VISUAL STIMULATION

Very often the low-vision child will quite naturally develop visual skills without specific training. However, if this does not happen, it is important to assist the child through a program of instruction. The visual skills below are listed in sequential steps from simple to complex rather than by age or grade level. The beginning lessons would take place in very early childhood. These same lessons may be useful for a school-aged child whose intellectual development is severely impaired in which case his response to the stimulation may be only a reaction such as head-turning or agitation. As a prerequisite the child must have enough vision to accomplish the goals.

I. **General objective:** The child will develop better visual awareness.

   A. **Specific objectives:** The child will respond to:
      1. a white light source under various conditions of illumination from darkness to natural light.
      2. various colored light sources under varying lighting conditions.

II. **General objective:** The child will develop better visual localization.

   A. **Specific objectives:** The child will fixate on and identify at the optimal visual distance for the child:
      1. objects presented directly in front of the child.
      2. objects presented to the left and right of the child.

III. **General objective:** The child will develop head movement to visually follow moving objects.

   A. **Specific objectives:** The child will be able to follow, with head motion, the movement of a light, a sound source, and other objects:
      1. at eye level, to the left and right.
      2. at floor level, to the left and right.
      3. at head level, up and down.
      4. diagonally from left to right and right to left, up
and down.
5. in a circular path.

IV. General objective: The child will develop elementary visual discrimination skills.

A. Specific objectives: The child will be able to match and sort objects:
1. according to color.
2. according to shape.
3. according to size.
4. according to function.

V. General objective: The child will develop figure versus background discrimination.

A. Specific objectives: The child will be able to locate:
1. the dominant object in his visual field.
2. specific objects (such as blocks) of various colors and shades against various backgrounds.
3. a familiar object among unfamiliar ones.
4. a familiar object partially hidden in a room.
5. a familiar object that is mostly hidden from view.
6. pictures of partially-hidden familiar environmental items.
7. pictures of mostly-hidden familiar environmental items.
8. geometric shapes partially hidden from view.
9. geometric shapes mostly hidden from view.

VI. General objective: The child will develop the concept of object permanence.

A. Specific objectives: The child will be able to:
1. search for an object that has partially disappeared from view behind another object.
2. continue to search for the object that has entirely disappeared from view.

VII. General objective: The child will develop visual tracking skills.\(^1\)

A. Specific objectives: The child will be able to:

\(^1\) Visual tracking is eye movement without head movement.
1. locate top, bottom, left and right margins of paper by pointing.
2. identify position of dot in terms of top, bottom, left, right, or middle of page.
3. identify visually divided quadrants of an eight-and-one-half-inch by eleven-inch sheet of paper in terms of top-left, top-right, and bottom-left, bottom-right.
4. position a dot in a given quadrant.
5. utilize left to right visual tracking in various identification activities (line drawings, letters, numerals) arranged in horizontal rows.
6. utilize left to right visual tracking on a page and go down the page line by line.

VIII. **General objective:** The child will learn to discriminate common colors and their various hues.
   A. **Specific objectives:** The child will identify:
      1. common colors by matching.
      2. common colors by name.
      3. like and different hues of common colors.

IX. **General objective:** The child will develop the ability to identify various shape outlines.
   A. **Specific objectives:** The child will identify similar and different shape outlines by matching.

   B. **Specific objectives:** The child will identify colored pictures of familiar objects in varied contexts and representations.

X. **General objective:** The child will develop the ability to discriminate, recognize, and identify various detailed line drawings.
   A. **Specific objectives:** The child will be able to discriminate similarities and differences:
      1. of external details of line drawing by matching, pointing out, and by naming.
      2. of internal details of lines drawing.
      3. of combinations of internal and external details.

XI. **General objective:** The child will develop the ability to discriminate, recognize, and identify part-to-whole
relationships (puzzles).

A. Specific objectives: The child will be able to:
   1. visualize forms and shapes by assembling a whole from its parts.
   2. locate a missing part from a group of other unrelated parts.
   3. assemble a whole from two, three four, etc. parts after viewing an identical whole model.
   4. match pie-cut shapes from various circles.

XII. **General objective:** The child will develop the ability to discriminate, recognize, and identify printed letters and numbers.

A. Specific objectives: The child will be able to discriminate the same and different by pointing and naming:
   1. upper case printed letters.
   2. lower case printed letters.
   3. printed numbers.
   4. individual letters from a group of combined cases.

XIII. **General objective:** The child will develop the ability to discriminate, recognize and identify details in drawings and photographs.

A. Specific objectives: The child will be able to discriminate similarities and differences of:
   1. gross detail by matching, pointing out, and naming.
   2. fine details.
   3. function and category of objects pictured.

XIV. **General objective:** The child will develop visual memory.

A. Specific objectives: As the time of presentation decreases, the child will be able to recall an increasing number of:
   1. forms and shapes.
   2. solid objects.
   3. drawings and photographs.