

MOVEMENT

- Does your child love to watch ceiling fans?
- Is your child attracted to the TV when there is a show with lots of activity? (e.g. sports, cartoons)
- When in the car, does your child gaze out of the window at objects passing by or prefer to be in the stroller?

Moving objects are easier for all people to see, as they **attract visual attention** and help to **prolong the duration of looking**. We can usually see a moving car before we notice one parked on the street. Many children with CVI are attracted to objects that have properties of movement including objects with shiny, reflective surfaces that create the illusion of movement. Sometimes if an object does not move, the child will move his/her own body while trying to look at the object. This behavior may cause the child to move his/her head from side to side, rock back and forth, or actively run toward or away from an object.

Asking a child to see moving objects should not be an outcome in itself, but instead, movement can be used to help work toward other outcomes such as getting a child to look at a toy, or working toward looking at an object for a longer period of time.

*Joe, 8 months old, struggles with looking at objects for longer than just a couple of seconds. His mom, Chrystal, has noticed that he almost always notices objects that are shiny, reflective, or moving. He loves lying on the floor and watching the ceiling fan, and he seems to always notice flags flying in the wind. After discussing these observations with TSVI-EI, the family comes up **with a plan to try using movement** to help Joe look at things for longer periods of time. During Joe's playtime, the family often has an oscillating fan turned on in their family room. Chrystal ties some red ribbons (Joe's favorite color) onto the front of the fan. Joe immediately notices the flowing red ribbons above him. She places Joe in this same place during playtime each day, and she notes that **Joe is able to look at the ribbons for longer and longer**. Joe is now able to **attend to other stationary objects for up to a minute**.*

These materials are often already found in the family home, and can be used to **activate the visual system and to attract visual attention** in daily routines. If these items are silent, it will help the child to rely on visual attention, not the sounds.

Slinky (either solid colored or metallic)	Rolling balls/ cars or trucks	Push and Spin tops	Mylar Pom-Poms or Balloons
Lava Lamps	Windssocks	Pinwheels	Sensory Bottles
Remote control cars (that have a slower speed)	Laser projector/moving night light	Infant Carriers - Slings and Wrap	Tablet Apps- (selected)
Infant Swing	Johnny Jump-up	Aquariums	Crib Mobiles

IDEA FOR ROUTINES:

Play/Floor Time

- ___ Provide a space on the floor where the child is safe to move freely.
- ___ Wiggle your hand with the toy a little bit to see if it helps catch the child's attention.
- ___ Watch for the child to "alert" to these objects. Sometimes it might be a smile, or becoming quiet or still, or directly looking at the object or turning in its direction.
- ___ Present child with a slow-moving object in their preferred visual field
- ___ Consider tying helium-filled balloons to a weight on the table, giving the child an opportunity to reach for or bat at the balloon.

Dressing/Diapering

- ___ Hold up the diaper/clothing items and wiggle it a little bit. Label it for them "It's time for new diaper!" or "Let's put your pants on" before putting them on.
- ___ Hang mobiles above or put reflective paper or windsocks next to the changing table, allowing the child to have something fun to look at while waiting for diaper changes.
- ___ Place a mirror above or next to child on the changing table to give them the opportunity to see arm and leg movement in it.
- ___ Consider having a song/routine that incorporates movement (bouncing/dancing) as part of the dressing/diapering routine.

Meal Time

- ___ Roll puffs or "O's" across the highchair tray or table.
- ___ Move the spoon in front of the child to get them to look at it before feeding.
- ___ G-tube children--move food pouch as you tell them, "It's time for lunch."
- ___ Slip cuffs of reflective material onto the handles of utensils to encourage a child to look at a spoon or fork at meal time.

Lap Time

- ___ When reading books together, move the book around to help them be able to see it. They might also be interested in watching as you turn the pages.
- ___ If the child requires light to attend to an object, use a flashlight from behind the child to shine directly onto the book/toy.
- ___ Use a hand-under-hand approach (place your hands under the child's) when pointing to pictures in books, or when playing with toys together.
- ___ Provide child with a supported and comfortable position.

Time Outdoors

- ___ Watching rolling balls, or other kids playing on a playground, soccer game, etc.
- ___ Place pinwheels in ground along a pathway.
- ___ Lie under a tree to watch the tree branches sway in the wind.
- ___ If they are distracted by movement of tree branches, cars, people walking, etc., consider having them wear a hat.
- ___ Go for walks in stroller/wagon
- ___ Let them bounce on top of a large ball

Bed Time

- ___ Use toys that float; your child may be able to watch them move along the top of the water.
- ___ Incorporate a slow dance/movement song as part of the bedtime routine.
- ___ Use a projected night light in the child's room (stars on the ceiling that slowly move around the room).
- ___ Turn on a lava lamp or aquarium in the bedroom next to the bed, changing table or favorite chair.