

## Early Literacy and Numeracy for Students Who are Deaf-Blind

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In this session, presenters will discuss the basic components of early literacy and numeracy and how these apply to students who are deafblind. Presenters will identify research-based teaching strategies and how early literacy and numeracy instruction can be embedded into everyday routines and activities.

### KEY POINTS

- Emerging literacy and numeracy skills should be viewed within the context of grade-level academic instruction.
- Multi-tiered systems of support (MTSS) is a framework that bridges between access to grade-level academic content and instruction focused on emerging knowledge and skills. MTSS is designed to include all students and can serve as an overarching framework for instruction and problem solving for students who are deaf-blind.
- Collaboration is at the heart of high-quality instruction and planning for eliminating barriers to learning both in-person or during distance learning.
- Reading, writing, speaking and listening, and language are all a part of an integrated literacy program for all students
- Students who are deaf-blind have a right to learn literacy, by building on their communication skills with a trusted partner through meaningful activities and routines throughout their day.
- Early numeracy skills such as rote counting, number identification, and one-to-one correspondence set students up for deeper mathematical understanding later in life and provide an access point for the general education curriculum.

## ADDITIONAL RESOURCES

- [5-15-45 Collaboration Tool](#)
- [MTSS for All: Including Students with the Most Significant Cognitive Disabilities](#)
- TIES TIP - [Core words, aided language modeling, and literacy](#)
- TIES Distance Learning articles
  - [Distance Learning and Communication Systems](#)
  - [Embedding Instruction During Hybrid Learning](#)
- [Helping Your Child with Academics](#) (parent video)
- [MAST Modules](#)
- [Literacy for Children Who Are Deaf-Blind module](#)