

VIEW Conference 2025

The importance of play and social interaction to nurture self-regulation and autonomy in CYP with VI

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Play

- Crucial in promoting child development
- Impact on physical and emotional well-being
- Playing with others promotes social understanding
- Children who engage in complex social imaginative play show most gains in executive function – predictor of life and academic positive outcomes

Social Interaction

- Link between social interaction and language skills
- More interaction and higher level of play when playing with friends
- Taking into consideration others' views / Social understanding
- Well being

Children and Young People with VI

- Children with severe/profound VI – developmental emergency – altered responsiveness
- Social communication and understanding is a priority area for intervention
- Language from adults tend to be more directive

CYP with VI – Play and social interaction

- Play can be hard for some children with VI, particularly free unstructured play with others
- Real experiences are needed to be able to pretend – understanding of the world
- Children who need interventions may have less opportunities to develop play – more adult direction

Executive Function

- Set of skills that help us regulate and adapt our behaviour
- Predictor of later academic and life success – better physical and mental health, social competency
- 3 main neurological aspects:
 - Working memory
 - Cognitive flexibility
 - Inhibitory control – self regulation

Self Regulation

- Refers to the voluntary of attentional, emotional, and behaviour impulses in order to pursue goals
- Importance of co-regulation
- Social referencing
- Children's self regulation supports a better understanding of themselves and more cooperation with others
- Autonomy

Promoting Executive Function

- Staff awareness and training
- Danger of too much adult support and interference
- Danger of too little /not the most appropriate support and lack of interaction with the world around them

Promoting Executive Function 2

- Supporting children dealing with conflict
- No need to jump in and sort the situation, let's pause – give time to think, scaffold if necessary, support reflection and self awareness
- Realistic view of themselves, sense of self efficacy
- Importance of taking decisions for themselves, making mistakes (learning) and taking responsibility

Promoting Executive Function 3

- Games / activities requiring:
 - Ability to wait and persist
 - Memory – remembering,
 - Strategy,
 - Planning,

Later on particularly during teenage years:

- Taking on large social issues
- Managing their own studies and assignments

Remember

- Important role of QTVI – developing understanding – agent for change / research-practitioner
- Recognition of this area within the Curriculum Framework for CYP with VI

Thank You

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References and useful reading

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