# **Gross Motor Development Tips** for Children With Visual Impairments

## A quick reference to help teach Locomotor Skills

#### Run

Arms in opposition to legs, elbows bent Brief period where both feet are off the ground Landing on heels or toes (i.e., not flat-footed) Nonsupport leg bent approximately 90°

- Use a guidewire or guide runner
- Use hockey sticks to teach arm swing motion
- Treadmill to hear rhythm and tactile modelling



Arms bent at waist level at take off
Step the lead foot forward; trailing foot comes adjacent or behind lead
Brief period where both feet are off the ground
Maintains a rhythmic pattern for four consecutive gallops

- Listen to rhythm of gallop to understand step sequence
- Sighted guide provides "physical rhythm" or cadence

## Hop

Non-support leg swings forward
Foot of nonsupport leg remains behind body
Arms flex and swing forward to produce force
Takes off and lands three consecutive times on preferred foot

- Hop on a mini trampoline, transfer skill to floor
- Always surround the trampoline with floors mats

## Leap

Take off one foot and land on the opposite foot A period where both feet are off the ground longer than running Forward reach with the arm opposite the lead foot forward

- Provide verbal guidance
- Rolled up mat to teach child to lift toes up and forward



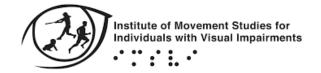














### **Horizontal Jump**

Knees flexed, arms extended behind body Arms extend forcefully forward and upward Take off and land on both feet simultaneously Arms thrust downward during landing

- Use mini trampoline, transfer skill to floor
- Use submersible stool in pool, transfer to pool deck



#### Slide

Shoulders aligned with line on the floor Side step with lead foot, slide the trailing foot next to lead foot

A minimum of four continuous step-slide cycles to the right

- A minimum of four continuous step-slide cycles to the left
- Remove shoes to feel tactile line
- Stand on carpet squares and slide with child
- Use a guidewire
- Have child slide along a wall



**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