TACTUAL STIMULATION

This series of objectives is sequentially arranged from awareness of various tactile differences to the finer discriminations of touch. This sequence would begin in infancy and progress into early childhood. The ability to differentiate tactualy is a prerequisite for Braille instruction. The severely multiply-impaired child may need persistent work on the early lessons and may not progress through the entire series.

I. **General objective:** To make the child aware of the variety of tactual stimulation.

   A. **Specific objectives:** The child will respond to varieties of tactual stimulation such as:
      1. temperature differences.
      2. texture differences, for example, rough, smooth, sticky, etc.
      3. tactual characteristics such as hard, soft, sharp, dull, sticky, wet, dry, slimy, bumpy.

II. **General objective:** To develop tactual recognition, discrimination, and identification of objects and shapes.

   A. **Specific objectives:** The child will match, sort, and name objects of like or different tactual properties when presented with various combinations of objects with a difference in temperature, texture, size, shape, function.

   B. **Specific objectives:** The child will make comparisons of smoother, warmer, etc.

   C. **Specific objectives:** The child will match, point out, and name embossed geometric shapes such as circle, square, triangle, etc.

III. **General objective:** To develop and strengthen finger and hand manipulations.
A. Specific objectives: The child will be able to:
1. place objects of diminishing sizes into a container.
2. open various containers.
3. thread beads and follow a pattern.
4. use a peg board and follows patterns.
5. manipulate clothing fasteners.
6. use clay, sand, finger paints, etc.
7. cut and paste.
8. punch various materials.
9. to lace with sewing cards (and own punched materials.
10. to manipulate musical instruments.
11. build with blocks and construction sets.
12. manipulate environmental objects correctly.
13. sort wide variety of objects (varying sizes).
14. find objects in such materials as flour, sugar, rice, macaroni, etc.
15. press down with each finger individually.
16. play finger games.
17. follow lines of various materials on paper.
18. encourage light finger touch.

IV. General objective: To develop tactual tracking abilities in preparation for Braille reading.

A. Specific objectives: The child will track left to right across a line of shapes that are:
1. alike and arranged side by side on a page.
2. different and arranged side by side on a page.
3. alike and arranged with spaces between.
4. different and with spaces.

B. Specific objectives: The child will track from top to bottom following procedures in the objective above.

C. Specific objectives: The child will identify as alike or different:
1. two symbols embossed on a page.
2. two Braille symbols.

D. Specific objectives: The child will identify Braille symbols:
1. when one is different from the rest of the line.
2. when one is different from a group of three.
3. one symbol in a line of others.