

## Planning Literacy Instruction for Children with Deaf-Blindness<sup>1</sup>

There is a lot to consider when planning literacy instruction for children with deaf-blindness. These questions will help you plan successfully.

### Always Ask Yourself

- Are you exposing children to literacy activities and experiences every day?
- Are you using the child's most alert times to engage in activities?
- Is the child positioned in a manner that is both functional and comfortable?
- Are environmental supports in place to facilitate the child's use of residual vision and hearing? (e.g. size, contrast, location, presentation of materials, distance)
- Did you identify yourself to the child at the start of the interaction?
- Are you close enough so the child knows you are there?
- Have you identified the child's preferred method(s) of receiving information (receptive communication)?
- Have you identified the child's preferred method(s) of communicating with others (expressive communication)?
- Are all communication partners using the child's preferred communication method(s)?
- Are the cues you are using specific to and appropriate for the child?
- Are you following a consistent prescribed routine during all literacy activities?
- Are all communication partners using the same cues during routines and activities?
- Does your pacing match that of the child?
- Are you allowing enough wait time for the child to process, move his or her body and respond or initiate?
- Are you promoting active participation?
- Are you allowing the child to be as independent as possible?
- Do you let the child know when you are leaving his or her space?

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<sup>1</sup> Purvis, B. and Steele, N. 2011, [http://literacy.nationaldb.org/index.php/download\\_file/view/45/86/](http://literacy.nationaldb.org/index.php/download_file/view/45/86/)

