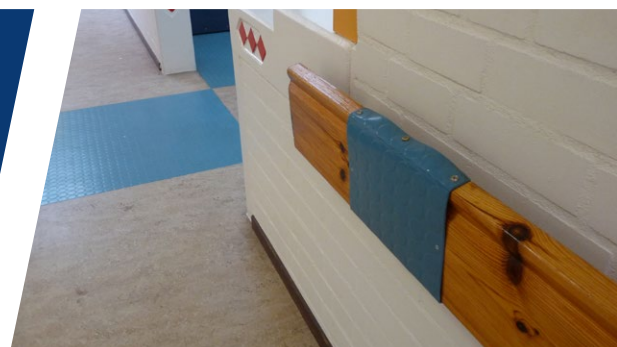


Touching and understanding Figure-ground perception



Activity: Following a guiding line

A guiding line along a wall contains few or several distracters due to transitions. Finding your way by means of a guiding rope, a rail or a fence is a challenge for clients, but it is an important step in learning to move around independently.

Theme: mobility

Set-up of the activity

0-2

- Introduce the client to walking together with a stick or rope and let him practice this; your close proximity will make the client feel safe.

2-4

- Feel the entire line together with the client. Then look for a marking point together and let the client feel this.
- Expand the activity by adding various marking points.
- Let the client use his entire hand when touching.
- Explain where he needs to stop and what he will encounter there.

4-6

- Explain where the client needs to stop and what he will encounter there. A marking point can indicate where the client should go, such as crossing the hallway.
- Teach the client that at a point where he needs to cross, he should stand with his back to the line. He can then feel the marking point with his closest hand.

- Then give him the instruction to cross to the other side.
- Let the client follow a route with marking points and transitions, such as a door or window. At marking points and transitions, let the client continue the path.

Points for observation and focus

- Observe whether the client maintains contact with the line.
- Check whether objects on the line or transitions in the line distract the client. Can he continue?
- Observe whether the client knows where he should begin and stop. Does he have a strategy for this?
- Check whether the client prefers certain materials.

Alternative materials

- Following a route along a fence outside and letting him walk to certain points, such as the point where there is an opening/gate in the fence.

Can also be used in the categories

- Touch sensitivity (TST)
- Touch strategy (TS)