

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

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

**Video Transcript: Communication in Young Children With Visual  
Impairments CL 1-06**

EIVI Training Center. (2005). Communication in young children with visual impairments [Video clip]. (Available from Early Intervention Training Center for Infants and Toddlers With Visual Impairments, FPG Child Development Institute, CB #8040, UNC, Chapel Hill, NC 27599-8040)

**Narrator**

Patti, a 23-month-old with cortical visual impairment, hearing impairment, and motor impairments, sits upright in her adapted chair as her mother and TVI engage her with a favorite toy bug. Her mother holds out her arms to request the toy bug. Patti drops the bug and her mother takes it from her lap. Patti's mother holds the bug to her ear and shakes it. Patti watches her mother, smiles, and reaches her arms out for the bug. Patti's mother holds the bug about 8 inches from Patti's face. Patti fixates on the bug, reaches for it, and grasps it.

**TVI**

Get the bug? If you can get the bug. <laughs>

**Mother**

Patti, Patti, can Mommy have a turn? Thank you.

**TVI**

Oh, how nice!

**Mother**

Hey, you see? Mommy's listening to your bug. Do you hear the bug?

**TVI**

Isn't that beautiful?

**Mother**

Are you ready for the bug back?

**TVI**

Look at that.

**Mother**

Are you ready for the bug back? You can take it. It's Patti's turn.

**TVI**

Turn-taking works so well with her.

[fade]

**Narrator**

The TVI introduces *That Is Not My Bear*, a twin-vision book from APH, featuring real objects and tactile illustrations. She presents the book at Patti's eye level and taps the cover softly. Patti reaches out for the book. The TVI physically guides her hand to show her the illustrations. As she turns the pages of the book, she briefly describes the illustration to Patti. As she reads, Patti sits very still, attends to the book, and reaches for the objects on the page. Patti attempts to turn the pages and brings the book close to her face.

**TVI**

I've got a nice little book. She responded so nicely to little tapping games and all. It's a book about a bear. But I've always made sure instead of it being presented flat down, that we up and a little bit more at eye level, so again it helps keep her head up and all. Here's that bear. You want to touch him? It's so soft. Huh! Soft bear. Huh! Soft bear. And sometimes I might, uh, suggest, some books that might have some features like tactile or some really bright high contrast that might really attract her attention a little bit more. Oh, look-a there! There was a boy who loved to hug the bear. Would you like to hug that bear? Look at that bear. Oh, and she loves her books, she really enjoys—I know you came out of that pocket! There's that bear! He came out of that pocket! Here he goes back in. Good-bye, bear. In the pocket you go. There you go. Yeah. You want to help me turn the pages? Is that what you're going to do Miss Patti? Turn the page. Well, I wanted to make sure I showed you this, too. Do you have any books at home that you feel that she likes better than others?

**Mother**

Yeah. We have a lot of books that she really loves.

**TVI**

What kind of characteristics do they have? Or do you have one to—I don't know if we want to show one? Or if you just can you tell me a little bit about the kind of books that you all have?

**Mother**

Just anything with kind of a simple picture.

**TVI**

Uh-huh.

**Mother**

I can't remember who wrote it but *The Very Hungry Caterpillar* board book. She loves that book.

**TVI**

Yeah, those are great.

**Mother**

Umm, I found one through Discovery Toys called *Flappy Waggy Wiggly*.

**TVI**

I haven't seen that one.

**Mother**

And I actually have it here.

**Narrator**

Patti's mother reaches enthusiastically for one of Patti's books to show the TVI.

**TVI**

Uh-huh. Lookie there. Oh, let's see Mama's book. Where's Miss Patti? I'll let you get her attention. Oh, good job!

**Narrator**

Patti slowly shifts her gaze to the new book.

**Mother**

Patti, look. What's Mommy got? What's Mommy got? Hey, look. "Who has a waggy yellow tail and a sticky licky tongue?" Is that the doggie? Dog says woof woof, woof woof.

**Narrator**

The TVI taps the pages of the book to get Patti's visual attention.

**TVI**

Woof woof woof.

**Mother**

Do you see the dog? This is big enough that she doesn't have to be right on top of it.

**TVI**

Absolutely.

**Mother**

To see.

**Patti**

<screams>

**Mother**

OK.

**TVI**

Your book.

**Narrator**

As the mother turns the page to a crocodile, Patti immediately reaches toward it and explores it tactually. The TVI touches each page, encouraging Patti to attend visually to the page. She then helps Patti touch the crocodile on the page.

**Mother**

Well, "Who has a wrinkly green body and a lot of teeth?" Hmm? "It's the alligator."

**TVI**

Do you want me to help you touch it?

**Mother**

Actually, Patti, it's a crocodile.

**TVI**

Here he is right here. Rooooorooooo! That's funny! She loves her noises now, doesn't she?

**Narrator**

Patti continues to visually attend to each page of the book.

**Patti**

<cries>

**Mother**

Look Patti, it's an elephant. Hmm? We sing a song about the elephants sitting on you, don't we?

**TVI**

*Willabee Wallabee Elephant*. Is that it?

**Mother**

That's it.

**TVI**

Ooh, I knew. It's my favorite. Here's an elephant. You're looking at his tail.

**Narrator**

The mother turns the page to a duck.

**Patti**

<screams and laughs>

**Mother**

"Willaby Wallaby Woo. An elephant sat on you." What's wrong? Did mommy turn it—I turned it to a duck. I turned it to the duck. The duck says quack, quack, quack.

**TVI**

You want to touch the duck? Can I help you touch him? OK, good job. There he is! Quack, quack, quack, quack, quack. You like that, don't you? You like—oh! And I know you like that, too! I know you like that, too! That was nice.

**Mother**

But um, I really lucked up with this book.

**TVI**

That is good.

**Narrator**

The mother gives the book to Patti to hold. Patti continues to explore the book independently and brings it to her mouth.

**Mother**

And um—here, you can hold the book. Want to hold it?

**TVI**

Very cool. Very cool.

**Mother**

No mouth please. But um, any kind of books like that. Um, I've lucked up with Scholastic ordering some books, but...

**TVI**

Uh-huh.

**Narrator**

Alex, a 27-month-old with retinoblastoma, participates in a playgroup with his mother. He visually and tactually explores the APH book *Jennifer's Messes*. The book includes thermoforms of familiar objects such as pretzels and crayons. He holds a cup with small flowers in his left hand. First, Alex tactilely explores the thermoform pretzels without looking at them. Then he turns his gaze toward the book and attempts to turn the page.

**Mother**

What, what is that, Alex? What are these? Feel them. What are they? What is it? Is it a donut? No! Is it a goldfish?

**TVI**

Look at them.

**Alex**

Nope, nope, nope.

**Mother**

Nope. Is it a pretzel?

**Alex**

Yep, yep, nope.

**Mother**

Yeah, it's a pretzel.

**TVI**

It's a pretzel.

**Mother**

Now look at this one.

**Alex**

I need pretzel.

**Mother**

We'll eat pretzels later, honey. What's this? What are these?

**TVI**

Look down here.

**Narrator**

The mother waves her hand in front of Alex's face. She then begins pointing to objects on the page of the book.

**Mother**

<whistles> His eyes are still really dilated.

**TVI**

Are they? From yesterday?

**Mother**

What is this?

**Narrator**

Alex's mother turns to a page of crayons.

**Man**

So is that why you do this?

**Mother**

Yeah, get his attention.

**Alex**

Color.

**Narrator**

Alex touches the thermoform crayons on the page.

**Alex**

That's a...color.

**Mother**

Yeah, what color is this one? Look at this. Can you see down here? What color is this one?

**Narrator**

The TVI places a real crayon on the page next to the thermoform one. Alex immediately picks it up.

**TVI**

Don't color on Cici's book though, honey.

**Mother**

Yeah, they're just to look at, honey. What color is this? Do you remember?

**Narrator**

The TVI touches Alex's shorts.

**TVI**

It's the same as what you're wearing. Green.

**Mother**

What color is this in your hand?

**Narrator**

Alex looks at the flowers in his left hand and crayon in his right hand.

**TVI**

What color is that in your hand? I think there is too much going on in your little head right now.

**Mother**

Mmm-hmm. Did you tell Cindy what yesterday was? Did you? Was yesterday grandma's birthday?

**Narrator**

The TVI takes the cup from Alex's hand and sets it down. Alex immediately picks the cup back up. He then stands up and begins to walk away.

**TVI**

Let me put this over here.

**Alex**

Hey!

**Mother**

And he sang "Happy Birthday" all by himself to her over the phone.

**TVI**

Oh. Did you?

**Alex**

I need to hold it.

**Mother**

You can hold it.

**TVI**

You need to hold it? OK.

**Mother**

Look at this.

**TVI**

Are you done with the book for now? OK. We can be finished.

[fade]

**Narrator**

Alex joins Lexie and her father, who are exploring a bucket of red rice. A few moments later, Alex's mother sits next to him. They use small plastic cups to scoop up the rice and pour it out.

**Mother**

Sit down. In the box. Thank you. Let me see. Put it in Mommy's hand.

**Alex**

I'm going to get you a cup.

**Mother**

You're going to get me a cup? OK.

**Narrator**

Alex gives his mother a cup and puts handfuls of rice into his cup.

**Alex**

This—

**TVI**

That's my cup.

**Father**

You want to dump it out?

**Mother**

I can't believe how you got them strawberry blonde.

**Mother**

Wow!

**Alex**

Look.

**TVI**

What have you got in your cup?

**Mother**

We missed her on Wednesday!

**TVI**

What is that? Rice?

**Mother**

Want to pour it in Mama's cup? Pour it in Mama's cup. Pour it in. Huh! Very good!

**Narrator**

Alex transfers the rice from his cup to his mother's cup.

**TVI**

Everyone look over here! Alex!

**Mother**

Look up at Amy.

**TVI**

Alex! Look at me! Lexie! Alex!

**Mother**

Up at Amy.

**TVI**

Hey guys! I'm interrupting their play. OK now.

**Narrator**

Alex independently pours rice from one cup to another. He occasionally uses his hand to scoop and dump rice.

**Mother**

Very good! All right! What colors do you see in there?

**Alex**

What colors do you see in there?

**Mother**

What colors?

**Narrator**

Alex gives his mother some rice in her cup.

**Alex**

I'm going to get you beans.

**Mother**

Rice. It's rice, baby.

**Alex**

I get you rice.

**TVI**

Is she giving a piece?

**Alex**

I get you rice.

**Mother**

OK.

**TVI**

Thank you, Spunk.

**Alex**

I get you lots of rice.

**TVI**

Hey, Lexie.

**Mother**

Why don't you give some to Lexie too?

**Narrator**

Alex gives Lexie some rice for her cup, but he pours the rice on her leg.

**Mother**

Wait 'till she—oh! <laughs>

**Mother**

Honey, you have to put it in her cup.

**Narrator**

Michaela, a 29-month-old with Leber's congenital amaurosis and light perception, interacts with her TVI by a table in her preschool classroom. Michaela crawls over the TVI's legs and feels her way to a chair.

**TVI 1**

Trash is yucky. We don't go back inside.

**TVI 2**

And what's the difference between bonito and guapo?

**TVI 1**

Guapo's only for people. Just guys. And bonito can be for people or things.

**TVI 2**

Michaela, Michaela, Michaela. Michaela, Michaela, Michaela.

**Michaela**

<babbles>

**TVI 2**

What are you going to do? You want me to move? Say "Excuse me." Can you say "Excuse me"? Do you want me to move? Oh, you want to sit on my lap. Oh, you want to go around.

**Michaela**

You want to go around.

**Narrator**

Holding onto a chair, Michaela momentarily sits down on a bench. Michaela repeatedly pulls the chair out away from the table and toward herself. She repeats this game several times. She then begins to lift the chair.

**TVI 2**

Oh. There's a chair. Oh, you're sitting down? On a bench? Oop, standing up. Pushing the chair in. What a big girl. Chairs go up to the table.

**Michaela**

Sitting down.

**TVI 2**

Sitting down.

**Michaela**

<mumbles>

**TVI 2**

Stand up. Push the chair in. Pull it out. Oh, lifting the chair.

[fade]

**Narrator**

Michaela walks away from the bench with both of her hands pressing into her eyes. She bumps into Thomas, a boy in her class. Michaela briefly touches him with her hands and then moves away.

**TVI 2**

Hands down, Michaela. That's Thomas. Say "Hi, Thomas."

**Michaela**

Good-bye.

[fade]

**Narrator**

Michaela rocks on a rocking horse. She listens carefully to her teacher's verbal prompts to go fast or slow. She smiles and laughs as she goes fast.

**TVI 2**

What's your horsey's name? What's your horsey's name? Michaela, does your horsey have a name?

**Michaela**  
<mumbles>

**TVI 2**  
Hmm?

**Michaela**  
<mumbles>

**TVI 2**  
What?

**Michaela**  
<mumbles> ...It stop, it stop!

**TVI 2**  
The horse? It stopped because you stopped.

**Michaela**  
It stop.

**TVI 2**  
Slowly. Slow...go fast! Fast! Whoa! Woo-hoo-hoo! Slow...slow...fast! Fast, fast, fast, fast, fast! Look at you ride! Slowly... fast! This is fast! Michaela rides fast! Can Michaela ride slow...slow...Can Michaela ride fast? Fast? Did you lose your foot-holdings there?

[fade]

**Narrator**  
Michaela gives the horse a kiss. Then she stands up. Instead of giving the horse another kiss, she hits the horse.

**Michaela**  
Horseys... <mumbles>

**TVI 2**  
You going to give the horsey a hug? Give the horsey a hug. Awww. No, sit down. Yeah, we stay sitting. Oh, did you give the horsey a kiss? Did you give the horsey a kiss? Oh no, we're being gentle with the horse.

**Michaela.**  
I'm pulling the horsey.

**Narrator**

Michaela touches the horse's mane. She then begins to touch her own body parts and clothes.

**TVI 2**

Pulling the hair of the horsey? You be gentle with the horsey. You be—

**Michaela**

Oh, there's my butt.

**TVI 2**

You be gentle. Where's yours?

**Michaela**

There's your butt. And you do your shirt and you do your diapers.

**TVI 2**

Oh yeah, you're right. We did that. Do you want to get down now?

**Michaela**

No, I want to rock.

**Narrator**

Michaela continues to rock on the horse.

**Michaela**

Let's go the fish. You want to go the fish?

**TVI 2**

The fish? Oh, you want to see the fish.