Purpose
This literature review examined how computer assisted instruction can assist classroom teachers in improving the literacy rates of children with autism.

Abstract
Autism is a learning and social disorder that has seen increased diagnosis within school-age populations. As educators grapple with overwhelmed and understaffed classrooms, finding ways to address the educational needs of this particular population can be very challenging. However, technology may serve to create alternative “virtual” world opportunities and thus, begin to expand learning possibilities for these students.

Findings
• Understanding the basic functions of ASD allows the use of technology to expand the horizons of students that would otherwise be marginalized.
• The potential use of Google glasses to create 3d worlds in which the student navigates safely could help teach this population how to stay safe in a variety of environments.
• Computer programs, games, and other interactive teaching tools could be unified to provide comprehensive learning environments to help the student navigate the lessons independently.

Recommendations
• Provide unified computer programs
• Create an inviting learning space
• Capitalize on the unique way this population learns
• Use Google glass to create virtual worlds in which the student interacts to learn
• Use virtual reality or virtual platforms to teach life or job skills
• Additional research is needed in the area of students with autism and use of technology

References