

HAND UNDER HAND IN-SERVICE KEY CONCEPTS

The hands of students with visual impairment are their eyes.



For best "vision", they need 2 hands just as we use 2 eyes.

Use two hands to give an "overview," spatial information, binocularity and depth perception.

Use two hands to help develop bilateral integration.

They will acquire information about arm, shoulder, trunk and body movements as well.

Too much touch distracts the brain.

Touch on the back side of the hand misdirects the attention of the brain away from the palm/fingers.

Too much talking distracts the brain.

- How nice to have an alternative to being constantly told what to do and how to do it. "Let me show you."
- This technique is typically used with Deaf/Blind persons so language is not critical but, descriptive language needs to be added later to label spatial concepts.

Provide daily "observation" time.

- Do the task at a fairly normal rate of speed unless teaching a skill component.
- Model the task once everyday and keep it brief.

We are moving them from a passive, submissive role to an active, participatory mode.

- We are teaching problem solving i.e., figuring things out for themselves which uses a whole different part of the brain.
- Compare this technique to Sighted Guide technique. We always have them take the active role of gripping the guide not the other way around.

You know you are making progress when they actively put their hands on yours.

- Another exciting landmark will be when they ask in words or actions, "Let me see how."
- Or when they approximate the correct action on their own.

This technique can be used to teach component parts of a task.

- An arm/wrist/hand or finger position.
- A component movement of one of the above.
- A spatial relationship between parts of the hand, body or object.

"Tactile Defensive" students can perform better because they are doing the touching rather than being touched.

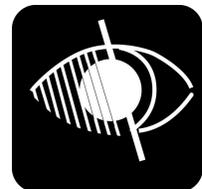
- Fear responses are reduced.
- Tell them "You are in charge," "You are in control," "You don't have to do it. I'm going to do it. All you do is 'watch' me."

When in doubt about how to analyze a task just do it as you normally would with the student feeling your hands

- because there are many automatic tactile and kinesthetic things you do that you are not conscious of and would not think to describe
- but their hands will notice them.

When demonstrating a process, e.g., locating food on the plate with a fork, CLOSE YOUR EYES AND HUNT JUST AS THEY WOULD HAVE TO

- It is not fair or useful to just visually direct your hand to the exact spot.
- They need the **process** demonstrated, e.g., how to locate things.



This technique together with other principles such as Sensory Enhancement and Body Referencing has application with

- all ages and all cognitive levels.
- partially sighted and even those with poor visual attention, ocular-motor or visual perceptual problems.