

STAKEHOLDER PERCEPTIONS OF TEXT READING IN ADOLESCENTS WITH AUTISM

Nancy McIntyre¹, Laura J. Hall², Christopher Brum²

¹Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, ² Department of Special Education, San Diego State University



INTRODUCTION

The ability to read, comprehend, and use written texts is a foundational skill and deficits in these skills can limit the ability to communicate effectively and learn new information, thus impacting employment opportunities and independent living capacity. While standardized assessments of reading provide evidence of reading challenges, gathering information from other sources can broaden our understanding of students' literacy abilities and preferences in home and school contexts.

OBJECTIVE

In this presentation, we discuss the responses of teachers and parents who completed questionnaires about the text reading practices of 544 high school students with ASD.

CSESA

The Center on Secondary Education for Secondary Students with Autism (CSESA) was a RCT, mixed methods intervention research project which included students with ASD from 60 high schools in North Carolina, California, and Wisconsin. $N=544$ students, 14-21 years-old: $M=16.2$ years, $SD=1.44$, with an educational label of autism.

Measure

Questionnaire: Teacher and Parent report
5-point Likert scale: 1 (never) to 5 (often)

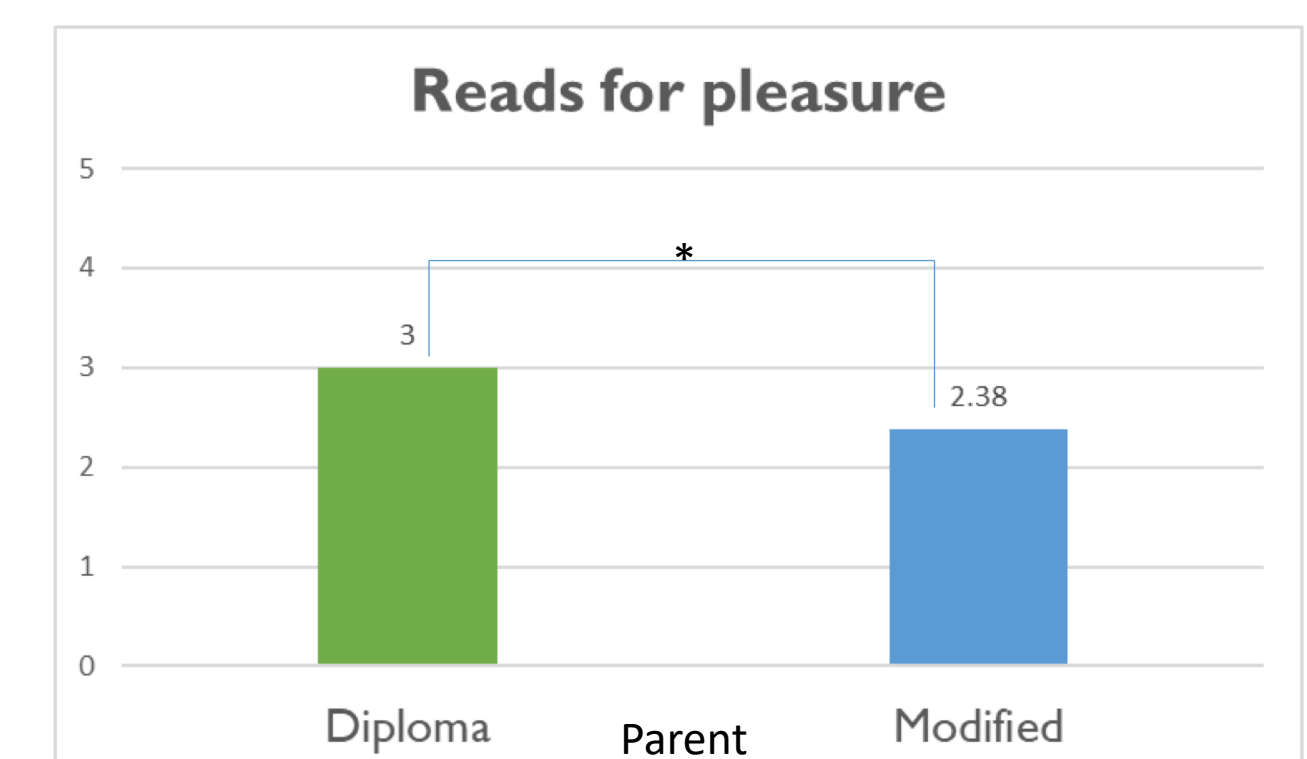
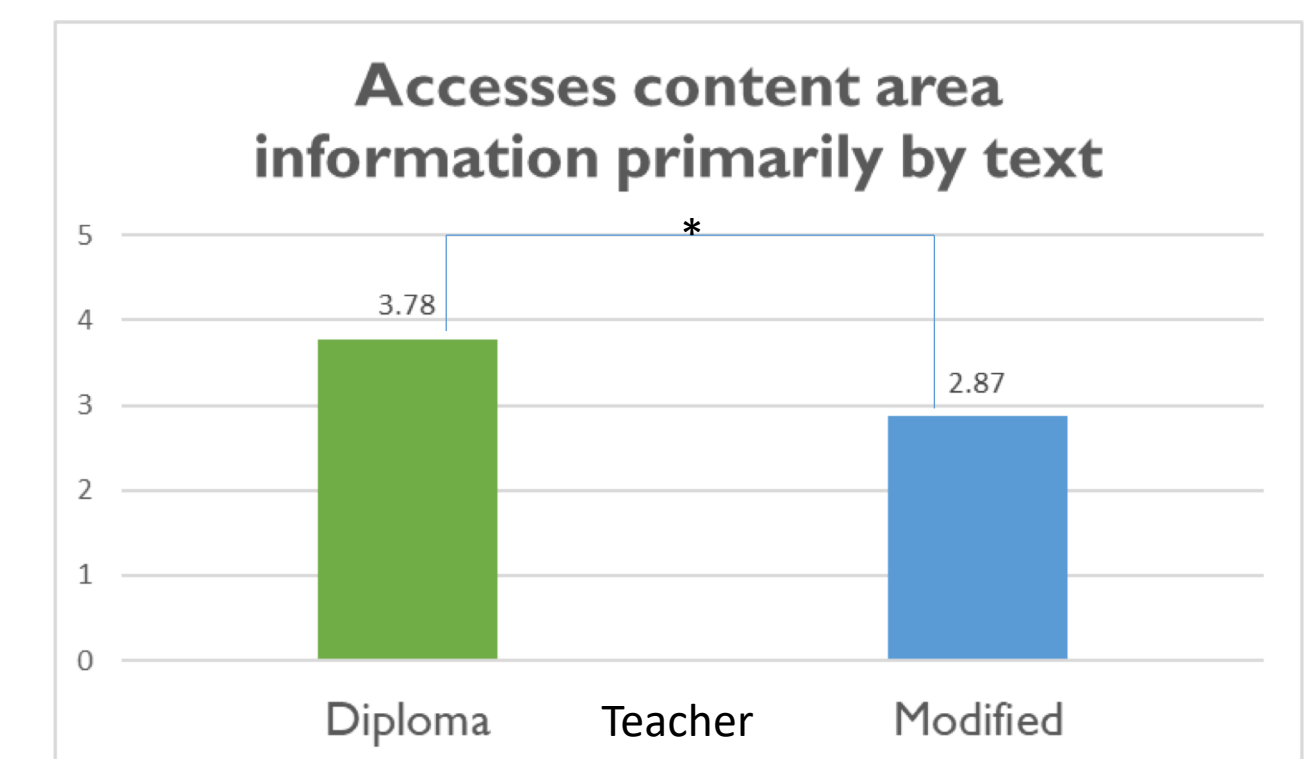
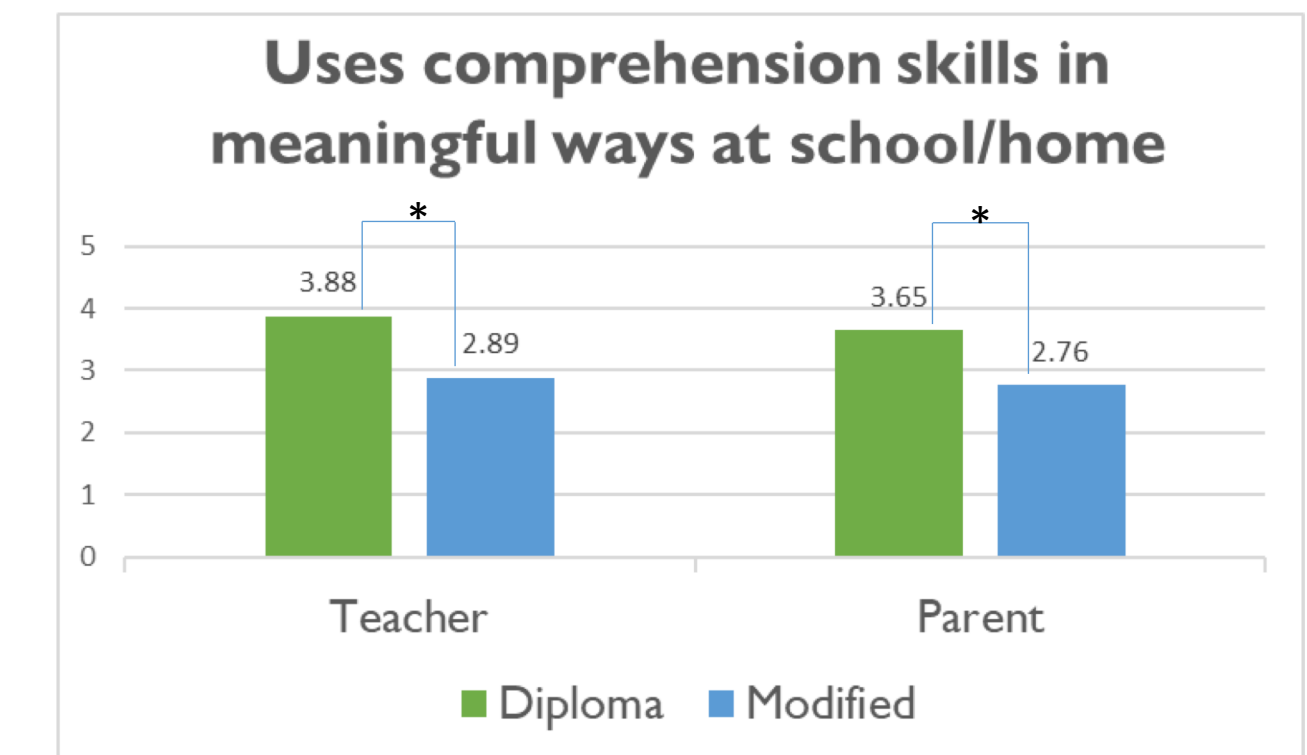
N.M. was supported by the Institute of Educational Sciences, U.S. Department of Education Grant R324B160038. The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education through Grant R324C120006 awarded to UNC-Chapel Hill. The opinions expressed represent those of the authors and do not represent views of the Institute or the U.S. Department of Education.

High school students with ASD on a diploma path are not frequently using their literacy skills in meaningful ways, particularly out of the school context, nor are they frequently reading for pleasure during their leisure time.



This lack of transfer from explicitly taught reading skills to other contexts is concerning and suggests a need for greater home-school collaboration and specific goals to promote transfer.

RESULTS



CONCLUSION

Students on modified paths:

- Significantly lower than those on diploma track on all items and by both reporters
- Low levels of functional literacy use across school and home contexts
- Low reports of reading for pleasure
- Require increased support to improve outcomes.

Author contact: Nancy McIntyre (nsmcintyre@unc.edu)