

Touching and understanding Figure-ground perception



Activity: Finding objects on a surface

Objects and background/surface are made from the same material

Set-up of the activity

0-2

- Let the client experience the material on the background/surface.
- Hang the material on a perforated plate; that way the client can grab it easier.

2-4

- Present the client, for example, with pom pom balls, fabric balls or knitted animals on a carpet.
- Present wooden spoons or beads on a wooden surface, such as a wooden service tray.
- Present shells on a sandy surface, such as in a sandbox.
- Present bulbs of various sizes on a surface consisting of soil in a box.
- Present balls or shreds of paper on a cardboard/corrugated cardboard.
- Let the client experience the materials on the backgrounds or surfaces.

4-6

- Present shells on a sandy surface, such as in a sandbox.
- Present bulbs of various sizes on a surface consisting of soil in a box.
- Present smooth stones and shells on a surface of fine gravel in a box.
- Present metal lids, spoons and beer caps on a surface of metal, such as a metal service tray.

- Present balls or shreds of paper on a cardboard/corrugated cardboard.
- Be aware of the fact that it is more difficult to distinguish between the material and the surface/background if the contrast is small. The size of the object also plays a role: the smaller the object, the more difficult it is to notice it.

Points for observation and focus

- Observe whether the client is distracted by the background.
- Check whether the client notices the difference between the background and the object.
- Observe whether the client prefers certain materials.

Alternative materials

- Play mat with objects on the ground
- Branches and pinecones on a field of grass
- Chestnuts, acorns and pinecones in a bowl of dry leaves

Can also be used in the categories

- Noticing (NT)
- Tactual exploration (TE)