

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

Ashleigh Avina, University of Minnesota

Liz Hicks, Michigan State University



BACKGROUND

Reading
and

Communication



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

Select culturally relevant text and connect students personal experiences and background knowledge

Model interaction with the text using the student's communication system

Read WITH the student not TO the student

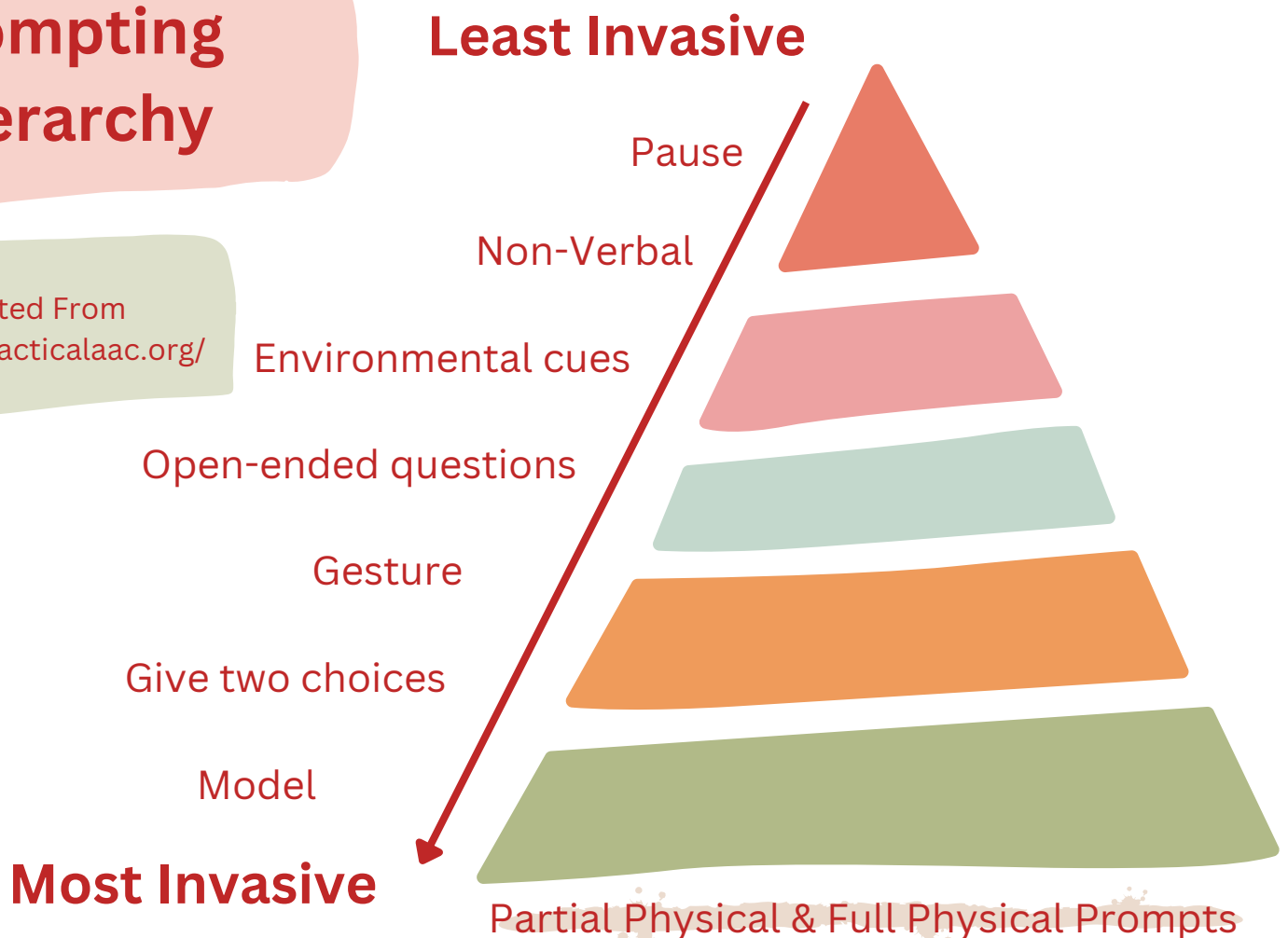
All forms of communication are encouraged

GOAL:

Student leads text interaction

Prompting Hierarchy

Adapted From
<https://praacticalaac.org/>



The Taxonomy of Intervention Intensification

Adapted from Fuchs et al., 2017

Dimension	Definition	Strategies
Strength	How well the intervention works for students with intensive intervention needs typically expressed in terms of effect sizes.	Shared Reading Instruction paired with CORE Communication or other AAC
Dosage	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.	<p><u>Group size:</u> Small group is recommended for beginning AAC users and reading interventions.</p> <p><u>Session time:</u> An additional 75 minutes each week for reading interventions.</p> <p><u>Duration:</u> At least 8–16 weeks</p>
Alignment	How closely the intervention matches the identified need(s) and the grade level standards	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.
Attention to Transfer	The ways in which the intervention may practice generalization of the skills learned to other settings or content areas.	Train various communication partners including peers and caregivers to model AAC use continuously throughout the day
Comprehensiveness	The extent to which explicit instruction principles are incorporated into the intervention.	Reading instruction should be explicit, systematic, and include immediate and individualized feedback.
Behavior support	Consideration of behavioral supports included in academic interventions or academic elements of behavioral interventions	Consider response effort, rate, immediacy, and quality of reinforcement
individualization	Continually refine and personalize the intervention based on progress monitoring and other student level data	Consider intervention adjusts based on social context and cultural factors including family centered approaches

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