

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

Session 1: Overview of Communication and Literacy

Video Transcripts: Making Daily Routines Meaningful CL 1-01

Visually Impaired Preschool Services (Producer). (1991). *Can do! Video two, Learning about the world: Concept development* [Video]. (Available from Visually Impaired Preschool Services, 1906 Goldsmith Lane, Louisville, KY 40218)

Narrator 1

This video consists of three clips of children using their senses. An infant boy, wearing glasses, sits independently on the floor beside his mother. The infant visually attends as the mother shakes a tambourine with a contrasting pattern of black and white on the surface directly in front of him. As the mother continues to tap the tambourine, the infant maintains visual contact with it. Then, the mother guides his hand toward the tambourine. Next, a preschool boy, standing beside his mother, faces a toaster on a kitchen counter. He smells his hand briefly and then continues to smell the air. Next, he extends his arms and brings his hands over the toaster without touching it to feel the warmth. A toddler girl sits on a kitchen table facing her mother. Her mother presents her with a plate of cooked bacon by taking her hand and guiding it toward the plate. The child touches each slice of bacon.

Narrator 2

Help your child use all of his senses. Word by word, sound by sound, touch by touch, smell by smell, and taste by taste. Your child will begin to develop an understanding of his world. Your child needs to use her other senses to make up for what she cannot see.

Mother

Is that one still too hot to eat?

Child

<mumbles>

Mother

Those are still hot, so you need to wait a little bit.