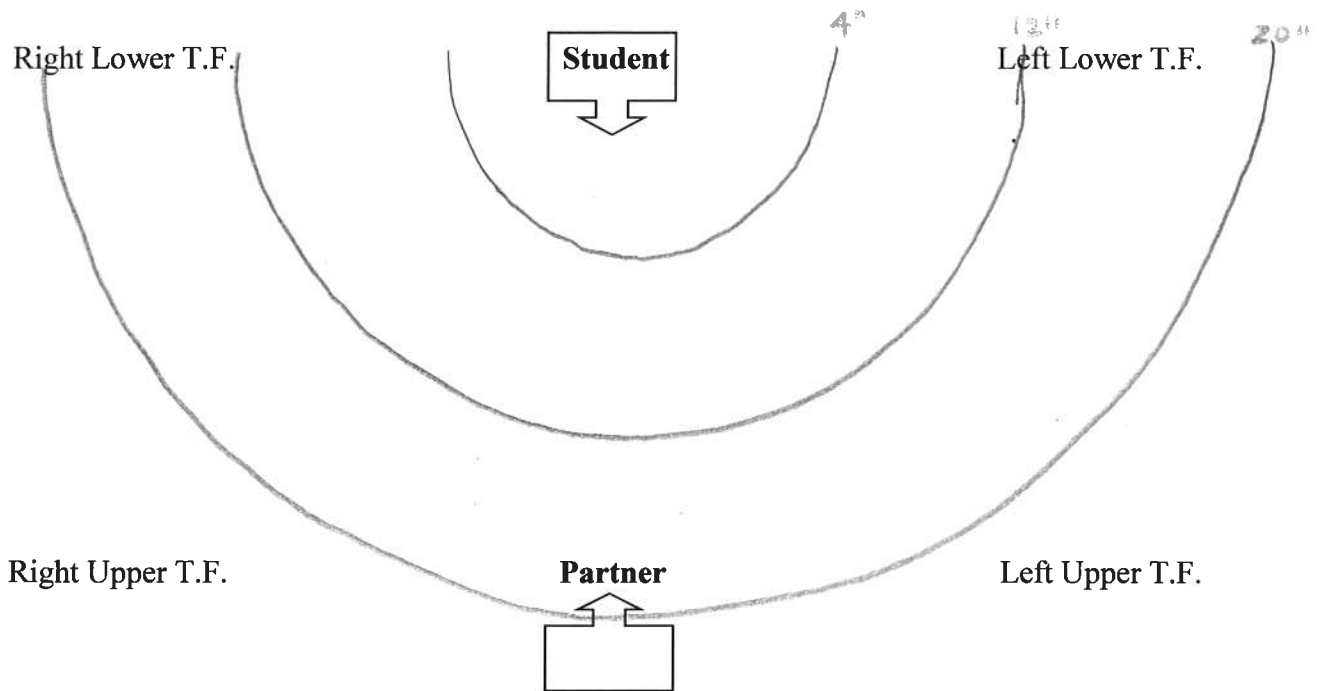


Surface:

←↕→ :



Other things you should know about how I explore:

Preferences:

-Hand use:

-Placement:

-Complexity:

-Object: Novel/Familiar

Notes:

Learner shows awareness of touch

	Always	sometimes	never
startling			
w/drawing			
other			

Learner attends to touch

	Always	sometimes	never
Explores by hand			
Explores by mouth			
other			

Learner localizes by touch (*see diagram above)

Learner recognizes by touch

	Always	sometimes	never
Familiar objects			
Familiar person			

Learner understands uses of objects by touch

	Always	sometimes	never
appropriately			

[adapted form S. Atiken & M. Bultjens (1992)]

Learning Through Touch Assessment Framework
(Adapted from Aitken & Buultjens 1992 & Brown et al. 1998)

Awareness: at an awareness level learners show a “simple” response to indicate that they are aware that the stimulus is present, for example blinking, changing in breathing rate, or withdrawing from touch.

Attending: attention to a stimulus may be demonstrated in a number of ways, for example by learning “stilling” to listen, increasing or decreasing vocalization, or maintaining contact with stimulus.

Localizing: localization occurs when the learner can identify where the stimulus came from. The learner may move a part of his or her body towards (or away from) the source of stimulation.

Recognizing: recognition may be revealed by the learner’s selective response or behavior pattern to particular stimuli, for example using one hand to rub a balloon to receive auditory feedback from the balloon every time it is presented.

Understanding: understanding may be demonstrated by the learner’s ability to relate different types of stimuli to particular events, thereby demonstrating anticipatory behavior. An example might be the increased vocalization and body movement shown by a child when putting on his or her coat in anticipation of going outside at breaktime.

Right hand:

| | | |

Left hand:

=====
=====

Green:

Yellow:

Red:

*best placement

Example:

