PARENTS AS TUTORS:

AN EARLY INTERVENTION PROGRAM FOR AT-RISK BEGINNING READERS

by

Beverley Anne Kelly

B.Ed., The University of British Columbia, 1969

Dip. of Sp. Ed., The University of British Columbia, 1990

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF

THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

in the Department

of

EDUCATION

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SIMON FRASER UNIVERSITY

March, 1994

NAME   Beverley Kelly

DEGREE   Master of Arts

TITLE   Parents as Tutors: An Early Intervention
Program For At-risk Beginning Readers

EXAMINING COMMITTEE:

Chair   Lucy LeMare

_____   _____

Judith Scott
Senior Supervisor

_____   _____

Stephen Smith
Member

_____   _____

Leone Prock
Associate Professor
Faculty of Education SFU
External Examiner

Date: Mar 16.94

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Parents as Tutors: An Early Intervention Program

For At-risk Beginning Readers

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ABSTRACT

This study investigated the use of parents as tutors to improve their children's reading abilities. Parents and their children were trained and coached to implement strategies to improve word identification skills and to enhance the connection between the reading and writing process.

The subjects were 9 Grade 1 students who were identified as being at-risk readers. The purpose of the intervention program was to provide an opportunity to accelerate these students' reading progress by improving their word identification skills.

The at-risk students and their parents participated in an 8-week intervention program that involved a 30 to 40 minute lesson once a week during regular school time. These lessons were designed to provide the children and their parents an opportunity to learn and practice reading strategies appropriate for use at home.

A case study approach was used to portray how the at-risk children and their parents participated in the program. Data indicated that the students improved their word identification skills specifically and reading and writing skills generally. The results also supported the notion that parents who are given training and guidance, can be effective as tutors in an early reading intervention

program. Implications for educational practice are that such programs offer an option of support to help ensure that children's initial reading experiences are successful.

DEDICATION

This study is dedicated to my children; David for his inspiration and Barbara for her constant support.

ACKNOWLEDGEMENTS

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Framing the Study

Purpose of the Study

The purpose of this study was to investigate an intervention program using parents as tutors for children identified as having difficulty making a successful transition from the emergent stage of reading to the early fluent and independent stages of reading. Research related to parents as tutors for their children strongly supports the notion that parents want to be involved in their children's learning but need guidance from educators. Goldenberg (1989) suggests that parents are an "untapped potential" and that educators need to tell parents *when* their child needs help and act as resources for *what* parents can do to help. Parents who can tutor their children in the home environment offer one viable solution to the issue of how to expand instructional time for students in need. This issue is clearly identified by Johnston and Allington (1991) in their recent review of current remediation practices. They discovered that children participating in support programs generally receive less, not more, instructional time.

Educators need to concern themselves with the urgency of

identifying and providing support for children at risk for reading failure before they become identifiable as remedial readers. A transition from emergent reading to fluent and independent reading is necessary well before children begin their intermediate school years. Basic literacy skills are fundamental to higher level learning and must be firmly established for intermediate students to participate successfully in regular classroom environments. Serious consequences, such as eventual school drop out, may occur when students are not successful with their initial reading experiences. These students begin their intermediate school years unable to use reading as a means to learn (Stanovich, 1986; Juel, 1991; Slavin, 1991).

The intervention program in this study was designed to provide parents and their children with training and coaching to implement activities and instructional strategies at home that might improve their children's reading ability. Reading theory and sound educational practices provided the foundation for selecting and developing specific interventions. To enhance transfer of learning between the school and home environments, consideration was given to the existing classroom curriculum. Modelling, explanation, and coparticipant practice were used as methods to train and coach the parents and their children.

It was anticipated that the intervention program would be effective in accelerating the progress of the identified at-risk readers from the emergent stage of reading to the early fluent and independent stages of reading. Thus, as many children as possible might enter the second half of their primary years with the best possible chance of becoming proficient readers.

Review of Relevant Literature

A review of relevant literature in four general areas provided the foundation on which this research project was based. First, an examination of reading theory gives an indication of what children need to learn in order to become proficient readers. Second, reading theorists provide guidance on key factors in assessing and evaluating children's reading progress as well as the selection of appropriate and relevant methods and materials for effective reading instruction. Third, existing intervention programs describe elements to consider in the identification and remediation of at-risk readers. Last, the literature on parents as tutors outlines practical tutoring examples of how parents are able to support their children's literacy development in the home environment.

Review of Reading Theory

Reading theory provides a framework to describe what children need to know in order to become literate. Juel (1991) reviews the position of theorists who suggest that children progress through stages in reading acquisition and that different strategies and processes for reading are a focus at each stage. In the early stages of beginning to read, the establishment of effective and efficient word identification skills is fundamental (Adams, 1990). As children become proficient in word recognition ability, they begin to make the transition from the acquiring or emerging stage of reading, to the fluent and independent stages of reading, which are the foundation for future vocabulary growth and for reading with understanding. For most children, the progression from one stage to the next occurs naturally and successfully by the end of the primary school years (Adams, 1990; Clay, 1991; Juel, 1991). These children are able to enter their intermediate years with the ability to use a variety of cueing strategies which enables them to both decode and comprehend reading material fluently and independently. They develop positive attitudes towards reading and consequently tend to read both in and out of school, which provides them with the practice needed to skillfully use reading strategies (Stanovich, 1986). These students extend both their vocabulary and general

knowledge base and become familiar with a variety of text structures through their reading. Their developing expertise transfers from the reading process to the writing process and the two processes interact constructively with each other. Stanovich refers to this development as a self-improving system and provides a clear argument to support the necessity of ensuring that the transition from emergent reader to fluent and independent reader takes place by the time children reach 8 years of age.

This theory of reading acquisition is supported by Anderson, Hiebert, Scott, and Wilkinson, the authors of Becoming a Nation of Readers: The Report of the Commission on Reading (1985). These authors explain reading as a process that coordinates decoding skills with comprehension strategies as well as a process that integrates background knowledge with new knowledge. Such readers are able to think critically about what they are reading.

Literature on beginning reading suggests four key processors as being fundamental to the acquisition or emergent stage of reading. The orthographic processor, the phonological processor, the context processor, and the meaning processor are described as functionally interrelated and interdependent (Adams, 1990). Adams describes the orthographic processor as perceiving letters in reading material, the phonological processor as matching letters and

sounds, the context processor as the constructor of ongoing understanding of reading material as it is being read, and the meaning processor as integrating past and new knowledge to words as they are identified by the reader.

The orthographic processor has two main functions. One function is to code incoming stimulus words. The other is to activate an orthographic representation of words in memory. Orthographic skills appear to be related to word familiarity or the amount of exposure to print (Berninger, 1990; Ehri, 1989)

The phonological processor is described as involving phonemic coding. It processes multiple sound codes such as phonetic or name codes, phonemic codes for single-sound segments, and syllabic codes for larger sound segments (syllable or rime units). Each of these sound codes corresponds to a different orthographic code. At its most elemental level, phonological coding requires the ability to segment words into component sounds (Berninger, 1990; Ehri, 1989).

The context processor connects the contribution of text itself to the reading process. When children read meaningful and connected text, semantic and syntactic cues become available which the context processor uses to accurately recognize words (Adams, 1990; Clay, 1991). Adams explains that the context processor requires a conscientious effort as well as direct attention from the reader and,

therefore, the reader's phonological and orthographic processing systems must be operating with a degree of automaticity in order for the reader to attend to ongoing context and the construction of new meaning. The context processor is also able to compensate for deficiencies in the phonological and orthographic processors in that it acts as an immediate check to these two systems.

The meaning processor depends on receiving adequate input from the phonological, orthographic, and context processors. It serves as a regulator for the accuracy with which the other three processors are correctly identifying any given word. The meaning processor is also responsible for connecting past knowledge with new knowledge as the reading process takes place. In this way, the meaning processor plays a critical role in developing a schematic foundation for readers.

During their primary years, most children develop proficiency in using these four processing systems. Their ability to do so allows them to make a transition from the emergent stages of reading to the fluent and independent stages. For these children a self-extending system evolves and their reading ability expands which enables them to begin the process of becoming lifelong and independent readers (Clay, 1991; Stanovich, 1986).

Reading and writing are interconnected processes. For

example, invented spelling, commonly used in journal writing activities, can be viewed as a form of phonics instruction. It provides " . . . a first to last segmenting of the sounds in the word. They pay attention to the sounds of words and search for a visual way of representing these" (Clay, 1991, p. 85). This position is supported by Ehri and Wilce (1987) who, in their investigation of word-reading and spelling skills, concluded that spelling knowledge contributes to the development of reading by adding to the reader's familiarity with the alphabetic structure or sound/symbol relationships of print. Likewise, the act of reading and seeing high frequency words repeatedly in print promotes orthographic memory of such words (Uhry & Shepherd, 1993).

The connectedness of the reading and writing processes, as utilized in the Reading Recovery program, has been investigated by Pinnell (1989). She concluded from her studies that:

> . . . teachers should consciously create settings that demand the use of both reading and writing and that foster children's ability in making connections between these two processes; such settings may be of greatest importance for those children who have difficulty making connections between what they already know and the new material or processes to be learned. (p. 258)

Learning to read and write can be viewed as a complex process of learning to know elements and relations between elements. As the learner acquires knowledge and experience, new dimensions are

added to these elements and relations, thereby promoting the process of lifelong reading and writing. One essential element of proficient reading is the ability to decode words; tying the orthographic image to the sound of the word and its meaning. Other important elements are a strong general knowledge background, well developed oral language and vocabulary, and experience associated with story structures and books (Adams, 1990).

Research has accumulated over the past two decades which indicates that some of the elements involved in the reading process can be specifically taught with resulting gains in reading achievement (Adams, 1990; Chall, 1983; Clay, 1991; Slavin & Madden, 1989; and Stanovich, 1994). Further, research has focussed on the assessment and evaluation of children's reading progress as well as what children need to become proficient readers. This research is well reviewed by a number of authors (Adams, 1990; Clay, 1985; Juel, 1991; Johnston & Allington 1991; Strickland, 1990; and Sulzby & Teale, 1991). Early identification of at-risk readers, as well as the framework on which intervention programs are designed, should be a reflection of such established research. It would seem that there are two key issues that need to be addressed at this time. First, how can children be identified as being at-risk for reading difficulty? Second, how can at-risk children be given

the support that is needed to promote their reading progress?

Identification of At-Risk Readers and Compensatory Strategies

In her research, Clay (1985) found that standardized reading tests were unable to identify children who were having difficulty in the early emergent reading stage. She states:

> . . . teachers will have to give up looking for a single, short assessment test for the acquisition stages of reading. Children move into reading by different tracks and early assessment must be wide-ranging. (p. 3)

Clay (1985) provides explicit direction on some elements of early assessment and specific strategies to remedy deficiencies. Identification procedures used in Clay's highly successful Reading Recovery program include assessment and evaluation on children's:

1. knowledge of letter names

2. knowledge of letter sounds

3. phonemic awareness

4. listening comprehension and retelling

5. word recognition

6. oral reading

7. journal writing

A growing amount of literature acknowledges the importance of phonemic awareness in beginning reading and the role of letter

recognition by name and sound in this process (Adams, 1990; Ball & Blachman, 1991; Ehri & Robbins, 1992; Griffith & Olson, 1992; Goswami & Mead, 1992). Griffith and Olson describe phonemic awareness as a knowledge that children demonstrate through their ability to manipulate phonemes or sounds. These authors support the connection between phonemic awareness and the ability to use onsets and rimes as well as word analogies in helping beginning readers to decipher words. Use of spelling-sound patterns of word families or the knowledge of rhyme and the substitution of onsets, to develop word identification skills was also found to be an effective strategy for developing word identification skills (Goswami & Mead). In addition, children need to recognize sound-letter relationships and be able to sequence sounds from left to right when reading words. Clay (1991) refers to this sequencing of sounds as serial order and relates it to phonemic awareness. Adams is particularly adamant that it is the rapid and accurate recognition of letters by name and sound that provides a foundation for phonemic awareness as well as a sense of the alphabetic principle inherent in English.

As one means of providing support to children deficient in letter knowledge skills, Clay (1985) recommends instructional practices based on Elkonin boxes and the use of concrete and

manipulative materials such as magnetic letters. Cunningham and Cunningham (1992) describe an alternate strategy, "Making Words," to provide explicit instruction in developing sound/symbol relationships and the utilization of the phonological processor. These instructional strategies provide children with direct instruction on the recognition of letter names and letter sounds as well as facility in the segmenting and blending skills inherent in developing decoding ability.

Although reading words in isolation does not allow the student to access semantic and syntactic cueing systems, it does gauge children's sight vocabulary as well as their ability to sound out whole words. Adams (1990) states, " . . . the most critical factor beneath fluent word reading is the ability to recognize letters, spelling patterns, and whole words effortlessly, automatically, and visually. The central goal of all reading instruction--comprehension--depends critically on this ability" (p. 54). Clay (1985) suggests that word recognition tests are useful to determine students' word knowledge. Deficient word identification strategies are also indicated when children read connected passages word by word. Oral reading provides a means to observe such deficiencies. Clay (1985) refers to word by word reading as voice pointing. In listening to children read orally, Clay suggests the use

of a running record to analyze children's miscues. By studying word identification errors, Clay found information could be obtained to demonstrate what children are doing successfully and where they are specifically deficient.

In Reading Recovery lessons, Clay (1985) incorporates what she refers to as word analysis and word study to help children develop successful word recognition. Tactile and kinesthetic approaches are thought to be useful in helping children remember or recall words (Clay, 1985; Lerner, 1988). In the Reading Recovery program children often trace letters and words with their fingers. The use of printing screens for tracing is a similar aid used in Project Read (Greene & Enfield, 1971).

Listening comprehension activities, storybook retellings, and dictations provide an indication of what children can understand if they were able to read and write materials themselves (Clay, 1991; Routman, 1991; Stanovich, 1986). These activities also provide an opportunity to assess children's oral language development. Clay describes " . . . flexibility in communication, control over linguistic features, and an awareness of book language" (p. 73) as three areas of oral language that are important to prereading development. She further suggests that, by listening to children in dialogue, one can focus on the same elements as those used in oral language

observation tests such as sentence structure, vocabulary, inflection, and articulation. Story dictations provide an additional technique through which children can demonstrate their oral language and retelling skills. Clay (1985; 1991) recommends story dictations as a strategy to generate child centered reading material as well as a practical format to promote the reading/writing connection. Described by Boyle and Peregoy (1990) as a writing scaffold, story maps are an alternate activity to help children present their thoughts in a verbal and written format. Schewel (1989) describes semantic mapping as a method through which children can be encouraged to structure information using graphic organizers as a scaffolding strategy.

Writing samples are an effective form of assessment used to provide an indication of language level, message quality, and directional principles of children's writing. Writing samples are often a base for assessment and evaluation in whole language programs. Sulzby, Barnhart, and Hieshima (1989) investigated forms of children's writing and rereadings at the kindergarten level and included a classification system to help practitioners observe children's progress from emergent to more conventional forms of writing.

As suggested by Clay (1985) educators need a variety of

assessment tools to identify children who are experiencing difficulty in acquiring reading proficiency. The literature suggests that it may be possible for classroom teachers to evaluate children's reading progress by observing and assessing what children are regularly doing within classroom environments. Such classroom based assessments may not only be effective in identifying at-risk beginning readers but also provide direction in the selection of effective instructional strategies to remediate reading difficulties.

Early Intervention Programs

In their review of remediation for children having reading difficulties, Johnston and Allington (1991) support what they refer to as a recent trend toward early interventions that integrate special education with regular education programs through collaborative and consultative models of program delivery. Further, they recommend that there is a need to investigate effective elements of successful programs and use findings as a base or guideline for further development or application. Johnston and Allington make specific reference to the success of Marie Clay's Reading Recovery program. They argue that such programs prepare identified students to learn successfully at grade level and in their regular classrooms. The need for early prevention programs is

further emphasized in a recent publication by Wasik and Slavin (1993) who present an investigation of one-to-one tutoring programs that have successfully helped prevent early reading failure. They acknowledge the expense of one-to-one tutoring programs and caution that before such programs are adopted, educators must be assured that they are the most effective means of intervention. Reading Recovery and Success for All are cited as two examples of particularly effective tutoring programs.

These two programs address the issue of early identification of at-risk students and both programs give consideration to three key features of program design. First, they provide intensive and extensive instruction using a one-to-one instructional format. Second, authentic and meaningful reading materials are used to teach and practice word identification strategies. Third, the interconnected relationship between the reading and writing processes is directly and explicitly promoted.

Reading Recovery was developed by Marie Clay (1985, 1991) and is one of the few early intervention programs that provides extensive longitudinal evidence of success in correcting early reading difficulties as well as preventing further remedial instruction. Clay's studies have been based primarily in New Zealand and are well documented in <u>The Early Detection of Reading</u>

Difficulties (1985) and Becoming Literate: The Construction of Inner Control (1991). Clay used observations from field studies that began in the early 1960's to investigate behaviors inherent in reading acquisition. This program was designed specifically for children whose initial first year kindergarten reading experiences were unsuccessful. It is meant to give such children a second chance to succeed in learning to read before a pattern of failure emerges. The program was first implemented as a Development Project in 1976 and is generally offered to the lowest 20% of any given student population.

Reading Recovery is based on the concept that children learn to read as they learn to talk. Children see the whole of reading and gradually become adept at using specific word identification strategies. Typically, this program provides 30 minutes of daily individual instruction to students by Reading Recovery teachers who have received extensive training. Lessons continue for approximately 12 to 20 weeks and each session follows a framework for providing (a) the rereading of familiar books, (b) collaborative and integrated reading/writing activities, and (c) the introduction of new reading material. Oral interactions between the teacher and the student are a focus of each lesson and the one-to-one instructional format allows these interactions to be individualized. Children who

participate in this program learn cues and strategies as they are needed and within a natural sequence. Clay identifies four categories of cueing systems that are necessary for independent reading; (a) sense of meaning or context, (b) visual or graphic clues, (c) letter/sound associations, and (d) structure and grammar clues. Once children become proficient with these cueing systems they are able to monitor their own reading and self-correct their reading errors. After completing the Reading Recovery program, most children are subsequently able to participate in classroom reading activities without further support.

Reading Recovery is well recognized throughout the literature as being a successful early intervention program and is being adopted as a program in other countries. For instance, a recent publication by The Reading Recovery Program at The Ohio State University (1992) documents 3,248 Reading Recovery teachers as being associated with The North American Reading Recovery Program.

Success for All is a more recent program developed to ensure that children successfully acquire basic reading, language, and mathematical skills by third grade. This program was initiated as a pilot study. Slavin, Madden, Karweit, Livermon, and Dolan (1990) reviewed the program's success after one year of implementation.

The student population of 440 attended an inner-city elementary
school in Baltimore. Most of the students were black and three-
quarters of the children qualified for free lunch. In its first year
the program focussed on Prekindergarten to Grade 3 students. The
elements of the program included; reading tutors, a direct
instruction reading program with students grouped according to
ability, 8-week assessments, preschool and full-day kindergarten, a
family support team, a program facilitator, professional
development provided for teachers, service within the regular
classroom, and an advisory committee which included John Hopkins
staff. In order to evaluate this program, the authors used research
methods to design, measure and analyze their collected data.
Results are reported which include; (a) overall reading scores which
were higher than the control group, (b) only one child was retained
due to special circumstances, and (c) referrals and placements in
special education programs were reduced. Slavin, et al., suggest
that this program may become a model for future intervention and
prevention programs.

Parents as Tutors

The issues of how to expand instructional time and provide
children with individualized attention are concerns common

throughout the literature on providing support to children experiencing reading difficulties. Several studies indicate that parents could be active participants in support programs. In surveying parents throughout the state of Maryland in the United States, Epstein (1986) found that 80% of parents felt that if they were shown how, they could spend time helping their children at home. This finding was further confirmed in a later study by Epstein and Dauber (cited in Fullan & Stiegelbauer, 1991). In investigating this same issue, Johnson, Brookover, and Farrell (cited in Fullan & Stiegelbauer, 1991), reported that parent involvement could also succeed with parents who have limited education and are considered socio-economically disadvantaged. These researchers found that it was the leadership and support provided by schools that made the difference for such parents.

A number of studies have investigated specific instructional strategies that can be adapted for effective use by parents in supporting their children's literacy progress. For instance, Paired Reading has been documented as a technique parents can readily learn and use as a strategy to improve their children's reading skills (Topping, 1987; Rasinski & Fredericks, 1991). This technique provides the child with an opportunity to choose reading material and to practice reading with individual help when miscues occur.

The parent and child sit side by side and read out loud together. The parent models expressive and fluent reading and the child reads along with the parent whenever possible. Parents are trained to adjust their input to match what their child needs. That is, if the child can read the material independently, the parent may remain silent. However, if the child is experiencing difficulty, the parent reads the material and the child follows along. In a comparison of four instructional methods for parents to teach reading to their Grade 1 children, Leach and Siddall (1990) found that Paired Reading and Direct Instruction methods led to the greatest gain in reading proficiency.

Parents have also been involved in written expression activities. Reutzel and Fawson (1990) describe a project involving parents as participants in their children's writing experiences. These authors devised a "Travelling Tales Backpack" which consisted of a wide variety of writing materials. As part of the backpack, the authors wrote a one page letter which included a set of guidelines for parents to use in helping their youngsters with home-based writing activities. This project was implemented with a class of first grade students who took turns taking the backpack home, producing a piece of writing, and sharing the results with their classmates. Results showed that the project was particularly

valuable in providing a non-threatening format in which parents and teachers could collaborate to help children work through writing activities.

Recent studies have investigated the use of professionals and paraprofessionals to provide training to parents wanting to tutor their children in reading, math, and spelling (Thurston & Dasta, 1990). These authors report findings that indicate positive academic gains could be made when parents were able to initiate tutoring techniques with their children at home. They conclude:

> The field of remedial and special education needs specific, replicable, easy-to-implement tutoring procedures for use by parents and volunteers. Many parents are eager to provide remediation for their children, and strategies such as those suggested by these studies may be helpful for these parents to use. (p. 51)

Summary and Research Questions

The literature recognizes the importance of identifying, as early as possible, children who might benefit from prevention and intervention programs. Further, the literature provides specific guidance on elements which are critical for the acquisition of proficient reading to take place. Namely, children need prerequisite reading skills such as a rich prior knowledge base, well developed oral language and vocabulary, and experience

associated with story structures and books. Beginning reading programs need to ensure that children develop proficiency in accessing and using the orthographic, phonological, context, and meaning processing systems. Support systems must be established and implemented in the primary grades for those children who enter our school system unprepared and for those who are having difficulty progressing from the emergent to early fluent and independent reading stages. Such support systems should be designed on sound theory, research, and educational practice. Wasik and Slavin (1993) state:

> It may be that it is easier to prevent learning problems in the first place than to attempt to remediate them in the later grades. Considering how much progress the average reader makes in reading between the first and last days of first grade, it is easy to see how students who fail to learn to read during first grade are far behind their peers and will have difficulty catching up. (p. 179)

Reading Recovery and Success for All are most certainly effective programs. However, they require substantial financial resources to train educators, hire support staff, and provide materials. Such resources are not readily available to most school districts. This present study intended to propose a model of intervention that would first, investigate the use of existing and available assessment measurements to identify at-risk beginning readers and second, investigate strategies that educators could

share with parents in order to provide children with the additional instruction and practice needed for them to develop reading proficiency.

The literature related to parents as tutors strongly supports the notion that parents want to be involved in their children's learning. It would seem that when provided with guidance from educators on what to do and how to do it, parents can be effective in tutoring their children. Goldenberg (1989) found that when parents were alerted that their children were having difficulties in school, this notification was enough to activate parents to help their children at home, even with no instruction or guidance. Goldenberg suggests that research be undertaken to examine the effect on children's reading progress if parents are informed that their children are in need of support, notified about the skills or concepts their children need, and are provided with specific tutoring strategies to use in helping their children with reading activities. Goldenberg's challenge helped to formulate the research questions for this present study:

1) Can an early intervention program using parents as tutors be successful in improving children's word identification skills and thus reading and writing skills?

2) Can an 8-lesson cycle of weekly lessons be used to train and coach parents in tutoring strategies for a home intervention program?

Chapter II

Designing the Study

Methodology

An approach fostering collaboration among all participants was chosen when designing the methods and materials for this study. The intent of this approach was to ground the study in practice and to reflect the philosophy of The Year 2000: A Framework for Learning (1990), the Primary Document: Resource Document (1990), and the Primary Program: Foundation Document (1990). These documents form the basis of the Primary Program in British Columbia which initiated significant changes for educators, parents, and students when it was implemented. Traditionally, it has been the teacher's role to deliver programs as set out in Ministry of Education curriculum guides which have been prescriptive in nature with expected learning outcomes, suggested methods, and materials clearly stated. Responsibility for developing curriculum has shifted to teachers who are encouraged to collaborate with parents and students to plan and develop curriculum appropriate to the individual needs of students. Implementation of such curriculum as well as the assessment and evaluation of student learning is viewed as a shared endeavor between educators, parents, and

students.

This study attempted to combine the perspectives of all participants; that is, the classroom teacher, the students, the parents, and myself as the primary researcher. Approaches which foster constructive interdependence between researchers, practitioners, and research participants not only lead to grounded educational reform and change but also help to ensure that theory and practice become mutually reflective processes (Fullan & Stiegelbauer, 1991).

Merriam (1988) proposes that a case study approach is an appropriate research methodology for educators seeking knowledge and understandings upon which to guide improvement of educational policy and practice. She states:

> The qualitative case study is a particularly suitable methodology for dealing with critical problems of practice and extending the knowledge base of various aspects of education. Thoughtful counselors, administrators, and instructors are vitally interested in the questions that emerge in their daily work life. A case study approach is often the best methodology for addressing these problems in which understanding is sought in order to improve practice. (p. xiii)

Merriam suggests the use of observations, interviews, and documents as primary qualitative data collection techniques. Triangulation, the incorporation of a variety of qualitative data collection methods, is recommended as a means to help ensure that

case study research is reliable as well as internally valid. In addressing the issue of external validity, or the extent to which findings can be extended to similar situations, Merriam suggests it is the responsibility of researchers to disseminate reports and results in such a way that readers can readily see the relevance of findings. This research project utilized interviews, observations, documents, and a quantitative component in the form of Pretest and Posttest scores to collect data.

The Participants

To ensure anonymity, the classroom teacher is referred to as Ms. E and the parents in the study as Mrs. and the first letter of their child's name. The children have been assigned fictitious names.

Five years ago I made a decision to change my teaching assignment from classroom teacher to learning assistant teacher. In this position, I worked with teachers to provide referred students with the best possible learning environment in both regular classrooms and a learning center. Ms. E had been one of these teachers. When I was planning my research topic she invited me to use her Grade 1 class as a research site.

Both Ms. E and I brought a variety of teaching experience and professional training to this research project. Ms. E had taught

throughout the primary levels and had recently completed a Masters in Curriculum at the University of British Columbia.

My past teaching experience included classroom teaching at both the primary and intermediate levels as well as providing student support service for Gifted, Learning Assistance, Resource Room, Skill Development, and ESL student populations. My academic background included a Bachelor of Education Degree and a Diploma in Special Education from the University of British Columbia. At the time of this research project I was enrolled as a full-time Masters student at Simon Fraser University. For this research project I would have a dual role. First, I would be the primary researcher and second, I would be an active participant delivering a learning assistance service to the students in Ms. E's classroom. I intended to design my project to reflect a realistic learning assistance situation.

I was also able to bring to this study my own personal experience as a parent. My son, David, had experienced reading difficulties throughout his primary school years and I had tried to help him at home. During those years I was not a practicing teacher but had five years of teaching experience at the primary level. Three of those years had been teaching Grade 1. Despite my best efforts, tutoring David was difficult; it seemed that he did not view me as a

real teacher and what I was trying to do with him at home was not the same as what his teacher was doing at school. It was with great concern that I watched David struggle with his lack of reading progress and become a very frustrated and angry young boy. This personal experience had a profound effect on how I worked with parents when I returned to teaching after being a full-time parent. I tried to establish partnerships with parents and students to solve problems. When the Primary Program (1990) was published I was pleased to see emphasis placed on involving parents as active participants in their children's learning experiences.

Ms. E's school was located in the Eastern zone of the Coquitlam School District. This school drew from a middle class population and enrolled approximately 480 students from Kindergarten to Grade 7. There were 25 teachers on staff. Ms. E's Grade 1 classroom enrolled 20 students and was located in a recently completed addition to the school. In an initial interview with Ms. E, I learned that all students had been born in 1986 with the exception of Katherine, who was born December 10, 1985. Eight students were male and 12 female. There were no funded or special needs students mainstreamed as part of Ms. E's class and no children were currently receiving student support service. There was one Filipino child, one Indo-Canadian child, one Chinese child, and one Serbian child who

had immigrated with her family in June, 1992.

Getting Acquainted

Although I had previously worked with Ms. E and was familiar with her general approach to teaching, I felt that it was important that I not make assumptions. Several years had passed since I had taught with her and this was a different student and parent population as well as a different grade level.

Lather (1991) suggests that the " . . . initial step is to develop an understanding of the world view of research participants" (p. 63). On February 18, 1993, I observed in Ms. E's classroom from 9:00 a.m. to 10:30 a.m. This observation was followed by an interview with Ms. E on February 27, 1993. The purpose of both the observation and the interview was to give me a perspective of Ms. E's approach as a teacher and to become acquainted with her classroom as a culture in which I hoped to conduct my research project in April, May, and June of 1993.

Spradley (1980) describes observations as being descriptive, focussed, or selective in nature. The observation on February 18, 1993, was meant to be primarily descriptive. I wanted to see and hear how Ms. E and her classroom were a reflection of the Primary Program (1990) and how Ms. E put her philosophy of teaching into

practice.

I arrived at Ms. E's school at 8:30 a.m. Ms. E showed me her room. She pointed out a small adjacent conference room which she had arranged for me to use during my research. While we waited for the 9:00 a.m. bell, we sat down and talked about the school and the students in her classroom. Merriam (1988) states, "In the real world of collecting data, however, informal interviews and conversations are often interwoven with observation" (p. 87). This proved to be true throughout my study. My field notes state: "This looks like a room that welcomes children and promotes learning. There is evidence of teacher organization, advanced planning, and careful preparation for lessons. Available space has been used to display student work and to provide resources for student reference and use." For instance, there was a display of Valentine's Day art work, a number line, alphabet display, calendar, weather chart, a wide variety of manipulative materials on shelves, and displays of books in a number of locations. There were six activity centers and two reading centers organized. Name tags were on the children's tables and the Morning Message was on a chart in the large reading center. A teacher chair was beside this chart for Ms. E and another teacher chair had been set at the back for me.

The Morning Message read:

Go _ _ morn _ _ _ b _ _ s an _ _irl _. _ _ _ day is

_ _ ursd _ _, _ _ _ ruary _ _. _elcome to ou _ _ _ _ ss.

Mrs. Kelly _

Merriam (1988) suggests observations should have a plan as well as a purpose. I intended to formally observe Ms. E's opening exercise routine which included welcoming the students, attendance details, and a Morning Message activity from 9:00 a.m. to 9:30 a.m. In discussing the agenda beforehand, Ms. E suggested that she spend from 9:30 a.m. to 9:40 a.m. in a singing activity. This would provide me with 10 minutes to add to my field notes as soon as the observation period was over. From 9:40 a.m. to 10:00 a.m. I was to read and discuss a story with the children. This was planned to provide an opportunity for me to interact with the children and Ms. E time to read my observation notes in preparation for our discussion of them. Ms. E's class went to the library from 10:00 a.m. to 10:30 a.m., and we felt this would be an opportune time for us to discuss my field notes. It would also be used as a means to exit and bring closure to the observation. Merriam states that the exit stage of an observation "may be even more difficult than gaining entry" (p. 92).

The bell rang at 9:00 a.m. Ms. E circulated among the children and chatted to them as they entered the room. The children hung up

coats, placed lunch boxes on a shelf, and put their name tags on. One child passed me and said, "You must be Mrs. Kelly." Many of the children looked my way and smiled. I noted, " . . . there are well established routines in the class. The children's voices are quiet, there is no running, or pushing, and I don't hear Ms. E reminding anyone of what they are supposed to do."

Ms. E visited with children as she made her way to the chair beside the Morning Message. When the children were ready, they went to the space in front of her and sat down on the floor. It was now 9:05 a.m., and everyone was prepared to begin the morning.

Ms. E introduced me to the students and took attendance. She then went through the Morning Message. It was evident that the purpose of the activity was to involve the children in filling in the missing letters of the message. She asked, "Who would like to try doing the date?" David went to the chart and filled in the date with a wax crayon. Ms. E asked, "How's that everybody?" The children clapped. "Who can do the next word?" Cheryl went to the chart and filled in the "o" for good, but printed a "b" for the "d." When Ms. E asked, "How's that everybody?" several hands went up and one of the children told Cheryl her stick was on the wrong side. Cheryl corrected her error and everyone clapped. I recorded in my notes that I thought this was a good technique to involve the students in a

monitoring and correcting process.

There were advantages and disadvantages to my sitting at the back. The advantage was that I was unobtrusive and the children did not appear to be distracted by my presence. As it was my intention to be an observer, this was a good arrangement. However, I missed things such as facial expressions and even parts of the dialogue. The children spoke quietly and I didn't catch every word they said.

Sandra interrupted Ms. E to say, "Jacob is chewing on my name tag." Ms. E said, "Sandra, who do you need to tell?" Sandra turned to Jacob and said, "Jacob, I don't like it when you chew on my name tag and I want you to stop." I felt this incident indicated instruction had been given on "I" messages and how to handle these kinds of incidents. In our conversation following the observation period, Ms. E confirmed this and added she used this process to reduce "tattle taling" and to help the children be accountable to each other for their social behavior. My notes referred to this incident as " . . . a good example of how teachers can teach social responsibility as outlined in the new Primary Program (1990)."

During the lesson Ms. E commented, "Katherine is a very good watcher," when Katherine noticed an error. When Stephen suggested that the "h" needed a taller stick, she said, "That's okay--it was a fast one." When Allan added the comma but made it backwards, he

was corrected and Ms. E commented, "It was a nice try." When a bit

of chatting and wiggling began she said, "I'm going to wait until

everybody looks like Peter." I wrote, "Ms. E encourages appropriate

classroom behaviors by acknowledging what students are doing

right. She is positive in her comments and makes the students feel

that they are doing their best."

When the message was complete, Ms. E said, "Ready to track."

All hands immediately went up and the children used their index

finger to point towards the words in the message. They did in the

air tracking and read the message together in a chorus. Ms. E asked,

"Can I have three girls to read?" The girls read together and the rest

of the class tracked. Then two boys read and the class tracked

again. The class read the message out loud and together one more

time after which Ms. E said, "Give yourselves a pat on the back." I

noted, "Ms. E encourages active participation and uses a variety of

techniques to foster practice through repeated reading." I made a

further note to use some of her strategies such as in the air tracking

during my intervention program in order to foster transfer of

learning between our two teaching environments.

At 9:30 a.m. the activity and my observation period were over.

As planned, I went over my notes while Ms. E sang several songs

with the children. While I read and discussed a story with the

children, Ms. E sat at her desk and reviewed my notes. She didn't add or delete anything. When the class went to the library we discussed the notes together. I used this process of sharing throughout my project in an attempt to make my notes valid and reliable. For instance, I made notes openly in front of parents and checked with them to ensure my field notes were accurate reflections.

Reciprocity is an issue in fieldwork. Researchers enter cultures and leave, taking something, but rarely leaving anything of value behind (Lather, 1991). Ms. E made an interesting comment about my visit. She related that visitors had come to her room to watch her teach and had left without having any interaction with her afterwards. She stated that she felt somewhat "empty" when they left. She welcomed being invited to go over my notes immediately after they were written. She said, "I feel I have gained something for my own professional growth from your observation." I asked her if she could tell me more about this feeling and she explained that reading my notes was an acknowledgement she was "actualizing her instructional intentions." I tried to be conscious of reciprocity throughout this research project by making time for the students, parents, and Ms. E. For instance, I ensured that the parents knew I was available for informal interviews and to discuss any concerns before school, at lunch time, and after school every Wednesday when

I was in the school conducting the research project. Although I only received two phone calls at home from parents during the entire project, they had my home phone number ana on a number of occasions I reminded them that they could call me if there was anything they wanted to discuss about the program. Each Wednesday from approximately 2:30 p.m. to 3:00 p.m. I helped Ms. E by doing things such as reading a section of a novel to the children. I hoped that this would give her a few minutes to prepare for the next day. I was aware of the time and energy she was giving to my project.

Marshall and Rossman (1989) describe observations and interviews as the "fundamental techniques relied on by qualitative researchers for gathering information" (p. 79). Through this observation I had seen the physical layout of Ms. E's classroom, her morning routine, and how she interacted with her students. An interview would provide another dimension to understanding Ms. E's approach to teaching. It was my hope that by coming to know my coparticipants and the culture I was entering, I would be able to establish relationships which would facilitate implementing my project in the least intrusive way possible.

On February 27, 1993, I had an interview with Ms. E as a follow-up to the observation I had made in her class on February 18, 1993. Agar (1980) maintains interviews in combination with

observations help to establish " . . . the relationship between what people say and what they do, or the relative importance of talking to informants as opposed to watching them" (p. 107). The purpose of this interview was first, to learn more about the theoretical base from which Ms. E developed curriculum for her class. Second, I wanted to learn more about the background of the students in her class.

Spradley (1980) states:

When an informant talks, the ethnographer has an opportunity to listen, to show interest, and to respond in a nonjudgmental fashion. These kinds of responses represent the most effective way to reduce an informant's apprehension. They communicate acceptance and engender trust. One of the most important principles, then for first interviews is to *keep the informants talking* . (p. 80)

During this interview I used active listening as well as open ended questions to encourage Ms. E to describe and give personal perceptions. As reminded by Agar (1980), it was Ms. E's interpretations and viewpoints that I was interested in.

In beginning the interview, Ms. E accepted the suggestion that we tape record our conversation. In order to establish a sense of shared authority and control between us, I placed the tape recorder beside Ms. E and suggested that she should feel free to turn it off at any time during our conversation. Throughout the 40 minutes of the interview Ms. E. did not at any time turn the tape off. I also

explained to Ms. E that she would have an opportunity to review and edit the transcript.

I made no notes during the interview and the transcript reveals I actually said little. I tried to maintain positive facial expressions and body language as my intent was to appear attentive and interested in what Ms. E was saying. Ms. E expressed herself freely and used descriptions and examples to elaborate on her viewpoints, which were effective in lending reliability and validity to her perceptions. In listening to the tape and reading the transcript, I felt that what I had heard in the interview supported what I had observed in the classroom. Merriam (1988) describes note taking during and/or after an interview, an interview log, and tape-recording of interviews as basic ways of recording data. I chose to tape-record this interview and to take no notes during the interview. Merriam suggests that researchers write their reflections as soon as possible after an interview, which I did when I got home. I then listened to the tape in its entirety and made additions to my notes.

During the process of transcribing this tape, I became aware that transcripts might cross certain ethical boundaries. Written transcripts do not capture inflections, significant pauses, tone of voice, facial expressions, or body language. Thus, a comment transcribed verbatim could be interpreted differently than how it

was intended in conversation. I tried to compensate for this by making notes in the margin of my transcribed copy. On Friday, March 5, 1993, Ms. E and I went over the transcript. Highlighters and notations were used to mark key statements and to emphasize certain points. Ms. E felt that the transcript was accurate and we agreed during the interview that she had clearly established a number of issues which were important for me to keep in mind as I interacted with participants during the project:

1. As a teacher she was concerned about the lack of reading progress some of her students had made during the year.

2. Most of the mothers of the children in her class were at home full-time.

3. The parents of the children in her class were interested in their children's learning.

4. The parents had concerns regarding the Primary Program (1990) and how it was determining practice in classrooms.

5. The parents were particularly anxious about assessment and evaluation procedures being implemented as a result of the Primary Program.

In interviewing parents and students during the research project, I chose not to use a tape recorder as I felt its use would interfere with the relationship of trust that I wanted to foster.

Instead, I developed a system of openly making and sharing field notes during interviews. I explained to parents that an important aspect of my project was to explore how best to empower parents as tutors and therefore their perceptions were critical. As the project was implemented they became aware that I valued their reflections and input. I wanted them to know that what I was noting was indeed their reflections and not an inaccurate or incomplete interpretation of them. In essence, they became coauthors of my field notes.

Merriam (1988) describes documents as a third source of data available to researchers using qualitative methods. She states, "Documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem" (p. 118). After our interview, Ms. E and I reviewed a copy of her Primary Progress Report which outlined for parents how she intended to actualize the goal areas of the Primary Program (1990). This document provided further evidence of Ms. E's approach to teaching the students in her classroom. During the study, the Parent Input Sheets (see Appendix A) and Program Assessment Forms (see Appendix B) were documents of particular value as they provided evidence of parents' perceptions in their own words.

I now had a clear idea of how Ms. E was implementing the Primary Program (1990) with this group of children. I felt Ms. E and

I had begun to establish trust and rapport in our roles. I had the background information I needed to develop an identification and intervention plan that would be in keeping with Ms. E's theoretical and practical approaches to teaching as well as appropriate to the student and parent population in her classroom. I had a sense of the culture I was to enter.

The Intervention Plan

Much of my professional experience has involved the introduction, adaptation, and implementation of reading methods and materials to fill the needs of classes, small groups of students, as well as individual students. In practice, teachers try out different approaches, and based on their effectiveness, accept or reject them as being suitable. Frequently, methods and materials are modified in some way to suit unique requirements. For this study four criteria were used to select methods and materials. First, the instructional elements were to reflect the theoretical and research literature reviewed in the first chapter. Second, the strategies were to be based on successful educational practice. Third, the choices needed to be congruent with the philosophy inherent in the Primary Program: Foundation Document (1990). Last, the instructional elements needed to be adaptable for parent use.

The literature in Chapter 1 suggests that material for beginning readers be reader friendly. For instance, vocabulary, sentence structure, and concepts should be familiar to the students. The material should be meaningful and of interest to the reader. Clay (1985, 1991) specifically recommends Morning Messages and story dictations as strategies to generate child-centered reading material. This approach is effective in the writing of reading material as well as for promoting the reading/writing connection.

Scaffolds provide support for students to complete tasks successfully. This support changes as students become skillful and is eventually withdrawn when no longer needed. Boyle and Peregoy (1990) refer to literacy scaffolds as temporary frameworks to help children as they learn. Throughout my teaching experience I have used a wide variety of graphic frameworks and have found them to be effective writing scaffolds for students of almost any age or ability level. I have found that they also apply to most subject areas. Part of my past assignment as a student support teacher involved working closely with teacher aides in my school. In this capacity I devised a paragraph map that teacher aides could use to elicit dictations from children. Table 1 shows an example of a paragraph map which was chosen as a model for use in this research project. By using reading material that is based on children's oral

vocabulary and language structure as well as their general knowledge and concept base, children are more readily able to access the context and meaning processors described by the theorists in Chapter 1. Accessing the context and meaning processors enables children to use prediction as part of the word identification cueing system.

To provide direct instruction in word identification, word extension activities focussed on five instructional strategies:

1. making new words by changing beginning letters.

2. making new words by adding beginnings and endings.

3. making compound words and contractions

4. finding little words in big words

5. making new sentences

Table 2 illustrates how words from paragraph maps such as that in Table 1 could be used for this purpose.

The first strategy, making new words by changing beginning letters, was selected to help children develop sound/symbol relationships and use the phonological processor. The next three strategies; making new words by adding beginnings and endings, making new words by creating compound words and contractions, and finding little words in big words were used to promote the development of the orthographic processor. These strategies are

Table 1

Paragraph Map

```
                    ┌─────────────────────┐
                    │                     │
                    │   Cats love to eat. │
                    │                     │
                    └──────────┬──────────┘
                               │
┌──────────────────┐ ┌─────────┴─────────┐ ┌──────────────────┐
│ Cats like to eat │ │  Cats like to     │ │  Cats like to    │
│ rats, birds and  ├─┤  drink milk and   ├─┤  chase mice.     │
│ mice.            │ │  water.           │ │                  │
└──────────────────┘ └─────────┬─────────┘ └──────────────────┘
                               │
                    ┌──────────┴──────────┐
                    │ I wouldn't want to be a │
                    │ mouse because a cat     │
                    │ could eat me.           │
                    └─────────────────────┘
```
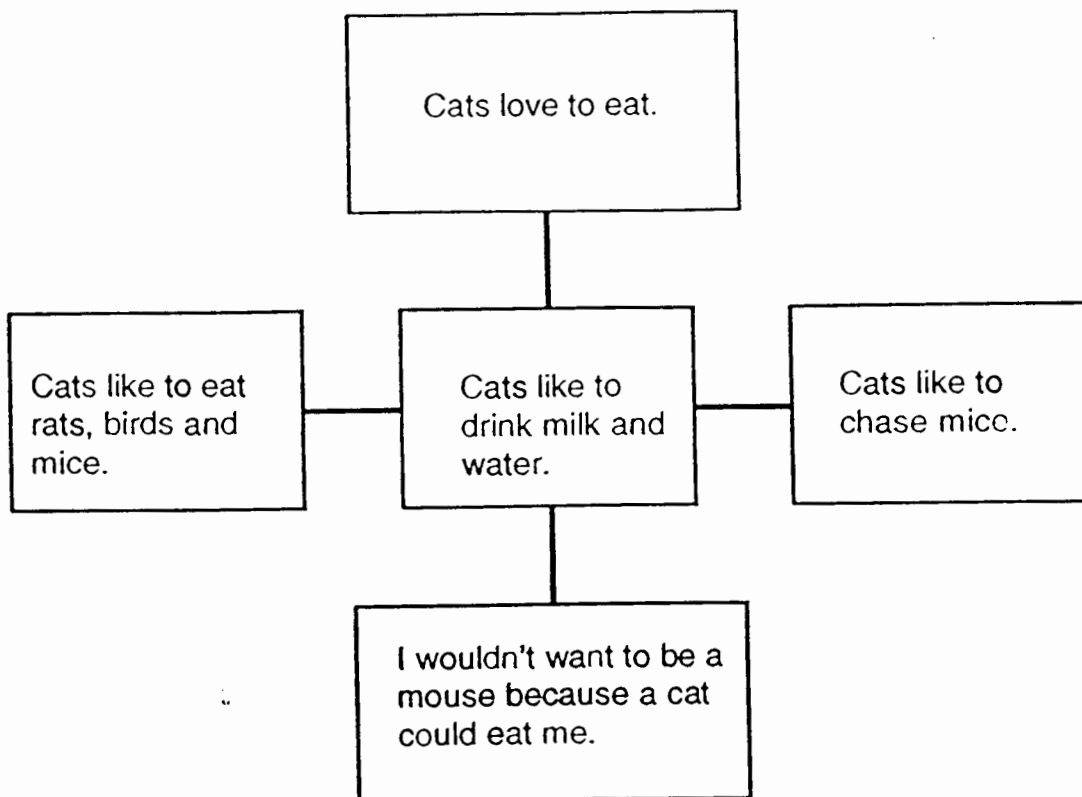
Sentence One: introduces the topic.
Sentence Two, Three and Four: adds detail sentences.
Sentence Five: closes the topic with a concluding sentence.

Table 2

Word Extension Activity

and	mouse
sand	house
land	
band	
grand	

love	mice	water	drink	eat
loves	nice	watering	drinks	eats
loving	nicely	waters	drinking	eating
loved		watered		eaten
unloved				

birds	milk	wouldn't
bird	milkshake	would not
birdhouse		could not
		couldn't

rats
rat
 at

wood would	eat ate
Dad chopped wood.	I like to eat apples.
I would like to go.	I ate two apples.

similar to the direct instruction on word analysis and word study that Clay (1985) incorporates into Reading Recovery lessons. The fifth instructional strategy, making new sentences, was designed to enhance the development of the context and meaning processors. This strategy is an illustration of how teachers adopt and adapt strategies reported by researchers. Stahl and Kapinus (1991) detailed promising results in a study that investigated Possible Sentences, an instructional strategy to teach content area vocabulary to Grade 5 students. I anticipated that this strategy could be adapted for use with the children in this study. The strategy would involve taking a word or several words from the paragraph maps and using them to generate new sentences. Table 2 shows an example of how this strategy could be used in clarifying the meaning of homonyms for children.

Clay (1985, 1991) and Adams (1990) are emphatic that children need to develop word identification skills to the point of automaticity. The use of letter cards and printing screens were selected as two activities to provide word study practice and to help children retain an orthographic image of words in memory.

Letter cards involve printing individual letters or common letter combinations on 2" x 2" cardboard tag. Children select and arrange the cards to make words. Children identify the cards by

letter name or sound and when they make words they are encouraged to say the word, spell the word, and say the word again. They can also make new words by changing cards. This technique is particularly effective in teaching letter names, letter sounds, and blending. The strategy is similar in principle to the use of Elkonin boxes and magnetic letters that Clay (1985) recommends for use in Reading Recovery lessons and the Making Words strategy described by Cunningham and Cunningham (1992).

Printing screens can be purchased commercially or are easily made from window screen placed on cardboard and edged with duct tape. The student places paper over the screen and prints the letter or word with a wax crayon. The letter or word is raised like a rubbing. Children are encouraged to say the word, name the letters as they trace them, and then say the word again.

Children need to access cueing or processing systems fluently and independently to become proficient readers. Adams (1990) states:

> The coordinated and interactive attack on word
> identification that the processors pull off together
> generally serves to overcome the confusions and to
> compensate for the difficulties in speed or resolving
> power that any one of them alone might suffer. (p. 162)

The acquisition of these cueing or processing systems are of the utmost importance for readers to move from the emergent stage to

the early fluent and independent stages of reading (Juel, 1991). Both

Adams (1990) and Clay (1991) maintain that for children

experiencing reading acquisition difficulties, direct and explicit

instruction in developing facility in the processing or cueing

systems may be required. Clay (1985) also advocates the rereading

of familiar material to ensure mastery of learned word

identification strategies. In this program repeat reading and paired

reading strategies of both the paragraph maps and the word

extensions would be recommended to the students and their parents.

A Pretest (see Appendix C) and a Posttest (see Appendix D)

were designed to identify the students who might benefit from the

proposed intervention program used in this study. The complete

Pretest is comprised of five Subtests which were selected as being

reflective of assessment measurements used by practicing teachers

to evaluate children's reading progress. Subtest I (50 points)

consists of a daily journal writing sample. Subtest II (40 points)

consists of an assessment of letter identification by name and

sound, a blending task, and a short listening comprehension exercise.

Subtest III (80 points) consists of a word test. Subtest IV (26

points) involves an alphabet task. Subtest V (30 points) is a

developmental spelling inventory. These five Subtests made up the

Pretest with a total possible raw score of 226 points. This Pretest

was used to identify the target population and as a quantitative measurement to help determine the range of word identification skills within this particular classroom of children. Specific assessment measurements were selected from Mann, Suiter, & McClung Handbook in Diagnostic-Prescriptive Teaching (3rd ed., 1987) as this manual is used as a resource by teachers in the school district in which this study was conducted.

At this particular point, I gave careful thought to how I could ensure Ms. E was a coparticipant in the planning of this research project. I struggled with this issue throughout the project as I was conscious that Ms. E had limited time and energy to participate in my research. I shared this identification process with Ms. E in its draft form and she felt these assessment measurements were consistent with the assessment and evaluation process she would be using for her spring assessment and evaluation period. We decided that for each identified student, I would also administer an Informal Reading Inventory using the Mann-Suiter Developmental Paragraph Reading Inventory; Form A (3rd ed., 1987). The Informal Reading Inventory, as well as Ms. E's classroom observations, would act as confirmation that the Pretest had accurately identified students who were at-risk. At the end of the intervention program, the same assessment measurements and evaluation procedures would be used to

constitute a Posttest score. The only variation would be the use of Form B tests from the Mann, Suiter, & McClung (3rd ed., 1987) handbook. The difference in the Pretest scores and Posttest scores would provide a measurement of word identification improvement over the course of the study and indicate movement of the at-risk readers towards the average range of ability in word identification within this particular classroom.

To implement the proposed intervention program, I planned to contact the parents of each identified student and make arrangements for parent training and coaching. It was my intent that each identified student would become an individual case study. I planned on using field notes, observations, interviews, anecdotal records, Pretest scores, Posttest scores, the Parent Input Sheets, and the Program Assessment Forms as data collecting instruments to:

1. determine the effect of the intervention program on each child's word identification skills specifically and reading and writing skills generally, and

2. investigate the potential of the intervention program as an effective means of training and coaching parents as tutors.

At the end of the project, the tutoring strategies would be shared with all parents of children in the class. It was my feeling

that these strategies would be useful to any parent wishing to

maintain their child's reading and writing skills.

The timeline proposed for this project is outlined in Table 3.

Table 3

Proposed Timeline

Week 1
-March 30, 1993:   letter to parents
-April 1, 1993:   attend kite flying event at the school and be
available to parents from 12:30 p.m. to 3:30 p.m.
-April 2, 1993:   prepare consulting room and materials for program

Week 2
-pretest all students
-administer Informal Reading Inventories
-consult with Ms. E regarding selection of students for intervention
program
-contact and make arrangements for interviews and Lesson #1 with
parents of intervention students

Week 3
-April 13, 1993:   attend Open House 4:00 p.m. to 7:00 p.m.
-April 14, 1993:   Intervention Lesson #1 (each parent will have an
individual lesson and interview with their child)

Week 4
-April 21, 1993:   Intervention Lesson #2 (Review and word
extensions by changing beginning letters)

Week 5
-April 28, 1993:   Intervention Lesson #3 (Review and word
extensions by adding beginnings and endings)

Week 6

-May 5, 1993:   Intervention Lesson #4 (Review and word extensions by using compounds, contractions, little words, and making new sentences)

Week 7

-May 12, 1993:   Intervention Lesson #5 (Review and practice)

Week 8

-May 19, 1993:   Intervention Lesson #6 (Review and practice)

Week 9

-May 26, 1993:   Intervention Lesson #7 (Review and practice)

Week 10

-June 2, 1993:   Intervention Lesson #8 (Review and practice)

Week 11

-Posttest of all students and Informal Reading Inventories
-Interview with intervention students and parents
-sharing of strategies with all parents in the classroom

Gaining Access

On February 23, 1993, I received permission from the

Coquitlam School District to undertake my research project (see

Appendix E). This permission was granted on the condition that I

also ensure voluntary participation of the principal, teacher, and

parents involved. On March 16, 1993, I received approval from the

University Ethics Review Committee at Simon Fraser University to

conduct my research project (see Appendix F).   A letter of

introduction from Ms. E and the principal at her school (see Appendix G) as well as my own attached letter (see Appendix H) describing the project and asking for signed permission were subsequently sent to the parents of the children in Ms. E's class on March 30, 1993. As stated in the letter of introduction I made myself available to meet with parents April 1, 1993, from 12:30 p.m. to 3:30 p.m. This was the afternoon of the school's Kite Day and Ms. E said almost all parents attended such events. The letter also stated that if this was inconvenient for any parent, I could be telephoned at home. As it turned out, it was raining quite hard and evidently most of the parents thought the event would be cancelled; but no, there we were with rain slicks, boots, and umbrellas! I met eight different parents on the field and informally discussed plans for the program. The parents I spoke to were enthusiastic. In fact, all but three permission slips had been returned. David's mother was the only parent who called me at home. Evidently David was concerned about missing play time to do homework. In our discussion it sounded as if her son was doing quite well and probably would not be identified as a candidate for the intervention program. We agreed that if he was identified, we would discuss his participation.

Implementation

On April 6, 7, and 8, 1993, Ms. E and I assessed and evaluated the 20 students in her Grade 1 class. Subtest I of the Pretest was administered to the class as a whole by Ms. E. She followed her usual routine regarding journal writing as a daily activity with the exception that the children wrote their entries on lined paper rather than in their journal exercise books. I collected these samples and the following procedure was used to determine a numerical score for each sample. On the basis of the descriptors outlined for writing in the Primary Program: Foundations Document (1990), I grouped the 20 papers according to their similarities. I then collected these samples and scored them using the procedure outlined in the Pretest designed for this study. To confirm this evaluation, I asked a colleague who taught at another school in the district to grade the papers using the same process. This teacher, after 27 years of teaching at both the primary and intermediate levels, was well qualified for the task. She agreed with the assessment of all but one student. This was the only score that was altered. I then asked Ms. E to confirm if these journal samples reflected what she observed in each child's daily classroom writing activities. This process was used for both the Pretest and Posttest journal samples (see Appendix I to Q).

I administered Subtest II of the Pretest which consisted of tasks to assess and evaluate children's letter knowledge, listening comprehension, and retelling skills and Subtest III, a word test. The fourth Subtest required the children to print, in order, as many lower case letters of the alphabet as they could in 15 seconds. I administered this Subtest to the class as a whole on the same day as the spelling inventory, which completed the five Subtests comprising the Pretest. Table 4 shows the range of the Pretest raw scores out of 226 marks.

During this initial assessment and evaluation period, I also administered an Informal Reading Inventory from the handbook by Mann, Suiter & McClung (1987) to each child whose Pretest score was 117 or lower. I used a running record as described by Clay (1985) and tape recorded these oral readings for examination. In reviewing these oral reading samples I noted several general characteristics that were common to the group of 9 identified students. Sounding out was frequently exaggerated and they had difficulty blending sounds to pronounce a word. Word identification was slow and these children tended to say, "I don't know" when they didn't readily recognize a word. Their reading was neither fluent nor expressive, and the number of miscues on the Primer paragraph indicated that this was a frustration level for them. Ms. E and I felt

Table 4

Pretest Raw Scores for All Students

Name	Pretest
Sharon	62
Jacob	90
Allan	95
Cheryl	106
Drew	112
Katherine	112
Ellen	116
Peter	117
David	117
S-4	133
S-9	137
S-20	145
S-16	147
S-2	155
S-6	157
S-7	160
S-11	161
S-5	171
S-14	180
S-19	186
Mean	133.0
Median	135.0

Note: The students in this study who did not participate in the intervention program are identified in the Table as S for student and a number according to their position on the class register.

that the Informal Reading Inventory and her daily classroom observations confirmed that the children whose scores were 117 and below were still at the emergent stage of reading. As I administered the individual Subtests and Informal Reading Inventories, I made additional notes regarding each child which are detailed in the individual case studies.

This assessment and evaluation procedure identified 9 students in this classroom who might benefit from the planned intervention program. In studying the assessments and the range of the total scores, Ms. E and I determined that Sharon (Pretest score: 62) and Jacob (Pretest score: 90) would be given one-to-one instruction with their parents. We felt that the 6 students; David, Cheryl, Drew, Ellen, Peter, and Katherine, (Pretest scores: 106-117) were closer in reading ability to the average range of the class and could be given instruction using a group format. We decided to include Allan (Pretest score: 95) as part of this group since Ms. E felt he might respond more readily to a group instructional format. From her classroom observations, Ms. E noted that Allan did not like to be singled out for individual attention during classroom activities. Ms. E had determined that being part of a group was important to Allan. We decided I should discuss this with his parents and ask for their input as well. They concurred with our

decision.   Ms. E and I decided that these grouping arrangements would be the most effective way to accommodate the needs of the students with the least disruption to her classroom instructional time.

I contacted each parent of the identified students by telephone. All 9 parents were willing to participate in training and coaching sessions every Wednesday for approximately 30 to 40 minutes during regular school hours for the next eight weeks.   Through these telephone conversations I also made arrangements for each student and their parent to have a one hour individual interview and training session as the first lesson.   On April 13, 1993, I sent a note thanking all parents for returning the permission slips so promptly and informing them that I would be attending the school Open House that night in case any parents had questions.

Lesson #1

The individual interviews and first sessions took place on April 13, 14, and 15, 1993, according to the following schedule:

1. Overview of the program

2. Demonstration of how to write and read paragraph maps.

3.   Information provided regarding writing and reading paragraph maps.

4. Discussion of ways to ensure that working with children in

the home learning environment is pleasant and positive.

    5.   Demonstration and information on how to use the letter cards and printing screen.

    6.   Explanation of Parent Input Sheets.

    Each parent was given a set of letter cards, a printing screen, and a booklet of paragraph maps for the first week. This booklet included a previously written sample, the demonstration sample, and four blank paragraph maps which were to be used for dictating paragraphs during the week. As a cover for the booklet I added a picture motivator with instructions that, if they wished, the children could color in one of the circles on the owl to indicate time spent doing their homework. My field notes from these interviews included the following comments:

> -Mrs. A was concerned regarding her ability to work with Allan; we discussed the possibility of trading off with another parent. I asked how she felt about using an observation/ participation schedule as seven children and seven adults would be too many in the little room. I hope that by encouraging dialogue such as this that the parents will feel more a part of the program.

> -Mrs. J drops her daughter off at a preschool at 9:30 a.m. and we will schedule Jacob at 10:00 a.m. so that she can participate on a regular basis as Ms. E and I feel that Jacob should be given one-to-one service. We thought this might be beneficial in helping to prevent any resentment or discipline problems in Jacob's work at home.

> -Mrs. K related that the family had just moved from Serbia in

June, 1992, and that Katherine had no English at all at that time. Both parents speak English fluently. They speak Serbian in the home exclusively with the exception of 30 minutes and some limited T. V. viewing. Mrs. K was cooperative and enthusiastic.

-Mrs. S related that just this week their live-in nanny who had been with them since Sharon had been born had just left to return to her home country. This was a permanent departure and had caused emotional upset to the family. Mrs. S related that the family was finding it a challenge to establish household routines. As Sharon was also considerably behind the rest of the children in reading and writing ability I suggested that Sharon be given one-to-one service. Mrs. S said right after lunch would be a convenient time for her and her sessions were scheduled for 1:00 p.m. each Wednesday.

From these initial interviews, I learned that most of the mothers of the group who would receive instruction using a group format brought their children to school. I decided that these students and their parents would participate in their sessions at approximately 9:10 a.m. each Wednesday following the opening exercise. This would provide a regular time for these parents to meet with me informally if they had any questions during the remaining seven sessions. As the conference room adjacent to Ms. E's room was too small to accommodate the group of seven children and eight adults (including myself) arrangements were made for the parents to rotate as participant/observers for Lessons #2 to #8. We arranged a schedule and I stressed to the parents that it was not

necessary to adhere strictly to this arrangement. They were welcome to trade or just drop in during the lesson time if they felt they needed to. Mrs. S and Mrs. J were to be participant/observers for all lessons from Lesson #2 up to and including Lesson #8 as it had been decided that they and their children would receive one-to-one training and coaching.

Lesson #2 up to and including Lesson #8 followed the same basic format for both the group and individual lessons. The schedule for Lesson #2 illustrates what typically took place during these lessons:

<u>Lesson #2</u>

Schedule for Second Lesson

1. Check student booklets for Parent Input sheets.

2. Have each student choose a paragraph map to read out loud to the group.

3. Have students read their paragraph silently to themselves and then out loud to a partner to prepare for their presentation.

4. Review presentation skills such as keeping the booklet away from their face, maintaining eye contact with the audience, using fluent and expressive reading.

5. Write a collaborative paragraph map and use it to practice rereading strategies and to introduce word extensions by changing

beginning letters.

6. Send the group back to class and, within the classroom setting, confer with each child during silent reading time to reread one paragraph map and demonstrate on that map how to make word extensions by changing beginning letters. Give positive feedback on their paragraph maps.

7. Write a group letter to the parents and add an individual note to each parent. Place in each child's booklet.

8. Ensure that materials are available and ready for the children to take home.

Program Assessment and Evaluation

During the week of June 7 to 11, 1993, I administered the Posttest to all students in the class as well as the Informal Reading Inventory to the 9 intervention students. I then interviewed each of these 9 children using an interview schedule (see Appendix R) and each parent involved in the research project. The purpose of the interviews with the children was to obtain input about the program from their perspective. The intent of the interviews with the parents was to review each child's progress in relation to the intervention program, obtain further input from the parents using the Program Assessment Form, bring closure to the research project, and prompt the parents to continue working with their

children. I used the Pretest and Posttest measurements to provide a quantitative indication of improved word identification ability specifically and improved reading and writing ability generally. The Parent Input sheets, the Program Assessment Form, my field notes, and Ms. E's observation notes were used as qualitative means to assess and evaluate the children's reading and writing ability and the intervention program.

Exiting

On June 23, 1993, I spent the day in Ms. E's classroom to fulfill a promise I had made to the children who were not directly involved in the research project. On a number of occasions I had been asked if they could do paragraph maps too. A student from Simon Fraser University had spent a great deal of time in Ms. E's class as a volunteer. Ms. E and I used this day to prepare two thank-you gifts for her. Ms. E had bought a shirt and the children were going to use fabric paint to decorate it with their handprints and names. This would be the first gift. The second gift was to be a book, written by the children, to tell this volunteer what they remembered doing with her. We used the paragraph map as a means of writing the draft for each child's entry. For me, the highlight of this day occurred when I overheard David (now an expert at paragraph mapping) attempting to

help another student by saying, "Perhaps one of your detail sentences can tell more exactly what Sarah did to help us."

The draft paragraph maps, information regarding their use, and a covering letter was sent to each parent of the children in the class.

Chapter III

Describing the Case Studies

Each of the identified at-risk children in this research project is represented by one of the following case studies. The stories illustrate how the program affected the children's literacy skills and their parents' ability to tutor them at home. The case studies detail the variations in the children's improved reading and writing abilities, the children's responses to the program, and how the parents used the program as a format from which they were able to tutor their children. As a reference, I have included each child's Pretest and Posttest journal writing sample to illustrate how these children's writing changed during the time of this study (see Appendixes I to Q).

David's Story

David was 7 years and 2 months old when the research project began. His Pretest score was 117 out of a possible score of 226. His journal writing evidenced much invented spelling and an awareness of standard spacing between words as well as some conventional use of capitals and periods (see Appendix I). His

sample of writing was short with few details. During pretesting, I noted that David reversed "b" and "d" when asked for the letter name as well as for the letter sound. His listening comprehension was good as he scored 9/10 on this particular task. As I administered the Informal Reading Inventory I noted David read word by word and had reached frustration level on the Primer paragraph. Throughout this reading task David said, "skip," "pass," or "I don't know" as soon as he didn't readily recognize a word.

During the course of the 8-week program David dictated a total of 23 paragraphs in his booklets. Word extensions were added to his paragraph maps each week and tally marks indicated David spent much time rereading both his paragraphs and his word extensions. For instance, during Week VIII, he dictated the following story which his mother scribed for him using the paragraph mapping format:

Sentence 1: When we got to Victoria we had to look around at the stores.

Sentence 2: I bought a Totem pole and a T-shirt. My sister got one too.

Sentence 3: We went into a museum. It was huge.

Sentence 4: We saw a logging operation, a coal mining, and a gold mining exhibit there.

Sentence 5: We also saw an Indian village and a forest that seemed very real. There was so much to do. We ran out of time.

Mrs. D took words from this paragraph map and added word extensions to produce new words, or used a particular word or selection of several words to make new sentences. For this particular paragraph map Mrs. D made the following word extensions and new sentences:

-stores, store, stored

-exhibit, it, bit, sit, pit, lit

-also, so

-forest, for, or

-out, shout, pout

-bought, thought, fought

-sister, is

-pole, hole, stole

-into, to

-saw, paw, thaw, straw

-logging, log, logged

-village, ill

-so, go

-I went to the store.
My sister came too.
We bought two candies.

In this way the five sentences from this paragraph map generated a substantial amount of related reading material. I demonstrated to Mrs. D and David how to make these word extensions and new sentences either in the space remaining on the paragraph mapping page or on the back of the preceding paragraph map. By using this format, David was able to refer to his paragraph maps and use the context and meaning processors to help accurately recognize words.

Tally marks in the corner of David's page indicated this paragraph map, the word extensions, and the new sentences had been reread seven times. I had added a note that read, "Museum and huge are good screen words." This sample indicates David and his mom had become adept at using the tutoring strategies.

Mrs. D was diligent about returning the Parent Input Sheets on a regular basis. The following are remarks taken directly from her Parent Input Sheets to portray how she perceived the program as it progressed:

Week 1
-Today David initiated the work. We worked very well together, he was proud of himself for doing so well.
-When David reads a story to me, I reread it to him as soon as he's finished the page; so he hears the flow. He has fun copying my expression after an exclamation or question mark (mimicking, just as we were saying at our meeting).
-We had another 30 minute session. It seems to go by quickly. We cover most everything in that time.
-Took Friday off. Neither of us was into it!

-Everything is going well; I hope we are doing everything properly.

Week 2
-Hard to get in with hockey playoffs.

Week 3
-On two days we were too busy so we only did reading. Words, paragraph reading, and reading to him and him to me is going well.   Tallying is going well.

Week 4
-Going great.   One day he was worried about seeing a hockey game; no concentration.

Week 5
-A note to me read: Bev; I really enjoyed the informal chat we had before school today.   You are so easy to talk to, and you explain everything so well.   Sorry we took up so much of your time.
-David is getting bored.   I am finding it harder to motivate him.   I guess the work is too repetitious, so I'm going to try flash cards with words out of his paragraph on them rather than just pointing to them (mind you I will also point to them in text as sometimes he must read the whole sentence in order to get one word.)   Made up screen words from reading too.

Week 6
-David seems to enjoy paragraphing most when he has had an exciting weekend or an eventful day.   If nothing much has happened then he seems reluctant to do any of the work.

By the end of the program David had made substantial progress in his reading and writing.   His Posttest score was 162/226; a gain of 45 points.   His journal sample on June 8, 1993, filled two long sheets of lined paper.   There was much evidence of conventional

spelling and invented spelling was logical. Consistent attention was paid to spacing of letters and words, capitals, and periods. In testing his knowledge of letter names, letter sounds, and blending abilities, I noted that there were no "b" and "d" reversals and that David was able to perform the assessment tasks quickly and accurately. He scored 10/10 on the listening comprehension and retelling task. During this activity David explained the meaning of city to me by saying, "They have lots of apartments; a bunch of stores; not too many houses; lots of pollution."

On June 9, 1993, I checked David's oral reading using the Informal Reading Inventory. At the Second Reader level he was still reading fluently with only four miscues in this 55 word passage. He monitored his reading as evidenced by his ability to self-correct and he was not inclined to say "pass," "skip," or "I don't know" as he had on the initial Informal Reading Inventory. I observed him trying to use a variety of cueing strategies to identify words. After the Informal Reading Inventory, I asked David for his input regarding the program. He said he liked making the stories best and there was nothing he didn't like about the program. He said his reading had improved because he could sound out the words. When I asked him if he read more now he said, "Yes; a lot, and I like it more too." He couldn't think of any way we could make the program better.

In observing David during classroom reading and writing activities, Ms. E had written:

> David loves to write on and on! But now demonstrates structure and format rather than just ongoing ideas. He exhibits consistent use of capitals, periods, and complete sentences in paragraph format. His invented spelling is improving as he is more conscious of printing the letters he hears. During drafting activities he is using displayed spelling as reference words. David is very keen to please and work for Mrs. Kelly. David likes to share his "homework" with others, but doesn't seem to need to show it to me. He is a very self-motivated young man. He is dedicated to my own classroom Home Reading Program and every night takes home books from the classroom library.

During our final interview Mrs. D and I went over David's progress and the Program Assessment Form. I have recorded a number of Mrs. D's comments as they appeared on the form itself:

> -It was easy to do at home.

> -The children are doing their own stories so it seems more important to them than maybe just using a reader would be.

> -It was easy to do, and it could be done wherever and whenever we want. (We recently went to Victoria on Sealink and used some of that time to write a paragraph.)

> -His reading is not choppy any more; it flows now.

> -He seems to have more confidence, and he is proud to share his stories with his peers.

> -I think it helped his confidence, as well as broadening his vocabulary, and strengthening his reading skills.

-I think this program could be put into effect for children in learning assistance classes of all ages.

-I feel that a child who has a willing parent at home who wants to help and a teacher at school who could implement this program, could make a vast difference to how the child will progress.

David and his mom worked well together and there appeared to be no major problems in implementing the program at home. Ironically enough, it had been David's mom who originally called me at the beginning of the program with a concern that her son thought participation in the program would interfere with his play time.

Mrs. D readily grasped the use of the tutoring strategies. She appeared to understand the principles of the tutoring strategies and as she became confident in their use, was able to initiate adjustments to suit her child's unique interests. Mrs. D. observed that David needed variety in their sessions and independently decided to use words from his paragraph maps to make flash cards. She showed that she understood the use of the context and meaning processors as cueing systems when she encouraged David to refer to the paragraph maps if he was stuck on one of these flash cards.

David's Posttest score, the final Informal Reading Inventory, and observations of classroom reading and writing behaviors indicated that David was now well prepared to begin Grade 2. It seemed unlikely that he would require additional student support

service in the coming year.

Cheryl's Story

Cheryl was 7 years and 3 months old when this research project began. Her Pretest score was 106 out of a possible 226 points. Her initial journal writing sample showed good letter formation, a combination of both invented and conventional spelling, and attention to spacing of letters and words as well as to capital letters for "I" and proper nouns (see Appendix J). She had written five lines (two sentences) about her Grandmother. During Subtest II, no reversals were made and her listening comprehension score was 6/10. I noticed on the word test that she didn't try to sound out words; she seemed to either know the word or not. Her spelling inventory indicated that after the first section of consonant—short vowel--consonant words, she made errors, although she had spelled "the" and "like" correctly. She read the Preprimer paragraph from the Informal Reading Inventory word by word and used little expression. Miscues on the Primer paragraph indicated this was text at the frustration level. Halfway through this paragraph she stopped and said she didn't know any more words.

Cheryl's paragraph map booklets had a total of 16 paragraphs that had been scribed by several people. For Cheryl, the program had

gotten off to a slow start. Both her mother and stepfather worked afternoon shifts and Cheryl was most often looked after by a high school babysitter in the afternoons and evenings. Each Friday after school she usually went to her father's where she stayed until Sunday evening. During the first few weeks a variety of arrangements were tried by the family to implement the program at home. It wasn't until the fourth week that Cheryl's mom asked the babysitter if she would be willing to work with Cheryl. I had no direct contact with this babysitter and therefore her training and coaching was third hand. Nonetheless, she did a splendid job of scribing the paragraph maps for Cheryl and using examples which I added to Cheryl's booklets as a source of information. From this point on, I saw Cheryl for approximately 15 minutes individually every Wednesday to have her reread her paragraphs to me, add word extensions, and make new sentences with her. I was able to do this at some point between 11:00 a.m. and 12:00 a.m. each week. For instance, on May 12, 1993, Cheryl read me the following paragraph map:

Sentence 1: I am going to my daddy's on the weekend.

Sentence 2: I might go to The Brothers restaurant.

Sentence 3: And I might go up to sing.

Sentence 4: I always have fish and chips with vinegar ketchup and Sprite for a drink.

Sentence 5: Then go home and watch a weeny bit of television.

In order to provide an example for Cheryl's booklet we took words from this paragraph and made word extensions as well as new sentences. I added a note to the babysitter that read:

> I am really impressed with the job you have done.
> If you have any questions call me at home.
> I have added some word extensions and new sentences.
> Cheryl knows that she is to keep a tally of repeat practices.

As I reviewed Cheryl's paragraph mapping booklets at the end of the project, I noted there was no evidence of tally marks and I was unsure of how much practice and rereading had occurred at home. I received one Parent Input Sheet from Cheryl's family the first week. The column "Going Well" had been checked with a tick mark. Cheryl's parents were aware that their daughter was having difficulty acquiring reading skills and had shown concern about her lack of progress. However, involvement and feedback from them was somewhat limited compared to the other parents.

Cheryl's Posttest score of 133/226 showed a gain of 27 points. Her second journal sample in June was virtually indistinguishable from her first journal sample in April. They were almost identical in both quality and quantity. In listening to her read during the

Informal Reading Inventory I felt there was indication of improved reading ability; certainly effort. Specifically, she didn't want to quit reading until two-thirds through the First Reader paragraph even though she was reading at a frustration level from the Primer paragraph on (16 miscues out of 40 words on the Primer paragraph). After the Informal Reading Inventory I asked Cheryl for her input regarding the program. She said she liked doing the words best but she didn't like doing the sentences; "it was hard." She said she thought her reading had improved but didn't know how. She remarked that she read more now and I could make the program better by "making harder things."

Ms. E's journal notes during the last week read:

There appears to be a change in length of drafts and sometimes there is more than one idea in her journal entries. Cheryl now may write two or three sentences. Cheryl has not grasped complete sentences, capitals or periods yet. Cheryl's progress appears to be the least measurable or noticeable of all; at least in the daily "running of the classroom." Perhaps this is linked to some of her thinking "processing" difficulties and the fact that home support for the intervention program has been from the daily babysitter rather than her parents.

Cheryl's mom and stepfather both came to the final interview, and I have recorded verbatim a number of their comments as they were taken during the interview and on the form itself:

-The program can be transferred and could be supported by our babysitter and used by her father on the weekends.

-It seemed complicated initially but worked itself out.

-We would anticipate being able to use this program during the summer.

-The parents indicated that they agreed the program helped improve their child's reading skills but "we don't know how much exactly."

-The parents indicated that they agreed the program helped improve their child's confidence in reading and remarked: "After our babysitter started she independently put her materials in her bag on Wednesday. She wanted to bring her maps back to school. There were no problems with the babysitter."

It seemed the program was just beginning to work for Cheryl and I was sorry it was over. I was particularly pleased to see both parents at the interview and to hear they intended on maintaining it during the summer.

Cheryl's story illustrates that someone other than mom or dad can be the tutor and this led me to consider in what way this program might be adapted for use with peer tutors, parent volunteers, and teacher aids. This case study also demonstrates the need for student support staff to be flexible in the implementation of programs. For instance, it was important to put aside 15 minutes to give Cheryl the extra support and encouragement she needed. The ongoing nature of the weekly sessions had certain advantages over having an initial, one-time workshop presentation

for parents as the means of providing training and coaching. Cheryl's story illustrates that it wasn't until the fourth week of the program that a satisfactory arrangement was made to provide her with home support. Further, it took until the end of the program for Cheryl's mother and stepfather to become convinced that there was a need for active home support. During the final interview I felt that Cheryl's mother and stepfather were sincere in their resolve to not only maintain the program throughout the summer but also to work with Cheryl themselves. Had I chosen an evening workshop format to train and coach parents without their children present, I would question whether or not Cheryl would have been able to benefit from this intervention program. I feel that this story is an illustration of what Fullan and Stiegelbauer (1991) refer to when they describe change as being social in nature and a process that demands ongoing collaboration and interaction between participants.

Jacob's Story

Jacob was 7 years and 1 month old at the time this research project began. He scored 90/226 on the Pretest. His journal sample in April was indicative of early emergent writing (see Appendix K). Spacing between letters and words was indistinguishable and words were not placed from one end of the line to the other end.

Invented spelling was predominant and his writing sample was very short. During the administration of Subtest II, which took approximately 10 minutes, Jacob demonstrated a number of behaviors which were noted in my field notes.

> -regarding the green rubber thimble on my finger: "What's that?" as he grabbed it off my hand and then remarked: "I had it first."

> -regarding a file folder on the table: "I'll hold this."

> -regarding the letter cards: "Are you sure you have all the letters?" He then blew them onto the floor and bent one in half when he was picking it up.

> -regarding my class list: Took it from the other side of the table and asked: "Who is after me?"

> -regarding my tape deck: "When are you going to play your radio?"

> -While I was reading the listening comprehension paragraph, he put his arms inside his shirt and wiggled them around vigorously.

Jacob read the Preprimer paragraph word by word, very slowly, and made eight miscues in this paragraph of 29 words. I thought he looked frustrated and angry while he was reading. In conferencing with Ms. E I learned that the behavior I had observed during my session with Jacob was typical classroom behavior for him. Ms. E and I decided that it would be in Jacob's best interest if he and his mother were provided with a one-to-one instructional

format for the training and coaching sessions.

Jacob dictated five paragraph maps to his mom the first week and when they came for their second lesson he willingly and cheerfully read them to me. We reviewed using both the letter cards and the printing screen. I modelled how to make word extensions by changing beginning letters of words from his paragraph maps. My journal indicates there were no acting out behaviors during this lesson. After Jacob went back to the classroom his mother and I discussed, in confidence, some of the personal problems he was having. We agreed that improving his reading and writing skills might help him to feel better about himself. At least, we felt that if he saw us working together in partnership to help him he might respond in a positive manner. I suggested she might want to keep the tutoring sessions at home short to begin with to help ensure they ended on a successful note. I stressed that she knew Jacob well and what worked for them would be the best choice.

As the remaining six lessons progressed, Jacob's behavior, attitude, and level of cooperation during the school sessions varied considerably. The Parent Input Sheets and my journal entries reveal that Jacob seemed to work much better with his mother at home than he did in the school environment. Mrs. J learned the tutoring techniques and was able to adapt them to suit Jacob's interests. The

following comments are taken from both my journal notes and Mrs.

J's Parent Input Sheets:

Week 2 (from Mrs. J's notes)
-Jacob enjoys working with words and practising spelling.
When our time is up, he wants to continue. He is also
teaching his sister. They both enjoy the screen.

Week 3 (from my notes)
-Jacob was inattentive during our session today. It was very
revealing to Mrs. J to see how he acts at school. She saw a
number of his behaviors while she was waiting for her 10:00
a.m. session with Jacob and me. During our lesson Jacob said,
"I don't want to sit on this chair; I want that chair" (pointed
to a chair in the corner which was the same size and color).
-Jacob had brought a book with pictures and word lists to
class today. He was enthusiastic about this book. For
instance, he asked Ms. E. if he could show it to the class. I
demonstrated to Jacob and his mom how they could use this
book and practice the strategies with it. For example, "find
the word that says," "what is this word," and making word
extensions using the word lists or making a new sentence by
using a combination of two or three of the words from the
word lists. We also discussed how the pictures could be used
to motivate a paragraph map.
-at 10:30 a.m. the class went out for recess and Mrs. J stayed
to discuss Jacob. We went over the above suggestions again
and she liked the idea of extending the program by using a book
of Jacob's choice. She recognizes that Jacob can be either very
cooperative or uncooperative depending on his mood and the
approach taken. We discussed his behavior and that it was
a possible reaction to his feelings of low self-esteem which
she feels stems from the fact that he perceives he can't
read and write as well as the other children.

Week 4 (from Mrs. J's notes)
-Jacob really likes to make up stories. He would rather
make up a new story and read it a few times than read
his old stories. But the more he reads a story, the faster

he can read it and knows the words better.

Week 5 (from Mrs. J's notes)
-I have a friend who has a little girl Jacob's age. She
is having problems reading so I have suggested to my
friend that she bring her child over so I can teach her the
same methods Jacob is using. I think it is an excellent
program.

In June when the program came to an end, Jacob's Posttest

score of 128/226 indicated a gain of 38 points. His journal sample

was considerably longer than his sample in April and he evidenced

greater use of conventional formats. For instance, words started at

one end of the line and went across to the other end. Spacing

between letters and words was still inconsistent, however, letter

formation was considerably improved and he had used an

exclamation mark. Most of his spellings were invented rather than

conventional. Jacob cooperated throughout the administration of the

Posttest. I noted during the word test that he stopped and asked me

five times a question regarding how the other children had done on

the test. Towards the end of the Primer word list and at the

beginning of the First Reader list Jacob started making errors. I

made the following notations regarding his behavior as he completed

the test:

-rubbing eyes

-wiggling

-"these are getting too hard"

-shoes have come off

-feet are on the table

-knee is on the table

-sucking finger

-playing with teeth

In beginning the Informal Reading Inventory Jacob asked, "How far did the other kids get?" He made only two miscues on the Preprimer paragraph and was able to self-correct two other miscues. On the Primer paragraph there were 16/41 miscues, and even though this was at a frustration level of reading, he didn't want to quit. In fact, he tried both the First Reader and Second Reader paragraphs and attempted every word right to the end. At the end of this Informal Reading Inventory, Jacob told me he "hated" doing the program. "I wanted to play." He said his reading had improved and he read "a little more" but not a "lot." He finished our conversation off by saying, "I would do it only if I was bored, then I would do homework. I never get bored."

Many things Jacob said and did during the program indicated that, although this was a child who was frustrated with his inability to read and write as well as his classmates, he still had a great

desire to achieve. He consistently misbehaved whenever he thought he was not doing well. I found it interesting that he worked so well at home and with his younger sister. I wondered if this was because in this situation he wasn't comparing himself to his peers, and helping his sister made him feel good about himself. During one of my conversations, Jacob said he didn't want his sister to come to school and not be able to read and print. He added he was going to teach her so that this wouldn't happen to her. He said, "I don't want all the kids making fun of her." I thought that Jacob was intuitively astute in making these remarks.

During the last week of the program in June, Ms. E made the following notes regarding Jacob:

> Jacob appears to becoming significantly more fluent in his ability to write a sentence. On good days he will write a complete paragraph with introductory sentence, supporting sentences, and concluding sentence. On a bad day he may write only one or two sentences with a great deal of prompting. He does not yet space between words or add capitals and punctuation.

> Jacob's emotional difficulties have likely spilled over to his academic progress and would affect the measuring of large degrees of success of the intervention program. Jacob is a "challenging" student. His success needs to be measured in small steps. He is enjoying "reading" books although he is adverse to any great amount of work.

In our final interview, Mrs. J and I went over Jacob's progress and the Program Assessment Form. I have recorded a number of her

comments and her written responses:

-"I don't think I put into it as much effort as I could have."

-"I think I am suffering from parent burn out."

-"Right after school seemed to be the best time for him. Once he was out playing he didn't want to do it."

-"I'm sure glad you picked this school and my son."

Question #1: What did you like about the program?
-That I learned how to teach Jacob at home myself.

Question #2: What didn't you like about the program?
-finding the time.

Question #3: Was the program useful to you? In what ways?
-Jacob really liked making up stories.

Statement #4: This program helped improve my child's reading skills.
-Circled strongly agree and commented: He could take words from the story and make new words.

Statement #5: This program helped improve my child's confidence in reading.
-Circled strongly agree and commented: He was more willing to try reading.

Statement #6: This program helped to motivate my child's desire to read.
-Circled strongly agree and commented: He likes to take books to bed with him at night now.

Statement #7: I would recommend this program to other parents.
-Circled strongly agree and commented: My girlfriend has a little girl with reading problems and I would like to teach her

how to help her.

Statement #8: Are there any other aspects of the program that you wish to comment on?
-I would like to continue teaching Jacob over the summer so he has a good start in Grade 2.

Mrs. J seemed to be most aware of Jacob's needs and appeared committed to working with her son over the summer. It may very well be that the summer is a good time to provide intervention programs for children. As she had suggested in our interview, she was likely to have more time and energy during the summer and perhaps Jacob would not mind giving up a bit of his play time. Mrs. J indicated enthusiasm for the program and an ability to implement it successfully. She intuitively knew how to adapt it to suit particular situations. She felt confident enough with the tutoring strategies to feel that she wanted to teach her friend. As the program ended I was sorry that I would not be working as a student support teacher with Jacob and his mom during the coming year. I felt that through the program I had been able to develop a sense of trust with Mrs. J. We were working together to help Jacob and I felt that he was beginning to respond. When I telephoned his mom to make arrangements for her final interview, Jacob answered the phone and with a laugh asked if I was checking up on him. There was enough flexibility and variety in the program to accommodate

Jacob's sensitivities. It seemed important that he be allowed choices regarding what activities he was to do with his mom during their tutoring sessions. I felt that the program was a useful vehicle through which a coordinated school and home effort could be made to address both Jacob's behavioral and academic needs.

Drew's Story

Drew was 6 years and 11 months old in April when this project began. Drew and his mother were part of the group of children who received their training and coaching using a group instructional format. Drew's Pretest score was 112/226 and his journal sample in April provided evidence that his writing was at an early developmental stage (see Appendix L):

> I haD a Fun kit Day
>
> ml kit wnt prite Fr up

I made notes in administering Subtest II that he reversed the "b" and "d" in the blending task and during the word test Drew sounded out a number of words in such an exaggerated and fragmented manner that he was unable to blend the sounds to recognize the words accurately. In my journal, I had noted that, "Perhaps Drew would benefit from reading at his independent reading level. Letter cards and printing screen might also help to develop his blending skills for fluency."

During the third week, Drew's mom sent me the following

Parent Input Sheet:

Going Well:
The word extensions and adding endings and beginnings
to words are what Drew seems to enjoy the most. He also
enjoys marking the tallies.

Not Going Well: He finds it difficult to concentrate on the
writing part of the paragraph maps. When we reach the third
map he begins to resent the time it takes for writing them and
we have to really back off.

I have an idea that might help! The weeks when we do a lot of
word extension work I think we will do only two maps and see
how that works.

Additional Comments: If you have any ideas of how to
motivate Drew please let us know. We seem to have met an
impasse as anything we seem to suggest is met with
opposition.

I called Mrs. D at home and suggested they select his favorite story

books at an independent reading level and try using the strategies

with them as the reading material. I later found out that this was

quite successful for Drew and he arrived the next week with a word

extension sheet, tallies and all, for a Dr. Seuss book. We shared this

idea with the students during our group session and I suggested it as

an idea for other parents to try. Drew was proud to display his word

extension sheet and it was interesting to watch the other students

respond. They were most impressed with him and he beamed. It was

this approach that allowed the program to develop with input from both parents and students.

After the lesson the following week, I had a 15 minute conference with Drew. I told him I would help him do three paragraph maps so he would only have to do one during the week. My journal notes record that within 12 minutes he had dictated three paragraph maps. I enclosed a note that read:

> I hope this helps. He zapped these off in 12 minutes!! I hope it proves to him that it doesn't have to take too long. Drew told me he is still reading books and making word extension sheets. That sounds great! A variety of things that work is best.

Drew's mom later told me it made quite a difference to Drew's enthusiasm and cooperation when he became aware that she and I had communicated.

On May 19, 1993, Drew's mom sent another Parent Input Sheet which stated:

> Going Well: Again the tallies and the playing with words seems to be going very well.

> I have an idea that might help! Drew was motivated by stickers on Mr. Owl instead of coloring. We were able to get more time in with stickers. Some weeks I find using the old paragraph maps (rereading them) and building on them works better than doing a new map each week.

Towards the end of the program on May 26, 1993, another Parent Input Sheet read:

> Going Well: We were working on new sentences which

Drew really enjoyed; he also enjoys playing with the words.

Not Going Well: I find that 15 minutes every night is hard
to achieve with Beavers and T-Ball going full swing.
Therefore, we try to put in more on the weekends which can be
tiresome so we reward with, for example, 15 minutes of Sega.

I have an idea that might help! You could give out a few
paragraphs which have words that go with all the strategies
and the students and parents could do tallies and work on
those as well; this would work well for students like
Drew who seem not to enjoy doing their own paragraphs.

Additional Comments: Having these sessions at the end
of the year I believe is most beneficial in Grade One as I
don't think Drew would have been ready in the early part of
the year; he would have become frustrated.

I thought Mrs. D's comment regarding the sample paragraphs was

excellent and a good suggestion for improving the program.

Drew's Posttest score showed a gain of 50 points with

improvement in all five Subtests.   In observing his classroom

reading and writing during the posttesting week Ms. E had written:

Drew enjoys sharing his "homework" with me and loves
to write his experiences in his journal now. I see great
improvement in fluency although on certain days he still
needs encouragement. I have noted that the structure of
the paragraph map in your program is transferring into his
journal entries. Drew writes an introductory sentence plus
two or three supporting sentences. These sentences are
visually complete and full sentences, although he forgets
capitals occasionally. Drew views himself as a reader and
writer now and I have noticed that he is eager to please and
work for Mrs. Kelly!

Certainly, the journal sample that I used as Subtest I of the Posttest reflected Drew's growth:

> are scool hade a lone
>
> fire dill.   it wuse
>
> 5 minist lon and that w-
>
> use too lon. I wu-
>
> se fresing.
>
> I am lucking forwerd t-
>
> o sporst Day a lot.

When I read this I wondered if Ms. E had demonstrated the use of hyphens in her Morning Message!

In interviewing Drew for his input about the program he made a number of insightful remarks.   He said he liked practising the words and doing a tally the best.   He said he didn't really like doing the paragraphs.   He didn't know why for sure, but said he found them hard.   When I asked him if his reading had improved he said, "Yes, I don't know how; but I know it improved."   He said he read a lot more now and added that I could make it better by making the group sessions shorter.   He was emphatic that it be only by one minute though.   When I read my notes I was impressed by how well he had verbalized his thoughts.   Perhaps we should ask children for their point of view more often.

During our final interview, Mrs. D and I reviewed Drew's progress and discussed how the program had worked for Drew and her. I thought she made three rather interesting comments:

-"Between 3 and 4 weeks I became more confident. For instance, I felt comfortable in changing things like the number of paragraphs and increasing the amount of word work."

-"I've used the strategies when I read to him at night and with the books he brings home from school."

-"We live in an age of instant gratification. Children don't seem to have any patience to take the time required to do things properly."

Mrs. D had filled out the Program Assessment Form and offered extensive input:

-I liked the program; it taught us useful reading skills. The strategies we were taught can be used in all types of reading and not just confined to the program.

-I found the length to be almost too long, but to shorten it would have you covering too much material. By the end of the program we found doing tallies and reviewing all the past paragraphs and words was becoming too much for 15 minutes per night.

-I found the program useful because it taught me ways to teach Drew that I didn't know before and I am more confident in my ability to help Drew with all types of reading.

-He can now read through the early step readers at a quick pace and with a lot more ease than before. The reading for these types of books is more fluid.

-Drew is no longer intimidated by words he cannot recognize. He seems to have more patience and confidence to attempt to read new words.

-Because Drew's confidence is up, we have found him picking up books at home and doing silent reading. More so than before the program.

-I would recommend this program because we noticed such a great improvement in Drew's reading; the strategies are quite easy to learn and to apply. It is a great way to keep a diary/journal of your child's activities and eventually you could expand the program to include some writing as well.

-We feel that 7 weeks should be a maximum as the last week and a half was becoming harder to motivate both Drew and ourselves to get the work done. The time we spent as parents in the classroom was quite useful as it reinforced to us how to approach and use the strategies and cleared up any questions we might have had. It also gave us the opportunity to get ideas from both yourself and the other parents as well as time to discuss any problems or concerns we might have.

I thought Mrs. D's reference to using the paragraph maps as a method for keeping a diary or journal was an excellent way that the program could be adapted for summer use. This led to a suggestion that parents might want to invest in a disposable camera and let their children take pictures of events which they could write about. Children could write stories about the pictures in either paragraph mapping or conventional paragraph format and could dictate the stories or write them on their own. This incident was a reminder to

me that the students and parents could learn from each other and not just from me. The sharing of ideas was particularly evident with the children and parents who received their training and coaching using a group format.

Drew was a child who had quite definite ideas about what he liked doing. For instance, he was enthusiastic about the word extension activities but didn't particularly like to write paragraph maps. By incorporating his favorite story books as alternate reading material from which to make word extension sheets, his mom was able to accommodate Drew's particular interest. It seemed important that a variety of options be available to meet individual needs of both parents and children.

The Primary Program: Foundation Document (1990) clearly encourages parents to be active in the identification of problems, the planning of solutions, as well as the implementation of curriculum plans. Mrs. D. illustrated how effectively a parent can extend a child's learning environment from the classroom to the home. For example, she used the strategies from the program to help Drew with his bedtime reading selections. Mrs. D was adept at perceiving that Drew had a determination that needed to be both accommodated and modified. She also recognized that he lacked perseverance with some activities. Her ability to openly

acknowledge these problems and to be involved in both planning and implementing solutions demonstrated how effective parents can be as partners with educators.

Allan's Story

Allan was 6 years and 9 months old when the study began and his Pretest score of 95/226 and his Informal Reading Inventory indicated there was a gap between his reading and writing ability and the rest of the group of seven. Initially, Ms. E and I were concerned about his feelings of apparent low self-esteem and whether or not placement with the group would accentuate these feelings.

Mrs. A's Parent Input Sheets were detailed and she sent them in regularly. She wrote in diary format and they tell Allan's story best.

Week 1
-I had Allan print the letters of the alphabet on to letter cards and we did some of the sample words. We also did paragraph maps. He was insistent on writing in one of the blocks so I let him. We will continue on with this tomorrow night. On the screen we did simple words which he printed; it was more for fun.
-We missed a few nights. I was ill. We did a paragraph map and words that sounded alike. Also did the screen with words like playdough, milkshake, and solid.
-We did a paragraph map. He enjoys doing rhyming words. It was a bit of a struggle for him to come up with sentences for the paragraphs.

<u>Week 2</u>
-Allan wasn't very cooperative. We did his paragraph map
however he didn't want to color in his owl or do anything else.
-Allan was more cooperative however I am finding it hard for
him to start sentences other than "I like". It is hard making
him do the rhyming words. Coloring in the owl didn't seem to
motivate him.
-I find it easier to write as a diary rather than on the front of
the input sheet. Hope this is ok. If not please let me know.
Also could maybe the children brainstorm and make a list of
things they would like to write on the paragraph map. I have a
hard time getting ideas out of Allan. Maybe other parents are
experiencing the same problem.

This last notation prompted me to have an individual conference
with Allan. Together we wrote the introductory sentences for four
paragraph maps. I also added this note to Allan's paragraph mapping
booklet for the coming week:

If Allan doesn't like the owl then just leave it; it is not
important. In my conference time with Allan we wrote the
introductory sentences for four paragraphs. Let me know if
this helps to get him started.

I later discovered this was so successful that Allan wanted to
actually write his own stories rather than dictate. I wrote in his
paragraph mapping book the next week:

I'm glad Allan is being more cooperative and enthusiastic!!
Great that Allan wants to write; we want that as our eventual
goal. Help him with the spelling so when he rereads he is
seeing the words spelled correctly.

From this point on Mrs. A's comments indicated a sustained change in

Allan's attitude.

Week 3
-Allan worked on paragraph mapping and rhyming words together with extensions. Much more cooperative and enthusiastic.
-Worked on paragraph mapping. Had a tough time setting time aside as week became very busy and he also kept saying, "later, later." He enjoyed the extension words.

Week 4
-Although we only did one paragraph map, he really added more to it; more than "I like." Compound words made more sense this time.

Week 5
-Going well, Much better week. He seemed to enjoy it more.

The last three weeks were productive for Allan and I could observe him making progress. What I noticed most about him during this time was that he seemed so much happier. He bounced into our lessons, wanted to share with both his peers and me, and took a very active part in the lessons. He had seemed passive before, and now both Ms. E and I were noticing a significant change in attitude and enthusiasm. In the last week Ms. E wrote:

> Allan's gain in self-confidence and self-esteem is most prominent of the intervention group. I have noted that his growth in reading and writing skills is the most noticeable of all the children in the program. He loves showing me his "homework." He can write a sentence now although often is missing periods and capitals. Allan is much more willing to risk now and get his ideas down on paper. There is noted improvement in the fluency and length of drafting activities and journal entries. Allan smiles and feels comfortable with

a book now. He is much more accurate in sounding out words in his invented spellings.

Allan also began to view himself as a successful reader. He demonstrated this by making the following remarks during the individually administered Subtests of the Posttest:

-I got two wrong but those were hard questions.

-That was easy. (He had scored 19/20 on the first word test.)

-This is easy for me. (He had scored 19/20 on the second word test.)

-I'm a good reader.

-I can get all these right.

-No cards are hard for me.

Allan's improved word identification skills were most evident in the difference between his scores on the word test in April and the word test in June. In April he had scored 29/80 and in June, 58/80. There was a difference of 44 marks between his total scores of 95 on the Pretest and 139 on the Posttest. Throughout the Informal Reading Inventory, Allan read the four paragraphs that comprised this particular Subtest with fluency and expression. He was still reading at an independent level at the end of the fourth paragraph. In paragraph one (the Preprimer paragraph), he made one miscue; in paragraph two (the Primer paragraph), he made one

miscue which he self-corrected; in paragraph three (the First Reader paragraph), he made three miscues and self-corrected a fourth saying, "This word doesn't make sense," and in paragraph four (the Second Reader paragraph), there were only two miscues.

In telling me how he felt about the program, Allan said he liked doing the paragraphs but not the screen. He said his reading had improved and he now read more.

Mrs. A's Program Assessment Form reflect her perceptions in detail. She wrote:

Question #1: What did you like about the program?
-flexibility
-no specific time to be spent on it
-having written information in the duotang to refer back to for ideas
-The children had fun, therefore it made it easier to get him to work on it.

Question #2: What didn't you like about the program?
-Sometimes with the warm weather it was hard to find the time to do a paragraph map.

Question #3: Was the program useful to you? In what ways?
-It was very useful as it gave me insight as to teaching him and ways to encourage him; not just one way but any way he enjoyed.

Mrs. A strongly agreed the program had helped Allan's reading skills. She commented: "It helped build up his confidence and to read more smoothly. He doesn't hesitate in sounding out a word. If

he makes a mistake, he tries again. Now he doesn't say he can't read, but just does it naturally." She also strongly agreed the program had helped to motivate Allan's desire to read. She wrote: "Now when he goes to bed after I read him a story he wants to stay up and read on his own. If he sees a newspaper lying around he tries to read it."

In checking "strongly agree" to recommending this program to other parents, Mrs. A commented: "The program works!" and she added the following remarks:

> I like the opportunity to be involved in it and to be able to sit in with the children and see them at work. Also to be meeting with other parents and exchanging ideas and thoughts. Bev, also having you available to us if we needed you was a great help and you explained the program to us and it made sense. Thank you very much. I hope all of your hard hard work pays off and we see it throughout all schools. Good luck and let me know how you made out. All the best.

Allan's story demonstrates how closely reading success and self-esteem are related. Allan was given the support he needed to attempt reading tasks which were difficult for him. With each success he developed a more enthusiastic attitude towards reading activities and began developing a confident attitude.

Mrs. A felt comfortable sharing problems she was experiencing and making suggestions to improve the program. Such parent input helped me to adapt the program as it was being implemented to meet the particular needs of this group of children.

<u>Peter's Story</u>

Peter was 6 years and 9 months old when this study began. His Pretest score was 117/226 and his Posttest score was 139/226 showing a gain of 22 points. This improvement does not show the dramatic gain evidenced by several other participants in the program. Peter's story is a reminder that gains in reading can not always be measured using quantitative measurements such as the Pretest and Posttest used in this research project. It was the Informal Reading Inventory that demonstrated Peter's improved reading ability.

In April, when I administered the first Informal Reading Inventory, Peter was able to read the Preprimer paragraph at an independent level. However, his reading was slow, word by word, and he used little expression. His performance at the Primer paragraph level indicated this material was at a frustration level for him. In June I noticed an astounding difference in his reading. The four paragraphs used in this second Informal Reading Inventory were read with both fluency and expression. He made few miscues and read with confidence. For instance, on the last paragraph (Second reader paragraph), he made one miscue and self-corrected a

second miscue. It is interesting to note that there was only a difference of two points between his scores on the Pretest word test and the Posttest word test, and yet his word identification skills had improved substantially as evidenced on the Informal Reading Inventory.

During the course of the program Peter was the star when it came time to share our paragraph maps. He dictated many paragraphs, and they were full of vivid details and interesting vocabulary words. He acted pleased and proud to share his stories with anyone and everyone. His peers gave him compliments on his details and he was fond of saying, "Mrs. Kelly didn't make the boxes big enough for me." A typical story for Peter was the following entry:

Sentence 1: On Monday morning a bobcat came into my backyard. It made a lot of noise when the operator started it.

Sentence 2: The bobcat came to remove the dirt my dad had piled up behind the shed.

Sentence 3: At one point the bobcat operator hit our fence with the bobcat. It made a big crunch when it happened and it was funny.

Sentence 4: I was allowed to take pictures while the bobcat operator was loading all the dirt into the dumptruck.

Sentence 5: After they were finished removing the dirt, the men had a coffee and blueberry muffins. The dumptruck driver told us about his little girl that is the same size as Jessica. It was fun

watching the bobcat and dumptruck operators remove the dirt. I'm glad my dad made the arrangements for them to come and do it on a day I was home.

At the bottom of this entry Mrs. P noted this story had taken 50 minutes to write. There were six tally marks at the bottom of the page indicating that by the end of the program Peter had reread this story and the accompanying word extensions and new sentences six times. In examining the word extensions and new sentences, Mrs. P demonstrated that she clearly understood the strategies and could implement them.

Mrs. P indicated through a Parent Input Sheet that for Peter, coloring the dots on the owl motivator was effective, but she found doing four maps difficult. However, she added " . . . we do get it done and both of us feel very proud upon completion." During Week VI her Parent Input Sheet indicated she found it " . . . easier to write the story at one sitting, then work on it in another sitting." Given the length of Peter's paragraphs I thought this was an excellent idea.

Ms. E noted during the program that Peter's self-confidence had improved and " . . . there was a tremendous increase in the amount and fluency of writing in all drafting and daily journal entries." It appeared there was transfer of learning between his dictations of the paragraph maps in the intervention program and his classroom writing activities. Ms. E commented, " . . . he has a good idea of

introductory sentences and supporting sentences although in his journal writing he tends to write 'run on' sentences." She made further notations that he was self-motived to do classroom "bonus work" and was " . . . eager to work for and please Mrs. Kelly!"

During his interview Peter indicated he liked doing all parts of the program but particularly the word extension activity or as he called it, the word play. He said his reading had improved and he read a lot more books.

In our final interview Mrs. P and I went over Peter's progress and she discussed how they were going to continue with the program during the summer. She had indicated during the program that April, May, and June were not ideal months for her to participate in such a program. Their family is involved in baseball, and she explained that with practices four nights a week, finding time had been an issue for them. Mrs. P indicated that what she liked best about the program was it actively involved the parents and " . . . it gave the parents the knowledge of how to help the children." She said the program had "increased Peter's level of reading" and "he really wants to read now." She gave the example that at bedtime, "Peter now actually reads his books rather than just look at the pictures."

Mrs. P demonstrated throughout the program that when parents feel confident and understand instructional strategies, they are able

to be flexible in adapting it to suit their own individual and unique situation. For instance, Mrs. P intuitively knew that good teaching means being sensitive to children's attention spans. She knew that after spending 40 to 50 minutes writing a detailed paragraph map, this was enough for one session and the word extension activities could be worked on in another session.

Sharon's Story

Sharon was 7 years and 2 months old when this intervention program was initiated. Her Pretest score of 62/226 indicated that she was substantially behind the rest of the class. Her family had recently moved into the catchment area of this school and Sharon had been a member of the class for only 2 or 3 weeks. In observing Sharon's reading and writing within the classroom setting, Ms. E indicated that she was concerned about Sharon's progress.

It was this family who was adjusting to the loss of their long-time nanny. New responsibilities were being assumed by all members of the family and the effort required to implement this program at home presented an additional strain. However, Mrs. S was positive, enthusiastic, as well as cooperative. With the exception of 1 week when she was ill, she attended all eight training and coaching sessions. Sharon and Mrs. S had their individual

sessions from approximately 1:00 p.m. to 1:30 p.m. each Wednesday.

We found the one-to-one instructional format worked well. I was

able to tailor my demonstrations and explanations to their needs.

Further, Sharon and her mom could practice the various strategies

with me coaching them individually. I typically reviewed the

paragraph maps written to date, wrote at least one more with them,

and added both word extensions and new sentences to all paragraphs

as we went.

Sharon's Posttest score showed a gain of 22 points and her

final Informal Reading Inventory indicated that she could now read

Preprimer material at the independent level. In her interview

Sharon told me she liked writing and reading the paragraph maps and

she thought her reading had improved "a little."

At the end of the program Ms. E. wrote of Sharon:

> Sharon is more confident in her drafting and is more willing
> to risk and put her ideas on paper. Her invented spellings are
> more accurate; now she includes initial, final, and most short
> vowel sounds. She uses capitals but usually no periods.
> Sharon still writes one long run-on sentence but now there is
> more consistent spacing between words. An introductory
> sentence and supporting sentences are identifiable in her
> writing. Sharon has an improved attitude towards books and
> reading. She remarked to me recently, "I can read!"

During our final interview Mrs. S and I discussed Sharon's

progress regarding the intervention program and her plans to

maintain the program during the summer. I felt confident that if she should choose to do so, Mrs. S and Sharon had the necessary skills. Mrs. S made the following comments on her Program Assessment Form:

-The program helped me to work with my daughter at home.

-I knew I had to work with her every day but sometimes she didn't feel like sitting down to her work.

-It was very useful as it allowed me to see what level my daughter was at and participate actively in what she was learning at school.

-Mrs. S strongly agreed that the program helped improve Sharon's reading skills and commented: She was able to read little words easily and tried to read the books she brought home.

-Mrs. S strongly agreed that the program helped improve Sharon's confidence in reading and commented: She felt important that she had homework like her big sister and tried to do her work in the evenings too.

-Mrs. S. strongly agreed that the program helped motivate Sharon's desire to read and commented: She brought a book home every day to read from the classroom library. She seemed more enthusiastic about reading these books.

-Mrs. S. strongly agreed that she would recommend this program to other parents and commented: Actively participating with school work helped us to do more reading and learning at home.

-At the end she had added: I learned about good techniques to work with reading. Repetition helps them remember new words and gives them confidence when they can read the

stories.

Commitment to follow through is a vital component in any program that might involve parents as tutors. It is not enough to provide just the teaching and coaching of the program elements. Parents themselves need to be motivated and given the support and encouragement to participate in such programs. This is an important consideration as educators implement the Primary Program (1990) that so clearly encourages the active involvement of parents in their children's learning experiences.

Katherine's Story

Katherine had immigrated from Serbia only 10 months before this research project began and was already speaking English fluently. She was 7 years and 4 months old when the study started and was doing remarkably well. Her Pretest score was 112/226.

During the initial testing she consistently made "b" and "d" reversals and scored 3/10 on the listening comprehension and retelling task. On the word test she scored 22/80 and she had reached a frustration level of reading by the Primer paragraph during the Informal Reading Inventory.

When Katherine's mom came for the first interview I learned that both she and her husband spoke and wrote English well. Mrs. K

was looking forward to participating in the program. Katherine and

her mom worked diligently throughout the 8 weeks and Mrs. K's

enthusiasm regarding the program is reflected in her Parent Input

Sheets which were returned on a regular basis:

Week 1
-I think the screen is the most effective thing in the whole
course, at least for Katherine.
-We did have a few good and a few not so good days. She
doesn't really like to work hard but she cooperates. I guess she
likes more when things are done for her not with her.

Week 2
-The owl was the best part. She was so anxious to work that
we eventually had to stop her. I just think they really like new
things.

Week 3
-My journal notes read: Katherine's mom observed today and
after the lesson asked if I would supply the parents with a list
of suggested books for reading to children.

Each week I sent home a photocopied letter to the parents of

the seven children who met me as a group. I felt that in this way,

even though I didn't see all the parents every week, there would be

contact. I frequently added personal notes at the bottom of the

letter or on the paragraph mapping pages to personalize the program

for this group. Part of the letter that went home this week read:

I see the tally marks adding up! This repeat practice helps
to build confidence and to ensure that what the children are
learning in the lessons will transfer to other reading
situations. As you reread paragraphs keep adding word
extensions as they occur to you by changing beginning letters,

adding beginnings and endings, and making compound words and contractions.

As parents shared both concerns and solutions with me I was able to incorporate improvements to the program on an ongoing basis. These weekly letters provided a convenient vehicle for the sharing of such information. The list of books as suggested by Mrs. K and the idea of keeping tally marks as a method of recording repeated readings were two specific examples of this happening. In the case of Mrs. K, her suggestion of a list of books also provided an opportunity for me to discuss with her the value of reading to her children in order to develop their background knowledge and vocabulary base. For ESL children this would be of particular importance.

Week 4
-A letter received from Mrs. K which read:

I thought that I might write a note to you as you did to us because it is very helpful and it gave us even more ideas about the things that are to be done to improve even more. I must say that we are (my husband and me) quite surprised with the progress that our daughter is making. This way of learning things is quite new for us but we think that this idea is really working a lot. This kind of a group work is really working and I think especially because of the way you organized us. It works better, far better than usual workshops. Maybe there is something like this that you could do for grown-ups as well, for those with the English as a second language. I just hope that you are not going to stop with this, or only with English.

Week 5
-Reading is going well.
-Repeating for tally marks is not going well. I have an idea that might help: Parent stickers? And under Additional Comments: This wasn't Katherine's week. I had to do all the printing and almost everything. Maybe because it is a waste of time to be inside and do the homework when it was so nice to be outside and play.

Good weather or not, Katherine and her mom persisted. Even Katherine's 3-year-old sister sent me a drawing the next week as her homework.

Week 7
-Another letter from Mrs. K:

I'm very glad that we've "finished" our; I mean your's program, that has been so good for Katherine and for the rest of the family because english is our second language. We all think that something like this could be done for people like us, not only for kids, and for some other subjects than english and reading.

We just hope that your enthusiasm is going to get you where your great ideas deserve to be, and please do not give up! We didn't. There were some hard weeks, but we are looking for more of them to come from you; and your next idea!

Katherine's Posttest score reflected an amazing gain of 57 points. During her final Informal Reading Inventory she read fluently and with expression to the end of the fourth paragraph or Second Reader level. During her interview Katherine told me that what she liked best about the program was being with the group of kids; but

she added, "I don't like sitting." She assured me her reading had

improved and she read "a lot more now." In fact she told me that

every night she took 12 or 15 books home from Ms. E's classroom

library!

Ms. E's notes read:

Katherine enjoys her "homework" and tells me that she teaches
her younger sisters at home. Her writing fluency has improved
and she is now writing whole paragraphs in all journal entries.
She uses capitals and periods but supporting sentences are
often joined with the word "and." Katherine has improved her
accuracy in invented spelling and can apply language and
grammar rules she has learned to her work. This last week she
is reading with great fervour in our Home Reading Program; 18
to 20 of the little beginning reading books from the "Literacy
2000" series a night.

I would think that Mrs. K's dedication to the program was a key

factor in Katherine's improved reading and writing ability. During

the final interview she assured me she was going to continue with

the program throughout the summer and I didn't doubt her for a

minute. On her Program Assessment Form she remarked that what

she liked best about the program was, "building the child's

confidence." She wrote that it was useful to her, "because her

sisters became interested in reading and writing and wanted to do

the same; each time she did it." She strongly agreed that the

program helped improve not only Katherine's reading skills but also

her confidence in reading. She commented: "The progress is

unbelievable," and added that Katherine was willing to try sounding out words she didn't readily recognize. She strongly agreed that the program helped motivate Katherine's desire to read and made reference to the numerous books she was taking from Ms. E's library. She strongly agreed she would recommend the program to other parents and added: "Unless you start with this program you don't know what it does." She also added, "I just hope this program is not going to stop on this, or at least you could give us some ideas how to continue it in the future."

I found Mrs. K's perspective that the program had implications for ESL adults and children most interesting. Particularly, as this viewpoint came from someone who had learned English as a second language and was in the process of watching her children go through the acquisition of English.

Ellen's Story

Ellen was 6 years and 4 months old when this study was implemented and had just become a member of the classroom. She was included in the group of seven as her Pretest score was 116/226. Her story is quite unique. Ellen had a difficult start to the program and at first resisted working with her mom at home. Mrs. E observed an extra lesson and on April 28, 1993, Mrs. E came in

at 2:00 p.m., and we had an additional individual session with Ellen.

During this extra session we offered Ellen alternate options such as

just reading, having one-to-one sessions, and using a library book or

reader from the classroom as the reading material. We assured Ellen

that there were different ways the program could be used and it was

important to choose activities she would commit to doing. We asked

Ellen if she wished to continue participating and as she said yes, the

three of us agreed to keep on with the program in its present form

for at least one more week. As it turned out, Ellen and Mrs. E had a

good week. Ellen wrote three paragraph maps with associated word

extension pages. Mrs. E indicated that there had been no cooperation

problems. During the group lesson that week Ellen wanted to read

all three paragraphs to the other children. On May 12, 1993, things

were still progressing well and in my journal I had written, "Had a

short conversation with Ellen at 10:45 a.m. We went over her

paragraph maps to date and I reviewed rereading and word extension

strategies with her. She seems to be enthusiastic about the program

and I think we are on track now!" Comments from Mrs. E's Parent

Input Sheet on May 5 and May 12, 1993, read:

> -The idea of adding up 5 minutes and coloring the spots on the
> owl is working very well.
> -Ellen's reading has improved over the past two to three
> weeks; enough for me to notice a marked difference. I think if
> the child is encouraged to "skim" the story alone often there is
> more grammatical enthusiasm in the voice; the child knows

when the exciting paragraph or sad paragraph is coming up so will change the tone of voice. Ellen still prefers to "do it myself" rather than Mom doing the physical printing.

The next week Ellen came down with the chicken pox and spent six days in the hospital due to complications. When she came back, the program was almost over. During the June 2, 1993, session I noticed Ellen's reading was significantly improved, but even more noticeable was her enthusiastic attitude towards reading for me. During her final Informal Reading Inventory, Ellen read all four paragraphs with accuracy, fluency, and expression. Her final Posttest score was 179/226; an amazing gain of 63 points. In interviewing Ellen she told me her favorite part of the program was making the word extension sheets but "doing the paragraph maps was too hard." She said she thought her reading had improved "a lot" and she was so right!

Ms. E also made note of Ellen's progress:

There have been noticeable improvements in the fluency, amount, and speed with which Ellen completes drafting activities and journal entries. Introductory sentences and supporting ideas are present in her May and June journal entries. Ellen tends to write one whole sentence with many ideas. She is aware of and practices the use of capitals and periods more consistently now.

In my final interview on June 10, 1993, with Mrs. E, I was curious to find out how this improvement had occurred considering

Ellen's illness and absence from school. My interview notes, Mrs. E's

Program Assessment Form, and a letter attached to the form

describes how the improvement occurred.

<u>Interview Notes</u>:

-during the hospital stay Ellen was actually in isolation due to her infection and she had my undivided attention. We read, did crafts, and played school all the time; all her waking moments.

- read at all levels from the hospital collection, we even looked at pictures in very difficult books and made stories about them. I read really hard stuff to her.

-the school teacher at the hospital provided me witn material and I was able to use and adapt them for the strategies in your program.

-Ellen particularly liked the strategy of changing the beginning letters to make new words.

<u>Program Assessment Form</u>

-I liked the wide range of approachability offered to the person "teaching" the program.

-My only problem was a personal difficulty in grasping and using some terminology. This, of course, would not be a problem after spending more practice time on my part.

-The program was useful because of it's simplicity. I can continue the program at home and even pass on beneficial information to others.

-I believe that reading has become more enjoyable because of the ability to "game-play" with words (rhyming and breakdowns etc.).

-The out loud reading is smoother; I think tracking helped in this area.

-My child has always loved to read so I think there is more motivation because she is reading better. I don't know if it was only due to the program or not.

-Mrs. E checked strongly agree three times for recommending

the program to other parents and added the comment: Yes, Yes; it is all logic; I'm wanting other people in our area to check this out and put it to good use.

-The final comment read: The letter and word cards were a plus; the fun of learning goes far here. Unfortunately we didn't get much use on the screen . . . but we will!

Letter received June 10, 1993

Hello--my name is _____and I have two young daughters: Anne (8 years and in Grade 2) and Ellen (6 years and in Grade 1). We lived in (name of community), YT for 12 years. School is in a community called (name of community) and the girls bus to school. In May 1992 I withdrew Anne from school and from then on homeschooled her until March, 1993. My reasons I based on the changes in her personality--withdrawal, mental and physical anger and more. These changes were also noticed by her teacher so I took Anne out of school. Ellen stayed at school (in Kindergarten) for her own pleasure. By nature Ellen is more outspoken and assertive than Anne.

In September, 1993 Anne stayed home to school and Ellen began Grade 1 in (name of community). This "arrangement" was quite successful for about 4 months. Now Ellen began to exhibit the same changes that Anne had; continuing to worsen--lots of physical anger, verbal abuse, VERY unhappy and losing ALL self-confidence. Anne, meanwhile, had become outgoing, confident, loving, and eager to move ahead in her school work.

The school in (name of community) is great--lots of potential--all opportunities are offered and the teachers are fantastic. However . . . the community itself is extremely negative, very little support on the teachers' behalf and not much encouragement for the children. This is reflected in the children's lack of desire to learn and horrible lack of respect to the teachers. All this escalated and there were more violent incidents, more suspensions, and more negativity--catch 22. An "extra" principal and 2 more teachers were brought in to the school. We didn't wait--I brought my children here to Port Coquitlam and they joined the "(name of school) Team" of positive encouragement.

Anne and I had arrived at a standstill in home schooling--
Mom was to be Mom and not Teacher). The girls liked the new
school, teachers, children and there isn't so much fighting.

When Bev Kelly asked Ellen to be in her program Ellen and I
were quite enthusiastic--ready to go. I believe now that the
overwhelming bigness of the new school--more children and
higher learning level expectations were more than enough for
Ellen. Although she wanted to do the program her motivational
level was already at its full usage. When we physically took
part doing the paragraph maps etc. Ellen was all there
(focused) and enjoyed the "work". Our problem was the
cooperation aspect. I think both of my children had had enough
of "Mom the Teacher" and this was creating the "balking" of not
wanting to do school work with me (play--yes, read--yes, but
homework--no). I'm very excited about continuing the program
once we are back home in (name of community)--perhaps other
children can join in with us. Our 3 to 4 month stay here with a
houseful of other children and adults was not the correct
atmosphere for taking on so many new projects. I plan to
contact Bev Kelly in the next few months to let her know any
outcome of our continued efforts.

Mrs. E's letter related an interesting perspective to parents
wanting to work with their children at home, or as in this case,
home school their children. Programs such as the one proposed in
this study need to consider how children feel about working with
their parents at home. For some children it may not be possible to
obtain their cooperation and other interventions will need to be
available. Ellen's story illustrates just how fragile this cooperation
can be.

Chapter IV

Consolidating the Case Studies

The case studies describe how much and in what way each of the identified children improved their word identification skills as well as their general reading and writing abilities. The data also describe and support the notion that parents want to be actively involved in their children's learning processes and that they are able to be trained and coached in tutoring methods that enable them to be active participants in an intervention program.

The children's Pretest and Posttest scores indicate that the gap between the identified and nonidentified groups narrowed from the time of the Pretest to the Posttest. During the identification process, the Pretest scores indicated that the class formed two distinct groups. Those children whose scores fell in the 133 to 186 range formed a group that presented no concern for the classroom teacher. Their literacy skills were at a level that made her feel confident that they were well prepared to successfully begin Grade 2. Their classroom reading and writing behaviors indicated that these children had well developed and integrated cueing and processing systems that they were able to use fluently and

independently in both reading and writing activities. These children had made the transition to becoming skillful and independent readers who would improve their reading ability every time they read. Clay (1991) refers to such readers as gaining an inner control over the construction of meaning from print.

The group of children whose scores ranged from 62 to 117 formed a group that presented concern for the teacher. In this study it was these children who were identified as being emergent readers who might benefit from an intervention program designed to accelerate their reading progress so that they could make the transition to the early fluent and independent stages of reading. Their Pretest scores, the Informal Reading Inventory, and the classroom teacher's observations of this group's reading and writing behaviors indicated that the children in this group were experiencing difficulty at a Preprimer/Primer level of reading. Specifically, they seemed to lack facility with the cueing and processing systems described by theorists such as Clay (1985, 1991) and Adams (1990) as being the necessary foundation on which fluent and independent reading is based.

The data collected on these identified children indicate that as a group and individually they made substantial gains in their word identification skills specifically, and their reading and writing

abilities generally (see Tables 5, 6, and 7). A comparison of the Pretest and Posttest scores indicates that there was a significant change in the grouping pattern for this class. For instance, on the Posttest, four of the children (David, Katherine, Drew, and Ellen) scored well within the average range of the nonidentified group of students. Peter, Allan, and Cheryl's scores indicated that they still lagged behind the rest of their classmates in word identification ability. However, their scores which ranged from 133 to 139, were comparable to the scores of children who, on the Pretest, were not identified as needing an intervention program. In other words, by the end of the intervention program, these three children's reading ability as measured by the Posttest indicated that they were now able to sufficiently access the cueing systems necessary to make the transition from the emergent to the early stage of independent reading. The Informal Reading Inventories and the classroom teacher's observations of these three children's classroom reading and writing supported this evaluation.

Only two scores on the Posttest represented children from this class of 20 who might still be considered at-risk. Jacob's score of 128 indicated that he was close to making the transition between the emergent and early independent stages of reading acquisition. His Posttest score represents an improvement of 38 points, which is

Table 5

Pretest/Posttest Comparison

Pretest Scores   Posttest Scores
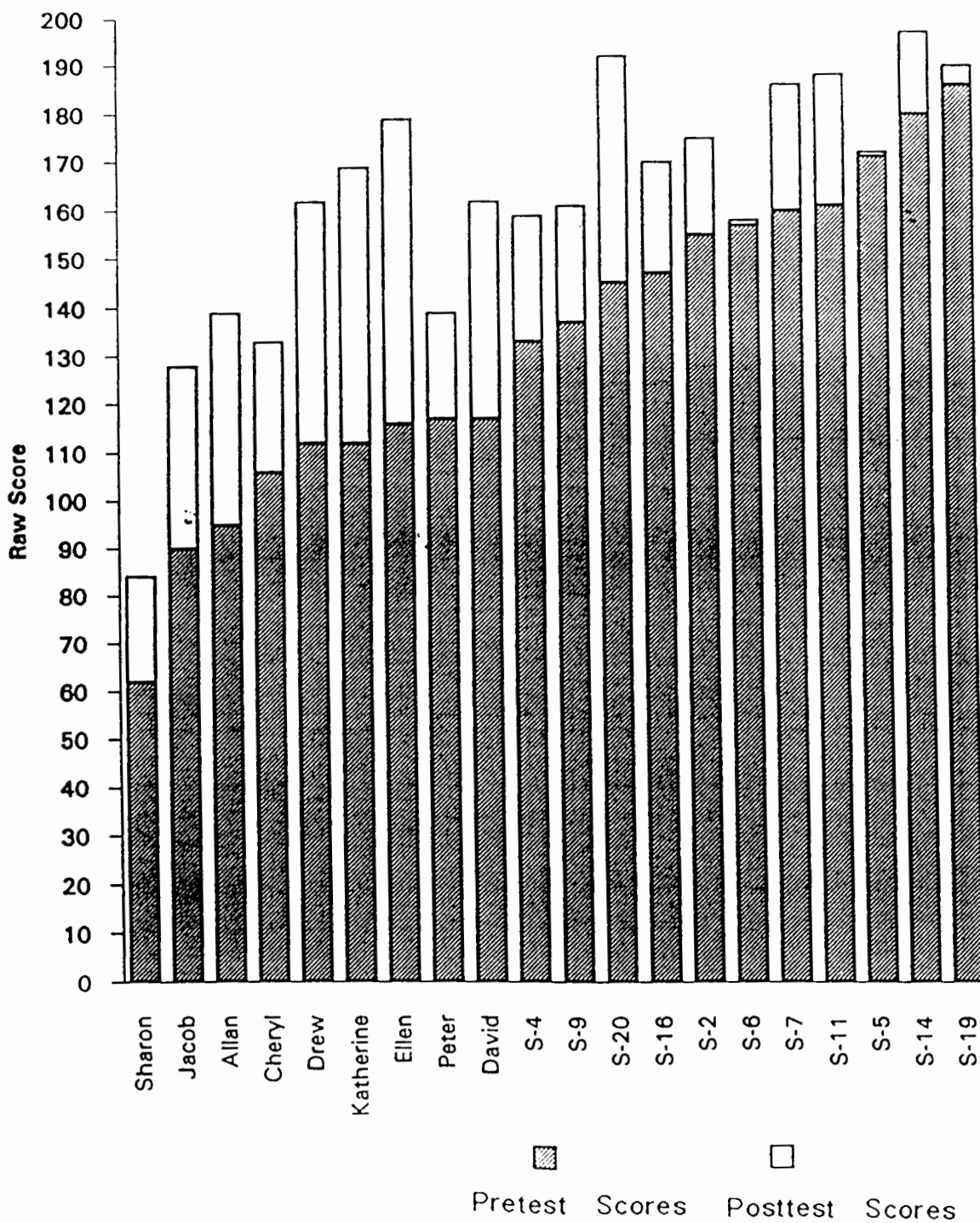
Table 6

Box and Whisker Display

★ ★ ★ ★ ★ ★ A N A L Y S I S   O F   V A R I A N C E — DESIGN   1 ★ ★ ★ ★ ★ ★

Box-Plots For Variable .. PRETOT

```
      186  |              X
           |              |
      KEY  |           ┌─────┐
   ────────|           |     |
 ★ Median  |           |  ★  |
 ─ 25%, 75%|           |     |
 X High/Low|           └─────┘
 O Outlier |              |
 E Extreme |              X
           |
           |
           |        ┌──★──┐
           |        |     |
           |        |     |
           |        └─────┘
           |           X
           |
           |
       62  |        O
```

```
Variable───────────────────────────────────────────
   COND              1        2
```

- -
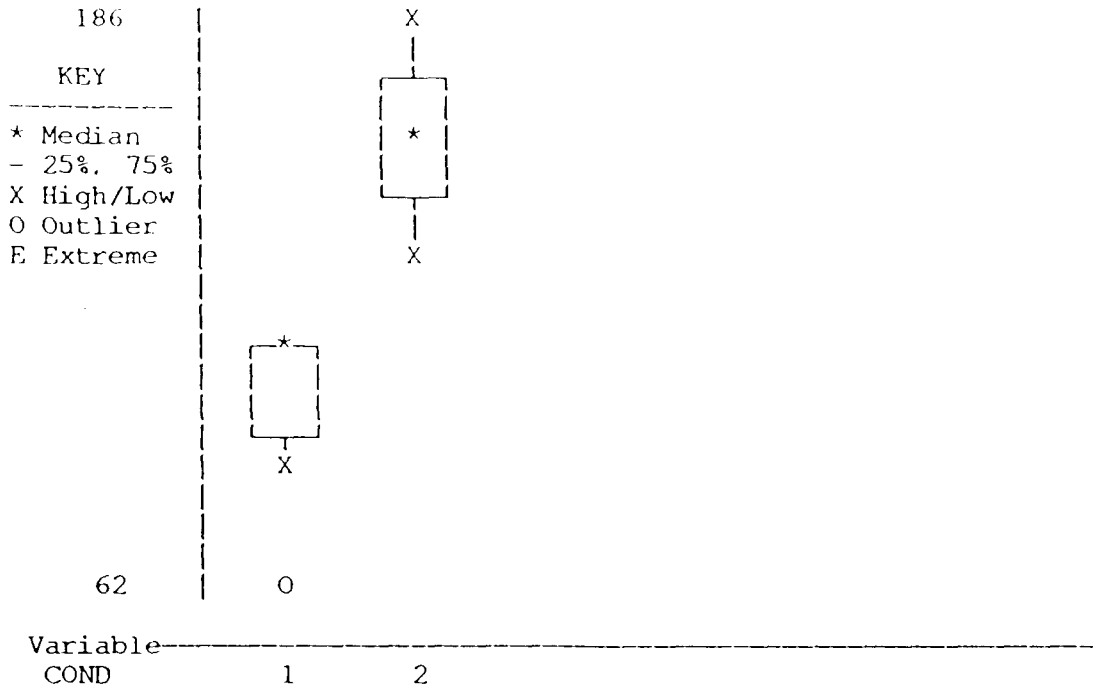
Box-Plots For Variable .. POSTTOT

```
      197  |              X
           |              |
      KEY  |           ┌─────┐
   ────────|           |     |
 ★ Median  |        X  |     |
 ─ 25%, 75%|        |  |  ★  |
 X High/Low|        |  |     |
 O Outlier |     ┌─────┐ └─────┘
 E Extreme |     |     |    X
           |     |     |
           |     |  ★  |
           |     └─────┘
           |        X
           |
           |
           |
       84  |     E
```

```
Variable─────────────────────────────────────────
   COND             1        2
```
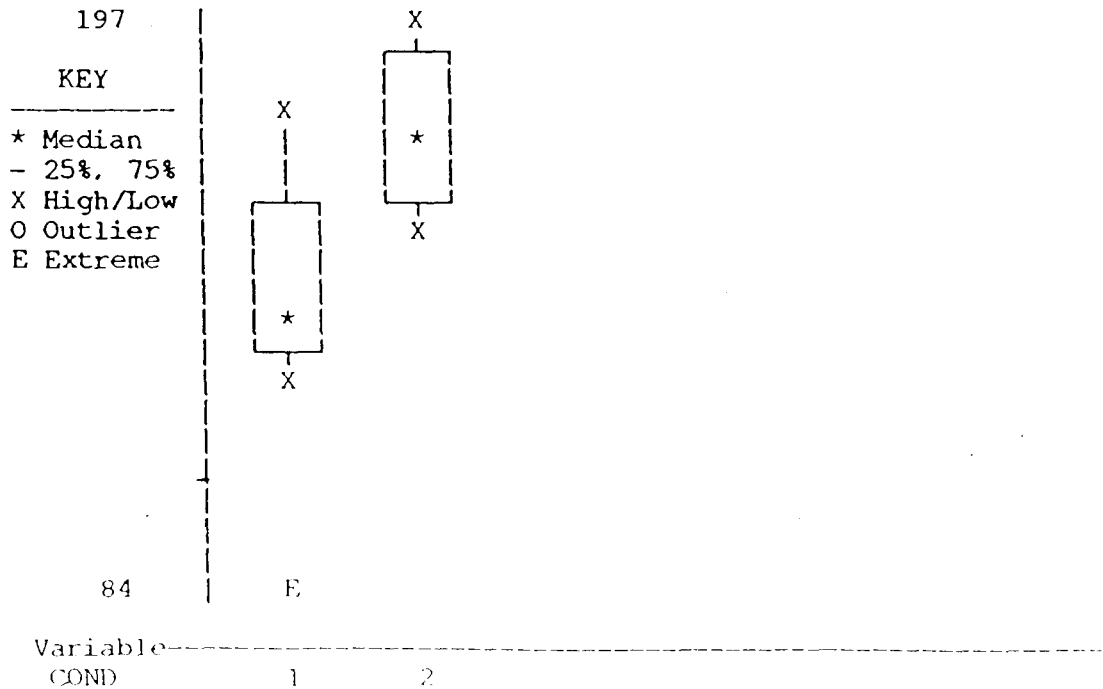
Table 7

Pretest and Posttest Scores for All Students

Name	Pretest	Posttest	Increase	% Increase
Sharon	62	84	22	35.5%
Jacob	90	128	38	42.2%
Allan	95	139	44	46.3%
Cheryl	106	133	27	25.5%
Drew	112	162	50	44.6%
Katherine	112	169	57	50.9%
Ellen	116	179	63	54.3%
Peter	117	139	22	18.8%
David	117	162	45	38.5%
S-4	133	159	26	19.5%
S-9	137	161	24	17.5%
S-20	145	192	47	32.4%
S-16	147	170	23	15.6%
S-2	155	175	20	12.9%
S-6	157	158	1	0.6%
S-7	160	186	26	16.3%
S-11	161	188	27	16.8%
S-5	171	172	1	0.6%
S-14	180	197	17	9.4%
S-19	186	190	4	2.2%
Mean	133.0	162.2	29.2	22.0%
Median	135.0	165.5	26.0	

Note: The students in this study who did not participate in the intervention program are identified in the Table as S for student and a number according to their position on the class register.

substantial in the context of Jacob's story as told through his case study. During the intervention program Jacob evidenced behaviors that indicated compounding problems were affecting his reading acquisition abilities. Jacob's behavior and reading progress would indicate a need for monitoring and perhaps further intervention to improve both his school behavior and reading ability.

Sharon improved in her reading as indicated by the change of 22 points from her Pretest to her Posttest. However, her Posttest score of 84 indicates that at the end of this intervention program she was still significantly behind the rest of her classmates. The assessment and evaluation described in her case study report indicates that she was still at the emergent stage of reading and writing and would most likely require substantial student support service in the coming year.

At the beginning of the study, 9 students from this class of 20 were identified as children who would benefit from an intervention program to accelerate their reading development. The data indicate that the intervention program had reduced this number to 2 children. The box-and-whisker display provides a graphic summary of the data which illustrates how the gap in reading ability as measured by the Pretest and Posttest used in this project narrowed between the group of identified children for intervention and the group of

children for whom the intervention was not deemed to be necessary.

In both Box-Plots, Sharon's score represents an Outlier.

Ms. E, the classroom teacher, documented her observations of

the children's improved literacy abilities by recording in her journal:

> During the fourth week of the program I began noticing an
> improvement in the group's classroom writing. For instance,
> sentence and paragraph structures in their Journals showed
> specific progress. The feedback I got from parents was
> positive.

> The children themselves made comments about their reading
> and writing that indicated that they could see improvement.
> Of particular importance was their improved self-esteem
> and self-confidence. The success that they were experiencing
> through your program made them more willing to risk in
> classroom reading and writing activities. I saw this as
> real growth.

Ms. E's journal also recorded her observations regarding how

the program was received by the parents involved.

> The feedback I got from parents was positive. In particular,
> they appreciated the time you spent initially with them; the
> one on one interview/lesson at the beginning. You made
> yourself available to them all of each Wednesday and they felt
> they could contact you during the week as you had made your
> home phone number readily available to them. You "held their
> hands" when they needed it and gave them feedback on how the
> program was going generally and how their child was doing
> specifically.

During the intervention program parents noticed improved

literacy skills in a variety of ways. The Program Assessment Forms

completed by parents at the end of the program summarize such

observations. To the statement, "This program helped improve my child's reading skills" 6 of the 9 parents circled "strongly agree" and three "agree." Their comments regarding this statement include:

-He could take words from the story and make new words.

-His reading is not choppy any more; it flows now. He seems to have more confidence, and he is proud to share his stories with his peers.

-She is able to read little words easily and tried to read the books she brought home.

-The program is unbelievable.

-Yes, but we don't know how much exactly.

-I believe that reading has become more enjoyable because of the ability to "game-play" with words (rhyming and breakdowns etc.).

-Yes, I believe it increased Peter's level of reading and it forced both of us to do the work required.

-He can now read through the early step readers at a quick pace and with a lot more ease than before. The reading for these types of books is more fluid.

-It helped him build up his confidence and to read smoothly.

In examining the parents' responses to Statement #7 of the Program Assessment Form, "I would recommend this program to other parents," 8 parents circled strongly agree and 1 parent circled agree. Their comments provided a perspective from their point of view regarding the implementation of this program to other settings

and with other student and parent populations:

>-My girlfriend has a little girl with reading problems, and I would like to teach her how to help her.

>-I would like to continue teaching Jacob over the summer so he has a good start on Grade 2.

>-I think this program could be put into effect for children in learning assistance classes of all ages.

>-Actively participating with school work helped us to do more reading and learning at home.

>-Yes, Yes; it is all logic; I'm wanting other people in our area to check this out and put it to good use.

>-The strategies are quite easy to learn and apply.

>-The program works!

In this study the identified at-risk children showed a significant improvement in their reading scores between the Pretest and Posttest. For word identification skills, the gap in ability between the at-risk children and the rest of the class narrowed considerably. Improved reading and writing behaviors were evidenced by observations from the classroom teacher, the parents, and the children themselves. The findings indicate that parent participation can make a significant difference to the success of an intervention program for at-risk readers when parents are provided tutoring guidance.

Chapter V

Concluding the Study

Merriam (1988) describes data analysis as " . . . the process of making sense out of one's data" (p. 127). It is the examination of the data collected that determines how and in what way research questions are answered. It is also an acknowledgement of implications inherent in data that provide future direction for both practitioners and theorists. Merriam suggests this is the essence of grounded theory and the way in which practice and theory become interdependent.

Background to the Study

This study began because I became concerned about the number of children I observed who did not acquire well established reading abilities during their primary years. As a classroom and student support teacher I have been aware that such students begin their intermediate school years limited in their use of reading as an activity to enjoy or as a means to learn. I began to search for answers in the literature as well as through discussions with colleagues and became convinced of the need for early identification

and intervention programs for children progressing slowly through the emergent stage of reading acquisition. I questioned when and how such identification should be made. As well, I wondered what preventions and interventions would be effective in providing support for such identified children. The literature review suggested that Grade 1 is an opportune time to make identifications. Further, for children at the emergent stage of reading, instruction should be focussed on ensuring that they become proficient with the cueing and processing systems that provide the foundation for fluent word identification. Successful intervention programs such as Reading Recovery make extensive use of one-to-one instructional formats using specially trained teachers as tutors. Clay's (1985, 1991) research offers much information regarding both the identification and instruction of at-risk emergent readers. However, Reading Recovery has been designed for use before children begin Grade 1 and is costly. Therefore, I began to focus my interest on investigating an alternative to Reading Recovery; one that was possible for me to implement as a practicing student support teacher given current staffing and financial conditions. In order to investigate such an alternative, I formulated research questions to investigate an early intervention program that would use parents to provide intensive and individual tutoring to help improve their

children's word identification skills.

Summary of the Study

Nine identified students and their parents participated in this study. Eight lessons were held once a week during regular school time. Through these lessons, which lasted approximately 30 to 40 minutes each, the children and their parents were provided instruction and practice with a variety of strategies. To initiate the program, the students and their parents received one hour of individual training and coaching as a first lesson. For the subsequent seven lessons, 2 of the children and their parents received training and coaching using an individual instructional format. The 7 remaining children and their parents formed a single instructional group. Each parent of this group attended at least three of these lessons. Learning strategies included modelling, explanation, and coparticipant practice. To enhance transfer of learning between the home and school environments, tutoring strategies were selected that were compatible with the existing classroom curriculum.

Findings of the Study

This study provides support for a program involving parents as

tutors. The data collected throughout the study indicates that the intervention program made a substantial difference to the at-risk children's word identification skills and their reading and writing skills. The case studies provide an understanding of how educators can involve parents as tutors in an early intervention program. The parents in this study wanted to be involved in their children's learning process and were willing to make a commitment to the training and coaching sessions. Further, they were prepared to expend the time and energy required to implement the program at home. They proved to be effective tutors as evidenced by their children's improved reading and writing abilities. The children themselves indicated through their individual interviews that even young children are able to be partners with parents and teachers in a program of intervention. As described in the case studies a number of these children were able to express perceptions of their reading ability as well as what strategies in the intervention program worked for them.

No one method or material worked best for all the children. The case studies indicate that once the parents felt confident in the tutoring strategies, they were able to adjust methods and materials to suit their children. For instance, Drew's mother was able to use favorite library books from which she could make word extensions.

Ellen's mom was able to apply the strategies to material supplied by a hospital teacher to tutor Ellen.

The case studies suggest that the proposed program was adaptable. For instance, Cheryl's story made it apparent that it may not be necessary for parents themselves to be tutors. In her case, the babysitter took over the prime responsibility for implementing the program at home. This would indicate that there is potential for implementing this program with peer tutors, parent volunteers, or teacher aides. Katherine's story suggests that the program has application for ESL student populations. It was interesting that Katherine's mom, who had learned English as a second language, believed that the approach could also be adapted to teaching ESL adults.

Relevance of the Study

The identification process and intervention program in this study were designed to reflect a realistic learning assistance situation as closely as possible. The purpose of this was to ensure that the project would be relevant and practical in terms of actual school settings in British Columbia at this time. Currently, in British Columbia there is no systematic process for identifying beginning at-risk readers or specific programs designed as

preventions or interventions to early reading difficulty. Most schools in this province operate on a school-based team model as described in the Primary Program: Resource Document (1990). Classroom teachers initiate referrals for learning assistance service to school-based teams who, in consultation with teachers, decide how best to provide support for referred children. These children frequently become noticed by their teachers for their inability to fully participate in many classroom activities because their reading and writing proficiencies are significantly below that of their same age peers.

In February, 1993, a draft document, Learning Disabilities/ Learning Assistance Program Review, was circulated to educators in Coquitlam, British Columbia. This document reviewed student support services in School District #43 (Coquitlam) with the intent of providing a background of information to make recommendations for improved service delivery. This review reported that during the data collection time period between January, 1992, and June, 1992, 19.75% of the total school population at the elementary level received learning assistance service and 5.3% of the total school population at the elementary level received resource room service; therefore, approximately 25% of the elementary school in Coquitlam may require some form of student support service. Both

parent and teacher surveys, which were part of the data collection process, indicated that there was a need for increased student support.

I would suggest that the challenge for educators is first, to improve regular classroom environments and instructional practices; second, to improve the process of identifying at-risk readers; and third, to provide effective prevention and intervention programs within existing student support services.

Limitations of the Study

There are a number of limitations that need to be appreciated in this present study. It was a preliminary investigation using case study methodology. The study included 9 subjects and was conducted in one classroom. The investigation itself took place over an 11-week time period and there was no follow-up to answer questions such as: Did the parents maintain the program independently? and, Were the children's improved reading abilities maintained? The data collected pertained primarily to improved word identification skills and did not investigate improved reading comprehension.

Implications for Future Investigation

This study raises numerous questions that need to be answered by researchers and practitioners in order to determine how to best identify at-risk readers and intervene to prevent reading failure. A replication study using research design methodology could incorporate the provision of a control group that might provide data that might statistically support the findings of this preliminary study. Such a study could possibly involve a broader sample base which would provide information on the effectiveness of this intervention model with different student and parent populations. In this present study the parents were willing and able to participate in the program. Educators need to recognize that such participation may not be possible for all parents. An investigation to explore the possibility of implementing this program using teacher aides, parent volunteers, or cross age tutors within the school setting would address this issue.

Conclusion

The identification process in this study involved developing a Pretest Screen that may be used by regular classroom teachers to refer at-risk beginning readers for reading support within existing learning assistance programs. The intervention program developed

activities and instructional strategies that parents could implement at home to improve children's word identification skills specifically and their reading and writing skills generally. This model of intervention offers *one* possible approach that educators might consider using in an effort to ensure that children's initial reading experiences are successful. The description of the study and the reflections of the participants involved provide understandings that may be significant in developing intervention programs.

Appendix A

Parent Input Sheet

Parent Input Sheet

Student _____

Date _____

Activity _____

Going Well	Not Going Well	I have an idea that might help!

Additional Comments:

Appendix B

Program Assessment Form (Parents)

Program Assessment Form

1. What did you like about the program?

2. What didn't you like about the program?

3. Was the program useful to you? In what ways?

4. This program helped improve my child's reading skills.

4_____3_____2_____1
strongly   agree   disagree strongly
agree   disagree

Comments:

5. This program helped improve my child's confidence in reading.

4_____3_____2_____1
strongly   agree   disagree strongly
agree   disagree

Comments:

6. This program helped to motivate my child's desire to read.

4_____3_____2_____1
strongly   agree   disagree strongly
agree   disagree

Comments:

7. I would recommend this program to other parents.

4_____3_____2_____1
strongly   agree   disagree strongly
agree   ·   disagree

Comments:

8. Are there any other aspects of the program that you wish to comment on?

Appendix C

Pretest

Pretest

Name _____   Date _____

Birthdate _____   Age _____

School _____   Score _____

Classroom   Teacher _____

<u>Subtest I</u>: (50 Marks)

This subtest involves using a journal entry or writing sample and assessing it in terms of what the classroom teacher would expect for most children by the end of Second Year Primary (Grade One).

To score the writing samples each of the 10 following elements are rated on a scale from 1 to 5. The total score is 50.

1) directional principles (reversals, spacing)

2) organization (indent, paragraph format, left hand margin to right hand margin)

3) general neatness and printing

4) punctuation

5) spelling (standard and invented)

6) topic

7) substantial and related detail

8) vocabulary

9) structure (sequential; beginning, middle, and end)

10) coherent development

Subtest II: (40 Marks)

Part 1: m a f e i b s u d o (letter names and letter sounds) (20 marks)

This activity requires that the child identify by letter name as well as by sound 10 letters of the alphabet. The letters are printed on a strip of cardboard and the student is asked to point to each letter and name the letter and indicate the sound that the letter makes. The examiner should note the student's ability to identify letter names and sounds quickly and accurately and be particularly aware of letter reversals such as b/d.

In scoring this activity the examiner should give one mark for each correctly identified letter name and letter sound.

Part 2: Blending of letters to read consonant/short vowel/consonant words (10 marks)

This activity requires that the child blend letters together to identify the following five consonant/short vowel/consonant words. Directions for the activity are as follows:

Print the required letters on individual 2" x 2" tag cards.

The examiner dictates each word and asks the child to make the word using the appropriate cards.

The examiner should say each word once; use the word in a sentence; and say the word again:

man; The man drove the car.; man

cup; The milk is in the cup.; cup

dog; The dog chewed his bone.; dog

pet; A cat is a nice pet.; pet

big; Our school is a big building.; big

In scoring this activity the examiner should give one point for each correctly made word for a total of 5 marks.

Part 3: Listening Comprehension and Retelling (10 marks)

Reference: Mann, Suiter & McClung (3rd ed., 1987; p. 182)

> One hot day we went to a park to swim. Other people were
> at the park too. "Let's get a hot dog on a bun," said Dick.
> I want ice cream" said Lisa. "O-o-o! Mother cried,
> "I left my money at home." "I have some," said Dick.

Prompts:

Where did the children go?

What kind of day was it?

What kinds of things do you think the children were going to do?

How do you think Lisa felt when Mother said she had forgotten her money?

How was the problem solved?

The examiner should read the paragraph out loud to students and ask them to retell the story in their own words. The questions on the screen can be used as prompts.

In scoring this activity the examiner should base the assessment on the child's ability to retell details and to use oral language appropriate to their chronological age. The response to each prompt is worth 2 marks.

Subtest III: (80 marks)

Word Test
Reference: Mann-Suiter Pre-Primer, Primer, First-Reader, and Second-Reader Developmental Word-Recognition Lists Form A (1987; p. 162-163)

The examiner should print the words from these lists on individual cards

3" x 5" using print with which the students are familiar. Each card should be shown in the order as indicated on the word lists and students given 3 seconds to identify the word correctly. The examiner should stop testing when students have missed reading correctly three consecutive words.

To score the examiner gives one mark for each correct response to the point at which the examiner stops testing.

Subtest IV: (26 marks)

This activity requires the children to print as many lower case letters of the alphabet in order as they can in 15 seconds.

In scoring this subtest the examiner gives one mark for each letter that is made correctly and is in sequence.

Subtest V: (30 marks)

Mann-Suiter Developmental Spelling Inventory (1987) p. 315

All words from Level I and the first 15 words from Level II of this spelling inventory should be dictated to the students. The examiner should say the word, use the word in a short sentence, and say the word again.

In scoring this subtest the examiner should give one mark for each correctly spelled word.

Appendix D

Posttest

Name _____   Date _____

Birthdate _____   Age _____

School _____   Score _____

Classroom Teacher _____

Subtest 1: (50 Marks)

This subtest involves using a journal entry or writing sample and assessing it in terms of what the classroom teacher would expect for most children by the end of Second Year Primary (Grade One).

To score the writing samples each of the 10 following elements are rated on a scale from 1 to 5. The total score is 50.

1) directional principles (reversals, spacing)

2) organization (indent, paragraph format, left hand margin to right hand margin)

3) general neatness and printing

4) punctuation

5) spelling (standard and invented)

6) topic

7) substantial and related detail

8) vocabulary

9) structure (sequential; beginning, middle, and end)

10) coherent development

<u>Subtest II</u>: (40 Marks)

<u>Part 1</u>: m a f e i b s u d o (letter names and letter sounds) (20 marks)

This activity requires that the child identify by letter name as well as by sound 10 letters of the alphabet. The letters are printed on a strip of cardboard and the student is asked to point to each letter and name the letter and indicate the sound that the letter makes. The examiner should note the student's ability to identify letter names and sounds quickly and accurately and be particularly aware of letter reversals such as b/d.

In scoring this activity the examiner should give one mark for each correctly identified letter name and letter sound.

<u>Part 2</u>: Blending of letters to read consonant/short vowel/consonant words (10 marks)

This activity requires that the child blend letters together to identify the following five consonant/short vowel/consonant words. Directions for the activity are as follows:

Print the required letters on individual 2" x 2" tag cards.

The examiner dictates each word and asks the child to make the word using the appropriate cards.

The examiner should say each word once; use the word in a sentence; and say the word again:

can; We can play outside.; can

tub; I will fill the tub with water.; tub

got; We got here first.; got

met; I met my friend at recess.; met

dig; Dad will dig a big hole.; dig

In scoring this activity the examiner should give one point for each correctly made word for a total of 5 marks.

Part 3: Listening Comprehension and Retelling (10 marks)

Reference: Mann, Suiter & McClung (3rd ed., 1987; p. 194)

> Have you ever seen a cow? Some city children have never seen one. They have never seen a live chicken or duck. They have never seen a live horse or pig. Do you think they miss a lot?

Prompts:

What do city children miss?

What are the two largest farm animals mentioned in this story.

What type of birds are mentioned in this story?

Could some city children see more animals than country children? Explain.

The examiner should read the paragraph out loud to students and ask them to retell the story in their own words. The questions on the screen can be used as prompts.

In scoring this activity the examiner should base the assessment on the child's ability to retell details and to use oral language appropriate to their chronological age. The response to each prompt is worth 2 marks.

Subtest III: (80 marks)

Word Test
Reference: Mann-Suiter Pre-Primer, Primer, First-Reader, and Second-Reader Developmental Word-Recognition Lists Form B (1987; p. 167-168)

The examiner should print the words from these lists on individual cards 3" x 5" using print with which the students are familiar. Each card should be shown in the order as indicated on the word lists and students given 3 seconds to identify the word correctly. The examiner should stop testing

when students have missed reading correctly three consecutive words.

To score the examiner gives one mark for each correct response to the point at which the examiner stops testing.

Subtest IV: (26 marks)

This activity requires the children to print as many lower case letters of the alphabet in order as they can in 15 seconds.

In scoring this subtest the examiner gives one mark for each letter that is made correctly and is in sequence.

Subtest V: (30 marks)

Mann-Suiter Developmental Spelling Inventory (1987) p. 315

All words from Level I and the first 15 words from Level II of this spelling inventory should be dictated to the students. The examiner should say the word, use the word in a short sentence, and say the word again.

In scoring this subtest the examiner should give one mark for each correctly spelled word.

Appendix E

Letter of Permission from Coquitlam School District No. 43
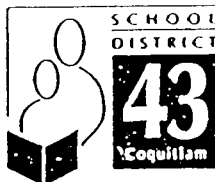
550 Poirier Street, Coquitlam, British Columbia, V3J 6A7 • Phone (604) 939-9201 • Fax (604) 939-7828

February 23, 1993

Ms. Beverley A. Kelly
2943 Pinnacle Street
Coquitlam, B.C.
V3C 3T1

Dear Beverley:

I am writing to acknowledge receipt of your application to undertake a Research Project in Coquitlam School District. I understand that the project involves the utilization of parent involvement in the use of intervention strategies to teach children skills related to the reading process.

After a careful review of the design and purpose of your project, I am pleased to grant you permission, at the district level, to proceed with the study. I understand that your study is in partial fulfillment of a Masters Degree at Simon Fraser University. As you are aware, participation in the project is subject to the voluntary participation of the principal, teachers, students and parents. Further that results from your project will be for the primary purpose of your Research Project. This approval is also subject to the endorsement of the Ethics Review Committee at Simon Fraser University.

I have talked with John Kroeker, Principal at Leigh Elementary, and he will be pleased to discuss details for you to proceed with your study.

Good luck with your project.

Yours truly,

Dr. Alan Taylor
Director of Instruction
Curriculum & Assessment

AT:cw

cc to: J. Kroeker
         R. Watson

Appendix F

Letter of Approval from University Ethics

Review Committee

SIMON FRASER UNIVERSITY

VICE-PRESIDENT, RESEARCH

BURNABY, BRITISH COLUMBIA
CANADA V5A 1S6
Telephone: (604) 291-4152
FAX: (604) 291-4860

March 16, 1993

Ms. Beverley Kelly
2943 Pinnacle Street
Coquitlam, B.C.
V3C 3T1

Dear Ms. Kelly:

**Re: Parent Participation In a Reading Intervention
Program: A Model For Success**

This is to advise that the above referenced application has been approved on behalf of the University Ethics Review Committee.

Sincerely,

William Leiss, Chair
University Ethics Review
Committee

cc: J. Scott
     P. Winne

Appendix G

Letter of Introduction from Principal and Teacher

o f

Leigh Elementary School, Coquitlam School District No. 43

LEIGH ELEMENTARY SCHOOL
SCHOOL DISTRICT No. 43 (COQUITLAM)

OFFICE OF THE PRINCIPAL

Phone: (604) 941-8661

1230 Soball Street
Port Coquitlam, B.C., Canada
V3B 3H7

March 30, 1993

Dear Parents,

As explained in the attached letter, Mrs. Kelly has been invited to initiate a project in Ms. Ewart's classroom. Her project has been designed to address the question of parent involvement in intervention strategies that may help to ensure that children experience the greatest success possible as they progress through the acquisition stages of the reading process.

Ms. Ewart and I feel that when parents and teachers work in partnership children have the best possible chance of becoming successful readers and learners. I have reviewed Mrs. Kelly's project proposal and feel that it offers a practical approach to investigate how parents and educators can learn more about how to develop positive partnerships.

Mrs. Kelly will be in Ms. Ewart's classroom Thursday afternoon, April 01 from 12:30 to 3:30 and will be happy to meet with you and discuss any questions and concerns that you may have. If this is an inconvenient time for you, Mrs. Kelly has said that you can telephone her at home (942 - 8913).

We would appreciate your returning permission slips as soon as possible as Mrs. Kelly would like to begin working in the classroom on Tuesday, April 6th.

John Kroeker

Sue Ewart

Appendix H

Letter of Permission for Research Participants

March 30, 1993

Dear Parents,

My name is Bev Kelly and I have been a teacher in Coquitlam for the past fourteen years. I am currently on educational leave working on my Masters Degree at Simon Fraser University with Dr. Judith Scott. As part of my thesis, I am interested in examining how parental involvement can facilitate the emergent reading skills of children in the Primary Years.

Approval for my project has been given by the SFU Ethics Committee and Dr. Alan Taylor from the Coquitlam School District. Ms. Ewart, with whom I have worked before, has invited me to do my project with her class.

Ms. Ewart and I will be looking at the emergent reading strategies of all students in the class and we will select those children that we feel would benefit from a cycle of intensive reading instruction. This instruction will be given by me in eight forty minute lessons and will focus on helping children to develop strategies to become independent readers. The parents of children I will be working with during class time will be asked to provide practice time at home for approximately 15 minutes every evening. Guidance for giving this practice will be offered at a convenient time to parents involved.

Upon completion of this study all parents will be invited to a meeting in which my findings will be shared and the strategies developed in the study explained so that any parent may use them.

If you and your child would be willing to participate in this project, please sign and return the permission slip attached. Any child or parent may withdraw from participation in this project for any reason at any time. The identify of all participants will remain confidential, as no names or identifying details will be revealed in my thesis or subsequent articles.

+ +

I give permission for my child,_____, to participate in the study described by Mrs. Bev Kelly.

I know that I or my child may withdraw from participation in this project for any reason at any time. Further that anonymity will be maintained as no names or identifying details will be revealed in Mrs. Bev Kelly's thesis or subsequent articles. If I have any questions, I know that I can contact Mrs. Bev Kelly at 942-8913 or Dr. Judith Scott at 291-3395.

Name_____   Signature_____

Date_____

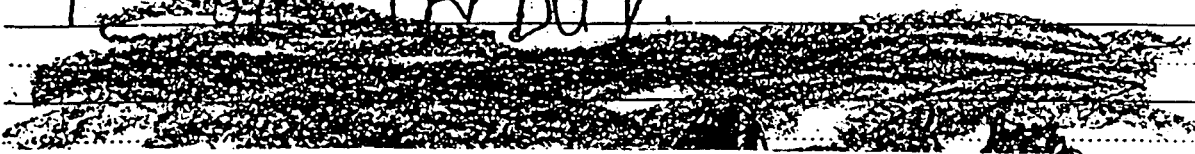# Appendix I

David's Pretest and Posttest Journal Writing

Pretest

I flib my kit ritr bay.

It wit hir dut Lason wit

hir he got a awob from

the hir itwin hir thin iver

from thr bay.

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M.fr ccoen did not
knon that it was going to
hapin. Ms. Ewart
folld me that sothing
we visd last nit. The
firman cam to scoll.
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ing we on fir.

Posttest   Continued

The

Ead

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meney aveci th y

will be they.

The

Ead

Appendix J

Cheryl's Pretest and Posttest Journal Writing

Pretest

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to day aft Skals
and I am go to hav
fun at my Nane
has and I am rile
at my Naney has
love Cawel

Posttest

this manig thay wos a
firdril and it wos a
bit scare and mabe
thay mit be a nuth!
fiurdril a wun
day.

Appendix K

Jacob's Pretest and Posttest Journal Writing

Pretest

I liek Kjet Po
it isfun
I lik
it is nies
and Efriend it isfun
I wn frst prise
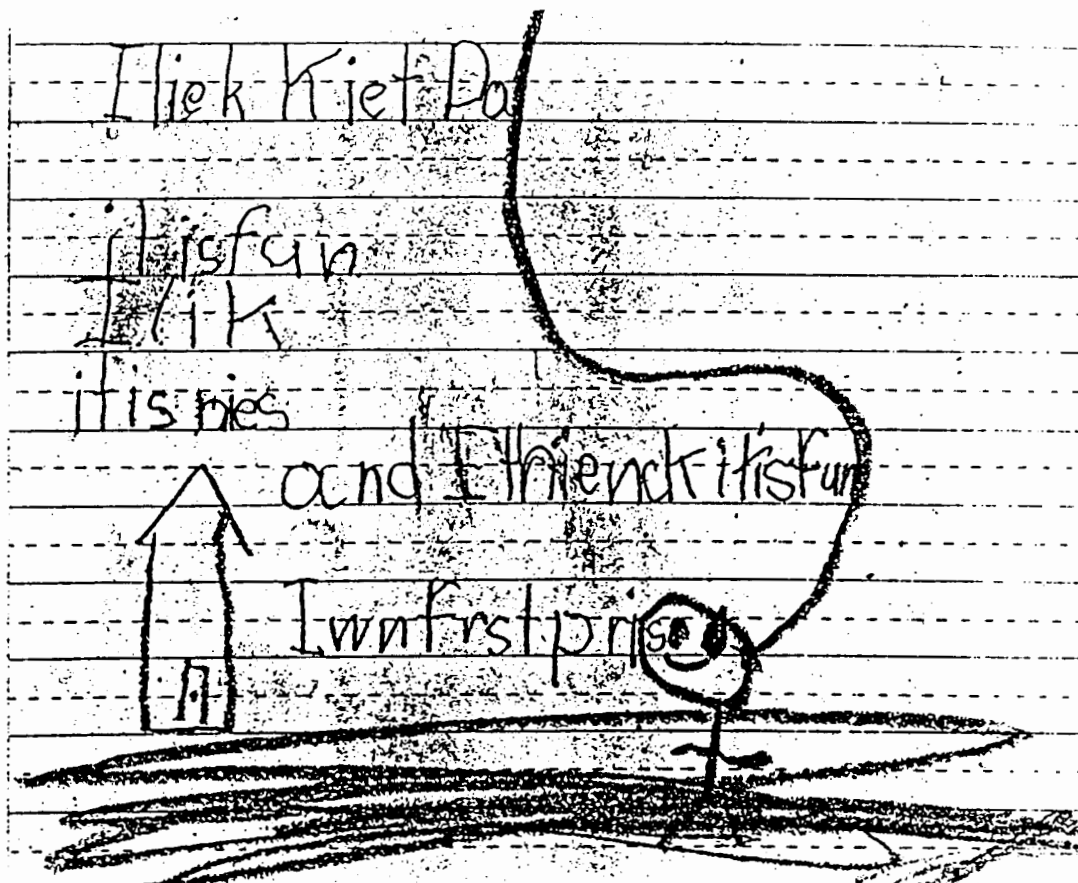
I hat firdls ass reshlewunsthabr
lowd!wnsassPshletodays
I was kuld andItwaslon
sumtIms Iliketoopinmyins

Appendix L

Drew's Pretest and Posttest Journal Writing

Pretest

I haD a Fun kit Day

mI kit wnt prite Fr up

are scool hade a lone

fire dill. It wuse

5 minist lon and that wuse too lon. I wuse fresing.

Andrew June8
I am lucking for wend to sporst Day a lot.

Appendix M

Allan's Pretest and Posttest Journal Writing

Pretest

Ilik Ectftim
IWofagoopr5ocr
ItwILIFFu^

Posttest

iHthe morning a Fir dRiL ha Pid
at dur school
it was Log
I was cLdwen
it heid Ed&t LIce Fir
dris

Appendix N

Peter's Pretest and Posttest Journal Writing

Pretest

My clas is geting its

opchoc bord today tat

is wi my clas is ritin

g ter Irnl's in the librer

ee.

This morning we had a fir
rd rill and it semed llice we
stad owtside for awrs bu
t werle stadout for haf an
awr ame wrt a specding
the fer dril at frst I don't
re lec fer drils becus.
hea are so lon

Appendix O

Sharon's Pretest and Posttest Journal Writing

Pretest

Yesdey Mt w Kt Flen day ad
Wrad Kisda ad I vtobe a Kitd se
dbef tsl
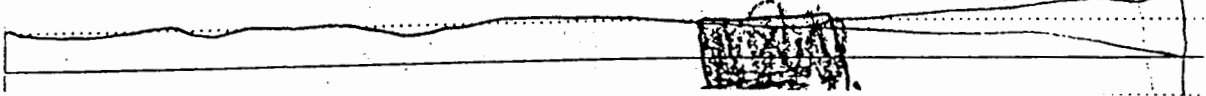
oh+ Satday and So day we Soa

So+ it dimd Se sl gni S Sogs I y

hopw ccangoag h son

Appendix P

Katherine's Pretest and Posttest Journal Writing

Pretest

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beoos we are going to paynt
eeg thes wiu I cant weyt
I thea theat it is going to
be fun wreely fun.

Posttest

I am going to shar sumthing tomawroe that is a littile ckat birds that cud phliye ovuire the fens and we had to clipininyande ol of the birds bat thr wr olnye six bat I am going to shar onye one and I thick the boys and girls will like it
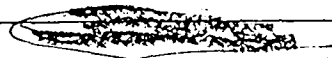
Appendix Q
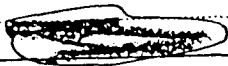
Ellen's Pretest and Posttest Journal Writing

Pretest

Wen I get hom I Will
play With MY Casin
and MY SiStre but
I mit play Go fish
With my Gramma

Posttest

I went to the beech on
the weekand's It was
fun I pickd up albt: of
Shells and my sistr just
pickd up too shells and
my dad come to and
afdr that we went and
we had a brbage.
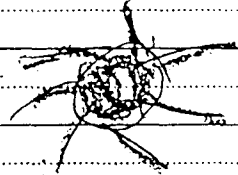
Appendix R

Program Assessment Interview Schedule (Students)

Program Assessment Interview Schedule

(students)

I. What did you like best about the program?

2. Do you think this program helped you to read better? In what ways?

3. Do you like reading? Can you tell me about that?

4. Was there something you didn't like about the program?

5. How could I make this program better for other children?

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