



Joint Authority Support for Children, Families and Schools



Explorers Vision Group

Programme Term 3 January 2019

- Explorers Vision Group takes place on a Tuesday morning at the Elmfield House, BS10 6AY. You are welcome to arrive from 10.15 onwards, with the session beginning at 10.30.
- There will be a snack time for children in the activity room at 11.30. Cold drinks will be available for parents. Each term there will be an opportunity to share lunch, teas and coffees together.
- Over the year we will focus on a range of skills which will support children with a vision impairment with their development. Term 3 will focus on:

Visual Skills Programme

- There are a range of visual skills which can be practiced and developed by children with vision impairment. Vision can for some children with a vision impairment continue to develop until the age of seven. Using a range of visual resources such as light toys, a light box and bubble tube, children with a vision impairment can be encouraged to use their potential vision and any responses can then be monitored.

Sound Skills Development

- While children with vision impairment all depend on their ability to listen, they may need help to develop skills to help them to do so more efficiently.
- Children with multiple needs will also benefit from practicing with auditory discrimination, or learning to tell which sounds are associated with which activities or events.
- Learning to identify and interpret auditory cues in the environment is an important component of moving safely and independently.
- Listening skills include:
 - listening comprehension (understanding what we have heard),
 - sound localization (being able to tell where a sound is coming from)
 - auditory discrimination (identifying what a sound is).

Listening Comprehension

- Many children who are vision impaired are able to repeat back what they hear, but it is important to keep in mind that this is not the same as *understanding* what they hear. You can help your child to develop these skills by asking questions to encourage them to digest information and to think about what they have heard. This can be when you are reading a story, watching TV, or having a conversation.



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Session Times:

- **10.15-10.25 arrival time**
- **10.30 – Hello Song**
- **10.45 – Story Bucket Time**
- **11.00 – Objects of reference – choosing time**
- **11.30 – Song Time**
- **11.40 – Snack time**
- **12.00 – Goodbye Song**

TACPAC – please practice TACPAC at home this term – sessions will resume after half term.

Session 1 January 8th - Informal Session

- Hello song, exploration of areas, messy play, mark making, painting, tactile books, Braille, sensory room. Snack time for children. Cold drinks and cake!

Session 2 January 15th – I hear with my little ear !

- **Sound discrimination and sound localisation** are important skills for children with a vision impairment they need to be able to tune in to a variety of sounds, understand what they are or might be and be able to work out where they are coming from. By playing games like 'I hear with my little ear ...a loud sound' – see if they can identify it, turn their heads or eyes towards it or respond in any way. Observe how they react.
- It is important to pay attention to different aspects of sound, like are they high pitched, are they low pitched, are they loud, are they quiet, are they near, are they far? Is it something that's standing still? Is it something that's moving? All of this is really important for later orientation and mobility.
- Today we will play some sound games and how each child responds. Sound toys will also be available for children to play with both in the room and the sensory room.

Session 3 January 22nd

- Louise will be away for the following three weeks. These sessions will be run by Joao Roe and Kath Morgan.
- **Rhyming:** Rhyming is a very important listening skill called phonological awareness, and it is highly connected to later reading ability. Playing rhyming games and reading rhyming stories is a really important skill to play with children. Today we will sing a range of nursery rhymes to help your child learn early rhyming awareness.



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- **The Gruffalo** – Story Bucket time.

Session 4 January 29th

- **Visual Skills Programme - V.1. Visual awareness**
- Visual awareness means that the pupil is aware of something in his visual field. This may be an 'awareness' of light and or an 'awareness' of objects. A range of different torches, shiny objects, fluorescent objects and shiny objects that catch and reflect light will be available in the room and also in the sensory room for children to play with and for parents to experiment with to see if they can encourage visual awareness.
- **Sound toys** will also be available for children to continue with sound localisation.
- **Tactile Skills** – Exploring textures and tactile books.
- **The Gruffalo** – Story Bucket time.

Session 5 February 5th

- **Visual Skills Programme- V.2 Locating a visual stimulus-** Localisation means a child moving their head or eyes towards a visual stimulus when they become aware of it for example :
 - Place a dark object on a light background (eg on white cardboard or lap tray) : note if he or she fixes their vision on the object.
 - Place a light object on a dark background (eg on black cardboard)
- **Tactile Skills** – Exploring textures and tactile books.
- **Sound toys** will also be available for children to continue with sound localisation
- **The Gruffalo** – Story Bucket time.

Session 6 February 12th

- **V.3 Visual fixation on an object**
- Fixation is the ability to direct gaze on an object or light source and hold it steadily in view. This means a child can locate a visual stimulus and his/her eyes 'lock' on it. Try :
- Presenting a familiar/favourite object or light source within the pupil's vision– start at a distance of 30cm. Observe if the child fixates onto the object at this distance
- Bring the object closer and observe any visual changes (not closer than 10cm).
- **Sound toys** will also be available for children to continue with sound localisation.
- **Tactile Skills** – Exploring textures and tactile books.



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- **The Gruffalo – Story Bucket time.**
Shared Lunch
 - We will finish the term with a shared lunch...
 - Please bring some lunch for you and your child if you would like to join us. Tea, coffee and party treats will be provided!
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- **Overview of the Year**
- Term 1- Motor Development
- Guest Speaker: Stuart Young <https://twitter.com/hashtag/blindclimb?lang=en>
- Term 2- Environmental Cues and Routines
- Term 3- Developing Vision/Sound Skills
- Term 4- Sensory Awareness Skills
- Term 5-Tactile/Haptic Skills
- Term 6-Language Development Strategies
- Term 7-Social and Emotional Well-Being
- **Guest Speakers** -To be confirmed throughout the year.
- Seasonal Activities will run alongside sessions throughout the year.

Sensory Support Service – Louise Stewart – Teacher of the Visually Impaired for Vision Support
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