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Title: **Teaching Prepositional Concepts**

For all children learning to understand prepositional concepts is important, for children with vision issues understanding prepositional concepts is essential!

They will have to rely on people telling them how to find things in their environment (or avoid things!) by giving specific directions. For example- “Your ball rolled under the table”, “your cup is next to your plate”, “your shoes are on the floor close to the big chair in the living room” or “step up- there’s a curb”. When kids are learning to get dressed they need to understand concepts like top/bottom, through, front/back... .

Even if your child doesn’t move around a lot, they need to learn about prepositional terms in order to understand what is happening to them and where things and people are in their world.

Children with vision issues need to experience prepositional terms first hand- with their own body- before they can understand what they mean with objects in their world.

ideas

During daily routines you can emphasize prepositional words-

- “we’re getting in the bath tub”
- “Get under your blanket where it’s warm”
- “Put your arm through your sleeve” (play peek a boo with their hand when it pops out of the end of the sleeve)
- “I see your doggie- he’s lying next to you”

Games that teach prepositional concepts:

Hide and seek: Start with a favorite toy or person in an obvious place (i.e. on the couch, in the kitchen, by the front door...). Once they start to get the idea of searching the room/house for something, make it a little harder (behind or under something). Using a noisy toy works well especially one that makes intermittent noise rather than making a noise constantly.

I spy: For children with low vision we want to teach them to scan their environment and look for things. This is much harder than it sounds! Use a paper-towel or toilet paper roll as a “spy-

scope”. Start with something very easy and in a range your child is able to see (“I spy the yellow pillow on the couch”, or “I spy the TV”) Once they get the idea you can make it harder (“I spy something yellow” or I spy something shiny next to the front door”) Start big and slowly make it smaller or more complex. Take turns so your child gets to choose something to find. Model how you might have to move around the room to find things.

Obstacle course: at home you can use chairs to make a tunnel or something to climb over, put couch cushions on the floor to make a road/bridge to walk on (great for balance work), and use the coffee table or an ottoman to climb over, or go around. Set up a simple sequence of 3 things (walk across the cushion bridge, crawl under the chair tunnel and go over the ottoman). Let your child help set it up.

For younger kids or kids just learning to move- play games moving on a bed, couch cushion on the floor or a blow up mattress on the floor. Roll or scoot from one side to the other. help them scoot, roll or wiggle off of the cushions and/or pull up to get back onto the surface. At this stage the goal is moving for the sake of moving and “feeling” what is happening.