

Touching and understanding Recognising



Activity: Discovering different brushes

Set-up of the activity

0-2

- Place various brushes on a plate; this activity focuses more on touching than on recognition.
- For example, use a toothbrush, soft baby brush or clothes brush.
- Hand the client the different brushes, separate from the plate.

2-4

- Give the client a brush that you know is familiar to him and together carry out the action that the brush is intended for: for example, combing hair and brushing teeth.
- Stimulate the client to carry out the action independently.
- Name the different types of brushes and ask the client to use the brushes in the right way.

4-6

- First give the client familiar brushes.
- Expand the activity by adding other brushes, such as a nail brush, dustpan brush and a dishwash brush. Carry out the action together so it becomes clear what the purpose is of the brushes.
- Hand the client three different brushes and ask what they are for. Stimulate the client to carry out the action and, if possible, to name the qualities of the various brushes (i.e., hard, soft, bristly).

Points for observation and focus

- Carefully examine the client to see whether he experiences the brushes as pleasant or unpleasant.
- Use brushes that a client might encounter in his own environment.

Alternative materials

- For the developmental age of 0-2 years old, you can use a baby arch and hang the brushes from the arch.

Can also be used in the categories

- Tactual exploration (TE)
- Tactual language (TL)