



# Texas School for the Blind and Visually Impaired Outreach Programs

[www.tsbvi.edu](http://www.tsbvi.edu) | 512-454-8631 | 1100 W. 45<sup>th</sup> St. | Austin, TX 78756

---

## Motor Activities To Encourage Pre-Braille Skills

### Grasp

#### Palmar

- squeezing toys
- squeezing playdough/clay
- taking objects out of containers
- drawing
- picking up jacks
- sanding
- using a cookie cutter
- using a hole puncher
- putting pop beads together

#### With thumb and fingers

- stringing beads
- holding paper for cutting
- using crayons/pencil/paintbrush
- using glue sticks for art projects
- pinching playdough/clay
- using pegboards
- building towers with blocks
- picking up jacks
- painting with paintbrush
- turning pages of a book
- picking up small beads/objects with tweezers (may be too visual)
- paper weaving
- putting shapes into a shape sorter
- sorting paper clips, red hots, goldfish crackers
- buttoning, zipping and snapping - on own body

## Pincer

- popping bubble wrap
- picking up small objects
- tying bows
- using pushpins
- sewing cards
- stringing beads
- putting pegs in pegboards
- using geoboards
- putting clothespins on edges of cans or jars
- using an eyedropper
- turning knobs on a wind-up toy
- putting coins through a small slot

## Release

- giving an object on request
- stacking activities - cans, blocks, nesting cups
- sorting activities
- placing objects in containers
- the release that is necessary to complete the activities in the "grasp" section

## Rotary Motion

(takes place from wrist with stable arm)

- assembling nuts and bolts
- using twist ties
- turning volume knobs on radio & TV
- manipulating lids on and off of jars/tubes
- mixing food in bowl
- turning knobs on water fountains or sinks
- using wind-up toys, busy boxes, music boxes
- turning doorknobs
- scooping sand, gravel, dried beans
- finger painting
- finding objects hidden in sand, dried beans
- unwrapping individually wrapped candy
- pouring from one container to another

## Finger Isolation

- making fingerprints in playdough/clay

- pushing buttons on tape recorder
- pushing buttons on blender and other appliances
- playing musical instruments
- turn dial on toy phone
- pushing push-pins into cork
- tracing around stencils with fingertip

### Bilateral Hand Use

(almost all of these activities involve stabilizing with one hand and manipulating with the other hand, which is hard for VI kids)

- stringing beads
- pulling tape off roll
- tearing paper
- twisting lids on and off
- cutting paper
- using a hole puncher
- sanding
- using a ruler to make lines
- holding container with one hand/placing object in with other
- stabilizing toy with one hand/using other to play with toy
- pushing together and pulling apart pop-beads
- finger painting
- rolling "snakes" and "balls" with playdough/clay
- attaching paper clips to paper
- tracing around an object/stencil
- holding paper with one hand and stapling with other
- stabilizing bowl while stirring

### Hand and Finger Strength

- crumpling paper
- placing clothespins on edges of cans or jars
- stretching rubber bands
- manipulating playdough
- squeezing glue bottles
- using stapler held in hand
- using stapler by pushing
- using rolling pin
- using a hole puncher

- hammering
- pushing together and pulling apart pop-beads
- pushing together and pulling apart bristle blocks
- squeezing nerf balls
- sponge painting

### Proper Finger Position

- each finger has a "job" - lead finger, detective fingers
- curve fingers over the edge of pencil or ruler

### Light Touch

- work on whole body relaxation - if your body is tense, your fingers will be unable to touch lightly
- place checkers inside the squares of braille graph paper and have the student move his fingers across them so lightly that he does not move them outside the squares
- place cotton balls beneath the child's fingers and have him move them across the page
- learn to "tickle" the dots

### Tracking

- tracking across lines of yarn, popsicle sticks, etc.
- tracking across pipe cleaners/straws glued to paper
- Mangold Developmental Program of Tactile Perception and Braille Letter Recognition (first eight lessons)
  - tracking from left to right across like symbols which follow closely without a space
  - tracking from left to right across unlike symbols which follow closely without a space
  - tracking from left to right across like symbols which have one or two spaces between them
  - tracking from left to right across unlike symbols which have one or two spaces between them
  - tracking from top to bottom over like symbols which follow closely without a space
  - tracking from top to bottom over unlike symbols which follow closely without a space
  - tracking from top to bottom over like symbols which have one blank space between them
  - tracking from top to bottom over unlike symbols which have one blank space between them