

## Supporting the inclusion of children and young people with visual impairment

### Top Tips for Concept Development

- ◆ Provide real objects, concrete experience of places, activities, processes

#### **Allow time and opportunity:**

- ◆ To explore and find out not just what things *are*, but also what they *do*.
- ◆ To explore what the objects, processes, activities feel like using fingers, hands, feet, toes
- ◆ To explore the texture, shape, colour, weight, flexibility and malleability of different objects
- ◆ To use manipulative skills to push and poke, squeeze and squash, pull and twist the different objects to see what can be done with them
- ◆ To find out which parts of an object move and which stay still, whether objects will roll or bounce
- ◆ To find out whether things will stack on top of one another
- ◆ To find out which things will fit inside other things and how objects can be moved from place to place
- ◆ To manipulate things to understand how they move, drop them to see what they sound like and bang them on a hard surface to see if they change shape
- ◆ To smell, to taste, to listen to find out what noise the object, process makes

#### **Remember...**

- ◆ Always give child the real object to explore tactilely and provide clear description to support further understanding
- ◆ The child is only able to access that which is under their finger pads at that moment
- ◆ Child has to mentally link all the parts of the object, graphic or page content together
- ◆ They don't have the full view of the object/process in one glance as is the case when accessing by visual methods
- ◆ Understanding the world via tactile methods requires high levels of concentration and the child may become very fatigued and will need to take rest breaks

- ◆ Child needs to have their work set out and organised in an accessible way.
- ◆ Use divided trays, divided magnetic boards, having things attached with velcro to make it possible to organise them and use them effectively
- ◆ Allow time to explore the steps of an experiment/demonstration before the lesson commences, explain and 'walk through' any specific processes or parts of the experiment.
- ◆ Give child prior access to any tactile pictures or equipment that will be used so that when doing the activity they can focus on the task not on the interpretation of materials.