

# **Multimedia Resources for Early Childhood Personnel Preparation: Communication and Emergent Literacy**

**OSEP National Early Childhood Conference  
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**Award H324B000003**

***Early  
Intervention  
Training Center for  
Infants and Toddlers  
With  
Visual  
Impairments***



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**OSEP Cooperative  
Agreement H325B000003**



# Early Intervention

## Training Center for Infants and Toddlers With Visual Impairments

***Mission:*** *To enhance the capacity of universities to prepare personnel to serve infants and toddlers with visual impairments and their families*

# Purposes of Presentation

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- Review *Communication and Emergent Literacy* module and multimedia CDs developed by the Center
- Review curriculum and content for preparing personnel to provide evidence-based practices in communication and emergent literacy

*Family-centered practices, early  
intervention, and early childhood  
special education  
are guided by*

**IDEA 2004**

**Recommended Practices  
Evidence-Based Practices  
ECO Center's Family and Child  
Outcomes**

# Evidenced-Based Practice

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Evidence-based practice is a decision-making process that integrates the best available research evidence with family and professional wisdom and values.

*Buyse, V., & Wesley, P. W. (in press). The evidence-based practice movement: What does it mean for the early childhood profession? Washington: Zero to Three.*

# **DEC Recommended Practices: A Comprehensive Guide for Practical Application**

Sandall, S., Hemmeter, M.L., Smith, B.J., & McLean, J.E. (2004). *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Longmont, CO: Sopris West.

[www.sopriswest.com](http://www.sopriswest.com)  
[www.dec-sped.org](http://www.dec-sped.org)

# ECO Overview

## Goals

The ECO Center seeks to promote the development and implementation of child and family outcome measures for infants, toddlers, and preschoolers with disabilities. These measures can be used in local, state, and national accountability systems.

## Activities

The ECO Center actively pursues our goals by...

- ◆ **Collaborating** with stakeholders and other groups concerned with outcomes measurement.
- ◆ **Researching** issues related to the development and implementation of outcome measures.
- ◆ **Providing technical assistance** to support states in developing and implementing outcome measurement systems.

## Expected Outcomes

The ECO Center measures the success of our activities through achievement of the following outcomes:

1. Development of data on outcomes for young children with disabilities that can be aggregated at the national level.
2. Regular use of outcome data for documenting program effects and improving programs at the local and state levels.

[ECO HOME](#)[Overview](#)[What's New](#)[People](#)[Presentations](#)[ECO Publications](#)[Related Resources](#)

[www.the-eco-center.org](http://www.the-eco-center.org)

# Early Childhood Outcome Center

## Indicators of Child Outcomes

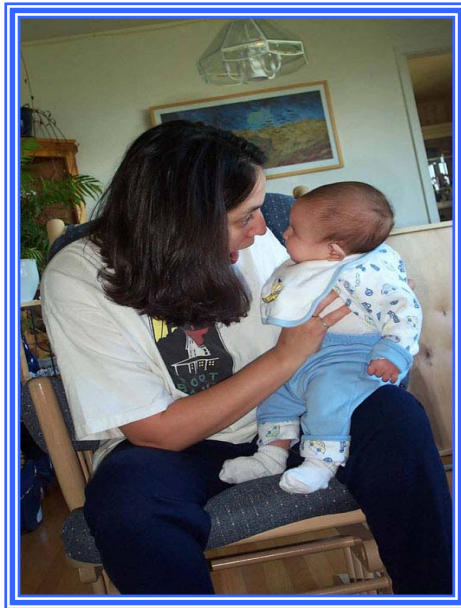
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Overall goal is to enable children to be active and successful participants in their early childhood years and in the future.

Three outcomes that reflect achievement of this goal are:

1. Children have positive social relationships.
2. Children acquire and use knowledge and skills.
3. Children take appropriate action to meet their needs.

# Communication and Emergent Literacy: Early Intervention Issues Overview of Communication and Literacy Session 1



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# Objectives

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*After completing this session, participants will*

1. define *receptive* and *expressive* communication, *nonlinguistic* and *prelinguistic* communication, and *emergent literacy*.
2. describe the relationship of nonlinguistic/  
prelinguistic communication to social development  
and language development.
3. describe the concepts of *literacy* and *emergent  
literacy*.
4. discuss the concurrent and interrelated  
development of communication and literacy.

# Objectives

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*After completing this session, participants will*

5. describe the three contexts—communicative, situational, and sociocultural—in which communication and literacy develop.
6. describe how early attachment between children with visual impairments and their caregivers might impact social-emotional development and communication.
7. describe why children must develop concepts about the world in order to develop communication and literacy skills, and why children with visual impairments are often delayed in their development of concepts.

# Objectives

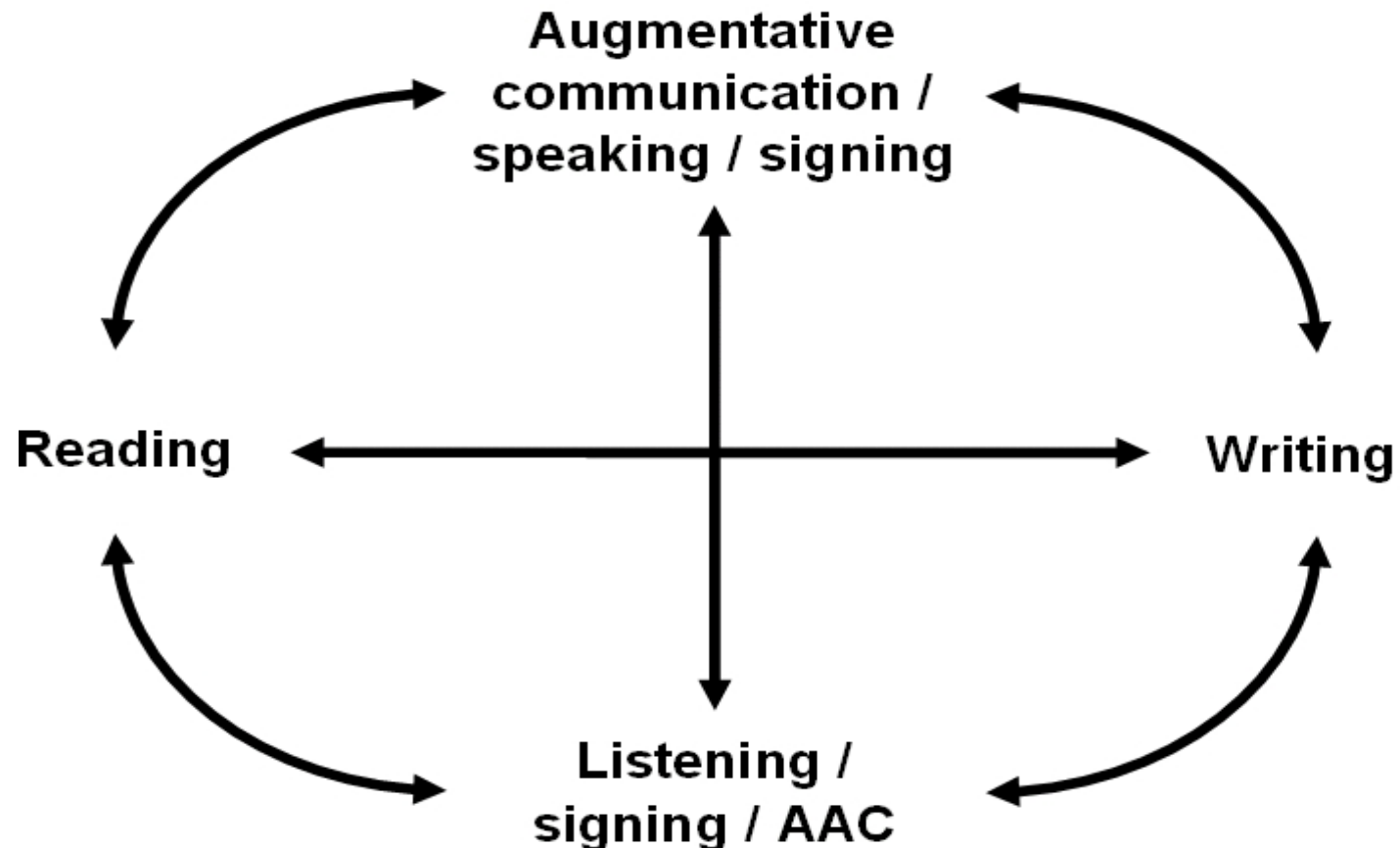
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*After completing this session, participants will*

8. recognize that children with visual impairments may not have incidental exposure to literacy events such as opportunities to observe use of print or braille in daily activities, and that they may not have access to appropriate literacy artifacts such as braille books.
9. describe the potential impact of multiple disabilities on communication and emergent literacy development.

# The Interrelatedness of Literacy and Language

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*Koppenhaver, Coleman, Kalman, & Yoder, 1991  
adapted from Teale & Sulzby, 1989*

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# Communication and Emergent Literacy: Early Intervention Issues

## Communication Development and the Impact of Visual Impairments

### Session 2



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# Nonlinguistic and Linguistic Communication

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- Nonlinguistic communication
- Prelinguistic communication
- Linguistic communication



# Session 2: Communication Development and the Impact of Visual Impairments

## Handout D: Stages of Nonlinguistic/Prelinguistic Communication Development

Approximate age ranges	Expressive communication	Receptive communication
Birth to 3 months	<ul style="list-style-type: none"> <li>● undifferentiated cries</li> <li>● cooing</li> <li>● begin to make single vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>● attend to voices</li> <li>● become excited when hear parent's voice</li> <li>● smile in response to smiles and coos from parents</li> <li>● quit crying when picked up</li> </ul>
3 to 6 months	<ul style="list-style-type: none"> <li>● increase babbling and include double syllables, changes in pitch/inflection</li> <li>● babble to people and objects</li> <li>● laugh</li> <li>● vocalize to express pleasure</li> </ul>	<ul style="list-style-type: none"> <li>● smile at faces</li> <li>● stop vocalizing to attend when parent approaches</li> <li>● begin to respond to their names</li> </ul>
6 to 9 months	<ul style="list-style-type: none"> <li>● attempt to imitate gestures and sounds</li> <li>● initiate vocalizations</li> <li>● use distinctly different vocalizations based on state (e.g., anger, contentment)</li> </ul>	<ul style="list-style-type: none"> <li>● comprehend some of their parents' gestures</li> <li>● look at common object or person when named</li> <li>● comprehend "no" even if they don't always respond to "no"</li> </ul>
9 to 12 months	<ul style="list-style-type: none"> <li>● gesture and vocalize to express wants and needs</li> <li>● begin to shake head "no"</li> <li>● begin to wave "bye"</li> <li>● raise arms to be picked up</li> <li>● repeat actions that elicit laughter from others</li> </ul>	<ul style="list-style-type: none"> <li>● understand "hot"</li> <li>● begin to follow simple commands</li> <li>● look at toy or object when asked to</li> </ul>

# Session 2: Communication Development and the Impact of Visual Impairments

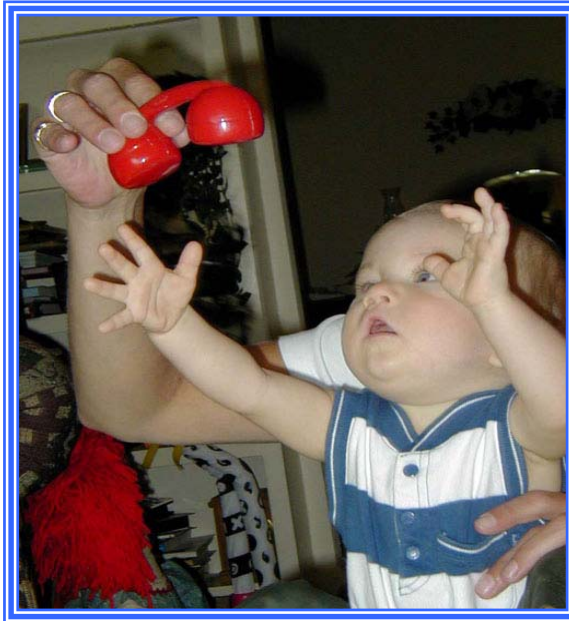
## Handout H: Five Components of Language and the Impact of Visual Impairments

Language component	Definition	Language development specific to children with visual impairments
<b>Phonology</b>	Rules that govern the use of speech sounds	<ul style="list-style-type: none"> <li>● No significant differences</li> </ul>
<b>Morphology</b>	Rules that determine the internal organization of words	<ul style="list-style-type: none"> <li>● No significant differences</li> </ul>
<b>Semantics</b>	Rules that determine the meaning of words and word combinations	<ul style="list-style-type: none"> <li>● Similarly sized vocabularies</li> <li>● Use more specific nouns and fewer general nouns</li> <li>● Discrepant expressive and receptive communication scores</li> <li>● Less efficient at verbal classification</li> <li>● Rarely ask rhetorical questions</li> </ul>
<b>Syntax</b>	Rules that govern the form of sentences	<ul style="list-style-type: none"> <li>● No significant differences</li> </ul>
<b>Pragmatics</b>	Rules that govern how a given language is used in different social contexts and environments	<ul style="list-style-type: none"> <li>● Engage in similar number of communication acts</li> <li>● Have fewer verbal turns</li> <li>● Have shorter speaking turns</li> <li>● Parents more likely to initiate interactions</li> <li>● Reduced ability to use and read body language</li> <li>● Use questions more frequently; primarily to request an action from another person</li> <li>● Rely more on imitation, repetition, and routines</li> </ul>

# Communication and Emergent Literacy: Early Intervention Issues

## Communication and Language Interventions

### Session 3



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# Facilitating Nonlinguistic/ Prelinguistic Communication

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**Turn-taking**—parents wait for child to act, then imitate, and follow child's lead.



# Facilitating Nonlinguistic/ Prelinguistic Communication

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- **Social routines**—teach turn-taking and patterns while providing consistency for a communicative exchange.
- **Interactive matching**—parents adjust their interaction style to match children's pace, level of functioning, and lead.
- **Environmental arrangement**—can prompt children to use gestures or vocalizations to secure toys.

# Issues in Language Development for Children With Visual Impairments

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- Concept development
- Movement
- Specific language issues
  - Echolalia
  - Use of questions
  - Misuse of pronouns

# Communication and Emergent Literacy: Early Intervention Issues

## What Is Emergent Literacy?

### Session 4



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# National Early Literacy Panel (NELP)

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The mission of the NELP is to

- summarize research on early literacy development that will contribute to education policy and practice decisions and
- evaluate the role of teachers and families in supporting language and literacy development in order to create literacy-specific materials and staff development programs for families, educators, and family literacy practitioners.

# Key Components of Emergent Literacy for Young Children With Disabilities

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- Oral language (especially listening comprehension, vocabulary, and narrative knowledge)
- Phonological awareness
- Concept development
- Knowledge of the conventions of print/braille and of print/braille intentionality
- Alphabetic knowledge
- Environmental factors

# Oral Language

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- Oral language is spoken communication.
- Children's mastery of oral language is most often described by
  - listening comprehension or
  - size of vocabulary.
- Oral language can also be measured by degree of mastery of grammar and syntax.

*Strickland & Shanahan, 2004*

# Listening Comprehension

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## Listening comprehension

- is the understanding of spoken communication, including vocabulary and syntax.
- is associated with the ability of preschoolers and kindergartners to decode texts and read with comprehension.
- can be facilitated through conversations with children and through their active engagement during storybook reading.

***Strickland & Shanahan, 2004***

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# Vocabulary

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- *Vocabulary* refers to the words used and understood by a language user.
- Vocabulary development in children is related to the conversation of caregivers and to storybook reading—opportunities that promote oral language.
- Vocabulary can be facilitated through direct experiences that develop concepts.
- Vocabulary is related to reading success and reading comprehension in school.

# Narrative Knowledge

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- Narrative knowledge is a set of expectations, or knowledge, about the ways in which stories conventionally proceed.
- For example, through experience, young children learn that stories often begin with “Once upon a time” and end with “The end.”
- Narrative knowledge is also called “narrative schema” or “story schema.”

# Phonological Awareness

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- Phonological awareness is the ability to detect and manipulate the sound structures of oral language.
- It includes the recognition that sentences are composed of words and that words are composed of sound units (syllables, phonemes).

# Concept Development and Communication

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As children grow and are exposed to new experiences, they develop more concepts about themselves, their world, and other people that provide them with topics about which to communicate.



# Promoting Concept Development

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To develop the concepts that are necessary for communication, children with disabilities must

- actively engage in a variety of activities with people and objects,
- learn through naturally occurring events and functional tasks in the home and in the community (e.g., baking cookies, physically exploring a fire truck at the local fire station), and
- have opportunities to play.

*Fazzi & Klein, 2002*

*Ferrell, 1996*

# Conventions of Print/Braille

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- *Knowledge of the conventions of print/braille* refers to children's understanding of standard text formats (e.g., that texts are read from left to right, top to bottom in most western cultures).

*Whitehurst & Lonigan, 1998*

# Print/Braille Intentionality

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- *Knowledge of print/braille intentionality* refers to children's understanding of the functions of texts—for example, that texts can tell stories, give directions, and provide information.
- Knowing *why* people read may facilitate literacy acquisition in young children.

***Senechal, LeFevre, Smith-Chant, & Colton, 2001***

# Alphabetic Knowledge

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- Alphabetic knowledge is the ability to name the letters of the alphabet based on their shapes.
- Children's alphabetic knowledge may be influenced by
  - exposure to the alphabet in their natural environments and
  - direct teaching by adults.

# Environmental Factors

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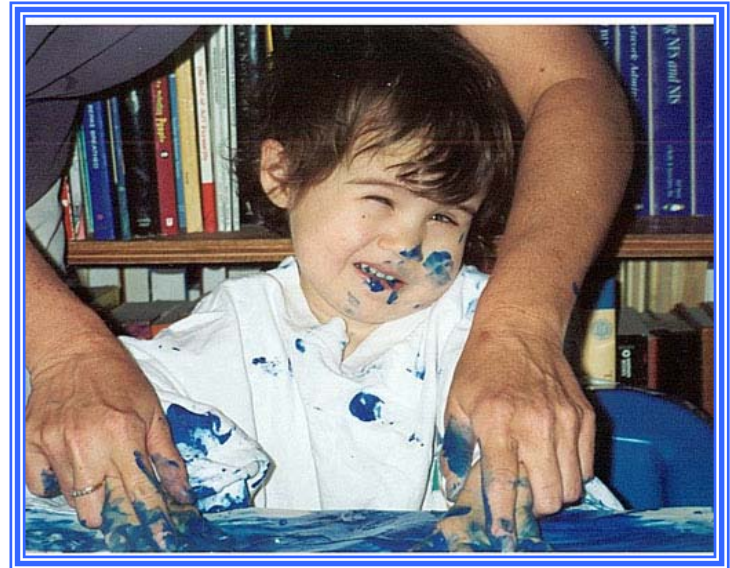
Emergent literacy is influenced by *environmental factors*, or the contexts of children's lives.



# Communication and Emergent Literacy: Early Intervention Issues

# Interventions to Facilitate Emergent Literacy

## Session 5



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# Evidence-Based Literacy Interventions

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- Play
- Literacy routines
- Responsive environments
- Shared storybook reading
  - Dialogic reading
  - Storybook preview
  - Storybook sounds
- Storytelling
- Dialogue/conversation

# Responsive Literacy Environments

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Responsive literacy environments include

- experiences in which children observe adults modeling literate behaviors,
- experiences in which children interact with adults in reading and writing activities, and
- experiences in which children explore literacy actively.

*Teale & Sulzby, 1986*

# Augmentative and Alternative Communication (AAC)

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AAC refers to using devices or techniques to facilitate children's expressive or receptive communication.



# Routines Are Essential

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Vivian and her mother have an established reading routine. The mother turns the pages and reads the text. Vivian uses her switch to activate the animal noises in her book.

# Shared Storybook Reading

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When young children are read to frequently, they begin to associate books with positive feelings such as

- amusement,
- comfort, and
- closeness.

These feelings produce print motivation.

*IRA & NAEYC, 1998*

# Shared Storybook Reading

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Shared storybook reading helps children acquire

- oral language,
- phonological awareness,
- concept development,
- knowledge of the conventions of print/braille and of print/braille intentionality, and
- alphabetic knowledge.



# Shared Storybook Tips

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- Read to children frequently.
- Select a time when the child is happy.
- Read in a comfortable location.
- Read in a dramatic voice that makes the book exciting.
- Read only for as long as the child is interested—a few minutes is OK.

*BrainWonders, 2001a*

# Shared Storybook Tips

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- Let children help turn the pages, even if a few pages are skipped.
- Point to the print or run fingers over the braille as the book is read.
- Discuss pictures, illustrations, and story objects.
- Relate the book to children's and family's experiences.

*BrainWonders, 2001a*

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# Access to Books

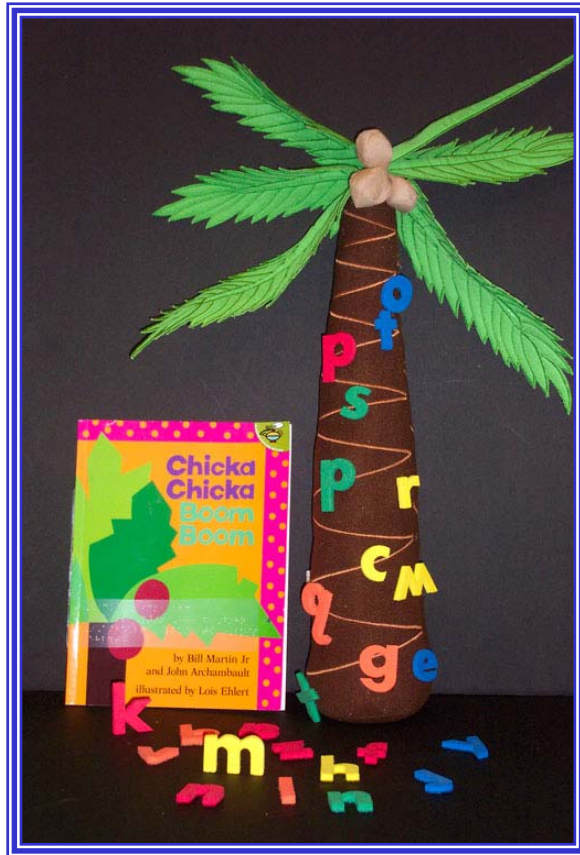
- Young children with frequent access to a wide variety of books have stronger vocabulary skills.
- Later, these skills facilitate reading comprehension.



*Sénéchal & LeFevre , 2001*

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# Storybook Objects



# Dialogic Reading

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- Dialogic reading is a shared-reading technique in which the child gradually becomes the storyteller.

*Whitehurst & Lonigan, 2004*

- Dialogic reading has been shown, in a variety of circumstances, to produce greater effects on language than a similar amount of typical picture book reading in which children listen passively.

*Whitehurst & Lonigan, 1998*

# Dialogic Reading: PEER

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- **Prompt:** The adult prompts the child to comment on the book
- **Evaluate:** The adult evaluates the child's reply
- **Expand:** The adult expands the child's response
- **Repeat:** The adult asks the child to repeat the expanded or correct response

*Whitehurst, 2004*

# Dialogic Reading: CROWD

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- Completion prompts
- Recall prompts
- Open-ended prompts
- Wh- prompts
- Distancing prompts

*Whitehurst, 2004*

# Dialogic Reading: CROWD

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- **Completion prompts**  
are used often with rhyming or repetitive stories. A blank is left at the end of a sentence, which children may fill in.
- **Recall prompts**  
ask children to describe something that happened in a story. Recall prompts can be used during a story or, if a child has read the book previously, before beginning to read.

*Whitehurst, 2004*

# Dialogic Reading: CROWD

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- **Open-ended prompts**  
help facilitate problem solving and expressive fluency. Open-ended prompts should begin with words such as "why" and "how" or phrases such as "What do you think about...?"  
Open-ended questions may be about the storyline, tactile illustrations, pictures, or accompanying objects.

*Whitehurst, 2004*

# Dialogic Reading: CROWD

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- **Wh-** prompts

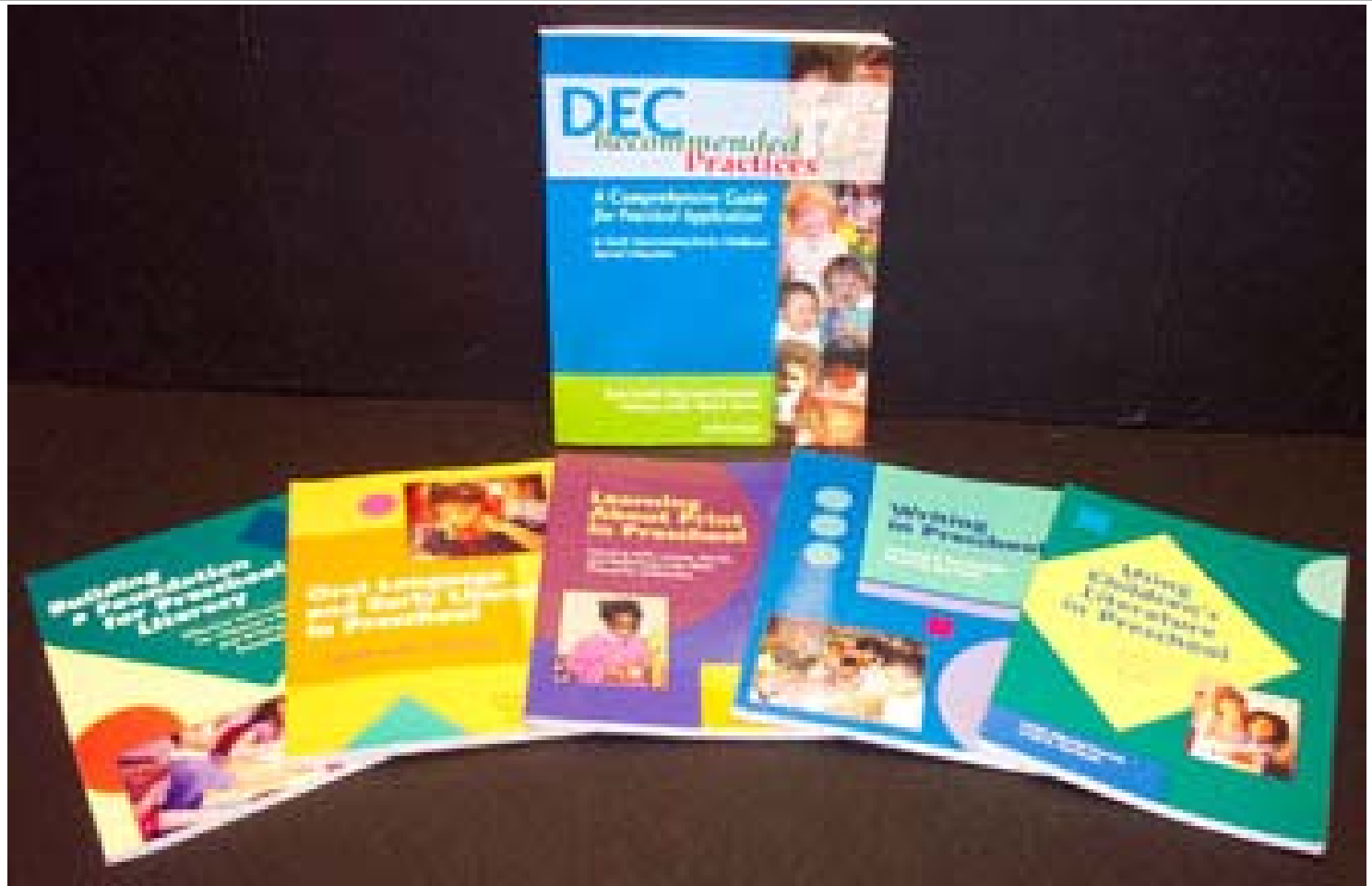
begin with *who*, *what*, *when*, *where*, *why*, or *how* and are used to build vocabulary. Like open-ended prompts, they may refer to storyline, tactile illustrations, pictures, or accompanying objects.

- **Distancing** prompts

ask children to relate the pictures and words in stories to their own experiences.

*Whitehurst, 2004*

# Recommended Resources



# Recommended Resources

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- International Reading Association:  
Preschool Literacy Collection  
<http://www.reading.org>
- DEC Recommended Practices: A  
Comprehensive Guide for Practical  
Application in Early Intervention/Early  
Childhood Special Education  
<http://www.sopriswest.com>