It's More than a Touch: Early Tactual Development in Infants and Toddlers
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Research on early tactual skills and Exploratory Procedures (EPs) in other fields can guide our teaching when providing infants and toddlers opportunities to practice tactual skills in routines and natural environments with families. But what do we know?

Learning objectives for this course include:

- Discuss early tactual development research and what we know now
- Describe and recognize Exploratory Procedures (EPs)
- Create next step routine-based tactual strategies to use with families in home environments
- Choose appropriate assessment options in tactual development

Tactual Development Research Summary

- Sensory systems do **NOT** develop separately, in any type of order.
  - All sensory systems are present in utero, including response to touch
- Early tactual development is critical in **attachment** and developing a **sense of self and others**
- We understand **texture** before **shape**
  - o Familiar before unfamiliar
  - o Present at the same time
  - o Do not start with miniatures
- Exploratory Procedures (EPs) can be observed
- **ALL** children demonstrate the best concept development understanding if **tactual presentations** are a part of learning
- Good tactual development requires opportunities for **manual exploratory skills**

Assessment Options:

- **OBSERVATION IS BEST**
- **Braille Readiness Grid** (Anne McComiskey)
  http://www.tsbvi.edu/attachments/BrailleReadinessGrid.pdf
- **Transition: Boehm-3 Preschool (*Tactile edition*)**
  https://www.aph.org/?s=Boehm-3+Preschool+Tactile+Edition
- **Anchor Center Tactile Developmental Rating Scale-** see handout or email csmyth@anchorcenter.org

Anchor Center Tactile Developmental Rating Scale (Draft)

The next few questions will ask you about the child's cognitive and tactile exploration skills. These skills are included in multiple developmental checklists for this age group such as the *Ages and Stages Questionnaire,* the *Denver II Developmental Screening, or* the *Oregon Preschool Project.* Please answer the questions to the best of your ability. Think of when you have **observed** the child accomplish the task and whether he or she is able to complete these skills on a regular basis. Rate the child for each skill on the following five-level rating scale. The child **should only receive credit** for the skill if you have **observed** him or her perform the item.

Name: _____ Age (Years, Months):_____

Observer: _____ Observation Date: _____

Location: _____

1. **Understands basic relational concepts on their body. (Knows front, back, side, under, etc.).**

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

2. **Places blocks or small items in a cup (Releases one item into a container)**

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

3. **Shows interest in texture differences (quiets, rubs, verbalizes, etc.)**

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

4. **Uses one hand to scan for dropped object with open hand next to body**

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

5. **Child can follow simple directions. (Give me your hand, sit down, let go)**

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

6. **Orients toys to body (For example: Can you put the toy on your head? Can you sit next to the ball?)**

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

7. **Turns pages of books**

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

8. **Uses fingers for counting or "fingerplays"**

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

9. **Can fasten clothing (zippers, buttons)**

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

10. **Maintains search for dropped object in familiar environment**

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

11. **Answers simple questions accurately (Yes, No, name, place: *This does NOT have to be with speech, can include gestures*)**

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

12. Rolls, pats, pounds, or pinches clay ball

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

13. Matches textures

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

14. Sorts objects by size

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

15. Sorts objects by shape

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

16. Inserts pegs in a pegboard or lines up cars

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

17. Tactually locates requested objects on page

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

18. Traces around the outside of a shape

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

19. Places small items in a slot (pennies in a bank)

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

20. Imitates a horizontal line with a crayon or drawing instrument

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

21. Builds with interlocking toys

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

22. Pours liquid from one container to another

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

23. Identifies three dimensional shapes with fingers

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

24. Labels or identifies textures

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently

25. Identifies the stimuli in the Boehm – 3 *Getting Ready* binder.

Not Yet	Only with Assistance or prompt	Once	Emerging Independence	Consistently