Bibliografía del apartado de Alfabetización en personas con discapacidad y necesidades de comunicación complejas

Beukelman, D., y Mirenda, P. (2013). *Augmentative & Alternative Communication: Supporting Children and Adults with Complex Communication Needs* (4th ed.). Baltimore: Paul Brookes Publishing Co

Bueno i Torrens, D. (2019). Neurociencia para educadores. Octaedro

Byington, T.A, y Kim, Y. (2017) Promoting preschoolers' emergent writing. *Young Children*, *72* (5), 74-82

Calmy, G. (1977). *La educación del gesto gráfico*. Fontanella

Carr, E. G. (1998). El apoyo conductual positivo: filosofía, métodos y resultados. *Siglo Cero*, 29 (5), 5-9

Carreiras, M., Armstrong, B. C., Perea, M., y Frost, R. (2014). The what, when, where and how of visual word recognition. *Trends in Cognitive Sciences* 18, 90-98

Channell, M.M., Loveall, S. J. y Conners, F. A. (2013). Strengths and Weaknesses in Reading Skills of Youth with Intellectual Disabilities. *Research in Developmental Disabilities* 34, 776-787

Cheng, K. H., y Tsai, C. C. (2014). Children and parents' reading of an augmented reality picture book: Analyses of behavioral patterns and cognitive attainment. *Computers and Education*, 72, 302–312

Clendon, S. (2018). Phonological awareness in children with complex communication needs. In G. Gillon. *Phonological Awareness. From research to practice* (pp. 212-225). The Guilford Press

Clendon, S. A., y Erickson, K. A. (2009). Literacy instruction for individuals with complex communication needs. *Acquiring Knowledge in Speech, Language, and Hearing, 11*(2), 77–80

Clendon, S. A., Gillon, G., y Yoder, D. (2005). Initial insights into phoneme awareness intervention for children with complex communication needs. *International Journal of Disability, Development and Education, 52*(1), 7–31

Copeland, S.R. y Keefe, E. B. (2017). Teaching Reading and Literacy Skills to Students with Intellectual Disability. M.L. Wehmeyer y K.A. Shogren (Eds), *Handbook of Research Based Practices for Educating Students with Intellectual Disabilities.* Nueva York, NY: Routledge, 320-343

Dehaene, S. (2009). *Reading in the brain*. Penguin Books

Dehaene, S. (2014). El cerebro lector. Últimas noticias de las neurociencias sobre la lectura, la enseñanza, el aprendizaje y la dislexia. Siglo Veintiuno

Dehaene, S. (2015). *Aprender a Leer. De las ciencias cognitivas al aula*. Siglo veintiuno editores

Donnellan, A. M. (1984). The Criterion of the Least Dangerous Assumption. *Behavioral Disorders*, 9(2), 141–150

Downing, J.E. (2005). *Teaching Literacy to Students with Significant Disabilities: Strategies for the K-12 Inclusive Classroom*. Corwin Press, Sage Publications Company

Erickson, K. A., Hatch, P., y Clendon, S.A. (2010) Literacy, assistive technology, and students with significant disabilities. *Focus on Exceptional Children, 42,* 1-16

Erickson, K., y Koppenhaver, D. (2020). *Comprehensive literacy for all: Teaching children with significant disabilities to read and write*. Paul H. Brookes Publishing Co

Erickson, K., Hanser, G., Hatch, P., y Sanders, E. (2009). *Research-Based Practices for Creating Access to The General Curriculum in Reading and Literacy for Students With Significant Intellectual Disabilitie*s. Chapel Hill: Center for Literacy and Disability Studies, University of North Carolina

Ezell, H. K., y Justice, L. M. (2005). *Shared story-book reading: Building young children's language and emergent literacy skills*. Paul H. Brookes Publishing Co

Farrall, Jane (2019). *The AIR framework in shared reading*. Disponible en: https://www.comprehensiveliteracy.com/shared-reading.html#/

Frith, U. (1985). Beneath the surface of developmental Dyslexia. En K. Patterson, J. Marshall, M. Coltheart (ed.). *Surface Dyslexia, Neuropsychological and cognitive studies of Phonological Reading* (págs. 301-330). Erlbaum

Gallego García, M. M. (2015). Evolución de los métodos lecto-escritores (1970-2013). Tesis Doctoral. Universidad de Málaga

Gay, G. (2013). Teaching to and through Cultural Diversity. *Curriculum Inquiry*, 43 (1), 50-70.

Generalitat de Catalunya. Departament d'Educació (2015-16). *AraEscric: Cicle de Conferències.* Recuperado en: http://xtec.gencat.cat/ca/projectes/escriptura/ara-escric/conferencies/

Hanser, G. (2006). Promoting emergent writing for students with significant disabilities. *OT Practice, 11*(9), 1-8

Hanser, G. (2013). Getting writing with the alphabet on the radar for students with significant physical and intellectual disabilities. *Closing the Gap, 31*(6), 24-31.

Hayes, A., Turnbull, A. y Moran, N. (2018). *Universal Design for learning to help all children read. Promoting literacy for learners with disabilities*. Washington, D.C.: USAID. Disponible en: Universal Design for Learning to Help All Children Read: Promoting Literacy for Learners with Disabilities (globalreadingnetwork.net)

Ibarrola, B. (2013). *Aprendizaje emocionante*. Ediciones SM

Imbernón López, C. y Gómez Taibo, M. L. (2010). La alfabetización emergente en niños con necesidades especiales de comunicación. En: Gómez Portillo, M. I. & Gómez Villa, M. (coords.). *Puentes para la comunicación interpersonal: sistemas aumentativos de comunicación en la escuela* (pp. 55-68). Dirección General de Promoción, Ordenación e Innovación Educativa de Murcia.

Imbernón, C. (2009). *El desarrollo de las habilidades de alfabetización emergente en el contexto de la lectura de cuentos*. Tesis doctoral. Universidad de Murcia.

Imbernón, C. (2015). *Programa Marta. Cuentos para estimular las habilidades de comunicación y alfabetización*. Editorial CEPE.

Jones, C. D., Clark, S. K., y Reutzel, D. R. (2013). Enhancing alphabet knowledge instruction: Research implications and practical strategies for early childhood educators. *Early Childhood Education Journal*, 41, 81–89.

Jorgensen, C. (2005). The least dangerous assumption. *Disability Solutions,* 6(3), 1–9.

Jorgensen, C., McSheehan, M. y Sonnenmeier, R. (2007). Presumed Competence Reflected in the Educational Programs of Students with Idd before and after the Beyond Access Professional Development Intervention. *Journal of Intellectual & Developmental Disability* 34 (4), 248-62.

Justice, L. M., Kaderavek, J. N., Fan, X., Sofka, A., y Hunt, A. (2009). Accelerating preschoolers' early literacy development through teacher-child storybook reading. *Language, Speech, and Hearing Services in the Schools, 40*(1), 67–85.

Koppenhaver, D., Coleman, P. P., Kalman, S. y Yoder, D. (1991). The implications of emergent literacy research for children with developmental disabilities. *American Journal of Speech-Language Pathology*, 1(1), 20-33.

Koppenhaver, D. A., Evans, D. A., & Yoder, D. E. (1991). Childhood reading and writing experiences of literate adults with severe speech and motor impairments. *Augmentative and Alternative Communication, 7*(1), 20–33.

Lebrero Baena, M. P. Fernández Pérez, D. F. (2015). *Lectoescritura. Fundamentos y estrategias didácticas*. Síntesis

Light, J., y McNaughton, D. (1993). Literacy and augmentative communication (AAC): The expectation and priorities of parents and teachers. *Topics in Language Disorders, 13*(2), 33–46.

Light, J., y Smith, A. K. (1993). Home literacy experiences of preschoolers who use AAC systems and of their nondisabled peers. *Augmentative and Alternative Communication*, *9*(1), 10–25.

Llorenç i Barrachina, A. (2017). *Enseñanza estructurada del lenguaje y la lectura*. Barcelona: UOC.

Lonigan, C. y Whitehurst, G. (1998). Relative Efficacy of Parent and Teacher Involvement in a Shared-Reading Intervention for Preschool Children from Low-income Backgrounds. *Early Childhood Research Quarterly, 13*(2), 263-290.

L´Ecuyer, C. (2012). *Educar en el asombro*. Plataforma editorial.

Marvin, C., y Mirenda, P. (1993). Home literacy experiences of preschoolers enrolled in Head Start and special education programs. *Journal of Early Intervention, 17*(4), 351–367.

Mora, F. (2020). *Neuroeducación y lectura*. Alianza Editorial.

Mora, F. (2018). *Neuroeducación. Sólo se puede aprender aquello que se ama*. Alianza Editorial

Morgado, I. (2014). Aprender, recordar, olvidar. Claves cerebrales de la memoria y la educación. Ariel.

Musselwhite, C., Wagner, D. y Hanser, G. (2020). Supporting alphabet knowledge and phonological awareness for students with significant disabilities including CVI. *Closing the Gap, 39* (3), 3-20.

Naciones Unidas (2016). *Convención sobre los Derechos de las Personas con Discapacidad*. Observación general número 4 sobre el derecho a la educación inclusiva. Disponible en: https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRPD/C/GC/4&Lang=en

Notari-Syverson, A., Maddox, M., Lim, Y.S., y Cole, K. (2002). *Language is the key: A program for building language and literacy*. Washington Research Institute.

Pufpaff, L.A.., Blischak, D.M., y Lloyd, L.L. (2000). Effects of modified orthography on the identification of printed words. *American Journal on Mental Retardation*; *105*(1), 14-24.

Rose, T.L., & Furr, P.M. (1984). Negative effects of illustrations as word cues. *Journal of Learning Disabilities, 17*(6), 334-337.

Rubie-Davies, C. M. (2006). Teacher expectations and student self-perceptions: Exploring relationships. *Psychology in the Schools, 43*(5), 537-552.

Quintanal, J. y García LLamas, J. L. (2013). *Sobre el aprender a leer. Acerca de las inquietudes que suscita la elección de un método para enseñar a leer*. Dyckinson.

Saunder, R.J., y Solman, R.T. (1984). The effect of pictures on the acquisition of small vocabulary of similar sight-words. *British Journal of Educational Psychology, 54*(3), 265-275.

Sheldon, E. (2020). Emergent literacy. *Closing The Gap* (april/may), 34-40.

Sheldon, E. y Erickson, K. (2020). Emergent literacy instruction for students with significant disabilities in the regular classroom. *Assistive Technology Outcomes and Benefits*, 14, 135-160.

Solé, I. (1992). *Estrategias de lectura*. Escalón.

Soto, G. y Clarke, T. (2018). Conversation-based intervention for adolescents using augmentative and alternative communication. *Augmentative and Alternative Communication*, 34(3), 180-193.

Teale, W. y Sulzby, E. (1986). *Emergent Literacy. Writing and reading*. Nordwood, NJ: Ablex.

Teberosky, A. (2016). L'aprenentatge i l'ensenyament de l'escriptura i el llenguatge escrit. *Llengua, Societat i Comunicació, 14*, 21-29.

Thompson, J.R., Shogren, K. A. y Wehmeyer, M. L. (2017). Supports and Support Needs in Strength-Based Models of Intellectual Disability". En M.L. Wehmeyer y K.A. Shogren (Eds.), *Handbook of Research Based Practices for Educating Students with Intellectual Disabilities*. Nueva York, NY: Routledge, 31-50.

Vander Woude, O., Van Kleeck, A., y Veen, V. (2008). Book sharing and the development of meaning. En: P. Rhyner (eds). *Emergent literacy development: Prompting, learning in early childhood* (36-77). Guildford Press.

Wang, Y., y Andrews, J. (2014). Reading and deaf individuals: Perspectives on the qualitative similarity hypothesis. *American Annals of the Deaf*, 159(4), 319-322.

Wang, Y., y Andrews, J. (2017). Literacy instruction in primary level deaf education in China. *Deafness and Education International*, 19, 63-74.

Wehmeyer, M. L. y Shogren, K. A. (2017). Implications of Strengths-Based Models of Disability for the Education of Students with Intellectual Disability. En: M. L. Wehmeyer & K. A. Shogren. *Handbook of Research-Based Practices for Educating Students with Intellectual Disability* (p. 50-59). Taylor and Francis. Edición de Kindle.

Wehmeyer, M.L., Shogren, K. A y Brown, I. (2017). Education for Students with Intellectual and Developmental Disabilities. En M.L. Wehmeyer, I. Brown, M. Percy, K.A. Shogren y W.L.A. Fung (Eds), *Comprehensive Guide to Intellectual and Developmental Disabilities* (527-541). Brookes.

Yoder, D. E. (2001). Forum. Having my say. *Augmentative and Alternative Communication, 17* (1), 2-10.

Yoder, D. E., Erickson, K. A., y Koppenhaver, D. A. (1997). *Center for Literacy and Disability Studies*. University of North Carolina at Chapel Hill.