

ALLEVIATION OF BEHAVIORAL PROBLEMS IN EMOTIONALLY DISTURBED  
CHILDREN THROUGH REMEDIAL READING TECHNIQUES

by

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## ABSTRACT

The major purpose of this study was to investigate the following questions: (1) when individual reading instruction was given outside of the classroom by a qualified instructor to two children with emotional problems would there be significant improvement in their academic achievement in reading, and (2) would behavioral problems which included hostility and aggression or withdrawal and restraint show a significant improvement as a result of the individual instruction in reading?

An experimental program involving emotionally disturbed children and the reading program was established, performed, and evaluated. Two children with emotional problems were given individual instruction in reading by the Tactile-Kinesthetic Approach and by the Language-Experience Program. Psychological evaluation, reading achievement tests, and behavior rating analysis were used as tools of evaluation and provided a pretesting and posttesting evaluative procedure.

Both of the subjects showed significant improvement in reading achievement as well as a personal and social behavioral improvement as a result of the individual tutoring in reading. It was believed that the most vital ingredient

of the program was the individual attention given both of the children when each was most needful.

## CHAPTER I

### INTRODUCTION

The problem of educating children with emotional disturbances is to an increasing extent receiving the attention of lay and professional people as more and more of these children are remaining in the regular classroom.<sup>1</sup> Therefore, the teachers of these children must become acquainted with the learning difficulties that exist so that the teaching can be adjusted to fit the child's handicaps and impediments that his emotional disturbance has placed upon his social and academic performance. It is important to the mental health of the child that his difficulties be diagnosed and remedial measures instituted as early as possible in order to alleviate the undesirable emotional complications that often result from failure to learn.

#### Statement of the Problem

It is the purpose of this study to seek answers to the following questions: (1) when individual reading instruction is given outside of the classroom by a qualified instructor to two children with emotional problems will

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<sup>1</sup>John L. Johnson and Kristen D. Juul, "Learning Problems in a Schizophrenic Child," Journal of Exceptional Children, 26:135, November, 1960.

there be significant improvement in their academic achievement in reading, and (2) will behavioral problems which include hostility and aggression or withdrawal and restraint show a significant improvement as a result of the individual instruction in reading?

### Significance of the Problem

There is an ever increasing awareness of the problems which occur in the attempt to educate the emotionally disturbed child. As a result, new methods, techniques, and programs are being developed. Teachers are making demands for more effective techniques in educating these children which take into account observable individual differences.<sup>2</sup> Jones found in her study that children taught the curriculum prescribed for their grade on their individual levels made a greater amount of growth than pupils taught as a group.<sup>3</sup> Many times the disturbed child cannot stand the group situation in a classroom and must have an exclusive one-to-one relationship with a teacher.<sup>4</sup> Newman has found that,

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<sup>2</sup>Venita Dyer, "An Example: Reinforcement Principles in a Classroom for Emotionally Disturbed Children," Journal of Exceptional Children, 34:597, April, 1968.

<sup>3</sup>Daisy M. Jones, "An Experiment in Adaption to Individual Differences," Journal of Educational Psychology, 39:270, March, 1948.

<sup>4</sup>Wm. M. Cruickshank and Wm. C. Morse, "The Education of Socially Maladjusted and Emotionally Disturbed Children," Education of Exceptional Children and Youth (New Jersey: Prentice-Hall, Inc., 1959), p. 589.

"Because of his demands, derived from affectional deprivation in his past, he (the disturbed child) both craves a one-to-one relationship and fears it. Thus, an essential part of his learning is to afford him the chance of an unshared one-to-one relationship and to help him feel safe in using it."<sup>5</sup> Newman felt that because these children's levels of attainment, methods of learning, interest, and motivation vary to such a degree only by some strictly individual help can they assimilate any of the academic skills.<sup>6</sup> According to Cruickshank, "More than a few disturbed children have reading failure as the core problem, and when this is true, reading offers the key to therapy."<sup>7</sup> Cruickshank also maintained that every educational program for the disturbed child must make special provision for reading therapy and that this reading therapy should be approached by individual tutoring.<sup>8</sup>

#### Hypotheses to be Tested

The following hypotheses, which will order and provide direction to the study, shall be tested:

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<sup>5</sup>Ruth G. Newman, "The Acting-Out Boy," Journal of Exceptional Children, 22:90, December, 1956.

<sup>6</sup>Ibid.

<sup>7</sup>Wm. M. Cruickshank and Norris G. Haring, A Demonstration: Assistants for Teachers of Exceptional Children (New York: Syracuse University Press, 1957), p. 57.

<sup>8</sup>Ibid.

1. Children with emotional problems will show significant improvement in reading achievement as a result of being given individual instruction in reading by the Tactile-Kinesthetic Approach and by the Language-Experience Program.
2. Desired behavior of the children will increase significantly as a result of the individual tutoring in the area of reading.

#### Assumptions, Limitations, and Definitions

##### Assumptions Underlying the Problem

The following assumptions underlie the problem:

1. There will be the cooperation of the classroom teacher in sharing her observations of the two children with the investigator and in allowing the children to be absent from the classroom for a designated period of time for remedial instruction in reading.
2. There will be the cooperation of the case worker in sharing her information and ideas about the two children with the investigator.
3. It is assumed that the children have been correctly identified as having emotional and reading problems.
4. The best available instruments necessary to evaluate the children's progress will be used and it is

assumed that these instruments will be sufficiently valid and reliable.

5. Appropriate materials necessary to carry out the reading remediation will be available.
6. The remediator is well qualified to carry out the remediation program.

### Limitations of the Study

The limitations of the study are as follows:

1. The number of children for remedial help will be two.
2. The time allotted for the study will be three hours a week for seventeen weeks, one and one-half hour for each child.
3. Emphasis will be upon two methods of remedial training, one the Tactile-Kinesthetic Approach and the other the Language-Experience Program.
4. Because the study is limited to two children, broad, generalizable conclusions cannot be reached.

### Definitions of Terms Used

The following definitions will apply for these terms used in this study.

Behavioral problems. These are problems which take a variety of forms and stem from a variety of causes. They can include hostility and aggression or withdrawal and restraint.

Alleviation. Means to make easier, to bear; lighten or relieve.

Child with emotional problems or disturbances. A child who cannot benefit from the school situation because of psychological problems that bring about deviant behavior and resistance to learning, development, and growth.

Remedial reading. Individual instruction aimed at correcting faulty reading habits and at increasing the efficiency and accuracy of performance in reading.

Academic achievement. The achievement of pupils in the so-called "academic" subjects, such as reading, arithmetic, and history, as contrasted with skills developed in such areas as industrial arts and physical education.

Aggressive behavior. Behavior characterized by belligerent attacks or by vigorous efforts toward self-assertion over others, or self-advancement over others.<sup>9</sup>

Tactile-Kinesthetic Approach. Those methods of teaching that involve a multisensory approach in which senses of touch and body movement are emphasized in the learning process.<sup>10</sup>

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<sup>9</sup>Carter V. Good, Dictionary of Education, with the assistance of Winifred R. Merkel, Second Ed. (New York: McGraw-Hill Book Co., 1959).

<sup>10</sup>Wm. McCarthy and Joan Oliver, "Some Tactile-Kinesthetic Procedures for Teaching Reading to Slow Learning Children," Journal of Exceptional Children, 31:419, April, 1965.

Language-Experience Program. One that brings reading and other communication skills together in the instructional program and no distinction is made between the reading program and the development of listening, speaking, spelling, and writing skills.<sup>11</sup>

Résumé of Related Literature

Literature on Identification of the Emotionally Disturbed Child

Early identification of the emotionally disturbed child in the classroom can lead to better understanding on the part of the teacher, the parent, and the child's peers. These children have problems differing in nature and intensity which may interfere with their optimal functioning socially and educationally. Eli Bower found:

In terms of their visibility in school they can be perceived as children who demonstrate one or more of the following characteristics to a marked extent and over a period of time:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors . . . . .
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers . . . . .
3. Inappropriate types of behavior or feelings under normal conditions . . . . .
4. A general, pervasive mood of unhappiness or depression . . . . .

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<sup>11</sup>Roach Van Allen and Claryce Allen, An Introduction to a Language-Experience Program - Level II (Chicago: Encyclopaedia Britannica Press, 1966), p. 1.

5. A tendency to develop illnesses, pains, or fears associated with personal or school problems.<sup>12</sup>

Talmadge, Davids, and Laufer stated that, "Behaviorally, these children can often be identified in that they have a short attention span, are hyperactive, easily distracted, and readily overwhelmed by anything new or different."<sup>13</sup>

It is often extremely difficult to discover the factors contributing to a child's emotional disabilities, but whatever the etiology, it is important to the mental health of the child that his difficulties be diagnosed and remedial measures instituted as early as possible to avoid undesirable emotional complications that inevitably result from failure to learn.

#### Literature on Educating the Emotionally Disturbed Child

A most pressing task facing current education is the development of adequate programs for the emotionally disturbed child.<sup>14</sup> Society, in general, and school personnel, in particular, are concerned with identifying

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<sup>12</sup>Eli M. Bower, "The Emotionally Handicapped Child and the School," Journal of Exceptional Children, 26:9, September, 1959.

<sup>13</sup>Max Talmadge, Anthony Davids, and Maurice W. Laufer, "A Study of Experimental Methods for Teaching Emotionally Disturbed, Brain Damaged, Retarded Readers," Journal of Educational Research, 56:311, February, 1963.

<sup>14</sup>Cruickshank and Haring, op. cit., p. 57.

these children and bringing about such remedial measures as are necessary to alleviate their problems. Quay stated that, "If the primary business of the school is to educate, what is needed is a special class program designed to meet the special learning characteristics of the kinds of emotionally disturbed children contained in it."<sup>15</sup>

After the learning difficulties have been identified, the teachers should adjust their teaching and their expectations to fit the child. But children who are functioning at levels of moderate or severe emotional handicap should not be expected to change magically as a result of an adjusted program. Bower maintained that the teacher should not expect or be disappointed at educational efforts which do not result in major personality overhauls.<sup>16</sup> Hewett said that, ". . . an effective educational program for children with learning disorders depends on the establishment of a point of meaningful contact between the teacher and the child. Such a point of contact is only possible when the child is experiencing gratification in the

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<sup>15</sup>Herbert C. Quay, "Some Basic Considerations in the Emotionally Disturbed Children," Journal of Exceptional Children, 30:28, September, 1963.

<sup>16</sup>Eli M. Bower, "The Emotionally Handicapped Child and the School—Present Research Plans and Directions," Journal of Exceptional Children, 26:236, January, 1960.

learning situation . . . ."17 The teacher should provide tasks for the child that will be gratifying and challenging, but also within his limited capacity. The result will be a student that feels accomplishment in his school work and will not become so easily discouraged. Any child may lose his initiative and drive if he never succeeds. He may lose interest in doing well, resulting in a decline of his self concept. This especially true of the emotionally disturbed child. According to Cruickshank, in reading more than in any other academic subject, the stigmata of failure is apparent.<sup>18</sup> Many teachers and most research workers have recognized the close relationship between reading failure and personality maladjustment. Gates goes so far as to say that, "Personality maladjustments or emotional tensions appear in all cases of reading difficulty or even in all cases of very serious disability or failure."<sup>19</sup> Therefore, at least in the initial stage, the frequent cases of reading failure need individual therapeutic tutoring.<sup>20</sup>

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<sup>17</sup> Frank M Hewett, "A Hierarchy of Educational Tasks for Children With Learning Disorders," Journal of Exceptional Children, 31:207, December, 1964.

<sup>18</sup> Cruickshank and Morse, op. cit., pp. 589-590.

<sup>19</sup> A. I. Gates, "The Role of Personality Adjustment in Reading Disability," Pedagogical Seminary and Journal of Genetic Psychology, 59:82, September, 1949,

<sup>20</sup> Cruickshank and Morse, loc. cit.

## Literature on Reading Programs for the Disabled Reader and Emotionally Disturbed Child

The purpose of the remedial reading program is to eliminate as much as possible those difficulties which get in the way of learning and of effective participation in all areas of the school program. Shimota advanced the theory that:

The most vital academic problem facing the school-age child is the development of adequate language skills. As he progresses through school, reading skills, even more than adeptness in oral communication, become increasingly important. Upon his reading depends his acquisition of most other classroom subjects. Although ability to read adequately is no insurance that the child will do well in other academic areas, inability to read adequately acts as an almost insurmountable obstacle at learning academic subjects.<sup>21</sup>

The remedial teaching of reading is a different problem from the usual teaching of reading to unselected children. The problem of educational instruction in reading is to find the methods which are best adapted to develop skill in reading in the majority of children. The problem of remedial instruction in reading is to find a possible method of learning for those children who have not been able to learn to read by methods adapted to the group. The methods found helpful for reading-defect cases may not be necessary or advisable in ordinary instruction.

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<sup>21</sup>Helen E. Shimota, "Reading Skills in Emotionally Disturbed, Institutionalized Adolescents," Journal of Educational Research, 58:106, November, 1964.

Various techniques have been and are being used to deal with the problems exhibited in reading. One method of teaching language skills is through the Fernald Method of kinesthetic word tracing and experiential story writing. Hewett maintained that by using visual, auditory, and kinesthetic cues, "This combination approach which reinforces reading and spelling offers an opportunity for expression of personal interest through written expression and is a highly successful approach with children with learning disorders."<sup>22</sup> Talmadge, Davids, and Laufer reported their findings, ". . . the group taught via kinesthetic and auditory emphasis showed about one year reading gain as compared with approximately four months gain by the group taught with standard methods."<sup>23</sup> They further stated that, ". . . there were indications that emotionally disturbed children who have severe reading difficulties derive more benefit from this experimental method than they do from the traditional approach to childhood education."<sup>24</sup> Some reading authorities suggest that the success of the Fernald method may be due not only to the tactile-kinesthetic aspects but also to "(a) concentration on the

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<sup>22</sup>Hewett, op. cit., p. 211.

<sup>23</sup>Talmadge et al., op. cit., pp. 313-314

<sup>24</sup>Ibid.

task at hand, (b) individual instruction, (c) novelty of approach and (d) reinforcement in experiencing immediate success."<sup>25</sup> It is possible that elements of all four are part of any successful remedial reading program.

Another method of teaching language skills is through the Language-Experience Program which recognizes by daily practice that the oral language background is a basic necessity in word recognition. As implemented in Language Experiences in Reading:

- . the thinking of each child is valued - which leads to
- . expressing his thinking in oral language - which leads to
- . represented in written form - which leads to
- . reconstructed (read) by the author - which leads to
- . reconstruction of other written language - which should
- . influence the thinking and oral language of the reader so that his spelling, writing, and reading improve.<sup>26</sup>

Another possibly significant aspect in success in reading is that apparent results actually come from the close relationship between teacher and pupil when an individual remedial program is introduced.<sup>27</sup>

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<sup>25</sup>McCarthy and Oliver, op. cit., p. 419.

<sup>26</sup>Allen and Allen, op. cit., p. 1.

<sup>27</sup>Talmadge et al., op. cit., p. 315.

Generalizing from this, it appears that disturbed children should be taught reading skills as soon as possible, and that the teaching of these reading skills should be done, as far as possible, on a one-to-one basis. A positive relationship should be established between the teacher and the child before the skills are introduced. A concrete approach should be used; tactile, kinesthetic, and auditory teaching tools should be used extensively. High-interest, low reading-level materials that are not emotionally charged must be found or developed for this purpose.

## CHAPTER II

### RESEARCH PROCEDURES

#### Design of the Study

The study involved:

1. Two children in a third grade classroom at Dietz Elementary School in Tucson, Arizona.
2. The children were identified by their teachers and the Guidance and Counseling Department of Tucson District 1 Schools as having emotional disturbances and reading problems to such an extent that it inhibited their ability to function with success in the classroom.
3. Individual tutoring was given in remedial reading instruction, one by Fernald's Tactile-Kinesthetic Approach (see Appendix A), and the other by Allen's Language-Experience Program (see Appendix B).
4. The children had remedial reading instruction for one and one-half hours a week for a total of seventeen weeks in an effort to alleviate reading and behavioral problems.
5. The children were given pretests and posttests to determine the academic changes and the behavioral changes.

6. The tests were administered by a qualified examiner.

#### Sources of Data

The sources of data were:

1. Two children with emotional disturbances and reading disabilities who were examined to determine the level of their academic achievement both at the beginning and end of the individual tutoring program.
2. The classroom teacher filled out a behavioral rating checksheet on each child at or near the same time.

The achievement tests and behavioral checksheet were administered to show whether the students had regressed, made progress, or remained at the same level.

#### Instruments for Collecting Data

The instruments for collecting data were as follows.

1. An examination of the behavior of each student was done by a Behavior Rating Scale given at the beginning and end of the program.

For the purpose of this study, the checksheet, devised by the investigator, offered promise because of its simplicity and clarity. The sections that were used for the study concerned the identification of children's Physical-Emotional, Perceptual-Discriminative, and Social-Emotional adjustment. The Behavior Rating Scale presented a five-point

check list progressing from maladjusted behavior noticed not at all, noticed to a slight degree, noticed to a considerable degree, noticed to a large degree, and noticed to a very large degree. Scoring was shown by a plus or minus point system depending upon the child's adjustment between the pretesting and posttesting period. Plus points were given for improvement shown, minus points for a decrease in behavioral improvement (see Appendix C).

2. The Durrell Analysis of Reading Difficulty, New Edition, was given to determine the academic achievement of the two children.

The requirements of diagnostic tests of reading are very largely determined by the nature of the reading task itself, so all such tests follow much the same pattern. This test does not diverge radically from the established pattern. The core of the test is two sets of paragraphs, one set for oral and the other for silent reading, accompanied by tables of norms and checklists for recording observations of reading difficulties. Norms are expressed for each of grades 1-6 on three levels (low, medium, and high), these being sufficiently precise for the purpose of the test.

The norms are based upon speed of reading alone; there are no norms for level of comprehension, which is, nevertheless, tested, and the diagnosis of this aspect of

reading comes to depend almost entirely on the checklists of difficulties. For the most part, these checklists are detailed and fairly complete.

A feature is the inclusion of a set of graded paragraphs for listening comprehension, thus giving useful information not always included in diagnostic reading tests.<sup>28</sup>

3. The Botel Reading Inventory was also given at this same time to determine the academic achievement of the two children.

This three-part informal inventory was designed to aid the teacher in estimating the instructional, independent, and frustration reading levels of children and to evaluate knowledge of selected phonics and related skills. Though it may be used with pupils in grades one through twelve, it is appropriate for use only with those whose reading levels are at the fourth or lower grade level.

The Phonic Mastery Test assesses knowledge of sounds of single consonants, consonant blends, and consonant digraphs; rhyming elements; vowel sounds; and syllabication. This test appeared to sample adequately the phonic skills.

The Word Recognition Test contained twenty words at each reading level from preprimer through fourth grade. The

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<sup>28</sup>James Maxwell, Buros 5th Mental Measurements Year-book (New Jersey: Gryphon Press, 1960), p. 660.

lists of words appeared to have been selected carefully. This test and the Word Opposites Test serve as a basis for estimating reading levels.

The Word Opposites Test was designed to give an estimate of word comprehension. The test may also be given as a listening test in order to estimate a potential level for reading.

A 95-100 per cent accuracy on the Word Recognition Test and 90-100 per cent accuracy on the Word Opposites Test indicated the independent or free reading level, that is, the level where the child can read without teacher assistance. A 70-90 per cent accuracy on the Word Recognition Test or 70-80 per cent accuracy on the Word Opposites Test indicated the instructional levels, where the child can be instructed in reading under teacher supervision. Any level at which accuracy falls below 70 per cent on either of the two tests is a frustration level. Children should not be instructed or allowed to read at frustration level.

In summary, the Botel Reading Inventory is a useful informal test that can be used as an instrument for assessing knowledge and use of word recognition skills.<sup>29</sup>

#### Data Analysis

In view of the small sample, conventional statistical evaluation of the results would not be meaningful.

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<sup>29</sup>Ira E. Aaron, Buros 6th Mental Measurements Yearbook (New Jersey: Gryphon Press, 1965), p. 834.

There was a comparison made of the pretest and posttest data received from the Durrell Analysis of Reading Difficulty and the Botel Reading Inventory. A comparison also was made of the information gained from the Behavior Rating Scale checksheets. The hypotheses were accepted or rejected on the basis of the data from the Durrell Analysis of Reading Difficulty and the Botel Reading Inventory scores and the information gathered from the Behavior Rating Scale checksheets. The test scores on both pretest and posttest of the achievement tests as well as data from the behavioral checksheets are found in the appendix. Recommendations for further remedial help for the two children were made from the information indicated by the data analysis.

CHAPTER III

COLLECTION OF DATA--MARK

Background Data

Information from School Cumulative Records

Name: Mark John .....

Grade: Third

Phone: 296-.....

Birth Date June 21, 1960

Home Situation: Pupil living with parents

Occupation of Father: Brakeman, Southern Pacific  
Railroad

Occupation of Mother: Housewife

Number of Children in  
Family: Four

Number of Children in  
School: Four

Language Spoken in Home: English

Physical Condition: Health good, sturdy, no history  
of serious illness, speech  
problem--minor (not identi-  
fied)

School Marks: First Grade 66-67 Mostly  
Unsatisfactory

First Grade 67-68 Satisfactory  
on below grade level work

Second Grade 68-69 Satis-  
factory on below grade level  
work

## Standardized Tests:

## First Grade:

A. Metropolitan Readiness Tests

Date Tested: September 13, 1966

Age at Testing: Six years, three months

Results: Stanine 2  
Percentile Rank 10B. Metropolitan Readiness Tests

Date Tested: September 12, 1967

Age at Testing: Seven years, three months

Results: Stanine 3  
Percentile Rank 11C. The Lorge-Thorndike Intelligence Tests

Date Tested: September

Age at Testing: Seven years, three months

Results: CA 7-3  
DIQ 81  
Stanine 3

## Second Grade:

A. Metropolitan Achievement Tests

Date Tested: October 7, 1968

Age at Testing: Eight years, three months

## Results:

|                     | Stanine: |
|---------------------|----------|
| Word Knowledge      | 4        |
| Word Discrimination | 6        |
| Reading             | 5        |
| Spelling            | 5        |
| Problem Solving     | 5        |
| Computation         | 5        |

## Average Stanine:

|            |   |
|------------|---|
| Reading    | 5 |
| Arithmetic | 5 |

## Third Grade:

A. The Lorge-Thorndike Intelligence Tests

Date Tested September 15, 1969

Age at Testing: Nine years, three months

Results: Stanine:  
Verbal - 1  
Nonverbal - 1

B. Metropolitan Achievement Tests

Date Tested September 15, 1969

Age at Testing: Nine years, three months

Results: Grade Equivalent:  
Word Knowledge 1.0  
Word Discrimination 1.0  
Reading 2.3  
Spelling 1.8  
Computation 1.5  
Problem Solving 2.4

Stanine:  
Reading 2  
Arithmetic 2

## Teachers Comments:

Dated: October 25, 1966

Conference: Mother not surprised at child's immaturity--very below grade level--does not appear to be "with you" at

times. I suggested having him tested if he doesn't improve --they are in the process of doing so.

Dated: April, 1967

Knows only names of characters and few sight words from first pre-primer. Has had consonants and vowels presented.

Dated: January, 1968

Mark seldom finished his seat work.

Dated: March, 1968

Mark is getting down to business and he really tries to handle himself. He wants to help and asks "Have I been good today?"

Dated: June, 1968

Mark is handling himself better. He can often work independently and he feels proud of his "successes."

Summary of Psychological Evaluation January 12, 1967

Chronological Age--Six years, seven months Grade 1

Reason for Referral:

This boy was referred for psychological examination to give some indication of his mental ability. He is having much difficulty in the first grade program and seems extremely immature. He cannot follow simple directions, occasionally sucks his thumb, has a speech problem, and a number of physical complaints.

Previous Examinations:

September 13, 1966 Metropolitan Readiness Test--2nd Stanine

Test Behavior:

Mark is a very small and immature appearing youngster who seems more like five years of age. He was friendly appearing, cooperated well, and seemed to enjoy the individual attention. He gave an impression of being much more adequate than he was later able to demonstrate on tests. His speech was distinct but somewhat immature in quality. His attention span is quite limited as he was very distractible during the examination.

Test Results and Analysis:

Stanford-Binet--4th Stanine.

Mark's mental age at this time is 5 years and 10 months, and he performed within a range of 4 through 7 years. Early failures were made on immediate memory and language comprehension items and on those involving attention to test instructions. His highest successes were on comprehension and visual-motor items at year seven. Vocabulary and number concepts are passed at his age level. Results indicate that Mark is functioning at a low-average intellectual level at present although he definitely seems to have potentials extending at least into the mid-average range. Thus far he had made very poor progress in first

grade and retention seems definitely indicated. In view of this, as well as his extreme immaturity, it would seem advisable for him to be withdrawn and placed in a kindergarten program if the parents would consent to it.

#### Preliminary Interviews

Interviews with previous teachers and caseworkers revealed that Mark started first grade in 1966, but because of noticeable immaturity was transferred to a kindergarten at the beginning of the second semester. In 1967, when Mark was again in the first grade he seemed to have matured very little. He was frequently late for school or played truant from school and home. As Mark grew older the teacher found it increasingly difficult to keep Mark in the classroom and he could often be found wandering around the school building talking to anyone that would talk to him. Mark spent a great deal of his class time in the bathroom and on occasion would move his bowels in his pants. Mark seldom would finish work assigned to him and spent his time either idly daydreaming or playing with pieces of paper or eraser. He did well at manipulating small objects and had good finger control. His penmanship was good.

Fantasies about his physical illnesses, operations, and severe accidents which happened to him, were the main topics of Mark's conversations. He would discuss these

incidents in great detail and more often than not would be believed by the unsuspecting.

At the beginning of the third grade, Mark was successful only with a pre-primer reader.

Mark appeared to the investigator as a delightful, happy child with a ready smile. He was friendly toward adults and he liked physical contact, i.e., holding hands. He was much smaller and less mature than others of his age.

#### Pretesting

In September, 1969, before the remedial reading tutoring was started, Mark was given reading analysis examinations. The pretests that were administered by the examiner were: The Durrell Analysis of Reading Difficulty and the Botel Reading Inventory, Form A. The profile of these examinations appear in Appendix D. The Behavior Rating Scale checksheet was filled out at this time by Mark's classroom teacher. This checksheet also appears in Appendix C.

The examiner observed Mark's behavior during the testing situation and found that although Mark came to the testing situation very willingly he did not want to do the tests. Mark tried to divert the examiner's attention with conversation about his imaginary accidents and physical illnesses. He had a limited attention span and wiggled and constantly gazed out of the window. He had to go to the

bathroom frequently. When the tests became too difficult and frustrating, Mark climbed on his chair or crawled under the table. After answering a question, Mark displayed a lack of security by often asking, "Is that good?" He seemed to enjoy the individual attention given by the examiner and was disappointed when the examinations were finished.

Results of the tests in the achievement area indicated that Mark was seriously disabled in reading. Performance on the Word Recognition Inventory and Reading Analysis tests showed that he lacked sufficient sight vocabulary and word attack skills. Phonetic analysis indicated that Mark could identify consonant sounds, consonant blends, and consonant digraphs, but lacked the ability to identify vowel sounds, nor could he rhyme words. He did fairly well on the number of syllables, getting half of them correct.

The Word Opposites Test was given as a listening test in order to estimate Mark's present reading potential. The result of this test was that Mark had as his highest reading potential--Grade one. His highest instructional level was at the pre-primer level.

Orally, Mark read word-by-word in a monotonous tone with no phrasing. He used no word attack skills and his word recognition was no better in context than in isolation, indicating that he could not use context clues to figure out

words. Mark had to be supplied with many of the words in the paragraphs.

Mark had excellent oral recall from both the Oral Reading Analysis and the Listening Comprehension Analysis. Recall was fragmentary and inaccurate on passages presented to him for silent reading.

The Behavior Rating Scale gave a picture of Mark's Physical-Emotional, Perceptual-Discriminative, and Social-Emotional behavior as viewed by his classroom teacher.

The Physical-Emotional rating showed that Mark was not subject to such attention getting devices as temper tantrums, rowdiness, and displays of anger. Rather he appeared to be restless, easily distracted, preoccupied, and withdrawn. He lacked confidence in himself and was easily flustered and confused.

The Perceptual-Discriminative rating indicated that Mark was working below grade level both mentally and emotionally. He could not read and had difficulty in following directions. There was also a great amount of confusion in spelling and writing. He could not concentrate nor work independently on a given task.

The Social-Emotional rating showed that Mark was a boy who was unable to relate to his peers. He preferred to be by himself and would not cooperate in group situations. He refused to play with other children and did not seem to notice or be noticed by them. Mark depended upon much

attention from his teacher and at times demanded this attention by being disobedient. Mark would use passive resistance to authority preferring not to cooperate in an unaggressive manner.

#### Application of the Fernald Technique

In accord with the Fernald technique (see Appendix A), it was explained to Mark during the first meeting that there was a new way of learning words, which the investigator wanted Mark to try. This new way of learning words was quite easy to do and all Mark had to do was to select any word he wanted to learn, regardless of length.

The word that Mark chose to learn was "dinosaur." When asked how many parts there were to the word, Mark replied correctly that there were three parts. The dictionary was then used to check for correct spelling and word parts. The investigator then wrote dinosaur for Mark with crayola on paper in blackboard-size cursive writing. Each part of the word was pronounced by the investigator as it was written. Then the word was traced with the finger exactly as it was written, pronouncing each part of the word as it was traced.

Mark then traced the word with finger contact, saying each part as he traced it. After four tracings, Mark attempted to write the word but he was not successful. The incorrect form was covered and Mark traced the word twice

more. Then he wrote the word correctly. Mark then dictated to the investigator a story using his "new" word:

I see a dinosaur stamping a Gila Monster.  
I see a dinosaur stamping a house. I see a  
dinosaur stamping on a little baby rhino.

For the next session the word "dinosaur" had been typed in primary print on a 3 x 5 card and the "story" had been typed in primary print on a 5 x 8 card. Mark read the word card and then wrote the word "dinosaur" correctly at the second attempt. Mark then looked over his story and underlined the words which he knew. The words not underlined, Gila Monster, Stamping, and rhino, were told to Mark and he then read his story correctly. Mark expressed the desire to learn the words which he had had trouble with. So he was taught these words using the tracing technique.

At the next session, Mark read and wrote the three words and also read his "Dinosaur Story" without error. The idea of making an alphabetical file box in which to file his word cards was presented to Mark at this time. This idea he took with enthusiasm and called the file his "Something Good Box." He filed his four word cards under the proper letters very slowly and with some difficulty.

Mark's next story was about a roadrunner. He wrote the word roadrunner after five tracings using the Fernald technique. Then he dictated the following story:

A roadrunner is running on a track. A roadrunner is the fastest bird in the desert. A

roadrunner is fighting a snake and the snake is poisonous.

This story was presented to Mark at the next session using the same technique described above. Mark had difficulty recognizing five of the words from this story and these were then traced and learned.

During these early sessions, Mark showed a great willingness to try, but his attention span was so short that it was very difficult to get him to think of a word which he wanted to learn and a story which he wanted to dictate.

He was restless and did not concentrate on his tracing. He would often quit in the middle of the word and start to talk about something else. He would not make up stories that were any longer than three sentences because he "did not like to read long stories." Long stories made him "tired." He often did not know how to correctly form the letters while he was writing, but the letters that he did know were neatly written.

Before Mark started each session and at least twice during the half-hour, Mark would have to go to the bathroom and get a drink of water. He spent a great deal of time climbing on the chair or crawling under the table to retrieve a tiny bit of paper or string that he had been playing with.

The one thing that pleased Mark the most, and that held his attention the longest, was his "Something Good

Box." As the cards started to multiply so did his interest. He was especially proud of the fact that he could read all of the words in his "Something Good Box." After about ten sessions it became apparent that he was deliberately trying to make his "Something Good Box" grow. The words which he wanted to learn became more numerous and the stories grew longer. Two examples of stories from this period are as follows:

#### Thanksgiving Story

Thanksgiving is a nice day. I think it's a good day. We eat turkey and apple pie. I invite my Nanny and Poppa for a Thanksgiving party.

The turkey gobbles at the girls and boys. He makes that noise.

#### A Big Family

My sister's name is Sissy. She plays with a lot of dolls.

My brother plays football with me. His name is Matthew James.

My Mother's name is Ann. She cooks lots of good food.

My Father kicks three hundred feet off the ground.

Susie eats by herself with her own spoon. Susie is my little baby.

We all have a good family.

At this time Mark also put together all of the stories he had dictated so that he could watch the booklet "grow like his 'Something Good Box' was growing."

By the tenth week, Mark had cut down considerably on the times he had to trace each word before he could write it. Often he would have to trace the word only once and in a few instances he wrote the word without tracing.

About this time his trips to the bathroom and drinking fountain were diminished to only one trip or not at all. He became less restless and did not climb on his chair or crawl under the table. He still played with scraps of paper and thread. His penmanship had improved to the point where it was considered outstanding but each letter was written slowly and painstakingly and he often became confused between the letters "b" and "d."

The oral reading of his stories was gradually shifting from the word-by-word method to the phrasing method. Before Mark read the story, the investigator drew lines encompassing the phrases in order to direct Mark's attention to these phrases. This seemed to give Mark a greater awareness of phrasing and more meaning to the words he was reading.

From the tenth through the fifteenth week Mark continued to learn new words and dictate new stories. The stories were much longer and more complicated. Mark continually reviewed the words in his "Something Good Box" and often voluntarily reread one of the stories in his booklet. Mark was seldom tracing now and he was also attempting to

write the stories by himself rather than dictating them. He had gotten much faster at filing his word cards.

During the sixteenth week, Mark's attention was caught by two new pictures that had been placed in the room. He expressed the desire to write a story about each of the pictures. These stories were by far the most interesting and most complicated that he had produced up to this point. The stories are as follows:

#### The Circus Man

The clown has a hat. He has makeup on. He has a big old fat red nose. He has a wig on and a shirt and big old floppy shoes.

The clown is in the circus. He does tricks in the circus. He bounces up and down. He can do anything that people can do. He jumps on the trampoline. When he jumps, he flips around and goes back down.

The clown looks happy and he can do a lot of things.

#### The Whales

The whales are trying to tip over the ship. They are coming up from the ocean and they are spouting water. The ship is almost going to tip over because the waves are high. The ship has a lot of men. They have to keep the ship rolling. They have to control the buttons on the ship so the whales don't tip the ship over.

The whales have sharp teeth and they bite. They look black, purple and red. Their tails have sharp corners.

I hope the ship won't tip over and the sailors won't be eaten by the whales.

During the seventeenth week, the investigator brought pictures and coordinating poems for Mark to read aloud. The poems were on the second grade reading level and Mark did not have any great difficulty in reading them. The few words that Mark did not know were told to him and he wrote them without tracing. At the last session, Mark brought a poem he had found and read it to the investigator. He read this poem very quickly and without hesitation.

#### Posttesting

In January, 1970, at the completion of the remedial reading tutoring, Mark was again given reading analysis examinations. The posttests that were administered by the examiner were: The Durrell Analysis of Reading Difficulty and the Botel Reading Inventory, Form B. The profile of these examinations appears in Appendix D. The Behavior Rating Scale checksheet was again filled out by Mark's classroom teacher. This checksheet appears in Appendix C.

The examiner again observed that Mark came eagerly to the testing situation. During the examination Mark wiggled a few times but did not have to go to the bathroom once. He was confident of his successes and said in a positive manner, "I'm doing much better now." He did not ask as he had previously, "Is that good?" When the test became difficult Mark did not give up as before but stayed with each section until it was completed.

Results of the posttesting in the achievement area indicated that Mark had made an overall improvement of one grade level in seventeen weeks. His performance on the Word Recognition Inventory and Reading Analysis tests showed an improvement in his sight vocabulary. He was able to analyze some of the new words and did not make random guesses. He solved words by sounding them out in syllables and by paying attention to word form. The process of sounding out words was rather slow but usually accurate. The results of the Word Recognition test indicated that Mark's highest instructional level was grade one and the Word Opposites Test indicated his highest potential level was grade three second half. Both were two grade levels higher than in September.

The Phonetic Analysis again indicated that Mark could easily identify consonant sounds, consonant blends, and consonant digraphs. There was a total improvement in his ability to rhyme words. During the pretest, he was not able to rhyme a single word. During the posttest he was able to rhyme all four words that were presented. Vowel sounds were also another area where a great deal of improvement was shown. Mark could identify most of the vowel sounds in this section.

A definite improvement was shown in his ability to analyze a word according to the number of syllables. Mark

made only one error as compared to half wrong in the pre-test.

Mark's oral reading was faster, smoother, and more fluent due to his change from word-by-word reading to phrase reading. He was able to figure out word meaning from context clues. Mark still had to be supplied with some of the words in the paragraph.

Mark again had excellent oral recall from both the Oral Reading Analysis and the Listening Comprehension Analysis. A great improvement was shown in his ability to recall meaning in those passages that he could read silently.

The Physical-Emotional section of the Behavior Rating Scale indicated that Mark was still easily distracted and preoccupied. He continued to daydream to excess. His restlessness and tendency to be flustered and confused diminished considerably. He had gained confidence in himself and was not as anxious nor apprehensive.

In reading, spelling, and writing, as shown by the Perceptual-Discriminative rating, Mark progressed well. He was better able to work independently and could reason things out logically. He was still unable to follow directions and concentrate on given tasks and had become apprehensive about making correct responses.

The Social-Emotional rating showed that Mark had become more independent of his teacher and was able to

function in group situations with his peers. He was aware that there were others around him. He became more aggressive and often told bizarre stories or lies. Mark was not so easily discouraged and could accept constructive criticism. In general, Mark was more aware that he was a person and that there were other people around him with whom he was capable of interacting with.

CHAPTER IV

COLLECTION OF DATA--JAMES

Background Data

Information from School Cumulative Records:

Name: James Thomas .....

Grade: Third

Phone: 296-....

Birth Date: September 13, 1960

Home Situation: Pupil living with parents

Occupation of Father: Retired Business Man

Occupation of Mother: Housewife

Number of Children in Family: Two

Number of Children in School: Two

Language Spoken in Home: English

Physical Condition: Tires easily, poor posture, mouth breathing, recurrent colds, emotional disturbances, speech defect (not identified), nervous, restless, twitching movements.  
Broken leg--1967, Tonsils--1968

School Marks: Mostly Fair; Some Good

## Standardized Tests:

## First Grade:

A. New York Reading  
Readiness Inventory  
Sheet, Form A

Date Tested: September, 1966

Age at Testing: Six years

Results: 60 percentile

## Second Grade:

A. Metropolitan Achieve-  
ment--Reading Primary  
1C

Date Tested: April, 1968

Age at Testing: Seven years, seven months

Results: Grade Equivalents  
 Comprehension 2.2  
 Vocabulary 2.4  
 Average 2.3

## Third Grade:

A. New York City  
Reading and Arith-  
metic Form A

Date Tested: December, 1968

Age at Testing: Eight years, three months

Results: 13 percentile

B. Metropolitan Achieve-  
ment Upper Primary  
Arithmetic

Date Tested: April, 1969

Age at Testing: Eight years, seven months



### Summary of Psychological Evaluation:

#### Reason for Referral:

This boy was referred for psychological evaluation because of his poor social adjustment and lack of academic effort. He is a new student to District One having moved here recently with his family from New York. He was in the third grade there but because he has missed so much school this year, due to teachers' strike, he was placed in the second grade at Steele at the request of the parents. James is very unhappy about this move and has been aggressive and occasionally belligerent in the classroom. He does not participate in group activities and is quite outspoken.

#### Test Behavior:

James is a nice looking boy of good size for his age. He is alert and gives an impression of having above average intelligence. In contrast to his classroom behavior, he was somewhat subdued and quiet throughout the test situation although cooperative and seemingly fairly well motivated.

#### Evaluation and Recommendations:

WISC: Verbal 7th Stanine, Performance--6th Stanine,  
Full Scale--7th Stanine.

In language areas James performed at a consistent 7th and 8th stanine level except for Arithmetic which was at only a 4th stanine level. He was slow in responding to

these items and, on occasion, seemed to be resorting to guessing, even on the simplest addition and subtraction problems.

On the Performance Scale he performed at only a mid-average level on visual-motor material, particularly Block Design and Object Assembly. He used a rather slow and inefficient trial-and-error approach and seemed basically more capable than his performance indicated.

On the Gray Oral Reading Paragraphs he was able to read orally at a 2.9 grade level. He is a rather slow and inefficient reader.

His drawings on the Bender-Gestalt were rather accurate reproductions but somewhat reduced in size and clustered together, suggesting, basically, insecurity and lack of self-confidence. This is in contrast to his classroom behavior but this might be a cover-up for more deeper-seated feelings. In an interview James indicated that he liked this town better than New York because there was no snow, but he also complained that Tucson was much hotter and a long way from his relatives. Apparently the family had lived quite closely together in New York and were a rather close unit. He also gave an impression of being the center of attention among his grandparents and aunts and uncles and, perhaps, this whole move is a source of his dissatisfaction and his problems at the present time.

The results indicate that James is a fairly bright youngster and certainly capable of a higher level of achievement than he has demonstrated thus far. There would appear to be problems stemming from the home situation and case work services seem definitely indicated for fall.

6-3-68

### Preliminary Interviews

James appeared to be a sullen, unhappy child. Seldom did he smile or acknowledge a pleasant remark made to him. He was opposed to talking about himself but volunteered comments about his relatives who resided in New York. It seemed that he missed them greatly and would rather be living there with them. No comment was offered about his immediate family with whom he was living.

James missed a great deal of school due both to a New York teachers' strike and a broken leg. Because of this, at the request of his parents, he was put back a grade upon arriving in Tucson. Being of good size for his age and, therefore, much larger than his year-younger peers, probably bothered James a great deal. That and the sense of having "failed" a grade, even though this was a factor over which he had no control, resulted in a belligerent, uncooperative boy who had a deep sense of failure and unworthiness.

In contrast to the quiet, sullen behavior observed by the investigator was his classroom behavior. James refused aggressively and defiantly to cooperate with his teacher. He delighted in disturbing other children, often causing them also to become unruly and disobedient. He was the leader in disruptive activities but would never take the leadership in any academic endeavors. Pleading, cajoling, bribing, or just plain authoritative ordering would not induce James to work. He felt he could not do what was asked of him so why bother to try. No effort, on his part, was made to learn what he did not know in order to keep up with his class. James had, in effect, given up.

#### Pretesting

In September, 1969, James was given the Durrell Analysis of Reading Difficulty and the Botel Reading Inventory before the remedial reading tutoring was started. The profile of these examinations appears in Appendix D. The Behavior Rating Scale checksheet was filled out at this time by James' classroom teacher. This checksheet appears in Appendix C.

As James accompanied the examiner to the testing room, he appeared to be very apathetic and walked several steps behind the examiner. There was no smile and no conversation. During the tests, James slumped in his chair and had a "could care less" attitude. He appeared to be

very inattentive but he did listen to and follow directions and answer questions. He neither initiated conversation nor volunteered any comments other than wanting to know if the test was over yet.

Results from the test in the reading achievement area indicated that James' highest instructional reading level was at primer level and that his highest potential reading level was fourth grade. Performance on the Word Recognition Inventory indicated that James lacked sufficient sight word vocabulary to read other than at the primer level. As shown by Phonic Analysis, James' weaknesses lie in the inability to recognize consonant blends, consonant digraphs, some beginning consonant sounds, and short vowel sounds. He could not identify any vowel combinations. James had some difficulty in rhyming words.

Orally, James performed at a second-medium grade reading level on the Durrell Analysis of Reading Difficulties. While his comprehension was good, he read word-by-word in a monotonous tone without adequate phrasing. He often ignored punctuation. He displayed no word attack skills and mispronounced many words. James guessed at the words from the general form of the word.

James had good recall from those oral and silent passages that he was capable of reading. Recall was slightly better from the passages which were read to him.

The Behavioral Rating Scale, which was filled out by James' classroom teacher, viewed James' performance in the Physical-Emotional, Perceptual-Discriminative, and Social-Emotional behavior areas.

According to the Physical-Emotional rating, James was an aggressive child, seeking attention by showing-off. He was impertinent, irritable, and easily aroused to anger. He had a restlessness which did not permit him to sit still. There were often nervous mannerisms displayed. He frequently had temper tantrums and exhibited explosive and unpredictable behavior.

Gross reading, spelling, and writing difficulty were recorded on the Perceptual-Discriminative rating scale. James was not able to work independently nor did he concentrate on and finish tasks. His attention and interest span was short.

The Social-Emotional rating indicated that James demanded much attention and often tried to get this attention by bullying and picking on other children. He was jealous of attention paid to other children. James was a disciplinary problem. He often disrupted the class and aggressively resisted the authority of the teacher. He had an active dislike for school and did not participate willingly in activities with other children. Unable to face his own failures and shortcomings, James did not accept constructive criticism.

Application of the Learning to Read Through  
Experience Approach

According to the Learning to Read Through Experience approach (see Appendix B), children develop a fundamental concept about reading through dictating their own ideas to an adult reader. As the child dictates and the words are recorded, the child begins to recognize printed symbols for words which he has produced through speech.

This procedure was developed by having James express his thoughts and ideas during an activity called "Brainstorming." "Brainstorming" is a technique by which a child expresses any thought or idea which comes to mind after being first presented with a main topic.

James was asked to tell all of the things he could think of about "Things that are soft." These ideas were recorded by the investigator and then read by James after he had finished dictating. James then copied the word on a 5 x 8 index card. As the cards accumulated they would be organized into a booklet.

During the first session, James dictated the following ideas for the "Things that are soft" topic: "pillow, cat, dog, bed, couch, chair, marshmallow, sponge, powder puff, flowers, grass, hamsters, curtains, rug, shirts, pants." When asked to read back the list to the investigator, James was very reluctant to do so. But when he

discovered that he could read most of the words, he was both surprised and pleased.

James used an exceedingly slow process by which he copied down the words which he had dictated to the investigator. First he would look at the investigator's copy, write the first letter of the word, look back at the copy and write the second letter of the word, look back at the copy and write the third letter of the word. This process was repeated until the word was completely written.

From the second session on, the investigator had James practice writing his words by looking at them, pronouncing them, covering them, and then writing them without looking at the copy. At first James had difficulty in doing this but by the end of the "Brainstorming" sessions, he was quickly copying the words down after only glancing at them.

It was obvious as James tried to read the words he had dictated that he had few word attack skills. He could get neither beginning nor ending sounds. Often he would add an extra consonant to a word. He did not know the consonant blends. The words James could read were read by the sight-reading method.

At the beginning of the "Brainstorming" sessions, James was not willing to read what he had written. But as the sessions progressed he became more cooperative and would often volunteer to reread the cards he had previously written. He was eager to write his ideas and looked forward

to each session. At first James limited his vocabulary to those words that he felt he could read. Later there was no thought of limiting these words and his ideas became quite unique.

Following is a copy of James' completed "Brainstorming" booklet:

Things that are soft . . .

|         |        |             |          |
|---------|--------|-------------|----------|
| pillow  | bed    | marshmallow | grass    |
| cat     | couch  | sponge      | rug      |
| dog     | chair  | powder puff | pants    |
| flowers | shirts | hamster     | curtains |

Things that go up . . .

|           |          |       |        |
|-----------|----------|-------|--------|
| rockets   | balloons | sun   | ball   |
| airplanes | clouds   | birds | eagles |

In the treasure chest was . . .

|         |       |         |
|---------|-------|---------|
| \$1,000 | coins | jewelry |
| \$100   | money | dirt    |

Words about weather . . .

|      |          |             |         |
|------|----------|-------------|---------|
| sun  | blizzard | cold        | snowmen |
| rain | ice      | snow shovel | sled    |
| snow | hot      | freezing    |         |

Under my bed I found . . .

|              |                    |                   |
|--------------|--------------------|-------------------|
| nothing      | toys               | Hands Down        |
| shoes        | erector set        | a hundred dollars |
| box of candy | electric train set |                   |

It was so cold I put on . . .

|         |            |             |
|---------|------------|-------------|
| gloves  | heavy coat | sweat shirt |
| sweater | big boots  | wool socks  |

Things that are in the ocean . . .

|         |       |        |          |
|---------|-------|--------|----------|
| crabs   | fish  | wood   | seagulls |
| shells  | boats | ships  |          |
| seaweed | waves | whales |          |

At the Food Fair I ate . . .

|          |              |            |         |
|----------|--------------|------------|---------|
| steak    | frankfurters | meat balls | grapes  |
| jello    | ham steak    | spaghetti  | carrots |
| peppers  | pepper steak | coca-cola  | celery  |
| seven-up | orange juice | hamburgers |         |

## Things that are round . . .

|           |          |            |           |
|-----------|----------|------------|-----------|
| ball      | hoop     | apple      | sprinkler |
| pumpkin   | doorknob | orange     | vent      |
| full moon | ring     | plate      | zero      |
| earth     | bolt     | burner     | radishes  |
| globe     | washer   | fish bowl  | glass     |
| clock     | tomato   | tree trunk | sink      |

## Funny things . . .

|            |          |             |               |
|------------|----------|-------------|---------------|
| Halloween  | giggle   | elephants   | playing       |
| costumes   | hiccups  | hippos      | football      |
| clown      | laughing | giraffes    | Romper Room   |
| story book | monkeys  | funny faces | being tickled |

In the Learning to Read Through Experience approach, word recognition skills are developed in the early stages of instruction and they must emerge as a natural language experience. They must be taught when the individual is having personal language experiences which require their application. This concept was developed by experiences with rhyming words. Through activities with rhyming words, word attack skills, knowledge of word beginnings and endings, and consonant blends were taught to James.

The rhyming experience was started out quite simply by putting a one letter beginning on a two, three, or four letter group. The investigator printed the letters, such as "ill," on a tagboard card. Then James thought of all one-letter beginnings that would make a completed word. Examples of this were, fill, Jill, will, kill, Bill, mill. These one-letter beginnings were printed each on a small piece of tagboard and taped in front of "ill" and on top of each other. In this manner, James could flip through the cards and read all of his newly made-up rhyming words.

Other simple rhyming-word endings which were used were: at, ed, in, ake, ish, oat, all, un, ing, ook.

After this was completed, the investigator gave James a list of two and three letter consonant blends and consonant digraphs. The afore-mentioned rhyming-word endings were used along with any appropriate consonant blends or consonant digraphs that would form a word. These words were also made up into the tagboard flip cards. Examples of these were: still, thrill, chill, skill, shrill, frill.

James had little trouble with the single word beginnings. He was able to think of new words readily. The consonant blends and consonant digraphs were more difficult for him to apply. At first he could not sound out the blends and digraphs and combine them with the rhyming-word endings. His made-up words often did not make sense. After several sessions, James began having more success with the consonant blends and consonant digraphs.

To give James more experience with word beginnings and endings through rhyming words, the investigator played a rhyming game with James called "Picture a Rhyme." Pictures were cut from magazines and two-line rhymes were made up about these pictures with the picture fitting the last word of the rhyme. An example follows:

Twined around the rake  
Was a slithering snake.

James easily solved those picture puzzles presented by the investigator and then wanted to make up some rhyme puzzles of his own. Examples of James' "Picture a Rhyme" puzzles were:

Sleeping on the road  
Was a big brown toad.

Looks like we're sunk,  
Here comes a skunk.

The spy on the moon  
Was a bad raccoon.

"My goodness, such snow,"  
Cawed the bewildered crow.

Speaking, writing, and reading relationships were also matured by the use of experience reading charts based on specific reading skills. A chart was made which emphasized word structure when adding s, ed, ing. James was supplied with a word and then he added the three endings. He also thought of a word to which he could add these three endings and then he wrote these new words on the chart. An example of the chart follows:

| Add | -s       | -ed | -ing    |
|-----|----------|-----|---------|
|     | jumps    |     | turns   |
|     | jumped   |     | turned  |
|     | jumping  |     | turning |
|     | works    |     | plays   |
|     | worked   |     | played  |
|     | working  |     | playing |
|     | paints   |     | looks   |
|     | painted  |     | looked  |
|     | painting |     | looking |

Charts were also made which emphasized the vowel sounds. Pictures, cut from magazines, were pasted on charts identifying its particular long or short vowel sound. When completed, James had made a chart for each vowel sound with five or six pictures pasted on the chart. Under each picture James printed its name, marking the long or short vowel with the appropriate sign.

For vocabulary development, James made a word ladder from those words in his reader which he could not identify. The investigator printed the words for James on tagboard cards. Words that James learned to read were then tied together to form a long ladder. As new words were learned they were added to the ladder. James would then start at the bottom of the ladder and read the words as he climbed the ladder. The investigator kept the words that James did not know and James made a game of winning the words from the investigator. James also invented a game with his word ladder. As he climbed the ladder, if he missed a word he would retreat down five steps. He took great pleasure in his games and tried very hard to win. James also enjoyed being timed to see how fast he could read his word ladder.

It was apparent during the work with the vocabulary words that James was making use of the word attack skills he had learned through the rhyming words and chart work. He was conscious of both word beginnings and word endings and seldom made errors when reading his vocabulary words. When

presented with new words he would use the word attack skills competently.

James successfully read several stories from his reader containing the words in his ladder. About this time he was placed in a grade-level reader which he continued to read without any serious difficulty.

As an introduction to story writing, several exercises in sentence structure were presented. Sentence transformation, the act of using the exact structure of a sentence as the basis for creating a semantically new sentence through vocabulary substitution, was first used. A sentence in which there were naming words, action words, describing words, and connecting words was chosen to be used as the base sentence. In order that James understand the function of each word, he was asked to substitute words of his own choosing in each word slot to create a totally new sentence meaning. This new sentence was to be built on the identical structure of the original sentence. Following is a diagram of the base sentence used and the substitutions which James suggested:

|                 |       |     |           |           |            |     |         |
|-----------------|-------|-----|-----------|-----------|------------|-----|---------|
| There           | stood | the | bear,     | patient,  | determined | and | fierce. |
| Here            | lies  | a   | tiger,    | happy,    | smiling    | but | sleepy. |
| Yonder          | sat   | an  | elephant, | grey,     | great      | and | fat.    |
| Under-<br>neath | swam  | the | fish,     | slippery, | wiggly     | and | golden. |

Rearranging sentences, another structural activity, was used to acquaint James with the many ways of putting a sentence together. Rearranging sentences began with the recognition of the chunks of meaning in which the sentence was cast. Once the sentence was divided into chunks of meaning, the movable parts within the sentence were recognized. As James worked at rearranging sentences, he found that long and difficult sentences became easier to read. Unfamiliar words or phrases were easier to unlock when there was some sentence context to help them. One of the sentences which James rearranged follows:

Sue came crying with her broken toy in hand.  
With her broken toy in hand, Sue came crying.  
Sue came, with her broken toy in hand, crying.  
Crying, with her broken toy in hand, came Sue.

In order to give James more experience with sentence structure, self-expression, and communication, story writing was introduced. The topic which James chose to write about was Fantastic Animals. Before he started to write his story, James drew a picture of his "FanAnimal." Choosing two animals, he drew the head of one animal and the body of the other animal. He then wrote two descriptive paragraphs about his "FanAnimal." The first paragraph described what the first animal looked like and the second paragraph described where the second animal lived and what his habits were.

James was quite delighted with this project as he was especially competent in drawing. There was no hesitation about writing his story. James organized his ideas in sequential patterns and used clear, good sentence structure. After having completed his story, James read what he had written to his classmates and teacher. The story, which was James' final activity, follows:

#### The Horsephant

This animal has a very long face and can be many different colors. He has brown eyes and pointed ears. He has a mane and tail, too. His hooves sometimes need shoes.

The Horsephant eats bark, grass and peanuts with his long, grey trunk. He lives in Africa and carries people on his back. This animal is very strong and can carry logs with his trunk. When he is tame he can entertain people.

#### Posttesting

In January, 1970, at the completion of the remedial reading tutoring, James was again given reading analysis examinations. The posttests that the examiner administered were: The Durrell Analysis of Reading Difficulty and the Botel Reading Inventory, Form B. The profile of these examinations appear in Appendix D. The Behavior Rating Scale checksheet was again filled out by James' classroom teacher. This checksheet appears in Appendix C.

The examiner observed a marked change in James' attitude toward the testing situation. James was eager to work and acted as if the tests were a challenge. James

tried hard to do well and wanted to know if he was doing better. He sat straight and still and seemed very alert. His attention did not wander. He did not give up easily on the more difficult tests and was not eager to quit. James was cheerful throughout the testing period.

Results from the test in the reading achievement area indicated that James' highest instructional reading level was at the second grade second half year level and that his highest potential reading level was fifth grade. Performance on the Word Recognition Inventory indicated that James had increased his sight word vocabulary by three grade levels. Phonic analysis indicated that James had no problem in the areas of beginning consonant sounds, consonant blends, and consonant digraphs. There was an improvement shown in the areas of rhyming words, single vowel sounds, and vowel combinations.

James' oral reading abilities changed from the word-by-word method to reading in phrases. While he still did not put much expression into his oral reading, he did indicate the end of a sentence by lowering his voice. He was able to attack unfamiliar words by using his newly acquired word attack skills and also by figuring out the word from the sentence context.

James again had excellent oral recall on those passages that he read orally and silently. Recall on the Listening Comprehension passages was up three grade levels

over the pretest, indicating listening comprehension at the sixth grade level.

James' total improvement, according to the Behavior Rating Scale, could be considered outstanding. Out of the seventy-four behavioral items, James either improved or remained the same on all but two items (see Appendix C).

The Physical-Emotional scale pictured a boy who had lost his aggressive and hostile feelings. There were no more temper tantrums or nervous mannerisms. He seldom used boisterous and rowdy behavior as an attention seeking device. Gone were the tensions, jitteriness, and hyperactivity which caused James to be unable to relax.

Only a slight degree of difficulty in reading, spelling, and writing was noted on the Perceptual-Discriminative scale. A considerable improvement was shown in James' ability to concentrate and work independently as well as in his attention and interest span.

The Social-Emotional rating indicated a most definite improvement in James' ability to cooperate with his peers and with his teacher. He was able to function in group situations. James still demanded a considerable degree of attention and was jealous over attention paid to other children. He liked school and was better able to accept constructive criticism. Recognition of his own failures and shortcomings made him better able to cope with himself and with his environment.

## CHAPTER V

### DISCUSSION

#### Evaluation--Mark

Mark developed a new attitude toward reading when he experienced success immediately as a result of his tracing. He gained confidence in himself and was proud of the fact that he could read. He often commented, "It's easy to read," or "I can do it." Mark was very pleased when he could make a contribution in his classroom. Several times he read one of his stories to his classmates. This resulted in confidence reinforcement due to the positive response from his peers.

His new found success permeated other areas of the curriculum as well. One of his stories was set to music and shared with his classmates. His strong, childish voice rang out in the classroom much to the approval of his peer group.

Even though Mark's attention was not always focused fully on the tasks at hand, there was a great improvement in the length of time he could be absorbed in a project. He was not constantly seeking ways to get out of doing a job. He worked well and showed an interest in working.

Mark still had not progressed to the point where he found reading a totally pleasurable experience despite the fact that he brought a poem to the investigator on his own initiative. He did not anticipate the routine library trip with the same enthusiasm as the rest of his group nor did he spend any free classroom time reading. Mark's pleasure in reading was derived primarily from the individual attention received during the experimental program.

In oral reading, Mark's improvement coincided with his growing vocabulary list of both common and uncommon words. While he never became a fast oral reader, Mark stopped reading in his early word-by-word manner and became more adept at phrase reading. The occasional story he read from his school reader indicated that because of the phrase reading he was more able to figure out words in context and understand paragraph and story meaning.

At the conclusion of the experimental program, Mark was able to learn new words by looking at the printed form and writing them often without tracing. His reading vocabulary expanded and he had 112 word cards in his file box. These words he could readily identify both as vocabulary words and in story context. Through reading and writing, Mark also built a basic sight vocabulary of the more commonly used words. Mark still did not possess the vocabulary and reading ability which would enable him to function satisfactorily in his age group.

Mark became skilled in filing his words in his alphabetical file box. He could locate the proper letters very quickly. He was making some small progress in the use of the dictionary, mainly in locating the beginning letter of the word. He often had difficulty in locating the word itself. Mark's handwriting was superior but he still wrote in a slow and precise manner. Care was taken to form each letter correctly.

Creative ability in his story writing showed a marked improvement. He did not restrict his choice of words to his reading ability. Mark's stories improved both in length and in interest. He was able to dictate his stories rapidly and did not often break the continuity of thought in the story. His stories, generally, had good beginning and ending sentences. The complexity of the sentence structure grew as Mark's creative ability grew. When writing the "picture" stories, Mark exhibited a surprising ability for observation of detail. Possibly this release of a hidden creative instinct was one of the benefits of individual attention.

Mark benefited from individual attention. A general improvement was noted not only in his academic achievement but also his social and personal behavior. His classroom behavior, so exaggerated in the fall, had been understood and modified. The child was now able to function fairly satisfactorily in a group situation. His academic

achievement frequently showed signs bordering on normal. His self-concept was at times greatly improved.

The investigator believes that the Fernald Method was effective in helping this youngster, but of primary value was the one-to-one relationship established between the investigator and the child.

#### Recommendations--Mark

It is the investigator's contention that Mark will benefit from continued instruction in the Fernald Technique until he is reading at grade level. At this point Mark is not yet reading at grade level and struggles to make satisfactory progress in his own age group. Mark had progressed to Stage III in the Fernald Technique. Instruction, started at this point, could be carried on to a successful completion of the remedial work. Mark's strength, his creative writing ability, should be utilized to the utmost. His tendency to be absorbed in detailed items should be channeled toward the constructive growth of his reading vocabulary via his word card file box.

Mark should also be encouraged to develop a more positive attitude toward peer association. Through continued success in reading, Mark should be able to develop an increasing amount of confidence in himself and in his ability to contribute to a group.

Above all, this is not a child who can be lost in the group. Mark must always be assured of at least one person who sees him as an individual in the school situation.

#### Evaluation--James

It was the investigator's conclusion, after delving into the past history of James, that the problems which were surfacing had been occasioned by his immediate past life. Contrary to Mark, James' emotional problems seemed less deep-seated and more the result of a change in environmental factors. This is a child who had always been mildly aggressive, above average in intelligence, deeply loved and admired but had been hurt emotionally by physical and environmental factors. James had begun to doubt the aura of success which had surrounded him originally. The investigator's problem was to return this child to the successful environment and attitude that had once surrounded him.

The individual approach to learning was again important in James' behavior modification. However, once James had been given a few tools of learning, he asserted himself in such a manner as to make learning or acquiring the skill the focal point. His relationship with the investigator, while close and rewarding, was always secondary.

The Learning to Read Through Experience method provided James with enough competence in the desired skills to enable him to perform successfully at grade level with his age group. James discovered that what he could talk about he could write and what he could write about he could read. Therefore he became a reader, not only of his own compositions but also of other people's work.

Through the "Brainstorming" activity, James found he could express himself without thought to limitation of vocabulary. He also found he could write what he had expressed and that he could read what he had written.

Word attack skills were also learned through the Language Experience program. By expressing himself through rhyming activities and chart work, James gained knowledge of word beginnings, word endings, consonant sounds, consonant blends, consonant digraphs, and vowel sounds.

Vocabulary, through the use of the word ladder, was strengthened to the point where he was able to read successfully from his age-group reader.

Through work with transforming and rearranging sentences, James became better informed on the various possibilities of sentence structure. As a result, he became better able to read effectively and write creatively.

With his newly found skill there developed a change in attitude essential for continued advancement. In an interview with James' mother toward the end of the sessions,

the mother commented on the striking improvement in James. She stated that James' attitude toward school had completely changed, he could now hardly wait to get to school in the morning. Temper tantrums, which had previously been very frequent, had almost ceased. She felt that James' attitude about himself had improved. Her comment was, "Now he thinks he's smart in school. He thinks he is the best reader in the room." James' mother also told about visits to the public library. She noted that he checked out and willingly read many books, both story books and factual books.

Also in the classroom a favorable improvement in James was noticed. Now he could write, he could read, and he could cooperate with and help others. He had become a leader in constructive rather than destructive activities. He was willing to try new and difficult projects with the self-assurance that he could succeed in what he was trying to do. He had made an entirely satisfactory adjustment to all school activities in the third grade.

#### Recommendations--James

The prognosis for continuing success in both scholastic and behavioral areas is excellent for James. Therefore, at this time it is felt that James need not continue with remedial reading tutoring. He is capable of functioning at grade level in reading and has made a

satisfactory behavioral adjustment in the classroom. As long as he continues making progress scholastically and emotionally, no further individual tutoring is thought necessary.

#### Current Study as Related to Earlier Research

The research program, as conducted by the investigator, concurred in many instances with earlier research in the field. The method of identifying the subjects was utilized from earlier programs and both the subjects so identified proved a fertile field for investigation.

The investigator agrees most heartily with previous experimentors that an individual specialized teaching program is essential to deal competently with emotional disability. A specialized program was instigated for each of the subjects as well as different teaching techniques.

Of primary importance to both of the children was a successful initial introduction. The successful emotional state was maintained throughout the entire experimental period. As earlier experimentors have verified so the current investigator believes the feeling of success was paramount to the positive conclusion of the study.

Past experimental studies have indicated that no major change is possible within a short period of time. Emotional disabilities for the most part are caused over a long period of time and the recuperative period, the

rehabilitation period, is correspondingly long. James, whose emotional disability had developed within an approximated two year period, evidenced a more positive return to a more normal state in the seventeen week period than did Mark, whose emotional problems were more deeply rooted.

One of the major tools used by the investigator was the establishment of a meaningful contact between teacher and child. The one-to-one relationship, the showing of love and caring, provided each of the youngsters, to a degree, a reason for learning. The improvement in self-concept, evidenced by both Mark and James, was an essential catalyst. This close contact with an individual adult, coupled with today's modern remedial techniques, helped provide a successful conclusion to the study.

## CHAPTER VI

### CONCLUSION

The two hypotheses of the study were verified.

1. The two children with emotional problems did show significant improvement in reading achievement as a result of being given individual instruction in reading by the Tactile-Kinesthetic Approach and by the Language-Experience Program.
2. Desirable behavior of the two children did increase significantly as a result of the individual tutoring in the area of reading.

Both of the subjects, Mark utilizing the Tactile-Kinesthetic Approach and James utilizing the Learning to Read Through Experience Program, showed significant improvement in reading achievement. Both of the youngsters included in the study showed a personal and social behavioral improvement as a result of the individual tutoring in reading.

This thesis has been an attempt to record a practical classroom experiment involving emotionally disturbed children and the reading program. An experimental program was established, performed, and evaluated. Two of the modern day reading programs have proved to be worthwhile in helping

young children to learn to read. The various tools of evaluation have identified the children and provided a pretesting and posttesting evaluative procedure. These various technologies have techniques to allow the investigator a field of action. However it is believed that the most vital ingredient of the program has been the individual attention given both of the youngsters when each was most needful.

Children who are not optimal-average need individual attention. They need at least small classes and excellent teachers. The creation of mediocrity is not the function of public education. Teachers are needed who are interested and capable of seeing the child as he faces his real life situation. Modern technology, efficient administration, and all of the resources at our disposal give the children the optimal hope of remaining themselves and yet belonging and conforming to society as it exists. The investigator feels that the attempt in the behalf of two small individuals has proved beneficial to them and to the investigator.

## APPENDIX A

### DEVELOPMENT OF THE FERNALD TACTILE- KINESTHETIC APPROACH

#### I. Purposes

- A. To give the pupil immediate success.
- B. To give the pupil a sense of security.
- C. To give the pupil confidence in the method of learning that is used.

#### II. Positive Motivation by Teacher

- A. There is a new way of learning to read, which we want the child to try.
- B. Many bright people have had the same difficulty the child had in learning to read.
- C. Many people have learned to read and have learned easily by this method, which is really just as good as any other way.

#### III. Procedure for Stage I - Child Learns by Tracing Word - First Day

- A. The child tells the teacher a word which he wants to learn to read.
  - 1. Be sure the child knows the meaning of the word.
  - 2. Discuss with the child how many parts are heard in the word.
  - 3. Check the dictionary for correct spelling and word parts.
    - a. The teacher says nothing if the child was incorrect about the number of parts.
    - b. The teacher should check the phonetic re-spelling so that when he writes the word and pronounces it, he will be sure to have it correct.
- B. The word is written for the child with crayola on paper in plain blackboard-sized script, or in print, if manuscript writing is used.

- C. The teacher pronounces each part of the word without distortion as he starts writing the first letter of each part.
- D. The teacher then traces the word exactly as he wrote it only this time using his finger.
1. Pronounce the word.
  2. Place the index finger at the beginning of the first syllable and at the same time say the syllable and trace it with the finger.
  3. Pronounce the next syllable when the finger reaches that point and trace it.
  4. Underline each syllable.
  5. As the line under each syllable is traced pronounce that syllable.
  6. When finished tracing, pronounce the entire word again.
- E. The child traces the word with finger contact, saying each part of the word as he traces it.
1. The word should always be traced with the finger in contact with the paper.
  2. The child should use either one or two fingers for tracing, as he wishes.
  3. If the pupil makes a mistake, stop him but do not correct him.
  4. The teacher will repeat the tracing as demonstrated earlier, then permit the child to try again.
- F. The child repeats the process as many times as necessary in order to write the word without looking at the copy.
- G. The child makes the decision to write the word when he is ready to do so.
1. The child should always write the word without looking at the copy.
  2. The word should always be written as a unit.
  3. In case of error or interruption in writing the word, the incorrect form is covered.
  4. The child then starts the word again and writes it as a whole.
  5. It may be necessary for him to look at the word or even to trace it again before he can write it correctly.
  6. The word is never patched up by erasing the incorrect part and substituting the correction.

7. Some mistakes that a pupil might make are as follows:
  - a. Begin writing the word without pronouncing it.
  - b. Begin writing the first syllable without pronouncing.
  - c. Begin writing the last syllable without pronouncing it.
  - d. Doesn't form letters correctly.
  - e. Doesn't pronounce word after he writes it.
  - f. Doesn't pronounce syllable as he underlines it.
  - g. Doesn't spell word correctly.
  - h. Doesn't pronounce word after underlining the syllable.

#### IV. Outcomes

##### A. Tracing

1. The pupil has gained confidence in himself and the teacher through success.
2. The pupil has become familiar with the technique and has gained confidence in it.
3. The pupil's attention has been directed toward the word at hand.
4. The pupil is learning to concentrate.
5. The pupil is learning the words as wholes.
6. The pupil is making use of many sense organs in order to aid retention.

##### B. Writing

1. The pupil is building a reading vocabulary.
2. The pupil has met with more success and has gained confidence in himself, the teacher, and the technique.
3. The pupil is seeing language used as a function of society.
4. The pupil is gaining knowledge of word parts and their formation.

#### V. Procedure for Second Day

- A. The teacher has typed with primer type and three spaces apart the words learned the previous day by the pupil.
- B. The child reads these words to himself and then reads them aloud.

1. If the pupil failed to recognize the words, the teacher should reconstruct the learning situation.
  2. The teacher should exhaust all of the visual aids first. For example, the teacher should first get the paper upon which he wrote the word for the child. If this isn't successful, show the pupil the paper upon which he wrote the word to aid him in his recall.
  3. If the above doesn't aid the child in recalling the word, ask him to tell the words he wanted to learn the day before.
  4. Do everything possible in order to refrain from telling the pupil the word, but if necessary and as a last resort, tell him what the word is.
- C. Encourage the child to make up a story using these words.
1. Words should always be used in context.
  2. It is important that the child should know the meaning of all words that he learns.
  3. It is also important that he should experience the words in meaningful groups.
- D. The pupil then dictates a story to the teacher using the words as a part of the story.
- E. The teacher has the story typed in primer type for the child to read the next day.

#### VI. Procedure for Third Day

- A. The teacher gives the typed story to the child and has him read it silently first and then orally.
1. Have the child go through the story and underline all the words he knows on the original copy.
  2. Tell the child any words he doesn't know.
  3. The teacher underlines on the carbon copy those words the child misses.
  4. During the oral reading, the child is told words he doesn't know.
- B. Any word the child missed and is particularly interested in is now taught by using the techniques as outlined.

- c. Have the child illustrate the story or some significant part of it. This is to further aid the child's recall of words learned.
- D. After the story is finished, the child writes the words learned on cards and files the words under the proper letters in his word file box.
  - 1. This takes some extra time at first, but children become quite skillful in identifying the first letter of the word with the same letter in the file and enjoy putting the words in place.
  - 2. In this way they learn the alphabet without rote learning of the letters as such and without too much emphasis on letters in words.
  - 3. This practice with the word file is excellent training for later use of the dictionary and for the use of the alphabet in organizing and filing away material in connection with any subject.
- E. The following day the child is again given the story to read as outlined above.
- F. The child may now dictate a new story or add to the other one.
  - 1. If the child chose to prepare a new story, it is preferred to keep the same interest area so as to reuse the same words many times in order to establish them in the child's sight vocabulary.
  - 2. Instantaneous perception of the words learned is desirable.

#### VII. Outcomes

- A. The child will have been successful.
- B. The child will have a positive reaction toward the teacher and the technique.
- C. The child will have the beginnings of a sight vocabulary.
- D. The child will have used many sense organs in order to retain this partial sight vocabulary.
- E. The child will have experienced creativeness in his stories.
- F. The child will have learned that language is spoken, written, read, and is a tool of society.

VIII. Stage 2 - Same as Stage 1, except that tracing is no longer necessary.

A. Length of tracing period

1. The length of the tracing period varies greatly with different individuals.
2. There is first a decrease in the number of tracings necessary to learn a word, then certain words are learned without tracing.
3. The child stops tracing when he is able to learn without it.
4. In all cases the tracing drops out gradually and eventually disappears altogether.
5. The average tracing period is about two months, with a range of from one to eight months.

B. The child develops the ability to learn any new word by:

1. looking at the word in script,
2. saying it over to himself as he looks at it,
3. writing it without looking at the copy,
4. saying each part of the word as he writes it.

C. The child continues to dictate stories to the teacher or write them himself and then read the printed copy as outlined.

1. Writing is now so easy that the child's stories are much longer and more complicated than they were at first.
2. No attempt is made to simplify the vocabulary, sentence structure, or concepts in the child's story.
3. In general, the learning and retention of larger words are better than that of shorter words.
4. The child writes about everything that interests him as well as about all his school subjects.

D. Each day the child is given the printed copy of the story completed the previous day.

1. He underlines the words he knows and is told the words he doesn't know.
2. The new words are taught by using the visual, auditory, and kinesthetic method.
3. At the end of each day the words are dated and filed by the child as outlined previously.

- E. Immediate and delayed recall of the words is checked with the flash cards from the file box. Rereading the words in different contexts also is used as a check on retention.
- F. Development of reading vocabulary.
  - 1. Since the individual is usually able to recognize words in script or print after he has written them his writing gives him a reading vocabulary, which usually makes it unnecessary to simplify the content of his first reading.
  - 2. Since the child uses common words in all the things he dictates or writes, and reads them in print after he has written them, he soon finds himself able to recognize many of the words in anything he tries to read.
  - 3. Because the children always write about things that interest them and because their first reading is the printed form of what they have written, they develop a reading vocabulary not only of the more commonly used words but also of the words connected with particular subjects.
  - 4. Finally the children want to find out more about these topics and begin to read.

#### IX. Outcomes of Stage II

- A. The child is meeting with success.
- B. He has confidence in himself, the teacher, and the technique.
- C. The child is now learning words without tracing.
- D. The child is expanding his reading vocabulary.
- E. The child's experience with words is broadening. He is becoming more familiar with syllables.
- F. The child is becoming more familiar with different concepts and usage of his own speaking vocabulary.
- G. The child is learning to use the dictionary by seeing used properly.

#### X. Transition to the Third Stage

- A. The child learns some new words from print. He begins to use the dictionary to learn the new word instead of the teacher writing it for him. The teacher pronounces it for him, he looks at the printed word, says it to himself and then writes it from memory.

1. The child will now be able to find the general area in the dictionary that the word is in.
  2. The teacher will assist him in locating the word on the page if necessary.
  3. The teacher will pronounce the word for the child, if necessary, pointing out the syllables.
- B. The child is doing little if any tracing.
- C. The child still may read very poorly and fails to recognize even easy words after he has been repeatedly told what they are. He, however, recognizes even quite difficult words almost without exception, after once writing them.
- D. The child's stories are longer than contain more difficult concepts than at stage I.
- XI. Stage 3 - Same as Stage 2 except that the child is able to learn from the printed word, by merely looking at it and saying it to himself before he writes it.
- A. The child has had enough experience up to this stage with words to be able to denote the likeness and differences of words.
- B. The child should be able to tell what letter a word begins with and ends with by the sound of the word.
- C. The child has built a useable sight vocabulary to this point. Many of the words learned are by the experience approach and are found in vocabulary lists. This enables the child to be placed in a basal reading series at the pre-primer level, although experience stories are also continued.
1. The vocabulary words for a unit are presented to the child in the form of a word recognition check. The words are mimeographed and two 3 x 5 cards are used to cover the word and then flash it to the child.
  2. If the child doesn't know the word allow him to study the word. Record what he thinks it is because this will give an idea of what word recognition skill he is using to attack words.
  3. The child is then taught to set purposes for reading. At the beginning many purposes will be necessary for each page. Ample use of picture clues and context clues should be taught. Words that the child had trouble

with on the word recognition check should be developed in oral pre-reading activities.

4. At the end of each unit, the child is checked on his retention of the words learned by means of a word recognition test.
- D. The child continues his experience stories as before. He can arrange them in a booklet using a title-page and a table of contents.
1. The child continues to use his index box.
  2. The word written on his index card may be enough to help him recall a word since it was a part of the original learning situation.

## XII. Outcomes of Stage III

- A. The child is now learning new words by looking at the printed form and then writing it.
- B. The child is experiencing success reading books, which is building confidence in himself.
- C. The child is learning to set his own purposes for reading and then reading until he finds what he is searching for.
- D. The child is gaining experience through reading which will broaden his own experience background.
- E. The child is improving his creative ability by his writing.
- F. The child is practicing good handwriting.
- G. The child is becoming skilled in the use of the dictionary.
- H. Through his reading and writing, the child is building a large basic sight vocabulary upon which can be constructed word recognition skills.
- I. The child's experience with words is broadening. He is becoming skilled in noting similarities in word forms and sounds.

## XIII. Transitions of the Fourth Stage

- A. The child is using the dictionary to learn the form of the words.
- B. Very little writing is required by the child in order to remember words.
- C. The child is now reading with some success.
- D. The stories he writes are more complex and have more complicated concepts.

- XIV. Stage IV. The stage has been reached when it is no longer necessary for the child to write a word to remember it.

- A. The child is eager to read more.
1. He is allowed to read as much as he wants to and about anything that is of interest to him.
  2. It is essential that the content of the reading material be such that the child will continue to read what he starts in order to find out what he wants to know.
- B. The child is never read to but must do all his own reading. After the child has developed normal reading skill, there is no objection to having anyone who can get him to listen read to him.
- C. The child delights in the learning of new and difficult words.
1. He recognizes many new words without being told what they are.
  2. This recognition is immediate and not a slow sounding out of the word.
  3. As he looks at the word, the simultaneous association by similarity with words he already knows, together with the meanings inferred from the context, gives him an instant perception of the word.
  4. The meanings of words he cannot get for himself are told to him by someone who is on hand to help him.
  5. It is particularly important that the child be given sufficient help to make reading fast enough and easy enough so that the mechanics involved in the process of word comprehension shall not distract his attention from the content of what he is reading.
- D. In reading scientific or other difficult material, it is often desirable to let the child glance over a paragraph and make a light mark under any word he does not know. If he can look over a paragraph before he starts to read and clear up the meaning of the few new words, he then reads easily and with the word group as his unit.
- E. The child is never made to sound the word when he is reading nor is it sounded out for him by his teacher. He is told what the word is.
1. At first the child retains new words better if he pronounces them and writes them after he is told what they are.

2. Eventually the child is able to retain the meaning of the word if he is simply told what it is.

XV. Amount of reading necessary before completion of the remedial program.

- A. The amount of reading the individual must do before he is considered a completed case will depend upon the educational age he must reach.
- B. In any case in which the subject is to be returned to any upper reading group, the following things must be accomplished:
  1. Sufficient reading to make it possible to recognize new words.
    - a. A number of experiences with different words having similar combinations will eventually lead to the recognition of the part of a new word having the same letter grouping.
    - b. If most of the syllables in a new word have been experienced in various other words, the whole word will be recognized.
    - c. The more the individual reads, the more complex is the apperceptive background for new words.
  2. An adequate reading vocabulary.
    - a. The reading vocabulary developed by several years of reading is more extensive than either the spoken or the written vocabulary.
    - b. Enough reading must be done in order to develop a reading vocabulary which will enable the individual to go back into his proper age group and read well enough to make satisfactory progress there.
  3. The complex concept development that makes it possible for the individual to perceive word groups as such.
    - a. The child can read words as a unit rather than word by word.
    - b. There is the immediate recognition of various word groups with words arranged in all the combinations in which they occur in printed material.

## XVI. Outcomes of Stage IV

- A. The child is now able to make satisfactory progress in reading in his own age group.
  - 1. For the younger child this means that he will continue to learn to read as a part of his school work and to eventually achieve the skill necessary for adult reading.
  - 2. For the older individual it means that the work must be continued until sufficient skill has been achieved to make it possible for him to read with speed and comprehension any material suited to his age and intelligence.
- B. The child has confidence in his ability to read.
- C. The child can now experience the therapeutic value of reading.
- D. The child has learned to concentrate and to read for meaning.
- E. The child has done some creative work in his writing.
- F. The child has improved his handwriting and English usage.
- G. The child has become skilled in the use of the dictionary.
- H. The child has learned to attack new words from experience in reading.
- I. The child has increased his reading vocabulary.
- J. The child has learned to skim properly.

## APPENDIX B

### LEARNING TO READ THROUGH EXPERIENCE

- I. The Learning to Read Through Experience Program is a plan for developing reading ability as an integral part of the development of all the communication skills.
  - A. Learning to Read Through Experience attempts to bring reading and other communication skills together in the instructional program.
  - B. Learning to Read Through Experience makes possible the continuing use of each child's own experience background in listening and speaking as he grows toward reading maturity.
  - C. Not one of the four principal aspects of the language arts--listening, speaking, reading, and writing--can possibly be carried on or taught by itself; all the others are directly or implicitly involved.
- II. Experiences encompassing all the language arts contribute to reading development.
  - A. The communication skills of listening, speaking, reading, and writing are closely interrelated.
  - B. Reading is completely interwoven with all the other language arts.
  - C. Reading is concerned with words that arouse meaningful responses based on the individual experiences of the learner.
  - D. Words have no inherent meaning.
  - E. Spoken words are sound symbols which arouse meaning in the mind of the listener.
  - F. Written words are visual symbols which, when associated with known sound symbols, arouse meaning in the mind of the reader.

- G. Reading is developing meaning from patterns of symbols which one recognizes and endows with meaning. Reading arouses or calls up meanings. It does not provide them.

III. Children who Learn to Read Through Experience must develop certain fundamental concepts about themselves and reading so that they will have a framework on which to hang any skills they find functional and meaningful. The sequence of concept development might grow as follows:

- A. What a child thinks about he can talk about. Teachers begin with the thoughts of each child as the basic ingredient for developing reading skills.
- B. What he can talk about can be expressed in painting, writing, or some other form. This cancels out any preconceived notion that a child must have a reading vocabulary of a certain size before he begins to write.
- C. Anything he writes can be read. Experiences with both picture writing and with writing with the letters of our alphabet help the child to recognize that one is much more precise than the other and give the reader more specific clues about the thinking of the author.
- D. He can read what he writes and what other people write. The child experiences the thrill of reading what other people have written after he has experienced the thrill of seeing his own oral language take a form that can be reproduced by the process called reading.
- E. As he represents his speech sounds with symbols, he uses the same symbols (letters) over and over. Teaching the child to symbolize his speech sounds rather than trying to get him to assign a sound or sounds to a symbol is to take the experience approach to teaching the phonetic elements of our own language.
- F. Each letter in the alphabet stands for one or more sounds that he makes when he talks. At first the teacher records the oral language of the individual to develop this understanding. As the child writes on his own, this understanding

matures to the point of including the many variations inherent in the English language.

- G. Every word begins with a sound that he can write down. Understanding how to symbolize initial sounds in words is a breakthrough to the magic realm of reading and writing.
- H. Most words have an ending sound. This, like the understanding above, is a normal development for children who observe speech take the form of writing.
- I. Many words have something in between. This is an understanding that offers a longer-range teaching program. It continues to be a fascinating part of learning throughout the life of the individual.
- J. Some words are used over and over in our language and some words are not used very often. Vocabulary control is built into the language of the individual. A few words are used hundreds of times, others only rarely.
- K. What he has to say and write is as important to him as what other people have written for him to read. Many teachers have difficulty with the implementation of this understanding. However, a teacher who cannot demonstrate a real thrill over the output of ideas in his own classroom leaves out one of the principal ingredients of the formula.
- L. Most of the words he uses are the same ones which are used by other people who write for him to read. Helping the child to get a built-in feeling that the main purpose of reading is to deal with the ideas of the author rather than the words he uses is a strength of the method. In effect, they read from the beginning as though they were carrying on a conversation with the author. Because they know that the story will be written in words which they use in their own speech and writing, children are released from the fear that they may not be able to read it. They are well on the way to independence in reading skills at a much earlier age than it was formerly thought possible.

- IV. As programs of language experience develop, the following guides should be used to judge the appropriateness of the activities and experiences.
- A. Productive thinking is generated in the children. When children learn to read through experience, the goal is not one of producing spectacular word-calling skills. The real test is that children react to reading by reconstructing the ideas of authors against a background of their own experience. They choose reading with a purpose.
  - B. Freedom of expression is allowed. Activities are selected where there is no single correct response. Children develop multiple ways of saying what they have to say. In turn, they appreciate and accept the many ways by which other people say what they have to say.
  - C. Individual talents and skills are used. Children develop confidence as independent workers. The reading curriculum is personalized as well as individualized. There is an expectancy that each child can search in his own storehouse of experiences to solve reading problems which are meaningful to him. The slow-learning child, the emotionally disturbed, and the "immature" make significant progress in a program where their own ideas are valued and used.
  - D. Thinking is modified as children add new learnings. This is in contrast to fixed-answer problem solving which is promoted in many worksheets and workbooks children are required to complete. In the experience curriculum, the emphasis is on the child's developing new material which reflects his use of new learnings.
  - E. Curiosity is satisfied through exploration. Children are not always expected to accept other people's answers and solutions. There must be as high a value set on not accepting answers as on the ability to repeat and record the answers of others.
  - F. Personal discipline is practiced as children are freed to work productively. When children have a responsibility for selecting their reading material and pacing their skill development, a type of discipline is required which has always

been associated with creative workers. Their ability to discipline themselves in any learning experience is a mark of growth toward self-direction.

- G. Personal satisfaction is achieved by the learner. This personal satisfaction is above and beyond that which comes from success on standardized tests where ideal performance is conformity to the examiner's norms, to his standards of excellence, his criteria of desirable or even usual behavior. Personal satisfaction in the experience curriculum is the result of pursuing self-accepted goals with best efforts. Such efforts result in enthusiasm and make a contribution to independent learning.

V. Outcomes of the Learning to Read Through Experience Program.

A. What reading really is about.

1. Reading is understanding and interpreting the ideas of the author.
2. It is gaining new meaning by reorganization of meaning they bring to the reading.
3. It is developing many types of thinking as children react in different ways: comparing, inferring, predicting, evaluating.

B. Attitudes developed about reading.

1. Its values in the children's own lives.
2. The skills they need to develop in order to achieve their reading purposes.
3. The relationship of reading to thinking.
4. The stimulation which reading can give to creative living.

APPENDIX C

BEHAVIOR RATING SCALES

BEHAVIOR RATING SCALE

Jane Fiegel Waldron

Child's Name Mark Birth Date 6-21-60

Grade 3 Sex M Observation Date 9-19-69

Observer R. Johnson Observer's relationship to this child? (Circle One)

a. Mother b. Father c. Teacher d. Other \_\_\_\_\_  
(Specify)

Please rate every statement by putting an X in the appropriate square. The squares are numbered from 1 to 5, representing the degree to which you have noticed the behavior described.

- (1) You have noticed this behavior not at all.
- (2) You have noticed this behavior to a slight degree.
- (3) You have noticed this behavior to a considerable degree.
- (4) You have noticed this behavior to a large degree.
- (5) You have noticed this behavior to a very large degree.

Physical-Emotional

| 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|--|
|   |   |   |   | X | 1. Restlessness, inability to sit still                    |
|   | X |   |   |   | 2. Attention-seeking, show-off behavior                    |
| X |   |   |   |   | 3. Boisterousness, rowdiness                               |
| X |   |   |   |   | 4. Temper tantrums   |
|   |   |   |   | X | 5. Irresponsibility, undependability                       |
| X |   |   |   |   | 6. Tension, inability to relax                             |
|   |   | X |   |   | 7. Hyperactivity, always on the go                         |
|   |   | X |   |   | 8. Negativism, tendency to do the opposite of the required |
| X |   |   |   |   | 9. Impertinence, sauciness                                 |
|   | X |   |   |   | 10. Nervousness, jitteriness, jumpiness, easily startled   |
| X |   |   |   |   | 11. Irritability, hot-tempered, easily aroused to anger    |
| X |   |   |   |   | 12. Resentful, defiant, rude or sullen                     |
|   |   |   |   | X | 13. Easily distracted                                      |
| X |   |   |   |   | 14. Explosive and unpredictable behavior                   |
|   |   |   | X |   | 15. Anxious and apprehensive                               |
|   |   | X |   |   | 16. Fixed expression, lack of emotional reactivity         |
|   |   |   |   | X | 17. Preoccupation, in a world of his own                   |
|   |   |   |   | X | 18. Excessive daydreaming                                  |
| X |   |   |   |   | 19. Depression, chronic sadness                            |
|   |   |   | X |   | 20. Sluggishness, lethargy, drowsiness                     |
|   |   | X |   |   | 21. Exhibits nervous mannerisms                            |
|   |   |   |   | X | 22. Easily confused  |
|   |   | X |   |   | 23. Self-consciousness, easily embarrassed                 |
|   |   | X |   |   | 24. Feelings of inferiority                                |
|   | X |   |   |   | 25. Crying over minor annoyances and hurts                 |
|   | X |   |   |   | 26. Shyness, bashfulness                                   |
|   |   | X |   |   | 27. Lack of self-confidence                                |
|   |   |   |   | X | 28. Easily flustered and confused                          |
|   |   | X |   |   | 29. Hypersensitive, feelings easily hurt                   |
| X |   |   |   |   | 30. Passivity, suggestibility, easily led by others        |

## BEHAVIOR RATING SCALE

Page 2

## Perceptual-Discriminative

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
|   |   |   |   | X | X |
|   |   |   | X |   |   |
|   |   |   |   | X |   |
| X |   |   |   |   |   |
|   |   |   |   |   | X |
| X |   |   |   |   |   |
|   |   | X |   |   |   |
|   |   |   | X |   |   |
|   |   |   |   |   | X |
|   |   |   |   |   | X |
|   |   | X |   |   |   |
|   |   | X |   |   |   |
|   |   |   |   |   | X |
|   |   |   |   |   | X |

1. Confusion in spelling and writing
2. Inclined to become confused in number processes
3. Difficulty in reading
4. Lacks a variety of responses
5. Upset by changes in routine
6. Confused in following directions
7. Confused and apprehensive about rightness of response
8. Classroom comments are often off the track or peculiar
9. Difficulty reasoning things out logically
10. Short attention and interest span
11. Reading below mental age
12. Unable to think abstractly
13. Unable to handle symbolic material
14. Unable to work independently
15. Does not concentrate on and finish tasks

## Social-Emotional

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| X |   |   |   |   |   |
| X |   |   |   |   |   |
|   |   |   |   |   | X |
| X |   |   |   |   |   |
|   |   |   |   |   | X |
|   |   | X |   |   |   |
|   |   |   |   |   | X |
| X |   |   |   |   |   |
| X |   |   |   |   |   |
|   |   | X |   |   |   |
|   |   |   | X |   |   |
| X |   |   |   |   |   |
|   | X |   |   |   |   |
|   |   |   | X |   |   |
| X |   |   |   |   |   |
| X |   |   |   |   |   |
|   |   | X |   |   |   |
|   |   |   |   | X |   |
| X |   |   |   |   |   |
| X |   |   |   |   |   |
|   |   |   |   |   | X |
|   |   |   |   |   | X |
|   | X |   |   |   |   |
|   |   | X |   |   |   |
|   |   | X |   |   |   |
|   |   |   |   |   | X |
|   |   |   |   |   | X |

1. Disruptiveness, tendency to annoy and bother others
2. Steals in company with others
3. Social withdrawal, preference for solitary activities
4. Jealousy over attention paid other children
5. Inattentiveness to what others say
6. Disobedience, difficulty in disciplinary control
7. Uncooperativeness in group situations
8. Destructiveness, his own and/or others property
9. Profane language, swearing, cursing
10. Dislike for school
11. Demands much attention
12. Cries often and easily
13. Stubborn, uncooperative behavior
14. Generally unhappy
15. Often tells bizarre stories
16. Bullies or picks on others
17. Disrupts the class
18. Regarded by other children as a pest
19. Lies frequently
20. Is not noticed by other children
21. Easily discouraged
22. Is overcompetitive
23. Resists aggressively the authority of teacher
24. Refuses to participate in play activities
25. Unable to function in a group
26. Refuses to share with others
27. Unable to face own failures and shortcomings
28. Will not accept constructive criticism
29. Depends upon teacher for help/attention

BEHAVIOR RATING SCALE

Jane Fiegel Waldron

Child's Name Mark Birth Date 6 - 21 - 60

Grade 3 Sex M Observation Date 1 - 9 - 70

Observer R. Johnson Observer's relationship to this child? (Circle One)

a. Mother b. Father c. Teacher d. Other \_\_\_\_\_  
(Specify)

Please rate every statement by putting an X in the appropriate square. The squares are numbered from 1 to 5, representing the degree to which you have noticed the behavior described.

- (1) You have noticed this behavior not at all.
- (2) You have noticed this behavior to a slight degree.
- (3) You have noticed this behavior to a considerable degree.
- (4) You have noticed this behavior to a large degree.
- (5) You have noticed this behavior to a very large degree.

Physical-Emotional

| + or - points | 1 2 3 4 5 |   |   |   |   |  |
|---------------|-----------|---|---|---|---|--|
|               |           |   |   | X |   |  |
| +2            |           | X |   |   |   | 2. Attention-seeking, show-off behavior                    |
| 0             | X         |   |   |   |   | 3. Boisterousness, rowdiness                               |
| 0             | X         |   |   |   |   | 4. Temper tantrums   |
| +1            |           |   |   | X |   | 5. Irresponsibility, undependability                       |
| 0             | X         |   |   |   |   | 6. Tension, inability to relax                             |
| +2            | X         |   |   |   |   | 7. Hyperactivity, always on the go                         |
| +2            | X         |   |   |   |   | 8. Negativism, tendency to do the opposite of the required |
| 0             | X         |   |   |   |   | 9. Impertinence, sauciness                                 |
| -1            |           |   | X |   |   | 10. Nervousness, jitteriness, jumpiness, easily startled   |
| 0             | X         |   |   |   |   | 11. Irritability, hot-tempered, easily aroused to anger    |
| 0             | X         |   |   |   |   | 12. Resentful, defiant, rude or sullen                     |
| 0             |           |   |   |   | X | 13. Easily distracted                                      |
| 0             | X         |   |   |   |   | 14. Explosive and unpredictable behavior                   |
| +2            |           | X |   |   |   | 15. Anxious and apprehensive                               |
| 0             |           |   | X |   |   | 16. Fixed expression, lack of emotional reactivity         |
| 0             |           |   |   |   | X | 17. Preoccupation, in a world of his own                   |
| 0             |           |   |   |   | X | 18. Excessive daydreaming                                  |
| 0             | X         |   |   |   |   | 19. Depression, chronic sadness                            |
| 0             |           |   |   | X |   | 20. Sluggishness, lethargy, drowsiness                     |
| 0             |           |   | X |   |   | 21. Exhibits nervous mannerisms                            |
| +2            |           |   | X |   |   | 22. Easily confused  |
| +1            |           | X |   |   |   | 23. Self-consciousness, easily embarrassed                 |
| 0             |           |   | X |   |   | 24. Feelings of inferiority                                |
| 0             |           | X |   |   |   | 25. Crying over minor annoyances and hurts                 |
| 0             |           | X |   |   |   | 26. Shyness, bashfulness                                   |
| +1            |           | X |   |   |   | 27. Lack of self-confidence                                |
| +3            |           | X |   |   |   | 28. Easily flustered and confused                          |
| +1            |           | X |   |   |   | 29. Hypersensitive, feelings easily hurt                   |
| -2            |           |   | X |   |   | 30. Passivity, suggestibility, easily led by others        |

BEHAVIOR RATING SCALE

Page 2

Perceptual-Discriminative

|    | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|
| +3 |   | X |   |   |   |
| +1 |   |   | X |   |   |
| +3 |   | X |   |   |   |
| +1 |   |   | X |   |   |
| 0  | X |   |   |   |   |
| 0  |   |   |   |   | X |
| -1 |   | X |   |   |   |
| +1 |   | X |   |   |   |
| +3 | X |   |   |   |   |
| +1 |   |   |   | X |   |
| +3 |   | X |   |   |   |
| +1 |   | X |   |   |   |
| +1 |   | X |   |   |   |
| +1 |   | X |   |   |   |
| +2 |   |   | X |   |   |
| 0  |   |   |   |   | X |

1. Confusion in spelling and writing
2. Inclined to become confused in number processes
3. Difficulty in reading
4. Lacks a variety of responses
5. Upset by changes in routine
6. Confused in following directions
7. Confused and apprehensive about rightness of response
8. Classroom comments are often off the track or peculiar
9. Difficulty reasoning things out logically
10. Short attention and interest span
11. Reading below mental age
12. Unable to think abstractly
13. Unable to handle symbolic material
14. Unable to work independently
15. Does not concentrate on and finish tasks

Social-Emotional

|    | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|
| -1 |   | X |   |   |   |
| 0  | X |   |   |   |   |
| +1 |   |   |   | X |   |
| -1 |   | X |   |   |   |
| +1 |   |   |   | X |   |
| +1 |   | X |   |   |   |
| +3 |   | X |   |   |   |
| 0  | X |   |   |   |   |
| 0  | X |   |   |   |   |
| +1 |   | X |   |   |   |
| +1 |   |   | X |   |   |
| -1 |   | X |   |   |   |
| +2 |   | X |   |   |   |
| +1 | X |   |   |   |   |
| -3 |   |   | X |   |   |
| 0  | X |   |   |   |   |
| 0  |   |   | X |   |   |
| +1 |   |   | X |   |   |
| -2 |   |   | X |   |   |
| 0  |   | X |   |   |   |
| +3 |   | X |   |   |   |
| 0  | X |   |   |   |   |
| 0  | X |   |   |   |   |
| +1 |   |   |   | X |   |
| +2 |   |   | X |   |   |
| +1 | X |   |   |   |   |
| +1 |   | X |   |   |   |
| +1 |   | X |   |   |   |
| +2 |   |   | X |   |   |

1. Disruptiveness, tendency to annoy and bother others
2. Steals in company with others
3. Social withdrawal, preference for solitary activities
4. Jealousy over attention paid other children
5. Inattentiveness to what others say
6. Disobedience, difficulty in disciplinary control
7. Uncooperativeness in group situations
8. Destructiveness, his own and/or others property
9. Profane language, swearing, cursing
10. Dislike for school
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14. Generally unhappy
15. Often tells bizarre stories
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19. Lies frequently
20. Is not noticed by other children
21. Easily discouraged
22. Is overcompetitive
23. Resists aggressively the authority of teacher
24. Refuses to participate in play activities
25. Unable to function in a group
26. Refuses to share with others
27. Unable to face own failures and shortcomings
28. Will not accept constructive criticism
29. Depends upon teacher for help/attention

## BEHAVIOR RATING SCALE

Jane Fiegel Waldron

Child's Name James Birth Date 9-13-60Grade 3 Sex M Observation Date 9-19-69Observer R. Johnson Observer's relationship to this child? (Circle One)a. Mother b. Father c. Teacher d. Other \_\_\_\_\_  
(Specify)

Please rate every statement by putting an X in the appropriate square. The squares are numbered from 1 to 5, representing the degree to which you have noticed the behavior described.

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 (4) You have noticed this behavior to a large degree.  
 (5) You have noticed this behavior to a very large degree.

## Physical-Emotional

|   | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|--|
|   |   |   |   | X |   | 1. Restlessness, inability to sit still                    |
|   |   |   |   |   | X | 2. Attention-seeking, show-off behavior                    |
|   |   |   |   | X |   | 3. Boisterousness, rowdiness                               |
|   |   |   | X |   |   | 4. Temper tantrums   |
|   |   |   | X |   |   | 5. Irresponsibility, undependability                       |
|   |   |   | X |   |   | 6. Tension, inability to relax                             |
|   |   |   | X |   |   | 7. Hyperactivity, always on the go                         |
|   | X |   |   |   |   | 8. Negativism, tendency to do the opposite of the required |
|   |   |   |   | X |   | 9. Impertinence, sauciness                                 |
|   | X |   |   |   |   | 10. Nervousness, jitteriness, jumpiness, easily startled   |
|   |   |   |   | X |   | 11. Irritability, hot-tempered, easily aroused to anger    |
|   |   |   | X |   |   | 12. Resentful, defiant, rude or sullen                     |
|   |   |   | X |   |   | 13. Easily distracted                                      |
|   |   |   | X |   |   | 14. Explosive and unpredictable behavior                   |
| X |   |   |   |   |   | 15. Anxious and apprehensive                               |
| X |   |   |   |   |   | 16. Fixed expression, lack of emotional reactivity         |
| X |   |   |   |   |   | 17. Preoccupation, in a world of his own                   |
| X |   |   |   |   |   | 18. Excessive daydreaming                                  |
| X |   |   |   |   |   | 19. Depression, chronic sadness                            |
|   | X |   |   |   |   | 20. Sluggishness, lethargy, drowsiness                     |
|   |   |   | X |   |   | 21. Exhibits nervous mannerisms                            |
|   | X |   |   |   |   | 22. Easily confused  |
|   | X |   |   |   |   | 23. Self-consciousness, easily embarrassed                 |
| X |   |   |   |   |   | 24. Feelings of inferiority                                |
| X |   |   |   |   |   | 25. Crying over minor annoyances and hurts                 |
| X |   |   |   |   |   | 26. Shyness, bashfulness                                   |
|   | X |   |   |   |   | 27. Lack of self-confidence                                |
| X |   |   |   |   |   | 28. Easily flustered and confused                          |
| X |   |   |   |   |   | 29. Hypersensitive, feelings easily hurt                   |
| X |   |   |   |   |   | 30. Passivity, suggestibility, easily led by others        |



BEHAVIOR RATING SCALE

Jane Fiegel Waldron

Child's Name James Birth Date 9-13-60

Grade 3 Sex M Observation Date 1-9-70

Observer R. Johnson Observer's relationship to this child? (Circle One)

a. Mother b. Father c. Teacher d. Other \_\_\_\_\_  
(Specify)

Please rate every statement by putting an X in the appropriate square. The squares are numbered from 1 to 5, representing the degree to which you have noticed the behavior described.

+ or - points

- (1) You have noticed this behavior not at all.
- (2) You have noticed this behavior to a slight degree.
- (3) You have noticed this behavior to a considerable degree.
- (4) You have noticed this behavior to a large degree.
- (5) You have noticed this behavior to a very large degree.

Physical-Emotional

|    | 1 | 2 | 3 | 4 | 5 |  |
|----|---|---|---|---|---|--|
| +2 |   | X |   |   |   | 1. Restlessness, inability to sit still                    |
| +3 |   | X |   |   |   | 2. Attention-seeking, show-off behavior                    |
| +2 |   | X |   |   |   | 3. Boisterousness, rowdiness                               |
| +2 | X |   |   |   |   | 4. Temper tantrums   |
| +2 | X |   |   |   |   | 5. Irresponsibility, undependability                       |
| +2 | X |   |   |   |   | 6. Tension, inability to relax                             |
| +2 | X |   |   |   |   | 7. Hyperactivity, always on the go                         |
| +1 | X |   |   |   |   | 8. Negativism, tendency to do the opposite of the required |
| +2 |   | X |   |   |   | 9. Impertinence, sauciness                                 |
| +1 | X |   |   |   |   | 10. Nervousness, jitteriness, jumpiness, easily startled   |
| +2 |   | X |   |   |   | 11. Irritability, hot-tempered, easily aroused to anger    |
| +1 |   | X |   |   |   | 12. Resentful, defiant, rude or sullen                     |
| +1 |   | X |   |   |   | 13. Easily distracted                                      |
| +1 |   | X |   |   |   | 14. Explosive and unpredictable behavior                   |
| 0  | X |   |   |   |   | 15. Anxious and apprehensive                               |
| -1 |   | X |   |   |   | 16. Fixed expression, lack of emotional reactivity         |
| 0  | X |   |   |   |   | 17. Preoccupation, in a world of his own                   |
| 0  | X |   |   |   |   | 18. Excessive daydreaming                                  |
| 0  | X |   |   |   |   | 19. Depression, chronic sadness                            |
| 0  |   | X |   |   |   | 20. Sluggishness, lethargy, drowsiness                     |
| +2 | X |   |   |   |   | 21. Exhibits nervous mannerisms                            |
| +1 | X |   |   |   |   | 22. Easily confused  |
| +1 | X |   |   |   |   | 23. Self-consciousness, easily embarrassed                 |
| -1 |   | X |   |   |   | 24. Feelings of inferiority                                |
| 0  | X |   |   |   |   | 25. Crying over minor annoyances and hurts                 |
| 0  | X |   |   |   |   | 26. Shyness, bashfulness                                   |
| 0  |   | X |   |   |   | 27. Lack of self-confidence                                |
| 0  | X |   |   |   |   | 28. Easily flustered and confused                          |
| 0  | X |   |   |   |   | 29. Hypersensitive, feelings easily hurt                   |
| 0  | X |   |   |   |   | 30. Passivity, suggestibility, easily led by others        |

BEHAVIOR RATING SCALE

Page 2

Perceptual-Discriminative

|    | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|
| +3 |   | X |   |   |   |
| 0  | X |   |   |   |   |
| +3 |   | X |   |   |   |
| +1 |   | X |   |   |   |
| 0  | X |   |   |   |   |
| 0  |   | X |   |   |   |
| 0  | X |   |   |   |   |
| 0  | X |   |   |   |   |
| +1 |   | X |   |   |   |
| +3 |   | X |   |   |   |
| 0  | X |   |   |   |   |
| 0  | X |   |   |   |   |
| +1 |   | X |   |   |   |
| +2 |   | X |   |   |   |

1. Confusion in spelling and writing
2. Inclined to become confused in number processes
3. Difficulty in reading
4. Lacks a variety of responses
5. Upset by changes in routine
6. Confused in following directions
7. Confused and apprehensive about rightness of response
8. Classroom comments are often off the track or peculiar
9. Difficulty reasoning things out logically
10. Short attention and interest span
11. Reading below mental age
12. Unable to think abstractly
13. Unable to handle symbolic material
14. Unable to work independently
15. Does not concentrate on and finish tasks

Social-Emotional

|    | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|
| +2 |   | X |   |   |   |
| 0  | X |   |   |   |   |
| 0  | X |   |   |   |   |
| +2 |   |   | X |   |   |
| +1 |   | X |   |   |   |
| +2 |   | X |   |   |   |
| +2 |   | X |   |   |   |
| +2 | X |   |   |   |   |
| 0  | X |   |   |   |   |
| +2 | X |   |   |   |   |
| +2 |   |   | X |   |   |
| 0  | X |   |   |   |   |
| +2 | X |   |   |   |   |
| +2 | X |   |   |   |   |
| 0  | X |   |   |   |   |
| +3 |   | X |   |   |   |
| +2 |   | X |   |   |   |
| +2 | X |   |   |   |   |
| 0  | X |   |   |   |   |
| +1 |   | X |   |   |   |
| +1 |   | X |   |   |   |
| +3 | X |   |   |   |   |
| +1 | X |   |   |   |   |
| +2 | X |   |   |   |   |
| +1 |   | X |   |   |   |
| +2 |   | X |   |   |   |
| +1 |   | X |   |   |   |
| +1 |   | X |   |   |   |

1. Disruptiveness, tendency to annoy and bother others
2. Steals in company with others
3. Social withdrawal, preference for solitary activities
4. Jealousy over attention paid other children
5. Inattentiveness to what others say
6. Disobedience, difficulty in disciplinary control
7. Uncooperativeness in group situations
8. Destructiveness, his own and/or others property
9. Profane language, swearing, cursing
10. Dislike for school
11. Demands much attention
12. Cries often and easily
13. Stubborn, uncooperative behavior
14. Generally unhappy
15. Often tells bizarre stories
16. Bullies or picks on others
17. Disrupts the class
18. Regarded by other children as a pest
19. Lies frequently
20. Is not noticed by other children
21. Easily discouraged
22. Is overcompetitive
23. Resists aggressively the authority of teacher
24. Refuses to participate in play activities
25. Unable to function in a group
26. Refuses to share with others
27. Unable to face own failures and shortcomings
28. Will not accept constructive criticism
29. Depends upon teacher for help/attention

APPENDIX D

READING ANALYSIS INVENTORIES

DURRELL ANALYSIS OF READING DIFFICULTY

## Profile chart

| Reading Analysis Tests |      |         |        |                |                |                  |
|------------------------|------|---------|--------|----------------|----------------|------------------|
| Name                   | Date | Reading |        | Listen-<br>ing | Flash<br>Words | Word<br>Analysis |
|                        |      | Oral    | Silent |                |                |                  |
| Mark                   | 9-69 | 1L      | 1L     | 2              | 1M             | 1M               |
| Mark                   | 1-70 | 2L      | 2L     | 3              | 2M             | 2M               |
| James                  | 9-69 | 2M      | 2H     | 3              | 2L             | 2L               |
| James                  | 1-70 | 3L      | 3H     | 6              | 3H             | 3H               |

BOTEL READING INVENTORY

## Summary sheet

Word RecognitionWord Opposites  
(Listening)

| Name  | Date | Highest Instructional Level | Highest Potential Level |
|-------|------|-----------------------------|-------------------------|
| Mark. | 9-69 | PP                          | 1                       |
| Mark  | 1-70 | 1                           | 3 <sup>2</sup>          |
| James | 9-69 | P                           | 4                       |
| James | 1-70 | 2 <sup>2</sup>              | 5                       |

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