

Resources for OTs and PTs Supporting School Literacy Efforts
Jean E. Polichino, OTR, MS, FAOTA
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Resources Compiled by the American Occupational Therapy Association, Inc.
<http://www.aota.org/Practice/Children-Youth/literacy.aspx>

The Early Childhood Technical Assistance Center resources for Early Literacy:
<http://ectacenter.org/topics/literacy/literacy.asp>

Institute for Education Sciences What Works Clearinghouse
<https://ies.ed.gov/ncee/wwc/>

Reading and Writing Resources from Don Johnston at <http://donjohnston.com/>

COLORADO DEPARTMENT OF EDUCATION

LITERACY FACT SHEET Literacy for Learners with Visual Impairment

Role of the Physical Therapist

Completed by a CDE Workgroup on Literacy for Learners with Visual Impairments

**“Literacy is the ability to read and write, to access information,
and to communicate thoughts and ideas to others.” (p. 171)**

Holbrook, C. (1996). *Journal of Visual Impairment & Blindness*, 90(3), 171-172.



Literacy is important for all learners. For the individual with visual impairment, especially those students with additional disabilities, it is critical that literacy be addressed through a developmental domains and the learner's academic performance is necessary to build a total picture of literacy needs.

This Fact Sheet addresses the primary areas specifically relating to physical developmental and positioning needs. These areas might be best addressed by the learner's physical therapist in conjunction with the teacher certified in the area of visual impairment.

Motor and Physical Health Status

- What are the learner's current medications and their potential secondary effects on alertness, movement, balance, and physical stamina?
- Does the learner have any health problems that may interfere with his or her learning and communication? Are there any physical restrictions upon the learner's activities?

Learning Style: Response and Motivation Related to Sensory Information

- What is the learner's level of arousal/alertness and how are these states related to the environment and the activity level of the learner?
- What is the motivation for movement? How and to what does the learner respond?
- Does the child demonstrate any sensitivity to tactile information?