

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

**Session 5: Interventions to Facilitate Emergent
 Literacy**

Handout H: Emergent Literacy Skills for Future Braille Readers

EIVI Training Center. (2005). *Emergent literacy skills for future braille readers*. Chapel Hill, NC: Early Intervention Training Center for Infants and Toddlers With Visual Impairments, FPG Child Development Institute, UNC-CH.

Adapted from McComiskey, A.V. (1996). The braille readiness skills grid: A guide to building a foundation for literacy. *Journal of Visual Impairment & Blindness*, 90(3), 190-193.

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It is not essential for young children to obtain all of these skills in order to become successful braille readers and writers. However, these are skills that may make learning to read and write braille easier. Skills should not be taught in isolation.

Table 1
Emergent Literacy Skills for Future Braille Readers

Tactile	Fine motor	Listening and attention	Concept	Book and story
Tolerates being touched	Holds objects in each hand	Alerts to sounds	Identifies body parts	Uses books as toys (squeak, pull, etc.)
Enjoys being touched	Uses pincer grasp	Listens to interaction songs	Names body parts	Identifies parts of a book (cover, pages, margin, etc.)
Examines objects by touch	Opens and closes books	Socially sits with adult 5-10 minutes	Identifies objects and actions	Holds book and turns pages

Tactile	Fine motor	Listening and attention	Concept	Book and story
Matches and sorts objects	Turns cardboard pages	Listens to and enjoys rhymes	Names objects and actions	Explores tactile books using pad of fingers
Touches braille in exploration	Uses two hands cooperatively	Participates in finger plays and songs	Shows object permanence concept	Purposefully traces marks in tactile book from start to end
Matches graduations of sandpaper etc.	Uses appropriate grasp with stylus	Follows 2-step directions	Searches for dropped objects	Participates in object "book" story
Locates tactile "mark" on paper	Makes stylus art with construction paper	Matches sound cans	Shows same and different concept awareness	Daily Twin Vision book lap time
Uses pad of index finger to touch	Turns pages one at a time	Shows interest in short stories about self	Demonstrates number awareness of quantities to 3	Dictates and reads "sentence" book
Traces 3-dimensional outline of shape	Copies patterns with pegs, muffin tins, geo boards, etc.	Shows interest in short stories about others, with participation	Shows more/less, big/small, long/short, wide/narrow concepts with objects	Selects favorite book and stories
Traces 2-dimensional outline of shape	Shows hand strength and flexibility	Shows interest in short stories about others without participation	Plays symbolically	"Touch and Tell" and "Patterns" series completed (APH)

Tactile	Fine motor	Listening and attention	Concept	Book and story
Traces left-to-right continuous line with sticks, glue, etc.	Shows finger strength and dexterity	Uses jargon and imitation on phone	Shows concepts of: above/below, left/right, back/front, up/down, top/bottom, middle/sides (with objects)	Enjoys "On the Way to Literacy" series (APH)
Traces left to right using: a) Braille cell with no space b) Braille cell with space c) Dot 2,3,5,6 with no space d) Dot 2,3,5,6 with space e) Dot 3,6 with no space f) Dot 3,6 with space g) Dot 1 with no space h) Dot 1 with space	Places individual finger on braille keys	Tells simple even (idea)	Understands positional concepts with marks on page	
Uses two hands cooperatively in tracing (place marker and reader hand)	Manages paper into stylus	Makes up simple stories (3 ideas)	Shows rote knowledge of alphabet	

Tactile	Fine motor	Listening and attention	Concept	Book and story
Participates in Mangold's activity sheets and units	"Scribbles" with slate and stylus	Listens to simple story tape	Shows letter/cell awareness using balls, marbles, and braille	
	Manages paper into/out of braille with help	Manages tape recorder with help	Says letters of name (rote)	
	Positions fingers on braille keys appropriately	Manages tape recorder independently	Says names of braille keys	
	Manages paper into/out of braille independently	Attention to task completion (5-20 minutes)	Shows awareness of touch patterns representing word, e.g., name	
	Operates all keys of braille appropriately			

Directions: Reading and writing braille is achieved by systematic building of skills in many areas of development. This literacy readiness grid enables parents and teachers to identify accomplished skills and target other skills for educational programming.

Using observation and informal assessment, identify which skill in each area a child has accomplished. Highlight the accomplished skill box entirely. Emerging skills are partially filled with highlighter. Nonhighlighted skill boxes are targeted for the child's educational program. This is a flexible tool. Add or delete boxes for individual children. Remember: FUN IS THE KEY INGREDIENT.

Reference

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