

Literacy

Chandler-Olcott, K. (2003). Seeing all students as literate. In P. Kluth, D. Straut, D. Biklen (Eds.), Access to academics for all students: Critical approaches to inclusive curriculum, instruction, and policy. Mahwah, NJ: Lawrence Erlbaum Associates.

This chapter includes four approaches to seeing all students as potentially literate and supporting them as capable learners. Chandler-Olcott challenges assumptions that certain students are not and will never be literate.

Erickson, K. (2000). All children are ready to learn: An emergent versus readiness perspective in early literacy assessment. *Seminars in Speech and Language*, 21, 193-203.

The author explains the concept of emergent literacy and provides specific methods of assessing literacy in all students. This article is rooted in the recognition of academic potential and learning for all students in inclusive classrooms.

Erickson, K., & Koppenhaver, D. (1995). Developing a literacy program for children with severe disabilities. *The Reading Teacher*, 48, 676-684.

The authors focus on emergent literacy, take a presuming competence approach, and outline specific strategies.

Kliewer, C. (2008). Seeing all kids as readers: A new vision for literacy in the inclusive early childhood classroom. Brooks Publishing Company: Baltimore, MD.

Focuses on developing literacy in inclusive classroom setting.

Kliewer, C., & Biklen, D. (2007). Enacting literacy: Local understanding, significant disability, and a new frame for educational opportunity. *Teachers College Record*, 109(12), 2579-2600.

“The writers discuss literate development of persons with significant disabilities. Drawing on their ethnographic research, they describe elements of local understanding that promote citizenship in the literate community for persons with disabilities” (p. 2579).

Kliewer, C., & Biklen, D. (2006). Constructing competence: Autism, voice and the ‘disordered’ body. *International Journal of Inclusive Education*, 10(2-3), 169-188.

“Definitions of intelligence have traditionally been rooted in literacy competence. In this article, the authors examine two historical examples where societal prejudices and institutional forces worked to limit and regulate access to literacy” (p. 169).

Kliewer, C. & Biklen, D. (2001) “School’s not really a place for reading”: An analysis of the literate lives of people with severe disabilities. *Journal of the Association for Persons with Severe Handicaps*, 26, 1-12.

Combining their research on literacy and inclusive education with the experiences of families and individuals in public schools, the authors explore current educational practices and the social construction of literacy and dis/ability: “Our research synthesis suggested that people construed as having severe intellectual disabilities demonstrate a symbolic and literate presence when

supported by those who believe in their capacities and with whom they share an intimate relationship” (p. 11).

Kliewer, C., Biklen, D., & Kasa-Hendrickson, C. (2006). Who may be literate? Disability and resistance to the cultural denial of competence. *American Educational Research Journal*, 43(2), 163-192.

“Through a critical interpretivist frame, the authors use ethnography and archives to examine themes associated with society’s ongoing denial of literate citizenship for people with perceived intellectual disabilities” (p. 163).

Kliewer, C., Fitzgerald, L., Meyer-Mork, J. Hartman, P., English-Sand, P. Raschke, D. (2004). Citizenship for all in the literate community: An ethnography of young children with significant disabilities in inclusive early childhood settings. *Harvard Educational Review*, 74(4), 373-403.

In this study, the authors use ethnographic methods to explore literacy development in young children considered to have significant disabilities. The authors describe several themes related to fostering effective literacy development in children historically segregated from rich curricular opportunities. In this effort, defining literacy as making meaning and interpreting children with disabilities as competent meaning-makers was foremost.

Kluth, P. & Chandler-Olcott, K. (2007). A land we can share: Teaching literacy to students with autism. Baltimore: Paul H. Brookes Publishing.

“This guidebook brings cutting-edge literacy concepts to special educators who are already familiar with autism but may not have specific training in teaching reading skills and is an essential "literacy meets autism" primer for general educators and reading specialists. For all readers, the book underscores the ways in which literacy can help every learner achieve a more fulfilling, rich, and inclusive academic life” (www.paulakluth.com).

Koppenhaver, D., Coleman, P., Kalman, S., & Yoder, D. (1991). The implications of emergent literacy research for children with developmental disabilities. *American Journal of Speech and Language Pathology*, 1, 38-44.

Recent research in emergent literacy has led to a conceptualization of literacy learning as a continuous process that begins at birth. Such a view has critical implications for children with developmental disabilities because it implies that the potential for written language learning is present in everyone. In this article, emergent literacy research in both nondisabled children and children with developmental disabilities is synthesized.

Koppenhaver, D., & Erickson, K. (2003). Natural emergent literacy supports for preschoolers with autism and severe communication impairments. *Topics in Language Disorders*, 23, 283-292.

Print materials, experiences, and writing technologies were introduced into a preschool classroom for children with autism spectrum disorders, including three 3-year-olds with severe communication impairments. The goal was to increase natural literacy learning opportunities and to explore the effects on children's emergent literacy behaviors and understandings. Findings

suggest that the children found the materials and experiences interesting and that their understanding and use of print materials and tools increased in sophistication.

Koppenhaver, D.A., Pierce, P.L. & Yoder, D.E. (1995). AAC, FC, and the ABCs: Issues and relationships. *American Journal of Speech-Language Pathology*, 4, 5-15.

The authors suggest that knowledge from the fields of AAC and literacy be integrated into the research and clinical practice of facilitated communication. This article includes an account of the experiences of one of the authors in a summer program for children with autism. Without the use of FC, the author was able to discover literacy skills in all individuals far in excess of what would be expected on the basis of their formal evaluations and school performance.

Mirenda, P. (2003). "He's not really a reader...": Perspectives on supporting literacy development in individuals with autism. *Topics in Language Disorders*, 23, 271-282.

Examples of the experiences of people with autism who have become successful readers, including some FC users who now type independently, are included in this article to illustrate the importance of promoting literacy development for all learners.

Ryndak, D. L., Morrison, A., & Sommerstein, L. (1999). Literacy before and after inclusion in general education settings: A case study. *Journal of the Association for Persons with Severe Handicaps*, 24, 5-22.

This 7-year case study explores the academic gains made by one student after being taught in inclusive classrooms. It begins with Melinda at 15 years old having only been taught in self-contained classrooms and continues to follow her academic gains when she is finally taught in inclusive classrooms. The authors explore and challenge common assumptions of literacy and dis/ability.

