

Promoting Early Literacy for Children with Disabilities

1. Trey has a visual impairment. He sees dark outlines and large color shapes but not details in pictures. He walks independently around the room, holding onto furniture for guidance. He joins in singing and holding hands with other children. He vocalizes a lot and uses short sentences to communicate his needs.

What can adults do to help Trey learn about print in books?

2. Bebe has a hearing loss and has just been given hearing aids. Bebe can look at adults, turn her head toward sounds, and sometimes vocalize. Bebe is learning how to listen.

What can adults do to help Bebe learn how to listen and acquire an understanding of words while using storybooks and related materials?

3. Roberto is very active and runs whenever he has the opportunity. He likes to sit by himself and do puzzles and play with cars. He has some autistic-like behaviors such as not looking at your face, not talking, and flicking his fingers.

What can adults do to help him take part in interactive books reading?

4. Yin has cerebral palsy and cannot control his arms. He is very bright and engaging. He can indicate that he sees pictures and that he knows the names of objects and people from the storybook. He seems to be saying words although the words are difficult to understand.

How can adults help him to participate in social/dramatic play related to a storybook theme?