# TACTUAL Skills

Goal: To use both hands efficiently and effectively explore the immediate environment

TS1 (tactual skills)

Goal: to functionally use hands to gather information

Objectives:

1. [student] will use hands together for exploration of an item
2. [student] will be able to locate an item with either hand
3. [student] will touch a variety of textures
4. [student] will independently search for objects in a defined space
5. [student] will be able to manipulate objects and putting them together or taking them apart (pop beads; nuts/bolts etc)
6. [student] will put objects into another objects [pegs in hole; object into can; bead onto thread; shape into formboard or container

TD1 (tactual discrimination)

Goal: To be able to discriminate shapes, angles, and lines by their features

 Objectives:

1. [student] will tactually match [simple; complex] shapes
2. [student] will tactually identify [simple; complex] shapes
3. [student] will tactually match [simple; complex] wire forms
4. [student] will tactually identify [simple; complex] wire forms
5. [student] will tactually match [simple; complex] raised line shapes
6. [student] will tactually identify [simple; complex] raised line shapes
7. [student] will tactually match [solid; broken; varied lengths; angled] raised lines
8. [student] will tactually identify [solid; broken; varied lengths; angled] raised lines
9. [student] will tactually sort [#] dissimilar objects/shapes
10. [student] will tactually match one-to-one objects/shapes/angles
11. [student] will tactually sort [#] similar objects/shapes
12. [student] will tactually replicate a pattern if [#] objects/shapes in a defined space
13. [student] will tactually identify various concepts [left/right; top/bottom; big/little; soft/hard; long/short; rough/smooth; same/different; fat/thin; [student] will tactually straight/curved; wet/dry; over/under; up/down; above/below; various textures (carpet, tile, cement, brick, plastic, grass, fabric, glass, mat, icy, other)]

TR1 (tactual readiness)

Goal: To demonstrate tactual skills needed for reading braille and raised lines

 Objectives:

1. [student] will tactually identify spatial relationship of a braille cell by locating the [top, bottom; left; right; middle]
2. [student] will tactually identify spatial relationship of a page by locating [top; corner; left/right; bottom; page numbers]
3. [student] will tactually locate lines on a page [first; last; desires number of line (i.e. 4th from the top); beginning/end of line]
4. [student] will tactually use both hands to track across a continuous line on a page
5. [student] will tactually use both hands to track across broken lines on a page and identify space between lines
6. [student] will tactually track words across a page locating spaces between words
7. [student] will tactually relocate hands to beginning of next line
8. [student] will tactually [locate; read] first [word; letter] on a line
9. [student] will tactually count number of [words; letters] across a line
10. [student] will tactually identify which [word; letter] is different/same
11. [student] will tactually [locate; read] a line
12. [student] will tactually [locate; read] identified number of [word; letter] on a line (i.e. 4th word on line 2)