Language and Literacy in Individuals with Intellectual Disability
SIG 1

INTRODUCTION

This SIG 1 Perspectives activity focuses on assessing and treating students with intellectual disability (ID) in the areas of language and literacy. The first article discusses the primary components of a parent-implemented language intervention for children with fragile X syndrome. The second article discusses emergent and conventional literacy skills and the strengths and challenges in reading and spelling for adolescents with ID. The third article describes the key components and modifications that can be utilized in narrative interventions when working with individuals that are diagnosed with intellectual and developmental disabilities. The final article provides the parents’ perspectives of the home and school literacy experiences of children with ID in preschool.

LEARNING OUTCOMES

You will be able to:

- identify aspects of parent well-being that may potentially influence parent-implemented language intervention-related outcomes
- summarize the factors one should consider when selecting literacy assessments for adolescents with ID
- describe key components of narrative interventions used with individuals with intellectual and developmental disabilities
- discuss a range of home literacy components for children with developmental disabilities in preschool

CONTENTS


Reimagining Assessment of Literacy Skills for Adolescents With Intellectual Disabilities: A Tutorial for an Individualized Approach by Nancy S. McIntyre, Carrie Loughran, and Jacqueline Towson

Narrative Interventions for Children Who Use Augmentative and Alternative Communication: A Call and Plan for Future Research by Corinne Neal and Nancy Brady

Home and School Literacy Experiences in Preschool-Age Children With Developmental Disabilities: Identifying Relationships Between Speech, Language, and Early Literacy Skills by Andrea Barton-Hulsey, Rose A. Sevcik, MaryAnn Romski and Sara C. Collins
PROGRAM HISTORY and IMPORTANT INFORMATION
Start date: November 17, 2022
End date: November 17, 2027

To earn continuing education credit, you must complete the learning assessment on or before November 17, 2027.

This course is offered for 0.60 ASHA CEUs (Intermediate level, Professional area).