

References for Learning Literacy with Liberator presentation

Slide 3: Using Core Vocabulary During Shared Reading.

1. Sanders, E. J., & Blakeley, A. (2021). Vocabulary in dialogic reading: implications for AAC. *Augmentative and Alternative Communication*.
<https://doi.org/10.1080/07434618.2021.2016961>
2. Yorke, A. M., Light, J. C., Gosnell Caron, J., McNaughton, D. B., & Drager, K. D. R. (2018). The effects of explicit instruction in academic vocabulary during shared book reading on the receptive vocabulary of children with complex communication needs. *Augmentative and Alternative Communication*.
<https://doi.org/10.1080/07434618.2018.1506823>.

Transition 2 Literacy research

3. Caron, J., Light, J., Holyfield, C., & McNaughton, D. (2018). Effects of dynamic text in an AAC app on sight word reading for individuals with Autism Spectrum Disorder. *Augmentative and Alternative Communication*.
<https://doi.org/10.1080/07434618.2018.1457715>
4. Caron, J., Light, J., & McNaughton, D. (2020). Effects of an AAC app with transition to literacy features on single-word reading of individuals with complex communication needs. *Research and Practice for Persons with Severe Disabilities*.
<https://doi.org/10.1177/1540796920911152>
5. Caron, J., Light, J., & McNaughton, D. (2021). Effects of a literacy feature in an augmentative and alternative communication app on single-word reading of individuals with severe Autism Spectrum Disorders. *Research and Practice for Persons with Severe Disabilities*. <https://doi.org/10.1177/1540796921992123>
6. Holyfield, C., Caron, J., Light, J., & McNaughton, D. (2019). Effect of video embedded with hotspots with dynamic text on single-word recognition by children with multiple disabilities. *Journal of Developmental and Physical Disabilities*.
<https://doi.org/10.1007/s10882-019-09673-5>
7. Holyfield, C., Light, J., Mcnaughton, D., Caron, J., Drager, K., & Pope, L. (2019). Effect of AAC technology with dynamic text on the single-word recognition of adults with intellectual and developmental disabilities. *International Journal of Speech-Language Pathology*. <https://doi.org/10.1080/17549507.2019.1619836>
8. Mandak, K., Light, J., & McNaughton, D. (2018). Digital books with dynamic text and speech output: Effects on sight word reading for preschoolers with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*.
<https://www.doi.org/10.1007/s10803-018-3817-1>

9. Mandak, K., Light, J., & McNaughton, D. (2020). Video visual scene displays with dynamic text: Effect on single-word reading by an adolescent with cerebral palsy. Perspectives of the ASHA Special Interest Groups. https://doi.org/10.1044/2020_PERSP-20-00068

Slide 4: Text-only representations

1. Holyfield, C. (2020). Comparative effects of picture symbol with text and text-only Augmentative and Alternative Communication representation on communication from children with autism spectrum disorder. American Journal of Speech-Language Pathology. https://doi.org/10.1044/2020_AJSLP-20-00099 [available to ASHA members]

Slide 5: Creating Custom Literacy Activities

1. Sanders, E. J., & Blakeley, A. (2021). Vocabulary in dialogic reading: implications for AAC. Augmentative and Alternative Communication. <https://doi.org/10.1080/07434618.2021.2016961>

Slide 6: Supporting Writing with AAC

1. Yorke, A.M., Caron, J.G., Pukys, N., Sternad, E., Grecol, C., & Shermak, C. (2020). Foundational reading interventions adapted for individuals who require augmentative and alternative communication (AAC): A systematic review of the research. Journal of Developmental and Physical Disabilities. <https://doi.org/10.1007/s10882-020-09767-5>

Slide 8: Phonics Practice

1. Yorke, A.M., Caron, J.G., Pukys, N., Sternad, E., Grecol, C., & Shermak, C. (2020). Foundational reading interventions adapted for individuals who require augmentative and alternative communication (AAC): A systematic review of the research. Journal of Developmental and Physical Disabilities. <https://doi.org/10.1007/s10882-020-09767-5>

Slide 9: Combining AAC Tools for a Writing Assignment

1. Doak, L. (2024). Exploring the value of family shared reading with young people who have Profound and Multiple Learning Disabilities (PMLD). Journal of Early Childhood Literacy. <http://doi.org/10.1177/14687984241235124> [open access]