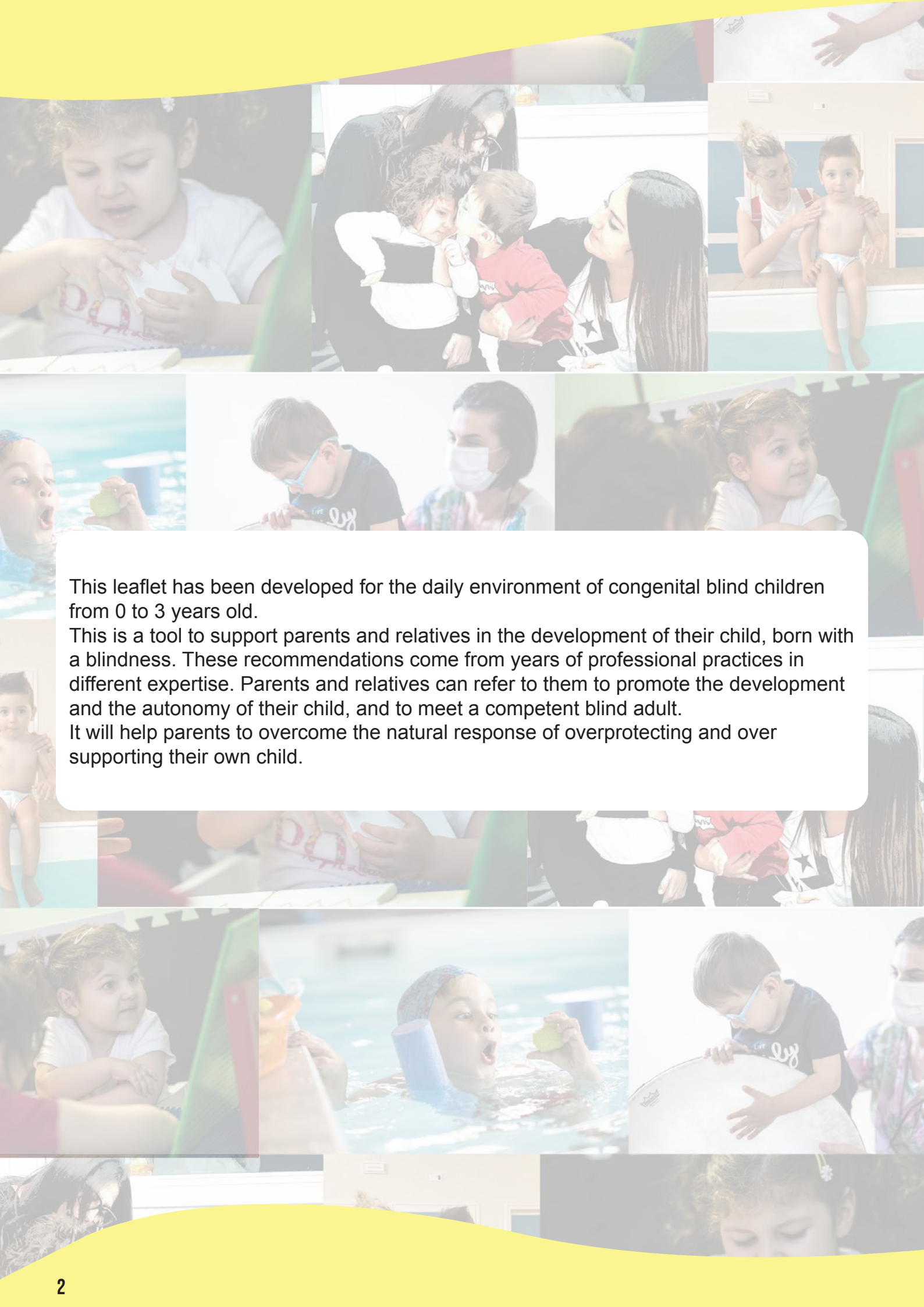




Co-funded by  
the European Union





This leaflet has been developed for the daily environment of congenital blind children from 0 to 3 years old.

This is a tool to support parents and relatives in the development of their child, born with a blindness. These recommendations come from years of professional practices in different expertise. Parents and relatives can refer to them to promote the development and the autonomy of their child, and to meet a competent blind adult.

It will help parents to overcome the natural response of overprotecting and over supporting their own child.



*Hello,*

*I know I may not be the child you were expecting, now I am here and we will try to live together in a positive way, which is not always easy.*

*Let's try!*

*I see things differently and that is my reality. I cannot see you and I can hear you.*

*I am really able to cope with this situation, with a little help from you and those around us.*

*You probably don't know how to cope right now and it's OK to feel that way.*

*You are not alone and many parents would feel the same way.*

*You don't have to think only of my eyesight, first of all I am a child and I would like to do all the things that parents usually do with their children (play, dance, sing, celebrate my birthday, etc.).*

*You will probably need help because I will develop differently.*

*Give me time for this and let me find my own way.*

*Do not limit me any more than you would if I were sighted and let me explore*

*the world because that is how I will understand it.*

*You may feel guilty, confused, sad, disappointed... many professionals can help you.*

*Ask for support and get in touch with parent groups and associations.*

# AGE 0-1 YEAR OLD

## 1. Exploring one's own body

- Lifting head
- Position on his/her belly
- Rotate and roll over
- Crossing the median line
- Keeping balance of the body position

## 2. Grasping things, touching and exploring

- Providing safe and encouraging area (a little room, a little corner, etc.)
- Providing appropriate materials by texture, by sound, by size, by shape, by weight, etc.
- Leave enough time
- Follow his/her interests
- Communicating with the child by voice, touch, air
- Lot of physical contact with parents
- Decrease distracting daily noises/TV, electric appliances' sounds, etc

## 3. Social training/relation

- Smiling, touching
- Finding out the mood of the baby (non-verbal)
- Provide safe environment for encoring movements/ crawling and first steps
- Motivate
- Introducing the white cane
- Interact with the child when he/she plays – introduce a toy, observe and then expand
- Name things



# AGE 1-3 YEAR OLD

## 1. Exploring one's own body

- Teaching about body parts
- Verbalising body feelings and emotions (hunger, tiredness, sadness, happiness, etc.)

## 2. Grasping things, touching and exploring

- Taste, smell, touch, all senses
- Echolocation
- House's rooms and furniture
- Fruits and vegetables, objects in their natural state
- Variation of one and the same thing
- Manipulation things (opening, closing)
- Interaction with 2 or more objects (putting in, taking out, constructing)
- Comparing objects

## 3. Social training/relation

- Naming actions
- Including in daily chores, cooking, cleaning, etc.
- Interactive physical games child-parent
- Greeting and meeting new people
- Socially important gestures (pointing, waving, etc.)
- Recognizing and managing emotions
- Introducing colours and social relationship
- Introducing physical dimension and relation (front/behind, inside/outside, etc.)
- Developing vocabulary about sound – describing objects and rooms by sound
- Naming textures

## **Early Project has been funded by Erasmus+ program.**

Here you can read the abstract!

In our society, when we talk about handicap, we often think about motor disability or intellectual disability - Even if this population is the most important part among disabled people, we do not have to forget other kind of disabilities, which make the autonomy and social inclusion and participation very complicated and sometimes not realistic.

This project is talking about children with visual impairment, and especially very young children for whom our organisations try to give social inclusion and social participation for a better quality of life and to make them citizens in its own right.

Our organisations are working on early intervention, from the early age of these children. This is very important for a better assimilation of what will give social inclusion and social participation.

We support these very young children from birth, and also their families and relatives, in all the aspects of their life. This support is provided to each child as a whole : body skills development, autonomy in daily life, in the movings, in school pathway, and psychological support, and by a multidisciplinary team composed of social workers, professionals on rehabilitation, orthoptists, occupational therapists, psychologists.

This support at very young age (often before 3 years old) is crucial for the future of the child. After long experiences of support, we know that a lack at this age is providing teenagers without autonomy, and without social inclusion and participation.

The objective of our project is to favor the exchange of practices between different organisations in Europe to put in advance the methodologies, tools, and support provided, either to consider them as a good practice for blind or partially sighted children, either to admit that some practices are not the best for these children.

Such exchanges in Europe will enable the professionals to improve their knowledge in the support of these children, for their benefit in the aim to improve the autonomy, the social inclusion and social participation of blind and partially sighted people, as citizen in its own right. Participants involved in this project are professionals including social workers, professionals of rehabilitation (mobility instructors, daily living instructors), psychologists, occupational therapists, orthoptists.

Activities will include 2 mobilities. The first mobility in Angers (France) will enable participants to improve their knowledge about the different practices in Europe, but will also enable workshops and visits, especially on animal mediation. The second mobility in Vienna (Austria) will introduce different clinical cases for a good comprehension of best practices on early intervention, but also workshops dedicated to Echolocation, activity for the autonomy of children with visual impairment.

Out of these 2 mobilities, a steering committee will organise the different activities - we will use online system (skype, zoom) to keep contact with all the partners, and to provide all the Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices KA202 - Strategic Partnerships for vocational education and training information required to prepare the mobilities.

As results, the partnership will discover and exchange good practices by sharing everyone's experiences in order to communicate them to professionals and partners (parents, schools, crèches, etc.) but also we will think about and identify strategies for supporting very young children: what are the areas to be tackled? at what stages of life? how to transmit them, what pedagogy to use? what tools at our disposal? What tools should be invented? All these results will be provided in formal presentations, as much for the presentation of practices, as for clinical cases, which will provide a guide on the practices concerning early intervention in Europe.

The impact of this project is to improve the social inclusion and participation, as well as the professional inclusion, of young children with visual impairment - this is an investment from the early age for a big impact at adulthood.







## PARTNERS



This project has been created in the framework of Enviter European Network  
<https://enviter.eu/>

**Union Mutualiste Enfance Famille Handicap Soins Pays de la Loire**  
[www.creai-pdl.fr](http://www.creai-pdl.fr)

**Turin Institute for the Deaf**  
[www.istitutosorditorino.org](http://www.istitutosorditorino.org)

**National Rehabilitation Centre for Blind**  
[www.rehcenter.org](http://www.rehcenter.org)

**Centar za odgoj i obrazovanje Vinko Bek**  
[www.coovinkobek.hr](http://www.coovinkobek.hr)

**Regional Institute Rittmeyer for the Blind**  
[www.istitutorittmeyer.it](http://www.istitutorittmeyer.it)

**Italian Union of the Blind and Visually Impaired Section of Ascoli Piceno and Fermo ONLUS**  
[www.uicap.it](http://www.uicap.it)

**Comite Commun Activités Sanitaires et Sociales Centre de Reeducation pour Deficients vVsuels**  
[www.crdv.org](http://www.crdv.org)

**Contrast - Frühförderung für blinde, sehbehinderte und mehrfachbehindert-sehgeschädigte Kinder**  
[www.hilfsgemeinschaft.at](http://www.hilfsgemeinschaft.at)





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