Braille Readiness Grid

Developed by Anne McComiskey, Director of the BEGIN early childhood program of the Center for the Visually Impaired

TACTILE	Tolerates Being Touched	Enjoys Being Touched	Locates Objects By Touch	Examines Objects by Touch	Matches and Sorts Objects	Touches Braille in Exploration	Grades textures of Sandpaper	Locates Tactile "Mark" on Paper	Uses Pad of Index Finger to Touch
	Traces 3 Dimensional Outline of Shape	Traces 2 Dimensional Outline of Shape	Traces left to Right Continuous Line with Sticks, Glue, etc.	Traces Left to Right Using: a. Braille Cell w/no space b. Braille Cell w/space c. Dot 2,3,5,6 w/no space d. Dot 2,3,5,6 w/space e. Dot 3,6 w/no space f. Dot 3,6 w/space g. Dot 1 w/no space h. Dot 1 w/space			Uses Two Hands Cooperatively in Tracing (Place Marker & Reader Hand)	Locates Braille marked Items in Home	Participates in formal tactual Sheets & Units

FINE MOTOR	Holds Object in Each Hand	Uses Pincer Grasp	Opens and Closes Books	Turns Cardboard Pages	Uses Two Hands Cooperatively	Uses Appropriate Grasp with Stylus	Makes Stylus Art with Construction Paper	Turns Pages One at a Time	Copies Patterns with Pegs, Muffin Tins, Geo Boards, etc.	
	Shows Hand Strength and Flexibility	Shows Finger Strength and Dexterity	Places Individual Finger on Braille Keys	Manages Paper into Slate	"Scribbles" with Slate and Stylus	Manages Paper in/out of Brailler with help	Positions Fingers on Braille Keys Appropriately	Manages Paper in/out of Brailler Independently	Operates All Keys of Brailler Appropriately	Plays at Brailling

LISTENING, ATTENTION and EXPRESSION	Alerts to Sound	Listens to Interaction Songs	Sits Socially with Adult 5-10 Minutes	Listens to and Enjoys Rhymes	Participates in Finger Plays and Songs	Follows Two Step Directions	Uses Jargon and Imitation on Phone	Matches Sound Cans	Shows Interest in Short Stories About Self	Shows Interest in Short Stories about Others, with Participation
	Shows Interest in Stories About Others Without Participation	Tells Simple Event (Idea)	Makes up Simple Stories (3 Ideas)	Listens to Simple Story Tape	Relates Two Events from Short story	understands slow automated voice	Attends to Task Completion (5-20 Minutes)			

CONCEPT BUILDING	Identifies Body Parts	Names Body Parts	Identifies Objects and Actions	Names Objects and Actions	Shows Object Permanence Concept	Searches for Dropped Objects	Shows Same and Different Concept Awareness	Demonstrates Number Awareness of Quantities to 3	Shows More/Less, Big/Small, Long/Short, Wide/Narrow Concepts with Objects	Plays Symbolically
	Shows Concepts Of: Above/Below, Left/Right, Back/Front, Up/Down, Top/Bottom Middle/Sides (with Objects)	Understands Positional Concepts with Marks on Page	Shows Rote Knowledge of Alphabet	Shows Letter/ Cell Awareness Using Balls, Marbles, & Braille	Participates in Rich Life Experiences	Says Letters of Name (rote)	Says Names of Brailler Keys	Shows Awareness of Touch Patterns Representing Word; i.e., name		

BOOK AND STORY SKILLS	Uses Books as Toys (Squeak, Pull, etc.)	Identifies Parts of a Book (Cover, Pages, Margin, etc.)	Holds Book and Turns Pages	Explores Tactile Books Using Pad of Fingers	Traces Marks purposefully in Tactile Book From Start to End	Participates in Object "Book" Story	Has Lap time with Appropriate Book Daily (ie. Twin Vision)	Dictates and Reads "Sentence" Book
	Selects Favorite Book and Stories	Completes Formal Braille Primer series (APH)	Reads "On the Way to Literacy" Series (APH)					

Name: _____

DOB: _____

Vision: _____

DIRECTIONS: Reading and writing braille is achieved by systematic building of skills in many areas of development. This literacy readiness grid enables parents and teachers to identify accomplished skills and target other skills for educational programming.

Using observation and informal assessment identify which skills in each area a child has accomplished. Highlight the accomplished skill box entirely. Emerging skills are partially filled with highlighter. Non-highlighted skill boxes are skills targeted for the child's educational program. This is a flexible tool. Add or delete boxes for individual children.

Remember: FUN IS THE KEY INGREDIENT.

CENTER FOR THE VISUALLY IMPAIRED