

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



Gallop

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