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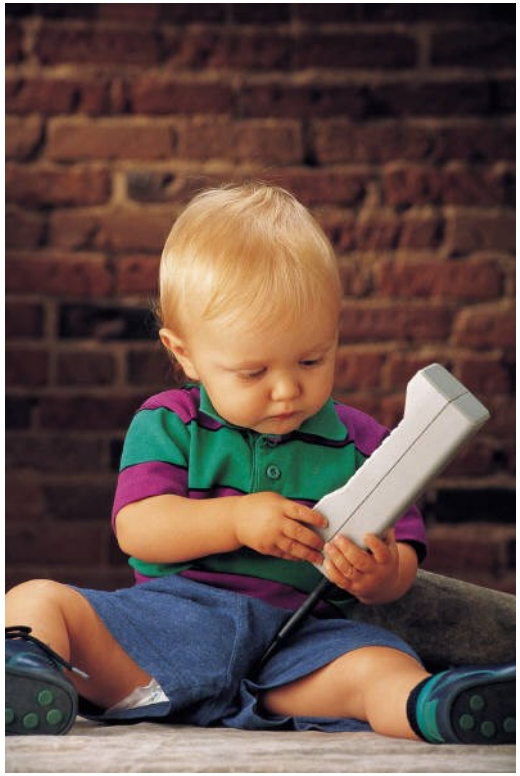
**All leaflets can be made available in audio tape, large print and Braille, or alternative languages on request.**

April 2018

Parent Information - For Children Aged 0-2

# Visual Attendance 1

## Name of Service



| Visual Interest/looking at | | | |
|---|---|---|---|
| A glowing/ light in dark, eg a pen light | | | |
| A glowing light in day lit room | | | |
| A smiling expressive face | | | |
| A spinning reflective light, eg tinsel | | | |
| A spinning colourful woolly pom pom | | | |
| Other toys used | | | |
| Detects and shifts gaze to an object | | | |
| Follows object when moving side to side | | | |
| Follows object up and down | | | |
| Follows object when it is moved slowly towards nose | | | |

# Visual Attendance 1

Vision normally improves from birth through early childhood as babies learn to control their eye movements and to focus their gaze on near and far objects.

Visually impaired babies need visually stimulating experiences which encourage the use of vision. They will often hear a sound but do not have the visual reference to know more about the sound source and therefore their understanding of the sound is limited.

Sometimes the development of babies with a visual impairment is slower than need be and children have been shown to benefit from a programme to promote vision.

Active encouragement improves the rate of visual progress in most babies.

**Activities to encourage visual attendance**

- Start with near objects.
- Baby to enjoy cuddles from parent who holds their face close to and touching babies.
- Cuddles/voice can be used as positive encouragement of the desire response from baby.
- If child is older ensure they are comfortably situated in a prone, supine or sitting position.
- Make lots of ‘cooing’ sounds to encourage turning and ‘looking’ at parent.
- Use bright coloured soft toy, eg pom pom.
- Glowing toys/light producing toy in a dark room, eg pen light, ball.
- A glowing light in a lit room

- Initially pair a smiling expressive face with sound, then when baby visually attends, remove the sound and then tactile clues as well.
- Lots of repetition/opportunities.
- Gradually present the objects further away.

Movements are often jerky and the two eyes may not move together. With lots of active encouragement, baby will learn to direct their gaze and to follow faces, people and objects.

**Recording**

- Make a note of the responses baby gives, eg, if baby gives a consistent response to the pen light.
- Look for the following behaviours – quiet or becomes excited, turns head.
- Record the distance the object was presented.
- How long was baby able to look at the object, aim for at least 3-5 seconds.

| Visual Awareness | Possibly | Defi-nitely | Distance (cm) and speed of movements (slow, medium, fast) |
|---|---|---|---|
| Alerting (eye widening, alert expres-sion, or change in body tone) | | | |
| Awareness of overhead lights being switched on/off | | | |
| Aware of glowing light in a dark room, eg a pen light | | | |
| Aware of glowing light in a lit room | | | |
| Aware of smiling expressive face | | | |
| Aware of spinning light reflective ball, eg, tinsel | | | |
| Awareness of spinning colourful pom pom | | | |