

VISUAL STIMULATION ACTIVITIES FOR INFANTS AND TODDLERS

A GUIDE TO PARENTS AND CAREGIVERS

Awareness of the Environment
Eye Hand Coordination
Gaze Shift
Imitation
Self Awareness
Eye Contact
Tracking
Localization
Fixation



**National Institute for the
Mentally Handicapped**

VISUAL STIMULATION ACTIVITIES FOR INFANTS AND TODDLERS

A GUIDE TO PARENTS AND CAREGIVERS

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NATIONAL INSTITUTE FOR THE
MENTALLY HANDICAPPED
(Ministry of Social Justice and Empowerment,
Government of India)



FOREWORD

This book is an outcome of the project titled "Development of stimulation activities for visually impaired infants and toddlers". Studies show that there are six lakh children born with visual problem each year, among them almost 80% have a residual visual capacity.

The visual system gives us a variety of information about the environment, which is necessary for learning and acquiring skills for daily living. Vision is the sense that reveals the mystery of the world to the child. The eyes are the outgrowth of the brain and they parallel the development and growth of the brain in the first few months of life. Visual system matures rapidly as the brain does in these early years of life. Early identification of the visual problems and timely intervention will be of great help for the child to use the vision meaningfully for the rest of the lifetime. As vision helps in the all round development of the child, any delay in the acquisition of the visual skills will lead to a delay in achievement of the other milestones also. Early visual stimulation therefore helps the child by minimizing the effect of visual impairment on the development.

All children are special. Every child is born with gifts of nature. As the parents, caregivers, professionals working with these children with special needs we have the moral responsibility to sharpen these capacities. This book describes some activities that can be carried out by the caregivers at home in order to improve the residual vision of the child. This book takes into account the rural population of India and gives a lot of illustrations and easy to follow stepwise stimulation activities.

(Dr. L. Govinda Rao)

P R E F A C E

This book is an outcome of the project titled "*Development of stimulation activities for the visually impaired infants and toddlers*". The first three years of life is the most critical period in every child's development. Research confirms that there is a rapid growth occurring in the early months of an infant's life and that, development in the early years is crucial for subsequent development.

For children with sensory impairments, these early years are particularly crucial. Research with these infants documented the increased risks resulting from sensory loss and also the secondary effects associated with this sensory deprivation. Research also has shown that early diagnosis and intervention supports can produce more positive developmental outcome for these children.

Vision is the primary sensory system. It is the master of all other senses. Vision helps in all the areas of development, more so the cognitive development, as the intellectual function is the product of these early sensory inputs through the eye.

Until about 25 years ago, it was thought that infants could see little. But now it is known that the visual system of infants is relatively mature at birth and rapidly develops in the early postnatal years.

Many opportunities arise throughout a routine day to encourage infants to use their vision. Looking and discovering the world through vision can be fun. Parents and other caregivers should be enthusiastic about what there is to see in the world, provide interesting things to look at, and plenty of time to explore. Look for typical times and places to practice using different visual skills. Looking, finding, following, shifting attention between objects, and picking up or pointing can all happen during daily routines and activities.

Any hindrance to normal visual development process should be detected early and remedied. *Vision screening at birth and during the first 6 months of life is important*, as the critical period of visual development is this early period of life. If the child does not learn the visual skills at this age then he may face problems in attaining the other milestones as well.

Some children may be found to have some residual vision. If this is detected early there are ways to enhance this residual vision for maximum use. The earlier you intervene; the better will be the improvement in your child's capability to use his residual vision. This book gives in detail the activities that can help a

child use his residual vision meaningfully. As parents are the closest to the child, both physically and emotionally, most activities are designed to be carried out in real life situations by them.

When you read through this book, you will probably recognize activities that may interest your child and others that won't. Choose a few that you think will be of interest, which your child will be able to do without too much difficulty. Then think about how you can incorporate them into your daily routines, so that you do not always have to set aside extra time to do them with your child.

There are some recommendations for adaptation of materials and activities, modification of environment suggested for parents to help improve their infant's visual skills.

In this book, we have described the components of visual development rather than stages of development. It is because; at any stage of development several components of vision are developing at once. To give a sense of continuity of development, we chose to present each skill individually.

A child at any stage will be developing the various components of visual skills simultaneously therefore; parents may find it useful to choose activities from more than one chapter at once.

The first chapter "Introduction", contains a checklist to identify visual problem in your child. And the second chapter deals with importance of vision in other areas of development. The third chapter contains preparatory activities.

We would request the reader not to skip these three chapters lest, they miss out on any important aspect. Chapter four deals with different skills of visual development and training methods that can be easily read and understood and later carried out by the reader. In the last chapter there are some tips on how to choose play material for children with visual impairment.

"As vision is a learnt process, the training of these visual skills will help the child in enhancing his intellectual development"

**Dr. Amar Jyothi Persha
Ms. K.R. Nawvi**



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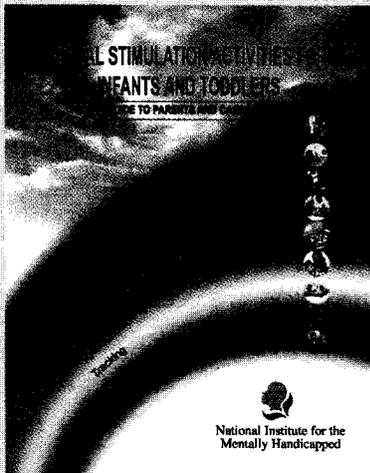
We are grateful to several colleagues for their lively discussion and comments, which helped in making this book.

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Dr. Amar Jyothi Persha
Ms. K.R. Nawvi



ABOUT THE BOOK

Vision is the sensory modality that gives us information about the environment around. It is wonderful to observe the infants use their vision for the exploration of the environment. Parents are thrilled to see the child smiling at them. Mostly, *parents suspect a visual problem when the child fails to make an eye contact or when he fails to respond to them with a smile.* When they realize that the child is having a visual problem most of them assume that nothing can be done from their side and that, much depends on professional help. Since vision is a learnt behaviour, when there is a delay in visual maturation, the active stimulation that the child receives from the environment plays an important role in improving the response. Hence the parents have a major role to play in improving the child's visual ability. This book is aimed at helping parents of children with visual impairment.

Vision develops in a particular sequence. This book gives the reader the different components of visual development and the activities that can be followed to improve that particular area of development. The book gives a checklist that can be used by the parent or the caregiver to check the visual ability of the children at home.

This book has five chapters. The first chapter is an introduction to the normal visual development and second chapter talks in brief about how visual development affects other areas of development like motor, social, cognitive, speech, language, and play. The third chapter lists the preparatory activities for intervention to be followed by the parents and

caregivers. The fourth chapter contains 9 units, each unit dealing with one of the visual development skills. Each unit deals with the following aspects : introduction, importance of the particular visual skill, and the activities to improve the development of that particular visual skill. *The activities suggested will be of great help for children of 0–3 years of age who have low vision or delayed visual development.* However, when the delays are accompanied by associated conditions and visual impairment, it requires some adaptations for which you have to consult a professional or an expert in the field of early intervention. The fifth chapter gives some basic guidelines for the selection of play materials for children with visual impairment.

The book is designed in a user-friendly pattern,

- There are plenty of illustrations, to make it easy for the literate and illiterate parents to comprehend.
- The language used is simple and clear.
- There are plenty of activities suggested for the parents that can be implemented in the course of daily activities.
- The activities and illustrations are given to match the cultural practices and the customs of rural population.
- The activities suggested are given in a developmental sequence.

This book can be used by the

- Parents and caregivers of children with visual problems.
- Professional and para professionals who are working with the infants and toddlers, in the early intervention setup, and clinical setups.
- Professionals to train the community level workers, and the parents.

The child is addressed to both as 'he' and 'she' throughout the book. Many places 'you' refers to the parent or caregiver. One word of caution for the parents is to *consult a vision rehabilitation specialist or an ophthalmologist before starting the activities.* As some children have other associated disabilities or those who are sensitive to visual stimuli need some variations in the activities.

INTRODUCTION

Although we act on the information obtained through our sight, we seldom give importance to the process of seeing. Vision and hearing are called distance senses. Unlike taste and touch, these senses provide us with information from outside our bodies.

Vision helps in

-  Alerting us to the presence of helpful as well as dangerous elements in the environment.
-  Learning by seeing things
-  Moving freely in our environment
-  Locating the source of sound
-  Reaching to objects
-  Combining the shape, color, and function of things.

Vision is the master of all senses. The variety of information that we get through this sense is unparalleled. The ability to use vision is very important for independent functioning and performing most behavior within each developmental area. Holding objects, looking at and smiling at the caregiver, manipulating toys, searching for hidden toys and objects, playing with peers, etc are affected by visual impairment. Vision is continuous whereas the other sensory stimuli are fleeting and unpredictable. *Vision acts as a tutor for all the other senses.*

When the child is born, the visual capacity of the child is very limited. The visual sense is the least developed sense at birth although this sense organ is the first to be formed in fetal life.

Visual skills develop in an orderly sequence. At birth, the visual behaviors are primarily reflexive and vision is not as sharp as that of the adult. For normal visual development to occur, anatomical and physiological processes are necessary. These processes are believed to be dependent on early visual experiences as well as neurological maturation.

Vision is a learnt process that adds meaning to what is seen. Initially the child is able to focus on the light stimulus and later, he learns to follow the light. Even though the child seems to look at the face of the mother early in life, in reality they develop the skill of visually recognizing faces clearly, only by the age of 3 months.

These initial skills become the basis for later milestones like the development of mature visual skills such as visually guided reaching, imitating the facial expressions of parents and others, playing with the doll , etc.

Reduced vision correlates with

-  Poor motivation to move through the environment, manipulate toys, and initiate peer interaction.
-  Tendency for physical and social detachment.
-  Risk for development of poor self esteem.
-  Reduced language and social skills.
-  Sense of anxiety.
-  Feel they must remain controlled and may be less able to relax or less willing to take risks.
-  Experiential and environmental deprivation.

To check your child's vision, use the following chart. It represents the normal visual skills according to the age of the child.

AREA	S.NO.	ITEM	AGE
Fixation	1	Stares at light	1 month
Fixation	2	Regards a person momentarily	1 month
Tracking	3	Follows moving person with eyes	2 months
Localization	4	Looks towards the source of sound	2 months
Localization	5	Turns eyes towards the direction of the light	2 months
Tracking	6	Follows light horizontally	2 months
Eye contact	7	Smiles at human faces (social smile)	3 months
Self awareness	8	Looks at own hands	3 months
Tracking	9	Follows light vertically	3 months
EHC*	10	Attempts to reach	4 months
EHC*	11	Keeps visual targets in the mouth (mouthing)	4 months
Tracking	12	Can follow light horizontally, vertically and in circular paths	4 months
EHC*	13	Successfully able to reach and grasp visual targets	5 months
Awareness of environment	14	Looks at small objects like beads	5 months
Gaze shift	15	Able to look from one object to another	6 months
Awareness of environment	16	Recognizes familiar faces at a distance of six feet	6 months
Self awareness	17	Smiles at mirror image	6 months

AREA	S.NO.	ITEM	AGE
EHC*	18	Transfers objects from one hand to the other	6 months
EHC*	19	Picks up objects like beads	7 months
EHC*	20	Manipulates objects in hand and looks for details	7 months
Eye contact	21	Reacts to facial expressions of mother like anger, joy	8 months
EHC*	22	Shows interest when the adult is scribbling	8 months
Imitation	23	Imitates facial expressions of others like smile, frown	9 months
Awareness of environment	24	Looks for missing toys under furniture	10 months
EHC*	25	Can put cubes inside the cup on command	10 months
EHC*	26	Shows interest in picking up tiny particles like bits of paper and grains	11 months
Imitation	27	Imitates gestures like bye-bye, good morning	11 months
EHC*, tracking	28	Can follow objects with eyes and hands from one side to the other	12 months
Gaze shift	29	Can look alternately at a near and far object	12 months
EHC*	30	Scribbles with crayons	14 months
Awareness of environment	31	Interested in picture-books	14 months
EHC*	32	Builds simple structures with three cubes	18 months
EHC*	33	Can replicate vertical and horizontal lines	24 months
Awareness of environment	34	Visually searches for the hidden objects	24 months
EHC*	35	Builds tower with 8 cubes	27 months
EHC*	36	Matches simple shapes like circle and triangle	36 months
EHC*	37	Can copy a circle	36 months

*EHC-Eye hand coordination

In this checklist, the child's capability to perform a visual skill is represented along with the area and age at which they attain the skill normally. If you notice that your child is not performing according to his age, then go to the corresponding unit in developmental activities, to find activities to suit your child's needs.

If you observe any of these following behaviours in your child, immediately contact an ophthalmologist/doctor and seek their consultation.

SUSPECT VISUAL PROBLEM IF

-  Absence of eye contact by age of 3 months
-  Poor visual fixation / following by age of 3 months
-  Insufficient accuracy in reaching after 6 months of age

VISUAL BEHAVIOURS INDICATING PROBLEM

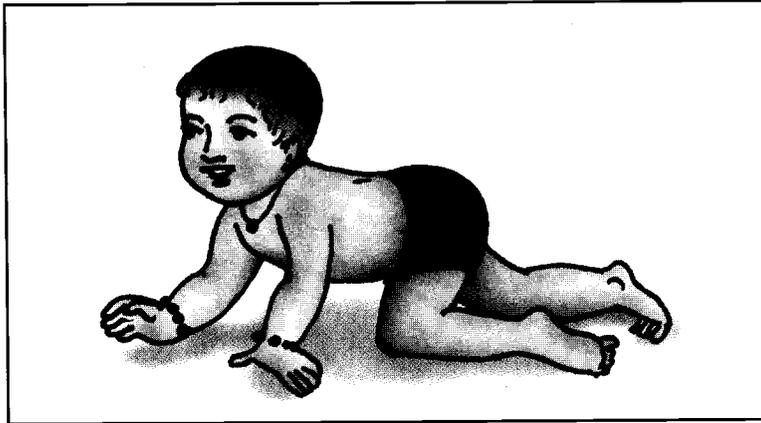
S.No.	BEHAVIOUR
1	Excessive rapid movements of the eyeball
2	Eyeballs turned in / out / down or moves differently from one another
3	Excessive rubbing of the eyes
4	Shutting or covering of one eye
5	Tensing the muscles of the face during close work
6	Squinting/blinking/frowning/distorting the face during close work
7	Excessively clumsy
8	Tilts head or thrusts forward while watching
9	Holds objects very close to eyes for visual examination
10	Constant crossing of the eyes / failure of the eyes to move together
11	Shows discomfort in reaction to bright light (photophobia)
12	Bumps into objects while moving
13	Not responding to familiar faces
14	Not able to reach to objects directly
15	Difficulty in seeing after sunset

VISUAL SIGNS INDICATING PROBLEMS

S.No.	VISUAL SIGN
1	Redness of the eyes
2	Eyes water excessively or discharge from the eyes
3	Crusts on lids or among the lashes
4	Pupils are uneven in size
5	Recurring styes or swollen lids
6	Drooping eyelids
7	Eyes are dry, wrinkled or cloudy
8	One/both pupils look gray/white
9	Visible irregularities in shape, size or structure of the eyes

Now you know the importance of vision and how to detect any visual problem in your child. We shall discuss in brief the importance of vision in different areas of development.

IMPORTANCE OF VISION IN DIFFERENT AREAS OF DEVELOPMENT

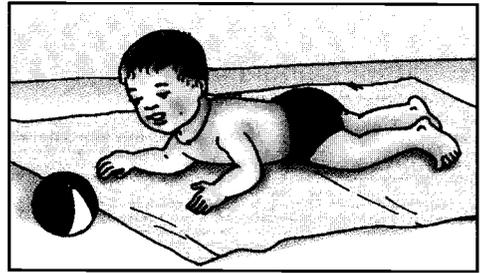


1. MOTOR DEVELOPMENT

- 👁️ Although vision has a significant role in motor development, surprisingly children with visual problem tend to achieve some of the milestones of motor development at about the same time and in the same sequence as the other infants.
- 👁️ These children look at their unseeing hands, begin to sit alone, roll over, take stepping movements, rise on to the hands and knees and stand alone at about the same age as normal infants. However they show considerable delay in achieving self initiated mobility and in reaching for objects.
- 👁️ As they lack the experience in prone (lying on the stomach), they are not able to develop the extensor strength (Strength of back muscles). Also, this inhibits the use of hands for bilateral activities. But the child lacks the midline orientation (bringing hands to midline of body) and visual regard to hand in supine position (lying on back).
- 👁️ Reaching and localizing objects in the environment is lacking in the child with a visual problem and even if it exists, the accuracy is less, and the child is messy.
- 👁️ The child finds self initiated mobility, and the transition from one position to another, extremely challenging.
- 👁️ The concept of cause and effect is delayed because they do not have control over their environment and have no incentive to initiate movement.

2. COGNITIVE DEVELOPMENT

👁️ A child's ability to visually explore the world is important for the development of many concepts in the first 2 years of life.



👁️ Object permanence is the ability to recognize that the object continues to exist although it can no longer be seen or touched or heard.

👁️ Child's development in language and abstract thought depends to a great extent on the development of object permanence. In addition, searching for objects and locating them are also indicators of memory and attention-both of which are important for cognition (ability to understand, think and reason).

👁️ Spatial relationship, spatial orientation, imitation of verbal and gesture language, discrimination of size, shape, color, and identification of objects are the concepts that develop, faster with the help of vision.

3. SOCIAL DEVELOPMENT

👁️ The acquisition of social skills and the ability to interact with the people around start to develop in infancy and continue to develop during childhood.

👁️ Infant learns to make eye contact, smile and touch appropriately, gain access to the playgroup, attract the direct attention of the peers, play and maintain friendship owing to the credit of using vision.

👁️ Visually impaired infants and toddlers have very immature social behaviors and inappropriate play and interaction patterns and hence are less likely to make friends easily.

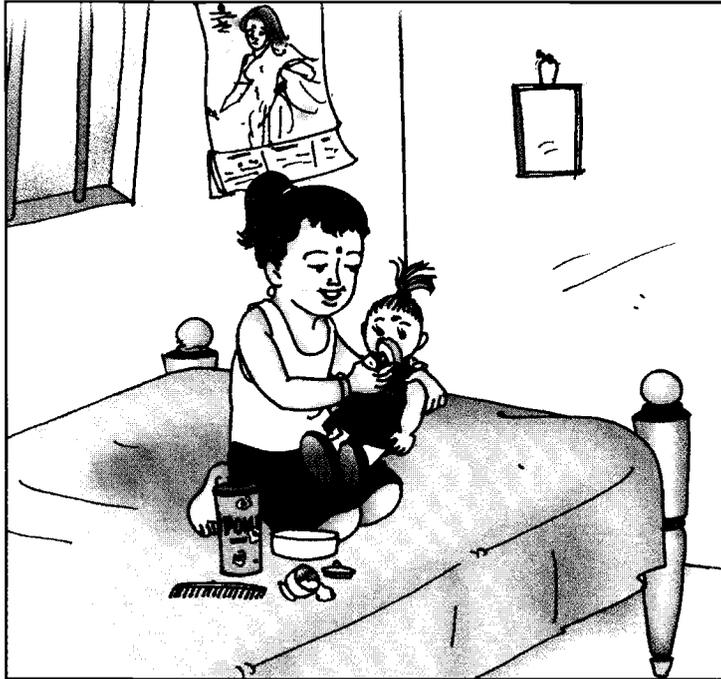
👁️ Negative experiences with peers and the overprotection shown by the parents reduce the social integration of the visually impaired child.

👁️ The lack of effective interpersonal skills has a lifelong impact on leisure time activities and success in jobs.



4. PLAY DEVELOPMENT

Research indicates 3 major differences in the play of visually impaired infants and the normally sighted children.



- 👁️ Visually impaired children are delayed in exploring the environment and objects.
- 👁️ They are less likely to engage in elaborate play routines.
- 👁️ They imitate actions and engage in role-playing later in the developmental process.

Other characteristics of play in visually challenged infants are :

- 👁️ Failure to use their hands to reach and explore objects.
- 👁️ Later development of imitation of actions and play routines.
- 👁️ Isolated play routines or solitary play (playing alone).
- 👁️ Prefer play routines with physical manipulation and auditory stimulation.
- 👁️ Pretend play (eg. pretending to play like a doctor) and doll play may not develop.

5. SPEECH AND LANGUAGE DEVELOPMENT

- 👁 Usually the language acquisition in children with visual impairment is not affected. But markable delay in certain aspects is noted.
- 👁 The imitation of both the gestural and the verbal language is affected, but the gestural language is markedly affected.



- 👁 Concept development is affected and so is abstract thought.
- 👁 In some children articulation problems are noted as they have great difficulty in reading the lip movements.

COMPONENTS OF VISUAL DEVELOPMENT

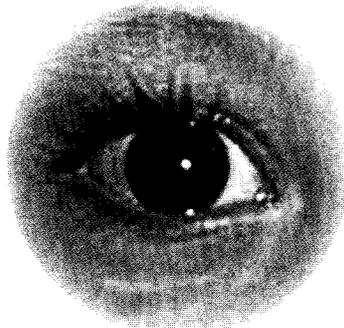
Vision develops in a particular sequence and the following chapters explain in detail, each development along with the activities that can be given to stimulate the child's visual skills. They are

- 👁️ Fixation
- 👁️ Localization
- 👁️ Tracking



The methods to train these visual skills are :

- 👁️ Eye contact
- 👁️ Gaze shift
- 👁️ Self-Awareness
- 👁️ Imitation
- 👁️ Eye hand coordination
- 👁️ Awareness of environment



PREPARATORY ACTIVITIES FOR INTERVENTION

There are some things that should be kept in mind before starting the activities. Some of these preparatory activities are listed below :

- 👁️ Both the child and the caregiver should be ready and comfortable before starting the activity.
- 👁️ Address the child by his name when entering the room or while passing through and also use the child's name when you want a specific response from him.



- 👁️ The best person to carry out this activity is somebody the child knows very well and is attached to usually the parent.
- 👁️ Keep distractions to the minimum when working with the child.
- 👁️ Ensure the safety and hygiene of all the materials used with the child.
- 👁️ Try to do all the activities along with the daily routine. This saves the time and also, the child learns through a more meaningful context.

- 👁 Do not force the child to participate ,cooperation of the child is very important so that the child benefits from the activity.
- 👁 Do not lose hope if the child is not showing interest in the activity during the first few attempts.
- 👁 Even if the child does not seem to understand you ,still inform the child what the activity is like before starting it.



- 👁 Some activities may need frequent repetitions in order to develop the child's skills. The age and the level of impairment in the child will determine the rate at which the child learns.
- 👁 Try to do the activities at a time when both of you (the child and the caregiver) are most alert.
- 👁 Be sensitive to the child's responses. Every child may have a different way of expressing their likes and dislikes.

- 👁️ Take into consideration the child's likes and dislikes.
- 👁️ Encourage the child every time she makes an attempt to respond to the activity or communicate with you.
- 👁️ Do not prolong any session till the child is bored.
- 👁️ Keep an activity till the child is showing interest and is enjoying it ,do keep in mind that variety makes the child more involved in the activity.
- 👁️ Provide physical assistance for the child with physical problems. Seek the professional's help in how to position the child with a particular problem.
- 👁️ Talk softly to the infant before picking him up or touching him.
- 👁️ Read the total body for responsiveness and not the eyes only.
- 👁️ Be especially gentle in handling the child because he does not have the visual clues to help him prepare for the impending contact.
- 👁️ Let the child touch and explore all the materials before you start the activity.
- 👁️ Keep giving descriptions of all the items present in the environment to the child.
- 👁️ While moving the child from one room to another or from one place to another keep the child informed of the route so that he gets acquainted with it.
- 👁️ Seek the advice of the professionals before starting the activities, if the child is sensitive to visual stimuli or is suffering from convulsions.

TYPE OF VISUAL LOSS

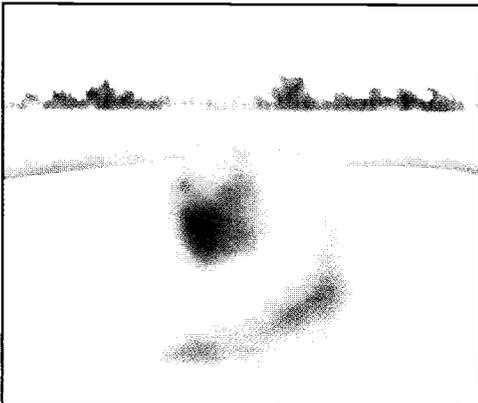
The activities may differ depending on the type of visual loss.

There are 3 types of functional vision loss, they are

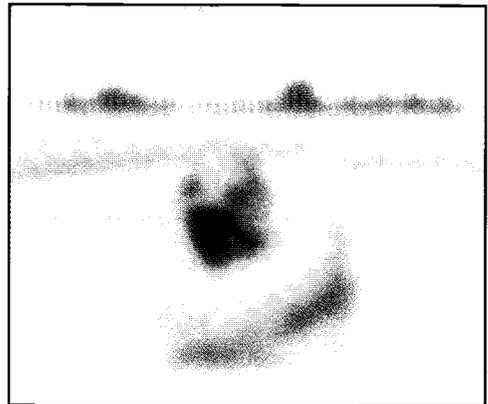
Peripheral vision loss



Central vision loss



Blurred vision



The activities will differ with the type of visual loss so, consult an ophthalmologist / visual rehabilitation professional / Doctor / Medical Centre / Primary Health care centre before starting the activities.

DEVELOPMENTAL ACTIVITIES

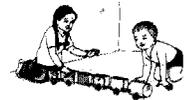
Unit - I **FIXATION**



LOCALIZATION



Unit - II **TRACKING**



EYE CONTACT



Unit - V **SELF AWARENESS**



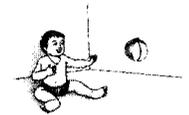
Unit - VI **IMITATION**



Unit - VII **GAZE SHIFT**

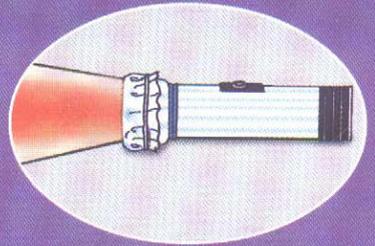


Unit - VIII **EYE HAND COORDINATION**

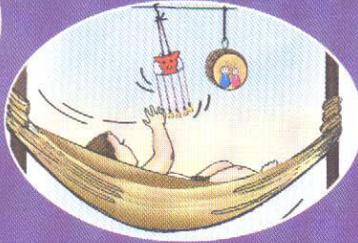


Unit - IX **AWARENESS OF THE ENVIRONMENT**





FIXATION



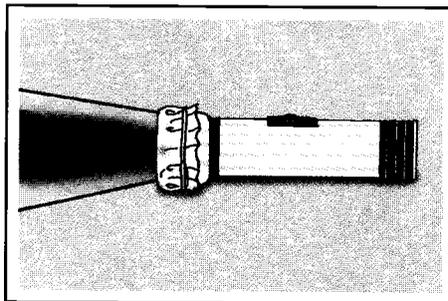
General points

- 👁️ Try to keep the child's attention on an object as long as possible.
- 👁️ But do not push the child too much when she occasionally stares away. Boredom to one specific object, if it is used for too long is normal.
- 👁️ Keep a variety of things to capture her attention. As the child is bored easily with the same object.
- 👁️ If the child is interested in looking at the face more than the object then try to keep the object near the face and keep talking to her, then slightly lower your head from the child's visual field.

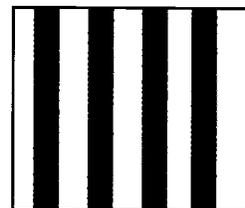
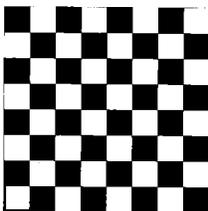
Activities to improve fixation

Start with

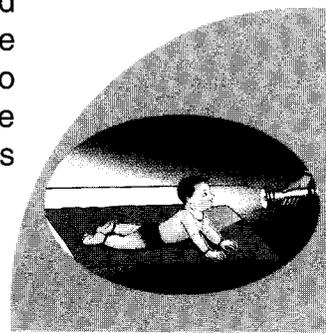
- 👁️ Try to start these activities in a dark room, when the child is able to focus the attention then try the activities in a room which is poorly lit, then in normal light.



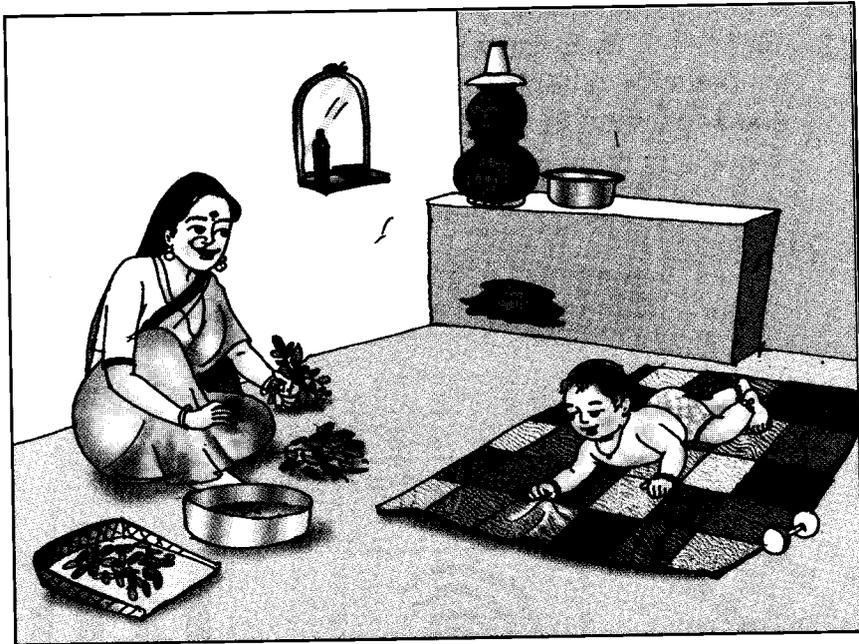
Torch covered with color paper



- 👁️ Contrasting colors like blue and yellow, white and black seem to attract the child's attention more than the light colors. So contrasting colors are to be used in all the activities of the child like the bed sheets, floor mats, wall papers, the utensils and the child's dress.

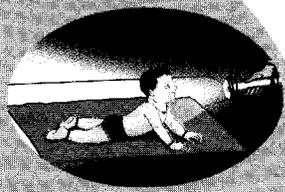


- 👁 To make the child focus on a toy or an object of bright color, try to present the toy against a contrasting background. If the toy is bright red in color then try to use white or light pastel shades as the background shade.
- 👁 The interesting color combination for children is the black and white combination. Bed covers can be bought in bright white and the things presented can be in bright black color. Even the tiles attached in the bathroom and kitchen can be such that they have contrast colors.
- 👁 Choose a plain background or wall on which bright coloured pictures / posters can be hung.
- 👁 Some children respond best when the area in which they are working is brightly illuminated than the rest of the room.

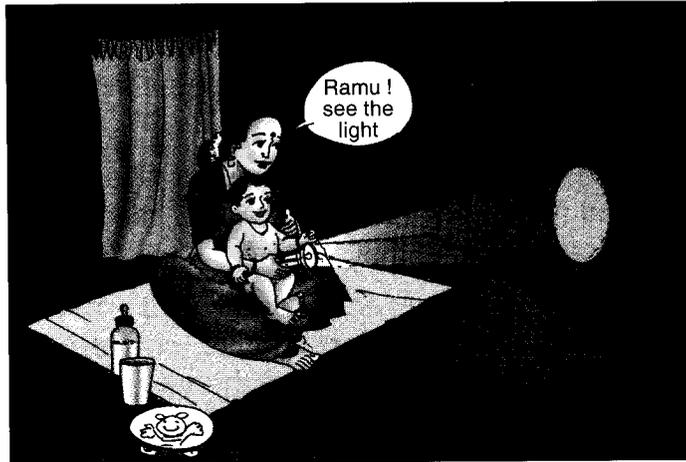


Try one of these activities

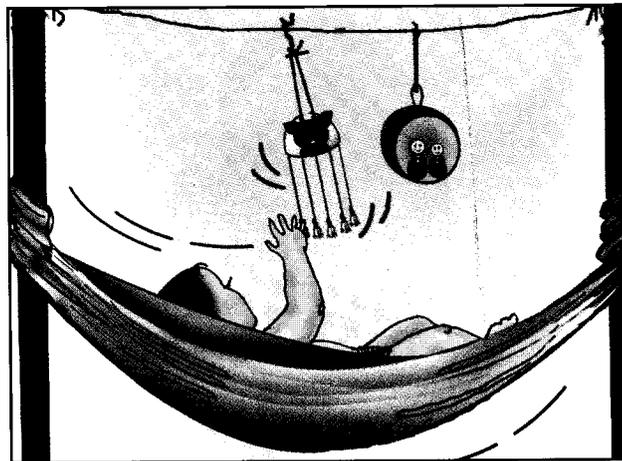
- 👁 Flicker a colored torch light in front of the child.
- 👁 First try to use the two primary colors black and white and then a combination of colors.
- 👁 When the child is able to look at the torchlight, try shining the light onto the child's hands, face and feet.



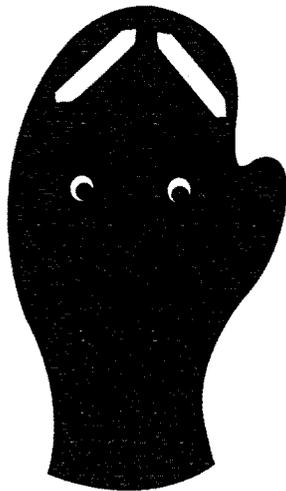
- 👁️ A progression of the above activity is to flash the light on to the wall and then move the light horizontally and then vertically.



- 👁️ Bicycle reflectors are the easily available source of bright light and it can be made interesting by showing different colored glass papers.
- 👁️ Hold a visually attractive toy near the child's face that is about an arm's distance away and slowly move the toys to the sides.
- 👁️ Make the child sit up and prop up a mirror in front of him.
- 👁️ Suspend a rattle in the hammock preferably, one that is bright colored and has a sound and moving component.



- 👁️ The windows in the house can be stuck with colored cellophane or acetate papers.
- 👁️ The ceiling of the child's sleeping area can be stuck with fluorescent stars and sun shapes.
- 👁️ Neon laces can be used around the child so as to maintain the child's attention.
- 👁️ At home candles, lantern and mutka diyas are available that can be used instead of torch. But safety measures should be taken before starting with this activity.
- 👁️ Tie an elastic string across the child's bed and hang colored papers, decoration papers, rattles, shatterproof mirrors to it so that the child is able to look at the toy and tries to reach for it.
- 👁️ Fluorescent balls can be tied onto the elastic string.
- 👁️ Brightly colored toys made of shells and objects colored brightly can also be used.
- 👁️ When trying to capture the child's attention, use large toys with simple designs, later smaller objects can be used.
- 👁️ Hand puppets that are big and bright in color are very useful in making the child concentrate on the activity.





LOCALIZATION



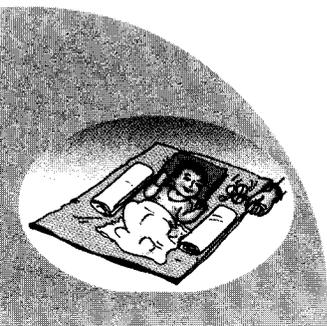
LOCALIZATION

Introduction

The ability to locate the source of stimuli is called localization. Here visual localization is the ability to visually locate the stimuli. This is one of the basic skills in visual development. It starts to develop around the age of 2-3 months in normally growing infants. Till the age of 1 month the child merely reacts to the stimuli, but as the brain matures the child is able to turn the eyes and the head



towards the direction of the light. Since, by the age of 2-2 1/2 months the child is able to control the movements of his head, there is lot of coordination established between the eye and head movements. Staring at the light or any visual stimuli known as focusing or fixation, is the skill that tells the caregiver that the child is aware of the stimuli in his environment. When the child is turning towards the source of light we get to know that the child is interested in his environment. He voluntarily wants to participate in the happenings of the surroundings.

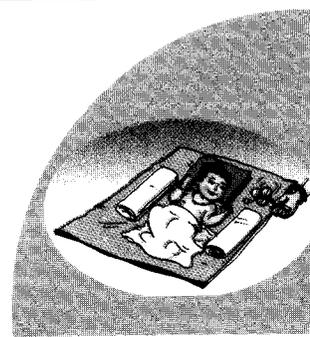
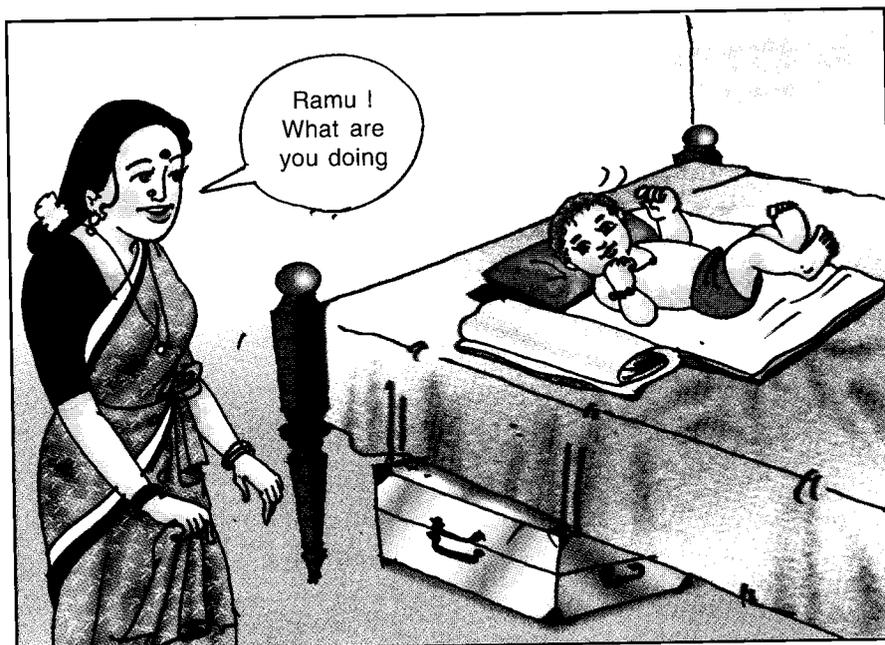


Importance of localization

- 👁 It is the first sign of the child showing interest in his environment.
- 👁 It is the precursor for the child's reaching and grasping a toy.
- 👁 Localization is one of the first milestones that demand an active participation of visual, auditory, and tactile senses at the same time.

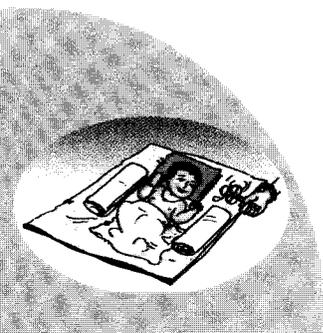
General points

- 👁 Try to make the child participate actively in localizing . If he is finding it difficult, give him some physical guidance.
- 👁 Localization of the food, nipple, bottle, etc can be done during the feeding sessions.
- 👁 Avoid the child getting bored. Try variations in the activities.



Activities for improving localization

- 👁️ Try to throw a lighted colored torch towards the child from different directions and angles.
- 👁️ Keep talking to the child when you are doing the above activity as the child has better understanding of the direction of the light. Encourage him each time he attempts to locate the light source.
- 👁️ Use toys, rattles, and bells to make a sound in different directions and encourage the child to locate the source of sound.
- 👁️ Try to start these activities first from the sides of the child then from above and below and lastly from different directions and distances. The child acquires side to side tracking before vertical tracking.
- 👁️ When carrying the child inside the room switch on the light and ask the child to look up towards the light source.
- 👁️ Allow the child to play in the darkness. Suddenly pull the curtains apart and ask the child from which direction the light is coming from.





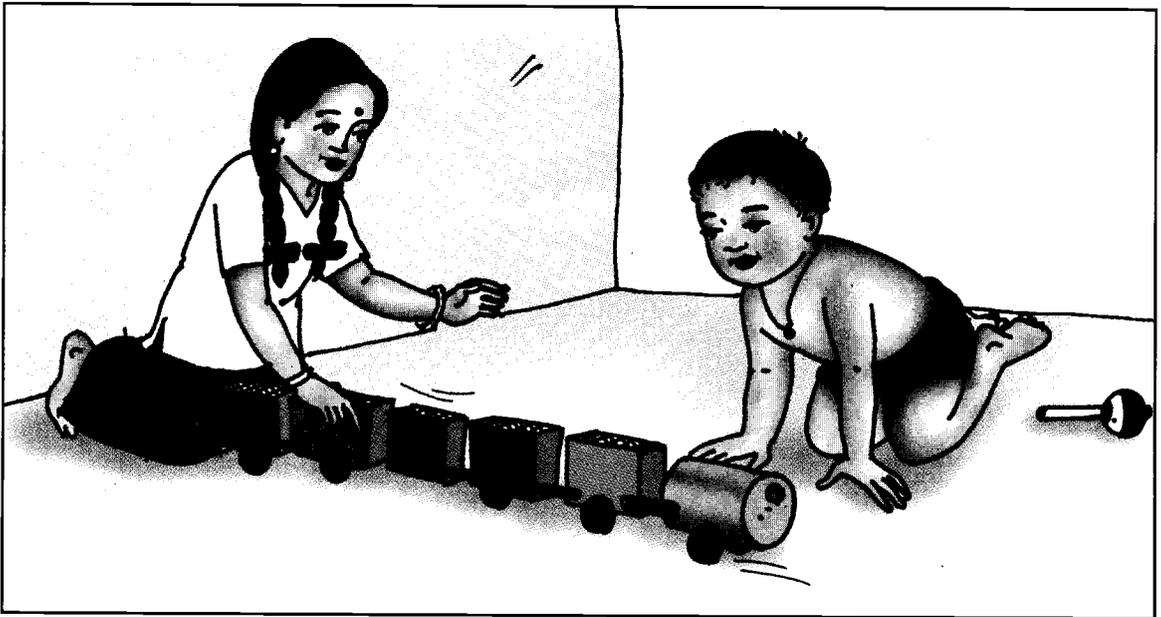
TRACKING



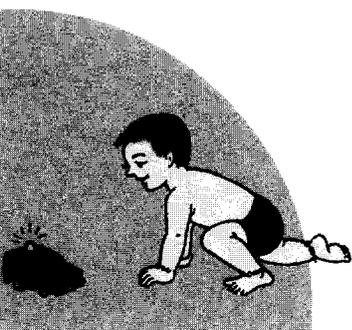
TRACKING

Introduction

Tracking means, the two eyes moving together to follow an object. The child should have mastery over two skills in order to attain the tracking skill. They are head control, and good visual fixation. The child should have an interest in seeing the moving toy or object. As the child's visual maturation takes place, first he is able to follow along a horizontal line, then through a vertical line, then in a circular



pathway. The child should attain the above abilities latest by 2, 3, and 4 months respectively. The ability to track gives the child an opportunity to explore the environment that is not in his immediate field of vision. And the child's ability to follow the moving person and keep track of the human face indicates the first milestones of communication and social interaction. Eye contact with the adult also develops simultaneously. The child may not be able to track the objects if there is a deficiency in the basic skills of focusing and head holding.



Importance of tracking

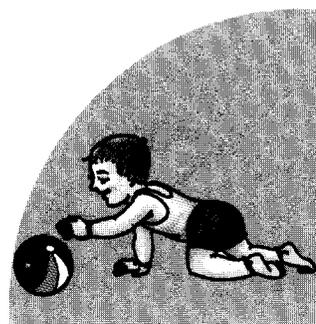
- 👁 It helps the child to develop coordinated movements of both the eyes.
- 👁 It helps the child to judge and anticipate the happenings around him.
- 👁 It helps the child in understanding the importance of self movement and objects in space.
- 👁 It helps in developing the accommodation skills.

General points

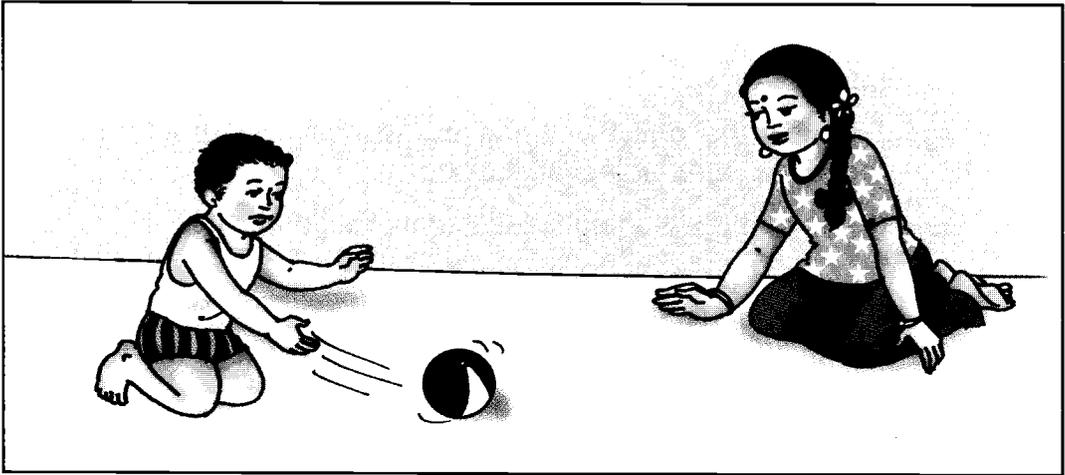
- 👁 Do not start the tracking activities till the child is able to maintain fixation for a few seconds.
- 👁 Try to go step by step, as the child can track only from side to side at first and then learns the up and down tracking.

Activities to improve tracking

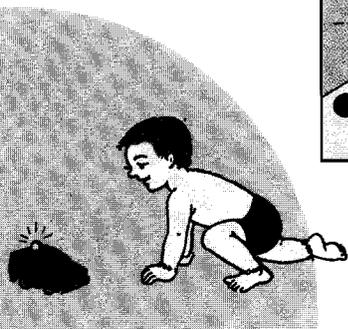
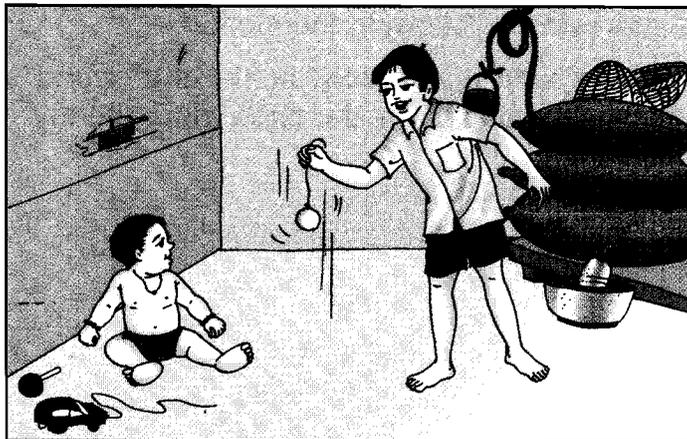
- 👁 All the activities in the former section of focusing can be applied with a little modification so that the child learns to track. When the child is able to fix the vision on a beam of torch or any other light source slowly try to move the object to the sides, left and right.
- 👁 A row of serial lamps that glow one after the other can be fixed to the window sill so that the child is encouraged to track the light.
- 👁 While the mother is moving across the room she should constantly give the child verbal cues or keep talking to him so that the child is interested in following the mother.
- 👁 Toy cars with fluorescent lights and sound system are very effective ways to make the child follow the toy.



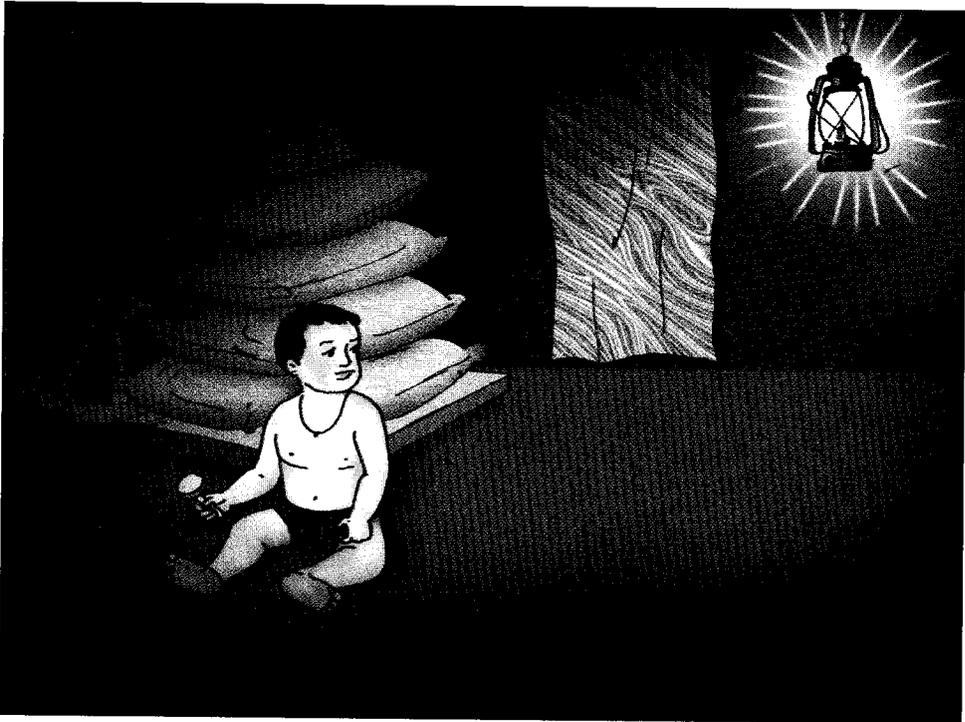
- 👁️ Roll a coin or a bright colored ball across the room so that the child can follow it.



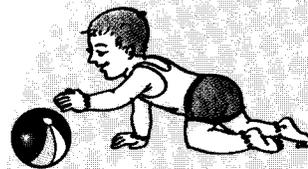
- 👁️ Marbles that are available in different colors can be spun across the room so that the child tracks them because of the sound and the color.
- 👁️ Blow bubbles out of soap water and see the child interested in catching it. This activity is best performed in daylight as the bubble reflects the light.
- 👁️ Another interesting activity is to hang the disco ball with an elastic and shining a bright beam of light on to the ball so that the child is able to follow the direction of the ball.



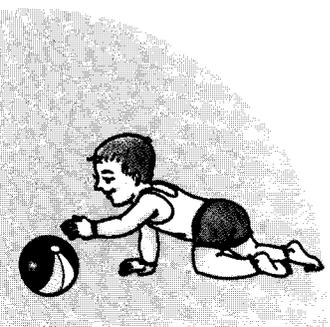
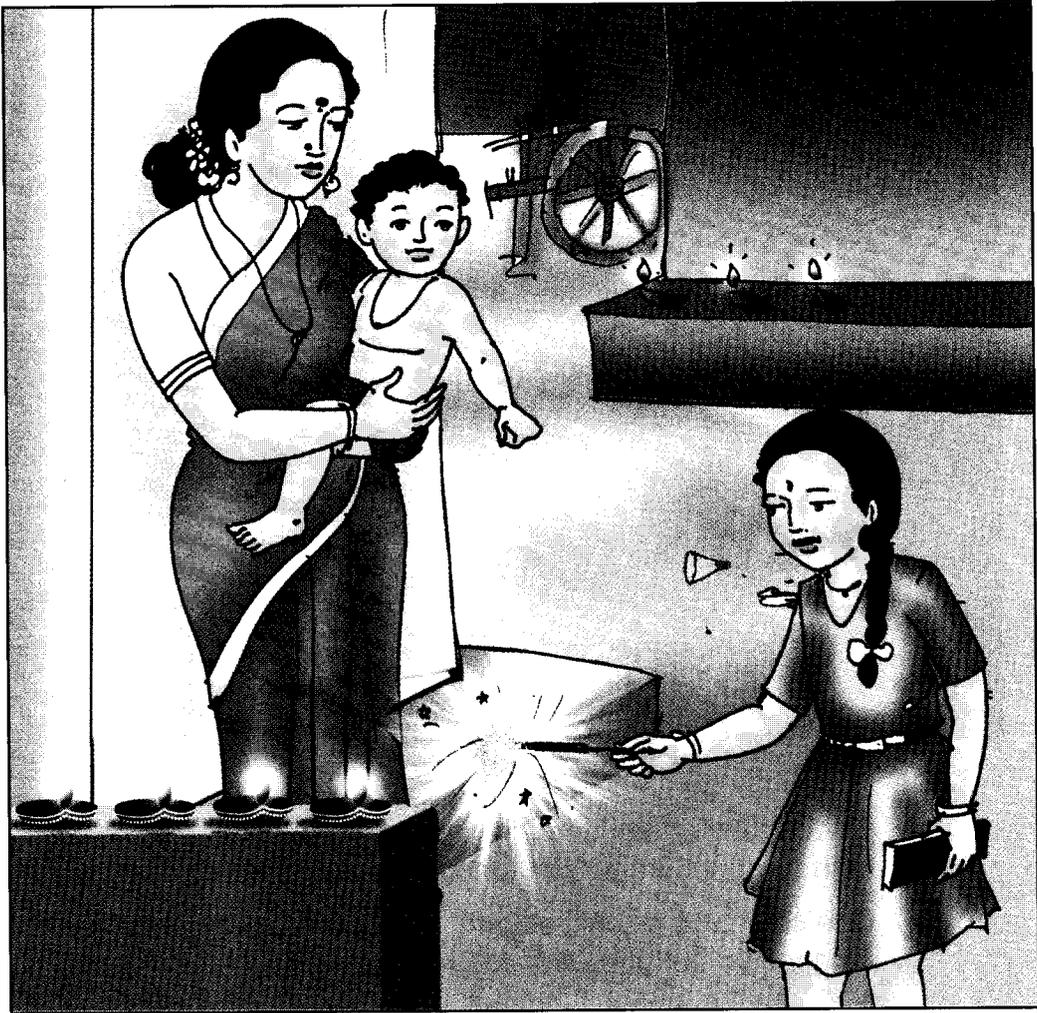
- 👁️ A “pull toy” or a “pull the string train” may also help the purpose.
- 👁️ Magic wands that are available in the shops (made of fiber optic) can be waved in a dimly lit room so that the child is interested in tracking.
- 👁️ Crackers and sparklers can be moved in a circle making it interesting to watch.



- 👁️ Fishes moving in the aquarium and mimic fish toys in the child's bath tub encourage him to look and to reach to them.
- 👁️ One can try to paint a colorful stroke of line with a large brush on a paper so that the child follows it.
- 👁️ Paint your hands and walk the fingers in front of her so that she tracks the fingers movement.



- 👁 For the child to track vertically make a yo yo at home or buy ready made yo-yos from shops, wrap it in brightly colored papers and bounce it up and down.
- 👁 Even bouncing and throwing a ball up and down makes an interesting activity.





EYE CONTACT



EYE CONTACT

Introduction

The basic skill in socialization is communication. For an active and effective communication there should be an eye contact established between the two persons who are communicating. Establishing an eye contact is the first step for the child's active interaction with the mother. The mother's smile acts as a reinforcer for the child and it determines the child's responses in similar situations.



Importance of eye contact

- 👁 It helps in learning basic communication skills.
- 👁 It helps in interacting with people meaningfully.
- 👁 It helps in drawing other's attention.
- 👁 It helps to develop the skills of imitation and turn taking that are important for making friends and to develop good social skills.
- 👁 It also helps to improve the skills based on the feedback and the responses from adults and others around.
- 👁 It helps the child to establish a close social and emotional bonding with the caregiver which is important for the child to develop his personality later in life.





General points

- 👁️ Initially the child may not be able to develop eye contact for a long time. It is normal if the child looks away from time to time.
- 👁️ If the child is interested in some object other than your face then try to keep the object near your face before starting the interaction.
- 👁️ Try to do the activities along with every day activities such as during feeding or bathing time.

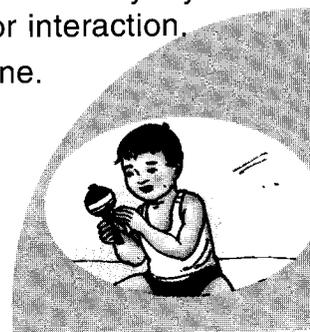


- 👁️ Do not let the child be idle. Try to keep her engaged in some activity during the whole of her waking hours. Keep her adequately stimulated.
- 👁️ If you have some work make the child sit in such a place where she is able to watch you, and make sure you are explaining to her all that you are doing.

Activities to improve eye contact

Start with

- 👁️ Make the child lie down or sit in a position where he is not disturbed by the other environmental stimuli. Preferably try to make the child sit, as this position is the best for interaction.
- 👁️ Try to maintain the position of the head in midline.





- 👁️ Hold the child's face close to your face.
- 👁️ Use a lot of verbal cues to attract the child's attention.

Try one of these activities now

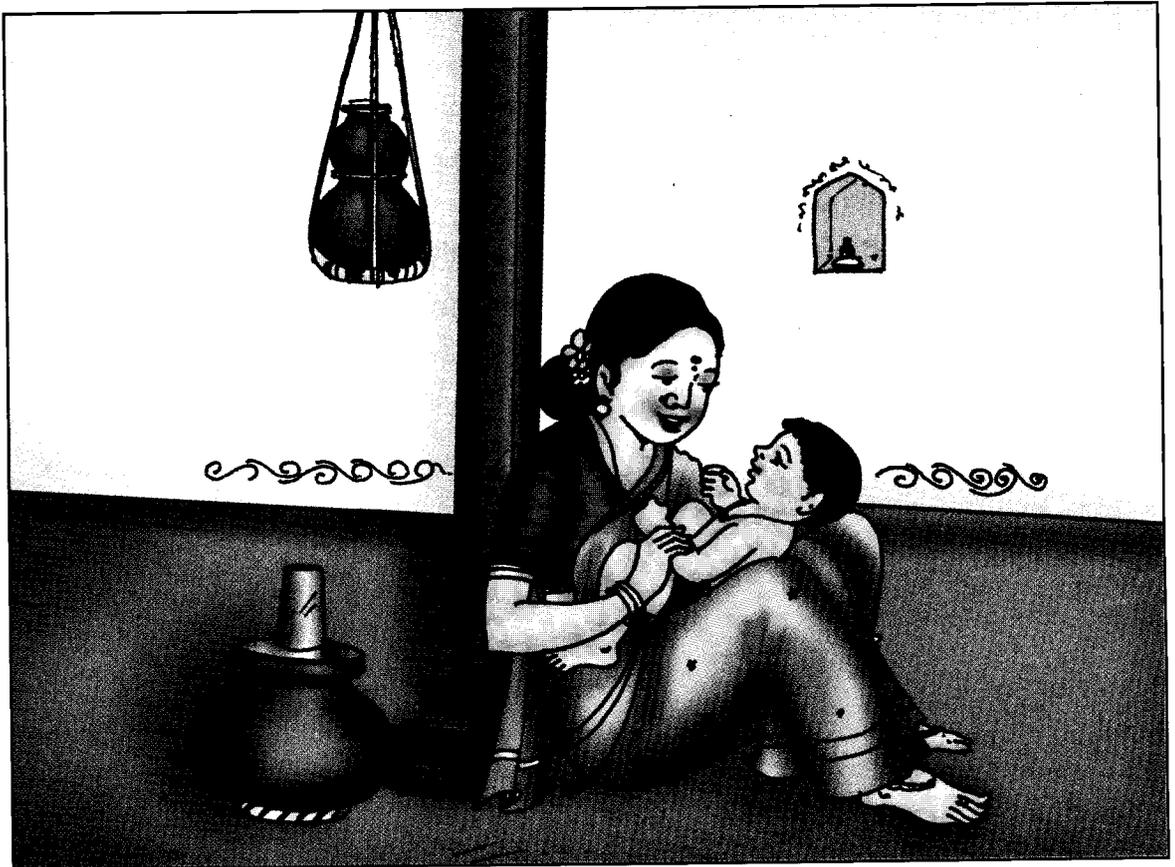
- 👁️ Wear a big bright red bindi, wear a bright colored lipstick, and use kajal to enhance the depth of the eyes while communicating with your child.
- 👁️ Wear a bright cartoon mask and try to play peek –a- boo games with the child.



- 👁️ Color your face with bright colored face paints to attract the child's attention.
- 👁️ Use a lot of tone variations while talking to the child and try to show intense facial expressions.



- 👁️ Wear a soft red clown nose.
- 👁️ Use colored fancy large framed spectacles, the ones available in local melas.
- 👁️ Use feathers, bright fancy straw hats or colored or dyed false hair.
- 👁️ Try sprinkling some glitter powder on your face. Preferably sit in a direction so that the light falls on your face and the glitter shines.
- 👁️ When the child starts looking at your face, slowly move the head towards the sides along with verbal cues so that the child is still watching the face.



- 👁️ Make the play time more interesting by doing the lap play. Make the child sit facing you on the lap hold her hands or hug her and rock her. Pretend dropping her when she looks away from you. Sing some nursery rhymes and move her in rhythm to the songs.
- 👁️ If you have a long hair hide the face with your hair. Hide your eyes or face with your fingers.
- 👁️ Smile and keep talking to the child to get her attention. Try to give a small pause while talking to her but not for long as the natural curiosity should stimulate her to look towards the sound stimulus that has stopped suddenly.

Keep trying

- 👁️ Always position the child in such a way that the care giver and child are approximately at the same eye level.
- 👁️ Even the momentary regard of the child to the caregiver's face should be encouraged.
- 👁️ Child may not respond consistently to an activity.
- 👁️ As the child may not respond in the first attempt , keep repeating the activity.





SELF AWARENESS



SELF AWARENESS

Introduction

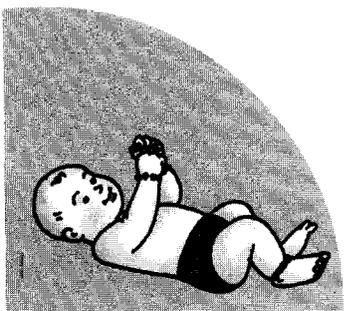
Self-awareness is the realization or awareness of our body. This body image is a part of our self awareness. When a child begins to know about his body parts, like fingers and toes he starts to acquire self-awareness. He has to realize that there are different parts in his body and that they are related to each other, and that unlike the toys and other persons they are not lost. When the child starts to look at his own body parts he begins to realize that he can use them for different purposeful activities. The normal child is able to look at his own hands at the age of three months, this is the first milestone in the development of self awareness. When the child is not able to perform these activities independently due to visual impairment he is not able to explore himself and the environment successfully. The child is neither interested in playing on his own nor is he interested in playing with the group.



Importance of self-awareness

It helps in awareness of

- 👁️ His own body and its different parts.
- 👁️ His body parts in relation to each other.
- 👁️ What he can do with his body while moving in various ways.



- 👁️ His body being separate from others.
- 👁️ How other things are in relation to each other.
- 👁️ Other people and how they feel about him.
- 👁️ How he can influence the world of people or objects by crying, talking, or using his hands.

General points

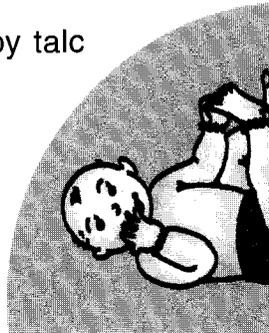
- 👁️ Carry the baby around the house, and give him opportunity to experience different positions.
- 👁️ Sing rhymes and songs and play with him. Repeat rhythmical movements like bouncing, rocking etc. on the lap.

Activities to improve self-awareness

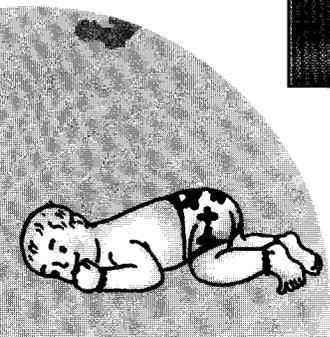
- 👁️ Blow air on his feet, hands so that he develops an awareness of his body parts.



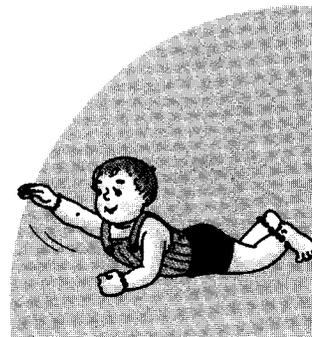
- 👁️ Tickle all over his body with fingers.
- 👁️ Keep giving verbal cues while bathing, dressing, feeding etc.
- 👁️ Brush all over the body with soft baby brushes, cotton rolls, pieces of different materials available at home like velvet, silk, wool etc.
- 👁️ In a playful manner bring up the toes to the hands, mouth etc. so as to give the child a feel of his own body.
- 👁️ Touch his body parts with his own hands and keep labeling them simultaneously.
- 👁️ Massage the child with scented baby oil or baby talc and let him realize the difference in pressure.



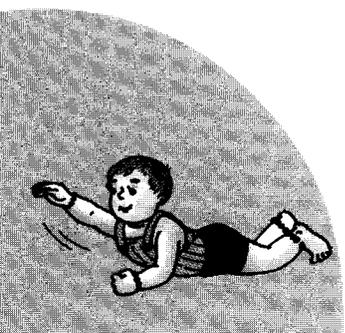
- 👁️ Tie anklets or colorful ribbons to his feet and hands.
- 👁️ Tie bangles, wristbands, and bracelets with bright and contrasting colors.
- 👁️ Shine a torch light on his toes and between his fingers.
- 👁️ Try to keep the child's hand near your hand, then tell her that her tiny hands are beautiful, suddenly close her hands with yours and ask her to locate her hand.
- 👁️ Keep telling her when you are dressing her, which part of her body is inside the shirt / pant.
- 👁️ Cover the child's face or her feet under a blanket and then uncover it and make a big fuss of finding the covered part again. Can try the same activity when the child is in front of the mirror looking at herself.
- 👁️ Decorate the child's face with heavy make up or using other items such as a bright hat, big rimmed glasses, a big bright ribbon, rubber band or a hair band or all and make him sit in front of the mirror. Help him feel his cheeks and tummy while naming them.



- 👁️ Spray water on some part of the body and notice his reaction to the activity. If he enjoys it, keep spraying on different parts of the body, if he dislikes the activity then stop the activity.
- 👁️ While giving bath, keep naming the parts of the body as you apply soap, oil, water etc.
- 👁️ Prop a mirror in front of the child while he is playing, eating, grooming and doing other routine activities. Give verbal commands to look into the mirror.



Note: As becoming aware of hands and using them for activities is a major milestone in the development of self-awareness and eye hand coordination, it is discussed at length in the following chapters.





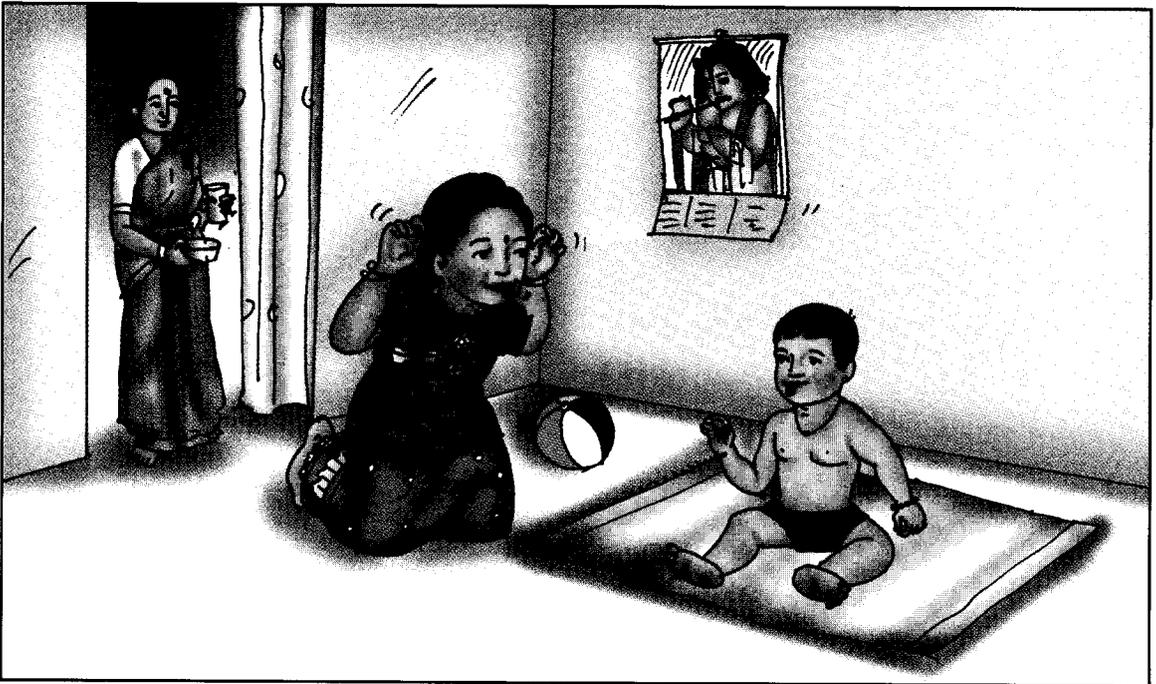
IMITATION



IMITATION

Introduction

Imitation is an art that is essential for the child to be efficient in social and communication aspects of development. When the child starts imitating the facial expressions of the parent by the age of 9 months, he is thrilled to perform the different expressions, and the mother or the caregiver also appreciates these activities. But there are evidences that say children start acquiring the skill of imitation in a much earlier age of about 3 months when they start to give a social



smile. The imitation of the expressions, gestures, actions and language by the child is basically from the primary caregiver that is the mother. Imitation is a useful skill in the life of human beings, as we learn to communicate, socialize and attain the traits of our growing personality, primarily by imitating the parents and siblings. When the child is not able to maintain an eye contact or not able to attend to the actions or facial expressions of the people around him he is deprived of learning the imitation skills.



Importance of imitation

- 👁️ Imitation helps the child in communicating effectively.
- 👁️ It helps the child to learn the socially accepted ways of using gestures and their meaning.
- 👁️ It helps the child to learn some ways to tackle the environment.
- 👁️ It is the basis of language development.

Activities for improving imitation skills

- 👁️ For the child to imitate your actions, he should have an incentive, so keep the child close to you on your lap such that he is facing you and try to make faces. Keep the conversation interesting for the child.
- 👁️ Story telling or reading out a story and trying to make the sounds of animals and using appropriate facial expressions for each emotion can be very useful. In between stop to ask the child how the lion roared or how the birds flew away.
- 👁️ Rhymes and songs performed with actions and gestures are simple for the child to understand and imitate.
- 👁️ Activities in front of the mirror are the most rewarding for the child as, he is able to see his own attempts to imitate your expressions, this is the greatest reinforcement for him.
- 👁️ When the child is thirsty or is hungry ask him what he wants not just verbally but also by gestures.



- 👁 Every time you walk inside the house greet the child with a “GOOD MORNING” or a “HELLO” and try to make the child imitate the same, encourage him for every attempt of his.





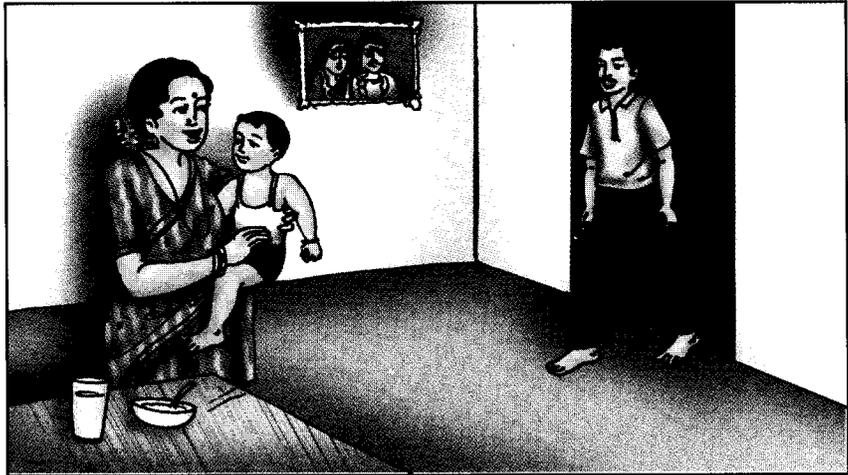
GAZE SHIFT



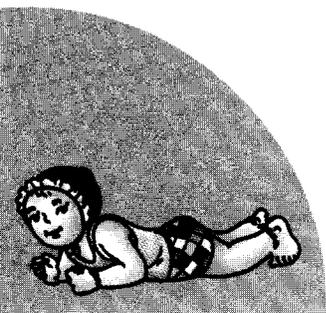
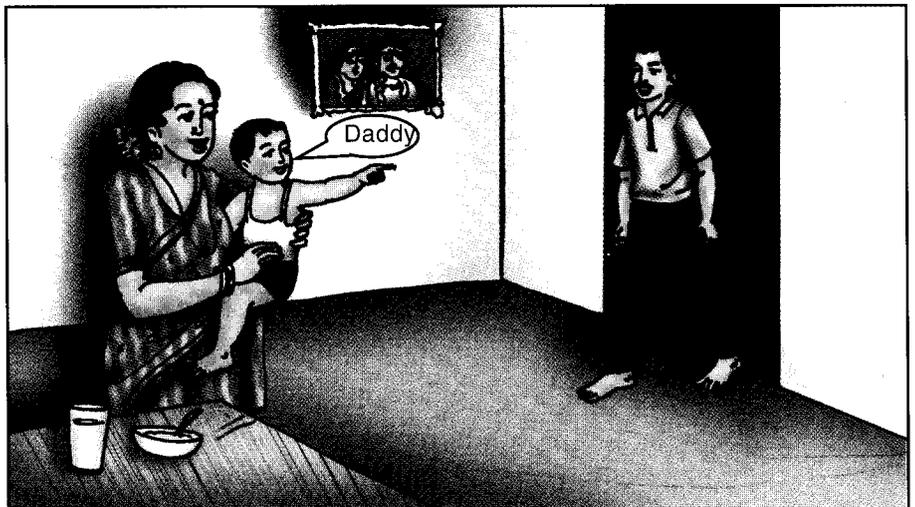
GAZE SHIFT

Introduction

The ability to look at one object and then to shift the attention to another object is called gaze shift. A child who has a good fixation, tracking, and eye contact usually attains this skill of being able to shift gaze easily. But children who earlier had problems in these milestones may have problems in shifting gaze as well.



Gaze shifting is very important for the child to communicate with the adult and to perceive the changes in the environment immediately. A child should be able to shift gaze from one object to another not only at one visual field, but also from a far to a near object. Scanning and tracking are the basic skills needed for acquiring gaze shift.



Importance of gaze shift

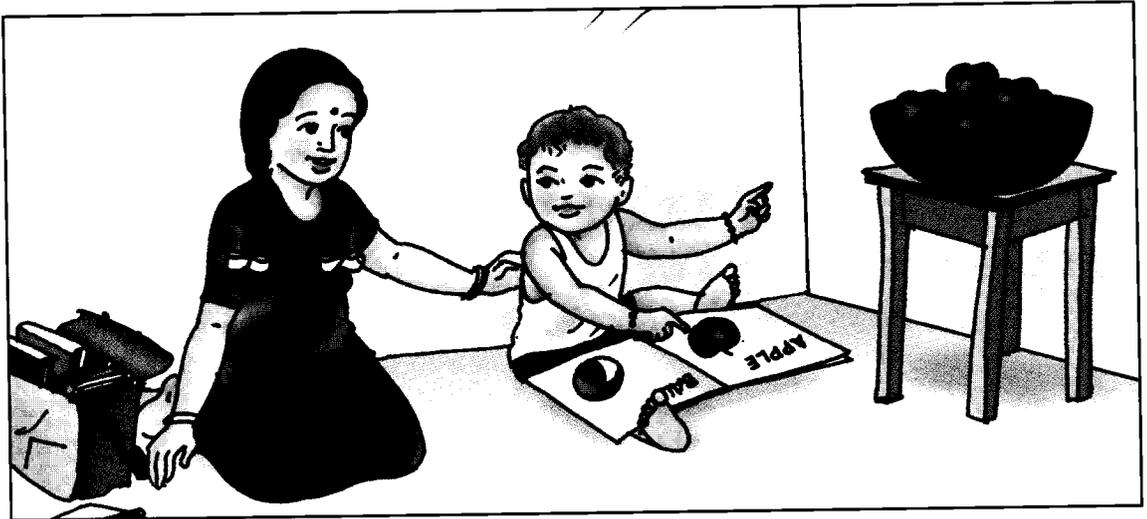
- 👁️ Just looking at someone's eyes makes a conversation boring and that is why we keep shifting our gaze from one part of the person to another and also, from one person to another.
- 👁️ Looking becomes more meaningful.
- 👁️ One can compare two things by shifting the gaze.
- 👁️ It helps us to be alert and aware of the environment and to notice the changes immediately there by preparing us for action.
- 👁️ It helps the child to differentiate the background from the picture. It indicates the initial development of depth perception.

Activities to improve gaze shift

- 👁️ Begin with an activity which the child is comfortable with, like take a toy in which the child is interested, hold it near your face, begin to talk with the child about the toy and when he shows interest in looking at your face and the toy , slowly move the toy away, keep track of the child's pace : don't go about very slowly or too fast. To improve the child's interest you can use your finger while describing the toy when you are taking it away from your face.
- 👁️ Take the child's hands and tap the drum first with one hand and later with both hands. Slowly take one of his hands to a bell and encourage him to ring it and tap the drum alternately. The parent can perform the same activity. Encourage the child to look at the bell and drum alternately by verbal cues.
- 👁️ When two people are talking with the child make the seating arrangement so that they form a triangle and the child can look at both of them easily. While both of you talk, give physical and verbal prompts for the child to look alternately at both of you.



- 👁️ Roll a ball from one person to another, or play “throw and catch” games so that the child keeps shifting his gaze.
- 👁️ Shine a torch on the wall at one point, then at another point and see whether the child can follow the light from one place to another. You can use two torches for the same purpose also.



- 👁️ Draw two pictures on two cards, place one near the child and the other on the wall and encourage the child to compare them and see.
- 👁️ Switch off the light in the room and shine a torch near your face. Then switch on the light in the room after the torch is switched off. Keep repeating the activity so that child will learn to anticipate stimuli alternately and keeps shifting his gaze from one to another.





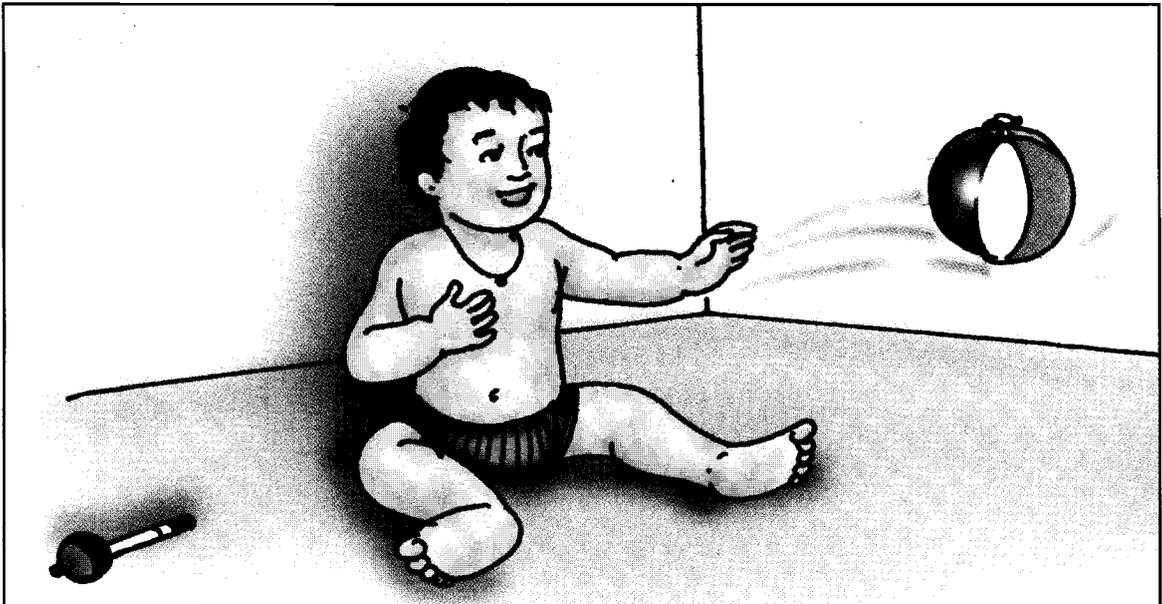
**EYE HAND
COORDINATION**



EYE HAND COORDINATION

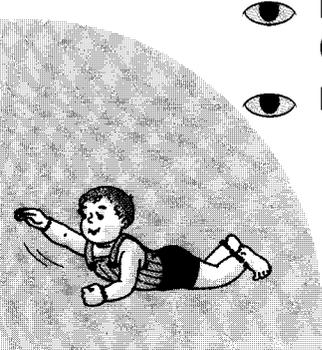
Introduction

It is the ability to use the eyes and hands in a coordinated fashion. The earliest skill is attempting to reach an object on looking at it. The child should have the ability to focus, track an object and move his hand against gravity. The eye hand coordination is a complex skill whose components are looking at the object, trying to reach it, grasping the object. A child should attempt to reach out to an object by swiping movements of the hand, by four months of age. The foundation for this activity is laid early in life, by around three months of age when she starts looking at her hands.



Importance of eye hand coordination

- 👁️ It helps the child in performing many of the day to day activities later in life like all the self help skills.
- 👁️ By reaching out to objects and grasping it, they realize the texture, temperature, and the other physical properties of the object.
- 👁️ It helps in development of the fine motor skills (using hands and fingers for different activities).
- 👁️ It is a precursor for cognitive development.





General points

- 👁️ This section has been divided into two sub sections. As the awareness of the hands is to be achieved before the reaching and grasping developments they are given in an order. But the activities can be tried simultaneously also.

A note on the eye hand coordination.

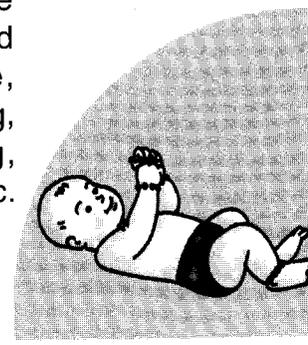
Eye hand coordination is a classic example of the sensory motor pattern of development of the infant. It emphasises the importance of intact sensory system to execute a specific motor response. Movement gives rise to sensation and sensation is a precursor for movement.

Eye hand coordination consists of different components, namely

- 👁️ Awareness of hand
- 👁️ Reaching
- 👁️ Grasping
- 👁️ Release
- 👁️ Bilateral hand coordination

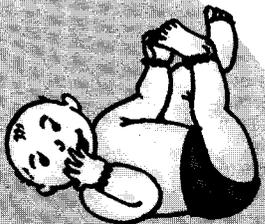
Almost all activities of daily living requires one to have a good eye hand coordination. For example while grooming, we need a good eye hand coordination to perform activities like buttoning, tying laces, pulling on and pulling off the pants and shirts, combing, zipping, etc.

Some of the early skills in the play and leisure activities that form the basis of good eye hand coordination are the fine motor skills like, throwing, shaking, banging, dropping, squeezing, pointing, mouthing, staking, finger feeding, scribbling, filling and emptying the containers, etc.



1. Activities to improve hand awareness

- 👁️ Massage the child 's hand with oil or powder or baby lotion.
- 👁️ Blow air on her hands and make her feel the movement of air.
- 👁️ Bring his hand to your face when you are speaking and smiling at him . Let him feel the contours of your face.
- 👁️ Try giving objects of different sizes, shapes, textures, colors to his hands.
- 👁️ Tie a bright colour ribbon, bangle, bracelet, wristbands to the child's hands.
- 👁️ Use colourful defractive materials like cellophane to make the wristbands.
- 👁️ Simple black and white alternately beaded wristbands creates an interest in the child.
- 👁️ Bright nail paints, or traditional mehendi applied to the child's hands will create motivation in him to look at his hands.
- 👁️ Finger puppets fixed to the fingers of the child can make the play time more interesting.
- 👁️ Draw funny cartoon figures with bright paints or sketches on the palm.
- 👁️ Move both the child's hands in front of his eyes.
- 👁️ Use fluorescent wrist watches and radium beaded wrist bands on child's hands.
- 👁️ Let him touch and explore all the objects that are used at home.
- 👁️ Sing songs, rhymes and simultaneously tickle or stroke his hands and arms during the activity.
- 👁️ Shine a coloured torch light on his fingers, or place his fingers against the torch and observe his interest.
- 👁️ Try to give the child a bright colored glove made at home with wool or any other material.

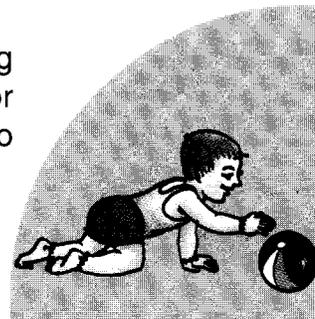


- 👁️ Clapping with both hands along with rhymes should be taught to the child.
- 👁️ Pat both his hands on a ball and let him feel the vibration passing through his hands.



2. Activities to improve reaching, grasping and hand manipulation

- 👁️ Hang bright decoration papers in the child's cradle or in his play room at a reachable height.
- 👁️ Rattles and toys of different colours and sounds can be attached to elastic strings near the child's cradle.
- 👁️ Take a big plastic box and fill it with balls and blocks of different colors and shapes, this is an interesting tactile, auditory and visual activity.
- 👁️ Make the child's room more interesting by hanging chimes, small wind mills, bells etc near the door curtains ,window panes and watch him try to reach out to the toys.



- 👁️ Balloons and balls of different colors, shapes, and sizes are the best toys for children of all ages. It can be filled with small grains or bits of refractive paper so that if the light is shone from the other side it looks more colorful and attractive.
- 👁️ Bicycle horns can be made interesting by sticking a bright cartoon figure on it. Children would like to reach out to and blow the horn because of the auditory stimulation.
- 👁️ Take small-netted bags filled with shells, coins, bells, balls, nuts, color papers etc and hang them at reachable distance for the child.



- 👁️ Take a big coat hanger and wrap it with a colorful material and hang objects and toys that are bright and colorful with a sound component like bells, chimes on to elastic threads near the child's cradle or in his room.



- Place different patches of materials on cupboards and doors so that the child is able to learn about the different tactual experiences.



- Give the child bottles and containers with screwable lids and watch him screw and unscrew it.
- Door knobs and taps are favorite play for children.
- Clay play, playing in water, dipping clothes in water and wringing all make good water play for your child.
- Tell them to stack up the blocks and then knock them down.
- Encourage the child to use his hands first for activities that might not have meaning for you like tearing and crumpling paper, blowing balloons out of chips covers etc. They learn a lot of play-way hand functions by all these activities.





- 👁️ Let the child explore containers and boxes like the laundry bag, old hand bags, biscuit boxes etc.
- 👁️ Make the child dip his hands in color water or paints and draw on his note book.





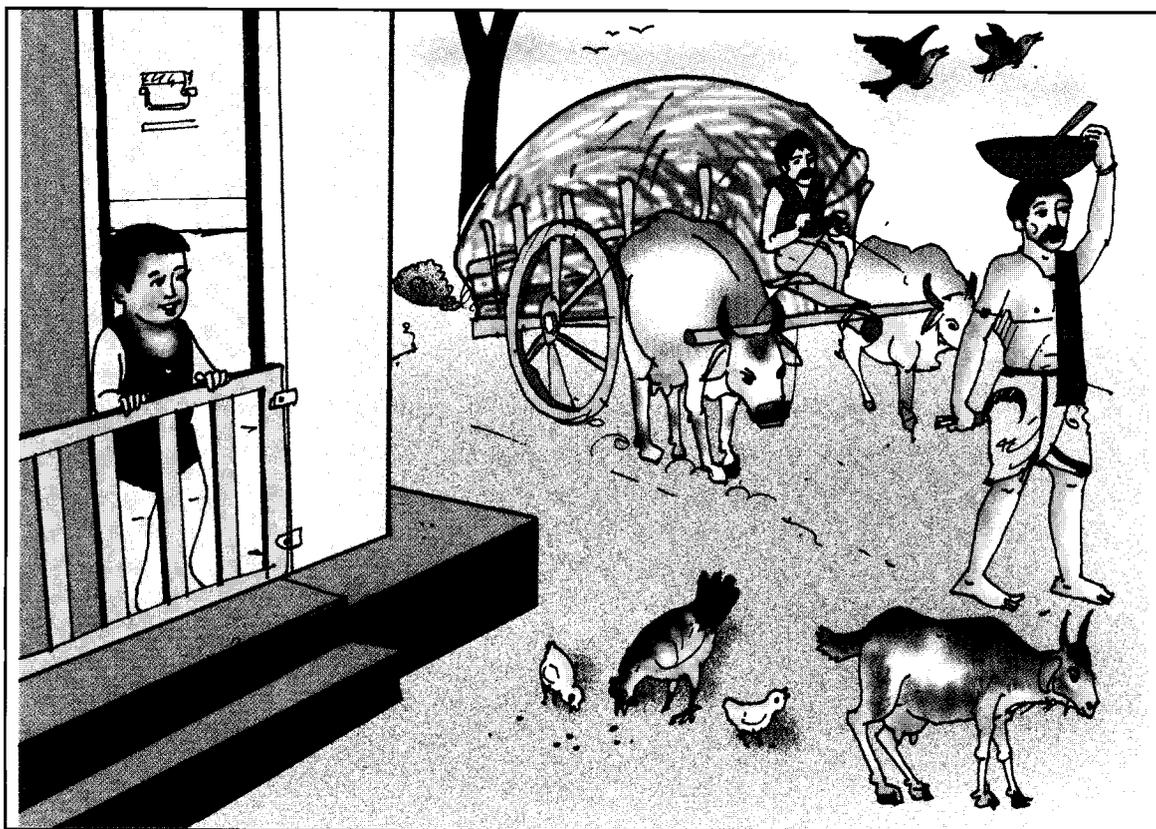
AWARENESS OF THE ENVIRONMENT



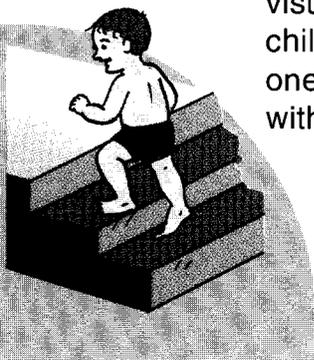
AWARENESS OF THE ENVIRONMENT

Introduction

The environment around the child during the first few months is the immediate environment that is restricted to the warm cuddling of the mother, or the gentle touch of the parents. As the child grows he is exposed to the different environmental components. The space beyond the caring arms of the mother



should be a pleasing experience for the child. The temperature, sound, light, space, other members of the community, the animals and birds, the nature all constitute the environment. A child with a visual impairment needs more time to explore the environment. The child feels more secure in a familiar environment than an unfamiliar one. The parents need to help him in establishing a positive concept with the people and the environment around him.



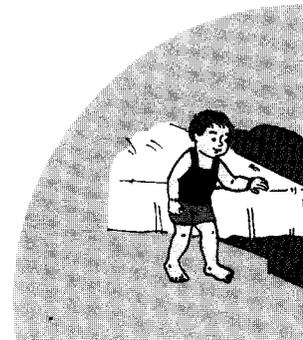
Importance of awareness of the environment

- 👁 It helps the child to explore the environment effectively.
- 👁 It helps the child in finding the meaning to objects around him.
- 👁 It helps the child to move around the environment fearlessly.
- 👁 It helps the child to correlate himself with things around him.

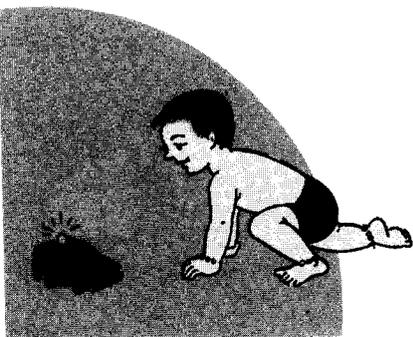


Activities to improve awareness of the environment

- 👁 Let the child play with different types of toys. Anything that is available at home can be a toy for the child.
- 👁 Take the child in the arms and play with him involving space. Bounce him up and down on your lap cuddle him, and spin him around in your arms. Let the child experience the different types of stimuli.
- 👁 Swings, hammocks and julas are the best playtime activities that can help the child build up concepts about himself in relation to the space around him.



- 👁️ Let the child touch and experience different textures like soft, hard, smooth, rough, sticky, dry, etc. It can be done while the child is eating drinking or during bathing.
- 👁️ To make the child interested in small objects and big ones in the environment, try to teach the child a big ball and a small ball etc.
- 👁️ Take the child out frequently to gardens and parks and other areas where children have lots of opportunities for fun.
- 👁️ While taking the child out in the highways encourage her to watch the speeding vehicles on the road.
- 👁️ Get her to feel the experience of heights. Staircases, seesaw, slides are the best ways to work with the child in her own way.
- 👁️ When the child drops something down encourage her to locate the fallen object by verbal cues.
- 👁️ The child performs her best at home so make the child well acquainted to the home atmosphere.



THINGS TO BE TAKEN CARE OF WHEN SELECTING A PLAY MATERIAL FOR A VISUALLY IMPAIRED INFANT



Multicolored
wand



Coconut doll



Dangling doll



Wrist band



Black and white
rotator

1. SAFETY

-  The toys should not have any sharp edges, all the edges should be rounded.
-  Select toys that the child can play with both hands or with one hand but not small enough for the child to swallow them like buttons etc.
-  Use toys that are made of non-toxic materials.
-  Choose toys that are not very heavy, lest the child should injure himself.
-  Let the child play under your supervision when playing with electrical items.

2. HYGIENE

-  The toys and play materials should be washable.
-  The colors should be water proof and the material should be long lasting.

3. VARIETY

-  The child gets bored of an activity if it is repeated very often so be creative in using the toys for different activities in different situations.

4. ATTRACTIVE

-  Bright colors and fluorescent shades like red and yellow shades.



Wollen fan



Indegenous fan



Crib toy



Card board doll



Paper wind mill

- 👁 High contrast of the colors like black and white.
- 👁 Reflecting toys or refractive materials like mirrors and reflectors.
- 👁 Illumination of the toy and the room.
- 👁 Size of the toys should be big enough for the child to notice them.
- 👁 Distance at which the toy is presented.
- 👁 Toys with simple patterns.
- 👁 Toys that are moving like mobiles and spinning toys.

5. COST EFFECTIVENESS

- 👁 The children should be given toys that are of low cost and attractive or that can be easily made at home as their requirement as per number of the toys is more.

6. SIMPLE

- 👁 The children show more interest in toys that are simple in designs without any complicated patterns.

7. INTERESTING TOYS

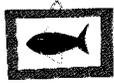
- 👁 Try to give the child toys that combine more than one sense to work, for instance try to give them toys with an auditory, visual and tactual stimuli.
- 👁 Take care of the child's interest. See if he is showing any preference to colors or brightness or certain textures.
- 👁 The child should be interested in the activity, if he is losing interest vary the activity.



Black and white circular dart board

8. FUNCTIONAL ACTIVITIES

-  Give the child the experience of things that are used at home everyday. Children show more interest in playing with household things than the toys that are specially designed for them.



Cardboard wall hanging

The best play activity for an infant is watching the mother's face. Repeated contact of the child with the mother builds a strong bond between the mother and the infant.



Claze ball

Don't give up if the child is not responding to you for the first few times. Your child is special and so he requires more time to understand.

Let him use his ears and hands to hear and feel things, as his eyes give him only part of the information that is necessary for his brain.