

**Module: Communication and Emergent Literacy:
Early Intervention Issues**

**Session 5: Interventions to Facilitate Emergent
Literacy**

**Handout C: Strategies to Enhance Motor/Movement Development
for Literacy**

EIVI Training Center. (2005). *Strategies to enhance motor/movement development for literacy*. Chapel Hill, NC: Early Intervention Training Center for Infants and Toddlers With Visual Impairments, FPG Child Development Institute, UNC-CH.

Adapted from Nagaishi, P. (1993). Motor development. In Blind Childrens Center (Ed.), *First steps: A handbook for teaching young children who are visually impaired* (pp. 99-114). Los Angeles: Editor.

- Use shoulder slings to carry infants so they can experience the adult's movement while positioned comfortably and appropriately.
- Give infants opportunities to experience a variety of positions, particularly on the stomach.
- Use daily routines such as bath time, diaper changing, playtime, etc., to learn about body parts and their movements.
- Enjoy gentle roughhousing such as bouncing, swinging, or rocking (but only when the infant enjoys it).
- The living room can be a wonderful obstacle course for older infants. For example, infants can crawl under tables, over pillows, etc.
- Auditory and tactile cues help motivate infants with visual impairments raise their heads.
- Provide infants with interesting objects of various sensory qualities while describing their characteristics and actions.
- Provide infants with large objects to hold with both hands, and smaller objects that make noise when you bang them together. Play a variety of hand games such as pat-a-cake or ring-around-the-rosy.
- Allow older infants to move their bodies to retrieve objects at different distances and positions.
- Play provides many opportunities for children to develop finger and hand strength, wrist rotation, and isolating the index finger through activities such as playing with Play-Doh (kneading, poking, pulling, etc.).
- As children mature, include them in functional activities such as brushing teeth, spoon-feeding, putting away toys, etc.

Reference

Nagaishi, P. (1993). Motor development. In Blind Childrens Center (Ed.), *First steps: A handbook for teaching young children who are visually impaired* (pp. 99-114). Los Angeles: Editor.