

Literacy of children with physical disabilities: A literature review.

Author(s): Browning, N.

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Type of Review: Narrative.

Purpose: To review research related to literacy development of children with physical disabilities, and the factors that influence literacy development. Investigates the link between parents' and teachers' expectations and priorities for children with the provision of opportunities for literacy development.

Inclusion Criteria: Not Reported.

Search Method: Not Reported.

Review Method: Not Reported.

Number of Studies: 60

Population of Participants: (1) Physically disabled children.
(2) Parents of physically disabled children.

Age of Participants: Not Reported.

Concerns Raised: Not Reported.

Outcome Measures of Interest: Not Reported.

Conclusion/Results: Parents and teachers play an important role in literacy development by providing a child with optimal physical, functional, and language contexts. Parent and teacher attitudes, expectations, and priorities are consistently related to the provision of literacy learning experiences. Occupational therapists can also contribute to the development of early literacy skills in individuals with physical disabilities by providing information, offering support, and access to adapted materials and technology.

Comments: Useful for a large variety of audiences. Good list of references on phonics and phonemic awareness instruction.