

Child Profile: Touch

Introduction

One important thing I have learned from my child about touch is:

The Importance of Touch

I would describe my child as being:

<input type="checkbox"/>	Extremely dependent on his/her sense of touch to understand the world around him/her.
<input type="checkbox"/>	Dependent in certain situations or at certain times on his/her sense of touch to understand the world around him/her.
<input type="checkbox"/>	Other:

I use touch frequently during interactions with my child to:

<input type="checkbox"/>	Calm or soothe him/her.
<input type="checkbox"/>	Get his/her attention.
<input type="checkbox"/>	Demonstrate something.
<input type="checkbox"/>	Direct him/her in moving through space.
<input type="checkbox"/>	Engage in a fun interaction (e.g., horseplay tickling).
<input type="checkbox"/>	Communicate with him/her.
<input type="checkbox"/>	Prompt him/her to do something in an activity (e.g., dressing, completing a chore).
<input type="checkbox"/>	Discipline.
<input type="checkbox"/>	Other:

Becoming Conscious of Touch

<input type="checkbox"/>	Although our family is affectionate and loving, we do not use a great deal of touch in our interactions with each other.
<input type="checkbox"/>	We are a very physically affectionate family and regularly pat, hug, and kiss each
<input type="checkbox"/>	Our family uses a great deal of touch in all of our interactions and enjoy roughhousing.
<input type="checkbox"/>	Our family reserves physical affection and touch for close family members.
<input type="checkbox"/>	Our family uses physical affection and touch as part of our interactions with all family members and friends.
<input type="checkbox"/>	Our family uses physical affection and touch as part of our interactions with everyone, including more casual acquaintances.

Early Experiences of Touch

My child had:

- Many medical procedures or experiences with touch that were painful or frightening.
- Few medical procedures or experiences with touch that were painful or frightening.

When my child was a newborn or infant:

<input type="checkbox"/>	I had few opportunities to hold him/her because of his/her fragile medical state.
<input type="checkbox"/>	I spent a great deal of time holding him/her.
<input type="checkbox"/>	He/she resisted being held much of the time.

Now my child:

- Likes to be held or touched frequently.
- Dislikes being held or touched frequently.

My child:

<input type="checkbox"/>	Enjoys being massaged; I massage him/her frequently.
<input type="checkbox"/>	Enjoys being massaged; I massage him/her sometimes.
<input type="checkbox"/>	Does not enjoy being massaged.

Tactile Sensitivity

My child enjoys and responds to the following types of touch?

<input type="checkbox"/>	Light (e.g., tickle, soft stroking)
<input type="checkbox"/>	Firm (e.g., massage, swaddling)
<input type="checkbox"/>	Deep (e.g., hug, rough housing)
<input type="checkbox"/>	Stroking and patting
<input type="checkbox"/>	Holding or maintaining touch

How do you know he prefers that kind of touch (give examples)?

My child prefers being touched on:

Body Part	More Preferred	Less Preferred
Head		
Lips		
Tongue		
Cheeks/chin		
Arms		
Hands		
Legs		
Feet		
Bottom		
Back		
Stomach		

My child dislikes having the following materials or substances next to his/her skin (e.g., clothing, objects, finger foods, toys):

My child likes having the following materials or substances next to his/her skin (e.g., clothing, objects, finger foods, toys):

The temperature of objects affects my child's willingness to explore them.

Yes

No

My child likes to explore the following with his/her hands?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Soft, furry things like stuffed animals, pets, etc. |
| <input type="checkbox"/> | Hard plastic |
| <input type="checkbox"/> | Metal |
| <input type="checkbox"/> | Wood |
| <input type="checkbox"/> | Glass or ceramics |
| <input type="checkbox"/> | Crinkly paper |
| <input type="checkbox"/> | Things with holes in them |
| <input type="checkbox"/> | Things with grooves in them |
| <input type="checkbox"/> | Things with lids or flaps |

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Fabrics that are smooth or slick |
| <input type="checkbox"/> | Fabrics that are rough or scratchy |
| <input type="checkbox"/> | Fabrics that have a lot of texture such as corduroy and brocade |
| <input type="checkbox"/> | Fabrics that are stretchy such as Lycra and stretchable knit |
| <input type="checkbox"/> | Gritty materials such as sand |
| <input type="checkbox"/> | Lumpy hard materials such as beans |
| <input type="checkbox"/> | Sticky materials such as glue, honey, and tape |
| <input type="checkbox"/> | Soft silky materials such as flour and baby powder |
| <input type="checkbox"/> | Textures such as finger-paints |
| <input type="checkbox"/> | Rubbery things that give and recoil |
| <input type="checkbox"/> | Fluffy things such as shaving cream and whipping cream |
| <input type="checkbox"/> | Goopy things like pudding and cake batter |
| <input type="checkbox"/> | Other |

Understanding the Hands of the Individual Who is Deafblind

What statements are true of your child?

- | | |
|--------------------------|--|
| <input type="checkbox"/> | My child often seeks out my hand or others' hands. |
| <input type="checkbox"/> | My child avoids others' hands when they are offered to him/her. |
| <input type="checkbox"/> | My child rejects having others take hold of his/her hands. |
| <input type="checkbox"/> | My child will let his/her hands rest on others' hands to be guided to an object to explore the object. |
| <input type="checkbox"/> | My child tolerates having someone shape his/her hands to complete an action. |
| <input type="checkbox"/> | My child uses his/her hands to manipulate objects or as tools to complete a task. |
| <input type="checkbox"/> | My child uses others' hands to get them to do something for him/her. |
| <input type="checkbox"/> | My child expects hands to communicate information to him/her. |
| <input type="checkbox"/> | My child uses his/her hands as a way to communicate to others. |
| <input type="checkbox"/> | My child uses his/her hands to feel others' voices or mouth movements. |

- My child uses his/her hands to feel vibrations of objects (e.g., fans, stereo speakers, vibrators, etc.)
- My child uses his/her hands to figure out where he is in a room or a building.
- My child uses his/her hands to explore objects and people.
- My child uses his/her hands to identify objects and people.
- My child uses his/her hands to express emotions or reduce stress (e.g., clapping, wringing his hands, flapping his hands).
- My child likes to play hand games.

What does your child do with objects?

- Palms objects
- Uses first finger and thumb to pick up objects (pincer grasp)
- Hits or bangs objects
- Throws objects
- Shakes objects
- Puts objects together (snap beads, stacking blocks)
- Takes objects apart (snap beads, stacking blocks)
- Stacks objects (blocks, stack rings)
- Other:

When someone is not engaged with your child, what does he/she typically do with his/her hands?

- Very little; they remain at rest
- Rubs or scratches on surfaces or body
- Constantly explores objects and the area around him/her
- Flicks or flaps his/her hands
- Sucks on his hands/fingers
- Pinches or pulls at things
- Other:

Using Touch as a Basis for Conversation

I touch my child to let him/her know I am nearby.

I usually touch him/her:

<input type="checkbox"/>	On the head
<input type="checkbox"/>	On the cheek
<input type="checkbox"/>	On the chin
<input type="checkbox"/>	On the lips
<input type="checkbox"/>	On the neck
<input type="checkbox"/>	On the shoulder
<input type="checkbox"/>	On the arm
<input type="checkbox"/>	On the hand
<input type="checkbox"/>	On the foot
<input type="checkbox"/>	On the knee
<input type="checkbox"/>	On the leg
<input type="checkbox"/>	On the back

I identify myself to him/her using a predictable touch cue or name sign. Describe

Most of my family members use a predictable touch cue or name sign to identify themselves to him/her. Describe

I use many touch cues throughout the day to complete activities. For example:

I watch for my child to respond to our touch before I attempt another interaction.

I imitate what my child does with his/her hands when exploring an object.

I offer my hands to my child to let him/her comment or share something with me.

I know when my child is using his/her hands to communicate something to me.

Exploring the World Through Touch and the Tactile Environment

I use tactile markers or labels to identify my child's possessions.

I use tactile marker or labels to identify locations of rooms or objects.

I share books that have tactile qualities (textured books object books Braille etc.)

I encourage my child to trail walls and use his/her hands for safe travel.

Mutual Tactile Attention

An example of something I do with my child when I share mutual tactual attention is:

I have the following concerns or questions about sharing mutual tactile attention with my child:

Using Touch to Support Other Senses

- | | |
|--|--|
| | My child does not seem to use his/her sense of touch to support his/her other senses. |
| | My child sees something, but must touch it or explore it tactilely before he/she seems to know what it is. |
| | My child seems to be aware of sounds primarily as a tactile experience first. |
| | My child must touch his/her food before he tastes it. |
| | My child must also touch something before or after he/she smells it. |

These are some ways I use touch with my child to help support his/her use of other senses:

These are some things I observe my child doing that show how he/she uses touch to support his/her use of other senses:

Touch and Language

My child uses the following tactile language forms:

<input type="checkbox"/>	Signals/touch cues
<input type="checkbox"/>	Gestures
<input type="checkbox"/>	Objects Symbols
<input type="checkbox"/>	Tactile Symbols
<input type="checkbox"/>	Tactile or coactive signs
<input type="checkbox"/>	Print on palm
<input type="checkbox"/>	Cued Speech
<input type="checkbox"/>	Braille

Closing Thoughts

I want to share this thought about how my child uses touch or responds to touch: