

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

**Session 1: Overview of Communication and
Literacy**

Instructor Resources

□ **Instructional Sequence**

□ **Recommended Readings**

- A. Bus, A.G., Belsky, J., van IJzendoorn, M.H., & Crnic, K. (1997). Attachment and bookreading patterns: A study of mothers, fathers, and their toddlers. *Early Childhood Research Quarterly, 12*(1), 81-98.
- B. Koppenhaver, D.A., Coleman, P.P., Kalman, S.L., & Yoder, D.E. (1991). The implications of emergent literacy research for children with developmental disabilities. *American Journal of Speech and Language Pathology, 1*, 329-335.
- C. Rosenkoetter, S.E., & Knapp-Philo, J. (2004). Learning to read the world: Literacy in the first 3 years. *Zero to Three, 25*(1), 4-9
- D. Warren, D., & Hatton, D. (2003). Cognitive development of children with visual impairments. In I. Rapin & S. Segalowitz (Eds.), *Handbook of neuropsychology: Vol. 7, Part II. Child neuropsychology* (2nd ed., pp. 439-458). New York: Elsevier.
- E. Whitehurst, G.J., & Lonigan, C.J. (1998). Child development and emergent literacy. *Child Development, 69*(3), 848–872.

□ **Study Questions for Readings**

Study Questions A: Bus et al., 1997

Study Questions B: Koppenhaver et al., 1991

Study Questions C: Rosenkoetter & Knapp-Philo, 2004

Study Questions D: Warren & Hatton, 2003

Study Questions E: Whitehurst & Lonigan, 1998

□ **Answers to Study Questions for Readings**

Answer to Study Questions A: Bus et al., 1997

Answers to Study Questions B: Koppenhaver et al., 1991

Answers to Study Questions C: Rosenkoetter & Knapp-Philo, 2004

Answers to Study Questions D: Warren & Hatton, 2003

Answers to Study Questions E: Whitehurst & Lonigan, 1998

□ **Activities**

Activity A: Identifying Communicative Attempts
Instructor Guidelines
Participant Guidelines

Activity B: Communicative Contexts in a Case Story
Instructor Guidelines
Participant Guidelines

Activity C: Concepts Acquired During Daily Routines
Instructor Guidelines
Participant Guidelines

Activity D: Analyzing Resources on Communication and Emergent Literacy
Instructor Guidelines
Participant Guidelines

□ **Handouts**

Handout A

Sapp, W.K. (2005). *Communication and emergent literacy vignettes, Session 1*.
Chapel Hill, NC: Early Intervention Training Center for Infants and Toddlers
With Visual Impairments, FPG Child Development Institute, UNC-CH.

Handout B

EIVI Training Center. (2005). *A model of oral and written language development*.
Chapel Hill, NC: Early Intervention Training Center for Infants and Toddlers
With Visual Impairments, FPG Child Development Institute, UNC-CH.

Handout C

Division on Visual Impairments of the Council for Exceptional Children.
 (2003). *Position statement, Division on Visual Impairments, Council for Exceptional Children, October 19, 2003: Family-centered practices for young children with visual impairments*. Retrieved November 30, 2004, from the University of Arizona College of Education Web site:
http://www.ed.arizona.edu/dvi/Postion%20Papers/family_centered.htm

Handout D

Smith, M, & Bishop, V. (2005). *Quality of life and emergent literacy*. Chapel Hill, NC: Early Intervention Training Center for Infants and Toddlers With Visual Impairments, FPG Child Development Institute, UNC-CH.

- **PowerPoint Presentation**
- **Video Clips, Summaries, and Transcripts**

Title	Clip ID	Length	Length With Video Description
Making Daily Routines Meaningful	CL 1-01	32 sec	1 min, 41 sec
Incidental Learning and Basic Concepts	CL 1-02	1 min, 8 sec	1 min, 33 sec
TVIs Provide Support to Families	CL 1-03	1 min 14 sec	1 min, 50 sec
Story Time and Rhymes	CL 1-04	2 min, 19 sec	2 min, 57 sec
Millie Smith: Quality of Life and Emergent Literacy	CL 1-05	11 min, 2 sec	11 min, 9 sec
Communication in Young Children With Visual Impairments	CL 1-06	11 min, 20 sec	16 min, 2 sec

- **Quiz**