**Braille Readiness Grid** Developed by Anne McComiskey, Director of the BEGIN early childhood program of the Center for the Visually Impaired

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TACTILE** | ToleratesBeing Touched | EnjoysBeing Touched | LocatesObjects By Touch | ExaminesObjects by Touch | Matches andSorts Objects | TouchesBraille in Exploration | Gradestexturesof Sandpaper | LocatesTactile "Mark" on Paper | Uses Padof IndexFinger to Touch |  |
| Traces 3Dimensional Outline of Shape | Traces 2Dimensional Outline of Shape | Traces leftto Right Continuous Line with Sticks, Glue,etc. | Traces Left to Right Using:1. Braille Cell w/no space e. Dot 3,6 w/no space
2. Braille Cell w/space f. Dot 3,6 w/space
3. Dot 2,3,5,6 w/no space g. Dot 1 w/no space
4. Dot 2,3,5,6 w/space h. Dot 1 w/space
 | Uses Two Hands Cooperatively in Tracing (Place Marker & Reader Hand) | LocatesBraille marked Items in Home | Participatesin formal tactual Sheets & Units |
|  |
| **FINE MOTOR** | Holds Objectin Each Hand | Uses PincerGrasp | Opens andCloses Books | TurnsCardboard Pages | Uses TwoHands Cooperatively | Uses AppropriateGrasp with Stylus | Makes Stylus Art with Construction Paper | Turns PagesOne at a Time | Copies Patternswith Pegs, Muffin Tins, Geo Boards, etc. |  |
| Shows HandStrength and Flexibility | Shows FingerStrength and Dexterity | Places IndividualFinger on Braille Keys | ManagesPaper into Slate | "Scribbles"with Slate and Stylus | Manages Paperin/out of Brailler with help | Positions Fingeron Braille Keys Appropriately | sManages Paperin/out of Brailler Independently | Operates AllKeys of Brailler Appropriately | Plays atBrailling |
|  |
| **LISTENING, ATTENTION****and EXPRESSION** | Alerts toSound | Listens toInteraction Songs | Sits Socially withAdult 5-10 Minutes | Listens toand Enjoys Rhymes | Participatesin Finger Plays and Songs | Follows TwoStep Directions | Uses Jargonand Imitation on Phone | MatchesSound Cans | Shows Interestin Short Stories About Self | Shows Interest in ShortStories about Others, with Participation |
| Shows Interest in StoriesAbout Others Without Participation | Tells SimpleEvent (Idea) | Makes upSimple Stories (3 Ideas) | Listens toSimple Story Tape | Relates TwoEvents from Short story | understandsslow automated voice | Attends to TaskCompletion(5-20 Minutes) |  |
|  |
| **CONCEPT BUILDING** | IdentifiesBody Parts | NamesBody Parts | IdentifiesObjects and Actions | NamesObjects and Actions | ShowsObject Permanence Concept | Searchesfor Dropped Objects | Shows Sameand Different Concept Awareness | DemonstratesNumber Awareness of Quantities to 3 | Shows More/Less,Big/Small, Long/Short, Wide/Narrow Concepts with Objects | PlaysSymbolically |
| Shows Concepts Of:Above/Below, Left/Right, Back/Front,Up/Down, Top/Bottom Middle/Sides (with Objects) | UnderstandsPositional Concepts with Marks on Page | Shows RoteKnowledge of | Shows Letter/Cell Awareness | Participates inRich Life Experiences | Says Lettersof Name (rote) | Says Names ofBrailler Keys | Shows Awareness of TouchPatterns Representing Word; i.e., name |  |
| Alphabet Using Balls, |
|  | Marbles, & Braille |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Uses Books | Identifies Parts | Holds Book | Explores | Traces Marks | Participates in | Has Lap timewith Appropriate Book Daily(ie. Twin Vision) | Dictates and |
|  | as Toys | of a Book | and Turns | Tactile Books | purposefully in | Object "Book" | Reads "Sentence" |
| **BOOK** | (Squeak, | (Cover, Pages, | Pages | Using Pad | Tactile Book | Story | Book |
| **AND** | Pull,etc.) | Margin, etc.) |  | of Fingers | From Start to End |  |  |
| **STORY** | Selects | Completes | Reads "On the |  |
| **SKILLS** | Favorite | Formal Braille | Way to |
|  | Book and | Primer series | Literacy" |
|  | Stories | (APH) | Series (APH) |

# Name:

**DIRECTIONS:** Reading and writing braille is achieved by systematic building of skills in many areas of development. This literacy readiness grid enables parents and teachers to identify accomplished skills and target other skills for educational programming.

Using observation and informal assessment identify which skills in each area a child has accomplished. Highlight the accomplished skill box entirely. Emerging skills are partially filled with highlighter. Non-highlighted skill boxes are skills targeted for the child's educational program. This is a flexible tool. Add or delete boxes for individual children.

**Remember: FUN IS THE KEY INGREDIENT.**

DOB:

# Vision:

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