



**Birth
to 3rd
Grade**

Getting Started

A Guide for Families New to Blindness and Low Vision

APH FamilyConnect®

Welcome to Getting Started

Hello,

Welcome to Getting Started: For Families New to Blindness and Low Vision. This booklet can help support you in any stage of your journey, whether you have concerns about your child's vision, your child was recently diagnosed with an eye condition, or you're familiar with your child's eye condition.

This booklet will provide information about

- visual development in children
- various professionals who may be part of your child's team and their role
- navigating early intervention services and an Individual Family Service Plan (IFSP)
- navigating an Individual Education Plan (IEP)
- resources specific to your state
- supportive agencies and support groups
- adapting your home
- creating routine-based activities and safe, structured learning environments
- supporting early learning, including early braille literacy and orientation and mobility
- additional resources for educating and parenting a child who is blind or low vision

[APH FamilyConnect](#)[®] intends to continue to provide support beyond our Getting Started booklet. APH ConnectCenter[®] provides webinars, blogs, and articles with the most current information to best support your needs.

We also hope to provide opportunities for you to connect with others so you can continue to grow your support network.

We want to support your needs and welcome you to reach out and provide feedback and suggestions. Contact us via the APH Information & Referral Line (800.232.5463) or at connectcenter@aph.org.

We look forward to supporting you and your child.

Your Journey: You're Not Alone

According to the Centers for Disease Control Vision Health Initiative's [Fast Facts About Vision Loss](#) (2020), approximately 6.8% of U.S. children under 18 have a diagnosed eye and vision condition. Nearly three percent of children under 18 are blind or low vision, defined as having trouble seeing even when wearing glasses or contact lenses.

You aren't alone, but your story is unique to you! Learning about your child's eye condition; finding support systems and groups; learning about specific providers and their roles in your child's growth, development, and education will help you and your child along your journey.

Visual Development of Children

The following section provides information on how vision typically develops, how you can help children develop visual skills, and when to seek help.

Typical Early Visual Development

- A four to five week-old baby will start to focus on an object or a face about eight to ten inches away.
- From six to eight weeks, most babies begin to smile when they see familiar faces or toys.
- For the first two months of life, an infant's eyes are not well coordinated and may appear to wander or to be crossed. This is usually normal. However, if an eye appears to turn in or [out constantly, an evaluation is warranted.](#)



What Parents Can Do to Help with the Visual Development of Babies

At birth, babies can't see as well as older children or adults. Their eyes and visual system aren't fully developed. But significant improvement occurs during the first few months of life. The following milestones and information from [Reach Out and Teach: Helping Your Child Who Is Visually Impaired Learn and Grow](#) by Dr. Kay A. Ferrell (2011) provides parents and professionals with information on how a child's vision develops and what you might notice or mention to your child's doctor if you have concerns. For a complete list of visual developmental milestones and ideas on supporting your young child, check out *Reach Out and Teach*, available through APH Press.

The [American Optometric Association](#) recommends the following:

- Keep interactive toys about eight to twelve inches from your baby, allowing them to focus on the toys.
- Allow plenty of time for your child to explore using all senses.
- Play hand-moving games such as Patty Cake, Itsy Bitsy Spider, and London Bridges to move your baby's hands while saying the words aloud.
- Help develop visual memory skills by playing hide and seek with your face and toys.
- Help develop vocabulary skills by providing specific names of objects.
- Play with various items that roll, such as a ball or a car, to encourage your child to track moving objects.
- Provide blocks and other objects of all shapes and sizes to encourage the development of fine motor skills.

When to Seek Help

Speak to your pediatrician or eye medical doctor if you observe the following:

- If their eyes move quickly from side to side (nystagmus)
- If their eyes don't follow your face or an object
- If they don't make eye contact with family and friends
- If their eyes don't react to bright light being turned on in the room
- If their pupils seem white or cloudy rather than black – you might notice this in photos
- If their eyes turn in towards their nose or drift outwards towards the side of their face (this might happen occasionally or continuously)



Preschool Age Children

The [American Optometric Association](#) recommends the following:

Your child should have an eye examination before entering preschool and kindergarten, where an eye doctor will check to make sure their vision is developing properly and there is

no evidence of eye disease. The results of the eye exam may include your child wearing eyeglasses and/or undergoing vision therapy to correct a vision development problem.



What Parents Can Do to Help with the Visual Development of Preschoolers

You can include the following activities and routines to support the development of visual skills:

- Practice throwing and catching balls, bean bags, balloons, or frisbees.
- Read aloud to your child and let them look at the pictures.
- Practice writing skills with chalk, markers, and crayons.
- Invite your child to place caps on markers and play with simple puzzles and magnetic blocks to help develop hand-eye coordination.
- Play games that require vision and memory skills.
- Cut, glue, and color various crafts with different textures.
- Play outside with balls, riding toys, and swings.

School-Aged Children 6 to 18 Years of Age

A child's eyes are constantly in use in the classroom and at play. When their vision is not functioning properly, education and participation in sports can be impacted; they will benefit from adapted approaches and equipment.

Common demands on school-aged children include reading, writing, chalkboard work, and using computers. Various resources offer helpful ideas and tips to support your child in these tasks.

Resources for families and teachers include the [APH FamilyConnect](#), [Perkins Paths to Literacy](#), [Teaching Students with Visual Impairments](#), and [School-Aged Vision: 6 to 18 Years of Age](#).



The following are vision skills utilized in traditional reading and learning

- **Eye focusing** the ability to keep objects focused as the distance from objects change.
- **Eye tracking** the ability to use the eyes to follow an object that moves, like a rolling ball, or to move the eyes to follow a line (or page) of text.
- **Eye teaming** the ability to use both eyes together for visual tasks.
- **Eye-hand coordination** the ability to use visual information for motor planning, such as when coloring a picture or reaching for a glass of water.
- **Visual perception** the ability to discriminate two-dimensional images on a printed page and recognize individual letters, words, and pictures and how they relate to other items on the page.

Talk with your Pediatrician about an Evaluation from an Eye Care Provider



A child's vision can change frequently; they should have routine eye exams either yearly or as recommended by your child's eye doctor.

The [American Optometric Association's School-Aged Vision: 6 to 18 Years of Age](#) provides lists of behaviors that might indicate your child has vision needs. If you suspect your child is having challenges with their vision or notice the following, talk with your child's doctor:

- If your child holds things up close to their face
- If your child frequently rubs their eyes or shares that their eyes are tired
- If your child avoids visual tasks at school
- If your child complains of blurred vision
- If your child has red or discolored eyes
- If your child turns or tilts their head or covers one eye when looking at near objects or print
- If your child becomes tired after focusing – for example, while reading, drawing, or playing handheld games
- If your child seems to see better during the day than at night
- If your child seems to have crossed or turned eyes or a squint
- If your child seems clumsy – for example, they often knock objects over or trip



Types of Eye Care Providers

Many different professionals can support eye health. It is important to make sure you are seeing the most appropriate provider for your child's needs. Ask your pediatrician and/or your eye care provider for a referral to the most appropriate specialist(s) according to your child's specific needs.

Types of eye care providers and specialists include:

- **Ophthalmologist** a professional who provides medicine and surgery. Ophthalmologists are specialized medical doctors who may choose a subspecialty.
- **Optometrist** a professional who provides primary vision care. These professionals conduct eye exams and vision tests, prescribe and dispense corrective lenses, and detect certain eye irregularities.

- **Optician** a technician trained to design and fit eyeglass lenses and frames, contact lenses, and other devices to correct a person's eyesight.
- **Cornea specialist** a specialist who diagnoses and treats corneal eye conditions. They can perform surgeries like corneal transplantation and refractive surgery.
- **Glaucoma specialist** a specialist who treats the eye condition glaucoma—where excess fluid puts pressure on the eye, causing damage to the optic nerve.
- **Neuro-ophthalmologist** an ophthalmologist who specializes in vision problems related to how the eye communicates with the brain, nerves, and muscles.
- **Pediatric ophthalmologist** an ophthalmologist who treats infants and children with childhood eye conditions.
- **Retina specialist** a specialist who can diagnose and treat retinal eye conditions. This may involve surgically repairing torn or detached retinas.

Types of Service Providers

In addition to eye care providers, there are a variety of service providers who can support the educational needs and functional living skills of children who are blind or low vision. While not an exhaustive list, service providers may include the following:

- **Certified Low Vision Therapist (CLVT)** According to the Academy for Certification of Vision Rehabilitation and Educational Professionals, a CLVT is a university-trained professional with knowledge of low vision and optical devices. Like a Teacher of Students with Visual Impairments, these professionals conduct functional low vision evaluations to assess your child's visual fields, color vision, visual-motor functioning, and visual skills for activities like reading, writing, and math.

- **Low Vision Specialist** A low vision specialist is an ophthalmologist or optometrist who has completed additional training and certification in the area of low vision and can provide a clinical low vision evaluation or low vision assessment to determine if there are optical, non-optical, and/or non-visual devices that will help a child perform distant, intermediate, and near tasks more efficiently. For example, they can provide special high-magnification glasses for watching TV, prescription sunglasses, a reading stand and bold-line paper, magnifiers, monoculars, or video magnifiers.
- **Occupational Therapist (OT)** An OT is a therapist who provides services to help children develop fine motor coordination and daily living skills necessary for their success in school and community.



- **Orientation and Mobility (O&M) Specialist** An O&M specialist is a university-trained professional who teaches students who are blind or low vision the techniques for moving about the school environment and community safely, efficiently, and independently.
- **Physical Therapist (PT)** A PT is a professional who focuses on developing a program that supports a child's gross and total body movements, muscle tone, coordination, balance, and equilibrium as they progress through the sequence of childhood development.
- **Speech and Language Pathologist Therapist (SLP)** An SLP is a team member experienced in the identification and diagnosis of speech and language difficulties and with providing therapy to the child as well as consultation with school personnel.
- **Teacher of Students with Visual Impairments (TVI)** A TVI is a central figure on the educational team for a child with blindness or low vision. This is the professional who has expertise on how eye conditions affect your child's development and learning, as well as the strategies and tools that can help your child learn about the world, perform everyday activities, and participate in the general curriculum and other activities in school.
- **The APH ConnectCenter's Directory of Services** Utilize our searchable list to find local eye care professionals, state agencies, advocacy support, and other resources by state.



Understanding Education Terms

Your child's educational team, with you as an integral member, will support your child through their schooling years. It is helpful to understand the following education terms and procedures as you plan for your child's individualized education.

- **Core Standards** According to the Council of Chief State School Officers website, Common Core State Standards were developed to establish clear, consistent guidelines in Math and English language arts from Kindergarten through 12th grade.



- **Expanded Core Curriculum Skills (ECC)** All children are provided instruction in academic content areas while at school. Children with blindness or low vision often require direct instruction in additional skill areas because they may miss out on learning through observation. The Expanded Core Curriculum (ECC) is a set of nine instructional areas taught to support children with blindness or low vision's independence and participation in classrooms and communities. The ECC includes compensatory access, sensory efficiency, assistive technology, orientation and mobility, independent living, social interaction skills, recreation and leisure, career education, and self-determination.
- **Individualized Education Plan (IEP)** The purpose of the IEP is to support your child's access to instruction, independent living, further education, and employment. After the educational team thoroughly evaluates your child, the team establishes an IEP which states your child's goals and the type and amount of services your child will receive. Click the link above to learn how to navigate the IEP.



- **[Individualized Family Service Plan \(IFSP\)](#)** An IFSP is a legal document that indicates the early intervention supports and services a child will need based on a thorough assessment. It will state the providers, the frequency of services, and the goals the provider and family will work together to achieve. Click the link above to learn how to navigate the IFSP.
- **Individualized Service Plan (ISP)** An ISP supports access to services for children with disabilities in non-public school educational settings.

Get Connected with Support

Your child's education team doesn't have to be your only source of support. Below are agencies and resources that can help support you on your journey.

- **[American Council for the Blind](#)** You're not alone in navigating low vision and blindness. The American Council of the Blind (ACB) welcomes and accepts you. Guided by its members, ACB advocates for the equality of people who are blind or low vision, inspires community, and connects you with education, resources, and each other to support your independence.
- **[APH FamilyConnect](#)** is a service offered by the American Printing House for the Blind (APH) to give parents and other family members of children who are blind or low vision—and professionals who work with them—a supportive place for sharing and finding resources on raising their children from birth to adulthood. Every parent wonders, "Will I do



a good job raising my child?” If your child is blind or low vision, you’ll have the same question...and many more. APH ConnectCenter has answers. Whether your child was recently diagnosed, has been living with blindness or low vision for years, or has multiple disabilities, you’ll find the personal support, information, and resources you need.

- **[APH ParentConnect](#)** is a family support group in partnership with The Chicago Lighthouse’s Virtual Parent Support Group. APH FamilyConnect and The Chicago Lighthouse offer a virtual support group for parents and families of children who are blind or low vision. These monthly sessions allow families to connect with and learn from each other over the joys, challenges, and adventures of raising children who are blind or low vision. Call 800-232-5463 for more information or register for the meetings **[HERE](#)**.
- **[APH ConnectCenter Information & Referral Hotline](#)** The I&R Line is a toll-free APH ConnectCenter phone line 1-800-232-5463 — staffed from 8 a.m. to 8 p.m. Eastern time. Questions emailed to connectcenter@aph.org are answered as quickly as possible.
- **[APH ConnectCenter Transition Hub](#)** is a one-stop resource for transition programs throughout the country. Transition services help students with disabilities transition into adulthood. You can search for programs by state and program season (i.e. summer, fall, year-around, etc.). Additionally, you can search by whether programs are free or offered for a fee.
- **[APH CareerConnect](#)**[®] is an employment information resource offered by the American Printing House for the Blind’s ConnectCenter. It provides employment information, career exploration tools, and job-seeking guidance for individuals who are blind or low vision and the professionals who work with them.

- **Babies Count** It is the only national database in the US to collect epidemiologic and demographic information on children birth to 36 months who are blind or low vision. This database is used to advocate for funding and expansion of programs, and it indicates the progress and growth of children across the states. Advocate for your child to be included in Babies Count. Talk with your Early Intervention provider or visit [Babies Count](#) to learn more.
- **Infant See: InfantSEE® managed by Optometry Cares®** The AOA Foundation is the American Optometric Association's public health program designed to ensure that eye and vision care becomes an integral part of infant wellness to improve a child's quality of life. Under this program, participating doctors of optometry provide a comprehensive infant eye assessment between 6 and 12 months of age as a no-cost public service.
- **National Organization of Parents of Blind Children** Early literacy and high expectations for our children are best achieved when supported by the triad of home, community, and educator. The National Organization of Parents of Blind Children welcomes parents, relatives, educators, blind adults, and others interested in promoting opportunities for blind children.
- **National Federation of the Blind (NFB)** NFB coordinates many programs, services, and resources to defend the rights of blind Americans, provide information and support to blind children and adults, and build a community that creates a future full of opportunities.



Home is Where the Heart Is

Adapting Your Home Environment for Your Child

Accessible home modifications make your home safer and better suited for your child's unique needs. Every area or activity in your home can be modified to increase accessibility and safety. Most modifications can be implemented relatively easily and inexpensively.

- **Color** Color can be used in a variety of ways to help children use their vision more effectively. Providing high-contrast color combinations (for example, light tan-colored cereal in a dark blue bowl) can help your child find food, objects, or toys. Additionally, if your child has a color they see more easily, you can use it intentionally throughout the home, such as when organizing their everyday objects or toys.
- **Contrast** High color contrast between objects and backgrounds may help your child find food, objects, or toys more easily. To create contrast for your child, place items of lighter color against a dark background, such a white item on a black tray or blanket, or vice versa.
- **Furniture** As your child moves around your home, they will create a mental map of the rooms and the furniture. Consider not rearranging your furniture. Additionally, tape down small rugs to prevent your child from slipping or tripping. Another way to help prevent falls and tripping is to keep toys and floors clear of clutter.
- **Light** Custom lighting can reduce visual fatigue and support independence. You can use blinds or curtains to control the amount of light entering the room. Task lighting, such as a lamp, can also benefit a child who requires additional light when reading or working.

While not a home modification, provide children enough **time** to practice or explore new toys, skills, or environments. The extra time will give your child the opportunity to practice skills and learn to do things for themselves.

Routine-Based Practices and Hand-Under-Hand

Research in early intervention and early childhood education has shown that routines help babies and toddlers learn self-control. Knowing what happens next will encourage babies and toddlers to trust that caring adults will provide them with what they need. Routines also provide repeated opportunities to learn and practice developing skills.

What are routine based practices?

Consider daily rhythms with your little one, such as waking up in the morning, eating regularly, playing, bathing, and getting ready for bed. Routine based practices allow you and your child to work on specific skills multiple times throughout the day during activities you have already established.

Utilize the American Printing House for the Blind and the APH ConnectCenter to help you identify practices you can incorporate into routines for your child. For general information on setting up and supporting your child's routines, visit [The Importance of Routines for Children with Visual Impairments](#).

Hand-Under-Hand

As you plan for routine-based practices, let's explore a foundational teaching strategy for supporting your child's learning in a way that provides them with sensory input and helps build confidence and independence.



After your child has independently explored an object, you can invite them to let your hands demonstrate proper use of the item. Utilizing your hands to guide your child's hands is called hand-under-hand. Consider using the teaching strategy as you introduce elements in daily routines.

Morning Routine

As an example of routine-based practices, consider your morning routine. Your child can learn many important independence skills during their morning routine of waking up and getting ready for the day.

Melisa, a mother of two children with albinism and an early intervention Teacher of Students with Visual Impairments, shares how she coaches families in building a *Morning Routine* for young children:

- Have a beginning, middle, and end to your child's daily routines. In the mealtime routine, provide opportunities for children to participate in mealtime preparation; meal prep serves as the 'beginning' in the sequence of preparation, eating, and clean-up.
- Describe what you are doing as you prepare meals. Provide items for your child to safely touch and explore as you cook.
- Let your child feel the whole item (examples: banana, apple, squash) and then let them feel the pieces as they are cut (sometimes horizontally, sometimes vertically, sometimes on an angle). Describe the end pieces as well.
- Allow your child to feel and smell raw and cooked items. Most foods (examples: carrots, celery, potatoes, pears) are softer when cooked and may vary in texture depending on the recipe and the way the item is being used.
- Talk about and explore the differences in temperature among items that are frozen, cold, room temperature, warm, and (safely) hot.

[APH FamilyConnect](#) and other websites such as [Teaching Students with Visual Impairments offer online resources to develop and support routines.](#)

Independent Living From the Start

To ensure safety and independence as an adult, children who are blind or low vision need to be taught intentional skills for independent living. You can teach self-care/personal hygiene, chores, and simple meal prep during your daily routines.

Self-Care / Personal Hygiene

For tips on teaching hygiene skills, visit [Carmen Willings' Teaching Students with Visual Impairments article](#).

Independent Toileting

For tips on teaching toileting, visit: [Helping Your Preschoolers Use the Bathroom on Their Own](#).

Getting Dressed

If your child has physical limitations, [develop a collaborative relationship with the occupational therapist \(OT\)](#). The OT has training to help children with limited motor function learn fine motor skills for dressing and toileting.

The APH FamilyConnect [provides suggestions and tips to teach dressing](#) skills to all children, including those with disabilities in addition to their blindness and low vision needs.

Chores (Cleaning, Cooking)

For tips and examples for teaching a variety of household cleaning skills, please visit: [Carmen Willings' article on Teaching Students with Visual Impairments](#).

Food Preparation

For tips on teaching food preparation, visit: [Increasing Your Blind or Low Vision Preschooler's Independence in the Kitchen and at Meals](#).



Learning and Early Literacy Ideas

In addition to routine based practices, the following sensory experiences can motivate your child to explore and engage with their environment. They can also encourage learning and literacy development.

- **Sensory Bins** Create sensory bins using items such as rice, sand, beans, cereal (a variety of smells and textures), rocks, rock salt, water beads, fake snow, easter grass, tweezers, scoops, spoons, bowls, cups, and funnels.
- **Sensory Table** A sensory table is a table full of materials that encourage children to use all five senses. The table is set up to let children learn and engage their senses by interacting with everything presented to them. [The DIY Lighthouse has suggestions on its webpage.](#)
- **Tactile Experiences** Fill tactile balloons/disposable gloves with any of the following: play sand, playdough, rice, beans, cornstarch, hair gel, marbles, and/ or beans.
- **Little Rooms** “Little Rooms” were developed by Dr. Lilli Nielsen to support active learning and help children who have limited vision develop crucial early concepts like ideas around objects, spatial awareness, object permanence, and much, much more. To learn more about Dr. Nielsen’s work visit [Active Learning, and Little Rooms.](#)
- **Touch and Feel Sensory Sticks** Gather sensory items such as cotton balls, textured ribbon, pom pom fringe, textured yarn, feathers, pipe cleaners, felt, tongue depressors, and craft glue. Attach textured items to a tongue depressor with craft glue. This idea comes from [Montessori From The Heart.](#)

- **Sensory Hula Hoop** Gather a hula hoop and materials such as ribbon scraps, pom pom fringe, textured yarn, feather boa, sponge, duster, plush toys, bells, pipe cleaners, pool noodles, textured fabric, and a loofa. Wrap the yarn, ribbon scraps, pom pom fringe, and textured yarn around the hula hoop. Attach the dangling items. Attach the dangling items, as suggested by [Wonder Baby](#).
- **Sensory Curtain** Gather a 9x13 cookie sheet, wooden ruler, Mardi Gras beads in a variety of colors, black cardstock, and craft glue or velcro. Glue black cardstock to a cookie sheet. Cut the bead strands the same size as the cookie sheet. Glue each strand to a wooden ruler. Attach the ruler to the inside long edge of the cookie sheet with either glue or Velcro.
- **Theme Boxes** Theme boxes are collections of items connected by an idea, concept, or place. Theme examples include spring, summer, the color blue, or everything that starts with the letter "A". The boxes provide opportunities to explore and expand your child's vocabulary through rich discussions.
- **Experience Books** You can create an experience book with the help of your child that can be used as a tool to help them reflect on a previous experience, such as a day at the lake. An experience book will provide a meaningful story to your child that they can share with others. This idea comes from [Paths To Literacy](#).
- **Story Boxes** Story boxes are a collection of real items and sensory enhancements that accompany a story. Not only can you use real items mentioned in the story, but you can also think "outside the box!" Include sound by utilizing a story support app that has every sound imaginable! Include movement by moving in the manner the story describes. This wonderful idea comes from [Paths to Literacy](#). There, you will find additional [Story Box](#) ideas and resources.

- **Lightbox Play** A lightbox is a device that adds backlighting to highlight items your child is viewing. When using bright-colored objects or high-contrast items, the light box is designed to support visual skills such as locating an object, visual scanning, and eye-hand coordination. The American Printing House sells [lightboxes](#) and [lightbox kits](#).

First Steps, Onward and Upward

Your child can also be equipped to explore and navigate their environment with Orientation and Mobility (O&M), the instruction of safe travel for individuals who are blind or low vision. Orientation refers to knowing where you are and where you are going. Mobility refers to moving safely through the environment.

O&M Tips

Are you interested in learning how O&M training is approached and how you can support your child's development of independent travel skills? Browse APH ConnectCenter For Families' O&M articles and blog posts.

O&M Skills for Birth to Three

- [Orientation and Mobility for Babies and Toddlers](#)
- [Orientation and Mobility for Blind Preschoolers](#)

O&M Skills for Ages Three to Five

- [Orientation and Mobility Activities at Home for Young Blind Children](#)
- [Helping Your Preschooler Practice Orientation and Mobility Skills](#)

O&M Skills for Ages Five to Seven

- [Orientation and Mobility for Grade Schoolers](#)
- [Orientation and Mobility Activities for Families of Children Who Are Blind or Low Vision](#)
- [Helping Your Child Who Is Blind or Low Vision Get Oriented to a New School Building](#)
- [Creating a DIY Tactile Map for Your Child or Teen Who Is Blind or Low Vision](#)
- [“Never Eat Soggy Waffles”: How to Master Cardinal Directions](#)

O&M for Children with Complex Needs

- [Mobility Devices for Young Children](#)

Additional Resources

The following resources provide additional information on parenting and educating a child who is blind or low vision.

[APH ConnectCenter’s Directory of Services](#) – The Directory of Services is an extensive list of resources for families. Click the link above to search by category for services available near you.

Books

- [Reach Out And Teach Helping Your Child Who Is Visually Impaired Learn and Grow](#) by Kay A. Ferrell
- [Early Focus: Working with Young Children Who Are Blind or Visually Impaired Children and Their Families](#) by Rona L. Poggrund and Diane L. Fazzi
- [ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments](#) by Carol B. Allman and Sandra Lewis

Websites

- [American Optometric Association](#)
- [APH FamilyConnect](#)
- [CVI Now – Perkins School for the Blind](#)
- [Hadley](#)
- [National Eye Institute](#)
- [Paths to Literacy](#)
- [Teaching Students with Visual Impairments](#)
- [WonderBaby.org – Helping Your Baby Reach Greater Wonders](#)

Videos

Previously recorded webinars with valuable information for families can be found at the following sites:

- [CVI – Simple Strategies for the Home Environment](#)
- [Tips and Techniques to Develop Pre-Braille Skills in Toddlers](#)
- [Impacts of Vision Loss on a Child’s Development](#)
- [Early Literacy](#)
- [ONH 101: What Families Need to Know](#)
- [ONH 101: Strategies for Students with ONH in the Home and Classroom](#)
- [ONH 101: Collaboration](#)

We look forward to continuing to support you as you parent your child who is blind or low vision!

References

- Academy for Certification of Vision Rehabilitation & Education Professionals
- Active Learning Space
- American Council of the Blind
- American Optometric Association [Infant Vision](#), [V] Preschool Vision and [School-Aged Vision](#)
- American Printing House for the Blind
- APH FamilyConnect
- Babies Count
- Centers for Disease Control Vision Health Initiative's [Fast Facts About Vision Loss](#) (2024)
- Common Core State Standards
- InfantSee
- Montessori From the Heart
- National Federation of the Blind
- National Organization of Parents of Blind Children
- Paths to Literacy
- Teaching Students with Visual Impairments
- The DIY Lighthouse
- Wonder Baby

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Birth to 3rd Grade



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