

Touching and understanding Recognising



Activity: recognising the function of buttons

Through touch, the client recognises one or various buttons of a device that produces a sound. That way for example, he discovers the function of buttons on an activity centre, cassette player, memo recorder or a DAISY player.

Tip: you can purchase various activity centres, cassette players, memo recorders, DAISY players and marking paste through web shops.

Set-up of the activity

0-2

- Offer the client a toy with one button, which makes a sound.
- Let him hear the sound and search—if necessary, search together—for the button; let him experience that there is a sound to be heard.
- Stimulate the client to search for the button and press it independently.

2-4

- Offer the client an activity centre with various buttons and together explore the functions.
- Stimulate the client to search for the buttons and press them independently.

4-6

- Give the client a device that is easy to operate, such as an Easiplay toaster cassette player.
- Together with the client, explore the device. You can make the buttons tangible with marking material, such as marking paste, a small clothing button or a small, tangible sticker.

- Teach the client to operate the device independently by letting him hear/experience the function of every button. There are memo recorders that are easy to operate. A DAISY player requires more practice.

Points for observation and focus

- Observe whether the client can systematically search and remember the functions of the buttons on the device.
- Check whether the client can sense the details or whether this is too detailed and therefore, too difficult.

Alternative materials

- Flat switches with a tangible print: see 'switches' in tactual exploration.
- Learning to operate household devices.

Can also be used in the categories

- Perception of detail (PD)
- Touch strategy (TS)