**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:   1. Braille Cell w/no space e. Dot 3,6 w/no space 2. Braille Cell w/space f. Dot 3,6 w/space 3. Dot 2,3,5,6 w/no space g. Dot 1 w/no space 4. Dot 2,3,5,6 w/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 Finger  on Braille Keys Appropriately | sManages 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 | Shows Letter/  Cell Awareness | 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 | |  |
| Alphabet Using Balls, | |
|  | Marbles, & Braille |

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

# Name:

**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.**



DOB:

# Vision:

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