

Reading Strategies for Special Education Students with Autism
Selected research articles collected by Sue Baker, Autism Services Consultant, 2005

References by topic and article	Key Concepts from Research
<p>Akin, Lynn and MacKinney, Donna, "Autism, Literacy, and Libraries", <u>Children and Libraries: The Journal of the Association for Library Service to Children</u>, Volume 2, Number 2, Summer/Fall 2004, pp. 35-43.</p>	<p>Looks at how libraries can serve those with autism, theories on literacy and autism, benefits of pairing typical readers with those with autism, common practices in literacy, books, etc.</p>
<p>Basil, C. and Reyes, S., "Acquisition of Literacy Skills by Children with Severe Disability", <u>Child Language Teaching & Therapy</u>, Volume 19, Number 1, 2003, pp. 27-45.</p>	<p>Use of computer software program and scaffolding approaches suggests massed practice of self-initiated and meaningful literacy activities promote acquisition of literacy for those with severe disabilities.</p>
<p>Bellon, Monica L.; Ogletree, Billy T. and Harn, William E., "Repeated Storybook Reading as a Language Intervention for Children with Autism: A Case Study on the Application of Scaffolding", <u>Focus on Autism and Other Developmental Disabilities</u>, Volume 15, Number 1, Spring 2000, pp. 52-58.</p>	<p>Case study with a 3.9 year old boy discussing efficacy of repeated storybook reading with adult scaffolding. Results suggest repeated reading encouraged spontaneous language use; guidelines on using repeated storybook reading are provided.</p>
<p>Broun, L. T., "Teaching Students with Autistic Spectrum Disorders to Read", <u>Teaching Exceptional Children</u>, Volume 36, Number 4, 2004, pp. 36-40.</p>	<p>Discusses the use of visual approach to teach students with autistic spectrum disorders to read based on Oelwein's method with children with Downs Syndrome. Begins with child's special interests, using match word to word, then moving to sentence construction. Not research based, but helpful for very challenging students.</p>
<p>Colasent, R. and Griffith, P. L., "Autism and Literacy: Looking Into the Classroom with Rabbit Stories", <u>Reading Teacher</u>, Volume 51, Number 5, 1998, pp. 414.</p>	<p>Discusses how middle school students with autism responded when a series of related stories were read to them. Students could recall parts and their recall improves when stories around a theme are presented in a series. Longer stories provided with pictures can benefit those with autism.</p>
<p>Crowe, L. K., "Reading Behaviors of Mothers and Their Children with Language Impairment During Repeated Storybook Reading", <u>Journal of Communication Disorders</u>, Volume 33, Number 6, 2000, pp.</p>	<p>Examines the reading behaviors of five mothers and their preschool children with language impairment, including autism, across three storybook readings. Results increased reading behaviors and reading time across the three readings. Describes both child reading goals and</p>

References by topic and article	Key Concepts from Research
503-524.	adults behaviors. Reading style hints could be applicable for volunteers or associates.
<p>Fossett, B., “Visual Support Strategies for Literacy Development” (Electronic Version), <u>SEA Crosscurrents Magazine</u>, Spring 2004, pp. 23-32, http://www.bctf.ca/TeachingToDiversity/ResourceInventory/crosscurrents/Spring04pp23-32.pdf (accessed November 27, 2005).</p>	<p>Discusses the application of visual support strategies to enable the participation of students with autism in elementary classroom literacy activities. Specific strategies for teaching word identification skills, reading comprehension skills, and written composition skills are presented. Shares how visual support strategies can be designed to increase student understanding and active participation in literacy activities.</p>
<p>Heimann, Mikael, “Increasing Reading and Communication Skills in Children with Autism Through an Interactive Multimedia Computer Program”, <u>Journal of Autism and Developmental Disorders</u>, Volume 25, Number 5, October 1995, pp. 459-480.</p>	<p>Students with autism and mental age ranges of 3-9 years with CA 6-23 were compared with two other groups receiving computer instruction in reading. These students showed increase of phonological awareness and word reading through Alpha program during intervention but not during the follow-up period. Compares results with others.</p>
<p>Kaderavek, J. N. and Rabidoux, P., “Interactive to Independent Literacy: A Model for Designing Literacy Goals for Children with Atypical Communication”, <u>Reading & Writing Quarterly: Overcoming Learning Difficulties</u>, Volume 20, Number 3, 2004, pp. 237-260.</p>	<p>This model provides a foundation for designing literacy goals and interventions for children with atypical and/or more severe levels of communication impairment. Two case studies are presented, outlining the literacy goals for a child with mild to moderate mental retardation and a child with autism (hyperlexic 6 year old).</p>
<p>Kluth, P., “Tell Me About the Story: Comprehension Strategies for Students with Autism”, 2005. http://www.paulakluth.com/articles/comprehension.html (accessed November 27, 2005).</p>	<p>Students with autism have problems making predictions; visualizing the events of a text; and identifying a purpose for reading. Comprehension strategies include:</p> <ol style="list-style-type: none"> 1. build background knowledge 2. think aloud 3. drama 4. reciprocal teaching 5. retelling
<p>Koppenhaver, David A. and Erickson, Karen A., “Technologies to Support Reading Comprehension in Children with Disabilities”, February 24, 1998, http://www.dinf.ne.jp/doc/english/US_Eu/conf/csun_98/csun98_026.htm, (accessed November 27, 2005).</p>	<p>Research indicates students with disabilities have the same needs and learning styles as other students. Greatest difference is requiring a more conscious consideration regarding instruction access. This describes good instruction in reading comprehension, how to make instruction accessible. Reading comprehension is process of making connections between ideas in text and mind.</p>

<p>Mayes, S.D. and Calhoun, S. L., “Ability Profiles in Children with Autism: Influence of Age and IQ”, <u>Autism</u>, Volume 7, Number 1, March 2003, pp. 65-80.</p>	<p>Data on 164 3 to 15 year olds with autism were analyzed. As age increased, so did IQ. For school age kids with low IQs (<80), math, spelling, and writing scores were consistent with IQ and reading was above IQ (hyperlexia). High IQ kids showed average reading, math, and spelling. These group results may not apply to all individuals. Implications for accommodations support modification of test and assignments etc.</p>
<p>Mirenda, Pat, Ph.D., “‘He’s Not Really a Reader . . .’: Perspectives on Supporting Literacy Development in Individuals with Autism”, <u>Topics in Language Disorders</u>, Volume 23, Number 4, 2003, pp. 271-282.</p>	<p>Provides suggestions for strategies that can be used to promote literacy learning across five stages of word reading development. Shares experiences of people with autism who have become successful readers.</p>
<p>Mirenda, P. and Erickson, K. A., “Augmentative Communication and Literacy”, <u>Autism Spectrum Disorders: A Transactional Developmental Perspective</u>, Paul H. Brookes Publishing, Baltimore, MD, 2000, pp. 333-367.</p>	<p>Reviews research literature pertaining to augmentative and alternative communication and literacy issues. Literacy strategies are discussed with visual processing strengths, and components of a balanced literacy instructional program.</p>
<p>Nation, Kate, “Reading Skills in Hyperlexia: A Developmental Perspective”, <u>Psychological Bulletin</u>, Volume 125, Number 2, 1999, pp. 338-355.</p>	<p>Describes word-recognition skills for individuals who otherwise have pronounced cognitive, social, and linguistic handicaps. Language, word recognition and reading comprehension skills are reviewed. Syndrome vs. symptom discussion, reading demands are described, hyperlexia with autism and other disorders is described</p>
<p>Nation, Kate, DPhil and Norbury, Courtenay Frazier, DPhil, “Why Reading Comprehension Fails: Insights From Developmental Disorders”, <u>Topics in Language Disorders</u>, Volume 25, Number 1, 2005, pp. 21-32.</p>	<p>Compares reading comprehension deficits in three groups of children: those with specific impairment in reading comprehension, with ASD, and specific language impairment. All three conclusions: poor reading comprehension often associated with weaknesses in oral language. Provides framework for identifying children and planning interventions.</p>
<p>O’Connor, Irene M. and Klein, Perry D., “Exploration of Strategies for Facilitating the Reading Comprehension of High-Functioning Students with Autism Spectrum Disorders”, <u>Journal of Autism and Developmental Disorders</u>, Volume 34, Number 2, April 2004, pp. 115-127.</p>	<p>20 Adolescents with ASD were studied comparing thee kinds of facilitation on reading: The anaphoric cuing effects were statistically significant, prereading questions and cloze completion were small effects. Shares instructional implications for text preparation, remedial instruction, and design of software.</p>

<p>Tissot, Catherine and Evans, Roy, “Visual Teaching Strategies for Children with Autism”, <u>Early Child Development and Care</u>, Volume 173, Number 4, August 2003, pp. 425-433.</p>	<p>Describes types of children with autism that benefit from visual teaching strategies. Shares advantages and disadvantages of TEACCH, Lovaas reading and writing systems, and PECS.</p>
<p>Turkeltaub, P.E.; Flowers, D. L.; Verbalis, A.; Miranda M.; Gareau, L. and Eden, G. F., “The Neural Basis of Hyperlexic Reading: An fMRI Case Study”, <u>Neuron</u>, Volume 41, Number 1, January 8, 2004, pp. 11-25.</p>	<p>The fMRI of a 9 year old who reads 6 years in advance of his age is described. Describes where the activity occurs in his brain as he read. Suggests precocious reading is when brain draws on both left phonological hemisphere and right visual hemisphere systems simultaneously.</p>
<p>Wahlberg, Tim, “Language Development and Text Comprehension in Individuals with Autism”, <u>Autistic Spectrum Disorders: Educational and Clinical Interventions</u>, Elsevier Science Ltd., Amsterdam, London, New York, Oxford, Paris, Shannon, Tokyo, 2001, pp. 133-150.</p>	<p>Reviews communication patterns that individuals with autism display as they develop language. Pragmatic concerns include: use of irrelevant detail, perseveration on specific topics, problems with longer utterances, queries requiring inference, inappropriate shifting of topics, pausing, complex interpretive linguistic skills, ignoring initiations introduced by others. Text comprehension describes concerns both using knowledge about unspecified information such as why events happen and may happen and comprehensive tasks after reading.</p>
<p>Watson, Linda, Ed.D., CCC-SLP, “Emergent Literacy: Assessment and Intervention Issues”, September 26, 2001, http://www.med.unc.edu/childas/handouts/emergent.pdf, (accessed November 27, 2005).</p>	<p>Provides via bulleted lists examples for implications for SLP’s, Assessment options, encouraging interactions, modeling uses of reading, and writing, motivation idea, and intervention examples for literacy development.</p>
<p>Whalon, K. J., “The Effects of a Reciprocal Questioning Intervention on the Reading Comprehension of Children with Autism”, <u>Childhood Education, Reading and Disability Services (Unpublished Dissertation)</u>, Florida State University, 2004, http://etd.lib.fsu.edu/theses/available/etd-11122004-201237/.</p>	<p>Discusses the effects of reciprocal questioning strategy instruction delivered in cooperative pairs on the reading comprehension of children with autism spectrum disorder.</p>