Evidence-based Literacy Intervention for Individuals with Complex Communication Needs

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

College Life and AAC: Just Do It
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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


ALL Curriculum


AACliteracy.psu.edu

- For further information
  - aacliteracy.psu.edu
  - E-mail JCL4@psu.edu or DBM2@psu.edu

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