

## Touching and understanding Recognising



### Activity: Recognising faces

Recognising faces and hands can be stimulated from a young age and this remains important in all age phases.

### Set-up of the activity

0-2

- Choose a quiet moment.
- For example, spend time doing this during care times.
- Stimulate the client to touch your face and hands so that he learns to know and recognise these.
- Place the client's hands on your mouth or neck so that he feels that you are talking. Talking, singing and whispering can make him curious to seek out your/another person's voice.
- Name the body parts that the client touches and let him touch these on his own body.
- Stimulate the client to touch your hands.

2-4

- Stimulate the client to feel your face so that he learns to know and recognise it.
- Also draw his attention to glasses, beard, moustache and/or earrings.
- Name the things that the client touches and have him touch these on himself.

4-6

- Make him notice glasses, beard, moustache and/or earrings.
- Verify whether the client recognises you and can indicate this with a certain movement or by reaching out for a ring or necklace.

### Points for observation and focus

- Verify whether this activity is feasible. Always notify the client before you actually touch him or let him touch you.
- Observe whether there is aversion to touching and gradually increase the degree of touching.
- Continue to pay close attention. Some clients have the tendency to pull hair, beard or glasses.

### Alternative materials

- You can suggest other body parts instead of hands and face.
- Touching based on songs.

### Can also be used in the categories

- Body awareness (BA)
- Tactual exploration (TE)