

2026 NJSHA Convention (04/10/2026)

2013 Dyslexia Laws

PL 2013 c. 105 Professional Development
http://www.njleg.state.nj.us/2012/Bills/PL13/105_.PDF
PL 2013 c. 131 Dyslexia Definition
http://www.njleg.state.nj.us/2012/Bills/PL13/131_.PDF
PL 2013 c. 210 Dyslexia/Reading Screener
http://www.njleg.state.nj.us/2012/Bills/PL13/210_.PDF

NJ Literacy Laws (2024)

<https://nj.gov/education/assessment/adaptive/>

Bad News for iReady (Check this out if your district is using iReady as your K-3 universal screener)

<https://curriculuminsightproject.substack.com/p/were-ready-to-break-up-with-iready?>

Language Screeners Karen recommended and is watching (These are not part of the legislation – language screeners are not mandated, although something I advocated for).

Ratings of Language Screeners: Bao X, Komesidou R, Hogan TP. (2024). A Review of Screeners to Identify Risk of Developmental Language Disorder. *American Journal of Speech Language Pathology*, 33(3), 1548-1571.

TILLS Student Language Scale (screener)
<https://products.brookespublishing.com/TILLS-Student-Language-Scale-SLS-P877.aspx>

CUBED-3 <https://languagedynamicsgroup.com/cubed-overview/>

VALLSS <https://literacy.virginia.edu/virginia-language-literacy-screening-system-vallss-grades-4-8>

NJ DOE LEAR Resources to learn more about Literacy (upcoming webinars and recorded webinars)



NJ Student Literacy Working Group Recommendations

https://www.nj.gov/education/lear/documents/Working_Group_RecommendationsFINAL.pdf

NJ DOE LEAR: Learning about Literacy: Professional Learning Video Series (phonemic awareness, phonics and word analysis, fluency, background knowledge, vocabulary, inference, sentence comprehension, text structure <https://www.nj.gov/education/lear/learning.shtml>)



NJ DOE LEAR: NJ Literacy Framework

To learn more about the screening process:

https://www.nj.gov/education/lear/documents/NJ_Literacy_Framework.pdf

NJ DOE LEAR: The NJ Literacy Framework: Connections to Preschool

https://www.nj.gov/education/lear/docs/NJ_LiteracyFramework_%20Connections_to_Preschool_9-26-25.pdf

***NJ DOE LEAR: Learning about Literacy Expert Series

TOPICS: Language, Literacy, Preschool, Adolescents, AAC, “Trauma Informed Practices....”, “High Incidence Disabilities”, Behavior...

<https://www.nj.gov/education/broadcasts/2025/dec/23/LEARningaboutLiteracySeries.pdf>

<https://homeroom5.doe.nj.gov/events/?p=a>

Other Literacy Resources (training videos)

[Cox Campus – “Literacy and Justice for All”](#)

Families, Educators, Communities

Free courses, resources, toolkits, trainings

Structured literacy, emergent literacy,

Coxcampus.org

[Reading Rockets](#)

Reading Rockets is a national multimedia literacy initiative offering free, evidence-based resources to help young children (preK-grade 12) become skilled readers. It provides educators and parents with strategies, lessons, booklists, and videos focusing on how children learn to read, why they struggle, and how to help – including “how to” videos (vocabulary/Beck, phonemic awareness, etc.)

[International Dyslexia Association](#)

Parents, Educators and SLPs

Membership and Free Information

Perspectives Journal (focus on one area related to reading)

Definitions (Dyslexia, Dysgraphia, Dyscalculia, Structured Literacy), Fact Sheets, Articles on various reading and writing related topics

[The Reading League](#)

The Science of Reading: Defining Guide

Membership and Free access to certain publications

Journal, Curriculum Guidance Outlines, White Papers

<https://www.thereadingleague.org>

[Adolescent Literacy](#)

https://www.flipsnack.com/CBA6EAF7C6F/adolescent-literacy-a-guide-1hmy3lsn30/fullview.html?fbclid=IwY2xjawQpQMBleHRuA2FbQlxMABicmlkETFEbVY2VWVXOVJJTmFYV01nc3JOYwZhcHBfaWQQMjlyMDM5MTc4ODlwMDg5MgABHjJRDxR4AwVpkk2tR-kFiETOdQQZlYvdp9VXkQQFf1qekcdr_5jujV4Z5iMt_aem_yd_oH-TsZRg401Gks1vRFg

https://www.flipsnack.com/CBA6EAF7C6F/adolescent-literacy-a-guide-1hmy3lsn30/fullview.html?fbclid=IwY2xjawQpQMBleHRuA2FbQlxMABicmlkETFEbVY2VWVXOVJJTmFYV01nc3JOYwZhcHBfaWQQMjlyMDM5MTc4ODlwMDg5MgABHjJRDxR4AwVpkk2tR-kFiETOdQQZlYvdp9VXkQQFf1qekcdr_5jujV4Z5iMt_aem_yd_oH-TsZRg401Gks1vRFg

[The Snow Report](#)

<https://pamelasnow.blogspot.com>

[UFLI: University of Florida Literacy Institute](#)

<https://ufl.edu/foundations/toolbox/>

[Meadowscenter.org](#)

MCOPER develops booklets, lesson plans, videos, handouts, and other practical materials that align with the latest high-quality research findings. These resources help educators, parents, policymakers, and others translate research into practice and improve outcomes for all students. Some resources are available in Spanish and more will be added.

<https://ca-diverse-learning.org/>

Offer Literacy & Dyslexia Modules

Create a free account arraylearning.org,

- [Introduction to Dyslexia and Literacy](#)
- [The Reading Brain and Dyslexia](#)
- [Screening and Assessment of Literacy Skills and Dyslexia](#)
- [Early Childhood and Dyslexia: Language and Literacy Development in Young Diverse Learners](#)
- [Dyslexia and Multilingual/English Learners: Understanding Language and Literacy Considerations](#)
- [Expanded Foundational Literacy Skills](#)

SOR, Curriculum Guidelines, the Reading Rope

<https://www.thereadingleague.org>

Written Expression/Dysgraphia

Intensive Intervention Practice Guide: Explicit Instruction in Sentence Combining for Struggling Writers (includes hierarchy)

<https://files.eric.ed.gov/fulltext/ED61Apr9676.pdf>

amplify.com/science-of-writing

The Writing Rope

<https://www.readingrockets.org/classroom/looking-writing/writing-rope-model>

www.thewritingrevolution.org

EF

www.efpractice.org

Graphic Novels

Hoover, S. (2012). The Case for Graphic Novels. *Communications in Information Literacy*, 5(2), 174-186. <https://doi.org/10.15760/comminfolit.2012.5.2.111>

Lian X, Hong WCH, Xu X, Kimberly KZ, Wang Z. The influence of picture book design on visual attention of children with autism: a pilot study. *Int J Dev Disabil*. 2022 Feb 14;69(6):946-956. doi: 10.1080/20473869.2022.2033590. PMID: 37885844; PMCID: PMC10599195.

Learning Ally: <https://learningally.org/resource/why-graphic-novels-audiobooks-are-a-game-changer-for-struggling-readers>

Comics Make Learning Easier

<https://mgiep.unesco.org/article/comics-make-learning-easier-for-children-on-the-autism-spectrum-and-everyone>

Articles/Resources

[Teaching Reading IS Rocket Science \(free on AFT site\)](#)

<https://www.aft.org/ae/summer2020/moats>

[IDA: Perspectives on Language and Literacy \(earlier publications are free\)](#)

Preschool/K

The Meadows Center for Preventing Educational Risk. (2024). Read-aloud routine for building vocabulary and comprehension skills in primary grades (Teacher flip-book tool).

<https://www.autismspeaks.org/expert-opinion/five-tips-teaching-nonverbal-children-read>

IES: Meeting the Literacy Needs of Children with Autism

<https://ies.ed.gov/learn/blog/meeting-literacy-needs-students-autism-what-do-we-know-and-where-do-we-need-go>

<https://www.autismparentingmagazine.com/black-and-white-thinking-in-autism/>

(2019, March 21). Interview with Dr. Stephen Shore: Autism Advocate & on the Spectrum.

Retrieved from <https://ibcces.org/blog/2018/03/23/12748/>

LENA: Inside Early Talk

<https://www.lena.org/resources/research-reports/download-inside-early-talk-2/?hsCtaTracking=50852045-a96a-42b4-a658-b1cd95d01c29%7Ce9bc1a9b-125a-4518-88ad-be78ad24be0c>

LENA: Conversation Cards

<https://www.lena.org/resources/tip-sheets/conversation-cards/>

LENA: Questions to ask during shared reading

<https://www.lena.org/resources/tip-sheets/questions-to-ask-during-shared-reading/>

Is there an Autism Epidemic?

<https://publichealth.jhu.edu/2025/is-there-an-autism-epidemic>

Social and Emotional Learning, Fall/Winter 2026

<https://www.landmarkschool.org/lantern>

Autism Specific Research Articles (but also includes inferencing, higher level language, and reading comprehension articles)

Adams C., Clarke E., Haynes R. (2009). Inference and sentence comprehension in children with specific or pragmatic language impairments. *International Journal of Language & Communication Disorders*, 44, 301–318.

Almubark, N. M., Spencer, T. D., & Foster, M. E. (2025). AAC narrative intervention for children with autism. *Augmentative and alternative communication* (Baltimore, Md. : 1985), 1–14. Advance online publication. <https://doi.org/10.1080/07434618.2024.2433959>

Bohn, M., & Frank, M. C. (2019). The pervasive role of pragmatics in early language. *Annual Review of Developmental Psychology*, 1(1), 223-249.

Bonfá-Araujo, B., Oshio, A. and Hauck-Filho, N. (2022), Seeing Things in Black-and-White: A Scoping Review on Dichotomous Thinking Style¹. *Jpn Psychol Res*, 64: 461-472. <https://doi.org/10.1111/jpr.12328>

Brown, H.M., Oram-Cardy, J. & Johnson, A. A Meta-Analysis of the Reading Comprehension Skills of Individuals on the Autism Spectrum. *J Autism Dev Disord* 43, 932–955 (2013). <https://doi.org/10.1007/s10803-012-1638-1>

- Cain, K., & Oakhill, J.V. (1999). Inference making ability and its relation to comprehension failure. *Reading and Writing*, 11, 489-503.
- Cain, K., & Oakhill, J. (2006). Profiles of children with specific reading comprehension difficulties. *British Journal of Educational Psychology*, 76(4), 683–696.
- D’Agostino S. R., Dueñas A. D., Plavnick J. B. (2020). Increasing social initiations during shared book reading: An intervention for preschoolers with autism spectrum disorder. *Topics in Early Childhood Special Education*, 39(4), 213–225.
- Davidson, M.M., Ellis Weismer, S. (2014). Characterization and prediction of early reading abilities in children on the autism spectrum. *J Autism Dev Disord*. 44(4):828-45.
- Durrleman S, Hippolyte L, Zufferey S, Iglesias K, Hadjikhani N. (2015). Complex syntax in autism spectrum disorders: a study of relative clauses. *Int J Lang Commun Disord*, 50(2), 260-267.
- Fanari R, Melogno S, Fadda R. (2023). An Experimental Study on Sarcasm Comprehension in School Children: The Possible Role of Contextual, Linguistics and Meta-Representative Factors. *Brain Science*, 13(6), 863.
- Fernandes, F. D. M., Cibelle Albuquerque De La Higuera Amato, Cardoso, C., Navas, A. L. G. P., & Molini-Avejonas, D. R. (2016). Reading in Autism Spectrum Disorders: A Literature Review. *Folia Phoniatria Et Logopaedica*, 67(4), 169–177.
- Friedman, L., & Sterling, A. (2019). A Review of Language, Executive Function, and Intervention in Autism Spectrum Disorder. *Seminars in Speech and Language*, 40(4), 291–304.
- Hogan, T., Bridges, M.S., Justice, L.M., Cain, K. (2011). Increasing higher level language skills to improve reading comprehension. *Special Education and Communication Disorders Faculty Publications*. Paper 79.
- Laçin E.J. (2024) Increasing Vocabulary and listening comprehension during adapted shared reading: An intervention for preschoolers with autism spectrum disorder. *Autism Dev Disord*, 54(12):4376-4393.
- Mazurek, M.O. (2013) Social media use among adults with autism spectrum disorders. *Computers in Human Behavior*, 29, 1709-1714.
<https://doi.org/10.1016/j.chb.2013.02.004>
- Mathée-Scott, J., & Ellis Weismer, S. (2022). Naturalistic parent-child reading frequency and language development in toddlers with and without autism. *Autism & developmental language impairments*, 7, 23969415221136740.
- Miller L. E., Burke J. D., Troyb E., Knoch K., Herlihy L. E., Fein D. A., Author C. N. (2017). Preschool predictors of school-age academic achievement in autism spectrum disorder. *The Clinical Neuropsychologist*, 31(2), 382–403.
- Mucchetti, C.A. Adapted shared reading at school for minimally verbal students with autism. (2013). *Autism*, 17(3), 358-372.

- Nash, R., and Arciuli, J. (2016) Prosodic awareness is related to reading ability in children with autism spectrum disorders. *Journal of Research in Reading*, 39: 72–87. doi: 10.1111/1467-9817.12033.
- Norbury C., Bishop D. V. M. (2002). Inferential processing and story recall in children with communication problems: A comparison of specific language impairment, pragmatic language impairment and high-functioning autism. *International Journal of Language & Communication Disorders*, 11, 121–251.
- Nuske H. J., Bavin E. L. (2011). Narrative comprehension in 4-7-year old children with autism: Testing the weak central coherence account. *International Journal of Language and Communication Disorder*, 46, 108–119.
- Palmer B. C., Brooks M. A. (2004). Reading until the cows come home: Figurative language and reading comprehension. *Journal of Adolescent & Adult Literacy*, 47(5), 370–379.
- Randi J, Newman T, Grigorenko EL. (2010). Teaching children with autism to read for meaning: challenges and possibilities. *J Autism Dev Disord*.
- Reed, D. K., Vaughn, S., & Petscher, Y. (2012). The validity of a holistically scored retell protocol for determining the reading comprehension of middle school students. *Learning Disabilities Quarterly*, 35(2), 76–89.
- Vaughn, S., Fletcher, J., Francis, D., Wexler, J., Roberts, G, Papanicolaou, A., & Denton, C. (2010). *Intensity of intervention to achieve student growth: Perspectives from the NICHD LRDC research projects*.
- Vendeville N., Blanc N., Brechet C. (2015). A drawing task to assess emotion inference in language-impaired children. *Journal of Speech, Language, & Hearing Research*, 58, 1563–1569.
- Vermeulen, P. (2011). Autism: from mind blindness to context blindness. *Autism Asperger's Digest Magazine*, Nov-Dec, 39-41.
- Vermeulen, P. (2014). *Context Blindness in Autism Spectrum Disorder*. Sage Journals
- Vermeulen, P. (2015). Context blindness in autism spectrum disorder: Not using the forest to see the trees as trees. *Focus on Autism and Other Developmental Disabilities*, 30(3), 182–192. doi:10.1177/1088357614528799
- Wanzek, J., Vaughn, S., Scammacca, N. K., Metz, K. L., Murray, C. S., Roberts, G., & Danielson, L. (2013). Extensive reading interventions for students with reading difficulties after grade 3. *Review of Educational Research*, 83(2), 163–195.
- Westby, C. Making Inferences in Oral and Written Discourse
<https://hollistonspeech.wordpress.com/wp-content/uploads/2012/02/inferences.pdf>
- Westerveld M. F., Paynter J. (2021). Investigating the effectiveness of parent-implemented shared book reading intervention for preschoolers with ASD. *Child Language Teaching and Therapy*, 37(2), 149–162.

Whalon, K. J., Otaiba, S. A., & Delano, M. E. (2008). Evidence-Based Reading Instruction for Individuals With Autism Spectrum Disorders. Focus on Autism and Other Developmental Disabilities, 24(1), 3–16. doi: 10.1177/1088357608328515

Visual Supports/Schedules

- Use a Time Timer (visual countdown, time management) <https://www.timetimer.com>
- Provide visual schedules, checklists (with pictures and words; clock faces can also be included if activities occur at specific times)
<https://blog.psychedservices.com/how-to-use-visual-checklists>
- <https://routinefactory.com/provide-structure-and-predictability-with-visual-schedules>
- https://ed-psych.utah.edu/school-psych/_documents/grants/autism-training-grant/Visual-Schedules-Practical-Guide-for-Families.pdf
- <https://www.abaresources.com/wp-content/uploads/todaysschedule.pdf>
- <https://theinspiredtreehouse.com/how-to-make-a-visual-schedule/>
- <https://www.understood.org/en/family/managing-everyday-challenges/daily-expectations-child/child-picture-schedules-distance-learning-agreements>
- <https://www.schkidules.com/products/>
- <https://adayinourshoes.com/free-printable-visual-schedules-for-home-and-daily-routines/>
- <https://resources.finalsite.net/images/v1718717971/buckeyeusdorg/r1dhr2kexepxzbffxta/visualschedules.pdf>
- <http://www.dynamicons.org/dynamicons>

Bullying/Employment/Criminal Justice

- <https://autismsociety.org/employment/>
- advancedautism.com
- autisminnocence.org
- Roux, Anne M., Shattuck, Paul T., Rast, Jessica E., Rava, Julianna A., and Anderson, Kristy, A. National Autism Indicators Report: Transition into Young Adulthood. Philadelphia, PA: Life Course Outcomes Research Program, A.J. Drexel Autism Institute, Drexel University, 2015.
- drex.lu/autismindicators
- Ali, S. (2018). Autistic spectrum disorder and offending behaviour – A brief review of the literature. *Advances in Autism*, 4(3), 109-121.
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