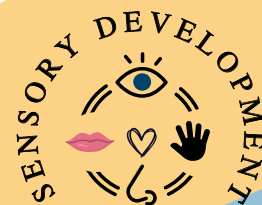




Collaboration with North Carolina Early Learning Sensory Support Program

BATHTIME



SUPPORTING EXPLORATION AND SENSORY DEVELOPMENT

Children with vision impairments learn best through hands-on experiences. Touching, moving, listening, and interacting with objects and people helps build their understanding of how things work and connect to the people and things around them. Everyday routines—like getting dressed, mealtimes, or bathtime—offer consistent, familiar moments to explore, communicate, and make sense of the world around them.

Prepare your child by telling them what you are going to do **before** you do it.



PREPARE THE ENVIRONMENT

- Notice and adjust room lighting and sound.
- Provide wait time for your child to respond.
- Remember to think about using your child’s best visual field.
- Think about opportunities to use visual contrast.



WHAT TO SAY

WHAT TO TRY

“Time for bath, I hear the water.”	Go to the bathroom with your child.
“Here’s your washcloth, isn’t it soft?”	Hand your child the washcloth to feel.
“Let’s take off your clothes and get in the tub.”	Help your child undress and feel the water.
“Splash, splash, in the water.”	Use hand under hand to help your child splash.
“Let’s find your boat, it’s near your foot.”	Wiggle the boat in the water to help them find it.
“You’re all done! You smell so clean. Let’s dry off.”	Help your child feel their towel before drying off.

WHAT TO TEACH

WHAT TO WATCH FOR

- Colors
- Textures
- Articles of clothing
- Body parts
- Temperature
- Wet/dry
- Bath items
- Off/on
- Bath toys
- Smells
- Clean/dirty

- Feelings
- Widening eyes, eye contact
- Facial expressions
- Becoming very still
- Making or imitating sounds or words
- Signs your child knows what is going to happen



End bathtime the **same** way each time so your child learns when they are done.



Family, Infant and Preschool Program of the J. Iverson Riddle Developmental Center

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