

1.DEVELOPING A LOVE OF LITERACY: THE IMPORTANCE OF ACTIVE LEARNING AND FAMILY ROUTINES

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The New Mexico School for the
Blind and Visually Impaired

2. NEW MEXICO

- Rural state
- 18 Developmental Vision Specialists
- 6 O&M Specialists (+6)
- Large program growth:
- 2000: 40 kids served
- 2019-2020: 650 active caseloads; 945 referrals

3.BEAUTIFUL SUNSETS!

4. And yes ...ACME
Corporation

5. Early intervention providers are main source of referrals
(including NICU)

- Services are provided in the home and community
- See children “at risk”

- Often with children at time of diagnosis
- Work closely with pediatric ophthalmologists
- CVI most common diagnosis
- Work as part of IFSP team/frequently co-treat with other therapists (do not have to be on IFSP to see)
- Bill Medicaid for vision services

6.EARLYLITERACY:

What comes to your mind?

7.DEFINITION

- Literacy is the understanding that symbols represent objects, events, concepts, people, and ideas. It must be carefully taught to all children, but especially to children who are blind, deafblind or who have additional disabilities.

Majors, M. Accessing The Curriculum Frameworks Through English Language Arts; Literacy.

8. Literacy IS:

- Communication
- Concept development
- Language
- Listening
- Relationships
- Reading

- ▶ Writing
- ▶ Math concepts
- ▶ Anticipation of events
- ▶ Understanding of the world
- ▶ Our experience with the world

9. Literacy is a system of communication, the ability to listen *and* to be heard

10. ZERO TO THREE

A Window to the World:

Early Language and Literacy Development (2011)

- ▶ “The growth and development of infants and toddlers are best supported not through a set curriculum, but rather through exploration, discovery, and the everyday activities in which they interact with adults around them.”
- ▶ “A child can only achieve competency in essential school readiness skills—such as language and early literacy—when he has begun to experience and master all the domains of development. These include cognitive, social, emotional, and physical development, as well as noncognitive areas such as motivation to read and persistence in learning.”

11. MEANINGFUL and MOTIVATING

12. SENSORY EXPLORATION

13. GROSS MOTOR SKILLS

- ▶ Movement encourages exploration

- ▶ Learn about ourselves in relation to our world
- ▶ Makes core, arms and hands strong
- ▶ Spatial awareness
- ▶ Body awareness

14. FINE MOTOR SKILLS

- ▶ Developing fine motor skills helps with later reading and writing
- ▶ Tactile skills are important for providing additional information and a more wholistic experience

15. Pictures no text

16. Long before children can exhibit reading and writing production skills, they begin to acquire some basic understanding of concepts about literacy and its functions

- ▶ Through play and life experiences, they learn to use symbols, oral language, pictures, print, and play in a coherent mixed medium; creating and communicating meanings in a variety of ways

17. By creating a language-rich environment full of meaningful early experiences, we can create a SOLID foundation for literacy skills

18. CRUCIAL LITERACY CONCEPTS (Expanded Core Curriculum)

- ▶ Body awareness (body parts)
- ▶ Environmental awareness
- ▶ Awareness of object characteristics (big, little, hard, soft, colors)
- ▶ Time awareness

- ▶ Spatial awareness (body in space, location words, O&M)
- ▶ Actions/movement concepts (O&M)

- ▶ Quantity (numbers, counting)
- ▶ Symbol awareness
- ▶ Emotional and social awareness

Hall (1982)

20. Create WHOLE experiences (Lowfeld)

- ▶ Relate experiences wherever possible
- ▶ Essential early vocabulary (left, right, up, down, in front of, behind, open, close) *O&M
- ▶ Mangold suggested using adjectives during play that children might later encounter in reading materials (bumpy, smooth, soft, hard, rough, light, heavy, new, old, fast, slow, happy, sad, big, little, loud, quiet)

22. Picture no text

23. Video to be described

24. READ ALOUD

“The single most important activity for building the knowledge required for eventual success in reading,
Is reading aloud to children.”

Anderson, Heibert, Scott and Wilkinson, (1985)

25. Children with visual impairments are less likely to be read to by parents and caregivers

- ▶ Children with visual impairments are less likely to be familiar with books and how they work
- ▶ ACCESS is limited to reading materials in the home and in the community
- ▶ Braille and tactile books are not typically found in the homes of young children, nor in the community

26. "I find being read to by machines a very lonely process. I grew up with family and friends reading to me and I love the warmth and the breath and the closeness of people reading."

- Ron McCallum

27. READING

- ▶ Print/Braille and book awareness
- ▶ Use books found in the home (modify as needed)
- ▶ Use favorite books of siblings
- ▶ Make homemade books (story about child, about family, outings, experiences)
- ▶ Twin vision books
- ▶ Song books
- ▶ Request books (food, drink, toys)
- ▶ Storytelling (with child participating)

28. Pictures no text
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31. Pictures no text
32. Pictures no text
33. Pictures no text
34. Pictures no text
35. Pictures no text

36. WRITTEN LANGUAGE

- Decreased access to appropriate materials (slate/stylus, braillewriter)
- Decreased attention to writing activities during play
- Delayed fine motor skills
- Decreased incidental learning opportunities
- May be tactually defensive

37. WRITING ACTIVITIES

- Scribble in pudding, yogurt
- Window markers on light box/windows
- Braillewriter/Mountbatten
- Slate/Stylus
- Golf tee (ground tip) in Styrofoam
- Label everything!
- Screen boards

- Puff paint or Wiki Sticks
- Cookie sheet
- “Write” books with child
- Paintbrushes/chalk outside

ACTIVE LEARNING THROUGH ACCESS!!!

38. Pictures no text
39. Pictures no text
40. Pictures no text
41. Pictures no text
42. Pictures no text
43. Pictures no text
44. Pictures no text
45. Pictures no text
46. Pictures no text
47. Pictures no text
48. Pictures no text
49. Pictures no text

50. From Passive to Active
Children need to be
ACTIVE LEARNERS

The activities that support early literacy are those in which children commonly engage in. We can extend, increase focus and recognize

these opportunities to help all children learn new skills in all areas of development

51. pictures no text

52. EVERYDAY

53. ROUTINES

ROUTINES-BASED=FAMILY ROUTINES

54. MEALTIME

- Have the child in the kitchen with you!
- Have the child sitting at kitchen table with the family for meals
- Braille magnets on the fridge
- Have the child help find and prepare food
- Cabinet/drawers/shelves devoted to child
- Items labeled with object/Braille/print
- Muffin tin/egg carton (Braille cell);
to serve snack
- Sing songs/rhymes about
preparing food
- Color, shapes, sizes of food
- Temperature

55. pictures no text

56. BATH TIME

- Identifying body parts
- Location words (“the duck is behind you”)

- Bathtub crayons
- “Coloring” in soap
- Stick on decals (letters/shapes)
- Songs
- Temperature
- Counting fingers and toes
- Books about bath time (homemade/story bags)

57. OUTDOOR PLAY

- Drawing activities in sandbox
- Sidewalk chalk
- Paintbrushes with water
- Homemade books from nature walk
- Movement (stroller, walking, push car) with location words; fast/slow; bumpy/soft (ECC-O&M)
- Songs with movement (ring around the Rosie)
- Playground equipment (up/down)
- Listening and identifying environmental sounds

58. video no text

59. ON THE GO

- Singing songs
- Window markers

- ▶ Window clings (shapes, letters)
- ▶ Cookie sheet with magnets
- ▶ On the Go Literacy bucket
- ▶ Bib/shirt with links (real objects)

60. COMMUNITY PLACES

- ▶ Grocery store: make a grocery “list” accessible by child; describing words for foods (hard/soft; squishy; fragrant; smooth/bumpy; same/different; big/little; heavy/light)
- ▶ Library: story time; exploring bookshelves; quiet reading; make library bag
- ▶ Restaurants: menu exploration (braille); identifying sounds and smells; books about eating out
- ▶ Laundry Mat: temperature; identification of sounds and smells; in/out; sorting
- ▶ Opportunities for discussions around careers (ECC)

61. Pictures no text

62. Pictures no text

63. Pictures no text

64. BEDTIME

- ▶ Basket of Objects (Tanni Anthony)
- ▶ Nighttime story books (repetition)
- ▶ Songs

- ▶ Homemade story book about bedtime routine/Sequencing (helps with anticipating what will happen next)
- ▶ Texture identification/vocabulary (soft blanket, plush stuffed animals, colors, warm, tired, sleepy, calm)

65. Pictures no text

66. Zero to Three (2011)

- ▶ “Given the importance of parent-child relationships in nurturing early development, family literacy is a key factor and influence in a child’s early literacy experiences....Additionally, when families share stories, songs, and books with their children, they not only model how their children develop literacy skills, but also give their children the message early on that learning to read and write is important.”

67. Tidbits to remember

- ▶ Meaningful and Motivating
- ▶ *Please* let our kiddos “drive”
- ▶ The brain develops in a use dependent way
- ▶ Read to kids from day one
- ▶ Access and Independence
- ▶ Be the bringer of HOPE

68. Pictures no text

69. RESOURCES

- www.adifferentkindofvision.blogspot.com
- <http://tipsheetsofthemonthandmore.org/>
- <http://families.naeyc.org/article/12-thing-babies-learn-when-we-read-them>
- <http://www.nationaldb.org/literacy>
- www.wlearning.com
- www.tsbvi.edu/Education/activities.htm
- www.wonderbaby.org
- Braille and Your Baby or Toddler (Hadley)
- www.pathstoliteracy.org

70. YouTube references

- “How to Read When You’re Blind:” Ray McCallum; TEDx Sydney
- Zero to Three: A Window to the World: Promoting Early Language and Literacy Development

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