UNIT 17 FOSTERING PHYSICAL AND GROSS MOTOR DEVELOPMENT

Structure

17.1 INTRODUCTION

Childhood is remembered by most of us as a period of active play, which never tired us. These games provided an opportunity for not only exercising our growing muscles, but also helped us in developing confidence, acquiring social values and reasoning abilities. In addition, playing games also provided us an opportunity to make friends and express our feelings and emotions.

While sighted children normally run, jump, climb, throw, catch, drag and pull toys, it has been observed that children with visual impairment normally sit at one place and stay isolated. They are usually avoided by other children and not encouraged to play because the child shows fear of movement. This fear can be overcome, and the child can be encouraged to participate in games by developing her gross and fine motor abilities right from the time she is born . In this Unit, we will talk about the activities that can be carried out with children to help in the development of gross motor abilities. In the next Unit, we will talk about activities to support fine motor development.

Objectives

After reading this Unit, you will be able to:

- explain the meaning of physical and motor development;
- state how visual impairment affects physical and motor development the importance of fostering motor development of children with visual impairment;
- list the guidelines you need to keep in mind when planning and conducting physical and gross motor development activities with children with visual impairment; and
- plan and conduct various activities for fostering gross motor development.

17.2 WHAT IS PHYSICAL AND MOTOR DEVELOPMENT?

You have read about the meaning of physical and motor development in Unit 4 in Course 2 (BCD – 102). You must have seen a young child learn to crawl, sit, walk, hold an object, and gradually learn to run, jump, hop, climb, draw and paint. These activities form a part of physical and motor development. **Physical development** refers to the physical changes in' the- size, structure and proportion of the parts of the body, that take place from the moment of conception. **Motor development** refers to development of control over body movements. This results in increasing coordination between various parts of the body. Motor development can be categorized as development of gross and fine motor skills. **Gross motor skills** are those skills which require the coordination of large muscles of the body such as those of the shoulders, arms, back, hips and legs. Running, walking, throwing and climbing and examples of gross motor skills. **Fine motor skills** are those skills which require the use of small muscles of the body such as those of the wrist and fingers. Picking up or grasping objects, drawing, writing, cutting, and sewing are examples of fine motor skills.

17.3 IMPACT OF VISUAL IMPAIRMENT ON PHYSICAL AND MOTOR DEVELOPMENT OF CHILDREN

As you have read in Unit 4 of Course 2 (BCD – 102), the physical and motor development of children with visual impairmentwill follow the same sequence as in case of children without disabilities but the milestones (i.e., the age at which a particular ability is achieved) may be delayed because of their inability to see. While the children with visual impairmenthave the physical ability to develop all the gross motor and fine motor skills, they may often lack the motivation to crawl, walk, reach out for objects, and later, move around in the neighbourhood. They may have some reluctance in movement and initiating fine motor activities. This causes delay in achieving the milestones at the expected age. Why does this happen? You have read about this in detail in Unit 6; here we will recapitulate some points.

- Sight motivates children and adults to reach for or move towards an object. Not only does sight motivate, but it also helps in the movement needed to reach for it. For is instance, if a baby is attracted by a brightly coloured toy, she will spontaneously extend her arm to reach for it or crawl towards it. As sighted individuals, we take this for granted. However, for a child with visual impairment, the stimulation to reach out or move towards object has to be auditory (involving sense of hearing) or tactile (involving sense of touch). Auditory or tactile stimulation is less frequent than visual stimulation and this lessens the motivation of the child with visual impairment to move.

- Fear of falling or having an accident can also hamper the development of gross motor skills. The process of standing and walking seems to be so full of potential accidents in case of child with visual impairmentthat these movements are not encouraged by the family members. Their sense of fear gets communicated to the child, restricting her mobility.

- The situation gets further complicated by the fact that child with visual impairment cannot imitate the gross and fine motor skills by watching others doing those activities. They will learn when they themselves actually do the activities. Therefore, motivating them to do so becomes extremely important for their overall development and learning.

- The children also find it difficult to develop spatial awareness (understanding of how objects and their own body is located in space) and sense of balance which affects physical and gross motor movements.

You have read the milestones of physical and motor development in Unit 6 of Course 2 (BCD - 102. Based on the milestones and how the abilities develop with age, we have described some activities from simple to complex.

17.3.1 Guidelines to be Observed when Conducting Activities

The following are some guidelines which you must keep in mind while conducting any activity with the child:

- Be constantly alert to prevent possible accidents.

- Describe the task being done by you or the child in a way in which the child can understand. Name the objects you are using – this will help in developing the child's vocabulary as well as help her in developing concepts.

- Select a safe area, which is relatively free from architectural barriers such as stairs and pillars, for gross motor activities like crawling, running and walking. The area should not have material which either restricts the movement or can be hazardous for the child.

- Instruct through manual guidance – this means that initially, you must assist the child physically in doing the activities. The child should be given enough opportunities to touch her own body or yours, while doing an activity, so that she understands better the nature of the movement required. Initially, the child will not able to involve herself in the activity independently — you will have to help her and do the activity with her. Thus, if you want the child to raise her arm, initially you will have to hold the child's arm and raise it for her, as well as say the sentence, "Raise your arm!", so that the child begins to associate the action with the words. Gradually, the child will become independent.

- Sensory skills are vital to develop motor skills. The ability to use the sense of touch, hearing and smell not only helps in doing the activity but also prevents mishaps.

- Body awareness and sense of space also help in fostering gross motor skills. Therefore, activities related to these two areas — should be conducted in addition to those for motor skills. These activities have been described in unit 10 and Unit 18 of this Course.

- Initially, when you introduce an activity, conduct it at a slower pace so as to let the child understand the process of doing it.
- Devise play material which stimulates the child's sense of hearing, touch and smell. For instance, give the child auditory play material like an auditory ball (i.e. a ball which makes a sound). These play materials should be light in weight, without sharp edges and safe for a child to play with.
- You can modify the rules of certain games so that the child with visual impairment can also play. Thus, if playing the game of chase, the playing area can be reduced and an obstacle-free, clear area chosen.
- A low vision child has some useful vision and, therefore, you may be able to attract her to do certain activities if you use bright and attractive play material. Thus, use brightly coloured objects for children with low vision. Items painted yellow are more visible than other colours.

Check Your Progress Exercise 1

1) What do you understand by physical and motor development?

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2) What is the impact of vision loss on physical and motor development of children with visual impairment?

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3) State whether the following statements are correct or incorrect.

   i) Children with visual impairment achieve physical and motor milestones at the same age as sighted children.

   ii) Gross motor skills involve the use of small muscles of the body, such as those of the wrists and fingers.

   iii) Visual stimulation is the primary motivator for children to reach for objects and initiate movements.

   iv) Modifying the rules of games for children for children with visual impairment is equivalent to cheating in the game.

17.4 ACTIVITIES FOR FOSTERING GROSS MOTOR DEVELOPMENT

In this Section, you will read about the play activities and games that can be organized for fostering gross motor development. These play activities help in the development and coordination of large muscles and, therefore, involve a lot of physical movement. Gross motor coordination precedes fine motor coordination, and should be encouraged from the time the child is a few months old. Follow the guidelines that you have studied in the previous Section while conducting these activities.

The following are some of the typical gross motor movements that a child likes to do and needs to do:

Running	*Rolling*	*Pushing and Pulling*	*Skipping*
Jumping	*Swinging*	*Lifting and Carrying*	*Balancing*
Hopping	*Bouncing*	*Yoga exercises*	*Dancing*
Sliding	*Swimming*	*Throwing*	
Splashing	*Crawling*	*Rocking*	
	Marching	*Stretching*	

And the following are some easily available materials which can be used for these movements:

Walls	*Boxes*	*Buckets*	*Coconut shells*
Steps	*Tins*	*Balls*	*Match boxes*
Poles	*Bricks*	*Tubs*	*Ropes*
Cups	*Sweet boxes*	*Rocks*	*Empty tins (of powder, food items)*
Hoops	*Balloons*	*Rings*	*Bottle lids, tin lids*
Pools	*Tyres*	*Handkerchief*	*Cotton, thread*
Pits	*Benches*	*Buttons, beads*	*Sticks*
Mud, clay	*Feathers*	*Rubber bands*	*Cloth*
Cardboard boxes	*Flower-pots*	*Old Newspapers*	*Trees*

Let us now come to some activities that you can carry out with the child. Use your imagination to develop more, based on the interests and abilities of the child.

Activity 1 (Using arms to reaching for an auditory toy)

Help the infant to reach out with their arms. Two to four month old infants naturally begin to reach for objects and explore these, as they are attracted by them. But the child who has difficulty seeing has to be made aware that there are objects. Therefore, place objects that makes sound within the child's reach and/or give them in her hand. Do activities like the following:

To arouse the child's interest, talk to the child what is the toy, how it looks and what it does. **Talking is all the more important in case of a child with visual impairment – do not think that since the infant is not able to see, she will not be interested in your talk.**

- Put the 2-3 month old infant on her back. Hold an auditory toy (i.e. a toy which makes a sound) near the infant, shake it and let her take it from you. If the infant is unable to find the toy with her hands, take her hands and put them around the toy.

  The above activity can also be done with an older infant to encourage her to turn to one side (roll over), sit, crawl, stand and walk, as described in the Activity 2, 3 and 4.

- Use a crib mobile that targets touch and hearing instead of sight. Suspend objects with interesting textures or that make sound within arm's reach, so that accidental arm movements will move the objects. Guide the child's arms and hands to touch the objects at first if necessary. Help the child learn to reach for them. Be patient with the child and do not be discouraged if the infant takes a little longer to master a motor skill.

Activity 2 (Rolling Over)

Encourage the infant to roll over. Roll over can be done in this way: With the infant on her stomach, gently bend her arm and tuck it under her chest. Roll her over onto her back, and repeat to encourage her to roll over on her own. Practice every day, and provide lots of verbal praise. To roll from back to stomach, gently extend the infant's arm and bring it near her head. Carefully roll her head and body and lift her leg in the direction of the extended arm to place her on her stomach. Work on stomach-to-back rolling between three and four months. Practice back-to-stomach rolling between five to six months. If you place a sound-making toy on the side on which you want the infant to turn, it will motivate her to turn to that side in order to get the toy.

Activity 3 (Helping the Infant to Sit Independently)

Help the infant to sit independently. Starting at around five months, prop the infant up with pillows for a few minutes at a time. Be sure to prop her head up and lean the child slightly back until she can hold her head up on her own. You can also make the child sit in your lap with her back supported by your stomach.

After some days of propped sitting, make the child sit and place her hands palm side down in front of her to independently support herself while sitting. Practice this daily and also place sound producing toys in her hands to encourage her to sit independently.

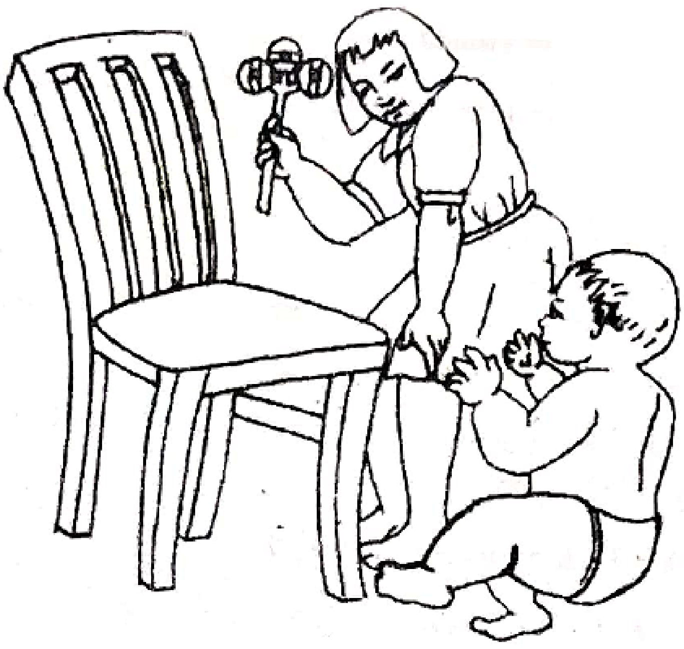
Activity 4 (Helping the Infant to Crawl)

Because the child is not able to see, the child does not get attracted to things and so may not crawl by 7-8 months. Clap from a distance or call out to the child and encourage the infant to move towards you. Rolling toys and rattles that make a sound (balls,) will motivate her to crawl to catch these.

Activity 5 (Standing to reach for an auditory toy)

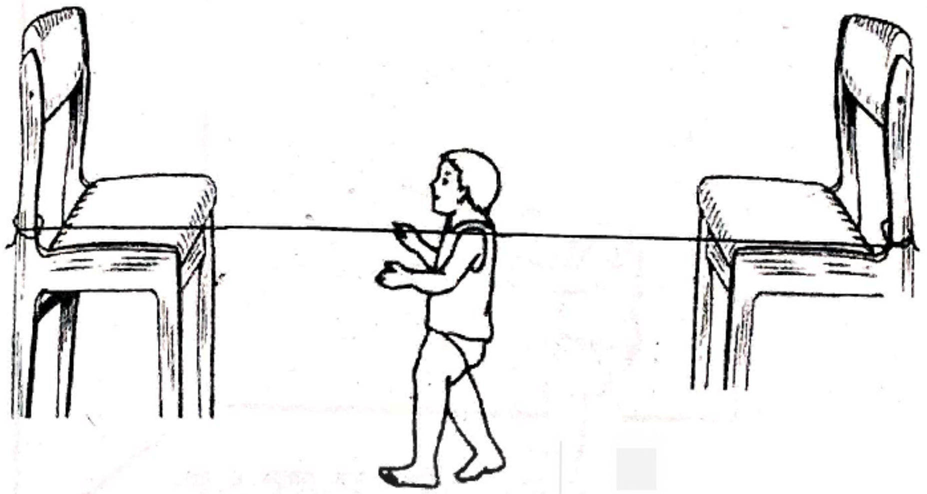
Practicing independent sitting will help the infant develop her core muscles and, therefore these will be strong enough for her to stand with your help or by supporting her body against a sofa or chair. When the child is around nine months of age, put her on the ground in front of a sturdy box or chair. Put an auditory toy on the chair and shake itso that it makes a sound. Encourage and assist the child to pull herself up, using the chair or your hands for support, and get the toy. Then help the child to stand and play with it. Practice daily and begin by having the child stand for only a few minutes. Extend the time as the child becomes stronger. Gradually withdraw your support as the child becomes strong enough to brace (support) herself.

You can also place the toy some distance from the child on the floor and encourage her to crawl towards it on hearing the sound.



Activity 6 (Walking/holding onto a string)

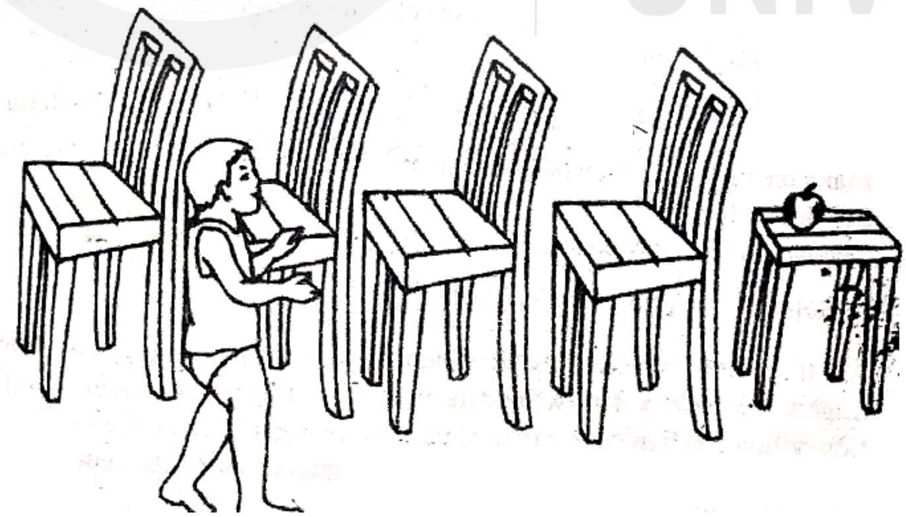
The following activity can be done when the infant should be learning to walk, around one to one-and-a-half years of age. Tie a string between two sturdy poles (or chairs) and ask the child to walk and, later, run by holding on to the string.



Activity 7 (Walking with support)

Around one year of age, children begin to walk. When the child cannot see, she may hesitate to move around for fear of bumping into things and falling. Initially, walk with the child and guide the child to move around the house to foster a sense of security. Describe to the child the different rooms you are entering and help her to feel things there – the doors, the furniture, the mat.

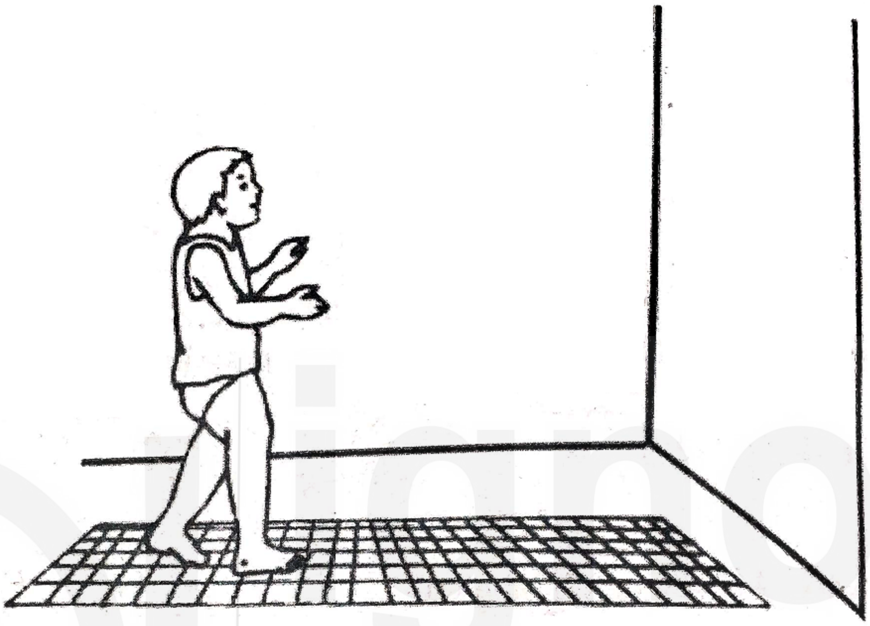
Place chairs in a row and at the end of the row, place a table with a fruit which the child likes on it, which the child can reach. Ask the child to use the chairs to reach the table, pick up the fruit and come back with it, feeling the chairs again.



Activity 8 (Walking independently)

To foster the ability of walking independently, ask the child to walk and touch the wall at some distance. The child should be oriented about the space and distance before doing the activity. You can also spread a narrow mat for the child to feel and walk upon. As she feels the mat with her feet, she will know in which direction to move. Encourage the child to walk by herself. Stay close by her and talk to her, but do not hold her. This will give confidence to the child.

Body awareness and sense of space will help the child to be mobile. Therefore, activities related to these two areas mentioned in Unit 10 as well as the present Unit of this Course should be carried out with the child.



After gaining confidence in walking, encourage the child to run and touch the wall and come back. Allow the child to be barefoot when appropriate, so that she gets additional information about her surroundings through her feet - for example, whether the floor is rough or smooth, slippery or cold. She will experience different sensations when walking barefoot.

In order for the child to be independent in moving around, the child will need to be given Orientation and Mobility training right from infancy and toddlerhood. The child will need to be taught how to use the cane. This has been discussed in detail in Units 18 and 19 of this Block 4.

Activity 9 (Hopping and jumping)

Ask the child to hop like a rabbit, which helps to practise jumping from different heights. The child is likely to hesitate in doing so. Begin with low jumps initially. Low vision children can be trained to use their sight in doing the activity. Take care to see that the surface where the child lands is comfortable; else she is likely to hurt herself.

Activity 10 (Rolling on the floor)

Make the child lie flat on her back and roll sideways to the finishing line. In the beginning, the child may cover a small distance. Use a mat so that the child identifies the finishing point.

Activity 11 (Playing chase)

This activity involves playing a game of the 'lion' and the 'goat'. It gives practice of running in the direction of the sound. The child will be the 'lion' and you will be the ‘goat’. The ‘goat’, should have a bell. The ‘lion’ stands at one end of the room. The ‘goat’ creeps up to the ‘lion’ and asks her the time. The ‘lion’ says, “One o clock. It is time for lunch!” Hearing this, the ‘goat’ runs and, as she does so, the bell makes a sound. The ‘lion’ tries to catch the ‘goat’ using the sound of the bell for finding her direction.

Play this game in an empty area, so that there are no obstacles or things that the child may collide with or trip over.

Activity 12 (Crossing obstacles)

Once the child is confident about walking and running, you may set up an activity of crossing obstacles while walking or running. These obstacles can be holes dug in the path at regular intervals. The child has to be trained in identifying the holes and taking small jumps. This will help her in walking around in the neighbourhood later on, since the ground outdoors may not always be smooth and even.

Activity 13 (Playing with tyres)

Old tyres can be utilized for gross motor activities. You can use metal hoops, cycle tyres, scooter or motorcycle tyres for the following activities:

a) Moving around the tyre

Fix/place the tyre on the ground in a way that the tyre is half dug into the ground. Let the child feel and then hold the tyre and walk around it. Instruct the child to move clockwise and anti-clockwise.

b) Stepping in and out

Guide the child to jump in and out of a series of tyres placed horizontally on the ground.

c) Crawling through a tunnel

Fix/hold up two or more tyres on the ground vertically, one behind the other and form a tunnel. The child can be oriented to crawl through the tunnel. This will help her to learn how to squeeze and bend her body while moving into and out of a narrow space.

Activity 14 (Playing with a ball)

Rubber and plastic balls of different sizes are very handy in a variety of activities. When you provide balls to children with visual impairment, remember to use an auditory ball — you know, how it can be made. When the ball moves, it will make a sound. The various gross motor activities with an auditory ball include the following:

a) You and the child should stand fairly close to each other. To begin with, give the child the auditory ball and orient her to recognize its direction, based on the sound it makes. Then teach the child to throw the ball. You have to catch the ball and throw it back again towards the child, who will learn to catch it keeping in mind the direction from which the sound is coming as well as the pitch of the sound, which will give her an idea about its distance.

b) This activity requires the cooperation of other family members/ children. Everybody stands in a circle. To begin the game, the child is oriented to who is standing next to whom and in which direction, as well as the size of the circle. Then she is asked to throw the ball towards, say, the father. She has to recall the place where her father is sitting, throw the ball towards her and then catch it when it is being thrown back by her father.

c) Roll a ball along a small slope and assist the child in running after the ball and catch it.

d) The child can play the game of kicking the auditory ball either by herself or with other children/adults.

Activities 15 to 20 (Body Awareness Activities)

Body awareness leads to an understanding of the various body parts, their function, relationship of thepartsof the body with each other, the movement of the entire body and body parts in space. As you know from reading of Course 2 (BCD -102), all concepts, including the concept of the body, must be taught more deliberately to children who are blind or have low vision. Developing a concept of the body is a basic foundational concept and is the foundation for developing more complex concepts and abstract reasoning. The conceptual understanding of body, space and environment motivates the person for physical movement and helps to foster the development of safe and efficient orientation, mobility and travel skills. Orientation and Mobility training has been discussed in detail in Units 18 and 19 of this Block.

Purposeful, self-initiated movement is essential for developing motor skills. Children who grow up without useful visual information often have difficulties with planning the movements of their body (motor planning), are at risk for delayed motor development, and may have sensory integration deficits. **ONLY through active body movement can muscle tone, proprioceptive awareness (awareness of body in space) and coordination occur. When the child experiences the body movements of others and self, then there is possibility that the child will show more such movements and her physical and motor development will be fostered.**

The following activities 15-20 foster body awareness in children with visual impairment.

Activity 15 (Breathing exercises)

Breathing exercises are very relaxing and restful, easing body tension, yet energizing. They promote body movements without requiring much mobility skills and provide an excellent opportunity for enhancing body awareness. These slow, controlled and rhythmic movements can accompany other exercises, like the neck roll, described later. These can be done easily at home by the child.

Assist the child in doing the following steps:

i) Sit with the head, neck and back in a straight line, pull the shoulders back, cross the legs, place the hands and palms down on the knees.

ii) Breathe in (through the nose). As the abdomen pushes out, count up to three.

iii) Breathe out and pull in the abdomen, and again count up to three.

iv) Place hands flat on the abdomen sideways, with fingers together and fingertips touching, to feel the movement of the abdomen.

You may first need to do these steps yourself and let the child feel your body as you do them, so that she knows what has to be done. Then ask the child to do these steps.

Activity 16 (Neck Rolls)

Help the child for the activity as follows:

i) Ask the child to sit with the head, neck and back in a straight line and pull the shoulders back. Ask her to cross the legs, place the hand palms down on the knees.

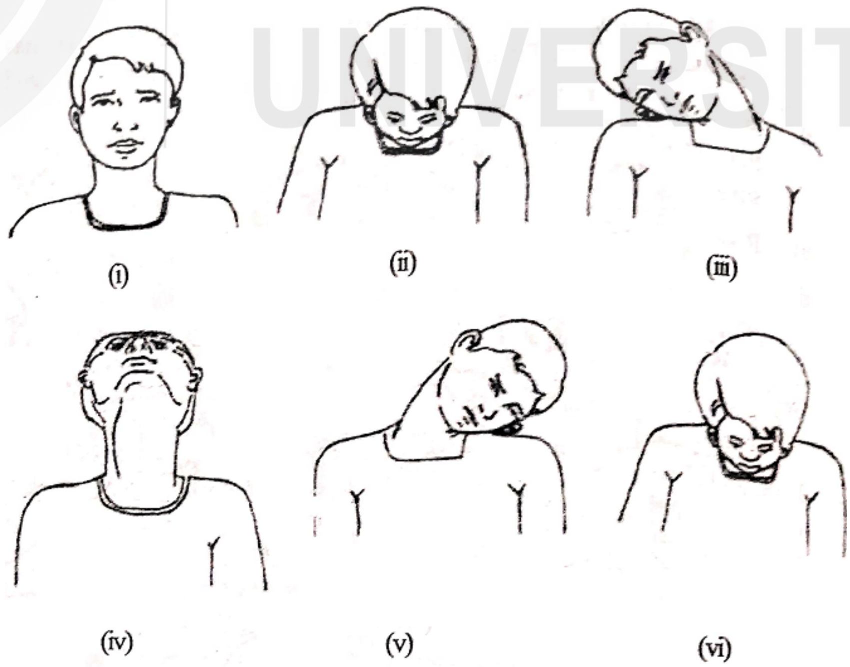
ii) Let the head drop forward with the chin pointing down, towards the chest, keeping the back straight.

iii) Slowly roll the head to the right shoulder so that the ear is pointing down towards the shoulder.

iv) Then roll the head backward, so that the nose is pointing toward the ceiling.

v) Then roll the head to the left shoulder, so that the ear is pointing down towards the shoulder.

vi) Then roll the head forward with the chin pointing down toward the chest, and repeat steps iii to v.



Neck rolls should be done slowly with continuous movement. Begin with two complete rolls to the right, then reverse the instructions and do the rolls on the left side. Neck rolls stretch the muscles of the neck, improve posture, and relieve tension.

As with the breathing exercises, you will have to let the child feel your body first as you do the exercise, before she does it on her own. Also when she does begin to do it, you will have to assist her before he can do it independently.

Activity 17 (Relaxation exercises)

You can teach relaxation exercises to the child through the following steps:

Help the child to

i) Lie flat on the back with feet slightly apart, toes pointing away from each other and arms straight down by the sides of the body with palms facing up.

ii) Close the eyes. Continue to breathe through the nose.

iii) Wriggle feet and then tell yourself to relax.

iv) Raise the legs, keeping them straight, a little above the floor.

v) Lower the legs slowly to floor and then let them relax.

vi) Raise the arms straight up, a little above the floor. Lower the arms slowly to the floor and then let them relax.

vii) Stretch fingers, and then let them relax.

viii) Roll the head gently from side to side, with the ear touching the floor on either side.

ix) Move your facial muscles and then let the facial muscles relax.

x) Relax the entire body and lie quietly for a few minutes.

xi) To get up, roll onto the left side. Pull knees up to the chest and sit up slowly.

Activity 18 (Tiptoe Stretch)

Let the child

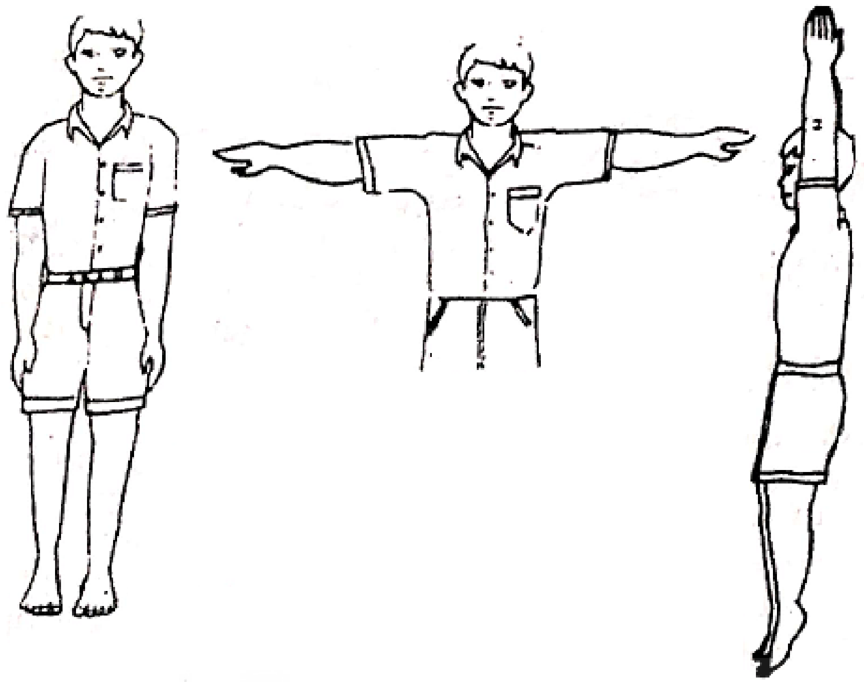
i) Stand up straight, with arms straight down touching the sides of the body. Place the feet together, pull the abdomen in and the shoulders back. Make sure that the head, neck and back are in a straight line.

ii) Rise up on the toes, keeping both legs straight.

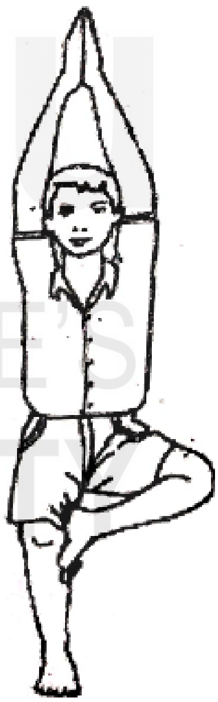
iii) Stretch arms and hands up slowly over the head, until fingers are pointing up towards the ceiling. Bring the palms together, keeping the elbows straight (refer to illustration on the next page).

iv) Slowly lower arms straight down to the sides of the body and rest heels back on the floor.

If the child has difficulty at first, let her practise against a wall. Balancing a book on the head while doing this exercise will help to correct problems related to posture. This exercise strengthens the toes and ankles, tones up the leg muscles and improves the ability to balance. Posture (standing and walking) can be improved by practising the tiptoe stretch exercise.



Activity 19 (Stretching like a tree)



Help the child to

i) Stand up straight with arms straight down, touching the sides of the body. Place feet together and pull abdomen in and shoulders back. Make sure that the head, neck; and back are in a straight line.

ii) Place the sole (bottom) of the right foot high up on front of left thigh. Keep left leg straight.

iii) Stretch arms and. hands up over head, with fingers pointing up towards the ceiling. Place the palms together and keep the elbows straight.

iv) Maintain this position to the count of five.

v) Lower right foot to the floor and then lower the arms gradually, until they are straight down, touching the, sides of the body.

vi) Now place the sole of the left foot high on inside of right thigh, keeping right leg straight. Repeat steps (iii) to (v).

Activity 20 (Bending like a bow) Help the child to:

i) Lie face down, flat on the floor, keeping the body in a straight line and arms straight down, by the sides of the body.

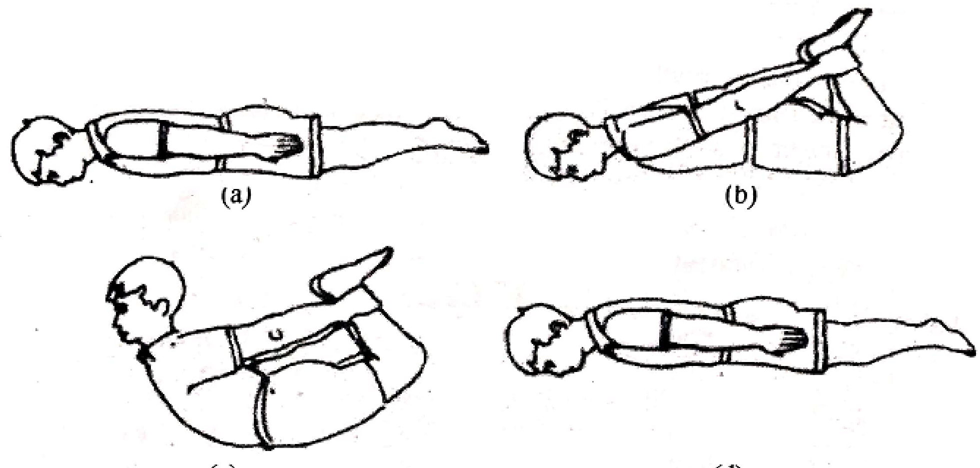
ii) Bring ankles near to the back and hold ankles with the hands.

iii) Raise the chest, knees and thighs off the floor keeping the nose pointing forward.

iv) Hold the position to the count of three.

v) Gently remove the hands from the ankles and return to the starting position.

The arms should be straight throughout the exercise. This exercise eases the tension in the back and shoulders, and stretches the chest and abdominal muscles.



(a) (b) (c) (d)

Activity 21 (Acting like an animal/bird)

The child can also be taught to act like various animals and birds — for instance, hop like a kangaroo or pretend to be an eagle. Such activities will also help the child to form a mental image of these animals and birds.

Check Your Progress Exercise 2

1) How can you encourage an infant with visual impairment to reach for toys?

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2) What activities help in teaching an infant to sit independently?

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3) What are some examples of gross motor activities for children with visual impairment?

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4) How can you encourage the child of one year who has visual impairment to walk independently?

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17.8 SUMMING UP

Motor development refers to development of control over body movements. The sequence of physical and motor development are the same for the sighted and the visually impaired children. However, there may be a delay in achieving the milestones because of the child's inability to see. When we see something eye catching, it motivates us to move towards it or reach for it. Sight also helps us in making the necessary movement. For a person with visual impairment the stimulation to move has to be in the auditory or tactile form, and this is usually less frequent than visual stimulation. Parents, family members and teachers have to make a conscious effort to provide the necessary stimulation and motivation to the child, so that she does not lag behind in reaching the milestones of physical and motor development. These efforts involve providing suitable opportunities, devising appropriate play activities and adapting play materials.

In this Unit, you have read about the guidelines that should be observed when carrying out the activities. You have also read about a number of activities that can be carried out with a child with visual impairment to foster her gross motor development.

17.9 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

1) Physical and motor development refers to the changes and improvements in the body's size, structure, and ability to control movements. It includes both gross motor skills, like running and climbing, and fine motor skills, such as grasping with fingers and sewing.

2) Vision loss can cause delay in achieving physical and motor development in children, as visual stimulation is integral for learning movement and coordination. These children may experience low motivation as they are dependent on auditory and tactile stimulation which is less frequent than visual stimulation. They may also experience fear of movement, and find it difficult to develop spatial awareness and sense of balance which affects physical and gross motor movements.

3) i) Incorrect (Children with visual impairment experience delays in achieving physical and motor milestones due to factors such as reduced motivation and fear of accidents.)

   ii) Incorrect (Gross motor skills involve the coordination of large muscles of the body, such as those of the shoulders, arms, legs, etc., for activities like running and climbing.)

   iii) Correct (Visual stimulation plays a significant role in motivating children to reach out for objects and engage in movements. Children with visual impairment require auditory or tactile stimulation as substitutes.)

iv) Incorrect (Modifying rules of the game and using brightly coloured objects can help children with visual impairment and low vision to participate more effectively in activities and games.)

Check Your Progress Exercise 2

1) Place auditory toys within the infant's reach and guide their hands to feel and explore the toys. Use verbal descriptions of the toy to arouse their interest, as they may not naturally be attracted visually.

2) Activities such as propping the infant with pillows and gradually reducing support, using sound producing toys for motivation, and encouraging palm-down hand placement for balance support are effective.

3) Activities include rolling over, crawling towards sound-making toys, walking with support, playing games that involve running towards sounds, and navigating through obstacle courses using auditory cues.

4) a) Describe the room and the location to the child. This will help her to develop an idea about space and orient her which will give her a sense of security.

   b) You can also spread a narrow mat for the child to feel and walk upon. As she feels the mat with her feet, she will know in which direction to move.

   c) Stay close by her and talk to her, but do not hold her. This will give confidence to the child.