



Texas School for the Blind and Visually Impaired Outreach Programs

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Active Learning Study Group

January 6, 2016

3:00-4:00 PM

Presented by

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Texas School for the Blind & Visually Impaired

Outreach Programs

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Early Learning Step-by-Step

Presenters: Kate Hurst and Matt Schultz, TSBVI Outreach

Chapter 6: Learning to Chew

Learning to Chew Typical Development

- Sucks hand at birth
- Within 10-20 hours will suck nipple
- Soon after will suck pacifier and other things
- Begins to explore with lips and tongue
- Begins to splutter and learns to purse lips
- Rubs gums as teething begins
- Learns to move tongue from side-to-side and bite
- Learns to keep food in mouth while chewing and swallowing
- Improves mouth motor skills needed for babbling

Learning to Chew VIMD Development

- May be unable to bring hand to mouth
- (May not be fed by mouth)
- May have extended time with liquids or blended food
- May be fed by others for extended time
- May be fearful of objects placed in mouth other than food or spoon

Ideas for Intervention

- Work on mouth motor activities outside of feeding/eating times
- Establish environments that allow the child to mouth objects even if unable to bring hand to mouth
- Respect need for rest and repetition
- Place same object in child's hand that adult brings to child's mouth to encourage movement of hands toward midline
- Don't have objects too big for mouth (but remember safety)
- Use objects with a variety of tastes, shape, size, texture, temperature, weight, etc.
- Introduce lip smacking, tongue clicking, whistling, blowing a piece of silk paper, drinking through a straw, imitating animal sounds, licking honey from a tray, drinking juice like a cat
- Introduce some solid food at end of meals when child begins to chew

Environments and Toys

- Cloth bag of potato flour make sound near cheek and move to mouth
- Water pipe (straw?) placed near lips to lick
- Water pipe moved along teeth to encourage left to right tongue movement
- Plastic pipe of chop stick between teeth and towards cheek left to right
- Small objects like buttons, rings, beads placed inside mouth with string to secure

- Use harmonica and flutes to learn to blow
- Use straws in liquid or soapy liquid to blow bubbles
- Glass marbles in mouth move from side to side – probably not a good idea at schools in USA

References

Neilsen, Lilli, *Early Learning Step by Step*, Chapter 4, pps. 63-93

Neilsen, Lilli, *Functional Scheme*, pp. 10-21 and 30-34

Neilsen, Lilli, *FIELA Curriculum*

Planning for Next Year

- Do you want to have another Active Learning Study Group?
- What materials should we focus on?
- How can we make it more interactive?

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Figure 1 TSBVI logo.



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Figure 2 IDEAs that Work logo and OSEP disclaimer.