

THE POWER OF READING

FIRST STEPS FOR NON-READERS

Dr. Regina Crone, Ph.D., BCBA-D



“You can teach a lesson
for a day; but if you teach
someone **how to learn**
they, will continue to
learn long after teaching.”



~ Regina M. Crone, Ph.D., BCBA-D, LBA



CURRENT PRACTICE

Sight Words

“A persistent limitation of sight word research is the failure to measure functional use, which requires both stimulus and response generalization. In the absence of this comprehension measure, sight word research may provide strong demonstrations of teaching students to name words, but falls short of demonstrating that students understand these words or apply them to their daily routines.”

Journal of Exceptional Children; Browder



LEARNING HISTORY

What happens when rote skills are taught to capacity?

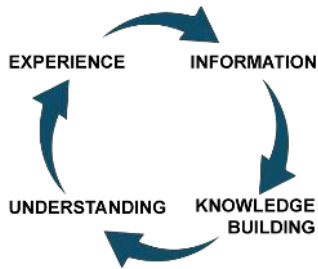


- New Skills evoke problem behavior
- Child is **NOT** a willing learner
- Instructor's Language can **NOT** be varied
- Novel skills are not easily acquired because skills are taught in isolation and **NOT** as a **CONCEPT** to build knowledge (generalization)

RESULT: Academic Programming is often dismissed



THE SPIRAL OF KNOWING (WELLS, 1999)



NATIONAL READING PANEL, 2000 5 Essential Reading Components

1 phonemic awareness

2 phonics

3 fluency

4 vocabulary

5 comprehension

WHAT ABOUT
LIMITED-VERBAL
OR
NON-VERBAL
LEARNERS?



TOOLS FOR TEACHING EARLY READING SKILLS

5 Essential Reading Components



TOOLS FOR TEACHING EARLY READING SKILLS

Phonics-association of letters and sounds (rules and patterns of spoken language correlated with written word)

- Letter-Sound Correlation Receptive
- Fill-in beginning and ending sounds
"make the word" – "Say the word"
- Letter-Sounds Correlation
Expressive (option: sign language)
- Extend to learning rules for sets of letters (sh, -tion, etc...)



TOOLS FOR TEACHING EARLY READING SKILLS

Fluency – the ability to read quickly, accurately, and effortlessly

- Increase speed in responding
(expressive or receptive)
- Letters and words in isolation



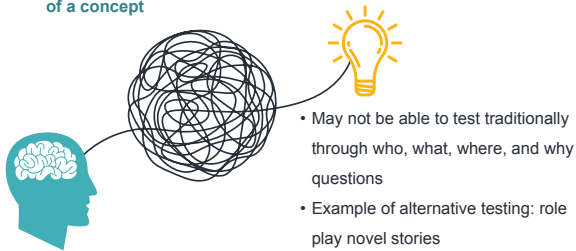
TOOLS FOR TEACHING EARLY READING SKILLS

Print Vocabulary – written words have meaning



TOOLS FOR TEACHING EARLY READING SKILLS

Comprehension – capacity to demonstrate the understanding
of a concept



Resources



www.therapyandbeyond.com

www.teachyourchildrenwell.ca

www.mcgraw-hill.co.uk/sra/languageforlearning