

Helping Children Who Are Blind

Family and community support for
children with vision problems

Written by Sandy Niemann
and Namita Jacob

Illustrated by Heidi Broner



The Hesperian Foundation

Berkeley, California, USA

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Contents



Chapter 1: How Can I Help My Child?	1
How children develop	4
How vision problems affect development	6
How you can help	8
What about my child's future?	9
Chapter 2: Getting Started	11
How can this book help?	11
Which activities should I do first?	12
Fitting activities into your daily life	13
Chapter 3: General Guidelines for Learning Activities	15
You are the expert about your child.....	15
Let your child take the lead.....	15
Adapt activities for your child	16
Let your child know what is happening around him	19
Remember how children learn	20
Chapter 4: Finding Out What Your Child Can See	23
Is my child totally blind, or can she see a little?.....	24
What does my child see?	25
Helping your child use the sight she has.....	28
Will my child's sight get worse?.....	30
Chapter 5: Activities for the Young Baby (Birth to 6 Months)	31
Birth to 3 months old.....	32
4 to 6 months old.....	40
Chapter 6: Communication	45
How vision problems affect communication.....	46
Communicating before your child can talk.....	48
Preparing to talk	50
When your child begins to talk	52
Common problems when learning to talk	54
Chapter 7: Thinking Skills	59
Understanding objects	60
Doing the same things others do (imitation).....	62
Understanding why things happen (cause and effect)	63
Solving problems	64
Matching and sorting objects	65
Counting	67
Increasing your child's thinking skills.....	68
Chapter 8: Teaching Everyday Activities	71
Taking care of himself	71
Helping with your family's work	72
Being well-behaved.....	73
Eating	74
Dressing.....	78
Using the toilet or latrine (toilet training).....	82
Keeping clean.....	84
Chapter 9: Safety	85
To help your child move about the house	85
To make the area outside your home more safe	87

Chapter 10: Movement	89
Activities to help your baby move by himself	90
Helping your child learn to stand	92
Hand and finger skills	98
Chapter 11: Helping Your Child Know Where She Is (Orientation).....	101
How a child learns to know where she is.....	102
Sight	105
Hearing	106
Touch and feeling	108
Smell.....	110
Other orientation skills.....	111
How the community can help.....	114
Chapter 12: Preventing Sexual Abuse.....	115
Some facts about sexual abuse	116
Sexual abuse has lasting effects	117
Why is my child at risk for sexual abuse?	118
Preventing sexual abuse.....	119
How can I know if my child has been sexually abused?	123
To make all the children in the community safer	124
Chapter 13: Becoming Part of the Community	125
How community members can help	126
How other children can help	127
Community projects	132
Playground suggestions.....	134
Chapter 14: Getting Ready for Child-care and School	135
Preparing for child-care and school	135
Preparing the school for your child.....	137
Preparing to read and write.....	138
Learning to read and write Braille	139
School is important for all children.....	140
Chapter 15: Support for Parents and Caregivers	141
When you first learn your child cannot see well	142
Managing the stress of caregiving	144
Be realistic.....	144
The power of parents working together.....	147
Chapter 16: Why Children Lose Their Vision and What We Can Do	155
Causes of blindness and eye problems.....	156
Traditional beliefs and eye medicines	165
Other ways to prevent blindness	166
How can people work together to prevent blindness?	167
Chapter 17: As Your Child Gets Older	169
When your child realizes he is blind	169
Helping your child with his feelings.....	170
Balancing dependence and independence	172
Continuing to solve problems	173
Thinking about the future	174
Using your experience to help others.....	174
Appendix A: Child Development Charts	176
Appendix B: Toys You Can Make.....	184
Where to Get More Information.....	188

HOW TO USE THIS BOOK

When using this book, try to read Chapters 1 through 4 first. These chapters have important background information on how to help your child learn. Then turn to Chapters 5 through 8, and Chapters 10 and 11, to find examples of activities to help your child learn new skills.

The remainder of this book contains information to help caregivers support one another, to help parents learn from one another and work together, and to increase your knowledge of blindness and vision problems.

ABOUT THE PICTURES

Since this book was written for people around the world who care for children with vision problems, the drawings show people from many cultures. We hope these drawings will remind you that people all over the world face the same challenges you do.

A NOTE ABOUT THE LANGUAGE WE USE IN THIS BOOK

Most books about children who are blind talk about the children as if they are all boys and use the word “he” to refer to any child. This happens because society holds men to be more important than women and that belief is built into our language.

In fact, girls are not only left out of our language, they often receive less attention and care as well. This can include getting less food and getting less health care — both of which contribute to blindness.

In a small way, we have tried to reflect a more equal world by using both “he” and “she” to refer to children.

Because “he-or-she” is awkward, we use “he” in some chapters and “she” in others.

Remember, all children need and deserve our love and support.



