

Accessible Literacy Learning (ALL) Reading Program



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Evidence-based reading instruction for learners with autism, cerebral palsy, Down syndrome and other disabilities!

Reading is critical to any learner's success. The ALL Reading Program, developed by researchers Janice Light and David McNaughton of Penn State, is a unique program designed to teach reading skills to students with a range of disabilities, including autism, cerebral palsy, Down syndrome, and developmental apraxia. ALL is an evidence-based approach that has proven highly effective in helping students with disabilities learn to read basic words and sentences. ALL was specially designed to meet the needs of individuals who require AAC, as well as individuals with complex communication and physical access challenges.

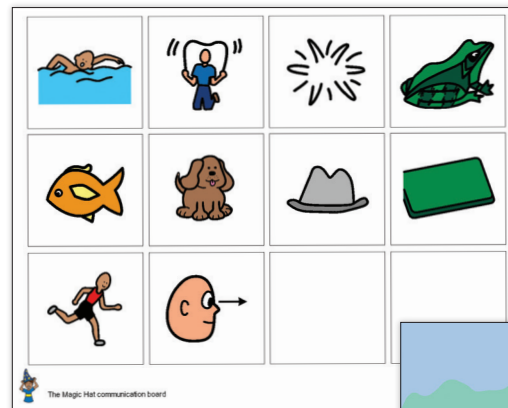
For more information on the research, visit aacliteracy.psu.edu.

The ALL Program Approach

The ALL Reading Program is based on the recommendations of the National Reading Panel, which state that literacy skills should be taught using the principles of effective instruction – combining direct instruction with application in the context of meaningful and motivating reading and writing activities. This program follows these recommendations by providing:

- Bottom-up instruction that builds component skills (phonological awareness, letter-sound correspondences).
- Top-down instruction focused on meaningful reading experiences and reading activities based on student interest.

Information on the research basis can be found at <http://aacliteracy.psu.edu/>



Communication Boards for Shared Reading.



3 sample books

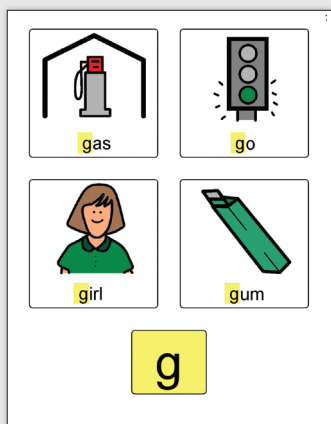
Accessibility

Many educators need a way to effectively teach literacy skills to students who experience complex communication challenges and use AAC. The ALL Program meets that need. A proven method for teaching reading to challenged students, it enables students to bypass oral responses at all stages of instruction.

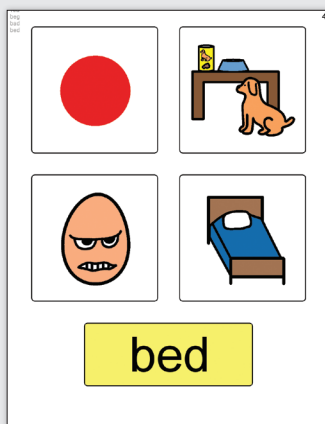
A Comprehensive Program

The ALL Program consists of a comprehensive Program Guide and a set of six additional skill binders:

- **Program Guide:** Includes sections on assessing skills, teaching component skills, teaching simple sentence and story-reading, building comprehension, troubleshooting, writing skills, and four case studies.
- **Sound-Blending:** Build words by blending their component sounds.
- **Phoneme Segmentation:** Break words down into individual sounds.
- **Letter-Sound Correspondence:** Recognize sounds represented by each of the letters and vice versa.
- **Single Word Decoding:** Apply knowledge of letter-sound correspondences and sound blending skills to “sound out” regular words.
- **Sight Word Recognition:** Recognize a word without sounding it out (e.g., light, dinosaur).
- **Shared Reading:** Decode or recognize each word in sequence, access the meaning of the words/sentences, process the words/sentences together in sequence to derive the full meaning of the text. Then learn/take meaning from the text and relate it to prior experience and knowledge



Letter-Sound Response Plate.



Single Word Decoding Response Plate.

are	come
good	has
make	our
please	see
friend	yes

Sight words cards included.

Support for Teacher and Parents

ALL provides parents and teachers with concrete methods and clear instruction supported by research. The curriculum design allows you to spend time focusing on developing skills rather than assessing needs. The curriculum includes:

- Measurable goals easily adapted for IEPs.
- Comprehensive teaching scripts for every component skill.
- Tools for tracking student progress.
- Clear guidance for adjusting lessons based on student performance.

Pricing

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