

# Reading Comprehension in ASD: The Intersection of Language, Social Competence, and Reading

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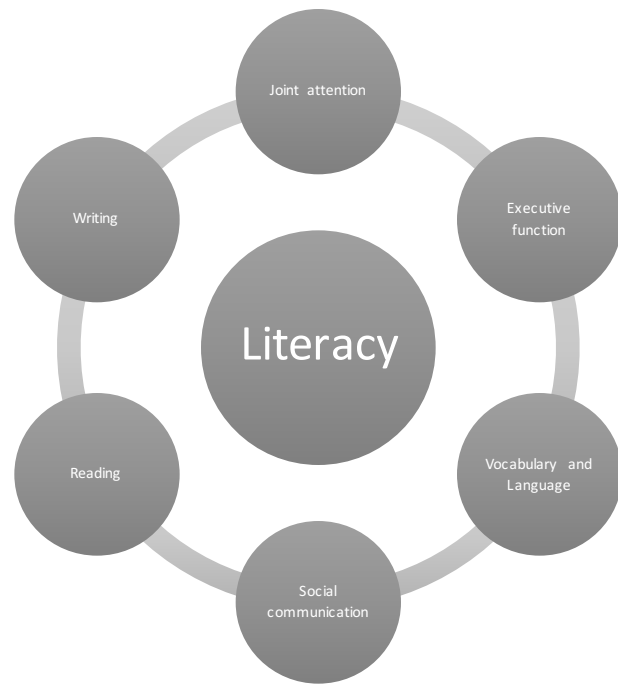


## Overview

- The two part webinar series
- Our literacy lens
- Today
  - Social communication, reading, and writing
  - What is reading comprehension?
  - Reading profiles in ASD
  - Big ideas in reading comprehension



Social  
communication,  
reading, and  
writing in ASD

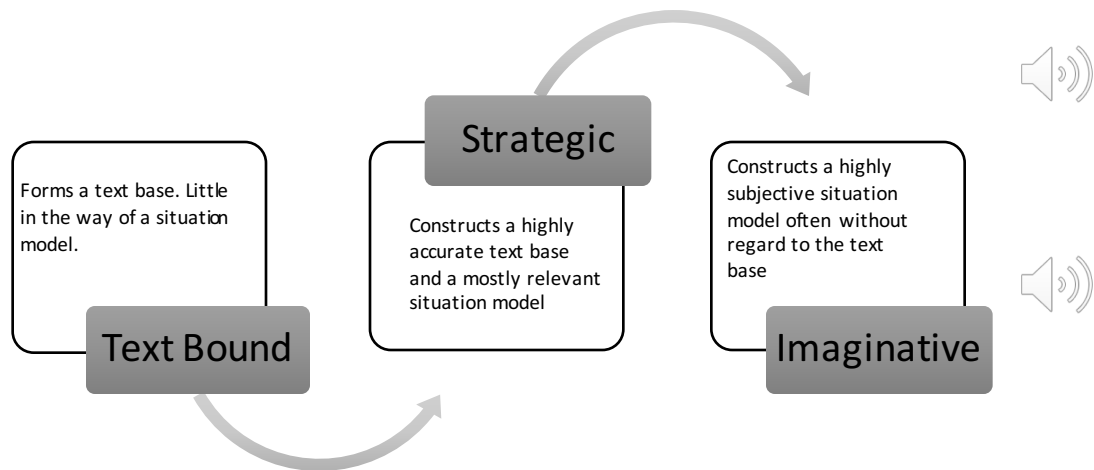


## What is reading comprehension?

- A combination of reading the words, knowing the meaning, and activating lots of relevant background knowledge to understand the text.
- Two levels of processing necessary
  1. Text base – what's included in the text by the author
  2. Situation model – relevant background knowledge and experiences and connected to text
    - Involves deep level vocabulary knowledge
    - Relevant prior experiences
    - Social competence
    - The ability to direct your attention to important details and monitor understanding
    - ... which all support extensive Inferencing skills



## Reading Comprehension Profiles in ASD



## Big Ideas in Reading Comprehension Instruction

1. The 27 evidence based practices (EBPs) are the foundation (<http://autismpdc.fpg.unc.edu/>)
2. Identify research based practices to support reading comprehension for individuals with ASD
  - Cognitive strategy instruction
    - Graphic organizers as thinking tools
    - Teach students systematically about different text structures and story grammar
3. Begin with **special interests** and activate **relevant background knowledge**
4. Most importantly
  - Reading comprehension requires well developed vocabulary knowledge, social communication competence, and executive control. To build comprehension, we must address these in an integrated way.
  - **Vocabulary, reading, and writing** are all essential – balance these throughout your instruction
  - **Read, read, and read some more. Write about what you read, and read about what you write.**



## Bringing it All Together

- A few more basic principles
  - Read everyday both teacher selected and student selected materials
    - Read to self, read to others, and listen to others read
    - Consider quality read aloud procedures to develop language and question answering (dialogic reading, RECALL, etc)
  - Study words in context everyday
    - Read about what you write, and write about what you read (yes, we said it again!)
- Bringing it all together and preparing for session two



Bringing it All Together