

# Gross Motor Development Tips for Children With Visual Impairments

## A quick reference to help teach Locomotor Skills

### Run

Arms in opposition to legs, elbows bent

Brief period where both feet are off the ground

Landing on heels or toes (i.e., not flat-footed)

Nonsupport leg bent approximately 90°

- Use a guidewire or guide runner
- Use hockey sticks to teach arm swing motion
- Treadmill to hear rhythm and tactile modelling



### Gallop

Arms bent at waist level at take off

Step the lead foot forward; trailing foot comes adjacent or behind lead

Brief period where both feet are off the ground

Maintains a rhythmic pattern for four consecutive gallops

- Listen to rhythm of gallop to understand step sequence
- Sighted guide provides “physical rhythm” or cadence



### Hop

Non-support leg swings forward

Foot of nonsupport leg remains behind body

Arms flex and swing forward to produce force

Takes off and lands three consecutive times on preferred foot

- Hop on a mini trampoline, transfer skill to floor
- Always surround the trampoline with floors mats



### Leap

Take off one foot and land on the opposite foot

A period where both feet are off the ground longer than running

Forward reach with the arm opposite the lead foot forward

- Provide verbal guidance
- Rolled up mat to teach child to lift toes up and forward



## Horizontal Jump

Knees flexed, arms extended behind body

Arms extend forcefully forward and upward

Take off and land on both feet simultaneously

Arms thrust downward during landing

- Use mini trampoline, transfer skill to floor
- Use submersible stool in pool, transfer to pool deck



## Slide

Shoulders aligned with line on the floor

Side step with lead foot, slide the trailing foot next to lead foot

A minimum of four continuous step-slide cycles to the right

- A minimum of four continuous step-slide cycles to the left
- Remove shoes to feel tactile line
- Stand on carpet squares and slide with child
- Use a guidewire
- Have child slide along a wall



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**Tactile Modeling:** The child touches a model (teacher, aide, or peer) who demonstrates a skill. Use tactile modeling or “Adapted Demonstration” to teach the component parts in the task analysis.

**Physical Guidance:** Involves the manipulation of the child; the instructor, aide, or peer actively touches and moves the child in some way. It is important to couple physical guidance with a verbal explanation or sign. Always discuss physical guidance before doing so.

## Sources and Recommended Reading

Lieberman, L. J., & Haibach, P. S. (2016). *Gross Motor Development Curriculum for Children for Visual Impairments*. Louisville, KY: American Printing House for the Blind, Inc.

Ulrich, D. (2000). *The Test of Gross Motor Development*. Dallas, TX: PRO-ED Publishers.

[www.aph.org/pe](http://www.aph.org/pe) and [www.campabilities.org](http://www.campabilities.org)