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The Effects of a Computer-Aided Listening Comprehension Intervention on the Generalized Communication of Students with Autism Spectrum Disorder and Intellectual Disability

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Research Briefs -- Video Introduction

"As teachers, we all want to know that our instruction is serving students in more ways than one, and so this research gets to show us the very interesting ways that academic instruction can act in our students' lives," said Kathyrn L. Haughney, Ph.D.

Watch the above video for an introduction to the article, The Effects of a Computer-Aided Listening Comprehension Intervention on the Generalized Communication of Students with Autism Spectrum Disorder and Intellectual Disability.

Abstract

In this study, a computer-aided listening comprehension intervention package supported both listening comprehension and communication goals for three students with autism spectrum disorder (ASD) and intellectual disability (ID). The package consisted of systematic instruction (i.e., system of least prompts [SLP] procedure) to teach listening comprehension, an iPad-supported electronic communication book, and a peer support arrangement. The students with ASD and ID who participated in the study increased both listening comprehension and communication skills, while showing an increase in generalizing communication turns to interactions with their peers without disabilities. The researchers found a functional relation between the SLP procedure and both dependent variables. All three participants experienced concurrent growth between the dependent variables, implying a connection between text-based listening comprehension and communication outcomes. Further implications for academic instruction for students with ASD who use augmentative and alternative communication as well as for future inquiry
concerning cross-modal generalization to social communication discourse are discussed.

What practical tips will you gain from this article?

1. Students with ASD in our schools can benefit from academic instruction in multiple ways with increased performance in listening comprehension as well as in social conversations.
2. These results have demonstrated evidence of generalization to everyday leisure conversations between students with ASD and their neurotypical peers.
3. Teachers can use commercially-available adapted texts to support this kind of cross-modal generalization in their own students given the right instructional supports.

Citation


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