

Dialogic Reading for Children with Autism:
A Review of AAC Needs and Interventions

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Introduction

Children with autism

- Over 53% of children with autism do not develop functional speech¹

- Often have poor listening comprehension & expressive communication²

- Demonstrate poor reading comprehension³

Dialogic Reading (DR)

- Frequently investigated shared reading activity

- Adult uses prompts & expansions while reading a text to a child (PEER strategy & CROWD prompts)⁴



Research question

What are the effects of DR on listening comprehension & expressive communication for children with autism?

Methods

A systematic review of published research between 1988 and 2015 resulted in the identification of 10 studies on the use of DR with children with autism between the ages of 2 and 14.

Dialogic Reading Components	Listening Comprehension	Expressive Communication	Engagement
PEER Strategy			
• Prompt	.71	.52	.87
• Evaluate	.71	.52	.87
• Expand	.73	.52	.87
• Repeat	n/a	n/a	n/a
CROWD Prompts			
• Completion	.68	.52	.80
• Recall	.71	.52	.87
• Open-Ended	.85	.46	.91
• Wh-question	.71	.52	.87
• Distancing	.73	.52	.68
Overall Outcome	.73	.52	.90

Notes: Effect sizes calculated using Improvement Rate Difference (IRD); .75 - .99 = **very large effect**; .71-.75 = large effect; .51-.70 = moderate effect; .50 and under = small effect; N/A = not used.

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Discussion

Effects of Dialogic Reading

- Very large effects for engagement

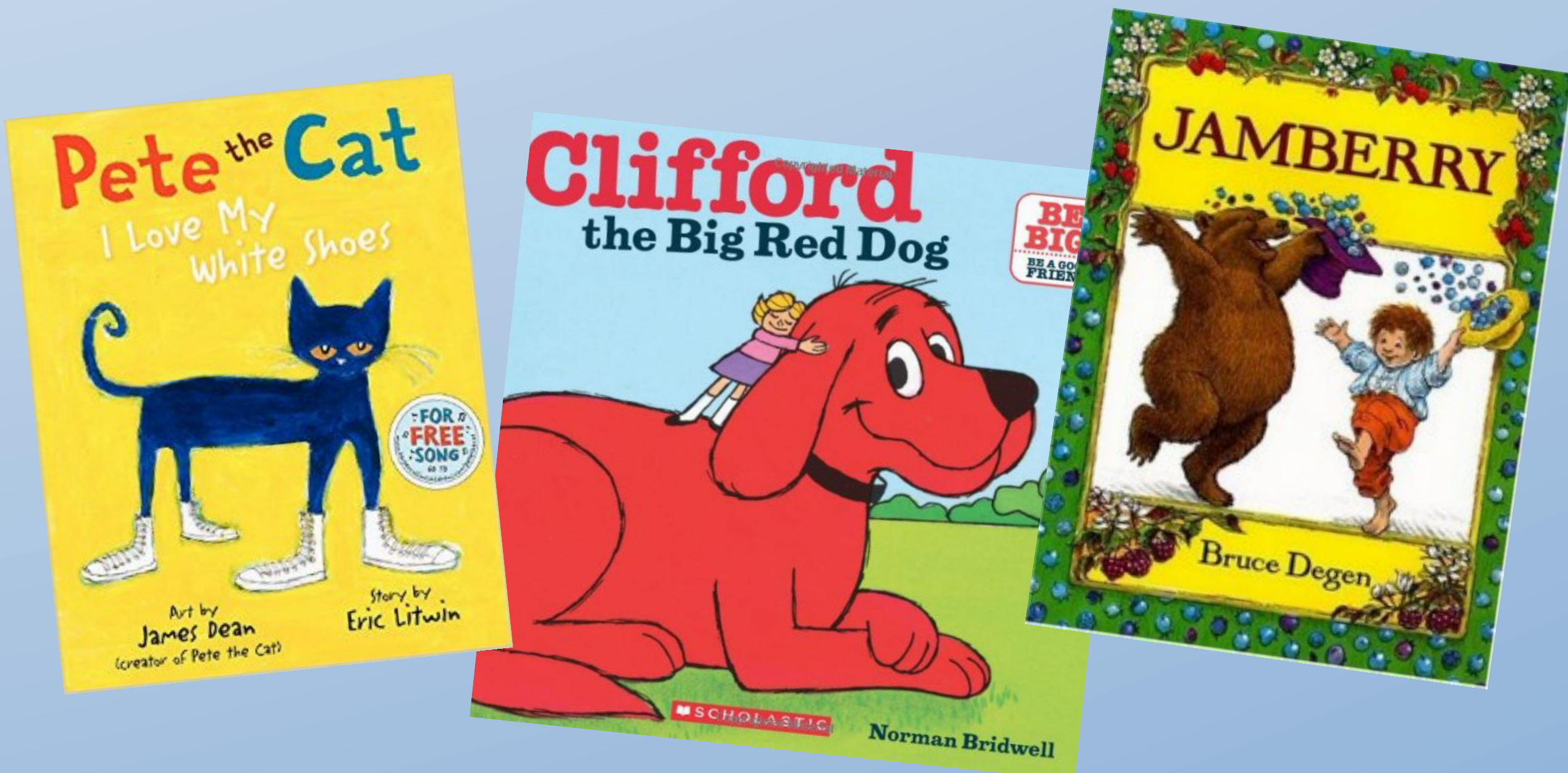
- Large effects for listening comprehension

- Children could respond via speech or AAC (e.g., choice boards, iPads, etc.)

- Moderate effects for expressive communication

- Children with limited speech rarely provided with AAC to make initiations and comments

- Consistent across ages groups (2-5, 6-9, & 10-14)



Implications for practice

- Shared reading activities like Dialogic Reading may improve listening comprehension & engagement for children with autism

- AAC should be investigated for children with limited speech