

Teaching Reading to Students with Autism Using Interactive Teaching Materials

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Intended Audience: Educators, speech pathologists, parents of students with autism

Session Description

This paper details a systematic and visual teaching approach to develop functional reading skills to non-vocal and low-vocal students with autism. The strategies outline reading skill development from pre-literacy skills to functional comprehension abilities. Three students with autism who ranged from non-vocal to low-vocal communication skills were taught to sight read. The authors present the use of visual teaching strategies and discrete trial training practices to achieve such results. The outcomes observed demonstrate functional reading skills with basic reading comprehension for the students with autism. A framework to develop such abilities is presented.