

# Playing with the visually impaired



A photograph of a classroom where several children are sitting at a table, engaged in play. In the foreground, a child is stacking colorful blocks (red, yellow, green) on a blue base. Other children are visible in the background, some looking towards the camera and others focused on their play. The room has white walls with framed pictures and a window with blinds.

Design goal:

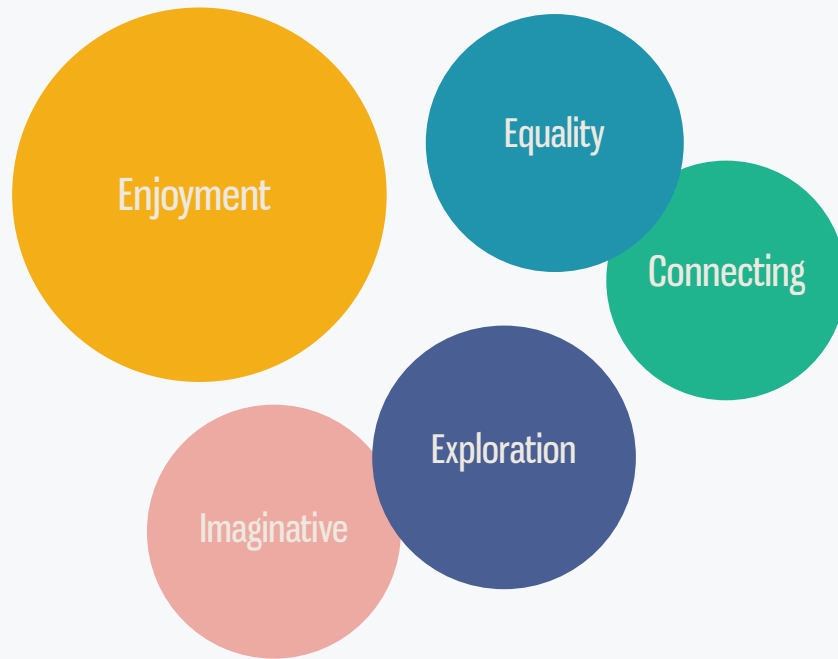
“To improve the interaction between a child with visual impairment and their non-visually impaired friends during play”.



“Like exploring a new city at the first days of your holiday, together with your best friend.”

**Enjoyment, equality, connecting,  
imaginative and exploration**

# QUALITIES



It's exciting, fun and your equal in a sense that both of you don't know what adventures lie ahead



Play stimulates development



Frustrating!

Difficulties:  
Focussing & emotions



# CYCLE 1

Takes more time..



Development +1

Social play age 3-4

Concept formation - 8years

Touch & contrast

Shape

Sound & tactility

# CYCLE 2

Open-ended: own meaning, rules, goals

FUNCTIONAL  
PLAY  
Level 1

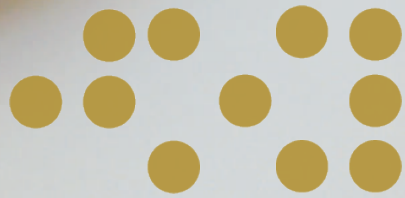


CONSTRUCTIVE  
PLAY  
Level 2



DRAMATIC  
PLAY  
Level 3





FINAL DESIGN



jioy

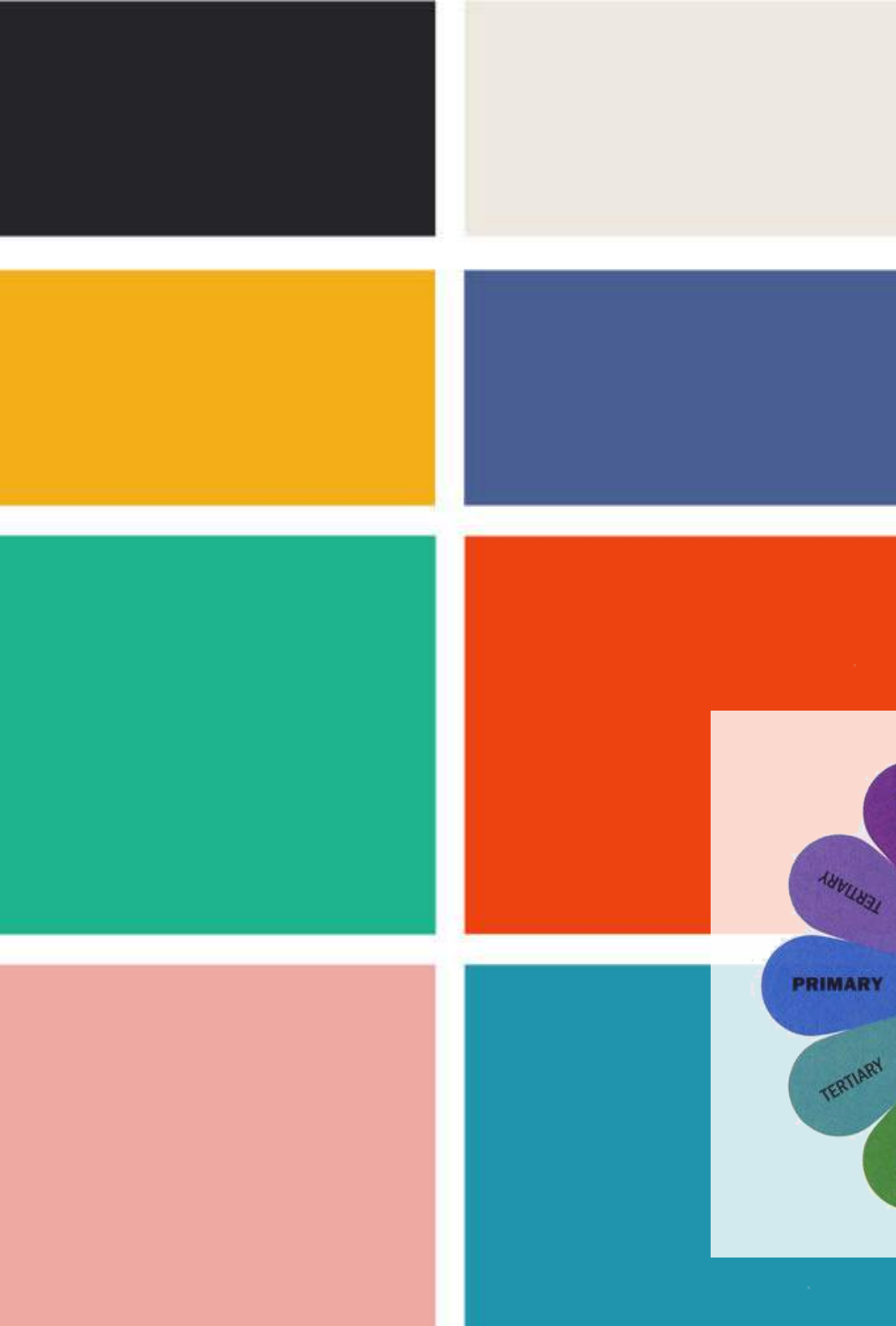
Eliminating the disadvantage of the blind child by focussing on sound, shape and touch



# Shape



# Contrast



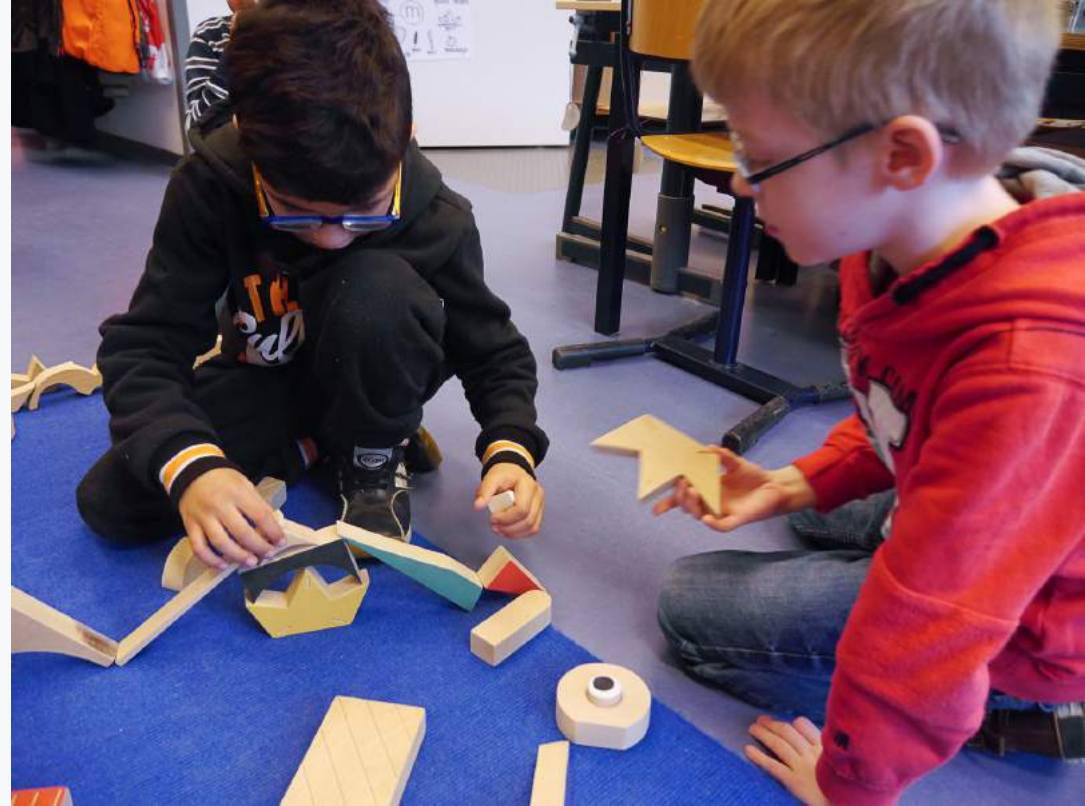
# EVALUATION

Equality?

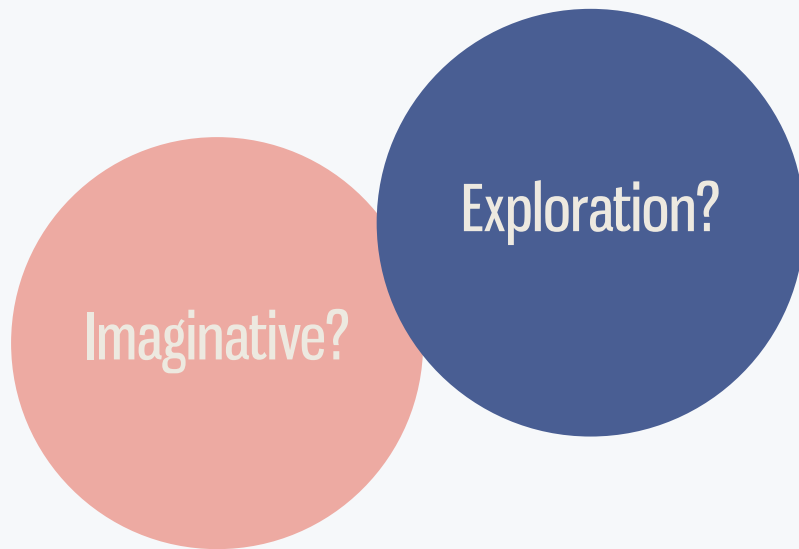
Connecting?

**Equality:** Is the blind child equal to the sighted child? Is one of them dominant?

**Connecting:** Are they playing together?



# EVALUATION



**Imaginative:** Does constructive play leads to imaginative play behaviour?

**Exploration:** Are different games developed by the children themselves?



# EVALUATION

Enjoyment?

Improvements?

**Enjoyment:** Did you liked it? What did you thought was the most fun?

**Improvements:** Other stimuli should be present in an extra explicitly and clear way (tactility). Providing examples of social play





Thank you!  
Questions?