

Contents

Acknowledgement	6
Introduction	7
1. Nonverbal problem solving and tactual interaction	9
1.1 Important differences between healthy children and children with problems of perception	12
1.1.1 Success increases with age in healthy children	12
1.1.2 Profiles of 25 nonverbal problem solving activities are distinct	13
1.1.3 Repetitions help healthy children, but not children with problems of perception	14
1.2 Similarities in healthy children and children with problems of perception	14
1.2.1 Both groups understand events, which are experienced by tactual information	14
1.2.2 Products (configurations) follow similar rules in both groups	14
1.2.3 Assimilation processes can be observed and are common in both groups	15
1.2.4 Rules of tactual interaction and construction of a repertoire (roots) are similar in both groups	17
2. Application in everyday life	23
2.1 Healthy children interact in everyday life and develop rules for changes in topological relations based on tactual information, which become more complex during development	23
2.1.1 Rules of touching with direct sources of information	24
2.1.1.1 Topological relations among body/support/sides, touching rules of support and sides	24
2.1.1.2 Topological relations among body/object/support, touching rules of lifting and separating an object from its support	24
2.1.2 Rules of action with indirect sources of information	26
2.1.2.1 Elementary rules of action: Objects have a topological relationship with each other, they touch and affect each other	26

2.1.2.2	Complex rules of action (structure of event): Changes in topological relations among objects of everyday life are subordinated to a common goal	28
2.2	Children with problems of perception interact in everyday life, too, however, they search for kinesthetic, visual and/or auditory information to a deviant extent	29
3	Conclusions	31
3.1	Creating opportunities (situations) for tactual interactions (changes in topological relations) during everyday life	31
3.2	Enhancing information searching activities in tactual interaction – the level of understanding	32
3.3	From understanding to competence to production	33
3.4	... and encouraging children with problems of perception?	34
	References	37
	Appendix	39
	Figure Index	39
	Description of ‘autism spectrum disorder’ see:	
	Asperger syndrom <i>http://en.wikipedia.org/wiki/Asperger_syndrome</i>	39
	Pervasive developmental disorder <i>http://en.wikipedia.org/wiki/Pervasive_developmental_disorder</i>	42