

Everyday Concept Development

When working with children who have sensory impairments, it is important that we pay attention to the development of concepts. Children with typical vision and typical hearing learn a lot without being directly involved in the activity, but simply by seeing or hearing what others are doing. They learn how to respond in social situations the same way. Children with sensory impairments *must learn by doing* and *repetition is important*. Children must be allowed to *experience whole processes and real objects* as much as possible, so their learning is not incomplete and fragmented.

TALK ABOUT, DESCRIBE, MODEL, AND LET THE CHILD EXPERIENCE

Examples of important concepts that need to be taught to children with sensory impairments:

- * Over—Under
- * Ahead—Behind
- * Top—Bottom
- * Up—Down
- * Between—Through—Around—Beside
- * Fast—Slow
- * Rough—Smooth
- * Smile—Frown
- * On to of—Below
- * In—Out
- * Soft—Hard
- * Right—Left
- * Hot—Warm—Cold
- * Wet—Dry
- * Heavy—Light
- * Inside—Outside
- * Up-side down—Right-side up
- * Open—Closed
- * Big—Little
- * Long—Short
- * Front—Back—Side
- * Beginning—End
- * Edge—End
- * Some—A few—A lot—Many—Much (Quantities)
- * Chewy—Crunchy
- * Loud—Soft (Sound)
- * High—Low (Pitch)

Other concepts to teach your children with sensory impairments:

Qualities of wood, plastic, metal, stone

Feeling to walk on leaves, grass, sand, rock, asphalt, mud

Causality: “what happens when...?”, “what happens if...?”

Surfaces: tile, carpet, dirt, wood, metal, sand, gravel, glass, plastic, vinyl

Body part locations and functions: “Where is your nose? What do you use it for?”