



A Shared Vision

Partners in Pediatric Blindness and Visual Impairment

That's How I Roll! (EI-TVI Version)



Rolling is a big step in human sensory development as a child builds an internal sense of their body and how they can move to achieve a goal. Here's why this skill is important.

- Rolling over is the first time babies experience independent mobility. It also prepares them for movement milestones to come.
- Rolling over helps babies strengthen muscles that are necessary for other movements, like pulling themselves up.
- Rolling over helps develop two important senses: vestibular (balance) and proprioceptive (body awareness).

Rolling over is harder for a child who is blind or has low vision. It is more difficult for a child with a visual impairment to know that a toy or object exists when it's out of reach and out of sight. Rolling is an awesome way to practice object permanence via touch or low vision.

A child with a visual impairment doesn't have the typical motivators that create curiosity. They need environmental adaptations that match their unique curiosity style.

And finally, it is more difficult for a child with a visual impairment to transition from a static position because "in-between positions" provide less comfort and are physically complicated.

Objectives

- Increase independent, enjoyable movement.
- Experience body in space as it relates to other objects.

Expanded Core Curriculum Areas Supported

- **Orientation and Mobility:** Body awareness, labeling body parts and directions (for example, touch your baby's right side and say, "Right, roll to the right." Body-to-object awareness.
- **Self-Determination:** Choice making, decision making, and problem solving. What are the child's preferences and how can we use the preferences to encourage and support movement?
- **Social Skills:** Bonding and communicating with caregiver during the activity.
- **Recreation and Leisure:** Rolling to get toys or experience enjoyable opportunities such as getting a preferred interaction with the caregiver or time with a preferred object.
- **Sensory Efficiency:** Use senses to explore. Focus will be on proprioception, vestibular development, functional vision, touch, and hearing.
- **Independent Living Skills:** Independent movement. Learning that you have power over your body.
- **Compensatory Skills:** Learning to use alternative techniques to promote engagement, exploration, and movement.

Everyday Routines Supported

This activity supports play time and family time. Every routine requires a muscle movement of some kind.

Suggested Next Steps to Use This Activity With Caregiver and Child

1. Discuss activity with caregiver to determine appropriateness and relevancy to family.
2. Plan the co-visit with the motor therapist.
3. Forward the caregiver version of the activity to the caregiver and motor therapist.
4. Remind the primary caregiver one to two days before the home/virtual visit to gather the materials required.
5. Introduce the activity, discuss the objectives, and provide an overview of the possible steps.
6. Be prepared to break down the activities into a smaller subset as the child and family may not have the time or tolerance to complete all activities.
7. After completing this activity, consider extension activities that may be appropriate and relevant to the family.