

## **A Study of the Effects of the Accessible Literacy Learning Curriculum Across Ages and Disabilities**

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Literacy skills are important in daily life for everyone, especially to individuals who meet their communication needs through augmentative and alternative communication (AAC) instead of meeting them verbally. These individuals do not often receive literacy instruction that is evidence-based. The purpose of this study was to examine the effects of the Accessible Literacy Learning Curriculum (ALL; McNaughton & Light, 2009), which is based on research in literacy instruction as well as augmentative alternative communication.

There were 13 participants in this study, ranging from ages 4 – 25 years with diagnoses of Down syndrome, autism spectrum disorder, cerebral palsy, fragile X, and maternal PKU. The participants took part in the study for 18 weeks. The total number of sessions for each participant varied from 13 to 38 based on individual participant needs and circumstances. Session length also varied based on individual needs. Each session was implemented by graduate students and was recorded. Fidelity measures related to pre and post testing and treatment were obtained. A series of paired t-tests were used to examine the pre-post differences on the 5 subtests. Of the 5 subtests, 3 were found to be statistically significant (sound blending, initial phoneme segmentation, and letter-sound correspondence). These results show that the Accessible Literacy Learning Curriculum (ALL; McNaughton & Light, 2009) had significant effects on the core skills that build the foundation of literacy.