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A DESCRIPTIVE ANALYSIS OF EIGHT REMEDIAL READING
STUDENTS IN THE SEVIER DISTRICT SCHOOLS

by

Doris P. Tuft

A seminar report submitted in partial fulfillment
of the requirement of the degree

of

MASTER OF EDUCATION

in

Special Education

Approved:

UTAH STATE UNIVERSITY
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I wish to express my appreciation and thanks for the encouragement and cooperation I have received from my husband, John. I acknowledge also the valuable help offered to me by the members of my committee, Dr. Helmut Hofmann, Dr. David Stone and Dr. Gail Johnson and wish to express my appreciation to them. Without the guidance, inspiration, and cooperation of these people, this paper would not have been possible.

Doris P. Tuft

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INTRODUCTION

Background

Authorities have variously estimated the number of children with a reading disability to be between ten and fifteen percent of the total school population.^{1,2,3} Formerly, many children who had reading difficulties perhaps left school at an early age. Also, many children who might have had reading problems perhaps remained undetected before widespread group testing was initiated. Today, with the high premium placed upon high school and even college achievement, an education is, so to speak, a prerequisite to adult success. With reading unique in its being both a subject area and a tool necessary for the mastery of other subjects areas, any disability is worthy of concern and consideration.

¹Deboer, J. and Dallmann, Martha. The Teaching of Reading. New York: Henry Holt, p. 267, 1960.

²Smith, D. and Carrigan, Patricia. The Nature of Reading Disability. New York: Harcourt Brace, pp. 1-2, 1959.

³Harris A. How to Increase Reading Ability, 4th ed. New York: Longmans, Green, p. 18, 1961.

Need for the study

In defining reading disability, one of the factors to be considered is intelligence.¹ A reading disability is said to exist when there is a discrepancy between the intellectual potential of an individual and his reading ability. A student with a reading disability is one who is discouraged, confused and frustrated, perhaps in proportion to the number of years he has struggled with his disability. There is no escape; unlike the dissatisfied adult, he cannot seek employment elsewhere or find solace in other activities. His inadequacies are with him each day in the classroom. He is held in low esteem by his classmates, also his family who do not perhaps understand his disability and even his own self-concept is influenced. Thus poor reading invades every aspect of a child's world.

Purpose of the study

The diagnosis of some disabled readers is attained in a minimum of time and with relative ease. In other cases, it requires a lengthy and intricate process. Appraisals must be made of their reading skills and abilities, of their mental, physical and sensory characteristics ; their attitudes toward reading; their

¹Harris, A. How to Increase reading Ability, 4th ed. New York: Longmanns, Green, p. 16, 1961.

adjustment to the reading problem; and their environmental surroundings. Remedial teaching, to be effective, must be based on diagnosis, must begin at a level where the individual can recognize success and security, and must be highly motivational.

This study, therefore, is an attempt to better formulate individual remedial programs for the several students herein considered and to develop some general principles of treatment. These eight students have been chosen in particular because of their resistance to previous remedial teaching, because of unusual or difficult circumstances surrounding their educational progress, or because of the nature of their apparent causal factors. They have been the difficult students; the ones who seemingly would not respond, and in some cases have not yet responded. In so choosing, conferences were held with both former and present teachers of each student, principals, school nurses, child guidance personnel, parents and with the student himself. Home visits were made on several occasions in each case and the student was observed in his regular classroom situation as well as in the small group remedial situation. School records were utilized for information relative to each case, such as attendance, number of different schools attended, health, test results both achievement and scholastic aptitude.

Information was compiled in each case to afford insight into the difficulties of the individual student studied as well as into the difficulties of future students.

CASE I

Name: J. N.	Date: September 10, 1964
Grade: 6th	Birthdate: June 8, 1952
Parents: Mr. & Mrs. J. W. N.	C. A.: 12-3; M.A.: 9-6

J. was enrolled in this school and district for the first time this current year. Classroom teacher observation revealed a decided reading deficiency and as his permanent school records had not yet been received by the school, consideration for his admittance to the remedial reading program was made.

Referral

Peabody Picture Vocabulary Test was administered, in lieu of the usual Lorge-Thorndike, to determine his eligibility into the program. The above mentioned M.A. is derived from the Peabody on which Jerry earned an I.Q. score of 93. Another indication of his reading deficiency was a hastily scrawled note, attached to the outside of his permanent record folder, when it did arrive sans test scores, stating, "Jerry is a non-reader."

Background

Family. J.'s family consists of his mother and father along with 8 children - 7 boys and 1 girl - ranging in age

from 7 to 26 years old. The two oldest boys, and the girl are married and live away from the parental home, and two ^{of}fo the older boys live and work away from home although they are still unmarried. This leaves J., aged 12, and two other boys, 7 and 15 still at home with the parents. The three oldest boys have served satisfactorily in the U. S. Navy where they learned trades that they have since carried over to civilian occupations. Observably the family is a fairly close knit unit. The mother reported that the 15 year old has had problems in school work and in reading in particular, but that none of the other children had experienced any great difficulty with school. Until this move, the family had lived in only one other town during all of the children's schooling.

Personal

J. is a rather nice-looking 6th grade boy, pleasant, well-mannered, reasonably clean, and perhaps a bit "impish." He is friendly and out-going with other students and has a good sense of humor. He might be described as being "fidgety"; having a short attention span, being easily distracted and tending to give up easily unless achievement is readily self-evident.

Health

He is of normal height and weight and his mother reports that he eats well, sleeps well and apparently does not tire easily. Also that there were no unusual birth conditions and that while his health is not termed good, until his tonsils were removed when he was 10, it was generally poor with frequent colds, hay fever and the like, necessitating excessive absences from school during the primary grades. He has no known limiting physical disabilities, has never had a prolonged illness or major operation, and had only the usual childhood diseases in moderate degree. He did suffer a facial injury, still bearing a long jagged scar high on his left cheekbone, however not disfiguring, when at the age of 4 he fell from a horse. He began to walk at 11 months and to talk effectively, according to his mother, at 1 year. The effectiveness of his early speech is possibly questionable because of a pronounced speech impediment of the mother.

School

J.'s school record indicates a severe hearing loss, 80 percent in his right ear, however the audiometric test was undated and unsigned, leaving some question as to the nature of the disability. The parents and child when questioned about this said that they were never

informed by the school that J. had "any ear trouble." It was also noted by his kindergarten teacher that J. evidenced a speech problem although she failed to elaborate on the type of problem and the parents were also unaware of this also. At present no speech problem is evident. It was noticed from the permanent record the J. was retained in the 2nd grade with the consent of the parents. The family felt that the work he did during the retention year was "wonderful" compared with that he did before he was held back. They also stated that he 3rd grade teacher was extremely capable and that "J. had a good year." They were quite concerned, however, with the teacher he had in the 4th and 5th grade. It is surmised from the grade records that it was this teacher who wrote the note attached to his record folder. His classroom teacher this year describes his work as definitely below grade level, but recognizes his ability in drawing and penmanship. His attitude is good, perhaps in the hopes of making a good impression in the new situation.

Tests and diagnostic indications

As was indicated in the referral section, J. was given the PPVT to determine his eligibility for the remedial program. The results are given below:

Peabody Picture Vocabulary Test

Sept. 2, 1964	Grade 6
93 I.Q.	G.E. 5.3

Also administered were the following:

California Reading Test, Elementary - Form X

Sept. 1, 1964	Grade 6
Vocabulary	3.5
Comprehension	3.7
Total	3.6

Durrell Analysis of Reading Difficulty

Sept. 8, 1964	Grade 6
Oral Reading	2.0
Silent Reading	2.0
Word Recognition	1.7
Word Analysis	1.8
Spelling	Below norms
Visual Memory (primary)	2.8
Hearing Sounds	2.8
Average	<u>2.2</u>

Dolch Basic Sight Vocabulary Test

Sept. 9, 1964	Grade 6
---------------	---------

150 of 220 words or 68 %

Vision: Eames Eye Test

Sept. 4, 1964	Grade 6
---------------	---------

Vision normal

Hearing: MAICO Audiometric Test

Nov. 4, 1964	Grade 6
--------------	---------

Hearing normal

Dominance: Lateral Right Dominance. Preferred right hand, right eye.

Bett's Reading Levels:

Basal	1st
Instructional	2nd
Frustrational	4th

Both silent and oral reading were at second-grade level, with noticeably extreme nervousness, finger pointing and errors on little words in oral reading. These errors he corrected only when asked to do so as they were spoiling the meaning. He also evidenced word-by-word rather than phrase reading and much repetition and hesitation. Silent reading was labored with much lip movement and whispering of words. In word recognition and word analysis, J. measured at high first-grade level. In these tests he tended to guess at words from general form, particularly from initial sounds, hesitated to attempt difficult or multisyllabic words, showed a meager knowledge of blends and digraphs, and made reversals particularly on d and b. There seemed no apparent method of word analysis. The tests of visual memory indicated limited ability with good reproduction of the beginnings of words only. The test of hearing sounds revealed again weakness in knowledge of blends and digraphs. Spelling was below norms and extremely weak.

A parent conference in November revealed that J. had been to the Child Guidance Clinic in the district from which he had moved. Reports and observations from these visits to the clinic revealed that the following tests were given on May 18, 1961, when J. was 9 years old: WISC, the Stanford-Benet Form L, the Bender Visual-Motor Gestalt, Goodenough Draw-a-Man, and Gray's Oral Reading Paragraphs. His intelligence was judged as verbal IQ 75, performance IQ 86, full scale IQ 78, a little below the low average range of intellectual functioning. As was indicated, J. was 9 at this time and in 2nd grade. His vocabulary was at grade level while he read 1st grade material slowly and with many inaccuracies. Arithmetic functioning was below grade level and general information was below first grade level. Fine motor control was apparently satisfactory; however, visual memory appeared distorted and visual motor coordination revealed a few distortions and inaccuracies. Attention span was narrow, he was easily distracted, yet aware of practical details, and gave up readily. His self-confidence was limited and he was reluctant to try. His performance indicated that he is stronger in performance-type tasks than in verbal and academic work. It was advised that although he would always be a slow reader, he should be given any additional

help in reading that is available. It was also noted that he seemed to have a general disability in functions dependent upon abstract and verbal capacities. He was described as lacking in motivation, and confused.

The above clinical findings were in keeping with the remedial reading teachers observations during the year and were helpful in understanding the boy and planning a program for him.

Remedial recommendations and procedures

Reinforcement procedure, not just isolation, individualization, physically, through the use of study carrels to promote a longer attention span. A program of word analysis, Conquests in Reading, along with stories with comprehension checks at achievement level, New Practice Readers. Supplementary reading in high interest-low vocabulary trade books such as the Cowboy Sam, Jim Forest, Underseas Adventure, Junior Science series.

Later, work in basal reading program, Houghton-Mifflin's Reading for Meaning series as levels in New Practice Readers seemed to advance too rapidly for him to keep pace and as the vocabulary presentation and repetition was necessary to increase his sight vocabulary. Further instruction in word analysis was deemed advantageous and J. was placed in Hegge and Kirk's Remedial

Reading Drills because of the principal of drill upon which it is based.

Student response

J. has proved to be a very temperamental child, subject to sudden changes in mood, easily provoked into moodiness because of the actions, teasing for the most part, of other students, one also a remedial reading student in the same section in particular. To separate the two was impossible during the present year but arrangements have been made for the future. As indicated the New Practice Readers moved along too rapidly for J. and did not offer the systematic presentation of vocabulary needed. In January, 1965 he was placed in Houghton-Mifflin's second grade, second level text and has progressed satisfactorily through the rest of the year, if slowly. Progress in the Conquests in Reading was satisfactory up to a certain point, through short and long vowel sounds, blends and digraphs and some simple structural endings. With the change to Hegge and Kirk, however, a fluency in word analysis was observable.

At the end of the school year the California Reading Test was administered again to report any gain. However, because of a more realistic view of J., his capacities and his achievement level, Form A was administered. The scores were as follows:

California Reading Test, Elementary - Form Y

July 23, 1965	Grade 6
Vocabulary	3.8
Comprehension	4.0
Total	3.9

Dolch Basic Sight Vocabulary

May 25, 1965 Grade 6

169 of 220, or 77 % correct

No appreciable gain was made, according to the test results. However it is felt that J. has a much better method of word analysis, has increased his sight vocabulary and is perhaps working toward a more realistic capacity expectation. It is felt by the school's remedial reading screening committee that although he might make gains in some specific areas of reading in the program, he does not apparently qualify for participation and will therefore, be returned to the classroom reading situation.

CASE II

Name: B. S. Date: September 15, 1964
Grade: 8th Birthdate: October 12, 1951
Guardian: Mrs. J. B. A. C.A.: 12-11 M.A.: 11-9

Referral

B. was referred to the remedial reading program by his classroom teacher after consultation with his parents when he was in the 6th grade. Difficulty in reading was noticeable as early as first grade, along with a speech problem for which some treatment has been given. Reading remediation was recommended at the University of Utah - Department of Public Health Speech Clinic but until 1963-64, when B. was in the 7th grade no remedial program was available in the local school district.

Background

Family. B. lost both of his parents in an accident in December, 1959, when he was 8 years old and in the third grade. The accident, in addition to killing both parents, critically injured B. He suffered a ruptured spleen, broken arm, broken ribs, and severe laceration of the leg. Because of this he was hospitalized for two weeks and homebound for three.

B.'s family was an adoptive one, and the only purpose in mentioning this is because of the emotional stress that followed the accident. He was adopted as an infant and was aware of his adoption and had accepted it satisfactorily and home adjustment was good, if perhaps somewhat overprotective. There was no other children in the family. After the accident, an aunt, sister of his mother, was appointed guardian and his adjustment into this family has been very satisfactory.

There are four girls in the family, ranging in age from 6 to 17, and the addition of a boy to the family has been well accepted by all of them. The father farms and B. has become more independent. The mother is a teacher, but has been encouraged by the Division of Children's Services, Utah Department of Health to avoid all undue pressures concerning academics in the home and offer a warm, receptive home atmosphere. The family is in the middle socio-economic range, enjoys doing things together and is well accepted in the community.

Personal

B. is a rather small-boned child, but not unduly so. He is of average height, has a beautiful smile, is somewhat shy, possibly because of his speech problem, and when excited, stammers. This was particularly evident in the administration of Gray's Oral Reading Paragraphs

Test. He dresses neatly and appropriately and is accepted by his peer group.

Health

B. enjoys good general health. His most recent professional eye examination was in 1961 at which time no difficulty was evident. He began to walk at about 1 year, talked effectively at about 18 months with the exception of final r's. The stammering did not become evident until in about 3rd grade, or about the time of the accident. B. did attend a speech clinic in the local district in 1st and 2nd grades, but it was discontinued the year he entered the 3rd grade and it was suggested to his parents that they take him to Utah Department of Health, Speech Clinic. This they did periodically until the accident. At the beginning of his 4th grade in school, after his hospitalization and the homebound period mentioned, his aunt returned with him to the speech clinic in Salt Lake City and it was at this time after just a few meetings that it was decided to discontinue them because of B.'s emotional condition at the time. In 1961, the aunt moved to Salt Lake City with B. and the two younger girls so that B. could once again attend the clinic, as this seemed advisable then. During that time he attended 1/2 day sessions for the summer and since has been up for

semi-annual visits. B. has never had a lengthy illness other than the period relative to the accident already mentioned. After the hospitalization and homebound period, he was restricted to limited activity for 3 or 4 months. His aunt reported, that to her knowledge, he had never had a coordination problem, has always preferred the use of his right hand, is energetic if interested in what is happening, listless if not, does not tire easily but is ready for bed at night. He eats and sleeps well. There were no known unusual birth conditions.

School

B. attended kindergarten and entered first grade at the age of 5 with a good attitude toward school. As was mentioned, his reading difficulty was noticeable in the first grade both at home and at school. The only causal factors the family could think of to explain the difficulty might "possibly have been immature at the beginning of school." There is some confusion as to whether or not B. received reading instruction at the University of Utah Reading Services. According to his aunt, he did as well at the speech treatment received at the Children's Services Speech Clinic. In tracking down information on this, however, no record could be found of his attendance. B. was also tutored in reading during the summers of 1962 and 1963, formerly

by a college student and later by one of the district's classroom teachers. B. would be classed as a multiple skills underachiever, with difficulties in the areas of mathematics and English, particularly spelling.

Tests and diagnostic indications

Although B. has been administered an individual intelligence test through the division of Children's Services, and a release was authorized, the score and notations were never received. Two group tests were administered and those results are given here and were used to establish B.'s qualification for admission to the remedial reading program:

California Mental Maturity, Short Form

May 15, 1963	Grade 6
Verbal	I.Q. 87
Non-verbal	I.Q. 98
Total	I.Q. 91

Lorge-Thorndike Intelligence Test, Level 3, Form 1

October 31, 1963	Grade 7
Verbal	I.Q. 84
Non-verbal	I.Q. 97
Total	I.Q. 91

The following tests were administered as part of the admissions battery:

California Reading Test, Form X, Level 4-6

August 30, 1963	Grade 7
Vocabulary	4.6
Comprehension	5.2
Total	4.9

Dolch Basic Sight Vocabulary Test

September 5, 1963	Grade 7
187 of 220 words, or 85 % correct	

Durrell Analysis of Reading Difficulties

September 4, 1963	Grade 7
Oral Reading	3.2
Silent Reading	3.2
Listening	5.5
Word Recognition	3.2
Word Analysis	3.2
Spelling	Below norms
Visual Memory (Primary)	3.0
Hearing Sounds in Words	<u>3.5</u>
Average	3.5

Vision: Eames Eye Test
September 4, 1964 Grade 8

Positive

Hearing: MAICO Audiometric Test
November 18, 1964 Grade 8

Dominance: Lateral Right Dominance. Preferred
right hand, right eye.

Bett's Reading Levels:

Basal:	4th
Instructional:	5th
Frustrational:	6th

California Reading Test, Elementary - Form 2

May 4, 1964 Grade 7

Vocabulary 4.6

Comprehension 5.9

Total 5.3

Gates Primary Reading Test, Type PPR, Form 1

October 15, 1963 Grade 7

4.8

Gray's Oral Reading Paragraphs, Form B

May 8, 1964 Grade 7

2.2 (Note: It is felt that this score is not
a reliable one, due to B.'s speech problem)

It appears that B. is reading on a level equal to the average person in mid-third grade or approximately 2.4 grades below expectancy.

His oral reading revealed inadequate phrasing, monotonous tone, repetitions, frequent errors of easier words, and slowness. In silent reading he evidenced a low rate, lip movements and occasional whispering. Recall appeared good and well organized. Listening comprehension level was well above both oral and silent levels.

In word recognition as well as in the Dolch Basic Sight Word Test, he manifested a deficiency in sight vocabulary and tended to guess at words from the general form. Word analysis ability was poor, with an inability to combine sounds in words, blends causing much difficulty, and endings seemingly going unnoticed. Spelling is hampered by low visual memory and characterized by omissions and additions indicating marked insecurity, and by phonic knowledge limited to hearing rather than being able to reproduce sounds in words.

Remedial recommendations and procedures

Work was initiated in New Practice Readers with emphasis on vocabulary introduced and comprehension. Work on Word Analysis Cards and Conquest in Reading for development of word recognition, word analysis skills, and word meaning. Work on spelling deficiency through use of Reading Road to Spelling, and through use of Visual-Motor approach with weekly spelling words from his English class. Use of Dolch Basic Sight Words, games such as Grab, Let's Go Fish, Vowel Dominoes and The Quiet Pal games for word recognition and word analysis skills. Occasional work in selected assignments of Phonics We Use to strengthen various weak phonetic areas such as blends, digraphs and structural endings. Free reading in trade books of his

choice at his independent reading level. Limited oral reading because of the tension, most probably due to his speech problem, is apparently created. Enrollment in a Speech class in which there were only boys and a teacher who worked very closely with the remedial reading teacher so as to gradually gain B.'s active participation in the class activities.

Student response

B.'s response to the remedial measures provided are indicated, in part, in the results of the California Achievement Test administered at the close of the school year, which are given below.

California Reading Test, Elementary - Form Y

May 15, 1965	Grade 8
Vocabulary	4.2
Comprehension	7.0
Total	5.8

This places B. .4 grade below his expected achievement in reading. Great improvement has been evident to the remedial reading teacher as well as to other faculty members in the area of self-assurance and ease of operating before a group both in curricular and extra-curricular activities. While B. never was adverse to recreational reading, now he frankly admits he enjoys sitting down with

a good book. Re-testing of the Dolch Basic Sight Words indicated that in this area he had shown definite improvement.

Dolch Basic Vocabulary Test

May 25, 1965

Grade 8

211 of the 220 words, or 96% correct.

Improvement in word recognition, other than the Basix Sight Words, has not been as great as would be desired and a definite block is evident in ability to reproduce sounds in words either verbally or in writing. Dictation was used during the year to try to promote this and difficulty was noticed regardless of the difficulty of the word, in the reproduction of short vowel sounds, the more complex consonant sounds such as the hard g and c, double vowel words, final y words, vowel digraphs, and r affected words. Identification of isolated letter sounds did not seem to be the problem, reproduction of sounds in words was, although fluency was not perfect. It is felt that this is an area that still needs much stress next year. There was a definite improvement in spelling achievement during the year, on the tests given by the remedial reading teacher, of the student's weekly spelling words from the English class. However, there was little or no carry-over on the tests on the same words given by the English teacher, the very next hour. B. complained that the

English teacher dictated the words too fast, and that he got nervous.

B. will continue in the remedial reading program, at least for part of next year, with close work with his content subject teachers on his adjustment in these classes.

15
1- I can't said mine R very good and
wends I go to said a R word I'm a
wrand I mine said it, rock.

So I trint to get out of it. and went
I go to said a R word some one
make fun of it. like went I
said doo then said want des
you said a doom.

2- Went I was going to
shcool in Monore I could do
my work friend good. but went
I went to shcool in Elionsene
I dromt down.

3- I like to read sport book.
Went I was in 6th grade. I
read some sport book. but the
teacher, said you art to red
a good book then you can
get some thing out of. and
I dind like them and went
I told him. I dind like them
he said, and read them and
you will. so I took a long
time read them so he would
think I was read the book.

4. I do like to read the story in
spelling because the words
are so hard for the first time.
5. in advice the words are so
hard. @ I can't

CASE III

Name: K. M. Date: September 17, 1964
Grade: 7th Birthdate: March 28, 1952
Parents: Mr. & Mrs C. L. M. C.A.: 12-5 M.A.: 12-9

Referral

K. was referred to the remedial reading program by the Tri-County Child Guidance Clinic, after having been referred to them for psychological evaluation and observation by his 6th grade teacher because of his score on a group intelligence test seemed inconsistent to teacher observation.

Background

Personal. K. is a student of average height and weight, alert appearing and yet, at times, slouchy in manner and an extremely careless student in regard to neatness of school assignments, and study habits. He gets along well, at least to the casual observer, with his peer group; however, there are opinions in the school that on occasion he has bribed, for money, students for protection from other students. Teachers regard him as lazy, spoiled and a discipline problem.

Family. K. is the youngest of five children, only one other, a girl of sixteen, is still living at home. The three older children - two boys and one girl - are married and two are in the teaching profession and one is in banking. The older children have, in the opinion of both the family and school personnel, been well adjusted, cooperative young people and have caused no undue concern for either the home or school. As the mother put it, "The Lord mixed things up - when I was younger and more able to cope with problems like K., I didn't need to; now I have to be behind K. constantly to keep him out of trouble and as I'm older, this is more difficult to do."

The parents are both well educated and provide a good home atmosphere for studying and hobbies. They are in the high-middle socio-economic class and do many things as a family and offer their children the opportunity to have friends participate in boating, fishing excursions and the like. They are, however, perhaps rather indulgent to K.'s wishes. According to former teachers in the elementary school in the community in which the family lives, discipline in the home is rather inconsistent and the boy has "ridden the tide" between his mother's and his father's modes of discipline, taking advantage of any situation available. When confronted

with things that K. reportedly has done that are wrong, the mother's attitude is that it is those other boys who lead K. into doing these things and it is not his fault but theirs.

School. K.'s school history is one in which he has been labeled consistently a "troublemaker." During the first several years of school, if things did not go the way he liked them to go at school, he simply left, hiding until school was out. Because his teacher was handicapped orthopedically, she could not readily seek him out when it was decided he was no longer at school. In later years a male teacher was more capable of bringing him back to school. Co-operation from the home was poor, in the beginning. Later, however, the mother brought him back on occasion also. His parents report that his attitude toward school was generally good, but not where "books" were concerned. Also they reported that he was a very sensitive child, and extremely sensitive to teacher criticism. They felt he was very insecure in the classroom, particularly during his first and second grades. His teacher for these grades was a next-door neighbor, who felt that he was "just too energetic", had an extremely short attention span and was always in trouble. Attendance throughout the primary years was sporadic. A reading disability was first apparent to the parents when it was called to their

attention by his third grade teacher. They felt the problem was one of inability in the area of sounding out words and that other factors that perhaps were causal were a personality between his first and second grade teacher and his excessive energy and short attention span.

Health. There were no unusual birth conditions. General health is described by the parents as good to excellent. They noted, in this respect, an extreme sensitivity and need to have his ego built up. He has no apparent limiting physical disabilities, has had one long illness requiring him to be absent from school for several weeks - appendix operation in 1961. He is energetic, eats well, sleeps well, began to walk at 10 months and talk effectively at an "average" age. He is right handed and always has been so.

Diagnostic tests and indications

The following tests were administered to determine K.'s eligibility into the remedial reading program:

Wechster Intelligence Scale for Children

September 2, 1964	Grade 7
Verbal	I.Q. 109
Performance	I.Q. 109
Full Scale	I.Q. 103
Notations not sent over.	

California Reading Test - Elementary, Form W

September 1, 1964	Grade 7
Vocabulary	4.7
Comprehension	4.0
Total	4.4

K.'s reading deficiency determined from the above scores was approximately 2.6. He has the apparent capability to be reading up to grade placement.

The following tests were administered as part of a diagnostic battery of tests upon K.'s admission to the remedial reading program:

Durrell Analysis of Reading Difficulty

September 7, 1964	Grade 7
Oral Reading	3.2
Silent Reading	3.0
Listening	6.0
Word Recognition	3.8
Word Analysis	4.0
Spelling	4.2
Visual Memory	2.8
Phonetic Spelling	<u>6.0</u>
Average	4.1

Dolch Basic Sight Vocabulary Test

September 7, 1964 Grade 7

211 of the 220 words, or 96% correct

Vision: Eames Eye Test
September 3, 1964 Grade 7

No apparent visual disability.

Hearing: MAICO Audiometer Test
September 3, 1964 Grade 7

No apparent hearing difficulty.

Dominance: Lateral Right Dominance. Preferred
right hand, right eye.

Both oral and silent reading were at low level, with habitual repetition of words, some nervousness and insecurity evident in the oral reading, and good, however, poorly organized recall. In the oral reading word errors were often ignored unless they disturbed the meaning of the selection. Silent reading indicated a lower rate than did oral reading and here too recall although good was poorly organized. In the area of word recognition, K. tended to spell out words in order to recognize them. He seemed rather fearful of errors made and rather insecure in his method of recognition. Listening test score would substantiate his expectancy level as indicated by the WISC score. The same procedure was followed in word analysis, where a lack of knowledge of some of the consonant digraphs, the final "y" sounds,

soft "c" and prefixes and suffixes was noted. The Test of Visual Memory-Primary Level revealed a score of 2.8, the low point in the Analysis. On this apparently insufficient attention was given to the word in its entirety, with errors falling almost consistently in word endings. On the Phonic Spelling of Words, some reversals and difficulty in suffixes was noted, although he scored relatively high at 6.0. Spelling score was 4.2, where insufficient attention was again apparently given to the final sounds in the words. There is seemingly no particular difficulty in the area of basic sight vocabulary, none in the areas of vision, hearing nor dominance.

Remedial recommendations and procedures

Work in phonetic and structural analysis at primary levels in Conquests in Reading, particularly on digraphs, prefixes and suffixes, syllabication, and difficult vowel sounds. Extensive reading at instructional level in New Practice Readers and Readers Digest Skill Builders with introduced vocabularies and comprehension checks. Work on word analysis in ABC Cards and supplementary reading at independent level in areas of K.'s interest - science and out-of-doors.

K.'s reading level was determined as follows:

Independent	4th
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Instructional	5th
Frustrational	7th

During the year, the remedial teacher worked very closely with two of K.'s content area teachers - social studies and science. In the social studies, great improvement was noted in the classroom in K.'s self-confidence in reading before the group, when oral reading assignments were given one day previous to participation and they were shortened to allow for evident achievement. Much was done in the area of content vocabulary in the social studies classroom also. In science, the classroom teacher and remedial reading teacher worked up a unit study in the area of weather and climate, with a study guide and materials to be used at the independent and instructional levels. This unit was to have been presented at the Utah Association of Remedial Teachers Spring meeting but we were unable to follow-through due to the remedial teacher's illness.

Year end testing showed the following:

<u>California Reading Test - Elementary, Form X</u>	
May 13, 1965	Grade 7
Vocabulary	5.6
Comprehension	5.8
Total	5.8

Student response

Gains as reported by the California Reading Test amounted to .9 in Vocabulary and 1.4 in Comprehension. In at least the two areas concentrated upon - social studies and science - teacher-pupil relations were good with K. being much less of a discipline problem than formerly. Much is yet to be done, both in continuing the up-grading of his reading proficiency and in the area of study skills and study habits. It is felt that consultation with the Guidance Clinic would be in order for their suggestions in this case. K. will be continued in the remedial reading program next year.

CASE IV

Name: J. P. Date: October 1, 1964
Grade: 10th Birthdate: August 5, 1949
Parents: Mr. and Mrs. A. B. P. C.A.: 15-2 M.A.: 13-10

Referral

J. was referred by the counseling service of the high school because of a deficiency between her reading grade expectancy as taken from her California Mental Maturity Test score and her reading achievement as taken from her California Reading Test score, as well as the feeling of her teachers that participation in the remedial reading program might enable her to do better work in the content fields.

Background

Personal. The impression J. gives to the writer is that of an attractive, neat, pleasant but shy girl of average build. She is noticeably clean and well-groomed and appropriately dressed. This, however, is not the impression other teachers have of her. From them, in regard to her, come such comments as "brazen hussy", "uses vile language", "crude", etc. In fact, the only other

faculty member that has a positive reaction toward her, is the guidance counselor. Noticeable in initial contacts with J. was the repeated use of the phrases, "I can't" and "I don't know" along with a reluctance to attempt anything new or different.

Whether by choice or not, Julie's school friends seem to be quite a small group - 3 or 4 - and girls that are noticeably not of the same well-groomed and appropriately dressed type as J. herself. Also it is known that these girls use rather crude language and are quite forward particularly around the boys in the school. Neither they nor J. are achievers in school-type work, however.

Family

J.'s home situation is one of extremes; permissiveness in matters of studying and hours of retiring on the one hand, and restraint and over-protection in other matters. This carried over into inconsistent discipline in the home also. Two examples, such as were taken from conferences with former teachers and administrators, are the habit the parents had of driving the child to and from school each day including home for lunch although the family lives in a rural community and only three blocks from the school. This, in itself, would not be particularly unusual except that the child was to sit in the car until the bell for class to begin, and if it should be raining

or snowing, she was carried bodily to the school entrance by her mother or father. The other incident, only one of several involving outright rebellion, was one in which J. stuffed another child's coat down an unflushed toilet at school when she was in the 3rd grade. The parents were called to school to arrange for some reparation, whereupon J.'s father seeing the condition of the coat and hearing only the barest details of what had happened, whipped J. right then and there and declared that nothing like that would happen again where she was concerned.

J.'s father manages a service station, her mother doing the bookkeeping for the business. Their home is socio-economically upper middle-class. The business is in a neighboring town and the family - mother, J. and a brother 8 years old - usually goes to the service station at about 7 in the evening so that the mother might do the day's book work. The children just hang around the station and Main Street until the station closes at 9 p. m. Any studying is done after the family goes home, and the parents go to bed. The parents reported that: "J. certainly studies hard, sometimes until 12 and 1 o'clock." On occasion J. has mentioned that one of her boy friends came over and stayed and stayed until she didn't get her homework done on nights when she did remain at home instead of going with her mother to pick up

her father at work. From parent conferences, it is presumed that there is a tendency to parental bickering, the mother being particularly aggressive and both parents using foul language. The parents, particularly the mother, are extremely defensive to any criticism of the children. Their response to suggestions offered by former teachers and administrators has been literally, "My kids are as good as any in town and I'll fight you to prove it." When J. was referred to the remedial reading program one year ago, they refused to allow her to participate as she was no "different than the rest of the kids in her class and you aren't going to signal [single] her out." This year, after some parent counseling, they agreed that she could probably benefit from the program and allowed her to participate.

School

It was noticed from the school's permanent record for J. that her attendance in the primary grades was poor, with 18 to 20 days absence per year. Her health seemed to be generally good and the teachers reported that they felt the mother allowed J. to remain home if she wished. Since the primary grades, however, attendance has been good. The difficulty in reading was noticed first when J. was in the first grade and it was called to the attention of the parents at that time. They were

quite defensive as was mentioned before, at least from the school's report. The parents report another version of J.'s achievement in school - that in the primary grades she did very well until she had a certain teacher who used ridicule as a disciplinary means and, since that time J. just wouldn't participate orally in a group situation and seemed to lose all of her self-confidence. It is apparent, at present, in her high school situation that she is extremely reluctant even to the point of taking a failing grade rather than participating in such activities as book reviews, reports, and even in answering questions. On one occasion during this year on a mid-semester biology test, after she had written the answers to the test questions, she went back, erased her answers, turned her paper in to the teacher and said, "I can't do it."

As was mentioned earlier, J. has very poor relations with her teachers, either because of her study habits, her conduct in class, or her parents and their relationship with the teachers. When she was recommended by the counselor to the remedial reading program, it was felt that she needed, along with the remedial instruction, counseling and a one-hour weekly counseling session was set up. J. reacted favorably to this arrangement; her parents agreed, and this course of action was followed throughout the year.

Health

There was nothing unusual in J.'s development, as reported by her mother, other than that she was a small child and caught cold easily. She had the usual childhood diseases, has had no lingering illness that necessitated lengthy absences from school, ate fairly well, and did not like to go to bed until her parents did when she was small. According to the Snellen Tests given throughout the school years, J.'s vision varied from 20/40 in the first grade to 20/15 in the eighth grade. She failed an Eames Eye Test administered on September 5, 1964; the testor recommended that the parents have her vision checked professionally. This testing was not done, however, throughout the year. The mother has glasses prescribed for her, but will not wear them because she feels the glasses ruins her appearance. I have never seen her in them and when I questioned whether anyone else in the family wore glasses she said that she had some but did not need them.

Tests and diagnostic indications

The following test were administered prior to J.'s entrance to the remedial reading program:

California Test of Mental Maturity - Short Form

November, 1961

Grade 7

Language

6.7

Non-language	4.9
Total	I.Q. 91

California Reading Test - Junior High Level, Form X

September 1, 1964	Grade 10
Vocabulary	6.4
Comprehension	5.4
Total	5.9

In computing J.'s reading deficiency from the above scores, it was found to be -2.8 or almost three grades.

Diagnostic tests administered to Julie at the onset of the program included the findings:

Dolch Basic Sight Vocabulary Test

September 9, 1964	Grade 10
218 of the 220 words, or 99% correct	

Durrell Analysis of Reading Difficulty

September 10, 1964	Grade 10
Oral Reading	5.5
Silent Reading	4.5
Listening	4.5
Word Recognition	6.8
Word Analysis	6.8
Spelling	5.5
Visual Memory	7.0
Phonetic Spelling	<u>6.5</u>
Average	5.9

J.'s performances indicated that she was reading on a level equal to the average student at grades 5-9, or approximately 2.8 grades below expectancy. Two scores appeared seemingly interesting. The first that J.'s oral reading was one grade higher than her silent reading, in spite of her history of shunning oral participation. Secondly, the low score in listening gave rise to the counselor feeling that much might be gained by the administration of an individual intelligence test. Accordingly, the WISC was administered later in the year. Comprehension on the silent reading test was only fair and was poorly organized and details were overlooked. There was occasional lip movement, marked insecurity, and poor attention necessitated rereading parts of the selections. Comprehension on the oral reading was good, reading was clear and fluent with only occasional repetition of words that she sounded out. In the Listening Test, again details caused much trouble. In Word Recognition errors were not systematic, and occurred in different parts of words - event for ivent, advertiseds for advertisement, through for thorough, etc. All words were analyzed correctly.

Visual Memory was adequate; the only apparent type of error being omission of letters. In Phonic Spelling, sounds were omitted and added occasionally, as well as reversed. Spelling revealed the same type of errors, addition, omission, and reversals of letters.

Dominance: Lateral Right Dominance. Preferred right hand,
right eye.

Bett's Reading Levels:

Basal:	6th
Instructional:	7th
Frustrational:	9th

Remediation recommendations and procedures

From the tests administered, it was felt that first of all, J.'s vision needed to be checked professionally. Also that her reading expectancy needed to be substantiated by the administration of an intelligence test. Much seemed to be desired in the home, and parent conferences in addition to the weekly counseling Julie would have were looked upon as hope in this direction toward better study habits, more consistent hours of sleep. Work in the remedial reading situation needed to be at a level of achievement with much tact in giving suggestions, and praise at attempts and achievement. The counselor advised that much needed to be done in the adjustment of J.'s self-concept through understanding and genuine interest in her as a person. Particular help was needed in the comprehension skills; reading for meaning both sentences and paragraphs, looking for the main idea, directly stated meanings as well as inferred meanings. Work was in New

Practice Readers, Reading for Meaning, Be a Better Reader,
and Readers Digest Skill Builders, and Conquests in Reading.

Student response

The WISC was administered to J.: Notation not sent.

Wechsler Intelligence Scale For Children

Verbal	I.Q.	72
Performance	I.Q.	72
Total	I.Q.	72

After a more realistic reading expectancy was determined, J.'s reading discrepancy was not quite so extreme. At the end of the school year her reading expectancy level was calculated at about 6.5. The following achievement test was administered:

California Reading Test - Junior High Level, Form Z

May 13, 1965	Grade 10
Vocabulary	7.6
Comprehension	7.4
Total	7.4

It was seen that J.'s reading disability had been remediated to some degree, 1.5 grades and that she had, at least score-wise, reached her potential. In the remedial class we carried on a sort of game - "I don't understand" or "This is hard, but I'll try" instead of

"I can't." Verbally she came to express this more and more in the class situation and in the counseling situation. J. has been released from the remedial program but it is evident that she will try to adjust more in her academic future.

Well I am the kind of girl who is a tom boy, not a girl.

When I was in the second grade I had Mrs. [REDACTED] for a teacher, she wanted to hold me back because I wouldn't play with anyone, and I always wanted to be alone, and she thought me and [REDACTED] depended on each other too much.

Well I think most of my trouble started when I was in the third grade, I had Mrs. [REDACTED] for a teacher. When I would go up and ask her to help me she would always ask one of the students to help me, because she was always busy, but she had plenty of time to help every one else. I remember she would always ask [REDACTED] to help me with my Arithmetic and I didn't like [REDACTED] and didn't want her to help me, so I never did learn how to do Arithmetic in her class, and I thought what's the use.

Then I had another teacher I can't remember which one but when I would get up in front of class every one would laugh even the teacher.

When I was in the 7th and 8th I had [redacted] for a teacher, he was always making fun of me.

One day I was sitting in class he ask me to read a number he had put it on the board so I did and laughed then ask me to read it again and I did and he laughed again, and so did the class, he made me do this over and over and he wouldn't tell me what I was doing wrong. I was reading the number right, but I kept putting and in it.

When I was in the 9th grade I had alot of trouble with [redacted] I ask her to help me and she would groan every time and say I didn't listen, but I didn't quite understand what she ment.

When she would ^{out} every one take their dresses home and work on them but she

wouldn't let me take mine home there for I got behind more and more each day, and I just gave up.

Well that's all I can remember right now, for those teachers.

Some of the teachers have told me I was crazy in front of the class, but I guess that part is true.

Out of all my years of school you have been the only teacher that would really help me, and you are the only teacher I have ever liked I hate the rest.

[REDACTED] you are a real teacher not a goon like the rest.

I think you have done a lot for me, and I would like to thank you.

You are the only teacher who ^{will} treat me like a person instead of an insane person.

Your class is the only one I like, I hate the rest to death.

But I will try hard next year to get along with them all but I know it will be hard.

If I don't get along better with the teachers next year than I did this year I might as well quite school. But I want you to know I will try hard first.

I wish all of my teachers were as sweet and kind as you.

CASE V

Name: G. E. Date: January 11, 1965
Grade: 8th Birthdate: December 2, 1950
Parents: Mr. & Mrs. H. E. C.A.: 14-1 M.A.: 13-2

Referral

Guy was referred to the Remedial Reading program because of the deficiency noted on his 7th grade reading achievement test and because of teacher observation, which was not too specific except to indicate that there was a definite reading problem that was seen as a detriment to his general achievement.

Background

Personal. Guy is a rather small-boned child, weighing about 96 pounds and standing about 5 feet tall. He has been considered a discipline problem throughout his school years and is noticeably figety, has a short attention span and is "not interested" in much of anything, but as he expresses it just liked to "goof around." He has a noticeable lack of self-confidence and his response to most questions, even without thinking, is "I don't know." He is not too well adjusted socially in his peer group, has a certain few but changing friends,

and does not care to participate in the social activities of the junior high school.

Family. G.'s family is in the low middle-class socio-economic bracket, his father being employed by the State Road Department and his mother in the local school lunch program. There has been much illness in the family throughout the past few years. G. is the third of four children; three boys and one girl. There may be some emotional conflict between G and his one brother, two years his junior. This boy, Bert, while not an outstanding student academically, does not have too many academic problems. The parents both have a high school education, offer only a fair cultural background for their family, read only the daily newspaper until television came along and are quite lax discipline-wise with their children. All members of the family, while not having any definite speech defects, speak with a slurrishness and poor enunciation. This might explain in part G.'s difficulties in the areas of auditory discrimination and spelling.

Health. G. developed within the limitations of normalcy, had the usual childhood diseases in moderation, never had a lingering illness or serious operation, apparently hears well, at least at present, although his permanent record indicate inflammation of ears in

Kindergarten, shows indications of possibly having a visual problem, eats enough but his mother puts it, perhaps not always the right foods, and sleeps well. Glasses were prescribed for G. by a local optometrist in March, 1960 and checked in August 1962. The optometrist noted that there was a muscle imbalance and convergence at near-point level and focusing was down. Because of the social stigma he felt, however, G. would not wear his glasses and now they no longer fit him.

School. Attendance through his school years has been good. As was mentioned, G., according to his former teachers has always been a discipline problem in school with his parents taking his side whatever the situation might be. Needless to say, therefore, home-school relations were poor, particularly throughout his elementary years. In seventh grade he was transferred routinely to another school; his parents, however of their own accord, transferred Bert to another elementary school in the district in the area where the mother found employment in the school lunch program and transported him themselves. They were very outspoken in the community concerning teachers, administrators, school policies, etc., and G. seemingly dared anyone to teach him anything. Achievement-wise, G. was retarded to other academic as well as his reading.

Tests and Diagnostic Indications

The following tests were used as the criteria for admittance into the remedial reading program:

California Test of Mental Maturity - Short Form

November 20, 1963	Grade 7
Verbal IQ	86
Non-verbal IQ	101
Total	93

California Reading Test - Elementary - Form X

November 27, 1963	Grade 7
Vocabulary	3.0
Comprehension	4.2
Total	3.6

G.'s reading expectancy level, computed from the above score was 6.2 and his reading deficiency was figured as - 2.6.

The following tests were administered as part of a diagnostic battery upon his admission to the remedial reading program:

Dolch Basic Sight Vocabulary Test

January 9, 1964 Grade 7

165 of the 220 words, or 75 % correct.

Durrell Analysis of Reading Difficulty

January 21, 1964	Grade 7
Oral Reading	3.2
Silent Reading	3.0
Listening	6.0
Word Recognition	3.2
Word Analysis	4.2
Spelling	3.0
Visual Memory-Primary	2.5
Phonetic Spelling	6.0
Average	3.9

Gray's Oral Reading Paragraphs - Form A

January 27, 1964	Grade 7
3.4	

Eames Eye Test

December 18, 1964	Grade 7
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Failed

Referred for professional examination.

Audiometer Test

November 19, 1964

No evidence of hearing difficulty.

Dominance: Right Lateral.

Bett's Reading Levels

Independent	3rd
Instructional	4th
Frustrational	6th

The above tests indicated that G. is reading at a 3rd grade level independently. Low points on the reading profile are Visual Memory at 2.5, and Spelling at 3.0. Most of the errors were evidences of the use of initial sound only in both tests. On the spelling test, incorrect spellings of the proper sounds were the most numerous errors, as well as apparent unawareness of structural endings (nintie for ninety, promist for promised). Knowledge of short vowel sounds appeared limited, particularly short i. Oral reading showed inadequate phrasing, poor enunciation and ignorance of punctuation. Also a low sight vocabulary was revealed, inadequate word-analysis ability and errors on easier words. Comprehension was good at achievement level. Silent reading evidenced a low rate of speed, constant lip movements, rather consistent whispering. At the level tested, comprehension was good. Word recognition showed a low sight vocabulary, guesses made from general form and particularly initial sounds and attempts to spell to aid pronunciation. On Word Analysis, ability was generally poor with no apparent

method of analysis, a need for experiences using short vowel sounds, blends, digraphs, prefixes, suffixes and structural endings.

Gate's Reading Survey - Form 2

May 15, 1964	Grade 7
Speed	3.4
Vocabulary	2.9
Comprehension	4.2
Average	3.5

Remedial Recommendations and Procedures

It would appear that G. has a limiting, perhaps complex, reading disability; with possible visual problems, probable emotional difficulties along with a functional reading level some two-and-one-half grades deficient. Other factors possibly contributing to this difficulty appear to be poor home-school relations.

As was mentioned, G. has been referred for re-examination visually by a professional person.

It is felt advisable that G. be referred to the Tri-County Guidance Clinic for psychological evaluation and counseling for his parents as well as himself. From the psychologist evaluation, it would then be determined whether or not reading instruction might be called for.

Until such time as the above appointments are made and followed through upon, drill in the basic sight words is seemingly called for, as well as provision of an accepting climate yet with limitations in which interests might be explored and strengthened. G. might also benefit from work with a kinesthetic method in the area of Spelling due to his limited visual memory. Work in this area in Basic Goals in Spelling. For experience in word recognition, as well as in comprehension, work in self-selected articles of The New Practice Readers, in which vocabulary is given orally to the teachers. For practice on visual memory and work analysis, work with the ABC Cards, with oral sounding of the words, NOT spelling as they are written and oral presentation to the teacher. For work on structural analysis and vowel sounds selected sections of Eye and Ear Fun and Conquests in Reading.

The family followed through on the visual examination and glasses were found necessary. They are bifocals and G. found it difficult to adjust to them. Throughout the year he would forget them about one day each week, and according to his other teachers, did not wear them in classes other than his remedial reading even though this was rather forcefully suggested. Follow-through on the psychological examination through the Tr-County Guidance Clinic was not forthcoming. Appoints were made but never met, always with some excuse from the family.

Year-end evaluations included the administration of the following:

California Reading Test - Elementary, Form Y

May 13, 1965	Grade 8
Vocabulary	4.5
Comprehension	5.6
Total	5.0

Dolch Basic Sight Vocabulary Test

May 24, 1965 Grade 8

194 of the 220, or 80% correct.

There was some progress in sight vocabulary and a gain of 1.4 on the California Reading Test, 1.5 in Vocabulary, and 1.4 in Comprehension. This gain, seemingly is not significant in regard to the thirteen months the student was in the remedial program, however, it is still felt that for more noteworthy achievement to take place, it is definitely imperative that this student and his parents both have further counseling. It has been recommended, administratively, that it is upon this condition G. continue in the remedial reading program next year.

made probrom read in the 3 grade. I
as still read easier book than the rest
of the people, and the teacher wouldnt
help me as much as the other people.
and in the 7th grade i was read a lot better but
it was good as the other people.

CASE VI

Name: D. J. Date: January 25, 1965
Grade: 10th Birthdate: February 22, 1949
Parents: Mr. & Mrs. B. R. J. C.A.: 15-11 M.A.: 15-4

Referral

D. was referred by the guidance counselor in the junior high school when he was in the ninth grade, because of extremely low scores on his California Reading Tests and because of general faculty concern over his disability in reading and its effect on his achievement in other areas.

Background

Personal. D. is an extremely quiet boy, of average height and weight for his age. He wears glasses and, quite noticeably, has a visual problem. In spite of his reading disability, which has been severe throughout his entire school history, he is a very conscientious student, and has always attempted to hand in assignments when requested even though they could not possibly be deciphered. His shyness and quietness have not limited his number of friends and he is quite at ease with his

peer group. He is also well accepted by adults in the community as a responsible and eager farm laborer. During the school year he holds a regular job doing the milking and other chores for a local farmer, and throughout the summer months he does this in addition to numerous other farm jobs for other people. He uses his earned money for a recently purchased, older-model automobile and other personal expenses.

Family. D.'s family is in the upper-low socioeconomic level. There are six siblings, ranging in age from 9 months to 20 years, of which all but one live in the parental home and all except one, five years old, are boys. The father, whom the writer has never met, attended school through 9th grade and the mother through 8th. The family is not particularly inclined to reading activities, therefore, but the mother seemed extremely proud of a newly purchased set of encyclopedias for the children. Since D.'s admission to the remedial reading program, and the admission of one younger brother, the mother has been most cooperative in meeting parent conference appointments, availing herself for several home visits and having both children's vision checked professionally, when a screening test suggested this might prove valuable.

School. From parent conferences, it would appear that D. had some unfortunate school experiences, particularly during his primary grades. The mother reported that his teacher in the first and second grades used the dunce cap and stool in the corner of the room as a disciplinary measure and quite often would not allow D. to go out to recess until he had finished a certain assignment, telling him, "No one wants to play with you, anyway" on different occasions. Also the mother reported occasions on which the same teacher told him he was "too dumb to learn." Although the parents discussed this with the teacher, it did not seem to do much good. In the third grade, D. was referred to the Child Guidance Clinic for psychological evaluation and observation. The report from the clinic stated that their findings revealed autistic tendencies and gave cause for serious concern as to a disturbance in his thought processes. Attendance throughout his school years has been good.

Health. D. is apparently in good general health. He began to walk at 12 months but did not talk until 2 years. He eats well and sleeps well and is generally active although quiet. He had the usual childhood diseases and had one severe accident in which a piece of steel penetrated his eye. He uses his left hand in

preference to his right since babyhood and does at present.

Tests and Diagnostic Indications

In 1961, a WISC was administered to D. and the only information available from the clinic records was a Full Scale IQ of 96. From this a current reading expectancy level of 9.8 was derived from Grade Expectancy Table, Boston University.

Scores from previously administered California Reading Tests were as follows:

4th Grade	Elementary - Form Z	2.8
6th Grade	Elementary - Form W	2.9

In August, 1963 the school district began its remedial reading program and, as mentioned, D. was referred. The following tests were administered as part of the determining criteria for placement in the program:

California Reading Test - Elementary - Form X

August 30, 1963	Grade 9
Vocabulary	3.3
Comprehension	4.0
Total	3.7

From the above, D.'s reading deficiency was calculated at the time of his admission to the remedial reading

program in August, 1963 at -4.7. At that time his reading expectancy level was 8.4.

As part of the diagnostic battery administered subsequent to this time, the following tests were administered:

Dolch Basic Sight Vocabulary Test

September 3, 1963 Grade 9
165 of 220, or 75% correct.

Durrell Analysis of Reading Difficulty

September 7, 1963	Grade 9
Oral Reading	2.3
Silent Reading	1.5
Listening	6.8
Word Recognition	1.8
Word Analysis	1.5
Spelling	Below Norms
Visual Memory-Primary	1.8
Sounds-Primary	<u>1.5</u>
Average	2.3

The above scores indicate a limiting disability in all areas of reading with most scores clustered around 1.7. His deviating score of 6.8 in Listening is seen to indicate substantiation of the intelligence score reported by the clinic. Oral Reading was characterized by word-reinforcement-by-word reading, extremely soft volume,

evident marked insecurity, a low sight vocabulary, inadequate word-analysis ability, and errors on words. Comprehension at level 2.3 was good. Silent reading was characterized by a low rate, constant lip movement, constant whispering, and marked insecurity. Unaided recall was good at the 1.5 level. On the Listening Test, comprehension was excellent throughout the entire test up through the ceiling level. Word Recognition and Word Analysis were both extremely inadequate and revealed no pattern of errors. There was no pattern of word analysis evident, whatever. The Visual Memory-Primary Test was extremely low with answers apparently chosen on the basis on general configuration. Sounds-Primary indicated weaknesses in blends and digraphs and in ending sounds. Because of these inadequacies, D. was also tested on Letters -Naming, Identifying by Names, and Matching. In this task he did well. Sounds of Letters (Phonograms caused much difficulty but on sounds of letters alone, after some illustration, he did fairly well.) Incomplete Dominance was evident.

Remedial Recommendations and Procedures

It was felt that with the generality and the extent of D.'s disability, and his grade placement and chronological age, some well-ordered, systematic program of

word analysis along with much practice with the basic sight vocabulary was called for. Conquest in Reading and Dr. Spello were chosen and progressively the New Practice Readers. Many of the word games also in the Webster Kit were used as well as the introduction of some of the easier Everyreaders late in the year. At the end of 1964, D. was re-tested with the following gains shown.

California Reading Test - Elementary, Form Y

May 5, 1964	Grade 9
Vocabulary	4.1
Comprehension	5.2
Total	4.7

The following year, 1964-65, D. continued to work in the same materials, with some work also in the Reader's Digest Skill Builders and the ABC Word Analysis Cards-Level A. Much work this year was spent in correlating his content classes, specifically World Geography and Driver Training with his remedial program. Throughout the entire first year, never once did D. speak above a whispered mumble in our class. At the beginning of his second year, however, one day during the teachers preparation period, he spent the entire period telling of his summer's work experiences and of his possible

new job milking for a local farmer. He spoke in a normal tone and quite assuredly. In trying to work out his schedule for his remedial reading period, he chose being in with a group of seventh grade boys over being with his own age level because he did not want to miss Vocational Agriculture. Throughout the year he was an example for these younger boys, and where he had never before had any opportunity for leadership he assumed this position in the group well. For the first time in his school life, he didn't receive a failing report card during the year. Following are test scores at the end of the year 1964-65:

California Reading Test - Elementary, Form Z

May 13, 1965	Grade 10
Vocabulary	5.1
Comprehension	6.3
Total	5.8

Dolch Basic Sight Vocabulary Test

May 16, 1965 Grade 10

191 of 220 words, or 87% correct.

Student response

D. Will continue in the remedial program next year. Although his gains have not been outstanding, the school feels they can see much progress in this student who, at one time, was an excellent prospect for a drop-out. His deficiency from his reading expectancy level is 5.6 presently, and it is hoped that perhaps working with the Tri-County Guidance Clinic with a re-evaluation might make possible a more suitable program for D. in the next year.

The mucron in the 1st gant.

in the 2nd gant I with hint be a can and with abox to go to school.
of weak.

in the 3rd gant I with mi ran from the end of mi bent to the
open and the bent with hint me to go to school.

in the 4th gant I have mi is chant and I spent lass and the is first
said if I were of want about 2 more years I want of bent first in
one is.

CASE VII

Name: B. C. Date: February 8, 1965
Grade: 7th Birthdate: April 2, 1952
Parents: Mr. & Mrs. M. E. C. C.A.: 12-10 M.A.: 9-3

Referral

B. was referred by his 6th grade teacher because of difficulty in handling his academic work and a noted deficiency in his California Reading Test score that year. He entered the remedial reading program in September of this year.

Background

Personal. B. is a very short, small-boned boy, and this is definitely a matter of concern to him, particularly as he has a brother, 11 months younger, who is of average build and a slightly better than average student academically. He is a very quiet boy, neatly dressed and well groomed. He enjoys physical education and gymnastics at school and during non-school hours enjoys horses, his bike and playing ball. His mother describes him as a rather worried child -- worried about his school work and his inability to achieve. Although he has several

friends he plays with quite regularly, she felt he was rather withdrawn or at least had withdrawal tendencies.

Family. B. is the oldest of three children.

Clyde, already mentioned, is just younger and Celia, a sister, is 8 years old and in the first grade. There is quite a bit of sibling rivalry between the two boys and B. is noticeably insecure when around his father, who according to the mother cannot accept the limited mental capacity of his oldest son. He feels B. should be able to do as well as Clyde in his school work. B. is therefore, understandably shy about doing any of his school work with his father around. Also he will only work with his mother when Clyde is not around. He will read to his mother and will ask questions of her concerning his work at school. The family has been to the Tri-County Mental Health Clinic where it was explained to them that B. could not be expected to learn as quickly as Clyde but after only two visits the father "didn't have time to go again." The parents have only public school education through the 10th grade in the mother's case and the 11th in the father's. The mother's apparent bitterness about her early marriage and her husband's lack of understanding were brought out during the clinic meetings. She did continue to meet appointments made for her for counseling for several

months after the father ceased going. He is on shift work and this might have some effect on the routine of the family. They are in the middle socio-economic bracket.

School. At school B.'s attitude has been one of indifference. He reportedly spent much of his time day-dreaming throughout the grades. The mother felt that she had, in fact, overprotected him during his early years because of his general immaturity and ill health. He showed little interest in beginning school, was afraid of teacher criticism, afraid of his brother's friends who teased him on the playground and enroute to and from school, easily discouraged by his early failure to learn to read, had a very low energy output and cried a great deal about having to go to school. His reading difficulty was noticed by the mother when he was in the first grade and he grew increasingly deficient throughout the grades.

Health. B.'s mother reported that he was a premature baby, weighing only 5 pounds at birth, and sickly throughout his early years. Although she reported he had never had a prolonged illness, she said that all of the usual childhood diseases he had were particularly hard on him and he was sick with them longer than most children. He has a history of a heart murmur, but there was no indication of it as reported by the

physician at his last physical examination last summer. No visual difficulty was noted on the Snellen given through the grades. His visual acuity was found to be 20/40 and has been improved to 20/15 with appropriate lens. He was diagnosed as having also "a moderate amount of astigmatism, some color blindness and muscle imbalance." The ophthalmologist prescribed glasses for him in November, 1964 and placed him on visual exercises with the stereoscope. He was to report back to the doctor in six weeks time, after completing the prescribed exercises, which he did, and at this time he was taken from the exercise schedule. His hearing on an audiometric test failed to indicate any hearing loss. On a series of dominance tests, he indicates mixed lateral dominance, preferring the left eye and the right hand. His mother reports his general health at present as good, although he eats "just fair" and "doesn't seem to need any" sleep. He first began to walk at 13 or 14 months and began to talk effectively at an "average" age. She describes him as "not overly energetic" and "tiring rather easily."

Tests and Diagnostic Indications

An indication of B.'s academic capacity is given by his score of the following test administered at the Tri-County Mental Health Clinic:

Wechsler Intelligence Scale for Children

November 17, 1961 Grade 4

Full Scale IQ 77

No notations were available with the above score. The remedial reading teacher and other members of the remedial reading screening committee were unaware at the time of the student's referral to the program of the testing done at the Tri-County Guidance Clinic. For purposes of screening, the following tests were administered and for several weeks used as criteria from which to determine B.'s reading expectancy and to calculate his reading deficiency:

Peabody Picture Vocabulary Test - Form 1

September 2, 1964 Grade 7

I.Q. 95 Grade Expectancy 6.4

California Reading Test - Elementary - Form X

September 1, 1964 Grade 7

Vocabulary 4.8

Comprehension 5.4

Total 5.1

The following tests were given as a diagnostic battery upon B.'s admission to the remedial reading program with a reading deficiency supposedly of about 1.3 grades:

Durrell Analysis of Reading Difficulty

September 11, 1964	Grade 7
Oral Reading	2.0
Silent Reading	2.0
Listening	4.0
Word Recognition	2.0
Word Analysis	2.0
Spelling	1.2
Visual Memory	3.5
Phonetic Spelling	<u>2.5</u>
Average	2.4

Dolch Basic Sight Vocabulary Test

September 7, 1964 Grade 7

172 of the 220 words, or 78 % correct.

B.'s reading, as revealed by the Durrell, was 2.4. The strong area of the test seems to be that of Visual Memory and it was hoped that this might be taken advantage of in planning a program for B. There was some question as to B.'s visual capabilities, however, because of his response to the Eames Eye Test. Immediate referral to the ophthalmologist was made. The Listening score caused concern because of the discrepancy between it and the recently attained California Reading Test Score of 5.1. Mention of this was made to the district remedial

reading supervisor and, some time thereafter, it was discovered that the boy had been tested by the WISC at the clinic. Other scores seemed clustered at low second grade level, with a definite need for improvement in basic sight words and in reading in general.

On the Oral Reading Test, the low sight vocabulary was evident as was word-by-word reading, ignoring punctuation, and errors on easier words. Comprehension was good at 2.0 level. The Silent Reading Test was characterized by a low rate, constant lip movements, occasional whispering, scanty unaided recall, irregular pauses in eye movements and excessive (6 to 7) eye movements per line. Prompted recall was fair. Difficulties in Word Recognition were noticed in ignoring word endings, and guessing at general word configuration. In Word Analysis, there no apparent method of word analysis, with the same dependence upon general form. Errors on Sounds appeared predominately in using both the initial and final endings. Spelling scored below the norms and attempts at using the initial sounds and same general configuration were noticed.

Remedial Recommendations and Procedures

Foremost was the possibility of a visual problem, and this, as has been mentioned, was taken care of rather quickly by the parents. Drill on basic sight vocabulary

with the Dolch cards, games, etc. Training in phonetic and structural analysis through the use of Conquests in Reading, with supplementary exercises in Eye and Ear Fun. Extensive reading with vocabulary introductions and comprehension checks at achievement level in New Practice Readers. Further reading with comprehension checks in Diagnostic Readers. Group activities with such games as Let's Go Fish, Grab, Take, Vowel Dominoes, and several games of this sort made by the teacher to teach blends, digraphs, use of short or long vowels, etc. Independent reading in such series as The Beginning Books, Cowboy Sam, Dan Frontier Series, Jim Forest Series. Independent reading level was determined at 2nd., instructional level at 3rd. and frustrational at 4th. The Reading Road to Spelling was used with the kinesthetic method because of reversal tendencies.

Student response

Cooperation with assignments was excellent, attendance was excellent, the need for much repetition was seen and progress was slow though evident in knowledge of sounds of blends and digraphs. Somewhat less progress was noted in the discrimination between short vowel and long vowel words. There were some progress in recognition of inflected endings and even in compound words and syllabication.

Re-testing on the California Reading Test indicated no growth, in fact, a loss of .6. It was felt, however, that the test administered in September was perhaps not an accurate score for some reason, as it was not consistent with further testing by the Durrell Analysis and teacher observations.

Following are the scores from year-end testing:

California Reading Test - Elementary, Form Y

May 13, 1964	Grade 7
Vocabulary	3.2
Comprehension	5.2
Total	4.3

Basic Sight Vocabulary Test

May 24, 1965 Grade 7

189 of the 220 words, or 86 % correct.

Because of the determination of what is thought to be a more realistic reading expectancy for B. and his apparent achievement to that level, and because of the limitations of the remedial reading program as set up by State standards, B. will be released from the program.

When I was in 2th I could not read
as well as the others.

In 3th and on up I see no for on and
on for no sometime.

And I was colorblind.

When we were looking for deer I could
not see the deer

CASE VIII

Name: S.T. Date: February 18, 1965
Grade: 4th Birthdate: November 12, 1954
Parents: Mr. & Mrs. C.L.T. C.A.: 9-10 M.A.: 9-10+/-

Referral

S. was referral by his parents in cooperation with his principal and third grade classroom teacher. A serious problem in reading achievement had been evident since first grade and both the home and school have been aware of it. Relative to this situation, S. was referred to the Tri-County Guidance Clinic last year when he was in the third grade for psychological evaluation. The only report sent back to the school was that he was in the normal intelligence range on an individual intelligence test and participation in a remedial reading program was recommended.

Background

Personal. S. is a rather small boy, but not unduly so. He has a very pleasant personality and gets along well with adults and with his peer group. He dresses neatly, is well groomed, mannerly and of a moderate temperament. In working with the student, he has been extremely cooperative. He is an active child enjoying

the usual activities of boys his age. He seems alert and interested in what is going on around him.

Family. S. is the youngest of five children - three boys and two girls. All of the children live at home, however the oldest, a girl, is a college student and is away during the school months. They are a very close family and have a good relationship with many cousins on both sides of the family who live in and around the community in which they live. The father farms and the mother teaches kindergarten, however, not in the same district in which her children attend school. They are in the upper-middle socio-economic bracket, it would seem. Being the youngest of the family, with four years between he and the next older, a sister, S. has been indulged both by his parents and by his older brothers and sisters. This is due, in part, to his poor health as a small child.

School

S. has a good record of attendance throughout his school life and has never been a particular discipline problem. He has seemed rather immature, however, and his attention span on activities involving seat work has been short. When his reading disability was first noticed in the first grade, the teacher reports that she would encourage him to do his work and would try

to help him, but that his attitude and response would be that his mother would help him at home because she had the things to help him with because she, too, was a teacher. The teacher looked upon this as parental indulgence although she did not indicate that the family was uncooperative. The parents felt that too much, in volume, in the way of mimeographed paper seat work that was on a grade placement level rather than on S.'s level of achievement was handed out to all members of the class indiscriminately. In discussion and physical type activities, the teacher reported, S. participated actively and enthusiastically. He had the same teacher for the second grade in a mixed class of first and second graders. The teacher was rather vague about progress during this grade except that there was not much made. According to his school reading progress chart, however, S. proceeded along through both his first and second grade books with all other members of the class, showing completion dates on the various books that were the same as every other student in both grades and with no comments about his reading. In the third grade, with a different teacher, he repeated reading Ginn's Little White House and Under the Apple Tree and just started repeating On Cherry Street during the middle of May before school let out. It was during

this year that the parents, teacher and principal felt that something needed to be done about the situation. Although, according to the third grade teacher S. "went through" the above mentioned books again, she felt that there was no evident gain in his reading ability. His attention span remained extremely short in matters involving close work; his participation remained good in matters involving discussion, listening, and the more actively-oriented phases of schoolwork.

Health

S. was a premature baby and for several weeks it was a grave matter of concern whether or not he would survive. After he was allowed to be taken home from the hospital, he remained quite frail and weak and sickly throughout the first two years of his life. His parents felt that because of this, he was perhaps over-protected in the home. Since the beginning of his schooling, however, he has not been unusually sick. The childhood diseases he has had, have been in moderation. He has not had any major surgery, nor other long confining illness. He is generally active, eats well and sleeps well, and does not seem to tire easily. There was no indication, given by the school, that there was any visual problem. Snellen tests were 21/15 in the first

and second grades and 20/20 in the third and fourth grades. There are no evident speech problems nor hearing difficulties. S. is and has always been, according to his parents, right handed. He has shown no apparent coordination problems.

Tests and Diagnostic Indications

As mentioned previously, it is known that S. was tested by the psychologists at the Tri-County Guidance Clinic with an individual instrument during the 1963-64 school year. The report simply indicated that he was in the normal range and it was recommended that he be admitted to the remedial reading program.

No reading achievement tests were administered to S. upon admission to the program because usual district procedures call for the administration of such a test in November of each student's fourth grade. The following was administered, at that time:

California Reading Test - Elementary, Form W

November 14, 1964	Grade 4
Vocabulary	2.5
Comprehension	3.3
Total	3.1

It was felt by all personnel concerned that the above was not a true picture of S.'s reading ability as he worked in an instructional situation.

With the initial meetings in the remedial reading program it was believed that some problem was most possible in the area of visual ability. The following screening tests were administered:

Eames Eye Test

September 4, 1964

Grade 4

Negative

Referral for a professional visual abilities examination was made to the parents.

After an examination for visual abilities, the ophthalmologist prescribed both lens and visual training. The lens prescribed were bifocal and caused quite a bit of difficulty for about a week. A suggestion to look through the bottom at near point materials was helpful from time to time. The visual training was to be scheduled for some time either during the winter vacation around the Christmas holidays or during the next summer, whichever the parents could best arrange. As S.'s visual difficulty was explained to the remedial teacher, he was unable to focus a single image biocularly. The ophthalmologist also directed the remedial teacher to use various perceptual activities from Kephart's The Slow Learner in the Classroom and Getman's How to Develop Your Child's

Intelligence, before going into the usual reading activities, to determine his level of proficiency in these developmental skills.

MAICO Audiometer Test

November 18, 1964 Grade 4

No evident hearing difficulty.

An attempt to administer the Durrell Analysis Of Reading Difficulty was made in January, 1965, however, only the most fundamental tests could even be attempted, such as Letters, on which difficulties were noted in all areas, naming, identifying letters named, matching and writing in both capitals and small letters. At this point, testing was discontinued.

Dominance:

Lateral Mixed Dominance. Preferred right hand, left eye.

After work in the areas recommended by the ophthalmologist, with progressively good response, work with letter forms was begun in January, 1965 after school resumed, in all of the variations mentioned above - naming, identifying, matching and writing. Some work was done also in beginning a sight vocabulary mostly through the means of game-like activities. Some reading was done in the

following: We Look and See, Tip, At Home, Here and Near, Tip and Mitten, Sally, Dick and Jane, Don and Peggy, Three of Us, We Work and Play, Here and Away, See Us Come, The Big Show, At a Zoo, Cowboy Sam, Bucky Button and Hop on Pop.

The following tests was administered after it was felt that there was some achievement to be tested and further diagnosis was necessary:

Gate's Primary Reading Test - Type PPR, Form 1

January 18, 1965 Grade 4

Reading Grade 1.95

Reading Age 7.1

It was felt by the remedial reading teacher that this presented a more accurate picture of S.'s reading than had the California Reading Test administered to the whole fourth grade the previous November.

An attempt was made to administer the Dolch Basic Sight Vocabulary but this was futile as there were, so to speak, not words he actually knew. He did not hesitate, however, to guess and guessed the same repetitious small group of words.

Remedial Recommendations and Procedures

As this particularly, has been a case where diagnosis was going on constantly, section III and IV are very closely inter-related, and on-going.

It is felt that work in a basal program - Houghton Mifflin's Reading for Meaning Series has been chosen as it is not used in any of the regular classrooms in any schools in the district - would best meet the problems seen in S.'s reading disability. At this writing, he has a fairly good feeling toward his achievement as evidenced by the number of pre-primers and primers read so far. Those areas evidencing a need and covered by the many exercises given in the teacher's manual are being used. Continuous work on letter forms, sight vocabulary, some work on blends and digraphs and spelling from dictation of first grade level words in Reading Road to Spelling.

Further diagnosis through the use of the Durrell Analysis in the areas of Visual Memory, Sounds, Learning Rate and Listening, it seems, might be indicated so as to determine a proper method or methods to take advantage of in teaching. Or perhaps Trial Lessons as proposed by Roswell and Natchez in Reading Disability.

It was suggested to S.'s parents that if it was at all possible for him to attend a remedial reading program at a summer session at one of the state's colleges or

universities, some further testing might be indicated, any summer regression might be lessened, and other professional opinions might indicate effective possibilities for further instruction.

Work in Nip, the Bear, Book 1 of the Diagnostic Reading Exercises Series with comprehension checks, developmental skills, etc.

Games such as Take, Vowel Dominances, Let's Go Fish, Group Sounding Game, Grab, and several home-made games similar to Grab, utilizing the teaching of initial and final sounds, word families, etc.

Teacher reading of exciting books such as The Cricket in Times Square, Call It Courage, Where the Red Fern Grows, etc., to encourage a positive attitude toward reading.

Student Response

Much progress has been made in knowledge of letters and to their sounds, as well as in blends and some of the more common digraphs, both consonant and vowel. Work in this was reinforced through the use of the large Webster Word Analysis Charts. Some, though limited, knowledge of the short vowel sounds and the little words they appear in, and of long vowel sounds and the two types of little words they appear in, is evident. A slowly growing sight vocabulary through the basal program and drill games.

A developing interest in being able to take a book home to read it, after we have finished it at school. He reads with good feeling, with good phrasing and with adequate voice. The following test was administered at the end of the year:

CALIFORNIA READING TEST - Primary, Form AA

May 15, 1965	Grade 4
Vocabulary	2.1
Comprehension	2.3
Total	2.2

SUMMARY AND CONCLUSIONS

It was the purpose of this study to better formulate individual remedial programs for the several students herein considered, based upon an individual descriptive analysis, and drawn up with the emphasis upon the referral, the personal, family, school and health background of the student and test results and diagnostic indications. From this specific procedures and materials were formulated, utilized and the responses, whether positive or negative were noted.

In so doing the following general observations about the students were noted:

1. Of the eight students, seven were boys and one a girl.

2. Six of the eight students attended the same elementary school and had the same teacher for both first and second grade instruction.

Teacher records, student and parent reports and writer observation indicate that little or no provision was made for individual differences.

3. Four of the eight students had visual disabilities considered causal, at least in part, to their reading disability and not discovered until 4th, through 8th grades.

4. All eight students had emotional problems, occurring conversely in degree to their grade placement in school.

5. Two of the eight exhibited Lateral Mixed Dominance, preferring their right hands and left eyes. One evidenced incomplete eye dominance with left hand preferred.

6. Six of the eight students had been previously referred to the Tri-County Guidance Clinic for reasons other than reading disability.

7. All eight evidenced a combination of causal factors rather than one specific factor.

8. One of the eight students had a noticeable speech problem, and one a history of a speech problem, although it was not now evident.

9. Two of the eight histories of ear or hearing difficulties during the primary or earlier years, although none evidenced hearing problems at present.

10. All eight indicated a higher level of oral reading and comprehension on diagnostic testing than silent reading and comprehension.

11. Seven of the eight evidenced a listening level equal to or higher than, any other area in diagnostic testing.

12. With one exception, and that one showing the greatest achievement gain according to test-re-test, all others showed gains seemingly relative to their intellectual capacity.

Also noted was the use of the following media for estimating academic potential and scholastic achievement in the reading area:

1. Of the eight students, WISC scores were available on seven. However, only three were available at the onset of the study. It was found that in the remaining five cases where it had been believed the students were in the normal intelligence range (above 90) the individual tests revealed ability ranging from 11-19 I.Q. points lower than on the group test scores.
2. Of the eight students, all were administered the Durrell Analysis of Reading Difficulty.
3. All of the eight students were administered the California Reading Test on a Test-Retest basis upon their admission into the Remedial Reading Program at the onset of the study, and also at the end of the study and the end of the year.
4. The Dolch Sight Vocabulary Test was administered to all students involved both at the beginning and the end of the study.

The various kinds of treatment activities included:

The Dolch Basic Sight Vocabulary, in all eight cases (for improvement in basic sight vocabulary).

Word Analysis Practice Cards, Harcourt Brace and World were used with four of the eight students (to give practice on applied phonics through word classification exercises

with words in the child's speaking vocabulary but not in the reading vocabulary).

New Practice Readers were used with the eight, to develop the reading skills of: noting detail, noting implied details, identifying the main idea of a selection, distinguishing fact from opinion, identifying antecedents of given words, finding synonyms, etc.

Conquests in Reading was used with seven of the eight, to present a review of phonetic elements from the sounds of consonants, blends, digraphs to prefixes, suffixes and endings. Also practice in simple comprehension exercises and on basic sight vocabulary.

Readers Digest Skill Builders were used with 3 of the eight for development of various reading skills.

A basal reading test was used with only 1 of the eight students.

Also noted were the varieties of achievement manifested in the students. Achievement noted in students of the study was evidenced with one exception, and that one shows the greatest gain, by gains seemingly relative to their intellectual capacity.

All eight, regardless of growth as revealed by standardized test-re-test results, have shown definite improvement in attitudes in general, in achievement in other classes, in self-concept and in attitudes toward reading, according to faculty observations.

Noted also was a general sequence in remediation procedures, namely:

1. The acquisition of a basic sight vocabulary.
2. The presentation and learning of basic structural phonetic principles, including letter names and sounds, blends, digraphs, endings, prefixes, suffixes, etc, consistent with the instructional reading level of the individual student.
3. The improvement of specific skills in study reading including finding specific answers, implied details, meaning of the whole, Recognition of Antecedents, recognition of the correctness of a statement in relation to the selection, real awareness of the falseness of a statement in relation to the selection read and recognition of the meaning of words in context.
4. The recreational reading and the improvement of the independent level of the individual child through selection of books that he enjoys reading.
5. Utilization of interesting media for promotion of oral reading ability in the form of news broadcasts, play reading and choral reading with the aid of the tape recorder for self-evaluation.

In conclusion, the feelings of the writer are perhaps best expressed by Harris in the following statement:

The remedial teacher whose heart is in his work usually comes to regard each child's problems as a battle ground on which he is fighting for the child's chances for future success and happiness. There are few experiences which can equal the warm glow of satisfaction that such a teacher feels when a child is transformed from a frustrated and defeated individual into a person who has mastered a severe handicap and can look forward to the meeting of other difficulties with confidence and expectation of success. After once tasting the sweetness of such a victory the teacher should be committed for the rest of his career to the principle of teaching children as individuals, respecting their individuality, studying their differences in aptitudes and learning ability, and adapting instructional practices to their needs. Into the hands of such teachers, parents can safely entrust the education of their children.¹

¹Harris, Albert J. J., How to Increase Reading Ability, New York: Longmans, Green, and Co., 1959.

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book for Remedial Reading Programs in Utah Public
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APPENDIX

Appendix I

Tests Used

Bender Visual-Motor Gestalt Test. New York: The Psychological Corp.

California Reading Tests. (Grades 1-14) California Test Bureau, Los Angeles, California.

California Short-Form Test of Mental Maturity. (K-adult). California Test Bureaut, Los Angeles, California.

Dolch Basic Sight Word Test. Garrard Publishing Company, Champaign, Illinois.

Durrell, Donald D. Durrell Analysis of Reading Difficulty. (Grades 1-6) New York: Harcourt, Brace, and World.

Eames Eye Test: Revised Edition. New York: Harcourt, Brace, and World.

Gates Primary Reading Test, Type PPR. New York: Bureau of Publications, Teacher's College, Columbia University.

Gates Reading Survey. (High 3-10) New York: Bureau of Publicantions, Teacher's College, Columbia University.

Goodenough Draw-a-Man Test. Tarrytown-on Hudson, New York: World Book Co.

Gray, William S. Gray Standardized Oral Reading Paragraphs. (Grades 1-8) Indianapolis, Indiana: Bobbs Merril Publishing Co.

Lorge-Thorndike Intelligence Test (Non-verbal), (Primary and Intermediate levels). Boston, Massachusetts: Houghton-Mifflin Co., 1954.

Maico Audiometer Test. Minneapolis, Minnesota: Maico.

Peabody Picture Vocabulary Test. (Age 3-Adult) (Verbal I.Q. and Mental Age) Nashville, Tennessee: American Guidance Service, Inc.

Stanford-Binet Intelligence Scales, Third Revision. (Age 2-Adult) Boston: Houghton-Mifflin Co. 1960.

Wechsler Intelligence Scale for Children. (Age 5-15) (Verbal, Performance and Total I.Q.) New York: The Psychological Corporation.

Appendix II

Games, Devices, And Workbooks Used

Games and Devices for Teaching Sight Vocabulary

Title	Level
Basic Sight Vocabulary Cards (Garrard)	2-3
Grab: Junior, Senior, and Advanced (Dorothea Alcock, 107 N. Elspeth Way, Covina, Calif.)	1-5 according to set
Group Teaching Game (Garrard)	1-3
Picture Word Cards (Garrard)	1
Sight Phrase Cards (Garrard)	2 plus
Take (Garrard)	3 plus

Workbooks and Materials for Practice in World Analysis

Author	Title	Level
Dolch	Consonent Lotto	1 & up
Kottmeyer	Conquests in Reading (Webster)	3-12
Stone, et al.	Eye and Ear Fun, I-IV (Webster)	1-4
Remedial Edu- cation Center	Let's Go Fish, I and II	1-3 up
Dolch	Group Sounding Game (Garrard)	3-8
	Phonetic Word Drill Cards, I, II, and III (Beckly-Cardy)	1-3 up
Dolch	Sight Syllable Solitaire (Garrard)	3 up
Remedial Edu- cation Center	Vowel Dominoes	2 up
Dolch	Vowel Lotto (Garrard)	2 up

Durrell	Word Analysis Cards, A-C (Harcourt, Brace, and World)	4-6
Kottmeyer	Word Analysis Charts	1 up
Kotmeyer	Word Wheels (Webster)	4 up
Meighan, et al.	Phonics We use, Bks. A-F (Lyons & Carnahan)	1-6
Hegge, Kirk & Kirk	Remedial Reading Drills (Wahr)	

Workbooks and Materials for Comprehension, Vocabulary,
Rate, and Spelling

Author	Title	Level
Smith	Be a Better Reader, I-III (Prentice-Hall)	High 5-7
Stone, Grover et al.	New Practice Readers, Bks. A-G (Webster)	2-7
Gates and Peardon	Practice Exercises in Reading, Bks. III-VI (Bur. of Pub., Teac. Col., Columbia Univ.)	1-6
Wagner, et al.	Readers Digest Reading Skill Builders, Bks. I-VI, 3 at each level, except 2 at Level 1 (Readers Digest)	1-6
Anderson and Kinchelue	Reader's Digest Advanced Reading Skill Builders (Readers Digest)	7-8
Guiler and Coleman	Reading for Meaning Bks. 4-12 (Lippincott)	4-12
Johnson	Reading Skilltexts, Bks. 4-6 (Merrill)	4-6
Simpson	SRA Better Reading, Bks I-III (Sci. Res. Asso.)	5-10
McCall and Crabbs	Standard Test Lessons in Reading, Bks A-E (Bur. of Pub., Teach. Col., Columbia Univ.)	3-7