# Evidence-based Literacy Intervention for Individuals with Complex Communication Needs

David McNaughton and Janice Light
Penn State University
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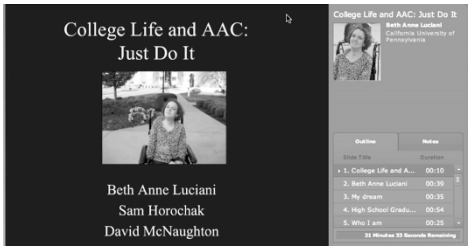
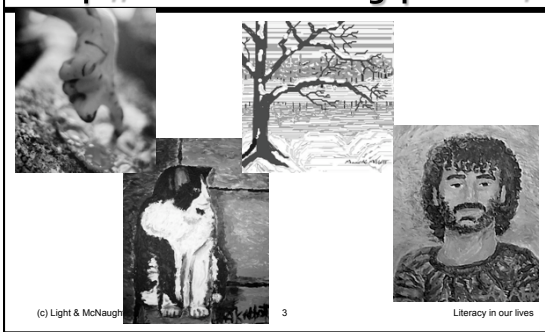
## Beth Ann Luciani

http://mcn.ed.psu.edu/dbm/bal_cal/index.htm






## Anne Abbott http://anne-abbott.blogspot.com/





## A) Sufficient time allocated for literacy instruction

- Current best practices recommend
  - All students in grades 1-3 receive at least 90 minutes of literacy instruction per day
  - At risk students should receive an additional 40-60 minutes of instruction per day
- Need to ensure that sufficient time is allocated for literacy instruction
  - Ideally intensive instruction provided
  - However, our research demonstrates significant literacy gains can be achieved in less than ideal conditions

## B) Appropriate instructional content

- Instructional content based on recommendations of National Reading Panel (2000)
  - Reading to individuals who require AAC & talking about texts
  - Phonological awareness skills
    - Sound blending skills
    - Phoneme segmentation skills
  - Knowledge of letter-sound correspondences
  - Decoding skills
  - Sight word recognition skills
  - Reading and understanding books / other texts
  - Early writing skills

## C) Appropriate instructional procedures

- Instructional procedures /teaching methods based on recommendations of National Reading Panel (2000)
  - Direct instruction in basic skills
  - Frequent opportunities to apply these skills in the context of meaningful, motivating literacy activities

## D) Adaptations for individuals who require AAC

- Adapt procedures to accommodate unique needs of individuals who require AAC
  - Eliminate the need for spoken responses
  - Provide insight into areas of difficulty to support instructional decisions
  - Compensate for lack of oral production / rehearsal
  - Provide efficient response method so child can enjoy high level of meaningful participation

## Appropriate instructional content

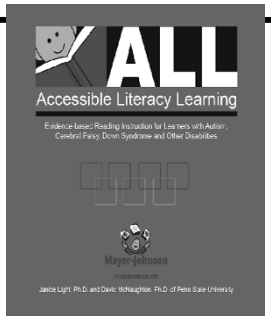
- National Reading Panel (2000)
  - Reading to individuals who require AAC & talking about texts
  - Phonological awareness skills
    - Sound blending skills
    - Phoneme segmentation skills
  - Knowledge of letter-sound correspondences
  - Decoding skills
  - Shared reading
  - Sight word recognition skills
  - Reading and understanding books
  - Early writing skills

## Publications

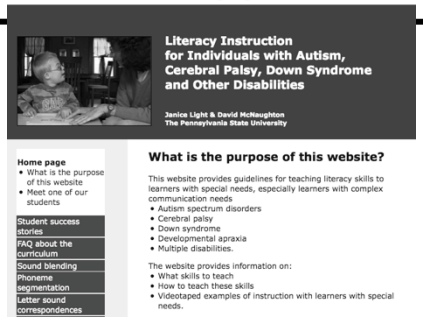

- Light, J., McNaughton, D., Weyer, M., & Karg, L. (2008). Evidence-based instruction for individuals who require augmentative and alternative communication: A case study of a student with multiple disabilities. *Seminars in Speech and Language, 29,* 120-132.
- Light, J. & McNaughton, D. (2009). Meeting the demands of the curriculum for conventional and advanced readers and writers who require AAC. In G. Soto & C. Zangari (Eds.). *Augmentative and alternative communication in the schools*. Baltimore, MD: Paul H. Brookes Publishing Co.


## ALL Curriculum

- Light, J. & McNaughton, D. (2009). *Accessible Literacy Learning (ALL) Curriculum: Evidence-based Reading Instruction for Learners with Autism, Cerebral Palsy, Down Syndrome and Other Disabilities*. San Diego, CA: Mayer-Johnson




## AACliteracy.psu.edu




## For further information

aacliteracy.psu.edu

E-mail JCL4@psu.edu or DBM2@psu.edu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