



# PLAY with ME

## Concept Lessons for home with kids who have CVI

### Bathroom Routine

**Lesson Objectives:** Children are more comfortable tactually exploring objects when they are in control of an activity and can anticipate what might happen next. Anticipation is learning. The child will work on object exploration and manipulation, object comparison, independent play, recognition, anticipation, sensory integration, and spatial memory through the active learning concept.

### Materials:

In a Basket, I collected items from the nightly bath routine. Some examples of items:

- Wash cloth
- Soap
- Comb
- Toothbrush
- Tooth paste
- Lotion
- Towel

I found in my house:

- a bristly toothbrush
- a bottle of scented lotion



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- a wash cloth
- a tube of toothpaste
- a hair brush
- a nail brush

What items did you find? \_\_\_\_\_ What items are your favorites?

### **Active Learning Suggestions:**

1. Find items in the house with your child and place them in separate bowls.
2. Explore items together. Show your enthusiasm for what you're touching. For instance, "I think it is fun squishing the tube of toothpaste." Do this with each item.
3. Reach your hands around your child and let your child's hands ride the back of yours while you explore each item; they will eventually get interested and reach with you to touch and play with items. Play with each item against their chest/body first or before you expect them to reach or touch the object. If they have tactile defensiveness, let them touch with their feet first.
4. Verbally describe (with action words) the object and texture while playing with it.
5. Decide together which item you use 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> in your routine.
6. Separate into different piles on the left and right the items your child likes and dislikes.
7. Wrap up the activity by reviewing all of the items your child "likes".

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### Environmental Suggestions for students with minimal visual response

- For contrast, place a black towel, placemat, or piece of construction paper under the object.
- Have a light source focused on what you want the child to look at-whether it is an object, symbol, or a face.
- Reduce all sensory complexity. Put the focus only on your voice and what you want the child to look at.
- Make sure to turn off any television, music, or white noise that might be in the background.
- Try to pick a spot where the child won't see any windows or bright light sources in the background. You should be in a mostly dark room with light pointed at exactly what you want the child to be looking at.
- Play with the object against the child's body for at least 1 minute before presenting the object in their best visual field for 20 seconds. Shine a flashlight on the object to increase visual attention. Repeat for all objects.

### Environmental Suggestions for students with more consistent visual response

- Put more than one item in a container that matches or is used for the same task. For instance, the toothpaste and toothbrush.
- Ask your child to identify an object by its purpose: "Hand me something you use to brush your teeth."
- Ask your child to identify an object, or group objects, by color.
- Allow a light level of background noise like light music or others talking in the next room.
- Perform activity in a room with natural lighting with your backs to the window.

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- Use a favorite colored napkin or cloth under objects in the container for interest. Or, tie a favorite colored, reflective ribbon on the object. This technique may assist in getting your child's visual attention.