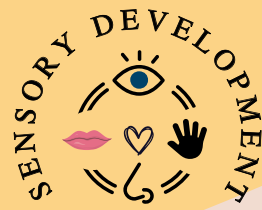




Collaboration with North Carolina Early Learning Sensory Support Program

LAUNDRY



SUPPORTING EXPLORATION AND SENSORY DEVELOPMENT

Children with vision impairments learn best through hands-on experiences. Touching, moving, listening, and interacting with objects and people help build their understanding of how things work and connect. Everyday routines—like neighborhood walks, washing dishes, or putting shoes on—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 and positioning.
- Think about opportunities to provide visual contrast.
- Isolate items as needed to make them visually standout.



WHAT TO SAY

WHAT TO TRY

“We have two fuzzy, blue socks, they match.”	Let your child hold the two socks.
“We use towels after bath. Feel how soft this is.”	Wrap the towel around your child.
“These clothes go in the wash. Help put them in.”	Let your child put the items in the washer.
“Now we start the washer, push the button.”	Help your child start the laundry.
“The dryer beeped. The clothes are warm and smell good.”	Help your child smell and feel the clothes.
“All done, let’s go put it away.”	Let the child carry an item as laundry is put away.

WHAT TO TEACH

- Colors
- Clothing names
- Numbers
- Textures (soft, rough)
- Open/close
- Start/stop
- Warm
- Clean/dirty
- Wet/dry
- Dryer sounds
- Soap

WHAT TO WATCH FOR

- Becoming very still and relaxed
- Breathing changes
- Moving, rolling, reaching
- Making or imitating sounds or words
- Widening eyes, making eye contact, smiling



End laundry 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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