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**Autism Spectrum Disorder (ASD) & Literacy**

**Resources to Assist in Literacy Development in**

**Students with ASD**

**Autism Spectrum Disorder (ASD) & Literacy**

The START team is implementing a focused initiative related to students with ASD and literacy. This includes identifying key characteristics impacting literacy and specifically reading comprehension, and tools that may be helpful to supporting students with ASD. While students with ASD tend to demonstrate excellent word recognition and decoding skills, there are inherent challenges and impairment in the area of reading comprehension, often due to the fundamental characteristics of the disability (Randi, Newman, Grigorenko, 2010). While new research is emerging on literacy and ASD, studies conducted over the past 20-30 years have demonstrated that engaged behavior is the best predictor of academic gains in students with ASD (Carnahan and Williamson, 2010); that quality of the book reading is more impactful than the quantity of books read; and the manner in which they are engaged in reading experiences (Scarborough and Dobrich, 1994; Fleury, et al., 2013). Thus assuring the student is engaged in the activity is vital in assuring more overall positive outcomes in literacy.

The following tools and support strategies have been created that may be useful in supporting students in reading comprehension skills and interventions in educational settings. This includes defining levels of support that may be needed, a checklist of core ASD characteristics and aligning strategies as identified in evidence based practice research and resource texts; and more focused individualized, one-on-one interventions. The level of intervention required should be considered for each student based on benchmarks and baseline information collected and the needs of the individual.

**Top 10 Impact on Literacy Checklist for Students with ASD**

The START *Impact on Literacy Checklist for Students with Autism Spectrum Disorder (ASD): The Top 10* is a tool developed as a checklist to identify key characteristics that impact reading comprehension in students with ASD. Within those characteristics, three sub deficit areas were identified explaining how the corresponding characteristic may impact reading literacy. Strategies were then identified corresponding with each of the ASD characteristics and sub deficit areas. The tool was designed to provide guidance on strategies that have demonstrated through current research to be useful interventions for specific characteristics of ASD.

**ASD LITERACY INTERVENTION STRATEGIES MATRIX**

**Elementary Age**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Characteristics** | **Joint Attention & Social Engagement** | **ToM**  **Emotional Reciprocity** | **Central Coherence** | **Executive Functioning** | **Restricted Interests & Patterns of Behavior** | **Prior Knowledge** | **Literal vs. Abstract Thinking** | **Pragmatics** | **Repetitive Patterns of Behavior** | **Language, Comm & Vocab** |
| **Universal Support Strategies used at classroom level across characteristics and across levels** | Communication Supports including: visual supports, PECS, functional communication training, alternative communication systems (voice output devices, computer, applications, etc.)  Social Supports: visual supports, peer to peer, self-management, social narratives  Behavior Supports: visual supports, prompting, time delay, reinforcement, structured work systems, naturalistic interventions, peer to peer supports, FBAs  [START PBIS Information](https://www.gvsu.edu/autismcenter/positive-behavioral-interventions-support-for-students-with-asd-90.htm) or go to [www.gvsu.edu/autismcenter](http://www.gvsu.edu/autismcenter) and search on PBS | | | | | | | | | |
| **Reading Comprehension Strategies Intervention in Small Group Setting** | [Strategy Lessons](#SSR) | [Strategy Lessons](#SSR2) | [Strategy Lessons](#SSR3) | [Strategy Lessons](#SSR4) | [Strategy Lessons](#SSR5) | [Direct, explicit instruction](#SSR6) | [Explicit instruction](#SSR7) | [Use of “wh” questions](#SSR8) | [Visualizing and Inferring Meaning](#SSR9) | [Building Vocabulary](#SSR10) |

**Impact on Literacy Checklist**

**for Students with Autism Spectrum Disorder (ASD)**

**The TOP 10**

Student’s Name (DOB):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading for comprehension is a complex process and the ability to read for understanding is dependent upon the interaction of a number of factors. Many of these factors are known to be deficient in students with ASD (Randi, et.al., 2010). Based on a literature review of characteristics of ASD that impact comprehension, this checklist was created to guide educators in identifying the primary ASD characteristics impacting reading comprehension. Once identified, strategies can be developed to address the areas of impact.

Check below the characteristics demonstrated by the student and how they may be impacting the student’s reading comprehension. There are Level 2 comprehension strategies listed for each characteristic.

| **Characteristics & their Impact on Literacy for Students with ASD** | | | **Yes** | **No** | **If yes, reference *Level 2 Comprehension Strategies* listed for each characteristic.** |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **1. Joint Attention & Social Engagement:** The ability to respond to and engage in shared, enjoyable experiences including looking to others to understand how they feel about their experiences and imitating others to learn new skills. | | | | | |
| How deficits in joint attention & social engagement may impact literacy | Lack of shared interest in the reading experience resulting in missed learning opportunities. | |  |  | |  |  | | --- | --- | | Shared Storybook Reading: Building Young Children's Language and Emergent Literacy Skills (Ezell & Justice, 2005) |  | |  | |   Attending Strategy:   * Determine current attending baseline behavior by observing how long the child attends in two separate shared-reading sessions * Establish an attending goal measured in either length of time or number of pages * Select an attractive book with limited print on a topic that may be a preferred interest and incorporates flaps, moveable parts or textures. * During shared reading session, the adult should read the book with enthusiasm and animation. * When the target time or page has been reached, verbal praise should be provided to the child (e.g. “You did a great job listening to the story!”) and then the session should be ended. * A record of the child’s attending time (measured in either minutes or number of pages read) should be maintained. The use of this strategy can be continued until the child is able to attend to the entire reading of one brief storybook. |
| Lack of imitation skills to practice the behaviors of reading and to develop new interests. | |  |  | * Differentiates print from pictures (Ezell & Justice, 2005) * Demonstrate tracking of print while reading the storybook by running finger beneath the words in a fluid left-to-right motion * Point to an illustration and state, “This pictures shows what is happening.” * Point to print and explain, “These words tell the story.” * After several sessions, determine whether the child can differentiate print from pictures by saying, “Show me the words that tell the story.” * Praise a correct response and provide assistance if the child is unsure or responds incorrectly * Identifies directionality of left page to right page (Ezell & Justice, 2005) * During shared reading, state, “I read this page first (pointing to the left page), and I read this one next (pointing to the right page)”. * After one to three reading session, say “Show me where I should read first—this page (pointing to the left page) or that page (pointing to the right page).” * Praise the child’s correct response, and provide assistance if the child seems unsure or responds incorrectly. * Knows that print tells the story (Ezell & Justice, 2005) * On one or two occasions during shared reading, point to the print and explain to the child, “These are the words that tell this story.” * After providing repeated explanations and modeling, check for understanding by saying, “Show me which part tells the story,” or asking, “What do these words do?” * Praise the child’s correct response. Provide assistance or further modeling if the child seems unsure or responds incorrectly. * Knows some letters of the alphabet (Ezell & Justice, 2005) * Select a letter that is used at least three times in a chosen storybook * Before shared reading begins, explain to the child that he or she will be looking closely at some words and finding a selected letter. Tell the child what letter is and show a written example. * During shared reading, interrupt the story on two or three occasions when the target words appear and say, “Put your finger on the letter “t” in this word?” * Praise all attempts and correct responses. Provide prompting if the child responds incorrectly. * Continue practicing until the child is able to identify the target letter with consistency |
| Lack of social engagement that enhances vocabulary development and increases experiences for background knowledge. | |  |  | * Shared Storybook Reading Turn-Taking Strategy (Ezell & Justice, 2005) * Determine the child’s current turn-taking frequency by conducting a shared-reading session and offering five conversational turn-taking opportunities. Note the type of turns, if any, that the child takes (i.e. nonverbal, vocalizations, or verbal) * Establish a turn-taking goal by specifying the turn type to be targeted (e.g. five vocal turns during one reading session). * During shared reading, offer the child at least five opportunities to take a conversational turn by providing a comment or asking a question and then waiting expectantly at least 10 seconds for the child to respond. * If the child fails to respond after 10 seconds, provide assistance. Assistance for a nonverbal prompt would be gentle physical guidance to complete the response (e.g. guiding the child’s finger to point to a picture). For a vocal or verbal prompts, provide the correct answer (e.g. “a train”) and ask the child to try saying it, too. * Praise the child when he or she responds in any way, as this constitutes a completed conversational turn. * Keep a record of the child’s number and types of turns taken during each reading session, and note whether assistance was required. A long-term goal would be consistent and independent responding to each turn-taking opportunity using the form of turn most appropriate for the child (e.g. nonverbal, vocal, or verbal). |
| OTHER (describe): | |  |  | Further Reading:   * Shared Storybook Reading: Building Young Children's Language and Emergent Literacy Skills (Ezell & Justice, 2005) |
|  | | | | | |
| **2. Theory of Mind & Social / Emotional Reciprocity:** The ability to recognize and interpret the thoughts, perspectives, intentions, and emotions of others to predict their behavior; Understanding emotions through descriptions of body language and facial expressions. | | | | | |
| How deficits in Theory of Mind and Social / Emotional Reciprocity may impact literacy: | Difficulty understanding the perspectives and emotional states of characters and/or author. | |  |  | * Strategies That Work: Teaching Comprehension for Understanding and Engagement (Harvey, S. & Goudvis, A., 2007)   Strategy Lessons: Visualizing and Inferring   * Inferring Feelings with Kindergartners   + Purpose: Helping kids to better understand their own and others’ feelings; introducing inferential thinking   + Response: Verbal or visual clues given to label emotions   Strategy Lessons: Activating and Connecting Background Knowledge   * Text-to-Self Connections: Relating the Characters to Ourselves   + Purpose: Linking the text to our life   + Response: Coding the text T-S for text-to-self connections |
| Difficulty predicting or making inferences about the future behavior of characters. | |  |  | Strategy Lessons: Questioning (Harvey, S. & Goudvis, A., 2007)   * Questioning That Leads to Inferential Thinking   + Purpose: Making meaning through asking questions   + Response: Chart of questions students ask and possible answers   Strategy Lessons: Visualizing and Inferring (Harvey, S. & Goudvis, A., 2007)   * Visualizing with Wordless Picture Books   + Purpose: Visualizing to fill in missing information   + Response: Drawing what you visualize |
| Difficulty understanding the emotional states of characters based on body language and facial expression descriptions in the text. | |  |  | Strategy Lessons: Activating and Connecting Background Knowledge (Harvey, S. & Goudvis, A., 2007)   * Text-to-Self Connections: Relating the Characters to Ourselves   + Purpose: Linking the text to our life   + Response: Coding the text T-S for text-to-self connections |
|  | | | | | |
| **3. Central Coherence:** Understanding the central tenets of a passage and creating meaning from text details; the ability to integrate details in order to understand the “big picture” of a passage. | | | | | |
| How deficits in central coherence may impact literacy | Over-focus on minor, irrelevant or concrete details in the passage thus missing the main idea(s) or overall purpose of the text. | |  |  | Strategy Lessons: Monitoring Comprehension (Harvey, S. & Goudvis, A., 2007)   * Notice When You Lose Your Way * Connect and engage with presented text * Model reading and reasoning through text * Demonstrate think aloud with about confusing parts and use visual supports such as Brain Frames * Repair broken comprehension verbally and depict repair using visual supports and create an anchor chart * Provide opportunity for guided practice and sharing out regarding use of strategies   Strategy Lessons: Determining Importance in Text (Harvey, S. & Goudvis, A., 2007)   * Important to Whom? * Purpose: Understanding that there may be a difference between what the reader thinks is most important and the writer’s big ideas * Resources: Article from magazines like *Time for Kids, Scholastic News, National Geographic* Explorer or writing from nonfiction trade books * Responses: Response notebooks |
| Comprehending all the rote facts in the passage but not blending them to understand the “big picture.” | |  |  | Strategy Lesson: Monitoring Comprehension (Harvey, S. & Goudvis, A., 2007)   * Read, Write & Talk * Connect and engage student in lesson by asking about traditional comprehension questions that target literal comprehension (e.g. who, what, where). * Explain that readers need to stop, think and react as they read. * Review a presented article. * Model reading, stopping and recording of inner conversation—your questions, connections and confusions—using chart paper and markers. * Guide students in capturing their thinking in the margin of the presented article. * Encourage collaboration with a partner as groups reflect on the content, the process and any lingering questions. * Allow students to practice independently applying the strategy of Read, Write and Talk on their own.   Strategy Lesson: Determining Importance in Text (Harvey, S. & Goudvis, A., 2007)   * Important to Whom? * Purpose: Understanding that there may a difference between what the reader thinks is most important and the writer’s big ideas * Resources: Article from magazines like *Time for Kids, Scholastic News, National Geographic* Explorer or writing from nonfiction trade books * Responses: Response notebooks |
| Difficulty connecting information at the paragraph or chapter level. | |  |  | Strategy Lessons: Monitoring Comprehension (Harvey, S. & Goudvis, A., 2007)   * Knowing When You Know and Knowing When You Don’t Know * Purpose: Monitoring comprehension to clarify confusion and answer questions about the text * Responses: Sticky noted coded “Huh?” for confused or with a light bulb for the reader’s illumination   Strategy Lessons: Summarizing and Synthesizing Information (Harvey, S. & Goudvis, A., 2007)   * Writing a Short Summary * Purpose: Distinguishing between a summary of the text and the reader’s thinking * Response: Two-column think sheet headed “What the Piece Is About/ What It Makes Me Think About” |
|  | | | | | |
| **4. Executive Function:** The ability to organize information and thoughts for coherency, self-monitor for comprehension, and execute plans of action. | | | | | |
| How deficits in executive functioning may impact literacy | Difficulty suppressing irrelevant background knowledge and shifting meaning to different contexts. | |  |  | Strategy Lessons: Determining Text Importance (Harvey, S. & Goudvis, A., 2007)   * Important to Whom?   + Purpose: Understanding that there may be a difference between what the reader thinks is most important and the writer’s big ideas   + Response: Response notebooks |
| Making irrelevant connections between contexts, concepts, or relationships. | |  |  | Strategy Lessons: Activating and Connecting Background Knowledge (Harvey, S. & Goudvis, A., 2007)   * Sifting the Topic from the Details   + Purpose: Distinguishing between key topics/concepts and supporting details   + Response: Two column note from headed Topic/Details; three column note form headed Topic/Details/Response |
| Difficulty organizing and planning the reading experience (e.g. timelines for reading long texts) and self-monitoring for understanding (meta-cognition). | |  |  | Strategy Lessons: Monitoring Comprehension (Harvey, S. & Goudvis, A., 2007)   * Following the Inner Conversation   + Purpose: Listening to the inner voice and leaving tracks of thinking   + Responses: Sticky notes on a piece of paper on clipboards * Noticing When We Stray from the Inner Conversation   + Purpose: Monitoring the inner voice to focus thinking and “fix up” comprehension   + Responses: Two column-chart titled Why Meaning Breaks Down/What Do I Do About It |
| OTHER (describe): | |  |  | Further Differentiation/UDL Recommendation:   * Visual-spatial displays for language and thought such as “Showing Causes/Effects” Brain Frame, “Showing Relationships” Brain Frame or “Categorizing” Brain Frame to collect relevant information and to focus attention on critical information, concepts and relationships |
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| **5. Restricted Interests & Motivation:** Abnormally intense preoccupation with specific interest areas or activities which impact motivation to read non-preferred text or results in getting stuck on words or phrases. | | | | | |
| How intense interests and motivation can impact literacy | Intense focus on specific preferred interest areas so does not engage in reading in non-preferred areas interests. | |  |  | Strategy Lessons: Activating and Connecting Background Knowledge (Harvey, S. & Goudvis, A., 2007)   * Distracting Connections   + Purpose: Teaching readers to identify distracting connections and fix up meaning   + Response: Conversation (visually supported)   Strategy Lessons: Monitoring Comprehension (Harvey, S. & Goudvis, A., 2007)   * Read, Write and Talk * Purpose: Teaching readers to stop, think and react to informational text * Response: Jotting thinking and sketches in margins |
| Gets stuck reading only certain words, phrases, or sections in text. | |  |  | * Peer supports in pairs (Kluth & Chandler Olcott, 2008, p. 57) and learning stations (Kluth & Chandler Olcott, 2008, p. 60); direct instruction; interactive strategies: use of technology (Carnahan) and flashcards for vocabulary. |
| Fails to monitor for comprehension (meta-cognition) due to focus on preferred interests and topics. | |  |  | * Peer supports and asking questions; self-monitoring; visuals (Kluth & Chandler Olcott, 2008, p. 51)   Strategy Lessons: Monitoring Comprehension (Harvey, S. & Goudvis, A., 2007)   * Following the Inner Conversation * Purpose: Listening to the inner voice and leaving tracks of thinking * Response: Sticky notes on a piece of paper on clipboards   Strategy Lessons: Noticing When We Stray from the Inner Conversation   * Purpose: Monitoring the inner voice to focus thinking and “fix” comprehension * Response: Two-column chart titled “Why Meaning Breaks Down/What to Do About It” |
|  | | | | | |
| **6. Prior Knowledge:** The ability to apply relevant background knowledge to make global and abstract connections in text. | | | | | |
| How deficits in applying prior knowledge can impact literacy | Difficulty accessing and applying relevant background knowledge in order to understand the context or situation in text. | |  |  | * Direct instruction and visuals (connect content and student’s background knowledge); visual storyboards connecting background to reading content. (Kluth & Chandler-Olcott, p. 125) |
| Difficulty with word meanings (semantics) in context of the text. | |  |  | * Interactive strategies: flashcards with teachers, in groups, and/or with peers and utilizing software/technology (Carnahan Presentation and Kluth, Chandler-Olcott, p. 124.)   Drawing a Blank: Improving Comprehension for Readers on the Autism Spectrum (Iland, E., 2011)   * Chapter 5: Building Vocabulary- Promising Practices to Improve Comprehension * Direct, explicit instruction of unfamiliar or key words prior to reading (i.e. pre-teaching/ priming)   \*See guidelines for selecting additional vocabulary to targeted for direct, explicit instruction on p. 120   * Teaching Vocabulary Through Synonyms   \*See Steps to Teaching, Generalization, Use of Electronic and Visual Dictionaries and Use of Objects to Teach p. 123- |
| Difficulty with comprehension of text requiring a lot of background social knowledge and social experiences (e.g. novels) versus those that require limited social understanding (e.g. technical text). | |  |  | Strategy Lessons: Activating and Connecting Background Knowledge (Harvey, S. & Goudvis, A., 2007)   * Text-to-Self Connections: Relating the Characters to Ourselves * Purpose: Linking text to our own lives * Response: Coding the text T-S for text-to-self connections * Building Background Knowledge Based on Personal and Text-to-Word Connections * Purpose: Sharing connections to build understanding * Response: Coding the text T-W for text-to-world connections; listing student connections on a large chart |
|  | | | | | |
| **7. Literal (vs. Abstract) Thinking:** Focus on factual information such as events and actual objects or people in the text and an absence of focus on concepts and generalizations often confused by a lack of understanding idioms, irony, figures of speech, innuendo, and sarcasm. | | | | | |
| How literal vs. abstract thinking can impact literacy | Difficulty understanding figurative language (e.g. metaphors) and use of idioms, irony, innuendo, and sarcasm. | |  |  | Drawing a Blank: Improving Comprehension for Readers on the Autism Spectrum (Iland, E.)   * Chapter 4: Evidence-Based Practice for Improving Reading Comprehension in Learners with ASD * Explicit instruction of idioms; transparent versus opaque idioms   \*\*see recommended texts for idiom instruction on page 110 |
| Difficulty ignoring irrelevant factual information in text and missing context cues and information that enhances understanding. |  | |  | Strategy Lessons: Activating and Connecting Background Knowledge (Harvey, S. & Goudvis, A., 2007)   * Distracting Connections   + Purpose: Teaching readers to identify distracting connections and fix up meaning   + Response: Conversation (visually supported)   + Strategy Lessons: Determining Text Importance * Important to Whom? * Purpose: Understanding that there may be a difference between what the reader thinks is most important and the writer’s big ideas   + Response: Response notebooks |
| Applying only one meaning to a word and failure to use context cues to recognize a different meaning is necessary. |  | |  | Drawing a Blank: Improving Comprehension for Readers on the Autism Spectrum (Iland, E., 2011)   * Chapter 5: Building Vocabulary- Promising Practices to Improve Comprehension * Teaching Vocabulary Through Synonyms   \*\*see Steps for Teaching, Practice & Generalization and Other Application on page 124-126   * Connotation: Shades of Meaning   \*\*see Steps for Teaching page 142-144 |
|  | | | | | |
| **8. Pragmatics:** The ability to understand language and communication in social contexts and thus predict character intentions and behaviors. | | | | | |
| How deficits in pragmatics can impact literacy | Difficulty understanding perspectives or intentions based on the narration of characters and context cues. |  | |  | * Use of “wh” questions (perspective taking) questions in matching exercises, flashcards, fill in the blank. Interactive peers and student retelling story using “wh” questions (Kluth pp 128-129) |
| Focus on concrete details in narrative text (e.g., what a character said specifically) rather than focus on conversation and context cues to gain an understanding of plot and character development. |  | |  | Drawing a Blank: Improving Comprehension for Readers on the Autism Spectrum (Iland, E. 2011)   * Chapter 5: Building Vocabulary- Promising Practices to Improve Comprehension * Connotation: Shades of Meaning   \*\*see Steps for Teaching page 142-144 |
| Difficulty making inferences about characters’ emotions and perspectives based on subtle cues or context in text. |  | |  | Drawing a Blank: Improving Comprehension for Readers on the Autism Spectrum (Iland, E., 2011)   * Chapter 5: Building Vocabulary- Promising Practices to Improve Comprehension * Connotation: Shades of Meaning   \*\*see Steps for Teaching page 142-144  Strategy Lessons: Visualizing and Inferring Meaning (Harvey, S. & Goudvis, A., 2007)   * Inferring with Text Clues   + Purpose: Teaching the inferring equation BK+TC= I (Background Knowledge + Text Clues= Inference)   + Response: Three-column chart titled Background Knowledge/Text Clues/Inference |
|  | | | | | |
| **9. Repetitive Patterns of Behavior:** The desire for predictability that results in rigid adherence to schedules, routines, and thinking in an attempt to create “sameness.” | | | | | |
| How repetitive patterns of behavior can impact literacy | Literal, concrete and inflexible thinking that prevents abstraction or understanding of text within context. | |  |  | *Drawing a Blank: Improving Comprehension for Readers on the Autism Spectrum (Iland, E., 2011)*   * Chapter 5: Building Vocabulary- Promising Practices to Improve Comprehension * Connotation: Shades of Meaning   \*\*see Steps for Teaching page 142-144  Strategy Lessons: Visualizing and Inferring Meaning (Harvey, S. & Goudvis, A., 2007)   * Inferring with Text Clues * Purpose: Teaching the inferring equation BK+TC= I (Background Knowledge + Text Clues= Inference) * Response: Three-column chart titled Background Knowledge/Text Clues/Inference |
| Difficulty with multiple meanings of words; Likely to have a single meaning without considering context. | |  |  | Drawing a Blank: Improving Comprehension for Readers on the Autism Spectrum (Iland, E., 2011)   * Chapter 5: Building Vocabulary- Promising Practices to Improve Comprehension * Teaching Vocabulary Through Synonyms |
| Difficulty generalizing knowledge or meaning from personal experience to the context of text. | |  |  | Strategy Lessons: Activating and Connecting Background Knowledge (Harvey, S. & Goudvis, A., 2007   * Text-to-Self Connections: Relating the Characters to Ourselves * Purpose: Linking text to our own lives * Response: Coding the text T-S for text-to-self connections |
|  | | | | | |
| **10. Language, Communication & Vocabulary:** The ability to understand the complexities of language, communication, and vocabulary to comprehend text. | | | | | |
| How deficits in language, communication & vocabulary can impact literacy | Difficulty with communication skills that impact ability to answer questions or demonstrate knowledge. | |  |  | Drawing a Blank: Improving Comprehension for Readers on the Autism Spectrum (Iland, E., 2007)   * Chapter 6: Using Visual Tools to Improve Comprehension * Closed captions * Film and Visualization * Graphic Organizers * Previewing Text * Visual supports for receptive and expressive communication (e.g. Pragmatic Organization Dynamic Display Communication Books) |
| Difficulty understanding vocabulary nuances (e.g. homographs (words spelled the same with more than one meaning) or homophones (words pronounced the same but with different meanings)). | |  |  | Drawing a Blank: Improving Comprehension for Readers on the Autism Spectrum (Iland, E., 2007)   * Chapter 5: Building Vocabulary- Promising Practices to Improve Comprehension * Homographs p.152 * Word Elements: Suffixes, Affixes, and Root Meanings pages 145-152 |
| Difficulty understanding pronouns used to represent previously identified persons, objects, or groups. | |  |  | * *Drawing a Blank: Improving Comprehension for Readers on the Autism Spectrum (Iland, E.)* * Chapter 4: Evidence-Based Practice for Improving Reading Comprehension in Learners with ASD   + Anaphoric Cueing page 111 |

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