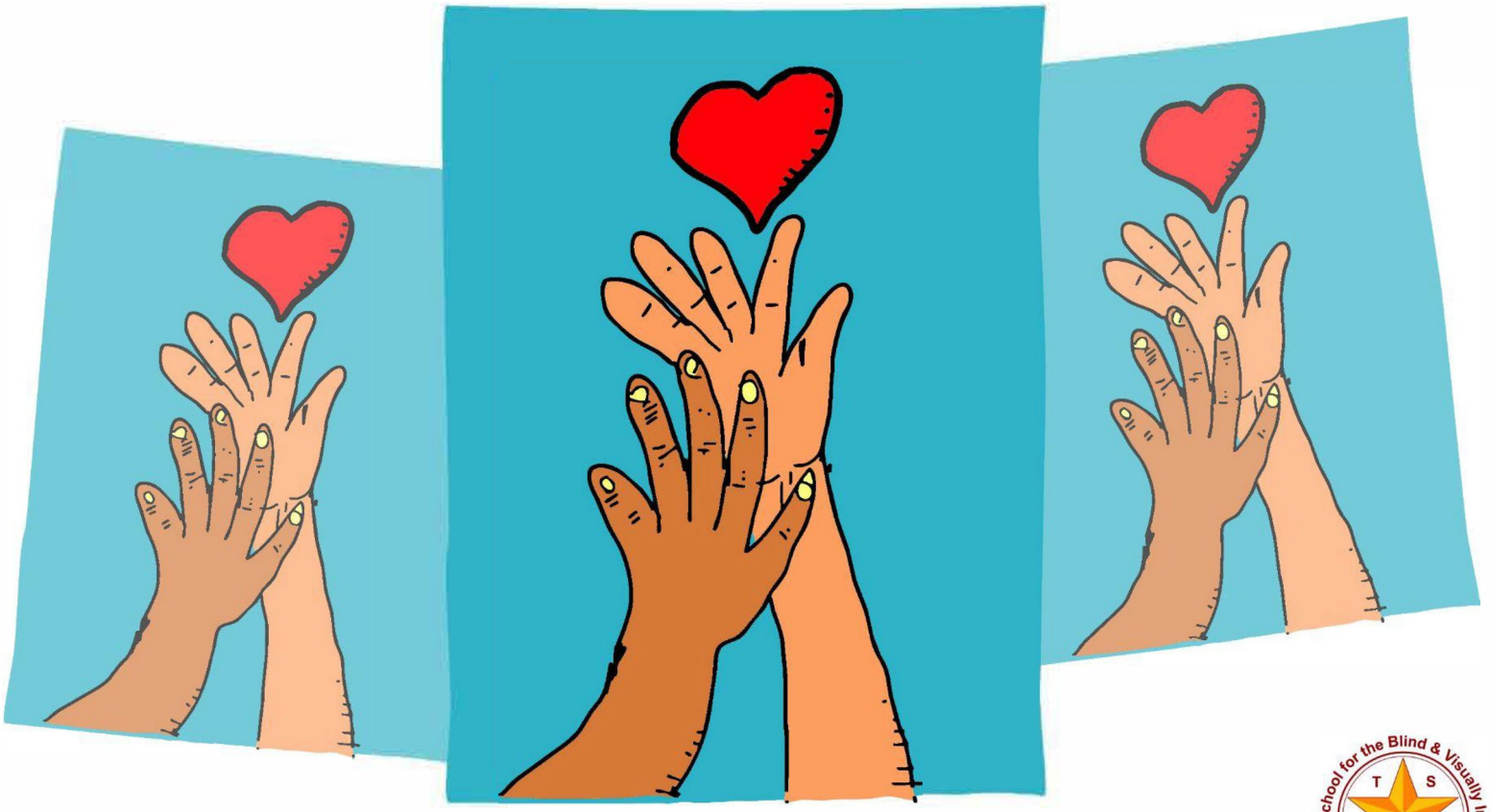
Early Tactile Learning Profile

GENERAL INFORMATION



Ann Adkins • Scott Baltisberger • Sara Kitchen • Debra Sewell

Texas School for the Blind & Visually Impaired

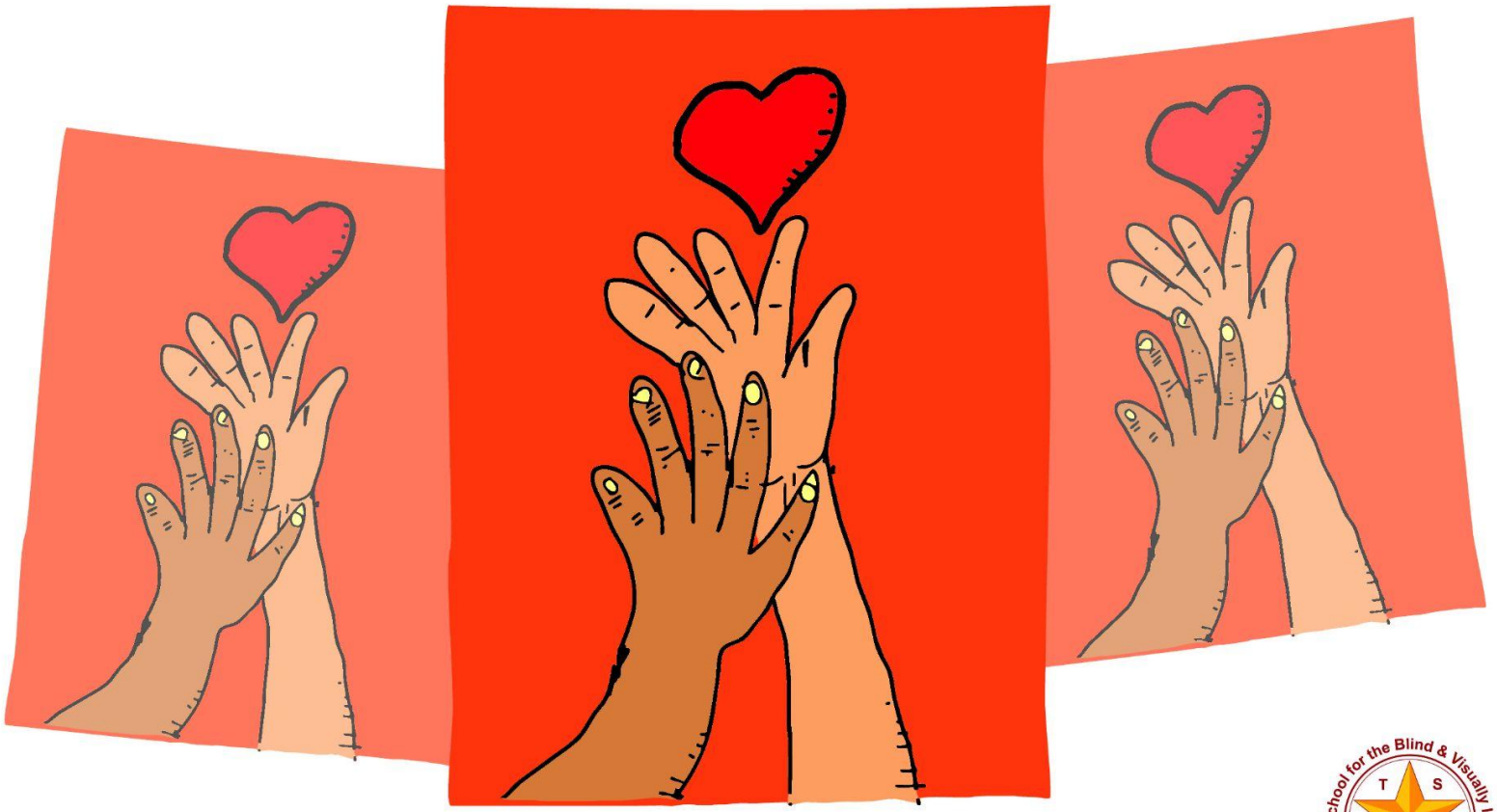
Early Tactile Learning Profile: General Information

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

- This instrument includes:
    - **Early Tactile Learning Profile: Checklist** – this chart provides a short description of each important tactile skill, “Answer” column, and a column for taking notes
    - **Early Tactile Learning Profile: Evaluation Resources** – this chart includes sources for student information, and suggested evaluation tools that will assist in answering each question
    - **Early Tactile Learning Profile: Instructional Resources** – this chart provides sources for general information, suggested activities, and guidance for creating appropriate activities
    - **References -** a list of all resources in the Early Tactile Learning Profile documents, including websites
    - **Additional Resources** - a document with suggestions of other important information on tactile learning for students with visual impairments including those with additional disabilities and/or deafblindness.

Early Tactile Learning Profile

CHECKLIST



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Early Tactile Learning Profile: Checklist

How to Score the Checklist:

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

Beginning of table

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

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

6	Does the student have **positive emotional responses** to touch? (e.g., calms when held or petted, coos or snuggles when held)	☐ ☐ ☐	Yes No Don't Know	
7	Does the student exhibit **intentional motor responses**? (e.g., patting or reaching towards something, batting, swiping, grasping, rolling toward).	☐ ☐ ☐	Yes No Don't Know	
8	Does the student use their hands to **explore his/her own body**?	☐ ☐ ☐	Yes No Don't Know	
9	Does the student use **hands to explore objects that are in contact with her/his body**? (e.g., clothing, bedding, toys, pets, food items)	☐ ☐ ☐	Yes No Don't Know	
10	Does the student use **other body parts to explore objects that are in contact with her/his body**? (e.g., feet, cheek, mouth, elbow)	☐ ☐ ☐	Yes No Don't Know	
11	Does the student **bring hands/objects to her/his mouth**?	☐ ☐ ☐	Yes No Don't Know	
12	Does the student **bring his/her hands together**? (It is important to encourage the student to develop the use of both hands, even when the student tends to neglect using one hand.)	☐ ☐ ☐	Yes No Don't Know	

13	Does the student **intentionally** use touch to make **contact with others**? (e.g., kicking, grabbing fingers, leaning against, reaching towards, hitting, biting, banging on, patting, pulling on someone else's clothes or hair)	☐ ☐ ☐	Yes No Don't Know	
14	Does the student use hands to **sustain physical contact with others** (as opposed to moving away or becoming extremely passive)?	☐ ☐ ☐	Yes No Don't Know	
15	Does the student use hands to engage in **student-led** mutual tactual exploration with an adult? (i.e., shared attention)	☐ ☐ ☐	Yes No Don't Know	
16	Does the student engage in **teacher-led** mutual tactual exploration with objects and/or actions? (e.g., shadowing, finger plays, riding, modeling, hand-under-hand)	☐ ☐ ☐	Yes No Don't Know	
17	Does the student **intentionally** use touch to make **contact with objects?** (Kicking, reaching toward, batting, swiping)	☐ ☐ ☐	Yes No Don't Know	
18	Does the student **intentionally grasp and release objects**, using palmar grasp or thumb and fingers?	☐ ☐ ☐	Yes No Don't Know	

19	Does the student use **entire hand** in a variety of ways to engage in **gross tactile exploration** of objects? (e.g., squeezing, banging, holding, rubbing, lifting, turning, scratching, tangling fingers, transfering objects from hand to hand).	☐ ☐ ☐	Yes No Don't Know	
20	Does the student use **hands (one or both)** for **refined tactile exploration** to obtain information about texture, hardness, temperature, shape, size, volume, and weight of larger objects by performing all of the following actions? ● Lateral Motion (rubbing across surface): Texture ● Pressure (pressing, squeezing, poking): Hardness ● Static Contact (hands resting on surface):Temperature ● Enclosure (holding/grasping): Shape/size/volume ● Unsupported holding (holding in hand): Weight ● Contour following (tracing contours): Global & exact shape (Adapted from Sidebar 5.3, p. 127 in ECC Essentials and McLinden, p. 58)	☐ ☐ ☐	Yes No Don't Know	
21	Does the student show **spatial awareness** by using their hands in a **systematic, organized way** to locate objects in customary locations or to place objects in specific locations (tactile search patterns).	☐ ☐ ☐	Yes No Don't Know	

22	Does the student use **fingers** for **intentional, systematic** tactile exploration to obtain information about texture, hardness, temperature, shape, size, volume, and weight of smaller objects by performing all of the following actions? ● Lateral Motion (rubbing across surface): Texture ● Pressure (pressing, squeezing, poking): Hardness ● Static Contact (fingers resting on surface):Temperature ● Enclosure (holding/grasping): Shape/size/volume ● Unsupported holding (holding with fingers): Weight ● Contour following (tracing contours, putting fingers into holes): Global & exact shape (Adapted from Sidebar 5.3, p. 127 in *ECC Essentials*, & *Learning Through Touch*, McLinden, Chapter 4, p 58-59)	☐ ☐ ☐	Yes No Don't Know	
23	Is the student beginning to make comparisons by **noticing/responding to differences** in tactile qualities of objects such as texture, shape, temperature, and size by pausing, labeling, moving back and forth between, etc.?	☐ ☐ ☐	Yes No Don't Know	

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

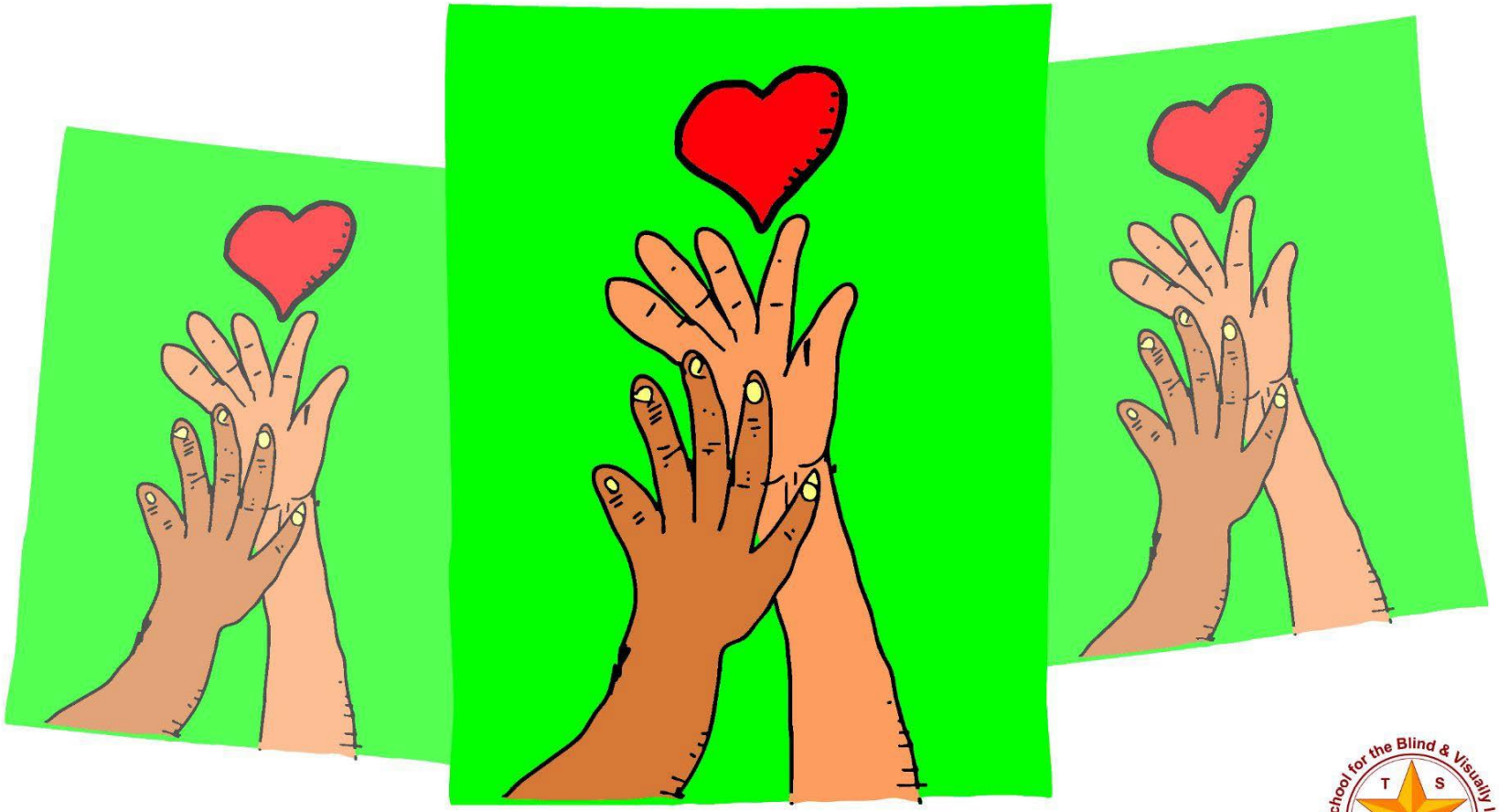
29	Does the student independently (without prompting) **initiate tactile exploration of the environment**? (this skill is a demonstration of the student's self-motivation & tactile curiosity).	☐ ☐ ☐	Yes No Don't Know	
30	Does the student **independently** perform **complex motor planning** tasks during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

End of table

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

Early Tactile Learning Profile

EVALUATION RESOURCES



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Early Tactile Learning Profile: Evaluation Resources

How to Use the Evaluation Resources Chart:

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

Beginning of table

	Question	Evaluation Resources
1	Are there any **medical conditions** that might impact the student’s tactile senses? (e.g., diabetes, seizure disorders, cerebral palsy, neuropathy)	• Consult with parents • Review medical records • Individual Sensory Learning Profile Interview (Anthony) https://vision.alberta.ca/media/99875/sensory%20profile.pdf
2	Is the student taking any **medications** that could impact the sense of touch?	• Consult with parents • Review medical records • Individual Sensory Learning Profile Interview (Anthony) https://vision.alberta.ca/media/99875/sensory%20profile.pdf
3	Is there any information that might indicate the student has experienced **highly aversive**	• Consult with parents • Review medical records

	touch? (e.g., prematurity, extended hospitalizations, abuse, neglect, use of hand-over-hand technique, *developmental trauma) *This can occur due to isolation associated with a lack of access to sensory information, an isolated environment, or a caregiver's lack of understanding of the sensory impairment.	• *INSITE Developmental Checklist* (Morgan & Watkins)*:* Taction - Responses to Touch and Handling, 0-3 months • *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing)*,* Chapter 3: Family Interview, p. 48-54 • Individual Sensory Learning Profile Interview (Anthony) https://vision.alberta.ca/media/99875/sensory%20profile.pdf • *Functional Scheme* (Nielsen). Checklist for Developmentally Impeding Function, pp. 213-214 • *Ready Bodies, Learning Minds: Cultivating the Complete student,* 3rd edition (Oden), pp. 47-48 (short checklist) • *Ready Bodies, Learning Minds,* 2nd edition (Oden), Chapter 3, pp.41-49 • Free Downloadable Checklists from Sensational Brain website (Free Resources tab) https://sensationalbrain.com/
4	Is there any indication of **sensory integration** issues? (e.g., need for excessive movement: spinning, rocking, flapping; need for pressure: wedges fingers under heavy objects, needs a lot of roughhousing/hugging; doesn't move enough: passive, sleepy; over-reactive to touch: startle or withdrawal response; over-reactive to movement: cries or vomits when moved suddenly, fearful of moving through space; inability to use senses simultaneously: can't look and touch or look and listen or listen and touch at the same time)	• Consult with parents • Consult with OT • Free Downloadable Checklists from Sensational Brain website (Free Resources tab) https://sensationalbrain.com/ • *Ready Bodies, Learning Minds: Cultivating the Complete student,* 3rd edition (Oden), pp. 47-48 (short checklist) • *Ready Bodies, Learning Minds,* 2nd edition (Oden), Chapters 3-5 • *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Developmental Screening Checklist: Sensory Integration, pp. 8-53 through 8-57 • *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), p. 376
5	Does the student primarily exhibit **reflexive motor responses**? (e.g. sucking reflex, neck righting reaction, reflexive palmar grasp, walking/stepping reflex, ATNR, STNR, protective extension reaction)	• Consult with OT & PT • *Texas 2 STEPS Evaluation* (Brown, et al). Reflexes, pp. 9-10 • *INSITE Developmental Checklist* (Morgan & Watkins)*:* Gross Motor - General Posture and Movements, 0-5 months. Fine Motor - Prehension, 0-2 • *Functional Scheme* (Nielsen). Checklists for Fine Motor, Gross Motor,

		Haptic-Tactile Perception, & Mouth Movement, 0-12 months ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Developmental Reflex Test, pp. 3-17 through 3-19 ● *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) ● *Ready Bodies, Learning Minds: Cultivating the Complete student,* 3rd edition, (Oden), pp. 47-48 (short checklist) ● *Ready Bodies, Learning Minds,* 2nd edition (Oden), Chapter 2: Reflexive Patterns, pp. 13-39 ● *Communication Matrix*, (Rowland)
6	Does the student have **positive emotional responses** to touch? (e.g., calms when held or petted, coos or snuggles when held)	● *INSITE Developmental Checklist* (Morgan & Watkins): Taction - Responses to Touch and Handling, 0-9 months; Social-Emotional - Interactions with Persons, 0-12 months ● *Functional Scheme* (Nielsen). Checklists for Emotional Perception & Social Perception, 0-9 months ● *Oregon Project* (Anderson, et al), Cognitive Section, Birth-1 year; Social Section, Birth-1 year & 1-2 years; Compensatory Section, Birth-1 year & 1-2 years ● *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapter 3: Family Interview, p. 48-54; ● *Communication Matrix*, (Rowland) ● *O&M Assessment: Early Years of Birth Through Three Years (*Anthony), Tactile Development ● *Carolina Curriculum for Infants and Toddlers* (Johnson-Martin, et al)*:* Personal-Social Sequence - Self-Regulation & Responsibility; Interpersonal Skills ● *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Functional Communication Screening Checklist, III. Body-Based Communication (Expressive), p. 126
7	Does the student exhibit **intentional motor responses**? (e.g., patting or reaching towards	● *Texas 2 STEPS Evaluation* (Brown, et al). Rolling, pp. 23-24; Reaching, pp. 27-28; Grasping, p. 31

	something, batting, swiping, grasping, rolling toward).	• *Functional Scheme* (Nielsen). Checklists for Spatial Perception & Fine Motor, 0-12 months • *INSITE Developmental Checklist* (Morgan & Watkins)*:* Fine Motor, Reach & Grasp, 0-6 months; Taction - Exploration/Manipulation, 0-12 months • *Oregon Project* (Anderson, et al), Fine Motor, Gross Motor & Cognitive Sections, Birth-1 year • *O&M Assessment: Early Years of Birth Through Three Years (*Anthony), Tactile Development • *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Developmental Screening Checklists: Gross Motor, pp. 3-64 through 3-66; Fine Motor, pp. 3-67 through 3-75 • *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) • *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Screening Checklist for Interaction With Objects, pp. 145-153 • *Communication Matrix*, (Rowland)
8	Does the student use their hands to **explore his/her own body**?	• *O&M Assessment: Early Years of Birth Through Three Years (*Anthony), Tactile Development • *Functional Scheme* (Nielsen). Checklists for Object Perception, 0-6 months; Haptic-Tactile Perception, 0-12 months; Perception Through Play & Activity, 0-12 months • *Texas 2 STEPS Evaluation* (Brown, et al). Body Awareness, pp.75-76 • *INSITE Developmental Checklist* (Morgan & Watkins): Taction - Exploration/Manipulation, 0-12 months • *Oregon Project* (Anderson, et al), Cognitive Section, Birth-1 year • *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith)
9	Does the student use **hands to explore objects that are in contact with her/his** **body**? (e.g., clothing, bedding, toys, pets, food items)	• *Functional Scheme* (Nielsen). Checklists for Object Perception 0-6 months; Haptic-Tactile Perception, 0-12 months; Perception Through Play & Activity, 0-12 months • *INSITE Developmental Checklist* (Morgan & Watkins): Taction - Exploration/Manipulation, 3-6 months, 6-9 months; Receptive

		Communication, 0-1 month ● *Oregon Project* (Anderson, et al), Cognitive, Fine Motor & Compensatory Sections, Birth-1 year ● *Texas 2 STEPS Evaluation* (Brown, et al). Body Awareness, pp.75-76 ● *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapter 3: Family Interview, p. 48-54; Observation of Use and Responses to Tactile Information, p. 56 ● *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development Charts: Spatial Relations, pp. 131-133 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Screening Checklist for Interaction With Objects, pp. 145-153
10	Does the student use **other body parts to explore objects that are in contact with her/his body**? (e.g., feet, cheek, mouth, elbow)	● *Functional Scheme* (Nielsen). Checklists for Gross Movement, Spatial Perception, Haptic Tactile Perception & Perception Through Play & Activity, 0-12 months ● *Oregon Project* (Anderson, et al), Cognitive & Compensatory Sections, Birth-1 year (mouth) ● *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485
11	Does the student **bring hands/objects to her/his mouth**?	● *Functional Scheme* (Nielsen). Checklists for Fine Movement 0-3 months, Perception through Play and Activity, 0-6 months ● *INSITE Developmental Checklist* (Morgan & Watkins): Taction - Exploration/Manipulation, 0-3 months & 3-6 months

		● *O&M Assessment: Early Years of Birth Through Three Years (*Anthony), Tactile Development ● *Oregon Project* (Anderson, et al), Cognitive, Fine Motor & Compensatory Sections, Birth-1 year ● *SLK Guidebook and Assessment Forms*: Using the Sensory Learning Kit (Smith) ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Fine Motor Development Charts: Exploration, pp. 163-165 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Screening Checklist for Interaction With Objects, pp. 145-153
12	Does the student **bring his/her hands together**? (It is important to encourage the student to develop the use of both hands, even when the student tends to neglect using one hand.)	● *Functional Scheme* (Nielsen). Checklist for Fine Movement 0-6 months ● *Texas 2 STEPS Evaluation* (Brown, et al). Body Awareness, 2.1, p. 75; Trunk, Arm & Leg Control, 2.4, p.19 ● *INSITE Developmental Checklist* (Morgan & Watkins): Gross Motor - Posture on Back, 3-6 months ● *Oregon Project* (Anderson, et al), Fine Motor Section, Birth-1 year & 1-2 years ● *Carolina Curriculum for Infants and Toddlers* (Johnson-Martin, et al): Fine Motor Sequence - Bilateral Skills ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Developmental Screening Checklist: Fine Motor Skills (4 months), pp. 3-67 & 3-68 ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119

		● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development Charts: Spatial Relations, pp. 131-133; Fine Motor Development Charts: Exploration, pp. 163-165 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Screening Checklist for Interaction With Objects, pp. 145-153
13	Does the student **intentionally** use touch to make **contact with others**? (e.g., kicking, grabbing fingers, leaning against, reaching towards, hitting, biting, banging on, patting, pulling on someone else's clothes or hair)	● *Functional Scheme* (Nielsen). Checklists for Emotional Perception, 6-15 months; Social Perception, 6-18 months ● *Oregon Project* (Anderson, et al), Social Section, Birth-1 year & 1-2 years ● *Texas 2 STEPS Evaluation* (Brown, et al). Body Awareness, 2.5, p.75 ● *INSITE Developmental Checklist* (Morgan & Watkins): Social-Emotional - Interactions with Persons, 6-8 months ● *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapter 3: Family Interview, p. 48-54 ● *Communication Matrix*, (Rowland) ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.),, pp. 118-119 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Fine Motor Development Charts: Exploration, pp. 163-165
14	Does the student use hands to **sustain physical contact with others** (as opposed to moving away or becoming extremely passive)?	● *Oregon Project* (Anderson, et al), Social Section, Birth-1 year & 1-2 years ● *Functional Scheme* (Nielsen). Checklists for Emotional Perception, 0-30 months; Social Perception, 3-18 months ● *INSITE Developmental Checklist* (Morgan & Watkins): Taction - Responses to Touch & Handling, Birth to 15 months; Social-emotional - Social Play, 6-18 months. ● *Tactile Strategies for Children Who Have Visual Impairments and*

		Multiple Disabilities (Chen & Downing), Chapter 3: Family Interview, p. 48-54, Observation of Use and Responses to Tactile Information, p. 56 ● *O&M Assessment: Early Years of Birth Through Three Years (*Anthony), Body Image/Awareness of Other's Bodies ● *Communication Matrix*, (Rowland) ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Functional Communication Screening Checklist, IV. Concrete Communication (Expressive), pp. 127-129
15	Does the student use hands to engage in **student-led** mutual tactual exploration with an adult? (i.e., shared attention)	● *Functional Scheme* (Nielsen). Checklists for Emotional Perception, 6-15 months; Social Perception, 6-18 months ● *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapter 3: Family Interview, p. 48-54, Observation of Use and Responses to Tactile Information, p. 56 ● *Communication Matrix*, (Rowland) ● *First Things First: Early Communication for the Pre-symbolic student with Severe Disabilities* (Rowland & Schweigert), Chapter 2: Assessment, Appendix p. 53 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Functional Communication Screening Checklist, IV. Concrete Communication (Expressive), pp. 127-129
16	Does the student engage in **teacher-led** mutual tactual exploration with objects and/or actions? (e.g., shadowing, finger plays, riding, modeling, hand-under-hand)	● *Functional Scheme* (Nielsen). Checklists for Emotional Perception, 6-15 months; Social Perception, 12-18 months ● *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapter 3: Family Interview, p. 48-54; Observation of Use and Responses to Tactile Information, p. 56 ● *Communication Matrix*, (Rowland) ● *First Things First: Early Communication for the Pre-symbolic student with Severe Disabilities* (Rowland & Schweigert), Chapter 2: Assessment, Appendix p. 53 ● *Oregon Project* (Anderson, et al), Fine Motor Section, Birth-1 year, 1-2 years & 2-3 years; Cognitive Section, Birth-1 year; Social Section, 1-2 years (fingerplays) ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Fine Motor

		Development Charts: Exploration, pp. 163-165 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Functional Communication Screening Checklist, IV. Concrete Communication (Expressive), pp. 127-129
17	Does the student **intentionally** use touch to make **contact with objects?** (Kicking, reaching toward, batting, swiping)	● *Functional Scheme* (Nielsen). Checklists for Fine Movement, Object Perception, Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception, 0-6 months ● *INSITE Developmental Checklist:* Taction - Exporation/Manipulation, 3-9 months ● *Oregon Project* (Anderson, et al), Compensatory, Fine Motor & Cognitive Sections, Birth-1 year ● *Texas 2 STEPS Evaluation* (Brown, et al). Reaching, 4.1-4.8, pp. 27-28 ● *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapter 3: Family Interview, p. 48-54; Observation of Use and Responses to Tactile Information, p. 56 ● *First Things First: Early Communication for the Pre-symbolic student with Severe Disabilities* (Rowland & Schweigert), Chapter 2: Assessment, Appendix p. 53 ● *Carolina Curriculum for Infants and Toddlers* (Johnson-Martin, et al): Fine Motor Sequence - Grasp & Manipulation ● *Communication Matrix*, (Rowland) ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119 ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), I, AB, p. 1 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), I, AB, p. 1 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Screening Checklist for Interaction With Objects, pp. 145-153
18	Does the student **intentionally grasp and release objects**, using palmar grasp or thumb and fingers?	● *Functional Scheme* (Nielsen). Checklists for Fine Movement 0-6 months, Object Perception 0-9 months, Spatial Perception 0-6 months, Perception through Play and Activity, 0-6 months, & Haptic-Tactile Perception, 0-12 months

		● *Texas 2 STEPS Evaluation* (Brown, et al). Grasping, 5.1-5.4, p. 31 ● *Oregon Project* (Anderson, et al), Fine Motor Section, Birth-1 year, 1-2 years & 2-3 years ● *INSITE Developmental Checklist* (Morgan & Watkins)*:* Fine Motor, Grasp & Release, 0-12 months ● *O&M Assessment: Early Years of Birth Through Three Years (*Anthony), Fine Motor/Upper Extremity Strength ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Developmental Screening Checklist: Fine Motor Skills, pp. 3-67 through pp. 3-75 ● *Carolina Curriculum for Infants and Toddlers* (Johnson-Martin, et al): Fine Motor Sequence - Grasp & Manipulation ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), I, CDEHI, pp. 2-5 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), I, CDEHI, pp. 2-5 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Fine Motor Development Charts: Prehension, pp. 161-162 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Screening Checklist for Interaction With Objects, pp. 145-153
19	Does the student use **entire hand** in a variety of ways to engage in **gross tactile exploration** of objects? (e.g., squeezing, banging, holding, rubbing, lifting, turning, scratching, tangling fingers, transfering objects from hand to hand).	● *Functional Scheme* (Nielsen). Checklists for Fine Movement, Object Perception, Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception, 0-12 months ● *INSITE Developmental Checklist* (Morgan & Watkins)*:* Fine Motor - Manipulation & Coordination, 0-12 months; Taction - Exploration & Manipulation, 3-9 months, Cognition - Object Exploration, 4-9 months. ● *O&M Assessment: Early Years of Birth Through Three Years (*Anthony), Cause and Effect/ Means End

		● *Oregon Project* (Anderson, et al), Fine Motor Section, 1-2 years, 2-3 years, 3-4 years & 4-5 years ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Developmental Screening Checklist: Fine Motor Skills, pp. 3-67 through pp. 3-75 ● *Carolina Curriculum for Infants and Toddlers* (Johnson-Martin, et al): Fine Motor Sequence - Grasp & Manipulation, Bilateral Skills, Tool Use ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p.485 ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), I, FG, p. 3-4 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), I, FG, p. 3-4 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Fine Motor Development Charts: Exploration, pp. 163-165 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Screening Checklist for Interaction With Objects, pp. 145-153
20	Does the student use **hands (one or both)** for **refined tactile exploration** to obtain information about texture, hardness, temperature, shape, size, volume, and weight of larger objects by performing all of the following actions? ● Lateral Motion (rubbing across surface): Texture ● Pressure (pressing, squeezing, poking): Hardness ● Static Contact (hands resting on surface):Temperature	● *Functional Scheme* (Nielsen). Checklists for Fine Movement, Object Perception, Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception 6-24 months ● *O&M Assessment: Early Years of Birth Through Three Years (*Anthony), Concepts Related to Properties of Objects and the Environment ● *INSITE Developmental Checklist* (Morgan & Watkins)*:* Fine Motor - Manipulation & Coordination, 9-24 months; Taction - Identification, 6-24 months; Cognition - Object Exploration, 4-24 months ● *Oregon Project* (Anderson, et al), Fine Motor Section, 1-2 years; Compensatory Section, 1-2 years, 2-3 years, 3-4 years & 4-5 years ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Developmental Screening Checklist: Fine Motor Skills, pp. 3-67 through pp. 3-75

	● Enclosure (holding/grasping): Shape/size/volume ● Unsupported holding (holding in hand): Weight ● Contour following (tracing contours): Global & exact shape (Adapted from Sidebar 5.3, p. 127 in ECC Essentials and McLinden, p. 58)	● *Assessment of Braille Literacy Skills: UEB and EBAE* (ABLS) - Section 1: Emergent Literacy ● *EVALS Kit* (Sewell, et al): Checklists for Beginning Concepts, Pre-Braille, & Tactile Graphics Skills for Math ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119. ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), III, J, p. 16 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), III, J, p. 16 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development Charts: Conceptual Understanding, pp. 127-130;Fine Motor Development Charts: Exploration, pp. 163-165 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Screening Checklist for Interaction With Objects, pp. 145-153
21	Does the student show **spatial awareness** by using their hands in a **systematic, organized way** to locate objects in customary locations or to place objects in specific locations (tactile search patterns).	● *Oregon Project* (Anderson, et al), Cognitive Section, Birth-1 year, 2-3 years, 3-4 years, 4-5 years, & 5-6 years; Compensatory Section, Birth-1 year & 1-2 years; Fine Motor Section, Birth-1 year ● *Texas 2 STEPS Evaluation* (Brown, et al). Object Permanence, pp. 81-82; Directional/Positional Concepts, pp. 99-102; ● *Functional Scheme* (Nielsen). Checklists for Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception, 0-48 months ● *EVALS Kit* (Sewell, et al). *Infused Skills Assessment*: Organization - Senses & Motor Skills ● *EVALS Kit* (Sewell, et al): Checklists for Beginning Concepts, Pre-Braille, & Tactile Graphics Skills for Math ● *INSITE Developmental Checklist* (Morgan & Watkins)*:* Cognition (Spatial), 18-24 months

		● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), II, A-K, pp. 6-11; III, BCF, pp. 12-14 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), II, A-K, pp. 6-11; III, BCF, pp. 12-14 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development Charts: Spatial Relations, pp. 131-133 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Screening Checklist for Interaction With Objects, pp. 145-153
22	Does the student use **fingers** for **intentional, systematic** tactile exploration to obtain information about texture, hardness, temperature, shape, size, volume, and weight of smaller objects by performing all of the following actions? ● Lateral Motion (rubbing across surface): Texture ● Pressure (pressing, squeezing, poking): Hardness ● Static Contact (fingers resting on surface):Temperature ● Enclosure (holding/grasping): Shape/size/volume ● Unsupported holding (holding with fingers): Weight ● Contour following (tracing contours, putting fingers into holes): Global & exact shape	● *Functional Scheme* (Nielsen). Checklists for Fine Movement, Object Perception, Spatial Perception, Perception through Play and Activity, & Haptic-Tactile Perception, 6-18 months ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Developmental Screening Checklist: Fine Motor Skills, pp. 3-67 through pp. 3-75 ● *Oregon Project* (Anderson, et al), Fine Motor Section, Birth-1 year, 1-2 years, 2-3 years, 3-4 years, 4-5 years & 5-6 years; Social Section, 1-2 years ● *O&M Assessment: Early Years of Birth Through Three Years (*Anthony), Concepts Related to Properties of Objects and the Environment ● *EVALS Kit* (Sewell, et al): Checklists for Beginning Concepts, Pre-Braille, & Tactile Graphics Skills for Math ● *INSITE Developmental Checklist* (Morgan & Watkins)*:* Taction (Identification), 15-24 months ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), III, J, p. 16

	(Adapted from Sidebar 5.3, p. 127 in *ECC Essentials*, & *Learning Through Touch*, McLinden, Chapter 4, p 58-59)	● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), III, J, p. 16 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Screening Checklist for Interaction With Objects, pp. 145-153
23	Is the student beginning to make comparisons by **noticing/responding to differences** in tactile qualities of objects such as texture, shape, temperature, and size by pausing, labeling, moving back and forth between, etc.?	● *Functional Scheme* (Nielsen). Checklists for Haptic-Tactile Perception & Perception Through Play & Activity, 6-18 months ● *INSITE Developmental Checklist* (Morgan & Watkins): Cognition (Classification) 2-6 years ● *Texas 2 STEPS Evaluation* (Brown, et al). Comparative Concepts, pp. 105-107 ● *Oregon Project* (Anderson, et al), Cognitive & Compensatory Sections, 1-2 years, 2-3 years, 3-4 years & 4-5 years ● *Assessment of Braille Literacy Skills: UEB and EBAE* (ABLS) - Section 1: Emergent Literacy ● *EVALS Kit* (Sewell, et al): Checklists for Beginning Concepts, Pre-Braille, & Tactile Graphics Skills for Math ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485 ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119 ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), III, I, p. 16 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), III, I, p. 16 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development Charts: Conceptual Understanding, pp. 127-130 ● *SAM - Symbols and Meaning Guidebook: Assessment and Games Book* (Smith)
24	Does the student **show recognition of objects**, based on their tactile qualities, by using them in a routine or functional manner?	● *Functional Scheme :* (Nielsen). Checklist for Object Perception, 6-15 months ● *INSITE Developmental Checklist* (Morgan & Watkins): Cognition (Object

	(e.g., put toothbrush in mouth, use cup for drinking, sit on chair).	Exploration and Basic Schemes), 9-24 months; Taction (Identification), 6-21 months., (Classification), 5-6 years ● *SAM - Symbols and Meaning Guidebook: Assessment and Games Book* (Smith) ● *EVALS Kit* (Sewell, et al). *Infused Skills Assessment*: Organization Sections ● *Oregon Project* (Anderson, et al), Fine Motor Section, 2-3 years & 3-4 years; Cognitive Section, Birth-1 year,1-2 years & 2-3 years ● *Communication Matrix* (Rowland) ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 & p. 485; Informal Assessment of Tactual Symbol Use, pp. 487-488 ● *Assessment of Braille Literacy Skills: UEB and EBAE* (ABLS) - Section 1: Emergent Literacy ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), III, A, p.12 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), III, A, p.12 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development Charts: Problem Solving, pp. 134-139
25	Can the student tactually **recognize an unfamiliar object** that is similar to a known object within an established meaning category? For example, does the student understand, through tactile exploration, that an unfamiliar cup can be used in the same way as a familiar cup? (“Cup-ness”)	● *EVALS Kit* (Sewell, et al). *Infused Skills Assessment*: Organization - Representation/Cognition 1-3 years ● *Functional Scheme* (Nielsen). Checklist for Object Perception, 18-24 months. ● *INSITE Developmental Checklist* (Morgan & Watkins)*:* Cognition (Classification), 3-6 years ● *Oregon Project* (Anderson, et al), Compensatory Section, 1-2 years, 3-4 years & 4-5 years ● *SAM - Symbols and Meaning Guidebook: Assessment and Games Book* (Smith) ● *Assessment of Braille Literacy Skills: UEB and EBAE* (ABLS) - Section 1: Emergent Literacy ● *Teaching Students with Visual and Multiple Impairments: A Resource*

		Guide, 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), III, J, p. 16 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), III, J, p. 16 ● *Communication Matrix*, (Rowland)
26	Does the student show **recognition of the labels/names of familiar objects** by tactually finding the requested object amongst a group of 3-4 objects?	● *INSITE Developmental Checklist* (Morgan & Watkins)*:* Taction (Identification), 15-24 months; Cognition (Classification), 3-6 years ● *EVALS Kit* (Sewell, et al). *Infused Skills Assessment*: Organization - Representation/Cognition, 2-3 years, 3-4 years ● *Functional Scheme* (Nielsen). Checklists for Object Perception, 6-15 months, Language, 6-15 months. ● *Tangible Symbol Systems: Making the Right to Communicate a Reality for Individuals with Severe Disabilities.* (2nd ed.). (Rowland & Schweigert) Appendix A, p. 47 ● *Communication Matrix*, (Rowland) ● *Oregon Project* (Anderson, et al), Cognitive Section, 1-2 years & 2-3 years ● *SAM - Symbols and Meaning Guidebook: Assessment and Games Book* (Smith) ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), III, I, p. 16 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert),III, I, p. 16
27	Does the student **use fingers individually** to determine information about the salient tactile features of three dimensional materials? (e.g. finding the handle on a cup, finding a small button on a device, toy, or keyboard, putting small objects into small containers).	● *Functional Scheme* (Nielsen). Checklists for Fine Motor 9-48 months, Haptic Tactile 9-48 months, Object Perception 9-48 months ● *Oregon Project* (Anderson, et al), Fine Motor Section, Birth-1 year, 1-2 years, 2-3 years, 3-4 years & 4-5 years ● *EVALS Kit* (Sewell, et al): Checklists for Beginning Concepts, Pre-Braille, & Tactile Graphics Skills for Math ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Developmental Screening Checklist: Fine Motor Skills,

		pp. 3-67 through pp. 3-75 ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), II, HI, p. 9-10; III, GH, p. 15 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), II, HI, p. 9-10; III, GH, p. 15
28	Does the student have the **finger strength and pincer grasp** to manipulate and move objects that give some resistance? (e.g., turning a dial, pushing buttons, taking lids off, squeezing toothpaste, pulling zippers, snapping and unsnapping, etc.)	● *Functional Scheme* (Nielsen). Checklists for Fine Motor 9-48 months, Haptic Tactile 9-48 months, Object Perception 9-48 months ● *Oregon Project* (Anderson, et al), Fine Motor Section, Birth-1 year, 1-2 years, 2-3 years, 3-4 years, 4-5 years & 5-6 years; Compensatory Section, 4-5 years & 5-6 years; Self-Help Section, 2-3 years & 3-4 years ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Developmental Screening Checklist: Fine Motor Skills, pp. 3-67 through pp. 3-75 ● *INSITE Developmental Checklist* (Morgan & Watkins): Self-help: Dressing & Undressing - 3-4 years, 4-5 years & 5-6 years; Fine Motor - manipulation & coordination, 2-3 years ● *Assessment of Braille Literacy Skills: UEB and EBAE* (ABLS) - Section 1: Emergent Literacy ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), II, I, p. 10 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert),II, I, p. 10 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Fine Motor Development Charts: Prehension, pp. 161-162
29	Does the student independently (without prompting) **initiate tactile exploration of the environment**? (this skill is a demonstration of the student's self-motivation & tactile curiosity).	● *Functional Scheme* (Nielsen). Checklists for Social Perception 15-48 months, Emotional Perception 15-48 months, Haptic-Tactile Perception, 15-24 months. ● *Oregon Project* (Anderson, et al), Compensatory Section, 3-4 years & 4-5 years

		● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119 ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), II, A-K, p. 6-11 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), II, A-K, p. 6-11 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development Charts: Spatial Relations, pp. 131-133
30	Does the student **independently** perform **complex motor planning** tasks during functional activities or play (e.g., putting pop beads together, stacking, stringing beads, sorting, putting objects in a container, nesting toys). Note: **Taking apart** and **taking out** typically occur before **putting together** and **putting in**.	● *Functional Scheme* (Nielsen). Checklists for Fine Movement 15-48 months, Perception Through Play & Activity 15-48 months ● *Oregon Project* (Anderson, et al), Fine Motor Section, 2-3 years, 3-4 years, 4-5 years & 5-6 years; Compensatory Section, 4-5 years & 5-6 years ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Developmental Screening Checklist: Fine Motor Skills, pp. 3-67 through pp. 3-75 ● *INSITE Developmental Checklist* (Morgan & Watkins)*:* Fine Motor (Reproducing Spatial Relationships), 3-4 years, 4-5 years ● *Home Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), II, H,I,J,K, 9-11; III, JK, 16-17 ● *School Inventory of Problem Solving Skills for Children with Multiple Disabilities* (Rowland & Schweigert), II, H,I,J,K, 9-11; III, JK, 16-17 ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development Charts: Conceptual Understanding, pp. 127-130 & Problem Solving, pp. 134-139; Fine Motor Development Charts: Manipulation, pp. 166-168 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Screening Checklist for Interaction With Objects, pp. 145-153
31	Does the student show recognition of a variety of **objects, textures, symbols, etc.** that	● *Communication Matrix*, (Rowland) ● *Tangible Symbol Systems: Making the Right to Communicate a Reality*

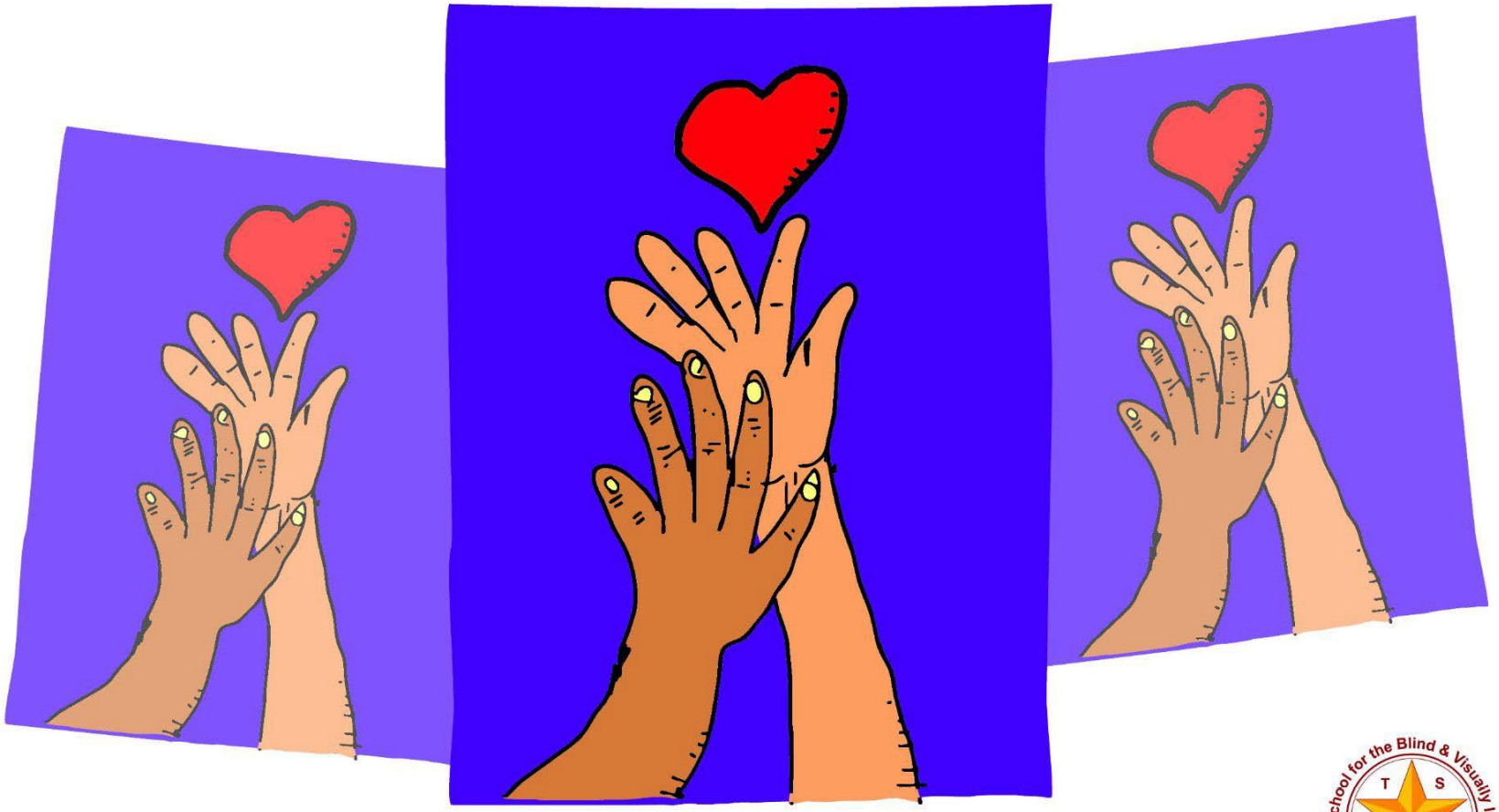
	represent familiar activities and concepts?	*for Individuals with Severe Disabilities. (2nd ed.). (Rowland & Schweigert) Appendix A, p. 47* ● *EVALS Kit* (Sewell, et al): Checklists for Beginning Concepts, Pre-Braille, & Tactile Graphics Skills for Math ● *Calendars* (Blaha) Appendix, p 113 ● *SAM - Symbols and Meaning Guidebook: Assessment and Games Book* (Smith) ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 ● *Oregon Project* (Anderson, et al), Compensatory Section, Braille Readiness, 2-3 years, & 3-4 years
32	Does the student show recognition of tactual representations of **letters and words**? Note: acquisition and generalization of this skill is a bridge to braille literacy and indicates readiness for pre-braille instruction.	● *EVALS Kit* (Sewell, et al): Checklists for Beginning Concepts, Pre-Braille, & Tactile Graphics Skills for Math ● *Assessment of Braille Literacy Skills: UEB and EBAE* (ABLS) - Section 1: Emergent Literacy ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Informal Assessment of Tactual Symbol Use, pp. 487-488 ● *Communication Matrix*, (Rowland)

End of table

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

Early Tactile Learning Profile

INSTRUCTIONAL RESOURCES



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Texas School for the Blind & Visually Impaired
T S I B V

Early Tactile Learning Profile: Instructional Resources

How to Use the Instructional Resources Chart:

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

Beginning of table

	Question	Instructional Resources
1	Are there any **medical conditions** that might impact the student’s tactile senses? (e.g., diabetes, seizure disorders, cerebral palsy, neuropathy)	N/A
2	Is the student taking any **medications** that could impact the sense of touch?	N/A
3	Is there any information that might indicate the student has experienced **highly aversive touch**? (e.g., prematurity, extended hospitalizations, abuse, neglect, use of hand-over-hand technique, *developmental trauma) *This can occur due to isolation associated with a lack of access to sensory information, an isolated environment, or a caregiver’s lack of understanding of the sensory impairment.	• *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapters 2, 3, 4 & 7 • *Remarkable Conversations* (Miles & Riggio), Chapters 1, 4 & 6 • *Talking the Language of the Hands to the Hands* (Miles) https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ • Active Learning Space website: www.activelearningspace.org Principles tab, Five Phases of Educational Treatment. • *Five Phases of Educational Treatment Used in Active Learning* Based on Excerpts from *Are You Blind*? (Hurst)

		https://docs.google.com/document/d/1xoSUh4SQmYfWCy8wY9ShflRaIQdYGyyuUJCzqqVM4E8/edit?usp=sharing ● *Are You Blind?* (Nielsen) ● Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://docs.google.com/document/d/1DloNJNdD5842OAlH9Xgr1Rd1rcJfhbp0i_qZCGEcnx8/edit?usp=sharing ● Designing Routines (Kitchen & Baltisberger) https://library.tsbvi.edu/assoc_files/74910151.pdf ● *Ready Bodies, Learning Minds: Cultivating the Complete Child,* 3rd edition (Oden), Chapter 3: The Tactile System ● *Ready Bodies, Learning Minds,* 2nd edition (Oden), Chapter 3, pp.41-49 ● *Ready Bodies, Learning Minds: Activity Guide,* 2nd edition (Oden) ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), p. 29 ● Tactile Processing, Parts 1 & 2 (Martinage) https://www.perkinselearning.org/videos/teachable-moment/tactile-processing-part-1#transcript ● Sensational Brain https://sensationalbrain.com/
4	Is there any indication of **sensory integration** issues? (e.g., need for excessive movement: spinning, rocking, flapping; need for pressure: wedges fingers under heavy objects, needs a lot of roughhousing/hugging; doesn't move enough: passive, sleepy; over-reactive to touch: startle or withdrawal response; over-reactive to movement: cries or vomits when moved suddenly, fearful of moving through space; inability to use senses simultaneously: can't look and touch or look and listen or listen and touch at the same time)	● Sensory Integration and Sensory Motor Activities (Ricketts) https://docs.google.com/document d/1nvN8oVDPqA9F2mVvm8A8k0vnNA3NMT064PLmeKxt YLY/edit?usp=sharing ● Occupational Therapy and Sensory Integration for Visual Impairment (Ricketts) https://docs.google.com/document/d/1VQ8bORCjxjklmaKdZdeZTRnfh3eN2RQTPnVpG1A3lJk/edit?usp=sharing ● Sensational Brain https://sensationalbrain.com/ ● *Ready Bodies, Learning Minds: Cultivating the Complete Child,* 3rd edition (Oden): Tactile - pp. 45-51; Vestibular -pp. 59-71; Proprioceptive - pp. 73-79

		• *Ready Bodies, Learning Minds,* 2nd edition (Oden), Chapters 3-5 • *Ready Bodies, Learning Minds: Activity Guide,* 2nd edition (Oden) • *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Chapter 8: Sensory Integration, pp. 8-4 through 8-52 • *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • Tactile Processing, Parts 1 & 2 (Martinage) https://www.perkinselearning.org/videos/teachable-moment/tactile-processing-part-1#transcript • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 375-377 and 462-464 • *Remarkable Conversations* (Miles & Riggio), Chapter 6 • *Talking the Language of the Hands to the Hands* (Miles) https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/
5	Does the student primarily exhibit **reflexive motor responses**? (e.g. sucking reflex, neck righting reaction, reflexive palmar grasp, walking/stepping reflex, ATNR, STNR, protective extension reaction)	• *Texas 2 STEPS Curriculum* (Brown, et al). Reflexes, pp. 9-27 • *FIELA Curriculum* (Nielsen). Activities, 0-12 months • Active Learning Space website: Motor Development Overview https://activelearningspace.org/motor-skills/ • *Ready Bodies, Learning Minds: Cultivating the Complete Child,* 3rd edition (Oden), pp. 35-40 • *Ready Bodies, Learning Minds,* 2nd edition (Oden), Chapter 2: Reflexive Patterns, pp. 13-39 • *Ready Bodies, Learning Minds: Activity Guide,* 2nd edition (Oden) • *SLK Routines Book*: Using the Sensory Learning Kit (Smith)

6	Does the student have **positive emotional responses** to touch? (e.g., calms when held or petted, coos or snuggles when held)	• *FIELA Curriculum* (Nielsen). Activities, 0-9 months • Active Learning Space website: www.activelearningspace.org Principles tab, Five Phases of Educational Treatment • *Five Phases of Educational Treatment Used in Active Learning* Based on Excerpts from *Are You Blind*? (Hurst) https://docs.google.com/document/d/1xoSUh4SQmYfWCy8wY9ShflRaIQdYGyyuUJCzqqVM4 E8/edit?usp=sharing • *Are You Blind?* (Nielsen) • Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://docs.google.com/document/d/1DloNJNdD5842OAlH9Xgr1Rd1rcJfhbp0i_qZCGEcnx8/edit?usp=sharing • Designing Routines (Kitchen & Baltisberger) https://library.tsbvi.edu/assoc_files/74910151.pdf • *Oregon Project* (Anderson, et al), Cognitive Section, Birth-1 year; Social, Birth-1 year & 1-2 years • *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapters 2, 3 & 4 • *Remarkable Conversations*, (Miles & Riggio), Chapters 1,4 & 6 • *Talking the Language of the Hands to the Hands* (Miles) https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ • *Carolina Curriculum for Infants and Toddlers* (Johnson-Martin, et al)*:* Personal-Social Sequence - Self-Regulation & Responsibility, pp. 83-94; Interpersonal Skills, pp. 95-113 • Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) • *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • Tactile Processing, Parts 1 & 2 (Martinage) https://www.perkinselearning.org/videos/teachable-moment / tactile-processing-part-1#transcript

		• *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Assessing Early Communication, pp. 117-122 • Hand-Over-Hand Guidance: What Lesson Do We Teach? (Story) https://docs.google.com/document d/1R_pRy_yVw65vVq5XCD-nneseYtC74BKhwgxadtF7NX8/edit?usp=sharing
7	Does the student exhibit **intentional motor responses**? (e.g., patting or reaching towards something, batting, swiping, grasping, rolling toward).	• *Texas 2 STEPS Curriculum* (Brown, et al). Rolling, pp. 101-122; Reaching, pp. 123-140; Grasping, pp. 141-150 • *FIELA Curriculum* (Nielsen). Activities, 0-12 months • *Oregon Project* (Anderson, et al), Fine Motor, Gross Motor & Cognitive Sections, Birth-1 year • Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) • *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Chapter 3: Motor Development: Gross and Fine Motor Skills - rolling activity, p. 3-35 • *Remarkable Conversations* (Miles & Riggio), Chapter 6 • *Talking the Language of the Hands to the Hands* (Miles) https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ • *Fine Motor Development* Published by the National Association of Parents of the Visually Impaired https://docs.google.com/document d/18Q3PMt1WhKv9sU6i7qcHwhUavqoD-gdmf1wvVRNCTXU/edit?usp=sharing • *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Assessing Interactions With Objects, pp. 137-143 • Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects

		● *Hold Everything! Twenty Stay-Put" Play Spaces for Infants and Preschoolers with Sensory Impairments and Other Special Needs* (Clarke) ● Active Learning Space website: Scratching, Batting, Banging https://activelearningspace.org/motor-skills/scratching-and-banging/
8	Does the student use their hands to **explore his/her own body**?	● *FIELA Curriculum* (Nielsen). Activities, 0-12 months ● *Texas 2 STEPS Curriculum* (Brown, et al). Body Awareness, pp. 423-444 ● *Oregon Project* (Anderson, et al), Cognitive Section, Birth-1 year ● Active Learning Space website: Motor Development Overview https://activelearningspace.org/motor-skills/ ● Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) ● *SLK Routines Book*: Using the Sensory Learning Kit (Smith)
9	Does the student use **hands to explore objects that are in contact with her/his body**? (e.g., clothing, bedding, toys, pets, food items)	● *FIELA Curriculum* (Nielsen). Activities, 0-12 months ● *Oregon Project* (Anderson, et al), Cognitive, Fine Motor & Compensatory Sections, Birth-1 year ● *Texas 2 STEPS Curriculum* (Brown, et al). Body Awareness, pp. 423-444 ● *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapter 3: From Assessment to Intervention pp. 66-72 ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 ● Active Learning Space website: Motor Development Overview https://activelearningspace.org/motor-skills/ ● Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis)

		• *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119 • *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development, pp.111-145 • *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Assessing Interactions With Objects, pp. 137-143 • Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects • *Hold Everything! Twenty Stay-Put" Play Spaces for Infants and Preschoolers with Sensory Impairments and Other Special Needs* (Clarke)
10	Does the student use **other body parts to explore objects that are in contact with her/his body**? (e.g., feet, cheek, mouth, elbow)	• *FIELA Curriculum* (Nielsen). Activities, 0-12 months • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Active Learning Space website: Motor Development Overview https://activelearningspace.org/motor-skills/ • Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) • *Oregon Project* (Anderson, et al), Cognitive & Compensatory Sections, Birth-1 year (mouth) • *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects

11	Does the student **bring hands/objects to her/his mouth**?	• *FIELA Curriculum* (Nielsen). Activities, 0-12 months • *Oregon Project* (Anderson, et al), Cognitive, Fine Motor & Compensatory Sections, Birth-1 year • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Active Learning Space website: Motor Development Overview https://activelearningspace.org/motor-skills/ • Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) • *SLK Routines Book*: Using the Sensory Learning Kit (Smith) • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119. • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Fine Motor Development, pp.146-173 • *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Assessing Interactions With Objects, pp. 137-143 • Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects • Hold Everything! Twenty Stay-Put" Play Spaces for Infants and Preschoolers with Sensory Impairments and Other Special Needs (Clarke)
12	Does the student **bring his/her hands together**? (It is important to encourage the student to develop the use of both hands, even when the student tends to neglect using one hand.)	• *FIELA Curriculum* (Nielsen). Activities, 0-6 months • *Oregon Project* (Anderson, et al), Fine Motor Section, Birth-1 year & 1-2 years • *Texas 2 STEPS Curriculum* (Brown, et al). Body Awareness, pp. 423-424; Trunk, Arm & Leg Control, pp. 91-92 • *Teaching Students with Visual and Multiple Impairments:*

		A Resource Guide, 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 ● Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling), https://docs.google.com/document/d/1QktMCvR6r-KRjjWOW_p4hcLbXxH8UhVfHsSlNtPqoiA/edit?usp=sharing ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Chapter 3: Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, pp. 3-49 through pp. 3-59 ● Active Learning Space website: Motor Development Overview https://activelearningspace.org/motor-skills/ ● Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) ● *Carolina Curriculum for Infants and Toddlers* (Johnson-Martin, et al): Fine Motor Sequence - Bilateral Skills, pp. 379-392 ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119. ● *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143. ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development, pp.111-145; Fine Motor Development, pp.146-173 ● *Experiential Learning: Activities for Concept Development* (Wright), Motor Development, pp. 21-27 (use hand-under-hand instead of hand-over-hand) ● *Ready Bodies, Learning Minds: Cultivating the Complete Child,* 3rd edition (Oden), pp. 41-43 ● *PAIVI: Parents and Their Infants With Visual Impairments,*

		2nd edition (Chen, Calvello, & Friedman), Assessing Interactions With Objects, pp. 137-143
13	Does the student **intentionally** use touch to make **contact with others**? (e.g., kicking, grabbing fingers, leaning against, reaching towards, hitting, biting, banging on, patting, pulling on someone else's clothes or hair)	• *FIELA Curriculum* (Nielsen). Activities, 6-18 months • *Oregon Project* (Anderson, et al), Social Section, Birth-1 year & 1-2 years • *Texas 2 STEPS Curriculum* (Brown, et al). Body Awareness, pp. 431 & 432 • Active Learning Space website: www.activelearningspace.org Principles tab, Five Phases of Active Learning • Five Phases of Educational Treatment Used in Active Learning Based on Excerpts from *Are You Blind*? (Hurst) https://docs.google.com/document/d/1xoSUh4SQmYfWCy8wY9ShflRaIQdYGyyuUJCzqqVM4E8/edit?usp=sharing*Are You Blind?* (Nielsen) • Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://activelearningspace.org/wp-content/uploads/2022/03/IncorpALTheoryActivityRoutines.pdf • Designing Routines (Kitchen & Baltisberger) https://library.tsbvi.edu/assoc_files/74910151.pdf • *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapters 2, 3, 4 & 5 • *Remarkable Conversations* (Miles & Riggio), Chapters 1, 4 & 6 • *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapters 4-7, Appendix p. 53 • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials (Allman & Lewis)*

		• *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119 • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Fine Motor Development, pp.146-173
14	Does the student use hands to **sustain physical contact with others** (as opposed to moving away or becoming extremely passive)?	• *Oregon Project* (Anderson, et al), Social Section, Birth-1 year & 1-2 years • *FIELA Curriculum* (Nielsen). Activities, 0-30 months • *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapters 2, 3, 4 & 5 • *Remarkable Conversations* (Miles & Riggio), Chapters 1, 4 & 6 • Active Learning Space website: www.activelearningspace.org Principles tab, Five Phases of Active Learning • Five Phases of Educational Treatment Used in Active Learning Based on Excerpts from *Are You Blind*? (Hurst) https://docs.google.com/document/d/1xoSUh4SQmYfWCy8wY9ShflRaIQdYGyyuUJCzqqVM4E8/edit?usp=sharing • *Are You Blind?* (Nielsen) • Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://docs.google.com/document/d/1DloNJNdD5842OAlH9Xgr1Rd1rcJfhbp0i_qZCGEcnx8/edit?usp=sharing • Designing Routines (Kitchen & Baltisberger) https://library.tsbvi.edu/assoc_files/74910151.pdf • *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapters 4-7, Appendix p. 53

		• *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Assessing Early Communication, pp. 117-122
15	Does the student use hands to engage in **student-led** mutual tactual exploration with an adult? (i.e., shared attention)	• *FIELA Curriculum* (Nielsen). Activities, 6-18 months • *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapters 2, 3, 4 & 5 • *Remarkable Conversations* (Miles & Riggio), Chapters 1, 4, 5 & 6 • Active Learning Space website: www.activelearningspace.org Principles tab, Five Phases of Active Learning • Five Phases of Educational Treatment Used in Active Learning Based on Excerpts from *Are You Blind*? (Hurst) https://docs.google.com/document/d/1xoSUh4SQmYfWCy8wY9ShflRaIQdYGyyuUJCzqqVM 4E8/edit?usp=sharing • *Are You Blind?* (Nielsen) • Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://docs.google.com/document/d/1DloNJNdD5842OAlH9Xgr1Rd1rcJfhbp0i_qZCGEcnx8/edit?usp=sharing • Designing Routines (Kitchen & Baltisberger) https://library.tsbvi.edu/assoc_files/74910151.pdf • *Talking the Language of the Hands to the Hands* (Miles) https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ • *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapters 4-7, Appendix p. 53 • *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Assessing Early Communication, pp. 117-122; List of Recommended Objects to Elicit Child's Interactions, pp. 140-141

		• Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects • Hold Everything! Twenty Stay-Put" Play Spaces for Infants and Preschoolers with Sensory Impairments and Other Special Needs (Clarke) • Hand-Over-Hand Guidance: What Lesson Do We Teach? (Story) https://docs.google.com/document/d/1R_pRy_yVw65vVq5XCD-nneseYtC74BKhwgxadtF7NX8/edit?usp=sharing
16	Does the student engage in **teacher-led** mutual tactual exploration with objects and/or actions? (e.g., shadowing, finger plays, riding, modeling, hand-under-hand)	• *FIELA Curriculum* (Nielsen). Activities, 6-18 months • *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities* (Chen & Downing), Chapters 2, 3, 4 & 5 • Active Learning Space website: www.activelearningspace.org Principles tab, Five Phases of Active Learning • Five Phases of Educational Treatment Used in Active Learning Based on Excerpts from *Are You Blind*? (Hurst) https://docs.google.com/document/d/1xoSUh4SQmYfWCy8wY9ShflRaIQdYGyyuUJCzqqVM4E8/edit?usp=sharing • *Are You Blind?* (Nielsen) • Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://docs.google.com/document/d/1DloNJNdD5842OAlH9Xgr1Rd1rcJfhbp0i_qZCGEcnx8/edit?usp=sharing • Designing Routines (Kitchen & Baltisberger) https://library.tsbvi.edu/assoc_files/74910151.pdf • Talking the Language of the Hands to the Hands (Miles) https://www.nationaldb.org/info-center/talking-hands-to-hands-factsheet/ • *Remarkable Conversations* (Miles & Riggio), Chapters 1, 4, 5 & 6 • *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapters 4-7, Appendix p. 53

		• Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) • *Oregon Project* (Anderson, et al), Fine Motor Section, Birth-1 year, 1-2 years & 2-3 years; Cognitive Section, Birth-1 year; Social Section, 1-2 years • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Fine Motor Development, pp.146-173 • *Experiential Learning: Activities for Concept Development*, (Wright), Cause & Effect, pp. 5-12; Sensory Awareness, pp. 37-46 (use hand-under-hand instead of hand-over-hand) • *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), Assessing Early Communication, pp. 117-122; List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects • Hold Everything! Twenty Stay-Put" Play Spaces for Infants and Preschoolers with Sensory Impairments and Other Special Needs (Clarke) • Hand-Over-Hand Guidance: What Lesson Do We Teach? https://docs.google.com/document/d/1R_pRy_yVw65vVq5XCD-nneseYtC74BKhwgxadtF7NX8/edit?usp=sharing
17	Does the student **intentionally** use touch to make **contact with objects?** (Kicking, reaching toward, batting, swiping)	• *FIELA Curriculum* (Nielsen). Activities, 0-12 months • *Oregon Project* (Anderson, et al), Compensatory, Fine Motor & Cognitive Sections, Birth-1 year • *Texas 2 STEPS Curriculum* (Brown, et al). Reaching, pp. 125-140 • Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) • *Carolina Curriculum for Infants and Toddlers* (Johnson-Martin, et al): Fine Motor Sequence - Grasp & Manipulation, pp. 361-377 • *First Things First: Early Communication for the*

		Pre-symbolic Child with Severe Disabilities (Rowland & Schweigert), Chapters 4-7, Appendix p. 53) ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119. ● *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) ● *Remarkable Conversations* (Miles & Riggio), Chapter 6 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 ● Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects
18	Does the student **intentionally grasp and release objects**, using palmar grasp or thumb and fingers?	● Active Learning Space website: *Developmental Process in Learning to Grasp* https://activelearningspace.org/motor-skills/grasping/ ● Promoting Comprehending Hands Through Active Learning (Obrzut) https://activelearningspace.pairsite.com/wp-content/uploads/2021/12/ObrzutPromotingComprehendingHands2.pdf ● Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling) https://docs.google.com/document/d/1QktMCvR6r-KRjjWOW_p4hcLbXxH8UhVfHsSlNtPqoiA/edit?usp=sharing ● *Texas 2 STEPS Curriculum* (Brown, et al). Grasping, pp. 143-150 ● *Oregon Project* (Anderson, et al), Fine Motor Section, Birth-1 year, 1-2 years & 2-3 years ● *The Comprehending Hand (*Nielsen), pp. 32-33 ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Chapter 3: Motor

		Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, pp. 3-49 through pp. 3-59 • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) • *Carolina Curriculum for Infants and Toddlers* (Johnson-Martin, et al): Fine Motor Sequence - Grasp & Manipulation, pp. 361-377 • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 • *Fine Motor Development* Published by the National Association of Parents of the Visually Impaired https://docs.google.com/document/d/18Q3PMt1WhKv9sU6i7qcHwhUavqoD-gdmf1wvVRNCTXU/edit?usp=sharing • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Fine Motor Development, pp.146-173 • *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • Active Learning Space website: Attractive Objects https:// activelearningspace.org/materials/attractive-objects • Hold Everything! Twenty Stay-Put" Play Spaces for Infants and Preschoolers with Sensory Impairments and Other Special Needs (Clarke)
19	Does the student use **entire hand** in a variety of ways to engage in **gross tactile exploration** of objects? (e.g.,	• Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling),

	squeezing, banging, holding, rubbing, lifting, turning, scratching, tangling fingers, transfering objects from hand to hand).	https://docs.google.com/document/d/1QktMCvR6r-KRjjWOW_p4hcLbXxH8UhVfHsSlNtPqoiA/edit?usp=sharing ● *The Comprehending Hand (*Nielsen), pp. 32-33 ● *FIELA Curriculum* (Nielsen). Activities, 0-12 months ● *Oregon Project* (Anderson, et al), Fine Motor Section, 1-2 years, 2-3 years, 3-4 years & 4-5 years ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Chapter 3: Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, pp. 3-49 through pp. 3-59 ● Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) ● *Carolina Curriculum for Infants and Toddlers* (Johnson-Martin, et al): Fine Motor Sequence - Grasp & Manipulation, pp. 361-377; Bilateral Skills, pp. 379-392; Tool Use, pp. 393- 399 ● *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Fine Motor Development, pp.146-173 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 ● Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects ● Hold Everything! Twenty Stay-Put" Play Spaces for Infants and Preschoolers with Sensory Impairments and Other

		Special Needs (Clarke)
20	Does the student use **hands (one or both)** for **refined tactile exploration** to obtain information about texture, hardness, temperature, shape, size, volume, and weight of larger objects by performing all of the following actions? ● Lateral Motion (rubbing across surface): Texture ● Pressure (pressing, squeezing, poking): Hardness ● Static Contact (hands resting on surface):Temperature ● Enclosure (holding/grasping): Shape/size/volume ● Unsupported holding (holding in hand): Weight ● Contour following (tracing contours): Global & exact shape (Adapted from Sidebar 5.3, p. 127 in ECC Essentials and McLinden, p. 58)	● Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) ● *FIELA Curriculum* (Nielsen). Activities, 6-24 months ● *Oregon Project* (Anderson, et al), Fine Motor Section, 1-2 years; Compensatory Section, 1-2 years, 2-3 years, 3-4 years & 4-5 years ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 ● Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling),https://docs.google.com/document/d/1QktMCvR6r-KRjjWOW_p4hcLbXxH8UhVfHsSlNtPqoiA/edit?usp=sharing ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Chapter 3: Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, pp. 3-49 through pp. 3-59 ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119 ● *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) ● *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143. ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development, pp.111-145; Fine Motor Development, pp.146-173 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), List of

		Recommended Objects to Elicit Child's Interactions, pp. 140-141 ● Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects ● Hold Everything! Twenty Stay-Put" Play Spaces for Infants and Preschoolers with Sensory Impairments and Other Special Needs (Clarke) ● Using Exploratory Procedures to Build Tactile Skills (Ring) https://www.pathstoliteracy.org/strategies/using-exploratory-procedures-build-tactile-skills
21	Does the student show **spatial awareness** by using their hands in a **systematic, organized way** to locate objects in customary locations or to place objects in specific locations (tactile search patterns).	● *Oregon Project* (Anderson, et al), Cognitive Section, Birth-1 year, 2-3 years, 3-4 years, 4-5 years, & 5-6 years; Compensatory Section, Birth-1 year & 1-2 years; Fine Motor Section, Birth-1 year ● *Texas 2 STEPS Curriculum* (Brown, et al). Object Permanence, pp. 485-496; Directional & Positional Concepts, pp. 577-616 ● *FIELA Curriculum* (Nielsen). Activities, 0-48 months ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 ● Feelin' Groovy: Functional Tactual Skills (Smith & Toy). https://docs.google.com/document/d/1pGfVdHhoAYj1VsR0C-tprAc2_Y5KQ2mVp_PPIhQcrF0/edit?usp=sharing ● *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) ● *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143. ● *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development, pp.111-145 ● *Experiential Learning: Activities for Concept Development*, (Wright), Object Permanence, pp. 29-36; Spatial Awareness, pp. 47-53 (use hand-under-hand instead of

		hand-over-hand) ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 ● Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects ● Hold Everything! Twenty Stay-Put" Play Spaces for Infants and Preschoolers with Sensory Impairments and Other Special Needs (Clarke)
22	Does the student use **fingers** for **intentional, systematic** tactile exploration to obtain information about texture, hardness, temperature, shape, size, volume, and weight of smaller objects by performing all of the following actions? ● Lateral Motion (rubbing across surface): Texture ● Pressure (pressing, squeezing, poking): Hardness ● Static Contact (fingers resting on surface):Temperature ● Enclosure (holding/grasping): Shape/size/volume ● Unsupported holding (holding with fingers): Weight ● Contour following (tracing contours, putting fingers into holes): Global & exact shape (Adapted from Sidebar 5.3, p. 127 in *ECC Essentials*, & *Learning Through Touch*, McLinden, Chapter 4, p 58-59)	● Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) ● *FIELA Curriculum* (Nielsen). Activities, 6-18 months ● *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Chapter 3: Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, pp. 3-49 through pp. 3-59 ● *Oregon Project* (Anderson, et al), Fine Motor Section, Birth-1 year, 1-2 years, 2-3 years, 3-4 years, 4-5 years & 5-6 years; Social Section, 1-2 years ● *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 ● Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling) https://docs.google.com/document/d/1QktMCvR6r-KRjjWOW_p4hcLbXxH8UhVfHsSlNtPqoiA/edit?usp=sharing ● *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) ● *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143

		• *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects • Hold Everything! Twenty Stay-Put" Play Spaces for Infants and Preschoolers with Sensory Impairments and Other Special Needs (Clarke) • *Using Exploratory Procedures to Build Tactile Skills* (Ring) https://www.pathstoliteracy.org/strategies/using-exploratory-procedures-build-tactile-skills
23	Is the student beginning to make comparisons by **noticing/responding to differences** in tactile qualities of objects such as texture, shape, temperature, and size by pausing, labeling, moving back and forth between, etc.?	• Active Learning Space website: Scratching, Batting, Banging https://activelearningspace.org/motor-skills/scratching-and-banging/ • Active Learning Space website: Developmental Process in Learning to Grasp https://activelearningspace.org/motor-skills/grasping/. • *FIELA Curriculum* (Nielsen). Activities, 6-18 months • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Feelin' Groovy: Functional Tactual Skills (Smith & Toy). https://docs.google.com/document/d/1pGfVdHhoAYj1VsR0C-tprAc2_Y5KQ2mVp_PPIhQcrF0/edit?usp=sharing • *Texas 2 STEPS Curriculum* (Brown, et al). Comparative Concepts, pp. 617-642 • Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) • *Oregon Project* (Anderson, et al), Cognitive & Compensatory Sections, 1-2 years, 2-3 years, 3-4 years & 4-5 years • *SAM - Symbols and Meaning Guidebook: Assessment and Games Book* (Smith)

		• *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119 • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 • *Remarkable Conversations* (Miles & Riggio), Chapter 6. • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development, pp.111-145. • *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 • Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects • Hold Everything! Twenty Stay-Put" Play Spaces for Infants and Preschoolers with Sensory Impairments and Other Special Needs (Clarke)
24	Does the student **show recognition of objects**, based on their tactile qualities, by using them in a routine or functional manner? (e.g., put toothbrush in mouth, use cup for drinking, sit on chair).	• *FIELA Curriculum* (Nielsen). Activities, 6-15 months • Routines (Smith) https://docs.google.com/document/d/1IuK4a3mVnsnE2tcsggdr9qYdMDatiwRfyihsTGpohfg/edit?usp=sharing • *Independent Living Activity Routines* (TSBVI) • *Basic Skills Activity Routines* (TSBVI) • *SAM - Symbols and Meaning Guidebook: Assessment and Games Book* (Smith) • *Teaching Students with Visual and Multiple Impairments: A Resource Guide,* 2nd edition (Smith & Levack). Guide for Functional Applications of Tactual Skills, pp. 176-193 • Feelin' Groovy: Functional Tactual Skills (Smith & Toy). https://docs.google.com/document/d/1pGfVdHhoAYj1VsR0C-tprAc2_Y5KQ2mVp_PPIhQcrF0/edit?usp=sharing

		• Designing Routines (Kitchen & Baltisberger) https://library.tsbvi.edu/assoc_files/74910151.pdf • Incorporating Active Learning Theory Into Activity Routines (Moss & Shafer) https://docs.google.com/document/d/1DloNJNdD5842OAlH9Xgr1Rd1rcJfhbp0i_qZCGEcnx8/edit?usp=sharing • Sensory Efficiency, Chapter 5 (Smith) in *ECC Essentials* (Allman & Lewis) • *First Things First: Early Communication for the Pre-symbolic Child with Severe Disabilities* (Rowland & Schweigert), Chapters 4-7, Appendix p. 53 • *Communication Matrix* (Rowland) • *Calendars* (Blaha), Chapters 1-2 • *Oregon Project* (Anderson, et al), Fine Motor Section, 2-3 years & 3-4 years; Cognitive Section, Birth-1 year,1-2 years & 2-3 years • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *Remarkable Conversations* (Miles & Riggio), Chapter 6 • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development, pp.111-145
25	Can the student tactually **recognize an unfamiliar object** that is similar to a known object within an established meaning category? For example, does the student understand, through tactile exploration, that an unfamiliar cup can be used in the same way as a familiar cup? (“Cup-ness”)	• *FIELA Curriculum* (Nielsen). Activities, 18-24 months • *Independent Living Activity Routines* (TSBVI) • *Basic Skills Activity Routines* (TSBVI) • *Calendars* (Blaha), Chapters 1-3 • *Oregon Project* (Anderson, et al), Compensatory Section, 1-2 years, 3-4 years & 4-5 years • *SAM - Symbols and Meaning Guidebook: Assessment and Games Book* (Smith) • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert)

		• Feelin' Groovy: Functional Tactual Skills (Smith & Toy). https://docs.google.com/document/d/1pGfVdHhoAYj1VsR0C-tprAc2_Y5KQ2mVp_PPIhQcrF0/edit?usp=sharing
26	Does the student show **recognition of the labels/names of familiar objects** by tactually finding the requested object amongst a group of 3-4 objects?	• *FIELA Curriculum* (Nielsen). Activities, 6-15 months • *Tangible Symbol Systems: Making the Right to Communicate a Reality for Individuals with Severe Disabilities.* (2nd ed.). (Rowland & Schweigert) • *Oregon Project* (Anderson, et al), Cognitive Section, 1-2 years & 2-3 years • *SAM - Symbols and Meaning Guidebook: Assessment and Games Book* (Smith) • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • Feelin' Groovy: Functional Tactual Skills (Smith & Toy) https://docs.google.com/document/d/1pGfVdHhoAYj1VsR0C-tprAc2_Y5KQ2mVp_PPIhQcrF0/edit?usp=sharing
27	Does the student **use fingers individually** to determine information about the salient tactile features of three dimensional materials? (e.g. finding the handle on a cup, finding a small button on a device, toy, or keyboard, putting small objects into small containers).	• *FIELA Curriculum* (Nielsen). Activities, 9-48 months. • Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling), https://docs.google.com/document/d/1QktMCvR6r-KRjjWOW_p4hcLbXxH8UhVfHsSlNtPqoiA/edit?usp=sharing • *Oregon Project* (Anderson, et al), Fine Motor Section, Birth-1 year, 1-2 years, 2-3 years, 3-4 years & 4-5 years • *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Chapter 3: Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, pp. 3-49 through pp. 3-59 • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143

		• Feelin' Groovy: Functional Tactual Skills (Smith & Toy). https://docs.google.com/document/d/1pGfVdHhoAYj1VsR0C-tprAc2_Y5KQ2mVp_PPIhQcrF0/edit?usp=sharing
28	Does the student have the **finger strength and pincer grasp** to manipulate and move objects that give some resistance? (e.g., turning a dial, pushing buttons, taking lids off, squeezing toothpaste, pulling zippers, snapping and unsnapping, etc.)	• *FIELA Curriculum* (Nielsen). Activities, 9-48 Months • Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling), https://docs.google.com/document/d/1QktMCvR6r-KRjjWOW_p4hcLbXxH8UhVfHsSlNtPqoiA/edit?usp=sharing • Active Learning Space website: Developmental Process in Learning to Grasp https://activelearningspace.org/motor-skills/grasping/ • Feelin' Groovy: Functional Tactual Skills (Smith & Toy). https://docs.google.com/document/d/1pGfVdHhoAYj1VsR0C-tprAc2_Y5KQ2mVp_PPIhQcrF0/edit?usp=sharing • *Oregon Project* (Anderson, et al), Fine Motor Section, Birth-1 year, 1-2 years, 2-3 years, 3-4 years, 4-5 years & 5-6 years; Compensatory Section, 4-5 years & 5-6 years; Self-Help Section, 2-3 years & 3-4 years • *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Chapter 3: Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, pp. 3-49 through pp. 3-59 • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *On the Way to Literacy: Early Experiences for Visually Impaired Children (*Wright & Stratton), Chapter 3, Learning Through Touch, pp. 123-143 • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Fine Motor Development, pp.146-173

29	Does the student independently (without prompting) **initiate tactile exploration of the environment**? (this skill is a demonstration of the student's self-motivation & tactile curiosity).	• *FIELA Curriculum* (Nielsen). Activities, 15-48 Months • *Oregon Project* (Anderson, et al), Compensatory Section, 3-4 years & 4-5 years • *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119 • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • *Remarkable Conversations* (Miles & Riggio), Chapter 6. • *Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention,* 2nd edition (Lueck, et al). Cognitive Development, pp.111-145.
30	Does the student **independently** perform **complex motor planning** tasks during functional activities or play (e.g., putting pop beads together, stacking, stringing beads, sorting, putting objects in a container, nesting toys). Note: **Taking apart** and **taking out** typically occur before **putting together** and **putting in**.	• *FIELA Curriculum* (Nielsen). Activities, 15-48 Months • *Oregon Project* (Anderson, et al), Fine Motor Section, 2-3 years, 3-4 years, 4-5 years & 5-6 years; Compensatory Section, 4-5 years & 5-6 years • *Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities,* 2nd edition (Heydt, et al), Chapter 3: Motor Development: Gross and Fine Motor Skills - Suggested Activities to Encourage Specific Hand Skills, pp. 3-49 through pp. 3-59 • Active Learning Space website: Overview of Constructive Play, https://activelearningspace.org/implementation/constructive-play • *Hands-On Problem Solving Skills for Children with Multiple Disabilities: Guide to Assessment & Teaching* (Rowland & Schweigert) • Motor Activities to Encourage Pre-Braille Skills (Sewell & Strickling), https://docs.google.com/document/d/1QktMCvR6r-KRjjWOW_p4hcLbXxH8UhVfHsSlNtPqoiA/edit?usp=sharing • *Developmental Guidelines for Infants with Visual*

		Impairments: A Guidebook for Early Intervention, 2nd edition (Lueck, et al). Cognitive Development, pp.111-145; Fine Motor Development, pp.146-173 ● *PAIVI: Parents and Their Infants With Visual Impairments,* 2nd edition (Chen, Calvello, & Friedman), List of Recommended Objects to Elicit Child's Interactions, pp. 140-141 ● Active Learning Space website: Attractive Objects https://activelearningspace.org/materials/attractive-objects ● Hold Everything! Twenty Stay-Put" Play Spaces for Infants and Preschoolers with Sensory Impairments and Other Special Needs (Clarke)
31	Does the student show recognition of a variety of **objects, textures, symbols, etc.** that represent familiar activities and concepts?	● *Tangible Symbol Systems: Making the Right to Communicate a Reality for Individuals with Severe Disabilities. (2nd ed.). (Rowland & Schweigert)* ● A Standard Tactile Symbol System (Hagood) https://docs.google.com/document/d/12QhCvOK4cH563HWzkFe3LuEqF2QIFUB0veEgNJfd6v/edit?usp=sharing ● *Tactile Connections Kit: Symbols for Communication* (Conlin, K., Jahnel. K., Pierce, T. & Poppe, K.) https://www.aph.org/product/tactile-connections-kit-symbols-for-communication/ ● *Aidan's Story: An Alternate Path to Braille and Literacy* (Adkins) *TX SenseAbilities,* Spring 2021 https://www.pathstoliteracy.org/alternate-path-braille-and-literacy/ ● *Calendars* (Blaha) ● Tactile Skills Necessary for Math (Sewell) in *Nemeth At a Glance* (Cleveland et al) , pp. 13-26 ● *SAM - Symbols and Meaning Guidebook: Assessment and Games Book* (Smith) ● *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities* (Sacks & Zatta, Eds.), pp. 118-119 and pp. 240-242 ● *Remarkable Conversations* (Miles & Riggio), Chapters 1,

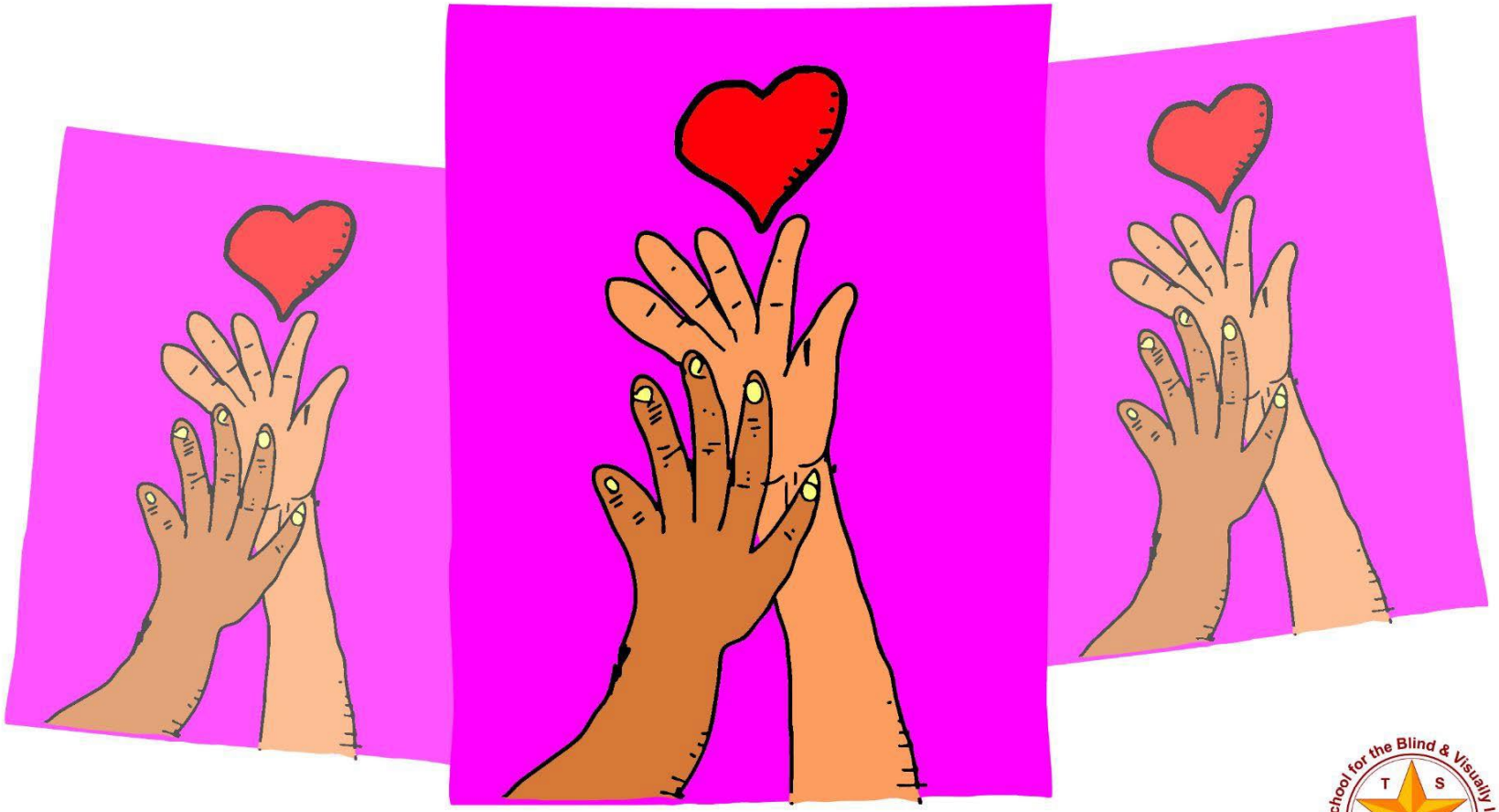
		4 & 6 ● *Setting the Stage for Tactile Understanding (*Poppe) ● Object Books (Smith, Shafer & Sewell) https://docs.google.com/document/d/19Pr43CNR27zxJHrXazioXup8We_OME_CjuR9SavAlMo/edit?usp=sharing ● *Oregon Project* (Anderson, et al), Compensatory Section, Braille Readiness, 2-3 years & 3-4 years
32	Does the student show recognition of tactual representations of **letters and words**? Note: acquisition and generalization of this skill is a bridge to braille literacy and indicates readiness for pre-braille instruction.	● *Setting the Stage for Tactile Understanding (*Poppe) ● *Mangold Basic Braille Program* (Mangold) ● Object Books (Smith, Shafer & Sewell) https://docs.google.com/document/d/19Pr43CNR27zxJHrXazioXup8We_OME_CjuR9SavAlMo/edit?usp=sharing ● *Aidan's Story: An Alternate Path to Braille and Literacy* (Adkins) TX SenseAbilities, Spring 2021 https://www.pathstoliteracy.org/alternate-path-braille-and-literacy/ ● Tactile Skills Necessary for Math (Sewell) in *Nemeth At a Glance* (Cleveland et al) , pp. 13-26
Next Steps: Once the student has demonstrated mastery of all the skills in the Early Tactile Learning Profile, the student should be ready for pre-braille instruction.		

End of table

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

Early Tactile Learning Profile

REFERENCES & ADDITIONAL RESOURCES



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Texas School for the Blind & Visually Impaired
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Websites

Active Learning Space
www.activelearningspace.org
Active Learning Space is a website devoted to Active Learning, an approach based on the research of Lilli Nielsen to promote the development of individuals with severe multiple disabilities.

Specific articles from the Active Learning Space website that are referenced in the Early Tactile Learning Profile include:

Attractive Objects. Active Learning Space. Retrieved on January 4, 2022 from https://activelearningspace.org/materials/attractive-objects

Developmental Process in Learning to Grasp. Active Learning Space. Retrieved on January 4, 2022 from https://activelearningspace.org/motor-skills/grasping/

Five Phases of Educational Treatment. Active Learning Space. Retrieved on January 4, 2022 from https://activelearningspace.org/principles/five-phases-of-educational-treatment/

Motor Development Overview. Active Learning Space. Retrieved on January 4, 2022 from https://activelearningspace.org/motor-skills/

Overview of Constructive Play. Active Learning Space. Retrieved on January 4, 2022 from https://activelearningspace.org/implementation/constructive-play

Scratching, Batting, Banging. Active Learning Space. Retrieved on January 4, 2022 from https://activelearningspace.org/motor-skills/scratching-and-banging/

Design to Learn

https://www.designtolearn.com/
The Design to Learn website includes assessments and teaching strategies for children

and adults with low-incidence disabilities in both home and school environments. The materials were developed by a team of researchers and special educators from the Oregon Institute on Disability and Development with a special focus on communication and cognitive skills for individuals with severe disabilities.

LilliWorks
https://tarantula-vibraphone-4sed.squarespace.com/
The LilliWorks website is a primary resource about Active Learning (AL), an approach shown to reach learners with the most severe disabilities, including cerebral palsy, deafness, blindness and developmental delay. It is also the sole source of Active Learning equipment and books authorized by Dr. Lilli Nielsen.

National Center on Deaf-Blindness
https://www.nationaldb.org/
NCDB is part of a network of projects for children and youth with deaf-blindness (birth through 21) that includes state deaf-blind projects in every state, as well as Puerto Rico, the District of Columbia, the Pacific Basin, and the Virgin Islands. Funded by the U.S. Department of Education, their primary mission is to support state deaf-blind projects as they assist educators, agencies, families and organizations to acquire the knowledge and skills needed to help children with deaf-blindness learn, access the general education curriculum, and successfully transition to adult life.

Paths to Literacy
www.pathstoliteracy.org
Paths to Literacy is a joint project of the Perkins School for the Blind and the Texas School for the Blind and Visually Impaired (TSBVI) to provide information related to literacy for students who are blind or visually impaired, including those with additional disabilities or deafblindness.

Perkins School for the Blind
www.perkins.org
The mission of the Perkins School for the Blind is to serve people with visual impairments including those with multiple disabilities and deafblindness and their families around the globe, as well as the educators, professionals and researchers who support them.

> Perkins elearning
> www.perkinselearning.org
> Perkins eLearning, part of the Perkins School for the Blind website, offers professional development opportunities in a variety of formats ranging from free video presentations to credit-earning online classes. Other options include webinars, webcasts, and self-paced online tutorials.

Ready Bodies, Learning Minds
https://readybodieslearningminds.com/

This website by Athena Oden provides information on sensory integration and her innovative and practical programs for teachers, therapists and parents.

Sensational Brain
https://sensationalbrain.com/
This website provides research-based education and products that enhance the lives of children with developmental needs and provides information to empower the therapists, teachers, and parents who work and live with them. Some of the products on the website are free, including sensory checklists for home and school.

Texas School for the Blind and Visually Impaired
www.tsbvi.edu
Texas School for the Blind and Visually Impaired (TSBVI) serves as a special public school for students in Texas identified as blind, visually impaired and deafblind, ages 6 through 22, on the TSBVI campus. They also provide support for families and professionals throughout Texas in the form of outreach services, online courses, consultations, publications, and in-person training.

Additional Resources

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Tactile learning: How your child learns through touch and their tactile system. (2016). *Integrated Learning Strategies.* Retrieved on January 4, 2022 from https://ilslearningcorner.com/2016-05-tactile-learning-how-your-child-learns-through-touch-and-their-tactile-system/

* Integrated Learning Strategies (ILS) http://ilslearningcorner.com is a website that provides researched-based resources and information to help with sensory issues, attention and focus, speech, learning disabilities and academic struggles. ILS is a learning and academic center that offers a holistic approach on topics such as learning styles, reflexes, motor skills, emotions & behavior. Of particular interest are the website's sections on gross motor skills, fine motor skills, and sensory issues, which includes a subsection on tactile skills https://ilslearningcorner.com/tag/tactile/.