Texas School for the Blind and Visually Impaired

Outreach Programs

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Coffee Hour: An Update on the Progression of Tactile Learning Developmental Checklist

Presented by

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**Our Guiding Principles**

“Literacy emerge[s] throughout a lifetime in a seamless process.” - Caitlin McMunn Dooley

* Every tactile learner is potentially literate.
* Students function along a fluid continuum of motor, tactile, conceptual, and emotional skills.
* These are not disconnected skills. They are sequential, contingent and interdependent.

# Every Tactile Learner is Potentially Literate

* Separation of learners as either “readers” vs. “non-readers”
* Non-traditional tactile learners

# The Perception of the Learner as a “Non-reader”

* Dissuades people from
	+ Seeing possibilities and potential
	+ Focusing on what the student CAN do
	+ Involving the student in literacy at all levels

# Tactile Skills

* Acquisition does not always occur at the same time or in the same sequence for all children; therefore, we must examine foundational skills.
* Cognitive, emotional, and physical/medical factors may have a significant impact on the development of tactile skills.

# Issues with Evaluation Tools

* Most do not include comprehensive evaluation of tactile skills.
* Most do not address components of tactile learning in small enough increments.
	+ Larger increments are difficult to observe/measure.
	+ Larger increments may not be helpful for students with multiple disabilities.

# Purpose of the Tactile Profile

To provide an observation/evaluation tool that will guide teachers to:

* Develop a better understanding of
	+ How tactile learning skills are acquired and how they progress.
	+ How gaps in learning may contribute when a learner is not making expected progress.
* Provide instructional programming that will foster success.

# Development of the Tactile Profile

* Review of existing evaluations of tactile skills
* Identification of chronological sequence of tactile skills development
* Creating questions
* Review of existing instructional materials

# Development of the Tactile Profile

* General Information
* Tactile Profile/Questions Chart
* Evaluation Resources Chart
* Instructional Resources Chart
* Additional Resources Packet

# How to Administer the Questions Chart and Create a Tactile Profile

* Gather information from multiple evaluators
* Observe and evaluate in a variety of environments
* Complete the entire checklist!

# How to Administer the Questions Chart and Create a Tactile Profile

* Gather information from multiple evaluators
* Observe and evaluate in a variety of environments
* Complete the entire checklist!

# How to Use the Evaluation Resources Chart

* If the answer is “don’t know”
	+ use the evaluation chart to find a tool that will guide you to the answer.

# How to Use the Instructional Resources Chart

* If the answer is “no”
	+ use the instructional resources chart to find appropriate teaching strategies, methods, activities, and suggested materials.

# Additional Resources Packet

* In development
* Includes references for the resources in the charts
* Also includes other resources about tactile learning

# Pilot Project

* In development
* Includes references for the resources in the charts
* Also includes other resources about tactile learning

# Pilot Project

* Do you have a student for whom this profile may provide instructional guidance?
* Would you like to try out the Tactile Profile with that student and provide additional, more in-depth feedback?
* Send your name and email to Debra Sewell, Curriculum Director, at sewelld@tsbvi.edu.

# Feedback: Please type into the chat or email us!

1. Is the purpose of the document clear?
2. Are the directions clear?
3. Are the questions comprehensive? Are there any glaring omissions?
4. Do you have any other suggestions or questions?

# Thank you for joining us!

* Debra Sewell
* Ann Adkins
* Scott Baltisberger
* Sara Kitchen