



### Question

Does parental reading promote literacy skills of children with autism?

### Application

Funding proposal to an autism society for family book-gifts program

### Literature Search

**ERIC** KW=autis\* and KW=read\* and KW=child\*  
**PsychInfo** KW=autis\* and KW=read\* and KW=child\*  
**Medline** autis\* AND read\* AND child\*

37 articles identified and imported to *RefWorks™*

**SPOTLIGHTS on most relevant articles = 4**

### SUMMARY OF SPOTLIGHTS

The capacity for literacy development of autistic individuals is often underestimated.

Access to print materials and shared reading time are seen to be an important step in encouraging emergent literacy amongst children with autism.

The literacy development of children with autism can be enhanced by the same factors that promote literacy learning in their non-disabled peers.

The aim of improving the literacy skills of children with autism is a worthwhile goal, one for which the proposed book gift program provides the means necessary to attain.

#2 Kluth, P., & Darmody-Latham, J. (2003). *Beyond sight words: Literacy opportunities for students with autism. Reading Teacher, 56(6), 532-535.*

**Abstract** Notes that it is not unusual for students with autism to follow a different curriculum than the one offered to their classmates. Suggests the following strategies for designing lessons that are appropriate, appealing, and challenging for every learner in an inclusive classroom: recognize all literacies; capitalize on students' interests; use a range of visual supports; read aloud; and use and encourage different types of expression and communication across activities.

### Relevance Summary

The authors observe that autistic students are too often excluded from rich literacy-learning opportunities within the classroom. Reasons include a lack of understanding on the part of teachers as to how to include these students, as well as limited learning expectations for disabled students in general. Various strategies are suggested for creating a more inclusive classroom, notably, that reading aloud be used as a teaching technique (literacy development in disabled individuals is related to the use of printed materials, thus reading aloud is an easy way to encourage such development). It is suggested that methods continue to be developed that ensure all students access to literacy-promoting experiences in the classroom.

### Key Quotes

*“Reading aloud in the classroom is one of the easiest ways to promote language learning because the development of literacy skills in individuals with disabilities is associated with exposure to models of individuals using printed materials and opportunities to interact with others around written materials. Reading to students can improve their fluency, help them access content they could not access on their own, and expose them to a range of genres. Reading to students can also help them to better understand print and learn to read on their own.”* (p. 534)



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