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

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**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**

[www.aph.org/pe](http://www.aph.org/pe) and [www.campabilities.org](http://www.campabilities.org)