

## Touching and understanding Recognising



### Activity: Recognising objects and food items

This entails recognising familiar and unfamiliar objects and food items.

#### Set-up of the activity

0-2

- Begin with a familiar cup or with a familiar plate and food item.
- Add another element, such as a cup with a different handle.
- Make sure the transitions or changes in objects and food items are gradual.

2-4

- Begin with the client's cutlery and familiar food items.
- Present an unfamiliar plate or cup.
- Let the client choose between familiar and new objects by presenting them simultaneously and asking the client to choose his own cup.
- Expand this activity by adding more cups.

4-6

- Alternate between cutlery sets.
- With fruit, alternate between shapes and textures.
- Start out with peeling fruit together; in addition to familiar fruit, also use unfamiliar fruit, such as carambola (aka star fruit).
- Let the client feel the different forms and draw his attention to smells and the different inner texture of the peel.

### Points for observation and focus

Some blind children and adults don't develop an individual preference for an object because, for example, the same cups are used. However, it is important to have one's own things; this teaches clients to distinguish, they learn to recognise individual objects. The client may become frustrated when the familiar object is not available.

- Make the client's things recognisable by sliding something over them or sticking something tangible to them.
- During daily activities, always state what is being presented; it will acquaint the client with the objects and names.
- Observe whether the client explores objects and food items.
- Verify whether the client recognises the object or food item.
- Take a serious approach to aversion in and around the mouth with regard to certain foods and ask a speech therapist for advice.

### Can also be used in the categories

- Touch sensitivity (TST)
- Tactual exploration (TE)