



Texas School for the Blind and Visually Impaired
Outreach Programs

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ECC Series: Compensatory Skills – Tactile Skills

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ECC Series: Compensatory Skills – Tactile Skills

Importance of Tactile Skills Development

- The overall development of tactual learners, such as concept development, O&M, communication, academic achievement, and ILS, depends greatly on how much information students can receive **and** interpret through tactual means.

Hand-in-Hand

- In the best of all worlds, concept development, tactile skills development, & language acquisition happen simultaneously in the context of meaningful infant and early childhood experiences.

What are tactile skills?

- Awareness of tactual qualities of objects such as textures, temperatures, vibrating surfaces, and different consistencies
- Shape conception & recognition (three dimensional forms)
- Understanding of graphic representation (raised-line forms)
- Utilization of symbology

Gross and Fine Motor Skills

- A motor skill is a learned series of movements that combine to produce a smooth, efficient action.
- Motor skills fall into two categories:
 - Gross
 - Fine
- Gross and Fine Motor Skills
- These skills are built upon, improved and better controlled throughout early childhood, and continue in refinement throughout most of the individual's years of development into adulthood.
- Everything is much harder without efficient motor skills

Why is hand development (Fine motor) so important?

- Unlike the eyes of a normally seeing child, the fingers of a blind child have not had constant incidental stimulation throughout the preschool years.
- The environment challenges and motivates the eyes; fingers must seek out the environment.
- Why is hand development (Fine motor) so important?
- Developing muscle tone in both large and small muscles may precede work on the development of the fine muscular attention and coordination essential for the tactual perception of braille.
- If hands are underdeveloped a child may gain only partial or inaccurate information from exploring and thus be delayed in knowledge of objects and concept development.

Physiological Aspects of Tactile Learning

- Using touch for learning involves:
 - **Tactile Sense** – perception of the sense of touch
 - **Proprioceptive sense** – unconscious perception of muscle movement and spatial orientation (internal)
 - **Kinesthetic sense** – perception of the sensation of movement

Haptic Perception

- Haptic perception is the **active** gathering of information about objects outside of the body through the **tactile** and **kinesthetic** senses

Object and Function Knowledge - (Smith and Toy – See Hear article)

- Tactual learning as it relates to developing skills that compensate for lack of vision falls into two categories:
 - Object knowledge
 - Functional knowledge

Object and Function Knowledge

Both object and function knowledge are necessary for learning!!

- Object Knowledge – recognition of the attributes of an object
- Function Knowledge – understanding what the object is used for

Passive vs. Active Touch

- Without encouragement and opportunities for tactual exploration, blind children often become passive receivers of whatever happens to come their way instead of engaging in the active exploration and experimentation that is necessary for the full development of their sense of touch.
(Hampshire, 1975)

Passive vs. Active Touch

- If the child is passively manipulated through a task, no memory of the event is stored and function cannot be learned.
- Having control allows information about muscle and joint movement to be stored so that movements can be repeated almost automatically in the future (muscle memory & proprioception).

Opportunities to touch

- Historically, by the time our students with visual impairments enter school, they have not received enough instruction in tactile development, or had enough opportunities to touch and explore their world.

Therefore...

- They are behind in concept development, which has a long-term impact on their ability to benefit from traditional instruction
- They don't get a chance to be tactile learners, so they won't choose to do things tactually
- We assume they will be auditory learners

How do we get our students ready for tactile learning?

- Real life experiences
- Concept development
- Tactile skills development

TVIs and COMS must *evaluate* and *teach* both:

- Tactile skills (including motor skills)
- Concept development.
- *Because it takes more time to amass tactile information for building concepts, we should expect to continue instruction in these areas throughout the students' education.*

Where to Start

- The Four E's
 - **E**valuation
 - Start **E**arly
 - Start **E**asy
 - Provide Meaningful **E**xperiences

Evaluations

- Insite Checklist
- Oregon Project
- Carolina Curricula
- Functional Schemes: Nielsen
- Inventory of Purposeful Movement Behaviors (Tanni Anthony)
- EVALS: Beginning Concepts, Pre-Braille Skills, Tactile Graphics Skills

Start Early

- By the age of two a child will have formed most of the synapses he is ever going to have and will burn two times the energy of his parents. (See/Hear Fall 1997, Adams and Hay)



Figure 1 Two boys standing with arms outstretched on a tree-lined sidewalk.

Start Early

- We can't wait until they start formal schooling
- Encourage family and caregivers to promote tactile learning



Figure 2 Drawing of a man's hand holding a drinking glass.

Start Easy

- Build on the skills the student already has
 - Increase movement
 - Increase interaction
 - Increase stimulation
 - Increase access

Real Life Experiences and Concept Development

- We can't have a discussion about tactile skills development without an understanding of the importance of real life experiences and concept development.
- If students are not provided many meaningful experiences to develop basic concepts, tactile skills, and language, braille or print will hold little meaning

Provide Many Meaningful Experiences

- Research suggests that when sensory input, including tactile input, is imbedded within a purposeful activity, it is meaningful to the central nervous system and can promote learning.

Concept Development is:

- More than spatial relationships
- Linking the tactile interpretation of parts to build an entire perception of the whole
- Having enough experiences to find patterns, and make connections and generalizations (tall-ness, hour-ness, dog-ness)

How to Facilitate Concept Development

- Use a developmental sequence
- Provide meaningful experiences (***with students actively involved***) to imbed concepts into long-term memory
- Model and teach the language that links perceptions and concepts - using the descriptive words that label the things they are seeing or touching or tasting or doing

Tactile Skills Development

- For the development of tactile skills you must have:
 - Motor skills (***Mechanical Skills and Hand Development***)
 - Cognitive skills (***Hierarchy***)
 - Sensory skills-physiological tactual development (***Levels***)

These strands are part of a developmental process, and mesh together as the child progresses

Mechanical Skills & Hand Development

- Grasp and release
- Rotary motion
- Finger isolation
- Bilateral hand use
- Hand and finger strength

Mechanical Skills & Hand Development

- Proper finger position for Braille
- Light touch
- Tracking
- Tactile discrimination

Hierarchy of Tactile Skills - (Concrete to Abstract)

- Real objects
- Object representations
- Graphic representations
 - Two dimensional objects
 - Solid embossed shapes
 - Outlines of objects
 - Raised lines (solid and broken)
 - Symbols/letters

Levels of Tactual Learning

- Awareness and attention
- Structure and shape
- Part to whole relationships
- Graphic representations
- Braille symbols

(Barraga and Erin, 1990)

And...

- ***For future tactile instruction as it relates to braille***
 - Teach tracking and discrimination of braille symbols
 - Teach skills that relate to reading tactile presentations
 - Make the reading & writing connection
 - Practice, practice, practice

Teaching the skills for reading tactile presentations

- Tactile presentations are not automatically meaningful to a blind child because of lack of experience
- Understanding the tactile “picture” requires that the reader have an abstract concept about the real thing
- Proportion is a difficult concept for blind children
- The transition from a solid object to a plane figure requires the use of perspective and abstraction

(From AFB workshop)

Reading & Writing Connection

- Making sure a braille is part of the student’s life
- Encouraging students to “scribble” with the braille
- Showing children that people write for real purposes
- Showing children that writing is important
- Showing children different ways to write

Connection, continued

- Setting up the expectation that children will write.
 - The motivation does not come from talking about it!
 - It comes from a desire to do what others are doing



Figure 3 Drawing of two hands on Perkins Braillewriter.

Practice, practice, practice

- Sensory-motor integration activities
- Fine Motor Skills
- Tactual Skills Development
- Guide for Functional Application of Tactual Skills (*Teaching Students with Visual and Multiple Impairments*, p. 176-185, TSBVI)

You make the difference...

- **But you can't do it all!!**
 - You cannot be with the young student 24/7
 - Get help from other team members including family members
 - Teach the team members the reasons for, and the basics of tactile learning

Handouts referenced in Webinar

Web Links

- Lisa Ricketts' article "Sensory Integration and Sensory Motor Activities"
<http://www.tsbvi.edu/143-mivi-general/1727-sensory-integration-and-sensory-motor-activities>
- Debra Sewell's article "Motor Activities to Encourage Pre-Braille Skills"
<http://www.tsbvi.edu/203-resources/1927-motor-activities-to-encourage-pre-braille-skills-1>

Tactile Skills Development

For the development of tactile skills you must have:

- Motor skills (mechanical skills & hand development)
- Cognitive skills (hierarchy)
- Sensory skills-physiological tactual development (levels)

These strands are part of a developmental process, and mesh together as the child progresses.

Motor Skills - Mechanical skills and hand development

- ✓ **Grasp and release**
- ✓ **Rotary motion**
- ✓ **Finger isolation**
- ✓ **Bilateral hand use**
- ✓ **Hand and finger strength**
- ✓ **Tactile discrimination**
- ✓ **Light touch**
- ✓ **Proper finger position for Braille**
- ✓ **Tactile tracking skills**

(Sewell & Strickling, 1997, 2004)

Activities: Motor Skills

- ✓ Using Thera-putty
- ✓ Opening doors with door knobs
- ✓ Finger puppets
- ✓ Stress balls
- ✓ Scooping and stirring
- ✓ Dressing skills - buttoning, snapping, zipping
- ✓ Rolling cookie dough into balls
- ✓ Stringing beads
- ✓ Finger painting
- ✓ Games on Talking Tactile Tablet (TTT)

Resources: Motor Skills

- ✓ "Fine Motor Activities to encourage Pre-Braille Skills"
- ✓ Perkins Activity and Resource Guide
- ✓ *Guidelines and Games...* - Ch. 5
- ✓ *Beginning With Braille* - Ch. 3, 4, 5
- ✓ "Sensory Integration and Motor Activities"
- ✓ Fine Motor Development Materials from APH

Functional Applications of Tactile Skills

- ✓ Locating - randomly finding or intentionally searching for an object
- ✓ Exploring - getting information about the tactual properties of an object (by moving hands or by moving the object)
- ✓ Manipulating - intentional movement of an object
- ✓ Recognizing - associating an object with a memory of the object
- ✓ Comparing - discovering similarities, differences, and preferences; matching and sorting
- ✓ Communicating - using objects to request, refuse, comment and question; for choice-making, calendars
- ✓ Organizing - finding objects in their usual place; returning them to their usual place; sorting or categorizing by placement, function, attribute; gathering materials for a task
(Smith and Levack, 1999)

Cognitive Skills - Hierarchy of Tactile Skills: Concrete to Abstract

- ✓ **Real Objects**
- ✓ **Object Representations**
- ✓ **Graphic Representations**
 - **Two dimensional objects**
 - **Solid embossed shapes**
 - **Outlines of objects**
 - **Raised lines (solid and broken)**
 - **Symbols/letters**

(adapted from Kershman, 1976)

Activities: Real Objects

- ✓ Touching, exploring and using familiar objects in the environment
- ✓ Exploring objects in object bags
- ✓ Creating Objects Books
- ✓ Exploring Story Boxes

Resources: Real Objects

- ✓ Familiar and unfamiliar objects in the environment
- ✓ Article on Object Books
- ✓ Setting the Stage for Tactile Understanding
- ✓ Pre-K curriculum and instructional materials

Activities: Object Representations

- ✓ Side-by-side comparisons:
 - ✓ Real objects to toys
 - ✓ Real food to play food
 - ✓ Real animals to stuffed animals
- ✓ Using parts of objects to represent the whole item
- ✓ Tactile symbols

Resources: Object Representations

- ✓ Real objects and things used to represent them (e.g., playdoh cookies, doll, toy dishes)
- ✓ Setting the Stage for Tactile Understanding (APH)
- ✓ Tactile symbols

Graphic Representations from the Hierarchy

- ✓ Two-dimensional objects
- ✓ Solid embossed shapes
- ✓ Outlines of objects
- ✓ Raised lines (solid or broken)
- ✓ Symbols/letters/numerals

Activities: Graphic Representations

- ✓ Making hand-prints and foot-prints in plaster
- ✓ Making faces out of playdoh
- ✓ Creating Thermoform representations with the student
- ✓ Color-Forms

Resources: Graphic Representations

- ✓ Setting the Stage for Tactile Understanding
- ✓ Picture Maker: Wheatley Tactile Diagramming Kit
- ✓ Chang Tactual Diagram Kit
- ✓ From APH

Sensory Skills - Levels of Tactual Learning

- ✓ **Awareness and Attention**
- ✓ **Structure and Shape**
- ✓ **Part to Whole Relationships**
- ✓ **Graphic Representations**
- ✓ **Braille Symbols**

(Barraga & Erin, 1992)

Activities: Awareness and attention

- ✓ Playing with toys that vibrate, move or make noises
- ✓ Brushing teeth with vibrating toothbrush
- ✓ Playing in water, sand, dry beans/rice
- ✓ Playing with clay or playdoh
- ✓ Finger painting with media of various consistencies
- ✓ Interactive Discovery Walk-outdoors

Resources: Awareness and attention

- ✓ Objects in the student's environment (home, school & community) that vibrate, move or make noise
- ✓ Braille labels
- ✓ Tactile Discrimination bags
- ✓ Objects of various textures and compositions
- ✓ Teachable Touchables from Educational Insights
- ✓ Texture Dominoes from Guidecraft
- ✓ Texture cards

Activities: Structure and shape

- ✓ Sorting objects by size and shape
- ✓ Making size comparisons
- ✓ Identifying various sizes of objects
- ✓ Identifying various shapes
- ✓ Identifying structural features such wheels, arms, hollow vs. solid, rigid vs. flexible

Resources: Structure and Shape

- ✓ Objects of various sizes, shapes
- ✓ Fruits to sort by size or shape
- ✓ Three dimensional shapes/solids
- ✓ Shape sorters
- ✓ Various kinds of balls
- ✓ Mr. Potato Head
- ✓ Cooties

Activities: Part to Whole Relationships

- ✓ Using blocks or other building toys
- ✓ Putting lids on pans or jars
- ✓ Putting keys in locks
- ✓ Using dials on stoves, washing machines, etc.
- ✓ Discovering pages in books

Resources: Part to Whole Relationships

- ✓ Real objects with identifiable parts
- ✓ Detachable
- ✓ Undetachable
- ✓ Building toys
- ✓ Sandwich ingredients

Activities: Graphic Representations

- ✓ Tracing around shapes with a tracing wheel
- ✓ Identifying 2-dimensional shapes on a page (solid embossed then outlines)
- ✓ Following/tracking solid or broken lines
- ✓ Making and using graphs, maps
- ✓ Learning about "picture-ness"

Teaching "Picture-ness"

- ✓ Explicitly make connections between the characteristics of an object and the graphic that represents it
- ✓ Make sure the student has an abstract concept about the real thing that the graphic represents

Teaching "picture-ness"

- ✓ General shape
- ✓ Major characteristics
- ✓ Perspective
- ✓ Proportion
- ✓ Indicators of 3-dimensionality

Resources: Graphic Representations

- ✓ Touch and Tell books
- ✓ Mangold Tactile Perception and Braille Letter Recognition
- ✓ Touch and Learn Tactile Activity Book, CAL-tac from National Braille Press
- ✓ Setting the Stage for Tactile Understanding
- ✓ Tactile Discrimination Worksheets
- ✓ Teaching Touch
- ✓ National Braille Press Mazes

Systematic Search and Exploration Patterns

- ✓ Must be individualized
- ✓ Are used to determine attributes, size and scope of object(s)
- ✓ Sweep from top-left to bottom-right with open hand
- ✓ Barth
- ✓ Left to right and top to bottom
- ✓ FOIL: First Outside, Inside Last
- ✓ Circular Search Patterns

Barraga, N. C. (1976). *Visual handicaps and learning: A developmental approach*. Belmont, CA: Wadsworth.

Barraga, N. C., & Erin, J. (1992). *Visual Handicaps & Learning*, 3rd Edition. Austin, TX: Pro-Ed

Guide for Functional Applications of Tactual Skills

by Millie Smith and Nancy Levack

The following guide can be used by VI teachers to identify specific tactual skills to be taught and to identify functional contexts in which to teach those skills. The guide contains lists of tactual skills in seven broad categories:

- **Locating objects**
- **Exploring objects**
- **Manipulating objects**
- **Recognizing objects**
- **Using objects for communication**
- **Comparing objects**
- **Organizing objects**

The **Student Behavior** section describes motor responses typically available to students with multiple impairments.

The **Applied Context** section lists several environments where skills might be used along with one or more examples of specific skills to be used in that environment with its associated motor response.

Locating objects

Skills

- Contacts object in touch with the body.
- Obtains object.
- Uncovers partially hidden object.
- Finds fully hidden object.
- Finds object after systematic search.
- Retrieves object from usual location.

Student Behavior

- Orients head to an object.
- Moves a hand or arm, foot or leg, or mouth in the direction of an object.
- Touches an object with some part of the body.
- Grasps an object.
- Uses a tool to extend reach.

Applied Contexts

- Little Room
 - Moves head to place lips on object hung over head.
 - Moves hand to contact object in space where hand previously contacted that object.
 - Extends foot to search for specific sound-producing object hung in foot area.
- Toys in play area
 - Moves mouth toward toy touching face.
- Tactual calendars
 - Grasps symbol in "next" location to indicate readiness for activity.
- Dressing activities
 - Grasps sock stuffed inside shoe.
- Mealtime and snack activities
 - Orients head or body toward refrigerator when cold item is needed during familiar food preparation routine.
- Grooming and hygiene activities
 - Searches for specific item in toiletry kit.
- Work activities
 - Retrieves attendance slips from usual location outside classroom doors.

Exploring objects

Skills

- Moves parts of own body over pleasing textures.
- Retains object placed in hand.
- Brings object to mouth.
- Plays with fingers and toes.
- Uses fingertips to gain precise information.

Student Behavior

- Contacts the object with some part of the body (e.g., mouth, hand, cheek, foot).

Applied Contexts

- Little Room
 - Presses hand against textured panels.
 - Moves tongue over soap dish pad.
- Toys in play area
 - Uses fingers to find on/off switch for battery-operated car with siren.
- Tactual calendars
 - Retains symbol placed in hand.
- Dressing activities
 - Uses fingertips, lips, or tongue to explore textures of clothing.
- Bath time
 - Rubs soap on and between fingers.
- Mealtime and snack activities
 - Gets ingredients on fingers and tasting ingredients by moving fingers to mouth.
- Grooming and hygiene activities
 - Holds hairbrush or toothbrush placed in hand.
- Work activities
 - Uses fingers to explore textures of objects in recycling task (glass, paper, plastic).

Manipulating objects

Skills

- Bangs objects.
- Shakes an object
- Squeezes an object.
- Pokes an object.
- Pushes and pulls an object.
- Moves parts of objects.
- Pulls objects out of containers.
- Puts objects in the containers.
- Takes objects apart.
- Puts objects together.
- Unwraps objects.
- Precisely places objects in a confined space.

Student Behavior

- Manipulates the object with some part of the body.
- Uses a device to manipulate the object (e.g., switch, tool).
- Partially participates in manipulation of the object.
- Requests assistance for the manipulation of the object by using some part of the body toward the object.

Applied Contexts

- Little Room
 - Pushes and pulls to request and refuse objects.
 - Pokes to find openings in objects.
- Toys in play area
 - Unwraps a new toy.
 - Takes lids off containers.
 - Puts together lids and containers.
 - Takes apart toys with Velcro parts.
 - Moves the parts of Transformer toys.
 - Moves the on/off switch on a vibrator or hairdryer.
 - Pushes and pulls to request and refuse objects.
 - Squeezes a sound-producing squeak toy.
 - Precisely places pieces in a puzzle.
- Tactual calendars
 - Pushes and pulls to request and refuse objects.
- Dressing activities
 - Takes apart bundled socks.
 - Takes apart clothing by unfastening.
 - Moves the tongue of a shoe so foot can slide in.
 - Pushes and pulls to request and refuse objects.
 - Pokes to find openings in objects.
 - Puts together clothing by fastening.

- Mealtime and snack activities
 - Takes lids off containers.
 - Puts together lids and containers.
 - Puts ice cubes in a glass.
 - Pulls chips out of the bag.
 - Pulls groceries out of shopping bags.
 - Pushes and pulls to request and refuse objects.
 - Pushes and pulls to open and close doors.
 - Takes apart stacked cups to set the table.
 - Moves the handle on an egg beater.
 - Pokes the on/off button on a tape player, microwave, or blender.
 - Bangs a biscuit can to pop it open.
 - Unwraps a candy bar.
 - Pokes to find openings in objects.
 - Precisely places dishes in a dishwasher.
 - Precisely places bread in a toaster.
- Grooming and hygiene activities
 - Puts soap on a washcloth.
 - Takes lids off containers.
 - Puts together lids and containers.
 - Pushes and pulls to request and refuse objects.
 - Pokes to find openings in objects.
 - Shakes a can of hair spray or shaving cream.
 - Unwraps hygiene products.
 - Puts together toothbrush holders.
 - Pokes the toothpaste pump.
 - Squeezes a tube of toothpaste.
 - Moves the on/off switch on a vibrator or hairdryer.
- Domestic activities
 - Pushes and pulls to request and refuse objects.
 - Pushes and pulls the buttons on a washing machine.
 - Pulls wet clothes out of the washing machine.
 - Puts clothes in the washer or dryer.
 - Precisely places laundry in a drawer.
- Music activities
 - Puts together cassette tapes and cases.
 - Pushes and pulls to request and refuse objects.
 - Pokes the on/off button on a tape player, microwave, or blender.
 - Bangs a percussion instrument.
 - Shakes bells.

- Work activities
 - Pushes and pulls to request and refuse objects.
 - Pushes and pulls to open and close doors.
 - Pokes to find openings in objects.
 - Puts together toothbrush holders.
 - Moves the lever on a can crusher.
 - Puts coins in a device for wrapping.
 - Takes lids off containers.
 - Puts together lids and containers.
 - Takes soda cans out of the plastic rings to load vending machines.
 - Puts together cassette tapes and cases.
- Transitions
 - Pushes and pulls to open and close doors.

Recognizing objects

Skills

- Demonstrates pleasure or satisfaction upon obtaining a desired object.
- Performs appropriate actions with an object.
- Anticipates events when given an object associated with the event.

Student Behavior

- Contacts the object with some part of the body (e.g., mouth, hand, cheek, foot).

Applied Contexts

- Little Room
 - Smiles when hand contacts a desired object.
- Toys in play area
 - Winds the handle on a jack-in-the-box.
 - Pulls the string on a See 'n Say toy or talking doll.
- Tactual calendars
 - Moves to an area when an activity is to take place when given an object that is part of that activity.
- Dressing activities
 - Lifts a foot when given a shoe.
- Bath time
 - Makes rubbing motions when given a washcloth.
- Mealtime and snack activities
 - Finds desired items in an array of finger foods.
- Grooming and hygiene activities
 - Finds the toothbrush in the toiletry kit.
- Work activities
 - Obtains desired items for picnic packs.
- Games
 - Recognizes own game piece in a board game.

Using objects for communication

Skills

- Uses an object for sustaining a social interaction with another person.
- Uses an object to request an interaction with another person.
- Uses an object for choicemaking.
- Takes turns with an object.
- Responds to objects named or signed.

Student Behavior

- Touches an object with some part of the body (e.g., mouth, hand, cheek, foot).
- Moves an object to a designated place.
- Moves a caregiver toward an object.
- Moves an object toward a caregiver.

Applied Contexts

- Toys in play area
 - Moves a caregiver's hand toward a battery-operated toy to request activation.
- Tactual calendars
 - Gets a cup from a calendar box to request a drink.
- Tactual calendar activity breakout strips
 - Uses Standard Tactual Symbols to sequence the steps of a cooking activity.
- Dressing activities
 - Picks up the article of clothing named or signed by the caregiver.
- Bath time
 - Touches a washcloth or shampoo bottle to indicate what should happen next.
- Mealtime and snack activities
 - Passes the bowl and spoon to another peer for continuation of stirring in a turntaking activity.
- Grooming and hygiene activities
 - Extends toothpaste to caregiver to obtain help taking cap off.
- Work activities
 - Moves job coach over to box where work materials are kept to communicate that more materials are needed.
- Games
 - Passes the joystick to communicate turntaking in a computer game.

Comparing objects

Skills

- Responds differently to warm, cold, rough, and smooth objects.
- Retains two objects.
- Shifts touch from one object to another.
- Matches objects.

Student Behavior

- Shifts touch from one object to another with some part of the body (e.g., mouth, hand, cheek, foot).

Applied Contexts

- Little Room
 - Moves mouth from metal measuring spoons to plastic measuring spoons.
- Toys in play area
 - Compares the textures between a Nerf ball and a tennis ball, or the sounds of two different squeak toys.
- Tactual calendars
 - Compares the background category shapes of Standard Tactual Symbols.
- Dressing activities
 - Compares two shoes to see if they are a match.
- Mealtime and snack activities
 - Finds the ripest banana in a basket.
- Grooming and hygiene activities
 - Finds a washcloth in stacks of towels and washcloths.
- Work activities
 - Chooses knives, forks, and spoons for silverware wrapping.

Organizing objects

Skills

- Orients self to a stationery object.
- Puts objects away in correct places.
- Obtains objects for activities.
- Gathers related objects for a task.
- Arranges materials for a task.
- Maintains neat work and personal areas.

Student Behavior

- Places the object.
- Uses a device to place the object (e.g., switch, tool).
- Partially participates in placing the object.
- Requests assistance for placing the object.

Applied Contexts

- Toys in play area
 - Orients body to crawl into a barrel.
- Tactual calendars
 - Places symbols in boxes in sequence.
- Tactual calendar activity breakout strips
 - Aligns the breakout strip with the appropriate activity symbol.
- Dressing activities
 - Orients an item of clothing correctly before putting it on.
- Bath time
 - Puts dirty clothing in correct place.
- Mealtime and snack activities
 - Places empty boxes and cans in the trash.
- Grooming and hygiene activities
 - Gathers toothbrush and toothpaste and puts them in a cup to take to the bathroom.
- Work activities
 - Arranges materials left to right for a packaging activity.
- Games
 - Gathers plastic bowling pins and bowling balls to take to the playground.

Reference

Smith, M., & Levack, N. (1995). *Teaching students with visual and multiple impairments* (pp. 176-185). Austin: Texas School for the Blind and Visually Impaired.

Additional Resources

- *Guidelines and Games for Teaching Efficient Braille Reading* (AFB Press)
- *Learning Through Touch* (David Fulton Publishers)
- *Foundations of Braille Literacy* (AFB Press)
- *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (AFB Press)
- *Reading Connections: Strategies for Teaching Students with Visual Impairments* (AFB Press)

Texas School for the Blind and Visually Impaired Outreach Programs



Figure 4 TSBVI logo.



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Figure 5 IDEAs that Work logo and OSEP disclaimer.