre-braille instruction.	• *EVALS Kit:* Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math • *Assessment of Braille Literacy Skills: UEB and EBAE* (ABLS) - Section 1: Emergent Literacy • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 • *Communication Matrix*, (Rowland)

Next Steps: once it is determined by this Tactile Profile that the student is ready for pre-braille instruction, these resources may be helpful:

- *EVALS*: Beginning Concepts; Pre-Braille Checklists
- *Oregon Project*: Cognitive Skills (PreReading Section) and Compensatory Skills (Braille Readiness Section)
- *Braille Fundamentals:* Tracking Practice in Appendix
- *Mangold Program*
- *ABLS (Assessing Braille Literacy Skills)*
- *Perkins Activity & Resource Guide:* Functional Academics, Reading
- Center for Early Literacy Learning (www.earlyliteracylearning.org)

Created by Ann Adkins, Scott Baltisberger, Sara Kitchen, Debra Sewell; TSBVI Outreach and Curriculum Departments; 2021

Progression of Early Tactual Learning:
Instructional Resources Chart

How to Use the Instructional Resources Chart:

- After completing the entire checklist, review your responses and for any in which the answer is "no", refer to the corresponding question on this chart for resources for instruction including activities, teaching strategies, and suggested materials.

	Question	Instructional Resources
1	Are there any **medical conditions** that might impact the child's tactile senses? (e.g., diabetes, seizure disorders, cerebral palsy, neuropathy)	NA
2	Is the child taking any **medications** that could impact the sense of touch?	NA
3	Is there any information that might indicate the child has experienced **highly aversive touch**? (e.g., prematurity, extended hospitalizations, abuse, neglect, use of hand-over-hand technique, *developmental trauma) *This can occur due to isolation associated with a lack of access to sensory information, an isolated environment, or a caregiver's lack of understanding of the sensory impairment.	● *Tactile Strategies* (Chen & Downing), Chapters 2, 3, 4 & 7 ● *Remarkable Conversations* (Miles & Riggio), Chapters 1, 4 & 6 ● *Talking the Language of the Hands to the Hands*, Miles https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ ● Active Learning Space website: www.activelearningspace.org: Principles tab - Social and Emotional Development, Five Phases of Active Learning ● *Are You Blind?* (Nielsen) ● Five Phases of Educational Treatment Used in Active Learning Based on Excerpts from *Are You Blind*? (Hurst) https://www.tsbvi.edu/five-phases-of-educational-treatment-used-in-active-learning-based-on-excerpts-from-are-you-blind-by-dr-lilli-nielsen-2

		• Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://www.tsbvi.edu/incorporating-active-learning-theory-into-activity-routines • *Ready Bodies, Learning Minds: Cultivating the Complete Child,* 3rd edition (Oden), Chapter 3: The Tactile System http://www.readybodies.com/product-category/rblm-books/ • *Ready Bodies, Learning Minds,* 2nd edition (Oden), Chapter 3, pp.41-49 • *Ready Bodies, Learning Minds: Activity Guide,* 2nd edition (Oden) • Perkins elearning: Tactile Processing, parts 1 & 2 https://www.perkinselearning.org/videos/teachable-moment/tactile-processing-part-1#transcript • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), p. 29 • Tactile Processing, Parts 1 & 2 https://www.perkinselearning.org/videos/teachable-moment/tactile-processing-part-1#transcript •
4	Is there any indication of **sensory integration** issues? (e.g., need for excessive movement: spinning, rocking, flapping; need for pressure: wedges fingers under heavy objects, needs a lot of roughhousing/hugging; doesn't move enough: passive, sleepy; over-reactive to touch: startle or withdrawal response; over-reactive to movement: cries or vomits when moved suddenly, fearful of moving through space; inability to use senses simultaneously: can't look and touch or look and listen or listen and touch at the same time)	• Sensory Integration and Sensory Motor Activities (Ricketts) https://www.tsbvi.edu/143-mivi-general/1727-sensory-integration-and-sensory-motor-activities • Occupational Therapy and Sensory Integration for Visual Impairment (Ricketts) https://www.tsbvi.edu/resources/3159-occupational-therapy-and-sensory-integration-for-visual-impairment/ • Sensational Brain https://sensationalbrain.com/ • *Ready Bodies, Learning Minds: Cultivating the Complete Child,* 3rd edition (Oden): Tactile - pp. 45-51; Vestibular - pp. 59-71; Proprioceptive - pp. 73-79 http://www.readybodies.com/product-category/rblm-books/ • Ready Bodies, Learning Minds website: https://readybodieslearningminds.com/ • *Ready Bodies, Learning Minds,* 2nd edition (Oden), Chapters 3-5

		• *Ready Bodies, Learning Minds: Activity Guide,* 2nd edition (Oden) • *Perkins Activity and Resource Guide:* Chapter 8: Sensory Integration, 8-8 through 8-51 • *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • Perkins elearning: Tactile Processing, parts 1 & 2 https://www.perkinselearning.org/videos/teachable-moment/tactile-processing-part-1#transcript • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 375-377 and 462-464 • *Remarkable Conversations* (Miles & Riggio), Chapter 6 • *Talking the Language of the Hands to the Hands*, Miles https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ • Tactile Processing, Parts 1 & 2 https://www.perkinselearning.org/videos/teachable-moment/tactile-processing-part-1#transcript
5	Does the child primarily exhibit **reflexive motor responses**? (e.g. sucking reflex, neck righting reaction, reflexive palmar grasp, walking/stepping reflex, ATNR, STNR, protective extension reaction)	• *Texas 2 STEPS Curriculum:* Reflexes, pp. 9-27 • *FIELA Curriculum* (Nielsen), Activities, 0-12 months • Active Learning Space: Motor Development Overview https://activelearningspace.org/implementation/motor-development/motor-development-overview • *Ready Bodies, Learning Minds: Cultivating the Complete Child,* 3rd edition (Oden), pp. 35-40 http://www.readybodies.com/product-category/rblm-books/ • *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • *Ready Bodies, Learning Minds,* 2nd edition (Oden), Chapter 2: Reflexive Patterns, pp. 13-39. • *Ready Bodies, Learning Minds: Activity Guide,* 2nd edition (Oden)
6	Does the child have **positive emotional responses** to	• *FIELA Curriculum* (Nielsen), Activities, 0-9 months

	touch? (e.g., calms when held or petted, coos or snuggles when held)	• www.activelearningspace.org: Principles tab - Social and Emotional Development, Five Phases of Active Learning • *Are You Blind?* (Nielsen) • Five Phases of Educational Treatment Used in Active Learning Based on Excerpts from *Are You Blind*? (Hurst) https://www.tsbvi.edu/five-phases-of-educational-treatment-used-in-active-learning-based-on-excerpts-from-are-you-blind-by-dr-lilli-nielsen-2 • Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://www.tsbvi.edu/incorporating-active-learning-theory-into-activity-routines • *Oregon Project:* Cognitive Section, Birth-1 year; Social, Birth-1 year & 1-2 years • *Tactile Strategies* (Chen & Downing), Chapters 2, 3 & 4 • *Remarkable Conversations*, (Miles & Riggio), Chapters 1,4 & 6 • *Talking the Language of the Hands to the Hands*, Miles https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ • *Carolina Curriculum for Infants and Toddlers:* Personal-Social - Self-Regulation and Responsibility; Interpersonal Skills • *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • Perkins elearning: Tactile Processing, parts 1 & 2 https://www.perkinselearning.org/videos/teachable-moment/tactile-processing-part-1#transcript • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. Assessing Early Communication, pp. 117-122. • Hand-Over-Hand Guidance: What Lesson Do We Teach? (Story) http://www.tsbvi.edu/seehear/fall98/hand.htm • Tactile Processing, Parts 1 & 2 https://www.perkinselearning.org/videos/teachable-moment/tactile-processing-part-1#transcript

7	Does the child exhibit **intentional motor responses**? (e.g., patting or reaching towards something, batting, swiping, grasping, rolling toward).	• *Texas 2 STEPS Curriculum*: Rolling, pp. 101-122; Reaching, pp. 123-140; Grasping, pp. 141-150 • *FIELA Curriculum* (Nielsen), Activities, 0-12 months • *Oregon Project:* Fine Motor, Gross Motor & Cognitive Sections, Birth-1 year • *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • *Perkins Activity and Resource Guide:* Chapter 3 Motor Development; Gross and Fine Motor Skills - Gross motor, 3-35 (rolling) • *Remarkable Conversations* (Miles & Riggio), Chapter 6 • *Talking the Language of the Hands to the Hands*, Miles https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ • *Fine Motor Development* Published by the National Association of Parents of the Visually Impaired http://www.tsbvi.edu/seehear/spring99/finemotor.htm • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • Attractive Objects https://activelearningspace.org/materials/attractive-objects • "Hold Everything!" – The Ohio Center for Deafblind Education https://www.ohiodeafblind.org/tools-and-resources/ocdbe-products/4-hold-everything-2004
8	Does the child use hands to **explore his own body**?	• *FIELA Curriculum* (Nielsen), Activities, 0-12 months • *Texas 2 STEPS Curriculum:* Body Awareness, pp. 423-444 • *Oregon Project:* Cognitive Section, Birth-1 year • Active Learning Space: Motor Development Overview https://activelearningspace.org/implementation/motor-development/motor-development-overview • *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5:

		Sensory Efficiency (Smith) • *SLK Routines Book*: Using the Sensory Learning Kit (Smith)
9	Does the child use **hands to explore objects that are in contact with her/his body**? (e.g., clothing, bedding, toys, pets, food items)	• *FIELA Curriculum* (Nielsen), Activities, 0-12 months • *Oregon Project:* Cognitive, Fine Motor & Compensatory Sections, birth-1 year • *Texas 2 STEPS Curriculum:* Body Awareness, pp. 423-444 • *Tactile Strategies* (Chen & Downing), Chapter 3: From Assessment to Intervention pp. 66-72 • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Active Learning Space: Motor Development Overview https://activelearningspace.org/implementation/motor-development/motor-development-overview • *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. • *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Cognitive Development, pp.111-145. • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • Attractive Objects https://activelearningspace.org/materials/attractive-objects • "Hold Everything!" – The Ohio Center for Deafblind

		Education https://www.ohiodeafblind.org/tools-and-resources/ocdbe-products/4-hold-everything-2004
10	Does the child use **other body parts to explore objects that are in contact with her/his body**? (e.g., feet, cheek, mouth, elbow)	• *FIELA Curriculum* (Nielsen), Activities, 0-12 months • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Active Learning Space: Motor Development Overview https://activelearningspace.org/implementation/motor-development/motor-development-overview • *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • *Oregon Project:* Cognitive & Compensatory Sections, Birth-1 year (mouth) • *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • Attractive Objects https://activelearningspace.org/materials/attractive-objects
11	Does the child bring **hands/objects to her/his mouth**?	• *FIELA Curriculum* (Nielsen), Activities, 0-12 months • *Oregon Project:* Cognitive, Fine Motor & Compensatory Sections, Birth-1 year • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Active Learning Space: Motor Development Overview https://activelearningspace.org/implementation/motor-development/motor-development-overview • *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd

		edition, Fine Motor Development, pp.146-173. ● *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 ● Attractive Objects https://activelearningspace.org/materials/attractive-objects ● "Hold Everything!" – The Ohio Center for Deafblind Education https://www.ohiodeafblind.org/tools-and-resources/ocdbe-products/4-hold-everything-2004
12	Does the child bring her or his hands together? (It is important to encourage the child to develop the use of both hands, even when the child tends to neglect using one hand.)	● *FIELA Curriculum* (Nielsen), Activities, 0-6 months ● *Oregon Project:* Fine Motor Section, Birth-1 year & 1-2 years ● *Texas 2 STEPS Curriculum:* Orientation Section - Body Awareness, p. 423-424; Mobility Section - Trunk Arm & Leg Control, p. 91-92 ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 ● Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling), http://www.tsbvi.edu/early-childhood/1927-motor-activities-to-encourage-pre-braille-skills ● *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, 3-56 through 3-59 ● Active Learning Space: Motor Development Overview https://activelearningspace.org/implementation/motor-development/motor-development-overview ● *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) ● *Carolina Curriculum for Infants and Toddlers:* Fine Motor - Bilateral Skills ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks &

		Zatta), pp. 118-119. ● *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143. ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Cognitive Development, pp.111-145 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Fine Motor Development, pp.146-173 ● *Experiential Learning: Activities for Concept Development* (Wright), Motor Development, pp. 21-27 (use hand-under-hand instead of hand-over-hand)
13	Does the child **intentionally** use touch to make **contact with others**? (e.g., kicking, grabbing fingers, leaning against, reaching towards, hitting, biting, banging on, patting, pulling on someone else's clothes or hair)	● *FIELA Curriculum* (Nielsen), Activities, 6-18 months ● *Oregon Project:* Social Section, Birth-1 year & 1-2 years ● *Texas 2 STEPS Curriculum*, Orientation Section - Body Awareness, p. 431 & 432 ● *Are You Blind* (Nielsen) ● www.activelearningspace.org: Principles tab - Social and Emotional Development, Five Phases of Active Learning ● Five Phases of Educational Treatment Used in Active Learning Based on Excerpts from *Are You Blind*? (Hurst) https://www.tsbvi.edu/five-phases-of-educational-treatment-used-in-active-learning-based-on-excerpts-from-are-you-blind-by-dr-lilli-nielsen-2 ● Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) ● https://www.tsbvi.edu/incorporating-active-learning-theory-into-activity-routines ● *Tactile Strategies* (Chen & Downing), Chapters 2, 3, 4 & 5 ● *Remarkable Conversations* (Miles & Riggio), Chapters 1, 4 & 6 ● *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapters 4-7, Appendix p. 53 ● *Teaching Students with Visual and Multiple Impairments: A*

		Resource Guide, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 ● *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Fine Motor Development, pp.146-173
14	Does the child use hands to sustain physical contact with others (as opposed to moving away or becoming extremely passive)?	● *Oregon Project:* Social Section, birth-1 year & 1-2 years ● *FIELA Curriculum* (Nielsen), Activities, 0-30 months ● *Tactile Strategies* (Chen & Downing), Chapters 2, 3, 4 & 5 ● *Remarkable Conversations* (Miles & Riggio), Chapters 1, 4 & 6 ● *Are You Blind?* (Nielsen) ● www.activelearningspace.org: Principles tab - Social and Emotional Development, Five Phases of Active Learning ● Five Phases of Educational Treatment Used in Active Learning Based on Excerpts from *Are You Blind*? (Hurst) https://www.tsbvi.edu/five-phases-of-educational-treatment-used-in-active-learning-based-on-excerpts-from-are-you-blind-by-dr-lilli-nielsen-2 ● Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://www.tsbvi.edu/incorporating-active-learning-theory-into-activity-routines ● *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapters 4-7, Appendix p. 53 ● *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. Assessing Early Communication, pp. 117-122.
15	Does the child use hands to engage in **student-led** mutual tactual exploration with an adult? (i.e., shared attention)	● *FIELA Curriculum* (Nielsen), Activities, 6-18 months ● *Tactile Strategies* (Chen & Downing), Chapters 2, 3, 4 & 5

		• *Remarkable Conversations* (Miles & Riggio), Chapters 1, 4, 5 & 6 • *Are You Blind* (Nielsen) • www.activelearningspace.org: Principles tab - Social and Emotional Development, Five Phases of Active Learning • Five Phases of Educational Treatment Used in Active Learning Based on Excerpts from *Are You Blind*? (Hurst) https://www.tsbvi.edu/five-phases-of-educational-treatment-used-in-active-learning-based-on-excerpts-from-are-you-blind-by-dr-lilli-nielsen-2 • Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://www.tsbvi.edu/incorporating-active-learning-theory-into-activity-routines • Talking the Language of the Hands to the Hands (Miles).https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ • *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapters 4-7, Appendix p. 53 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. Assessing Early Communication, pp. 117-122. • Attractive Objects https://activelearningspace.org/materials/attractive-objects • "Hold Everything!" – The Ohio Center for Deafblind Education https://www.ohiodeafblind.org/tools-and-resources/ocdbe-products/4-hold-everything-2004 • Hand-Over-Hand Guidance: What Lesson Do We Teach? (Story) http://www.tsbvi.edu/seehear/fall98/hand.htm
16	Does the child engage in **teacher-led** mutual tactual exploration with objects and/or actions? (e.g., shadowing, finger plays, riding, modeling, hand-under-hand)	• *FIELA Curriculum* (Nielsen), Activities, 6-18 months • *Tactile Strategies* (Chen & Downing), Chapters 2, 3, 4 & 5 • *Are You Blind* (Nielsen) • www.activelearningspace.org: Principles tab - Social and Emotional Development, Five Phases of Active Learning

		• Five Phases of Educational Treatment Used in Active Learning Based on Excerpts from *Are You Blind*? (Hurst) https://www.tsbvi.edu/five-phases-of-educational-treatment-used-in-active-learning-based-on-excerpts-from-are-you-blind-by-dr-lilli-nielsen-2 • Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://www.tsbvi.edu/incorporating-active-learning-theory-into-activity-routines • Talking the Language of the Hands to the Hands (Miles).https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ • *Remarkable Conversations* (Miles & Riggio), Chapters 1, 4, 5 & 6 • *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapters 4-7, Appendix p. 53 • *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • *Oregon Project:* Fine Motor Section, Birth-1 year, 1-2 years & 2-3 years; Cognitive Section, Birth-1 year; Social Section, 1-2 years • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Fine Motor Development, pp.146-173 • *Experiential Learning: Activities for Concept Development*, (Wright), Cause & Effect, pp. 5-12; Sensory Awareness, pp. 37-46 (use hand-under-hand instead of hand-over-hand) • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. Assessing Early Communication, pp. 117-122. • Attractive Objects https://activelearningspace.org/materials/attractive-objects • "Hold Everything!" – The Ohio Center for Deafblind Education https://www.ohiodeafblind.org/tools-and-

		resources/ocdbe-products/4-hold-everything-2004 • Hand-Over-Hand Guidance: What Lesson Do We Teach? (Story) http://www.tsbvi.edu/seehear/fall98/hand.htm
17	Does the child **intentionally** use touch to make contact with objects? (Kicking, reaching toward, batting, swiping)	• *FIELA Curriculum* (Nielsen), Activities, 0-12 months • *Oregon Project:* Compensatory, Fine Motor & Cognitive Sections, Birth-1 year • Texas 2 STEPS *Curriculum:* Mobility Section - Reaching, p. 125-140 • *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • *Carolina Curriculum for Infants and Toddlers:* Fine Motor - Grasp and Manipulation • *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapters 4-7, Appendix p. 53) • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *Remarkable Conversations* (Miles & Riggio), Chapter 6 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • Attractive Objects https://activelearningspace.org/materials/attractive-objects
18	Does the child intentionally grasp and release objects, using palmar grasp or thumb and fingers?	• *Developmental Process in Learning to Grasp* http://activelearningspace.org/implementation/motor-development/grasping • Promoting Comprehending Hands Through Active Learning (Obrzut)

		https://activelearningspace.org/images/ObrzutPromotingComprehendingHands2.pdf • Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling) http://www.tsbvi.edu/early-childhood/1927-motor-activities-to-encourage-pre-braille-skills • *Texas 2 STEPS Curriculum:* Mobility Section - Grasping 143-150 • *Oregon Project*: Fine Motor Section, Birth-1 year, 1-2 years & 2-3 years • *The Comprehending Hand (*Nielsen), pp. 32-33 • *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, 3-56 through 3-59 & Fine Motor Skills Activities, 3-48 through 3-51 • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • *Carolina Curriculum for Infants and Toddlers:* Fine Motor - Grasp and Manipulation • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 • *Fine Motor Development* Published by the National Association of Parents of the Visually Impaired http://www.tsbvi.edu/seehear/spring99/finemotor.htm • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Fine Motor Development, pp.146-173 • *PAIVI: Parents and Their Infants With Visual Impairments*, Second Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • Attractive Objects

		https://activelearningspace.org/materials/attractive-objects • "Hold Everything!" – The Ohio Center for Deafblind Education https://www.ohiodeafblind.org/tools-and-resources/ocdbe-products/4-hold-everything-2004
19	Does the child use **entire hand** in a variety of ways to engage in gross tactile exploration of objects? (e.g., squeezing, banging, holding, rubbing, lifting, turning, scratching, tangling fingers, transfering objects from hand to hand).	• Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling), http://www.tsbvi.edu/early-childhood/1927-motor-activities-to-encourage-pre-braille-skills • *The Comprehending Hand (*Nielsen), pp. 32-33 • *FIELA Curriculum* (Nielsen), Activities, 0-12 months • *Oregon Project*: Fine Motor Section, 1-2 years, 2-3 years, 3-4 years & 4-5 years • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, 3-56 & Fine Motor Skills Activities, 3-48 • *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • *Carolina Curriculum for Infants and Toddlers:* Fine Motor - Grasp & Manipulation; Bilateral Skills; Tool Use • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Fine Motor Development, pp.146-173 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • Attractive Objects https://activelearningspace.org/materials/attractive-objects • "Hold Everything!" – The Ohio Center for Deafblind Education https://www.ohiodeafblind.org/tools-and-resources/ocdbe-products/4-hold-everything-2004

20	Does the child use **hands (one or both)** for refined tactile exploration to obtain information about texture, hardness, temperature, shape, size, volume, and weight of larger objects by performing all of the following actions? ● Lateral Motion (rubbing across surface): Texture ● Pressure (pressing, squeezing, poking): Hardness ● Static Contact (hands resting on surface):Temperature ● Enclosure (holding/grasping): Shape/size/volume ● Unsupported holding (holding in hand): Weight ● Contour following (tracing contours): Global & exact shape (Adapted from Sidebar 5.3, p. 127 in ECC Essentials and McLinden, Chapter 4, p 58-59)	● *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) ● *FIELA Curriculum* (Nielsen), Activities, 6-24 months ● *Oregon Project:* Fine Motor Section, 1-2 years; Compensatory Section, 1-2 years, 2-3 years, 3-4 years & 4-5 years ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 ● Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling), http://www.tsbvi.edu/early-childhood/1927-motor-activities-to-encourage-pre-braille-skills ● *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, 3-56 ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. ● *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) ● *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143. ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Cognitive Development, pp.111-145. ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Fine Motor Development, pp.146-173 ● *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 ● Attractive Objects https://activelearningspace.org/materials/attractive-objects ● "Hold Everything!" – The Ohio Center for Deafblind Education https://www.ohiodeafblind.org/tools-and-

		resources/ocdbe-products/4-hold-everything-2004 • *Using Exploratory Procedures to Build Tactile Skills* (Ring) *https://www.pathstoliteracy.org/strategies/using-exploratory-procedures-build-tactile-skills*
21	Does the student show spatial awareness by using their hands in a systematic, organized way to locate objects in customary locations to place objects in specific locations (tactile search patterns).	• *Oregon Project*: Cognitive Section, Birth-1 year, 2-3 years, 3-4 years, 4-5 years, & 5-6 years; Compensatory Section, Birth-1 year & 1-2 years; Fine Motor Section, Birth-1 year • *Texas 2 STEPS Curriculum:* Object Permanence. pp. 485-496; Directional & Positional Concepts, pp. 577-616 • *FIELA Curriculum* (Nielsen), Activities, 0-48 months • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Feelin' Groovy: Functional Tactual Skills (Smith) http://www.tsbvi.edu/seehear/summer98/groovy.htm • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143. • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Cognitive Development, pp.111-145. • *Experiential Learning: Activities for Concept Development*, (Wright), Object Permanence, pp. 29-36; Spatial Awareness, pp. 47-53 (use hand-under-hand instead of hand-over-hand) • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141

		• Attractive Objects https://activelearningspace.org/materials/attractive-objects • "Hold Everything!" – The Ohio Center for Deafblind Education https://www.ohiodeafblind.org/tools-and-resources/ocdbe-products/4-hold-everything-2004
22	Does the child use **fingers** for intentional, systematic tactile exploration to obtain information about texture, hardness, temperature, shape, size, volume, and weight of smaller objects by performing all of the following actions? • Lateral Motion (rubbing across surface): Texture • Pressure (pressing, squeezing, poking): Hardness • Static Contact (fingers resting on surface):Temperature • Enclosure (holding/grasping): Shape/size/volume • Unsupported holding (holding with fingers): Weight • Contour following (tracing contours, putting fingers into holes): Global & exact shape (Adapted from Sidebar 5.3, p. 127 in *ECC Essentials*, & *Learning Through Touch*, McLinden, Chapter 4, p 58-59)	• *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • *FIELA Curriculum* (Nielsen), Activities, 6-18 months • *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, 3-56 • *Oregon Project:* Fine Motor Section, Birth-1 year, 1-2 years, 2-3 years, 3-4 years, 4-5 years & 5-6 years; Social Section, 1-2 years • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling) http://www.tsbvi.edu/early-childhood/1927-motor-activities-to-encourage-pre-braille-skills • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • Attractive Objects https://activelearningspace.org/materials/attractive-objects • "Hold Everything!" – The Ohio Center for Deafblind Education https://www.ohiodeafblind.org/tools-and-resources/ocdbe-products/4-hold-everything-2004 • *Using Exploratory Procedures to Build Tactile Skills* (Ring)

		https://www.pathstoliteracy.org/strategies/using-exploratory-procedures-build-tactile-skills
23	Is the child beginning to make comparisons by noticing/responding to differences **in tactile qualities** of objects such as texture, shape, temperature, and size by pausing, labeling, moving back and forth between, etc.?	• *Active Learning Space, Scratching, Banging, Batting,* https://activelearningspace.org/implementation/motor-development/scratch-bat-bang • *Active Learning Space, Grasping* https://activelearningspace.org/implementation/motor-development/grasping. • *FIELA Curriculum* (Nielsen), Activities, 6-18 months • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Feelin' Groovy: Functional Tactual Skills (Smith) http://www.tsbvi.edu/seehear/summer98/groovy.htm • *Texas 2 STEPS Curriculum*: Orientation - Comparative Concepts, pp. 617-642 • *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • *Oregon Project:* Cognitive & Compensatory Sections, 1-2 years, 2-3 years, 3-4 years & 4-5 years • *Symbols & Meaning* (Smith) • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 • *Remarkable Conversations* (Miles & Riggio), Chapter 6. • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Cognitive Development, pp.111-145.

		• *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • Attractive Objects https://activelearningspace.org/materials/attractive-objects • "Hold Everything!" – The Ohio Center for Deafblind Education https://www.ohiodeafblind.org/tools-and-resources/ocdbe-products/4-hold-everything-2004
24	Does the child show recognition of objects, based on their tactile qualities, by using them in a routine or functional manner? (e.g., put toothbrush in mouth, use cup for drinking, sit on chair).	• *FIELA Curriculum* (Nielsen), Activities, 6-15 months • Routines (Smith) https://www.tsbvi.edu/component/content/article/64-mivi-general/1733-routines • *Independent Living Activity Routines* (TSBVI) • *Basic Skills Activity Routines* (TSBVI) • SAM: Symbols and Meaning, Guidebook, Assessment and Games, (Smith) • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Feelin' Groovy: Functional Tactual Skills (Smith) http://www.tsbvi.edu/seehear/summer98/groovy.htm • Activity Routines Study Group, Planning a Routine https://library.tsbvi.edu/assoc_files/74910151.pdf • Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://www.tsbvi.edu/incorporating-active-learning-theory-into-activity-routines • *ECC Essentials* (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapters 4-7, Appendix p. 53 • *Communication Matrix* (Rowland) • *Calendars* (Blaha), Chapters 1-2 • *Oregon Project:* Fine Motor Section, 2-3 years & 3-4 years; Cognitive Section, Birth-1 year,1-2 years & 2-3 years

		• *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *Remarkable Conversations* (Miles & Riggio), Chapter • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Cognitive Development, pp.111-145.
25	Can the child tactually recognize an unfamiliar object that is similar to a known object within an established meaning category? For example, does the child understand, through tactile exploration, that an unfamiliar cup can be used in the same way as a familiar cup? (Cup-ness)	• *FIELA Curriculum* (Nielsen), Activities, 18-24 months • *Independent Living Activity Routines* (TSBVI) • *Basic Skills Activity Routines* (TSBVI) • *Calendars* (Blaha), Chapters 1-3 • *Oregon Project:* Compensatory Section, 1-2 years, 3-4 years & 4-5 years • SAM: Symbols and Meaning, Guidebook, Assessment and Games, (Smith) • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • Feelin' Groovy: Functional Tactual Skills (Smith) http://www.tsbvi.edu/seehear/summer98/groovy.htm
26	Shows recognition of the labels/names of familiar objects by tactually finding the requested object amongst a group of 3-4 objects.	• *FIELA Curriculum* (Nielsen), Activities • Tangible Symbol Systems, (Rowland & Schweigert) • *Oregon Project:* Cognitive Section, 1-2 years & 2-3 years • *SAM: Symbols and Meaning, Guidebook,* Assessment and Games, (Smith) • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. Assessing Early Communication, pp. 117-122 • Feelin' Groovy: Functional Tactual Skills (Smith) http://www.tsbvi.edu/seehear/summer98/groovy.htm

27	Does the child use fingers individually to determine information about the salient tactile features of three dimensional materials. (Eg. finding the handle on a cup, finding a small button on a device, toy, or keyboard, put small objects into small containers).	• FIELA Curriculum Activities 9-48 months. • "Motor Activities to Encourage Pre-Braille Skills" (Sewell & Strickling), http://www.tsbvi.edu/early-childhood/1927-motor-activities-to-encourage-pre-braille-skills • *Oregon Project:* Fine Motor Section, Birth-1 year, 1-2 years, 2-3 years, 3-4 years & 4-5 years • *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, 3-56 • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 • Feelin' Groovy: Functional Tactual Skills (Smith) http://www.tsbvi.edu/seehear/summer98/groovy.htm
28	Does the student have the finger strength and pincer grasp to manipulate and move objects that give some resistance? (e.g., turning a dial, pushing buttons, taking lids off, squeeze toothpaste, pulling zippers, snapping and unsnapping, etc.)	• *FIELA Curriculum Activities*, 9-48 Months • Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling), http://www.tsbvi.edu/early-childhood/1927-motor-activities-to-encourage-pre-braille-skills • *Developmental Process in Learning to Grasp*, http://activelearningspace.org/implementation/motor-development/grasping • Feelin' Groovy: Functional Tactual Skills (Smith) http://www.tsbvi.edu/seehear/summer98/groovy.htm • *Oregon Project:* Fine Motor Section, Birth-1 year, 1-2 years, 2-3 years, 3-4 years, 4-5 years & 5-6 years; Compensatory Section, 4-5 years & 5-6 years; Self-Help Section, 2-3 years & 3-4 years • *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested

		Activities to Encourage Specific Hand Skills, 3-48 through 3-61 ● *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) ● *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Fine Motor Development, pp.146-173
29	Does the student independently (without prompting) initiate tactile exploration of the environment? (this skill is a demonstration of the child's self-motivation & tactile curiosity).	● FIELA Curriculum Activities, 15-48 Months ● *Oregon Project:* Compensatory Section, 3-4 years & 4-5 years ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119. ● *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) ● *Remarkable Conversations* (Miles & Riggio), Chapter 6. ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Cognitive Development, pp.111-145.
30	Does the child **independently** perform **complex motor planning** tasks during functional activities or play (e.g., putting pop beads together, stacking, stringing beads, sorting, putting objects in a container, nesting toys).	● FIELA Curriculum Activities, 15-48 Months ● *Oregon Project:* Fine Motor Section, 2-3 years, 3-4 years, 4-5 years & 5-6 years; Compensatory Section, 4-5 years & 5-6 years

	Note: **Taking apart** and **taking out** typically occur before **putting together** and **putting in**.	• *Perkins Activity and Resource Guide:* Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, 3-48 through 3-61 • Active Learning Space; Implementation/Constructive Play, https://activelearningspace.org/implementation/constructive-play • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling), http://www.tsbvi.edu/early-childhood/1927-motor-activities-to-encourage-pre-braille-skills • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Cognitive Development, pp.111-145 • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition, Fine Motor Development, pp.146-173 • *PAIVI: Parents and Their Infants With Visual Impairments*, 2nd Edition. List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • Attractive Objects https://activelearningspace.org/materials/attractive-objects • "Hold Everything!" – The Ohio Center for Deafblind Education https://www.ohiodeafblind.org/tools-and-resources/ocdbe-products/4-hold-everything-2004
31	Does the student show recognition of a variety of objects, textures, symbols, etc. that represent familiar activities and concepts?	• *Tangible Symbol Systems* (Rowland & Schweigert) - for Individualized Tactile Symbol Systems • A Standard Tactile Symbol System-TSBVI http://www.tsbvi.edu/seehear/archive/tactile.html • Tactile Connections-APH https://www.aph.org/product/tactile-connections-kit-symbols-for-communication/ • Aidan's Story: An Alternate Path to Braille and Literacy (Adkins) (link will be available in May 2021)

		• *Calendars* (Blaha) • Hierarchy of Tactile Skills in *Nemeth At a Glance* (Cleveland et al) - Chapter on Tactile Skills, pp. 13-26 • *SAM: Symbols and Meaning, Guidebook*, Assessment and Games, (Smith) • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta), pp. 118-119 and pp. 240-242 • *Remarkable Conversations* (Miles & Riggio), Chapters 1, 4 & 6 • *Setting the Stage for Tactile Understanding (*Poppe) • Object Books (Smith, Shafer & Sewell) https://www.tsbvi.edu/component/content/article/1736-object-books • *Oregon Project:* Compensatory Section, Braille Readiness, 2-3 years & 3-4 years
32	Does the student show recognition of tactual representations of words and letters? Note: acquisition and generalization of this skill is a bridge to braille literacy and indicates readiness for pre-braille instruction.	• *Nemeth At a Glance* (Cleveland et al) - Chapter on Tactile Skills, pp. 13-26 • *Setting the Stage for Tactile Understanding (*Poppe) • *Mangold Braille Program:* *Basic Braille* (Mangold, Exceptional Teaching) • Object Books (Smith, Shafer & Sewell) https://www.tsbvi.edu/component/content/article/1736-object-books • Aidan's Story: An Alternate Path to Braille and Literacy (Adkins) (link will be available in May 2021)

Next Steps: once it is determined by this Tactile Profile that the student is ready for pre-braille instruction, these resources may be helpful:

- *EVALS*: Beginning Concepts; Pre-Braille Checklists
- *Oregon Project*: Cognitive Skills (PreReading Section) and Compensatory Skills (Braille Readiness Section)
- *Braille Fundamentals:* Tracking Practice in Appendix
- *Mangold Program*
- *ABLS (Assessing Braille Literacy Skills)*
- *Perkins Activity & Resource Guide:* Functional Academics, Reading
- Center for Early Literacy Learning (www.earlyliteracylearning.org)

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