

Gross Motor Development Tips for Children With Visual Impairments

A quick reference to help teach Object Control Skills

Striking a Stationary Ball

Dominant hand above non-dominant hand

Turns body sideways, nondominant shoulder facing the direction child is batting, feet parallel

Hip and shoulder rotation during swing

Transfers body weight to the front foot

- Sweep edge of palm along table, hit balloon attached to table
- Add a small ball to hit into balloon
- Use plastic pin to hit balloon then move to tee



Stationary Dribble

Contacts ball with hand about belt level

Pushes ball with fingertips (not a slap)

Ball contacts in front of or to the outside of the foot on the preferred side

Maintains control of the ball for four consecutive bounces

- Teach child to tap finger pads on table
- Transfer skill to balloon ball on a string then small exercise ball, then basketball
- Use music or clapping for timing



Catch

Hands in front of body, elbows flexed

Arms extend forward to meet the ball

Catch ball by the hands only

- Use bigger ball on a table, transfer to open area
- “1, 2, 3” ball is thrown, “Catch” ball arrives
- Use beanbag, transfer to ball



Kick

Rapid continuous toward the ball

An elongated stride or leap just prior to ball contact

Non-kicking foot even with or slightly behind ball

Ball kicked with instep of preferred foot (shoelaces) or toe

- Use a continuous sound emitting ball
- Rest ball on plastic ring or bean bag
- Portable sound source at wall for target
- Tap floor just behind ball with child's cane



Overhand Throw

Windup initiated with downward movement of hand and arm

Hips and shoulders rotate such that non-throwing side faces the wall

Weight transferred by stepping with the foot opposite the throwing hand

Follow-through diagonally across body

- Child traces tactile arc on wall with ball
- Use a streamer to reinforce follow through
- “Throw the ball toward my voice”
- Cue “Touch Shoulder”



Underhand Roll

Preferred hand swings down and back, chest facing cones

Strides forward with foot opposite the preferred hand toward cones

Knees bent to lower body

Releases ball close to the floor so ball bounces no more than 4 inches high

- Use a mat for a directional aid
- Use a small pliable cone to assist with lunge
- String a cord between two cones, depending on child’s height, for a “release ball” cue



Tactile Modeling: The child touches a model (teacher, aide, or peer) who demonstrates a skill. Use tactile modeling or “Adapted Demonstration” to teach the component parts in the task analysis.

Physical Guidance: Involves the manipulation of the child; the instructor, aide, or peer actively touches and moves the child in some way. It is important to couple physical guidance with a verbal explanation or sign. Always discuss physical guidance before doing so.

Sources and Recommended Reading

Lieberman, L. J., & Haibach, P. S. (2016). *Gross Motor Development Curriculum for Children for Visual Impairments*. Louisville, KY: American Printing House for the Blind, Inc.

Ulrich, D. (2000). *The Test of Gross Motor Development*. Dallas, TX: PRO-ED Publishers.

www.aph.org/pe and www.campabilities.org