**Introduction**

- 1 in 100 children are diagnosed with autism and the incidence continues to rise (Randi, Newman & Grigorenko, 2010).
- Children with autism generally demonstrate well-developed word recognition skills; however, their reading comprehension may be substantially impaired (Nation, Clarke, Wright, and Williams, 2006).
- The use of specific reading strategies and technology has been shown to facilitate literacy comprehension in children with autism (Williams, Wright, Callaghan, and Coughlan, 2002).
- The purpose of this project was to identify instructional strategies used by general education teachers and to determine if instruction is specific to the needs of children identified with autism.

**Procedures**

- A survey was constructed using Qualtrics online survey software.
- All school district administrators in Wisconsin were sent this survey link via email and asked to forward it to their K-2 general educators.
- Educators were asked thirteen questions regarding:
  - What reading strategies and instructional technologies they use specifically with the child diagnosed with autism.
  - If there were any positive, negative, or neutral change related to reading that the child with autism experienced throughout the school year.
  - For any additional information regarding educator’s strategies and technologies used for children diagnosed with autism.

**Sources**


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**Results**

- 73 educators responded to the survey. The following results are based on the 18 educators who currently have a child diagnosed with autism in their general education classroom this school year.

**Reading Strategies Used in General Education Classroom**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Number of Educators</th>
</tr>
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<tbody>
<tr>
<td>Summarizing</td>
<td>20</td>
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<tr>
<td>Synthesizing</td>
<td>13</td>
</tr>
<tr>
<td>Making Connections</td>
<td>8</td>
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<tr>
<td>Use of Prior Knowledge</td>
<td>1</td>
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<tr>
<td>Inferring</td>
<td>7</td>
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<tr>
<td>Evaluating</td>
<td>11</td>
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<tr>
<td>Questioning</td>
<td>11</td>
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<tr>
<td>Visualization</td>
<td>10</td>
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</tbody>
</table>

**Instructional Technologies noted by three or more educators**

- iPad
- Smart Board
- Computer

**Length of Time Teaching**

- 1-2 years: 20%
- 3-5 years: 80%
- 6-10 years: 0%
- 11-15 years: 1%
- 16-20 years: 1%
- 20+ years: 0%

**Change in Reading Ability of Children with Autism This School Year**

- Yes, Positive Change: 20%
- Yes, Somewhat Positive Change: 80%

**“Make everything visual, hands-on.”**

**Conclusion/Further Implications**

Results of this survey indicated that a variety of instructional technologies and reading strategies are being implemented to benefit children diagnosed with autism. Strategies and technologies mentioned by the educators are also supported by previous research. Because of the high prevalence of autism, and many unanswered questions, more research is needed regarding the most beneficial literacy instruction of children with autism. Furthermore, the awareness of these strategies needs to be provided to educators in order to best serve children with autism.

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