The sooner you can start working with a child, the better chance he has of reaching his potential in daily living. By focusing on a child’s needs early on in their development, you are giving them the head start they need to keep up with their peers.

Cater to clients having

- Attention deficit hyperactive disorder
- Locomotor disability
- Speech Impairment
- Hearing Impairment
- Learning Impairment
- Developmental Delay
- Mentally retardation
- Autism spectrum disorder
- Disability

1. Look for your child’s age group(s).
2. If your child can do at least 2 things listed on a line, put a ✓.
3. Each ✓ means your child is doing things typical of his/her age.
4. If you have box(es) with no ✓ enroll for EI program.

Our team includes

- Doctors
- Rehabilitation counsellors
- Early intervention team
- Vision Therapist
- Physiotherapist
- Speech Therapist
- Multi skilled rehabilitation therapists
- Special educators
- Parents

For more information, phone or email:
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Every baby is special, and some babies have extra-special needs. To help families meet their young children’s special needs, we offer the Early Intervention Program for infants and toddlers with developmental delays and disabilities.

Early intervention begins any time between birth and school going age; however, there are many reasons why it is advisable for it to begin as early as possible. Early intervention support to young children with vision impairment is always extended in partnership with their families, caregivers and the community. These services help young children with disabilities achieve their goals in visual, cognitive, social/ emotional, communicative, adaptive and physical development, thereby minimizing their potential for developmental delay.

What we provide
Our services include vision therapy to locate and identify objects, occupational therapy to help an infant learn to hold her bottle, physical therapy to help her learn to roll over, or speech therapy to help her learn to eat.

Recognizing early warning signs for childhood problems can improve your child's chances for a joyful and independent future. As your child develops, you can expect to see his or her skills developing each month. Clinical practitioners refer to these skills as "developmental milestones." Most parents get excited about major milestones such as when their child walks or says their first word. As your young child develops, here are some simple signs to watch out for:

By 6 months:
- Rolls both ways (front to back, back to front)
- Sits without support
- Responds to own name
- Explores toys with hands and mouth
- Looks for partially hidden objects
- Imitates sounds that you make
- Transfers objects from one hand to the other
- Makes “happy” and “sad” noises

By 12 months:
- Scoots or crawls
- Walks with or without support
- Babbles and says “Mama” and “Dada”
- Responds to simple requests
- Pokes and points with index finger
- Uses thumb and index finger to pick up small items
- Has strong preference for primary caregiver
- Imitates gestures like a wave or a kiss

By 18 months:
- Climbs onto and down from furniture assisted
- Points to pictures in a book with index finger
- Stacks items such as blocks
- Knows three body parts
- Uses several words including “no” and “mine”
- Plays with toys by their function (phone, comb, cups)
- Tries to activate a toy (winding, flipping switch, pushing)
- Does things for attention and looks for a reaction

By 24 months:
- Kicks a ball and can walk on tiptoes
- Begins to run
- Uses simple sentences of 2 or more words
- Follows simple directions (e.g., “hand me your book”)
- Sorts items by colour, shape or size
- Is learning to share and take turns
- Scribbles and may begin to copy vertical lines and circles
- Recites repeated phrases from well-known books

By 36 months:
- Catches a ball against chest
- Undresses and unties shoes
- Names actions in pictures (e.g., running, crying)
- Answers “what” and “where” questions
- Categorizes by group (trucks, animals, foods)
- Completes 4 to 5 piece puzzles
- When looking at books, can tell the difference between words and pictures
- Starts to make friends

By 4 years:
- Steers a tricycle or pedal car around objects
- Colors within lines and can draw a face
- Knows opposites (hot/cold; big/little)
- Asks “when,” “why” and “how” questions
- Uses regular past tense (“ed”)
- Correctly counts out 10 items (1-1 correspondence)
- Recognizes name in print
- Pretends by role playing

By 5 years:
- Balances on one foot, skips and jumps forward
- Cuts out shapes with scissors
- Understands 13,000 words
- Answers questions about a story
- Compares amounts using words like “more”, “less”, “same”
- Plays simple board games