

Progression of Early Tactual Learning: Tactile Profile

- This document should be used to help develop a “Tactile Profile” for students with visual impairment who have struggled with the acquisition of tactile skills and/or have not made expected progress.
- 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.
- This chart should not be considered a stand-alone assessment for determining a student’s strengths and needs in tactile development. 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.
- To gain the most accurate information, it is important that multiple evaluators (TVI, COMS, other staff, family members, etc.) 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. Children develop skills in sequence from gross to fine motor, concrete to abstract, and awareness/attention to understanding. It is important that students generally move through this developmental sequence in order, acquiring a broad range of tactile skills at each level before moving on to the next level.

How to Use This Document:

- It is important to complete the entire checklist.
 - The acquisition of tactile skills does not always occur at the same time or in the same sequence for all children.
 - The evaluation should continue even if a student does not demonstrate a specific skill since he/she may have splinter skills (skills performed without prerequisites, built on shaky foundation). Splinter skills do not give a good representation of the overall abilities of the student.
 - When a student does not follow the typical developmental sequence, gaps/holes in understanding (splinter skills) can cause problems with the acquisition of tactile skills.
- The profile has four columns:
 - The “Questions” column provides a short description of each important tactile skill. These are presented in a generally chronological/developmental format, though this is not always the case for all students.
 - The “Answer” column has places to record your observation.
 - The “Evaluation & Information Gathering” column includes sources for student information and suggested evaluation tools that will assist in answering each question.

- The “Instructional Resources” column provides sources for general information, suggested activities, and guidance for creating appropriate activities.
- Resources in the chart are in an abbreviated format: the complete reference can be found in the reference section.

	Question	Answer	Evaluation & Information Gathering	Instructional Resources
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	<ul style="list-style-type: none"> ● Consult with parents ● Review medical records ● Individual Sensory Learning Profile Interview (Anthony)_ https://vision.alberta.ca/media/99875/sensory%20profile.pdf 	NA
2	Is the child taking any medications that could impact the sense of touch?	Yes No Don't Know	<ul style="list-style-type: none"> ● Consult with parents ● Review medical records ● Individual Sensory Learning Profile Interview (Anthony)_ https://vision.alberta.ca/media/99875/sensory%20profile.pdf 	NA
3	<p>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)</p> <p>*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.</p>	Yes No Don't Know	<ul style="list-style-type: none"> ● Consult with parents ● Review medical records ● <i>INSITE Developmental Checklist: Taction - Responses to Touch and Handling, 0-3 months</i> ● <i>Tactile Strategies</i> (Chen & Downing), Chapter 3: Family Interview, p. 48-54 ● Individual Sensory Learning Profile Interview (Anthony) 	<ul style="list-style-type: none"> ● <i>Tactile Strategies</i> (Chen & Downing), Chapters 2, 3, 4 & 7 ● <i>Remarkable Conversations</i> (Miles & Riggio), Chapters 1, 4 & 6 ● Active Learning Space website: www.activelearningspace.org: Principles tab - Social and Emotional Development, Five Phases of Active Learning ● <i>Are You Blind?</i> (Nielsen) ● Five Phases of Educational Treatment Used in Active Learning Based on Excerpts from <i>Are You</i>

			https://vision.alberta.ca/media/99875/sensory%20profile.pdf <ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklist for Developmentally Impeding Function, pp. 213-214 • <i>Ready Bodies, Learning Minds: Cultivating the Complete Child</i>, 3rd edition (Oden), pp. 47-48 (short checklist)_ http://www.readybodies.com/product-category/rblm-books/ • <i>Ready Bodies, Learning Minds</i>, 2nd edition (Oden), Chapter 3, pp.41-49 	<i>Blind?</i> (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 <ul style="list-style-type: none"> • <i>Ready Bodies, Learning Minds: Cultivating the Complete Child</i>, 3rd edition (Oden), Chapter 3: The Tactile System_ http://www.readybodies.com/product-category/rblm-books/ • <i>Ready Bodies, Learning Minds</i>, 2nd edition (Oden), Chapter 3, pp.41-49 • <i>Ready Bodies, Learning Minds: Activity Guide</i>, 2nd edition (Oden) • Perkins elearning: Tactile Processing, parts 1 & 2_ https://www.perkinselearning.org/videos/teachable-moment/tactile-processing-part-1#transcript • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), p. 29.
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	<ul style="list-style-type: none"> • Consult with parents • Consult with OT • Sensational Brain (free checklists)_ https://sensationalbrain.com/ • <i>Ready Bodies, Learning Minds: Cultivating the Complete Child</i>, 3rd edition (Oden), pp. 47-48 (short checklist)_ http://www.readybodies.com/product-category/rblm-books/ 	<ul style="list-style-type: none"> • 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-

			<ul style="list-style-type: none"> • <i>Ready Bodies, Learning Minds</i>, 2nd edition (Oden), Chapters 3-5 • <i>Perkins Activity and Resource Guide</i>: Chapter 8: Sensory Integration - Developmental Screening Checklist: Sensory Integration, 8-53 through 8-57 • <i>SLK Guidebook and Assessment Forms</i>: Using the Sensory Learning Kit (Smith) • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), p. 376 	<ul style="list-style-type: none"> • impairment/ • Sensational Brain_ https://sensationalbrain.com/ • <i>Ready Bodies, Learning Minds: Cultivating the Complete Child</i>, 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/ • <i>Ready Bodies, Learning Minds</i>, 2nd edition (Oden), Chapters 3-5 • <i>Ready Bodies, Learning Minds: Activity Guide</i>, 2nd edition (Oden) • <i>Perkins Activity and Resource Guide</i>: Chapter 8: Sensory Integration, 8-8 through 8-51 • <i>SLK Routines Book</i>: 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 • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 375-377 and 462-464 • <i>Remarkable Conversations</i> (Miles & Riggio), Chapter 6
5	Does the child primarily exhibit reflexive motor responses ? (e.g. sucking reflex, neck righting	Yes No	<ul style="list-style-type: none"> • Consult with OT & PT • <i>Texas 2 STEPS Evaluation</i>: 	<ul style="list-style-type: none"> • <i>Texas 2 STEPS Curriculum</i>: Reflexes, pp. 9-27

	reaction, reflexive palmar grasp, walking/stepping reflex, ATNR, STNR, protective extension reaction)	Don't Know	<p>Reflexes, pp. 9-10</p> <ul style="list-style-type: none"> • <i>INSITE Developmental Checklist: Gross Motor - General Posture and Movements, 0-5 months. Fine Motor - Prehension, 0-2</i> • <i>Functional Scheme</i> (Nielsen). Checklists for Fine Motor, Gross Motor, Haptic-Tactile, & Mouth Movement, 0-12 months • <i>Perkins Activity and Resource Guide: Chapter 3 Motor Development; Gross and Fine Motor Skills - Developmental Reflex Test, 3-17</i> • <i>SLK Guidebook and Assessment Forms: Using the Sensory Learning Kit</i> (Smith) • <i>Ready Bodies, Learning Minds: Cultivating the Complete Child</i>, 3rd edition (Oden), pp. 47-48 (short checklist). http://www.readybodies.com/product-category/rblm-books/ • <i>Ready Bodies, Learning Minds</i>, 2nd edition (Oden), Chapter 2: Reflexive Patterns, pp. 13-39 	<ul style="list-style-type: none"> • <i>FIELA Curriculum</i> (Nielsen), Activities, 0-12 months • Active Learning Space: Motor Development Overview. https://activelearningspace.org/implementation/motor-development/motor-development-overview • <i>Ready Bodies, Learning Minds: Cultivating the Complete Child</i>, 3rd edition (Oden), pp. 35-40. http://www.readybodies.com/product-category/rblm-books/ • <i>SLK Routines Book: Using the Sensory Learning Kit</i> (Smith) • <i>Ready Bodies, Learning Minds</i>, 2nd edition (Oden), Chapter 2: Reflexive Patterns, pp. 13-39. • <i>Ready Bodies, Learning Minds: Activity Guide</i>, 2nd edition (Oden)
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	<ul style="list-style-type: none"> • <i>INSITE Developmental Checklist: Taction - Responses to Touch and Handling, 0-9 months;</i> 	<ul style="list-style-type: none"> • <i>FIELA Curriculum</i> (Nielsen), Activities, 0-9 months • www.activelearningspace.org: Principles tab - Social and

			<p>Social-Emotional - Interactions with Persons, 0-12 months</p> <ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklists for Emotional Perception & Social Perception, 0-9 months • <i>Oregon Project: Cognitive Section</i>, Birth-1 year; <i>Social Section</i>, Birth-1 year & 1-2 years; <i>Compensatory</i> - Birth - 1 year & 1-2 years • <i>Tactile Strategies</i> (Chen & Downing), Chapter 3: Family Interview, p. 48-54; • <i>O&M Assessment: Early Years of Birth through 3 Years</i>, (Anthony) - Tactile Development • <i>Carolina Curriculum for Infants and Toddlers: Personal-Social - Self-Regulation and Responsibility; Interpersonal Skills</i> • <i>SLK Guidebook and Assessment Forms: Using the Sensory Learning Kit</i> (Smith) 	<p>Emotional Development, Five Phases of Active Learning</p> <ul style="list-style-type: none"> • <i>Are You Blind?</i> (Nielsen) • Five Phases of Educational Treatment Used in Active Learning Based on Excerpts from <i>Are You Blind?</i> (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 • <i>Oregon Project: Cognitive Section</i>, Birth-1 year; <i>Social</i>, Birth-1 year & 1-2 years • <i>Tactile Strategies</i> (Chen & Downing), Chapters 2, 3 & 4 • <i>Remarkable Conversations</i>, (Miles & Riggio), Chapters 1,4 & 6 • <i>Carolina Curriculum for Infants and Toddlers: Personal-Social - Self-Regulation and Responsibility; Interpersonal Skills</i> • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>SLK Routines Book: Using the Sensory Learning Kit</i> (Smith) • Perkins elearning: 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)	Yes No Don't Know	<ul style="list-style-type: none"> • <i>Texas 2 STEPS Evaluation: Rolling</i>, pp. 23-24; <i>Reaching</i>, pp. 27-28; 	<ul style="list-style-type: none"> • <i>Texas 2 STEPS Curriculum: Rolling</i>, pp. 101-122; <i>Reaching</i>, pp. 123-140; <i>Grasping</i>, pp. 141-

	toward).		<ul style="list-style-type: none"> Grasping, p. 31 • <i>Functional Scheme</i> (Nielsen). Checklists for Spatial Perception & Fine Motor, 0-12 months • <i>INSITE Developmental Checklist: Fine Motor</i>, Reach & Grasp, 0-6 months; Taction - Exploration/Manipulation, 0-12 months • <i>Oregon Project: Fine Motor</i>, Gross Motor & Cognitive Sections, Birth-1 year • <i>O&M Assessment: Early Years of Birth through 3 Years</i>, (Anthony) - Tactile Development • <i>Perkins Activity and Resource Guide: Chapter 3 Motor Development</i>; Gross and Fine Motor Skills - Developmental Screening Checklists, Gross Motor, 3-64; Fine Motor, 3-67 • <i>SLK Guidebook and Assessment Forms: Using the Sensory Learning Kit</i> (Smith) 	<ul style="list-style-type: none"> 150 • <i>FIELA Curriculum</i> (Nielsen), Activities, 0-12 months • <i>Oregon Project: Fine Motor</i>, Gross Motor & Cognitive Sections, Birth-1 year • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>SLK Routines Book: Using the Sensory Learning Kit</i> (Smith) • <i>Perkins Activity and Resource Guide: Chapter 3 Motor Development</i>; Gross and Fine Motor Skills - Gross motor, 3-35 (rolling) • <i>Remarkable Conversations</i> (Miles & Riggio), Chapter 6 •
8	Does the child use hands to explore his own body ?	Yes No Don't Know	<ul style="list-style-type: none"> • <i>O&M Assessment: Early Years of Birth through 3 years</i>, (Anthony) - Tactile Development • <i>Functional Scheme</i> (Nielsen). Checklists for Object Perception, 0-6 months; Haptic-Tactile Perception, 0-12 months; 	<ul style="list-style-type: none"> • <i>FIELA Curriculum</i> (Nielsen), Activities, 0-12 months • <i>Texas 2 STEPS Curriculum: Body Awareness</i>, pp. 423-444 • <i>Oregon Project: Cognitive Section</i>, Birth-1 year • <i>Active Learning Space: Motor Development Overview</i> https://activelearningspace.org/i

			<p>Perception Through Play & Activity, 0-12 months</p> <ul style="list-style-type: none"> • <i>Texas 2 STEPS Evaluation: Body Awareness</i>, pp.75-76 • <i>INSITE Developmental Checklist: Taction - Exploration/Manipulation</i>, 0-12 months • <i>Oregon Project: Cognitive Section</i>, Birth-1 year • <i>SLK Guidebook and Assessment Forms: Using the Sensory Learning Kit</i> (Smith) 	<p>mplementation/motor-development/motor-development-overview</p> <ul style="list-style-type: none"> • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>SLK Routines Book: Using the Sensory Learning Kit</i> (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)	Yes No Don't Know	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklists for Object Perception 0-6 months; Haptic-Tactile Perception, 0-12 months; Perception Through Play & Activity, 0-12 months • <i>INSITE Developmental Checklist: Taction - Exploration/Manipulation</i>, 3-6 months, 6-9 months; Receptive Communication, 0-1 month • <i>Oregon Project: Cognitive, Fine Motor & Compensatory Sections</i>, Birth-1 year • <i>Texas 2 STEPS Evaluation: Body Awareness</i>, pp.75-76 • <i>Tactile Strategies</i> (Chen & Downing), Chapter 3: Family Interview, p. 48-54; Observation of Use and Responses to Tactile Information, p. 56 	<ul style="list-style-type: none"> • <i>FIELA Curriculum</i> (Nielsen), Activities, 0-12 months • <i>Oregon Project: Cognitive, Fine Motor & Compensatory Sections</i>, birth-1 year • <i>Texas 2 STEPS Curriculum: Body Awareness</i>, pp. 423-444 • <i>Tactile Strategies</i> (Chen & Downing), Chapter 3: From Assessment to Intervention pp. 66-72 • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 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 • <i>ECC Essentials</i> (Allman & Lewis,

			<ul style="list-style-type: none"> • <i>SLK Guidebook and Assessment Forms: Using the Sensory Learning Kit</i> (Smith) • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119. 	<p>Eds.), Chapter 5: Sensory Efficiency (Smith)</p> <ul style="list-style-type: none"> • <i>SLK Routines Book: Using the Sensory Learning Kit</i> (Smith) • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119. • <i>On the Way to Literacy: Early Experiences for Visually Impaired Children</i> (Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143
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	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklists for Gross Movement, Spatial Perception, Haptic Tactile Perception & Perception Through Play & Activity, 0-12 months • <i>Oregon Project: Cognitive & Compensatory Sections</i>, Birth-1 year (mouth) • <i>SLK Guidebook and Assessment Forms: Using the Sensory Learning Kit</i> (Smith) • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 	<ul style="list-style-type: none"> • <i>FIELA Curriculum</i> (Nielsen), Activities, 0-12 months • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 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 • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>Oregon Project: Cognitive & Compensatory Sections</i>, Birth-1 year (mouth) • <i>SLK Routines Book: Using the</i>

			<ul style="list-style-type: none"> • & p. 485 	Sensory Learning Kit (Smith)
11	Does the child bring hands/objects to her/his mouth?	Yes No Don't Know	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklists for Fine Movement 0-3 months, Perception through Play and Activity, 0-6 months • <i>INSITE Developmental Checklist: Taction - Exploration/Manipulation</i>, 0-3 months & 3-6 months • <i>O&M Assessment: Early Years of Birth through 3 years</i>, (Anthony) - Tactile Development • <i>Oregon Project: Cognitive, Fine Motor & Compensatory Sections</i>, Birth-1 year • <i>SLK Guidebook and Assessment Forms: Using the Sensory Learning Kit</i> (Smith) • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119. 	<ul style="list-style-type: none"> • <i>FIELA Curriculum</i> (Nielsen), Activities, 0-12 months • <i>Oregon Project: Cognitive, Fine Motor & Compensatory Sections</i>, Birth-1 year • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 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 • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>SLK Routines Book: Using the Sensory Learning Kit</i> (Smith) • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119. •

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	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklists for Fine Movement 0-6 months • <i>Texas 2 STEPS Evaluation</i>: Orientation Section - Body Awareness, 2.1; Mobility Section - Trunk Arm & Leg Control, 2.4 • <i>INSITE Developmental Checklist</i>: Gross Motor - Posture on Back, 3-6 months • <i>Oregon Project</i>: Fine Motor Section, Birth-1 year & 1-2 years • <i>Carolina Curriculum for Infants and Toddlers</i>: Fine Motor - Bilateral Skills • <i>Ready Bodies, Learning Minds: Cultivating the Complete Child</i>, 3rd edition (Oden), pp. 41-43 http://www.readybodies.com/product-category/rblm-books • <i>Perkins Activity and Resource Guide</i>: Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills (4 months), 3-67 & 3-68 • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 	<ul style="list-style-type: none"> • <i>FIELA Curriculum</i> (Nielsen), Activities, 0-6 months • <i>Oregon Project</i>: Fine Motor Section, Birth-1 year & 1-2 years • <i>Texas 2 STEPS Curriculum</i>: Orientation Section - Body Awareness, p. 423-424; Mobility Section - Trunk Arm & Leg Control, p. 91-92 • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 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 • <i>Perkins Activity and Resource Guide</i>: 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 • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>Carolina Curriculum for Infants and Toddlers</i>: Fine Motor - Bilateral Skills • <i>Keys to Educational Success</i>:
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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	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklists for Emotional Perception, 6-15 months; Social Perception, 6-18 months • <i>Oregon Project</i>. Social Section, Birth-1 year & 1-2 years • <i>Texas 2 STEPS Evaluation</i>: Orientation Section - Body Awareness, 2.5 • <i>INSITE Developmental Checklist</i>: Social-Emotional - Interactions with Persons, 6-8 months • <i>Tactile Strategies</i> (Chen & Downing), Chapter 3: Family Interview, p. 48-54 • <i>Communication Matrix</i>, (Rowland) • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 • <i>Keys to Educational</i> 	<ul style="list-style-type: none"> • <i>FIELA Curriculum</i> (Nielsen), Activities, 6-18 months • <i>Oregon Project</i>: Social Section, Birth-1 year & 1-2 years • <i>Texas 2 STEPS Curriculum</i>, Orientation Section - Body Awareness, p. 431 & 432 • <i>Are You Blind</i> (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 <i>Are You Blind?</i> (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 • <i>Tactile Strategies</i> (Chen & Downing), Chapters 2, 3, 4 & 5 • <i>Remarkable Conversations</i> (Miles & Riggio), Chapters 1, 4 & 6 • <i>First Things First: Early Communication for the Pre-symbolic Child with Severe</i>

			<p><i>Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119.</p> <ul style="list-style-type: none"> 	<p><i>Disabilities</i> (Rowland & Schweigert), Chapters 4-7, Appendix p. 53</p> <ul style="list-style-type: none"> • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119.
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	<ul style="list-style-type: none"> • <i>Oregon Project: Social Section</i>, Birth-1 year & 1-2 years • <i>Functional Scheme</i> (Nielsen). Checklists for Emotional Perception, 0-30 months; Social Perception, 3-18 months • <i>INSITE Developmental Checklist: Taction - Responses to Touch & Handling</i>, Birth to 15 months; Social-emotional - Social Play, 6-18 months. • <i>Tactile Strategies</i> (Chen & Downing), Chapter 3: Family Interview, p. 48-54, Observation of Use and Responses to Tactile Information, p. 56 • <i>O&M Assessment: Early</i> 	<ul style="list-style-type: none"> • <i>Oregon Project: Social Section</i>, birth-1 year & 1-2 years • <i>FIELA Curriculum</i> (Nielsen), Activities, 0-30 months • <i>Tactile Strategies</i> (Chen & Downing), Chapters 2, 3, 4 & 5 • <i>Remarkable Conversations</i> (Miles & Riggio), Chapters 1, 4 & 6 • <i>Are You Blind?</i> (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 <i>Are You Blind?</i> (Hurst) https://www.tsbvi.edu/five-phases-of-educational-treatment-used-in-active-learning-based-

			<p><i>Years of Birth through 3 years, (Anthony) - Body Image/Awareness of Other's Bodies</i></p> <ul style="list-style-type: none"> • <i>Communication Matrix, (Rowland)</i> 	<p>on-excerpts-from-are-you-blind-by-dr-lilli-nielsen-2</p> <ul style="list-style-type: none"> • <i>First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities (Rowland & Schweigert), Chapters 4-7, Appendix p. 53</i>
15	Does the child use hands to engage in student-led , mutual tactual exploration with an adult? (i.e., shared attention)	Yes No Don't Know	<ul style="list-style-type: none"> • <i>Functional Scheme (Nielsen). Checklists for Emotional Perception, 6-15 months; Social Perception, 6-18 months</i> • <i>Tactile Strategies (Chen & Downing), Chapter 3: Family Interview, p. 48-54, Observation of Use and Responses to Tactile Information, p. 56</i> • <i>Communication Matrix, (Rowland)</i> • <i>First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities (Rowland & Schweigert), Chapter 2: Assessment, Appendix p. 53</i> 	<ul style="list-style-type: none"> • <i>FIELA Curriculum (Nielsen), Activities, 6-18 months</i> • <i>Tactile Strategies (Chen & Downing), Chapters 2, 3, 4 & 5</i> • <i>Remarkable Conversations (Miles & Riggio), Chapters 1, 4, 5 & 6</i> • <i>Are You Blind (Nielsen)</i> • 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 <i>Are You Blind?</i> (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 • Talking the Language of the Hands to the Hands (Miles) https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ • <i>First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities (Rowland &</i>

				Schweigert), Chapters 4-7, Appendix p. 53
16	Does the child engage in teacher-led mutual tactual exploration with objects and/or actions? (Eg. Shadowing, Finger plays)	Yes No Don't Know	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklists for Emotional Perception, 6-15 months; Social Perception, 12-18 months • <i>Tactile Strategies</i> (Chen & Downing), Chapter 3: Family Interview, p. 48-54; Observation of Use and Responses to Tactile Information, p. 56 • <i>Communication Matrix</i>, (Rowland) • <i>First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities</i> (Rowland & Schweigert), Chapter 2: Assessment, Appendix p. 53 • <i>Oregon Project: Fine Motor Section</i>, Birth-1 year, 1-2 years & 2-3 years; <i>Cognitive Section</i>, Birth-1 year; <i>Social Section</i>, 1-2 years (fingerplays) 	<ul style="list-style-type: none"> • <i>FIELA Curriculum</i> (Nielsen), Activities, 6-18 months • <i>Tactile Strategies</i> (Chen & Downing), Chapters 2, 3, 4 & 5 • <i>Are You Blind</i> (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 <i>Are You Blind?</i> (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 • Talking the Language of the Hands to the Hands (Miles) https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ • <i>Remarkable Conversations</i> (Miles & Riggio), Chapters 1, 4, 5 & 6 • <i>First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities</i> (Rowland & Schweigert), Chapters 4-7, Appendix p. 53 • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>Oregon Project: Fine Motor</i>

				Section, Birth-1 year, 1-2 years & 2-3 years; Cognitive Section, Birth-1 year; Social Section, 1-2 years
17	Does the child intentionally use touch to make contact with objects? (Kicking, reaching toward, batting, swiping)	Yes No Don't Know	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklists for Fine Movement, Object Perception, Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception, 0-6 months • <i>INSITE Developmental Checklist: Taction</i> - Exploration/Manipulation, 3-9 months • <i>Oregon Project: Compensatory, Fine Motor & Cognitive Sections</i>, Birth-1 year • <i>Texas 2 STEPS Evaluation: Mobility Section</i> - Reaching 4.1-4.8 • <i>Tactile Strategies</i> (Chen & Downing), Chapter 3: Family Interview, p. 48-54; Observation of Use and Responses to Tactile Information, p. 56 • <i>First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities</i> (Rowland & Schweigert), Chapter 2: Assessment, Appendix p. 53 • <i>Carolina Curriculum for Infants and Toddlers: Fine</i> 	<ul style="list-style-type: none"> • <i>FIELA Curriculum</i> (Nielsen), Activities, 0-12 months • <i>Oregon Project: Compensatory, Fine Motor & Cognitive Sections</i>, Birth-1 year • <i>Texas 2 STEPS Curriculum: Mobility Section</i> - Reaching, p. 125-140 • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>Carolina Curriculum for Infants and Toddlers: Fine Motor</i> - Grasp and Manipulation • <i>First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities</i> (Rowland & Schweigert), Chapters 4-7, Appendix p. 53) • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119. • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert) • <i>Remarkable Conversations</i> (Miles & Riggio), Chapter 6 •

			<p>Motor - Grasp and Manipulation</p> <ul style="list-style-type: none"> • <i>Communication Matrix</i>, (Rowland) • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119. • <i>Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities</i> (Roland & Sand Schweigert), I, AB 	
18	Does the child intentionally grasp and release objects, using palmar grasp or thumb and fingers?	Yes No Don't Know	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (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 • <i>Texas 2 STEPS Evaluation</i>: Mobility section - Grasping 5.1-5.4 • <i>Oregon Project</i>: Fine Motor Section, Birth-1 year, 1-2 years & 2-3 years • <i>INSITE Developmental Checklist</i>: Fine Motor, Grasp & Release, 0-12 months • <i>O&M Assessment: Early Years of Birth through 3 years</i>, (Anthony) - Fine Motor/Upper Extremity 	<ul style="list-style-type: none"> • <i>Developmental Process in Learning to Grasp</i>, http://activelearningspace.org/implementation/motor-development/grasping • "Motor Activities to Encourage Pre-Braille Skills" (Sewell & Strickling), http://www.tsbvi.edu/early-childhood/1927-motor-activities-to-encourage-pre-braille-skills • <i>Texas 2 STEPS Curriculum</i>: Mobility Section - Grasping 143-150 • <i>Oregon Project</i>: Fine Motor Section, Birth-1 year, 1-2 years & 2-3 years • <i>The Comprehending Hand</i> (Nielsen), pp. 32-33 • <i>Perkins Activity and Resource Guide</i>: Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested

			<p>Strength</p> <ul style="list-style-type: none"> • <i>Perkins Activity and Resource Guide: Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills, 3-67</i> • <i>Carolina Curriculum for Infants and Toddlers: Fine Motor - Grasp and Manipulation</i> • <i>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</i> • <i>Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities (Roland & Schweigert), I, CDEHI</i> 	<p>Activities to Encourage Specific Hand Skills, 3-56 through 3-59 & Fine Motor Skills Activities, 3-48 through 3-51</p> <ul style="list-style-type: none"> • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193</i> • <i>ECC Essentials (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith)</i> • <i>Carolina Curriculum for Infants and Toddlers: Fine Motor - Grasp and Manipulation</i> • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching (Rowland & Schweigert)</i> • <i>On the Way to Literacy: Early Experiences for Visually Impaired Children (Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143</i> •
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 finger)	Yes No Don't Know	<ul style="list-style-type: none"> • <i>Functional Scheme (Nielsen). Checklists for Fine Movement, Object Perception, Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception, 0-12 months</i> • <i>INSITE Developmental Checklist: Fine Motor -</i> 	<ul style="list-style-type: none"> • "Motor Activities to Encourage Pre-Braille Skills" (Sewell & Strickling), http://www.tsbvi.edu/early-childhood/1927-motor-activities-to-encourage-pre-braille-skills • <i>The Comprehending Hand (Nielsen), pp. 32-33</i> • <i>FIELA Curriculum (Nielsen), Activities, 0-12 months</i>

			<p>Manipulation & Coordination, 0-12 months; Taction - Exploration & Manipulation, 3-9 months, Cognition - Object Exploration, 4-9 months.</p> <ul style="list-style-type: none"> • <i>O&M Assessment: Early Years of Birth through 3 years</i>, (Anthony) - Cause and Effect/ Means End • <i>Oregon Project: Fine Motor Section</i>, 1-2 years, 2-3 years, 3-4 years & 4-5 years • <i>Perkins Activity and Resource Guide: Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills</i>, 3-67 • <i>Carolina Curriculum for Infants and Toddlers: Fine Motor - Grasp & Manipulation; Bilateral Skills; Tool Use</i> • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p.485 • <i>Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities</i> (Roland & Schweigert), I,FG 	<ul style="list-style-type: none"> • <i>Oregon Project: Fine Motor Section</i>, 1-2 years, 2-3 years, 3-4 years & 4-5 years • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • <i>Perkins Activity and Resource Guide: Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills</i>, 3-56 & Fine Motor Skills Activities, 3-48 • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>Carolina Curriculum for Infants and Toddlers: Fine Motor - Grasp & Manipulation; Bilateral Skills; Tool Use</i> • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert)
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20	<p>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?</p> <ul style="list-style-type: none"> • 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 <p>(Adapted from Sidebar 5.3, p. 127 in ECC Essentials and McLinden, Chapter 4, p 58-59)</p>	<p>Yes No Don't Know</p>	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklists for Fine Movement, Object Perception, Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception 6-24 months • <i>O&M Assessment: Early Years of Birth through 3 years</i>, (Anthony) - Concepts Related to Properties of Objects and the Environment • <i>INSITE Developmental Checklist: Fine Motor - Manipulation & Coordination</i>, 9-24 months; <i>Taction - Identification</i>, 6-24 months; <i>Cognition - Object Exploration</i>, 4-24 months • <i>Oregon Project: Fine Motor Section</i>, 1-2 years; <i>Compensatory Section</i>, 1-2 years, 2-3 years, 3-4 years & 4-5 years • <i>Using Exploratory Procedures to Build Tactile Skills</i> (Millie Smith)_ https://www.pathstoliteracy.org/strategies/using-exploratory-procedures-build-tactile-skills • <i>Perkins Activity and Resource Guide: Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills</i>, 3-67 	<ul style="list-style-type: none"> • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>FIELA Curriculum</i> (Nielsen), Activities, 6-24 months • <i>Oregon Project: Fine Motor Section</i>, 1-2 years; <i>Compensatory Section</i>, 1-2 years, 2-3 years, 3-4 years & 4-5 years • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 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 • <i>Perkins Activity and Resource Guide: Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills</i>, 3-56 • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119. • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert) • <i>On the Way to Literacy: Early Experiences for Visually Impaired</i>
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			<ul style="list-style-type: none"> • <i>Assessment of Braille Literacy Skills: UEB and EBAE (ABLS) - Section 1: Emergent Literacy</i> • <i>EVALS Kit: Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math</i> • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119. • <i>Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities</i> (Roland & Schweigert), III, J 	<p><i>Children</i> (Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143</p> <ul style="list-style-type: none"> •
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.	Yes No Don't Know	<ul style="list-style-type: none"> • <i>Oregon Project: Cognitive Section</i>, Birth-1 year, 2-3 years, 3-4 years, 4-5 years, & 5-6 years; <i>Compensatory Section</i>, Birth-1 year & 1-2 years; <i>Fine Motor Section</i>, Birth-1 year • <i>Texas 2 STEPS Evaluation: Orientation Section - Object Permanence</i>, pp. 81, 82; 	<ul style="list-style-type: none"> • <i>Oregon Project: Cognitive Section</i>, Birth-1 year, 2-3 years, 3-4 years, 4-5 years, & 5-6 years; <i>Compensatory Section</i>, Birth-1 year & 1-2 years; <i>Fine Motor Section</i>, Birth-1 year • <i>Texas 2 STEPS Curriculum: Object Permanence</i>. pp. 485-496; <i>Directional & Positional Concepts</i>, pp. 577-616 • <i>FIELA Curriculum</i> (Nielsen),

			<p>Directional/Positional Concepts, pp. 99-102;</p> <ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklists for Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception, 0-48 months • <i>Infused Skills Assessment</i>: Organization: Senses & Motor Skills; • <i>EVALS Kit</i>: Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math • <i>INSITE Developmental Checklist</i>: Cognition (Spatial), 18-24 months • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 • <i>Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities</i> (Roland & Schweigert), II, A-K; III, BCF 	<p>Activities, 0-48 months</p> <ul style="list-style-type: none"> • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert) • <i>On the Way to Literacy: Early Experiences for Visually Impaired Children</i> (Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 •
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	Yes No Don't Know	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklists for Fine Movement, Object Perception, Spatial Perception, Perception 	<ul style="list-style-type: none"> • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>FIELA Curriculum</i> (Nielsen), Activities, 6-18 months

	<p>actions?</p> <ul style="list-style-type: none"> • 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 <p>(Adapted from Sidebar 5.3, p. 127 in <i>ECC Essentials</i>, & <i>Learning Through Touch</i>, McLinden, Chapter 4, p 58-59)</p>		<p>through Play and Activity, & Haptic-Tactile Perception, 6-18 months</p> <ul style="list-style-type: none"> • <i>Perkins Activity and Resource Guide</i>: Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills, 3-67 • <i>Oregon Project</i>: 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 • <i>O&M Assessment: Early Years of Birth through 3 years</i>, (Anthony) - Concepts Related to Properties of Objects and the Environment • <i>EVALS Kit</i>: Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math • <i>INSITE Developmental Checklist</i>: Taction (Identification), 15-24 months • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 • <i>Home and School Inventories of Problem Solving Skills for children</i> 	<ul style="list-style-type: none"> • <i>Perkins Activity and Resource Guide</i>: Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, 3-56 • <i>Oregon Project</i>: 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 • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 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 • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert) • <i>On the Way to Literacy: Early Experiences for Visually Impaired Children</i> (Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 •
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			<i>with Multiple Disabilities</i> (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.?	Yes No Don't Know	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen). Checklists for Haptic-Tactile Perception & Perception Through Play & Activity, 6-18 months • <i>INSITE Developmental Checklist</i>, Cognition (Classification) 2-6 years • <i>Texas 2-STEP Evaluation: Orientation - Comparative Concepts</i>, pp. 105-107 • <i>Oregon Project: Cognitive & Compensatory Sections</i>, 1-2 years, 2-3 years, 3-4 years & 4-5 years • <i>Assessment of Braille Literacy Skills: UEB and EBAE</i> (ABLS) - Section 1: Emergent Literacy • <i>EVALS Kit: Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math</i> • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), 	<ul style="list-style-type: none"> • <i>Active Learning Space, Scratching, Banging, Batting,</i> https://activelearningspace.org/implementation/motor-development/scratch-bat-bang • <i>Active Learning Space, Grasping</i> https://activelearningspace.org/implementation/motor-development/grasping. • <i>FIELA Curriculum</i> (Nielsen), Activities, 6-18 months • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • <i>Texas 2 STEPS Curriculum: Orientation - Comparative Concepts</i>, pp. 617-642 • <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith) • <i>Oregon Project: Cognitive & Compensatory Sections</i>, 1-2 years, 2-3 years, 3-4 years & 4-5 years • <i>Symbols & Meaning</i> (Smith) • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119. • <i>Hands-On Problem Solving Skills for Children with Multiple</i>

			<ul style="list-style-type: none"> pp. 118-119. <i>Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities</i> (Roland & Schweigert), III, I 	<p><i>Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert)</p> <ul style="list-style-type: none"> <i>On the Way to Literacy: Early Experiences for Visually Impaired Children</i> (Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 <i>Remarkable Conversations</i> (Miles & Riggio), Chapter 6
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	<ul style="list-style-type: none"> <i>Functional Scheme</i> : (Nielsen). Checklists for Object Perception, 6-15 months <i>INSITE Developmental Checklist</i>, 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 <i>Oregon Project</i>: Fine Motor Section, 2-3 years & 3-4 years; Cognitive Section, Birth-1 year, 1-2 years & 2-3 years <i>Communication Matrix</i> (Rowland) <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for 	<ul style="list-style-type: none"> <i>FIELA Curriculum</i> (Nielsen), Activities, 6-15 months <i>Independent Living Activity Routines</i> (TSBVI) <i>Basic Skills Activity Routines</i> (TSBVI) SAM: Symbols and Meaning, Guidebook, Assessment and Games, (Smith) <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 Get titles of Stacy & Gigi's articles on objects, real objects, etc. - see To Do List, Articles on routines - they're listed in the To Do List; we need to decide if we want to use them. Activity Routines Study Group, Planning a Routine_ https://library.tsbvi.edu/assoc_files/74910151.pdf <i>ECC Essentials</i> (Allman & Lewis, Eds.), Chapter 5: Sensory Efficiency (Smith)

			<p>Functional Applications of Tactual Skills, pp. 176-193 & p. 485</p> <ul style="list-style-type: none"> • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 • <i>Assessment of Braille Literacy Skills: UEB and EBAE</i> (ABLS) - Section 1: Emergent Literacy • <i>Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities</i> (Roland & Schweigert), III, A 	<ul style="list-style-type: none"> • <i>First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities</i> (Rowland & Schweigert), Chapters 4-7, Appendix p. 53 • <i>Communication Matrix</i> (Rowland) • <i>Calendars</i> (Blaha), Chapters 1-2 • <i>Oregon Project: Fine Motor Section</i>, 2-3 years & 3-4 years; <i>Cognitive Section</i>, Birth-1 year, 1-2 years & 2-3 years • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert) • <i>Remarkable Conversations</i> (Miles & Riggio), Chapter 6
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	<ul style="list-style-type: none"> • <i>Infused Skills Assessment: Organization, Representation/Cognition</i> • <i>Functional Scheme</i> (Nielsen). Checklist for Object Perception 18-24 months. • <i>INSITE Developmental Checklist: Cognition</i> (Classification), 3-6 years • <i>Oregon Project: Compensatory Section</i>, 1-2 years, 3-4 years & 4-5 years; • SAM: Symbols and Meaning, Assessment and Games (Smith) • <i>Assessment of Braille</i> 	<ul style="list-style-type: none"> • <i>FIELA Curriculum</i> (Nielsen), Activities, 18-24 months • <i>Independent Living Activity Routines</i> (TSBVI) • <i>Basic Skills Activity Routines</i> (TSBVI) • <i>Symbols & Meaning</i> (Smith) • <i>Calendars</i> (Blaha), Chapters 1-3 • <i>Oregon Project: Compensatory Section</i>, 1-2 years, 3-4 years & 4-5 years • SAM: Symbols and Meaning, Guidebook, Assessment and Games, (Smith) • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert)

			<p><i>Literacy Skills: UEB and EBAE (ABLS) - Section 1: Emergent Literacy</i></p> <ul style="list-style-type: none"> • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 • <i>Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities</i> (Roland & Schweigert), III, J 	Schweigert)
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	<ul style="list-style-type: none"> • <i>INSITE Developmental Checklist: Taction (Identification)</i>, 15-24 months; <i>Cognitions (Classification)</i>, 3-6 years • <i>Infused Skills Assessment: Organization, Representation/Cognition</i> • <i>Functional Scheme</i> (Nielsen) Checklists for Social Perception, Spatial Perception, Haptic Tactile Perception, Fine Movement • <i>Tangible Symbol Systems</i> Appendix, p. 47 • <i>Oregon Project: Cognitive Section</i>, 1-2 years & 2-3 years • <i>SAM: Symbols and Meaning, Assessment and Games</i> (Smith) • <i>Home and School Inventories of Problem</i> 	<ul style="list-style-type: none"> • <i>FIELA Curriculum</i> (Nielsen), Activities • <i>Tangible Symbol Systems</i>, (Rowland & Schweigert) • <i>Oregon Project: Cognitive Section</i>, 1-2 years & 2-3 years • <i>SAM: Symbols and Meaning, Guidebook, Assessment and Games</i>, (Smith) • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert) • Basic Skills for Community Living - Debra

			<i>Solving Skills for children with Multiple Disabilities</i> (Roland & Schweigert), III, I	
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	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen) Fine Motor 9-48 months, Haptic Tactile 9-48 months, Object Perception 9-48 months • <i>Oregon Project: Fine Motor Section</i>, Birth-1 year, 1-2 years, 2-3 years, 3-4 years & 4-5 years • <i>EVALS Kit: Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math</i> • <i>Perkins Activity and Resource Guide: Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills</i>, 3-67 • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 • <i>Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities</i> (Roland & Schweigert), II, HI; III, GH 	<ul style="list-style-type: none"> • 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 • <i>Oregon Project: Fine Motor Section</i>, Birth-1 year, 1-2 years, 2-3 years, 3-4 years & 4-5 years • <i>Perkins Activity and Resource Guide: Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills</i>, 3-56 • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert) • <i>On the Way to Literacy: Early Experiences for Visually Impaired Children</i> (Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 •

28	<p>Does the student have the finger strength and pincer grasp to manipulate and move objects that give some resistance? (Eg. Turning a dial, pushing buttons, taking lids off, squeeze toothpaste, pulling zippers, snapping and unsnapping, etc.)</p>	<p>Yes No Don't Know</p>	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen) Fine Motor 9-48 months, Haptic Tactile 9-48 months, Object Perception 9-48 months • <i>Oregon Project</i>: 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 • <i>Perkins Activity and Resource Guide</i>: Chapter 3 Motor Development: Gross and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills, 3-67 • <i>INSITE Developmental Checklist</i>: Self-help: Dressing & Undressing - 3-4 years, 4-5 years & 5-6 years; Fine Motor - manipulation & coordination, 2-3 years • <i>Assessment of Braille Literacy Skills: UEB and EBAE (ABLS)</i> - Section 1: Emergent Literacy • <i>Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities</i> (Roland & Schweigert), II, I 	<ul style="list-style-type: none"> • <i>FIELA Curriculum Activities</i>, 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 • <i>Developmental Process in Learning to Grasp</i>, http://activelearningspace.org/implementation/motor-development/grasping • <i>Oregon Project</i>: 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 • <i>Perkins Activity and Resource Guide</i>: Chapter 3 Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, 3-48 through 3-61 • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert) • <i>On the Way to Literacy: Early Experiences for Visually Impaired Children</i> (Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143
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				<ul style="list-style-type: none"> •
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	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen) Social Perception 15-48 months, Emotional Perception 15-48 months, Haptic-Tactile Perception, 15-24 months. • <i>Oregon Project: Social Section, Birth 1 year & 1-2 years check older years</i> • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119. • <i>Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities</i> (Roland & Schweigert), II, A-K 	<ul style="list-style-type: none"> • FIELA Curriculum Activities, 15-48 Months • <i>Oregon Project: Social Section, Birth 1 year & 1-2 years check older years</i> • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119. • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert) • <i>Remarkable Conversations</i> (Miles & Riggio), Chapter 6
30	Does the child independently perform complex motor planning tasks during functional activities or play such as putting pop beads together, stacking, stringing beads, sorting, organizing?	Yes No Don't Know	<ul style="list-style-type: none"> • <i>Functional Scheme</i> (Nielsen) Fine Movement 15-48 months, Perception Through Play & Activity 15-48 months • <i>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</i> • <i>Perkins Activity and Resource Guide: Chapter 3 Motor Development: Gross</i> 	<ul style="list-style-type: none"> • FIELA Curriculum Activities, 15-48 Months • <i>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</i> • <i>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</i> • Active Learning Space;

			<p>and Fine Motor Skills - Developmental Screening Checklist: Fine Motor Skills, 3-67</p> <ul style="list-style-type: none"> • <i>INSITE Developmental Checklist: Fine Motor (Reproducing Spatial Relationships)</i>, 3-4 years, 4-5 years • <i>Home and School Inventories of Problem Solving Skills for children with Multiple Disabilities</i> (Roland & Schweigert), II, H,I,J,K; III, JK 	<p>Implementation/Constructive Play, https://activelearningspace.org/implementation/constructive-play</p> <ul style="list-style-type: none"> • <i>Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching</i> (Rowland & Schweigert)
31	Does the student show recognition of a variety of objects, textures, symbols, etc. that represent familiar activities and concepts?		<ul style="list-style-type: none"> • <i>Communication Matrix</i>, (Rowland) • <i>Tangible Symbol Systems</i> (Rowland & Schweigert) Appendix A • <i>EVALS Kit: Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math</i> • <i>Calendars</i> (Blaha) Appendix, p 113 • <i>SAM: Symbols and Meaning, Assessment and Games</i> (Smith) • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 • <i>Keys to Educational Success: Teaching</i> 	<ul style="list-style-type: none"> • <i>Tangible Symbol Systems</i> (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 Path to Braille (APB)_ https://mywolfforthnews.com/aidans-path-braille-new-way-learning-visually-impaired/ • <i>Calendars</i> (Blaha) • TSBVI articles on website - see To Do List • Hierarchy of Tactile Skills - there isn't an article on our website; Debra & Ann have it as a handout

			<p><i>Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119.</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> • <i>SAM: Symbols and Meaning, Guidebook, Assessment and Games</i>, (Smith) • <i>Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities</i> (Sacks & Zatta), pp. 118-119 and pp. 240-242 • <i>Remarkable Conversations</i> (Miles & Riggio), Chapters 1, 4 & 6 • <i>Setting the Stage for Tactile Understanding</i> (Poppe)
32	<p>Does the student show recognition of tactual representations of words and letters?</p> <p>Leading to/ready for early prebraille questions - object recognition, etc.? Fine Haptic perception question? Aidan.</p> <p>bridge to braille literacy</p> <p>Oregon Project has a PreReading section in Cognitive Section (matching, sorting, etc.), 2-3 years & up to 5-6 years. Compensatory Section has a Braille Readiness section beginning at 2-3 years - Debra</p>		<ul style="list-style-type: none"> • <i>EVALS Kit: Beginning Concepts; PreBraille Checklist; Tactile Graphics Skills for Math</i> • <i>Assessment of Braille Literacy Skills: UEB and EBAAE (ABLS) - Section 1: Emergent Literacy</i> • <i>Teaching Students with Visual and Multiple Impairments: A Resource Guide</i>, 2nd edition (Smith & Levack). Informal Assessment of Tactile Symbol Use, pp. 487-488 	<ul style="list-style-type: none"> • Various articles on Tactile Skills - see To Do List • Articles on object books/tactile books - see To Do List • Hierarchy of Tactile Skills - see #31 • <i>Nemeth At a Glance</i> (Cleveland et al) - chapter on tactile skills; check page numbers • <i>Setting the Stage for Tactile Understanding</i> (Poppe)