

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

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

**Study Questions for Recommended Reading D: Warren & Hatton**

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.

1. Describe the social-emotional phenomenon of attachment.
2. How may visual impairment interfere with attachment?
3. How might visual impairments impact the development of early communication?  
How can caregivers reduce this effect?
4. Delays in motor development reduce opportunities for cognitive development. How may motor development be impacted by visual impairment?
5. Gross measures of communication development show that language is often less affected by visual impairments than other areas of development. More in-depth studies, however, show differences in language development in children with visual impairments. What delays and difficulties frequently occur in language development for children with visual impairments? How can the parents of children with visual impairments impact language development?
6. How is the development of children with visual impairments differentially affected if the child has (a) low vision versus blindness and (b) congenital blindness versus adventitious blindness?
7. What are the relative merits and disadvantages of comparing the development of children with visual impairments to the development of children with typical sight?