



Black Applied Behavior Analysts

BABA CONFERENCE

JUNE 18-20, 2022
DETROIT, MI

Literacy as Social Justice: Reading Instruction and Culturally Relevant Practices

Abstract

Across the United States, most third grade children from economically disadvantaged families cannot read proficiently - an issue that disproportionately affects Black students. Reading is important because third grade students who cannot read proficiently are more likely to drop out of high school and then continue to be economically disadvantaged as adults. However, research on reading in behavior analysis has produced tactics, strategies, and curricula that effectively establish proficient reading for young children. In this 3-hour workshop, attendees will learn how to implement major behavioral approaches to reading instruction such as Precision Teaching and Direct Instruction, how to measure student learning during reading instruction, and how to use reading interventions as a form of social justice for economically disadvantaged children. Time will be allotted for extensive question and answer. Detailed handouts will be provided.

Learning Objectives

1. Practice implementing behavioral reading curricula and instruction,
2. Practice measuring student learning during reading instruction, and
3. Discuss ways to impact reading instruction in their own communities and school districts



Dr. Amoy Hugh-Pennie Ph.D., BCBA-D, Dr. Ariana D'Arms Ph.D., BCBA-D, Dr. Mya Hernandez PhD, BCBA-D, Dr. Margaret Uwayo Ph.D., BCBA, Dr. Denise Ross-Page Ph.D., BCBA-D