



# An Essential Skill for Life..

## READING for all abilities

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

2/25/2019 www.therapynpbeyond.com

---

---

---

---

---



---

---


---

# MEET ME, REGINA CRONE.


Texan!


Cameron, Kaylee & Addy's Mommy



President of TxABA-OBM SIG  
Executive Council Member for TxABA  
Executive Council Member of TxABA  
PPG



Author of 2016 Published Study on  
Effective Parent Training Research Article  
Education and Treatment of Children



10 Clinics  
270+ Employees  
Carrollton, TX  
Colleyville  
Plano, TX  
Fort Worth, TX  
Houston, TX  
Woodlands, TX  
Conroe, TX  
Tulsa, OK  
OKC, OK  
Denver, CO

Classroom Teacher  
3 years!

---

---

---

---


---

---

---

---

# MY INSPIRATION. MY BROTHER.



Left to right: Me, Andrea, Olivia, Ryan, Scott, Dad, Mom

---

---

---

---

---

---

---

---

## MY PASSION FOR TEACHING.




---

---

---

---

---

---

---

---

## PHILOSOPHY OF LEARNING

“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, M.Ed., BCBA

2/25/2019 www.livingjournals.com




---

---

---

---

---

---

---

---

## 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

(1998)

2/25/2019 www.livingjournals.com




---

---

---

---

---

---

---

---

## 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

2/25/2019 www.lharpjournals.com

---

---

---

---

---

---

---

---

## The Spiral of Knowing (Wells, 1999)



2/25/2019 www.lharpjournals.com

---

---

---

---

---

---

---

---

## 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 ?

2/25/2019 www.lharpjournals.com

---

---

---

---

---



---

---

---

## TOOLS FOR TEACHING EARLY READING SKILLS

- Phonemic Awareness – sounds make up words and have meaning

Instructor Says		Learner Selects
"Cart"	=	
"Car"	=	

2/25/2019 www.thereadingworkbook.com

---

---

---

---

---

---

---

---

## 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-Sound Correlation Expressive (option: sign language)
  - Extend to learning rules for sets of letters (sh, -tion, etc...)

2/25/2019 www.thereadingworkbook.com

---

---

---

---

---

---

---

---

## 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

2/25/2019 www.thereadingworkbook.com

---

---

---

---

---



---

---

---

## TOOLS FOR TEACHING EARLY READING SKILLS

- Print Vocabulary- written words have meaning

Written Word		Learner Selects
Cart	=	
Car	=	

2/25/2019 www.thereadingworkbook.com

---

---

---

---

---

---

---

---

## TOOLS FOR TEACHING EARLY READING SKILLS

- Comprehension – capacity to demonstrate the understanding of a concept
  - May not be able to test traditionally through who, what, where and why questions
  - Example of alternative testing: role play novel stories

2/25/2019 www.thereadingworkbook.com

---

---

---

---

---

---

---

---

## CASE: JEFF – TEACHING SOUNDS



2/25/2019 www.thereadingworkbook.com

---

---

---

---

---

---

---

---

TOOLS FOR TEACHING EARLY READING SKILLS  
CASE: JEFF – PHONICS AND FLUENCY



2/25/2019 www.literacyandbeyond.com



---

---

---

---

---

---

---

---

TOOLS FOR TEACHING EARLY READING SKILLS  
CASE: JEFF – PHONICS (MAKE THE WORD)



2/25/2019 www.literacyandbeyond.com



---

---

---

---

---

---

---

---

CASE: JAMES -LEARNING HISTORY:



2/25/2019 www.literacyandbeyond.com



---

---

---

---

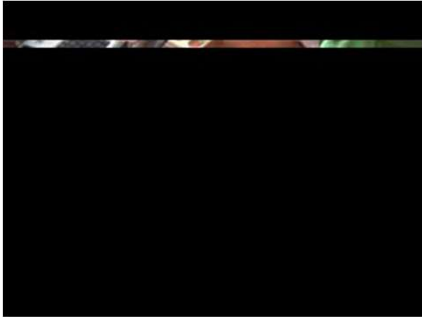
---

---

---

---

TOOLS FOR TEACHING EARLY READING SKILLS  
CASE: JAMES- PHONICS (LETTER SOUNDS)



2/25/2019 www.thoughtfulandjoyous.com

---

---

---

---

---

---

---

---

TOOLS FOR TEACHING EARLY READING SKILLS  
CASE: JAMES- PHONICS (MAKE THE WORD)



2/25/2019 www.thoughtfulandjoyous.com

---

---

---

---

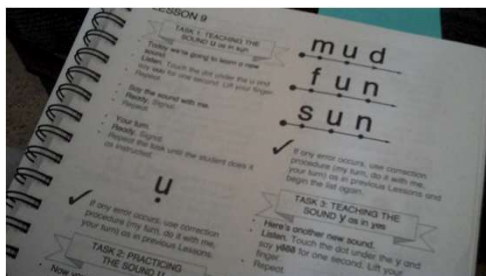
---

---

---

---

TOOLS FOR TEACHING EARLY READING SKILLS  
CASE: JAMES- VOCABULARY BUILDING



2/25/2019 www.thoughtfulandjoyous.com

---

---

---

---

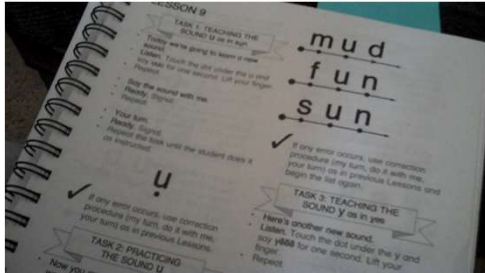
---

---

---

---

TOOLS FOR TEACHING EARLY READING SKILLS  
CASE: JAMES- FLUENCY (BLEND THE WORD)  
1.44-2.48



2/25/2019 www.livingsyntax.com

---

---

---

---

---

---

---

---

TOOLS FOR TEACHING EARLY READING SKILLS  
CASE: JAMES- COMPREHENSION



2/25/2019 www.livingsyntax.com

---

---

---

---

---

---

---

---

TOOLS FOR TEACHING EARLY READING SKILLS  
CASE: JAMES- ADVANCED COMPREHENSION



2/25/2019 www.livingsyntax.com

---

---

---

---

---

---

---

---

TOOLS FOR TEACHING EARLY READING SKILLS  
CASE: JAMES- USING READING AS A TOOL TO  
LEARN



2/25/2019 www.khan.org/andrey.ond.com

---

---

---

---

---

---

---

---



**READING WELL & FEELING  
GREAT!**

Regina Crone, PhD, BCBA-D

---

---

---

---

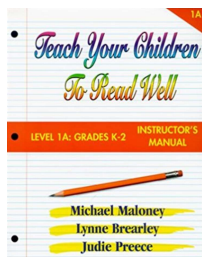
---

---

---

---

DIRECT INSTRUCTION & MEASUREMENT IS  
KEY TO SUCCESS



---

---

---

---

---

---

---

---

DIRECT INSTRUCTION:  
LESSON 19



---

---

---

---

---

---

---

---

- 2. CLEAR R+ CONTINGENCY
- 3. IMMEDIATE FEEDBACK



---

---

---

---

---

---

---

---

SOUNDS  
FLUENCY + ACCURACY



---

---

---

---

---

---

---

---

---

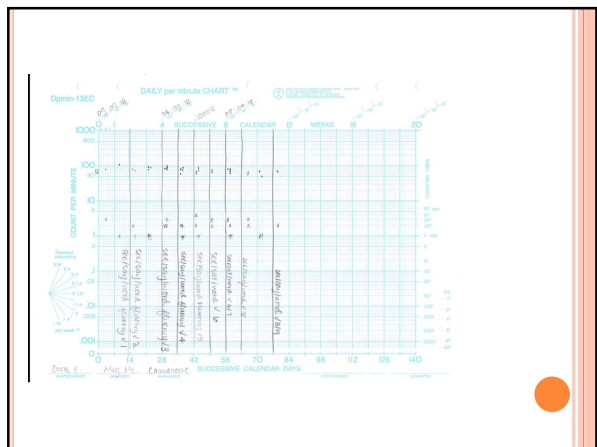
---

---

---

---

---



---

---

---

---

---

---

STORY  
FLUENCY + ACCURACY

A photograph showing a young boy with blonde hair sitting at a wooden desk, looking at an open book. A teacher or adult is standing next to him, pointing at the book. The desk is cluttered with various items, including a water bottle, a pencil holder, and some papers. The background shows a window and a bookshelf.

---

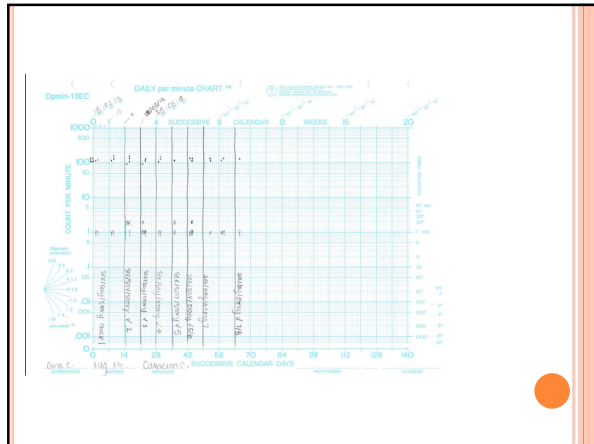
---

---

---

---

---




---

---

---

---

---

---

---

---

### RESOURCES

- o [www.teachyourchildrenwell.ca/](http://www.teachyourchildrenwell.ca/)
- o [www.mcgraw-hill.co.uk/sra/languageforlearning](http://www.mcgraw-hill.co.uk/sra/languageforlearning)

2/25/2019 www.thoughtfullearning.com

---

---

---

---

---

---

---

---