Targeting Literacy-Related Skills of Children With Autism

INTRODUCTION

The articles in this journal self-study discuss the literacy difficulties many children with autism spectrum disorder (ASD) experience, with direct clinical implications for literacy assessment and intervention. The articles, which apply to children across the age spectrum, are from a 2021 forum published in Language, Speech, and Hearing Services in Schools, titled “Literacy in Autism—Across the Spectrum.”

LEARNING OUTCOMES

You will be able to:

- Compare print knowledge skills in three groups of children (those with ASD, those with developmental language disorder, and typically developing children) and describe the degree to which child and family characteristics contribute
- Describe how shared reading activities can facilitate language comprehension skills in children with ASD
- Summarize the process of emergent literacy assessment for children with ASD, including specific considerations for children who have limited verbal communication skills
- List the components that may contribute to reading comprehension difficulties in children with ASD and how applying the DIER model can help identify areas of strength and weakness

CONTENTS


Reading Comprehension in School-Age Children With Autism Spectrum Disorder: Examining the Many Components That May Contribute, by Meghan M. Davidson (https://doi.org/10.1044/2020_LSHSS-20-00010) ................................. 16 pages

ASHA Self-Study PD102321
PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in Language, Speech, and Hearing Services in Schools
See the entire Forum: Literacy in Autism—Across the Spectrum:
https://pubs.asha.org/toc/lshss/52/1#h_d108012e1779

Start date: November 12, 2021
End date: November 12, 2026

To earn continuing education credit, you must complete and submit the learning assessment on or before November 12, 2026.

This course is offered for 0.55 ASHA CEUs (Advanced level, Professional area).