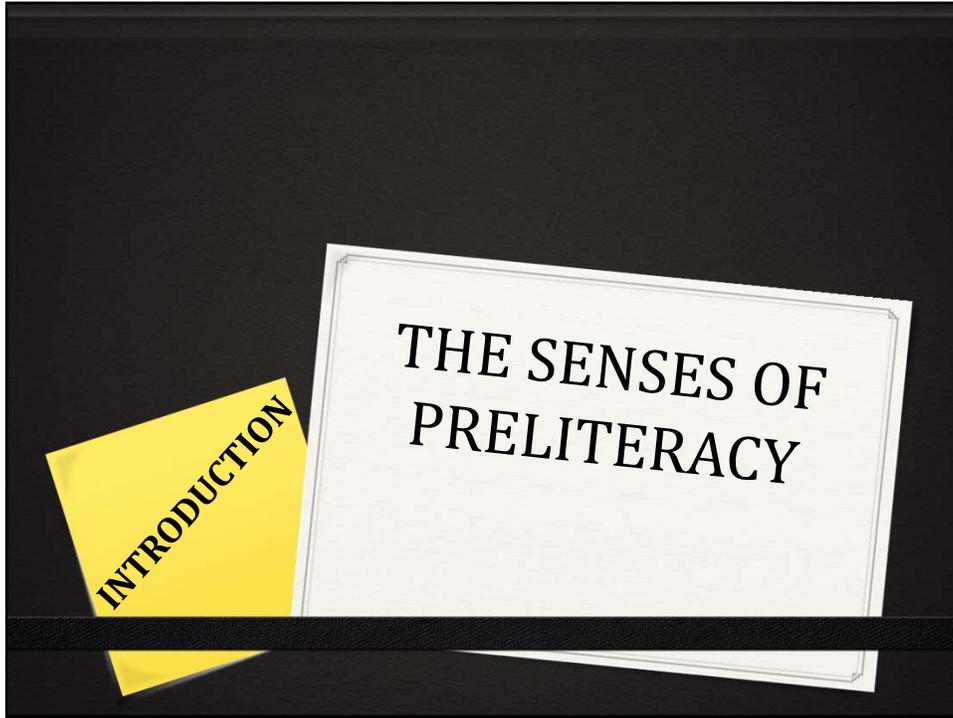


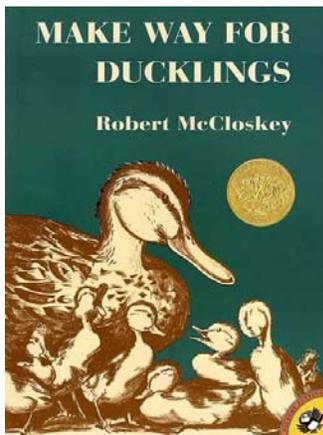
WITH PROFOUND
APPRECIATION TO

oSKI-HI Institute
Utah State University
and

oEarly Intervention Training Center for
Infants and Toddlers with Vision
Impairments



Our Early Memories of Literacy Experiences

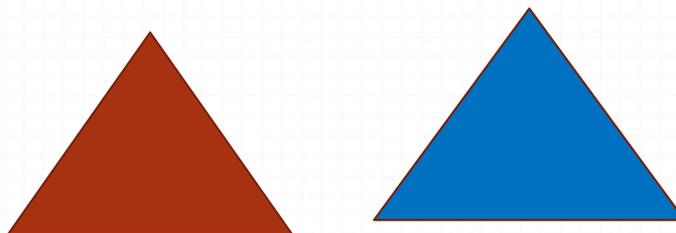


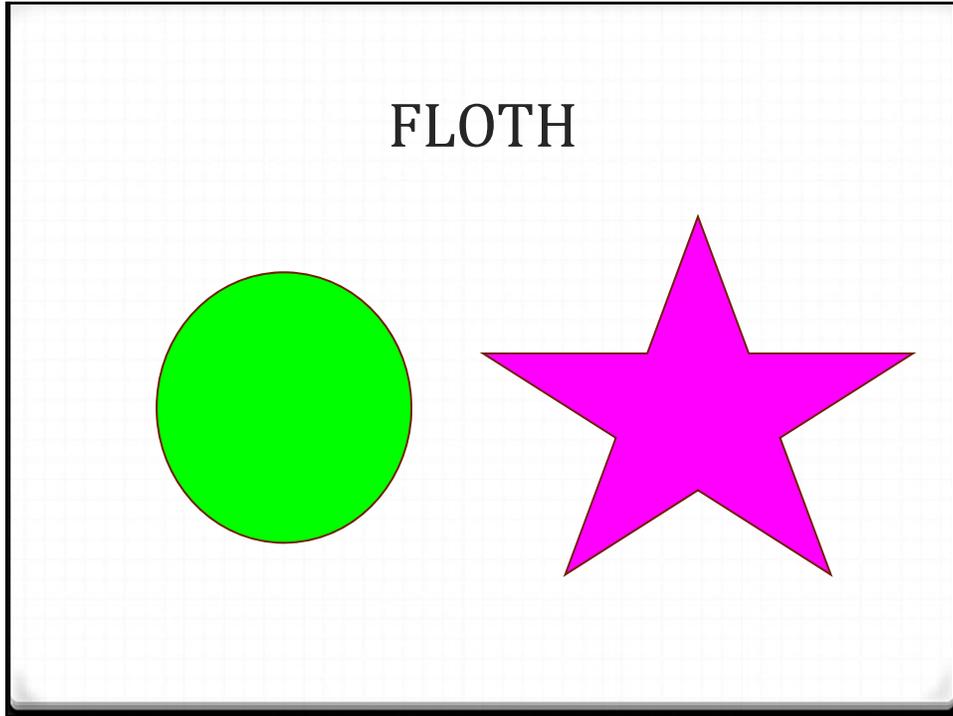
WHAT IS LITERACY?

- o The ability to read, write, and understand language.
- o Requires understanding of spoken language and how it is represented using written symbols, print or braille.
- o Reading: print, large print, and Braille.
- o Writing: handwriting, braille, and/or the use of a computer, word processor, or other assistive technology to produce written language.
- o Literacy requires connecting written and spoken words to meaning.



FLOTH





What is Early or Emergent Literacy?

- o Period from birth to when child begins to learn to read/write
- o Knowledge, skills and attitudes built during this time that lead to reading and writing
- o Some children with severe disabilities may:
 - learn to read/write much later
 - learn to read key words in daily activities (e.g., read a shopping list, daily schedule, menu)
- o We may not know how far a child will travel along the road to literacy
- o All children can make progress and benefit from positive expectations and support of parents and teachers

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Differences for the Visually Impaired

- o Must learn through first hand (UTILIZING ALL OF THE SENSES, ESPECIALLY TOUCH) experiences since learning by visual observation is more limited
- o Child with low vision must learn to use VISION using accommodations (lighting, material that is highly visible with good contrast, magnification) along with other senses
- o Some children will need skills for reading through both touch and vision (braille and print); literacy medium may not be obvious at first
- o Children with significant challenges may need to use a different symbol communication system (visual or tactile) so that they can make choices, express needs, and share information about daily activities and routines

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Challenges

- o Visual impairments may prevent young children from experiencing the same richness of emergent literacy activities that sighted children experience
- o They may not have:
 - incidental exposure to literacy events (e.g., observing caregivers in daily activities such as opening the mail, making a grocery list)
 - opportunities to observe print or braille
 - access to appropriate literacy artifacts such as braille books, braille writers
- o Caregivers may not know how to provide meaningful early literacy experiences that are less visually based



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Children With Multiple Disabilities

- o All children, regardless of severity of disabilities, should have appropriate and accessible emergent literacy experiences.
- o Caregivers should have high literacy expectations.
- o Children should have access to a variety of communication forms (e.g., print, Braille, assistive technology).
- o Caregivers and children should read storybooks together often.



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Development That Undergirds Literacy

- *Communication and Language*-ability to understand others and to let them know your needs and desires
- *Attachment and Social*- trusting and meaningful relationships motivate a child to want to be with and learn from others
- *Concepts*-understandings, formed through experience, that give meaning to communication or language
- *Tactile skills*-the ability to learn through touch; identify, discriminate, match, sort, follow a line of braille, etc.
- *Visual skills*-the ability to learn through vision; to fix, follow, identify, imitate, discriminate, match, sort, etc.
- *Fine Motor skills*-the ability to manipulate objects, finger dexterity and strength, use hands as tools to complete tasks
- *Knowledge about written language*-awareness of how and why it is used and valued; tools used to create it; and knowledge about its rules, including letters and their sounds

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