Shared Reading Instruction for Students Who Use AAC and have Reading Comprehension Difficulties

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Connected with a child’s language skills serving as an early predictor of their literacy achievement.

Home-school collaboration supports the development of a foundation of shared knowledge, goals, and responsibilities to promote culturally appropriate, relevant, and meaningful reading and communication interventions.

Types of Augmentative and alternative Communication Supports

- Core Boards
- Speech Generating Device
- Picture Supports
**What is Shared Reading?**

- Evidence-based instructional approach
- Read WITH the student not TO the student
- Model interaction with the text using the student’s communication system
- Select culturally relevant text and connect students personal experiences and background knowledge
- All forms of communication are encouraged

**GOAL:** Student leads text interaction

**Prompting Hierarchy**

- Least Invasive
  - Pause
  - Non-Verbal
  - Environmental cues
  - Open-ended questions
  - Gesture
  - Give two choices
- Most Invasive
  - Partial Physical & Full Physical Prompts

Adapted From https://praacticalaac.org/
# The Taxonomy of Intervention
## Intensification

*Adapted from Fuchs et al., 2017*

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Definition</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>Strength</td>
<td>How well the intervention works for students with intensive intervention needs typically expressed in terms of effect sizes.</td>
<td>Shared Reading Instruction paired with CORE Communication or other AAC</td>
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<tr>
<td>Dosage</td>
<td>The number of opportunities a student has to respond and receive corrective feedback with consideration to group size, session duration, and number of sessions per week.</td>
<td>Group size: Small group is recommended for beginning AAC users and reading interventions. <strong>Session time:</strong> An additional 75 minutes each week for reading interventions. <strong>Duration:</strong> At least 8–16 weeks</td>
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<tr>
<td>Alignment</td>
<td>How closely the intervention matches the identified need(s) and the grade level standards</td>
<td>Practitioners seeking to intensify reading intervention (e.g. Tier 3 reading) should prioritize the areas of reading that are of the highest need to focus on first.</td>
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<tr>
<td>Attention to Transfer</td>
<td>The ways in which the intervention may practice generalization of the skills learned to other settings or content areas.</td>
<td>Train various communication partners including peers and caregivers to model AAC use continuously throughout the day</td>
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<tr>
<td>Comprehensive-ness</td>
<td>The extent to which explicit instruction principles are incorporated into the intervention.</td>
<td>Reading instruction should be explicit, systematic, and include immediate and individualized feedback.</td>
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<tr>
<td>Behavior Support</td>
<td>Consideration of behavioral supports included in academic interventions or academic elements of behavioral interventions</td>
<td>Consider response effort, rate, immediacy, and quality of reinforcement</td>
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<tr>
<td>Individualization</td>
<td>Continually refine and personalize the intervention based on progress monitoring and other student level data</td>
<td>Consider intervention adjusts based on social context and cultural factors including family centered approaches</td>
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</table>


Palikara, Olympia, Dockrell, Julie E. and Lindsay, Geoff (2011) Patterns of change in the reading decoding and comprehension performance of adolescents with specific language impairment (SLI). Learning Disabilities , Vol.9 (No.2). pp. 89-105.


