

Central Washington University ScholarWorks@CWU

All Master's Theses

Master's Theses

1969

A Case Study of Remediation for a Fifth Grade Boy with Reading Disabilities

Betty Lee Foster

Central Washington University

Follow this and additional works at: <https://digitalcommons.cwu.edu/etd>

 Part of the [Disability and Equity in Education Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), and the [Educational Methods Commons](#)

Recommended Citation

Foster, Betty Lee, "A Case Study of Remediation for a Fifth Grade Boy with Reading Disabilities" (1969). *All Master's Theses*. 1058.
<https://digitalcommons.cwu.edu/etd/1058>

This Thesis is brought to you for free and open access by the Master's Theses at ScholarWorks@CWU. It has been accepted for inclusion in All Master's Theses by an authorized administrator of ScholarWorks@CWU. For more information, please contact pingfu@cwu.edu.

158

A CASE STUDY OF REMEDIATION FOR A FIFTH GRADE
BOY WITH READING DISABILITIES



A Thesis
Presented to
the Graduate Faculty
Central Washington State College



In Partial Fulfillment
of the Requirements for the Degree
Master of Education



by
Betty Lee Foster
June, 1969

LD

5771.31

F66

SPECIAL
COLLECTIONS

174575

Library
Central Washington
State College
Ellensburg, Washington

APPROVED FOR THE GRADUATE FACULTY

John E. Davis, COMMITTEE CHAIRMAN

Azella Taylor

Dohn A. Miller

ACKNOWLEDGMENTS

The writer would like to thank Miss Azella Taylor and Dr. Dohn Miller with a special thanks to committee chairman Dr. John Davis.

I am most appreciative of the encouragement and support offered by my family and especially my three boys Cortney, Craig and Cameron.

This thesis would not have been started or finished without the love, faith and full-time support given the writer by her husband, Keith.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS	1
Introduction	1
Statement of the problem	2
Importance of the study	3
Limitations of the study	4
Definitions of Terms Used	5
Reading	5
Disabled reader	5
Slow learner	5
Remedial reader	6
Eclectic remedial reading program	6
Kinesthetic method	6
Experience stories and charts	6
Phonics	6
Neurological impress method	7
II. REVIEW OF THE LITERATURE	8
Causal Factors to Consider in Remediation	8
Physical deficiencies	8
Visual acuity and perception	9
Auditory acuity and perception	11
Physical handicaps	14
Neurological difficulties	15

CHAPTER	PAGE
Psychological and educational factors	17
General intelligence	18
Experiential background	20
Emotional problems	22
Survey of Several Reading Methods Used in	
Remediation	25
Kinesthetic method	26
Phonetic analysis	28
Experience story method	31
Neurological impress method	34
III. DIAGNOSTIC PROCEDURES	39
The Research Setting	39
Room	39
Time	40
Diagnostic Information	40
General data	40
Observations	40
School information	41
Home information	42
Interview with the child	43
Neurological observation	43
Auditory and visual perception	44
I. Q. and reading level	45
Emotional evaluation	45

CHAPTER	PAGE
Durrell Analysis of Reading Difficulty	46
Oral reading	46
Silent reading	46
Listening comprehension	47
Word analysis	47
Visual memory of words	47
Hearing sounds in words	47
Spelling	48
IV. REMEDIAL PROCEDURES AND RESULTS	49
Remedial Procedures	50
Puzzles and games	51
Kinesthetic method	51
Experience stories	51
Phonic analysis	52
Textbooks and workbooks	53
Neurological impress method	53
Auditory discrimination	53
Involvement of home	54
Results	54
Kinesthetic method	55
Self-image	55
Neurological impress method	56
Phonic analysis and sight vocabulary	56
Experience story	57

CHAPTER	PAGE
Durrell Analysis of Reading Difficulty	57
Gray's Oral Reading Test	59
Recommendations	59
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	62
Summary	62
Conclusions	64
Recommendations	65
BIBLIOGRAPHY	67
APPENDIX A. Game	72
APPENDIX B. Picture and Story	74
APPENDIX C. Books and Workbooks Used	81
APPENDIX D. Summary of Pre-Test Results	84

LIST OF TABLES

TABLE	PAGE
I. Durrell Analysis of Reading Difficulty, Pre- Test and Post-Test Results	58
II. Gray's Oral Reading Test, Pre-Test and Post-Test Results	60

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS

I. INTRODUCTION

Reading is the most important skill learned by a child. He needs this skill to learn about anything else. The evidence of this fact is stated by Harris when he says "the importance of reading is clearly recognized by the elementary schools. In the primary grades, more time and effort is spent on teaching reading than on any other phase of the school program" (14:3).

For almost a century it has been recognized that difficulties in learning to read have created educational problems for many children. Proficiency in the basic skills is considered essential in our culture, whether these are acquired for occupational value, intellectual curiosity, or solely for leisure time activity.

In evaluating children with learning difficulties the reading specialist recognizes that apart from being under-achievers, disabled readers have little in common. The one characteristic which might be attributed to them is their wide variability of behavior (17:171).

American educators are becoming increasingly concerned about children who fail in reading. This awareness of the

dilemma should stimulate other branches of science, particularly psychology, to help determine fully the reasons for the great number of children with reading disabilities.

Possibly through such understanding and cooperation new ways of dealing with the problem will be developed (11:188).

In an attempt to eliminate reading disabilities, American educators in public schools are using varied remedial reading organizations. Two of these are: (1) standard classroom reading programs, and (2) remedial tutorial programs. The writer intends to examine the merits of the latter program which involves one student in an out of school environment.

The student was having difficulties in all subjects and therefore a problem at home and in the classroom, where he was considered a non-reader. Harris observes, "The non-reader is to a large extent cut off from cultural activities and finds it difficult to mingle with educated people" (14:2). In recognizing this problem the subject was brought to the attention of the writer by his parents in their search for a private tutor.

Statement of the Problem

The purpose of this study was to provide formal research evidence as to the effectiveness of the remedial tutorial program with one child who had been diagnosed as a

disabled reader. The student had been functioning as a slow learner in the classroom. More specifically, an attempt was made to verify or reject the hypothesis that improvement of the subject's reading ability would result in an enhancement of his self-image. A second hypothesis was to determine if the regular classroom work would profit by this improved self-image.

Remediation methods were based on careful evaluation of diagnostic findings. The teaching sessions lasted one hour and were repeated twice a week for approximately four months.

An eclectic program was used appropriate to the subject's needs. Pretests and post-tests were given to the subject to establish the effectiveness of the program.

Importance of the Study

This study was considered important by the writer because the subject had become a problem in the classroom with his teacher and peer group. He spent several hours of everyday in the hall, because he was such a disturbance to the teacher. This disruptive behavior was partially caused by his feelings of inadequacy in reading, which led to his non-participation in other classroom activities. A child who is having trouble with reading is not only a problem to himself but usually causes problems in school, with his peers and at home, cites Wilson (35:3).

The methods used in this case study will hopefully add to the knowledge of future studies and possibly be helpful to other persons interested in remediation. The approaches used in this study might set some type of pattern, therefore, eventually adding some common trend to the body of case studies.

The writer anticipated that through the tutoring process, basic reading skills would be learned. It was expected that the subject could gain confidence by experiencing success on a one to one basis.

A sense of failure had handicapped the subject to such an extent that his feelings of value were negative. He had failed in all academic endeavors since the second grade. "Failure in reading is perhaps the worst failure that school can give a child" (7:2).

Additionally, the subject was given a chance to explore his own potential through a variety of experiences such as creative writing, role playing and art activities. Tiedmann said, "If a child is given greater opportunity to explore, he will probably develop more extensive conceptions of himself and his environment at a much earlier age" (27:3).

Limitations of the Study

The literature on the subject of reading is extensive and therefore the writer limited the review to: (1) factors contributing to remedial reading, and (2) a brief overview of several reading methods.

This was a case study on only one child and the materials were limited to textbooks, workbooks, and a few skill-building games.

A limited number of tests were administered to the subject in a non-school environment.

The study schedule was interrupted by varied social activities such as 4-H club, karting, horse-back riding and hiking. The time was limited to two hours per week, over a four-month period.

Many sessions were completely devoted to conversations of daily occurrences which were considered of utmost importance to the subject and the writer.

II. DEFINITIONS OF TERMS USED

Reading. Reading is a meaningful interpretation of verbal symbols. Reading is an extension of oral communication and builds upon listening and speaking skills. It is also a personal interpretation of individual symbols (14:8).

Disabled reader. A disabled reader is a person who "does not read as well as his potential ability indicates he should" (35:1).

Slow learner. Children with I.Q.'s from 50 to 89 are classified as slow learners. This child cannot be expected to begin learning to read at chronological age 6, and even thereafter they naturally learn at a slower rate (4:411).

Remedial reader. For the purpose of this study, a remedial reader has been defined as having (1) an intelligence quotient of ninety or above on Wechsler Intelligence Scale for Children; (2) a reading age, as determined by the Durrell Analysis of Reading Difficulty at least one and one-half years below mental age; and (3) no previously diagnosed organic brain damage reported in the student's file.

Eclectic remedial reading program. An eclectic reading program is a program designed so that anyone of several techniques of remediation may be used, depending upon the lack of skills and other needs of the individual reader (8:3-4).

Kinesthetic method. A method of treating reading disability by having pupils trace the outline of words or in other ways systematically incorporate muscle movement to supplement visual and auditory stimuli (11:492).

Experience stories and charts. Stories told to the instructor in the student's words from some experience the child has had. The teacher writes the story. The student can possibly read the story more easily, because it is composed of his own words.

Phonics. Phonics is "a method by which skill in word recognition is developed by starting with the sound values of

the alphabet and teaching the technique of blending or combining them to form words" (40:7).

Neurological impress method. This is a method of developing fundamental skills in reading. The student and instructor read orally and simultaneously. The instructor reads into the ear of the student and accompanies the reading with the index finger flowing precisely at the same rate of verbal reading, under the sentence.

The following chapter includes a review of the literature pertaining to causal factors in remediation and four reading techniques. Chapter III involves the diagnostic procedures used in the case study. In Chapter IV the remedial procedures and tests' results will be recorded. Chapter V concludes with a summary and recommendations for further studies.

CHAPTER II

REVIEW OF THE LITERATURE

Authorities agree reading disabilities are usually the results of several contributing factors rather than isolated ones. Studies of causes of reading disabilities reveal no clear-cut factors which occur only in poor readers but never in good readers. Some children who possess the impeding factors appear to be able to read in spite of them. A few good readers are found who have poor vision, poor hearing, emotional instability, who come from environment detrimental to reading and who have had inferior teaching (18:23).

Several authorities state that in most cases one factor alone is not sufficient to inhibit reading if average ability is present and if the pupil is willing.

This chapter will give a brief review of the literature in the area of factors contributing to remedial reading difficulties and survey remedial reading techniques employed in this study.

I. CAUSAL FACTORS TO CONSIDER IN REMEDIATION

Physical Deficiencies

Going on the basis of statements by authorities that there is usually no single factor that is in its self sufficient to inhibit the reader, it is one of the purposes of

this chapter to discuss the role of various physical deficiencies such as visual and hearing acuity, physical handicaps and neurological difficulties that could be considered causal factors.

Visual acuity and perception. A child with visual defects could be handicapped in many ways in the classroom. Harris points to three types of visual defects which are best known to the layman. They are nearsightedness (myopia), farsightedness (hypermetropia), and astigmatism (14:231). Additionally, Arthur Gates categorizes types of vision defects as follows: (1) disturbed vision due to certain organic conditions; (2) defects of the refraction system; (3) defects of muscular control of eyes; and (4) differences in ocular images (13:88).

Research findings indicate the nearsightedness and successful academic achievement tend to be related. This may be true because nearsighted children, rather than farsighted children, are more comfortable doing near-point activities (28:18).

When children who have visual defects attempt to read, they may become uncomfortable, squirmy, fatigued, and distraught to such a degree that they can continue the reading activity for only a short time, or they may refuse to read at all (4:85). On the other hand, this may not be the case.

But there are more fundamental reasons why one cannot state exactly how much poor reading is caused by defective sight. A relatively slight visual defect may give one person acute discomfort, while another person with a more severe defect may not be bothered by it. People vary in their ability to adapt themselves to handicaps (14:234).

Although many studies on the relationship of visual defects to reading ability have been made, an exact statement of the degree to which poor reading is caused by inadequate vision cannot be made. One reason for the discrepancies between different research findings is that the subjects used and tests employed are frequently not directly comparable.

Many young children pay attention only to the main characteristics of visual stimuli, the shape, size and color; and ignore the details. "Once the ability to recognize forms has developed the child is ready to move on to the final and most difficult stage of learning to see; the skill known as 'space discriminations'" (29:50). Radler believes "I see" means more than "I look;" it means "I understand" (vision, sight, understanding perception, comprehension) all these words overlap and blend into one another. Seeing a thing does not always mean noticing its detail (29:19).

A number of studies have been done on visual perception but to date there is still uncertainty as to the nature and validity of perceptual learning. In fact, authorities do not even agree on the definition of perception.

Because the ability to perceive visual similarities and differences is of such importance in reading, items

designed to measure this ability are found in reading readiness tests (14:34). However, in most of these tests perception is usually synonymous with "seeing." Various visual perceptual disabilities may cause specific mistakes in reading. Other factors which may contribute to reading difficulties are poor association between visual and auditory input and poor memory for visual sequences. These may therefore require special treatment. It is significant for treatment. Bannatyne and Semmes concluded that spatial perception involves the integration of visual, kinesthetic, vestibular and auditory stimuli (12:31).

In summary the writer found in most of the studies reviewed, authorities agree that when visual defects are present the child is more likely to have reading difficulty and is more difficult to teach. It was also found that individuals will respond very differently to their physical disabilities.

Auditory acuity and perception. If a child has a hearing defect, learning to read could become a difficult and arduous process. In the initial stages we learn our language through our ears for this is the only way we have of learning. When we learn to read it is a natural tendency to expect words to look in print like they sound.

Pollack and Piekarz estimate in their Reading Problems and Problem Readers that about ten per cent of the elementary school population has hearing deficiencies significant enough to interfere with academic learning. They also feel that learning phonics will be particularly difficult for the child with auditory difficulty (28:19).

For a child to sit in a class for any length of time and not be able to hear what is going on, discomfort and frustration may result. "An important cause of failure in reading in the first and second grade is inattention and, in some cases, inattention is directly due to poor hearing" (7:65).

Betts states that impaired hearing may be causally related to poor reading, or it may merely reveal another difficulty for which the non-achievers must compensate (3:8). It would appear that some forms of auditory deficiency are more acute than others. Authorities such as Kennedy, Henry and Robinson found that children with hearing deficiencies for high frequencies tended to be poor readers (20:113).

In Bond's study, the auditory characteristics of 64 poor readers were compared with those of 64 good readers. Significant differences appeared between the two groups. Auditory acuity, blending, and auditory perception difficulties were significantly more frequent among the poor than among the good readers. These differences were even greater between pupils taught by the phonetic (auditory) method.

The inability to distinguish between words which sound somewhat alike may prove to be a severe handicap in learning to read.

Deficiency in auditory sensation or perception often develop in the persistence of infantile pronunciation. In some children it is due to faulty hearing while other hearing acuity may be normal, but the child has not learned to perceive differences in sounds of the words. If a child slurs and mispronounces words of more than one syllable, chances are he does not notice the difference between his pronunciation and the correct pronunciation. Difficulty in distinguishing between printed symbols may be due to not hearing the difference between two words.

"Many of the tasks that must be mastered before a child can read successfully rely heavily upon auditory processes. Thorough assessment of auditory processes and skills is, therefore, an essential component of the evaluation of children with reading problems." Many conclusions that emerge regarding a child's abilities and disabilities can be more directly applied in educational planning than the results of more traditional approaches to the evaluating of auditory processes (9:24).

The writer found in most of the studies reviewed, authorities agree that when auditory defects are present, the child is more likely to have reading difficulty;

especially if the phonetic (auditory) method of reading is employed.

Proper instructional adjustments will in most cases minimize the effects of hearing impairment on learning to read. Buswell has stated that a non-oral method for teaching reading to hard-of-hearing children may be the most effective.

Physical handicaps. If a child has any type of physical handicap or discomfort it could have an effect on his ability to learn, particularly if it is prolonged or reoccurring. Any condition that reduces a child's vitality and deprives him of the energy necessary to staying alert can interfere with his ability to focus his attention on learning. Chronic infections of tonsils, teeth or any other part of the anatomy may create such a handicap. Conditions of this type also make the child more susceptible to all other diseases. Endocrine dysfunction and inadequate rest and nutrition may also interfere with school learning as they do with adult activity. Harris found signs of "endocrine disturbances more frequently among disabled reading cases than among normal children."

The physical state of the individual also influences his perception. The child who is ill and the healthy but hungry youngster will have quite different reactions to such phrases as "hot dogs and mustard" or "turkey stuffed with dressing" cites Smith and Dechant (32:30).

Treatment for these disabilities would be a regular check-up by a physician to determine the extent of physical difficiencies.

In most studies reviewed, it was found that a physical defect could affect the individual's perceptual ability, interfere with his classroom learning or generally undermine his strength. Therefore, any physical handicap could affect the individual's ability to learn to read.

Neurological difficulties. Mixed dominance, spacial relationship, visual memory and directionality are areas that could affect the learning ability of an individual.

When children fail to respond to the usual remedial treatment, they are sometimes referred to the neurologist as part of a comprehensive clinical evaluation to determine whether or not there is evidence of a structural lesion of the nervous system (34:273).

It is a generally accepted fact that the right side of the brain controls the left side of the body and the left controls the right. Dr. Samuel T. Orton assumed that the right sided person develops memory traces for printed words in a part of the left hemisphere, and also in the right which are mirror images of those on the dominant side. Harris goes on to quote Orton.

When the clearly right-sided person reads, only the memory traces on the dominant side are aroused. In the consistently left-sided person, the right hemisphere is similarly dominant. If, however, the individual fails to develop a consistent dominance of one side over the other, difficulties arise. In that case, there will be confusion and conflict between the two sides of the brain. The child will have great difficulty in learning to read and spell and reversal errors will be prevalent (251).

There is evidence that left-handedness, mixed dominance or lack of dominance may be involved in reading disability cites Bond. "Careful analysis of data and conclusions indicates that in certain rare cases, one or another of these anomalies may contribute to reading disability as part of a pattern of hindering factors" (14:101).

It is the belief that perceptual skills must be learned through experiences. These skills are techniques of seeing and understanding, most of which are learned rather than innate. A child must have awareness of left-right, front-back, up-down, etc. In the world around you this awareness stems from the internal sense of direction developed earlier and known as laterality. The child who has difficulty with space is likely to have trouble with arithmetic and is equally likely to find all thinking difficult.

If the child's visual memory is unreliable, teaching him to learn words as wholes may increase his frustration. If whole-word method is possible, it is preferred. Phonetic

analysis is usually recommended, although it may be difficult for a child with neurological problems to group the sounds adequately.

According to the research reviewed in this study, authorities agree that neurological disorganization could effect the process of learning to read. Awareness of space, directionality and visual memory are all related to the way a person sees.

It should also be pointed out that there is a great deal of disagreement concerning the extent to which neurological dysfunction operates in cases of reading disability. "In spite of the wealth of basic research data on the function of the brain, very little is known about how it functions as a whole in relation to the development of perception and learning." Because a neurobehavioral approach to reading disability is based on hypothesizing the nature of the brain's function, these thoughts are presented as tentative and part of a constantly evolving theory will undergo changes as more knowledge unfolds. Meanwhile, its productiveness warrents its use and continued exploration (2:82).

Psychological and Educational Factors

In this part of the chapter various emotional, intellectual and educational factors and their possible roles in remedial reading disabilities will be examined.

General intelligence. The prime reason in remediation for considering the child's intelligence is to determine if he is a disabled reader or a slow learner. Pollack adds that brighter children tend to be the better readers. For this reason, reading retardation must always be determined by reference to the individual child's mental capabilities regardless of his chronological age and grade placement (28: 24).

Remedial readers are more frequently average or above in intelligence. However most children with severe reading disabilities will be found to have average or low average general intelligence as measured by standardized intelligence tests. This is possibly due to deficient reading ability rather than a valid measure of the child's learning potential. A slow learner's range of intelligence is usually found to be below average.

While low intelligence is believed to be a cause of reading difficulty, it is directly related to the ability of the school to adjust their educational programs to the child's ability to learn.

The classroom teacher or reading specialist is obligated to determine as accurately as possible the child's reading potential. This potential should serve as a guide for instructional achievement by the teacher. This guide of necessity will be flexible, for even the best estimate of

intelligence is subject to error (35:29). However, it should be noted that a direct measure of intelligence may not necessarily be a direct measure of reading potential. "Harris claims that children of limited mental ability cannot be brought up to age and grade norms. Failure to realize this has clogged up many remedial programs with the wrong children" (35:32).

It remains important for the person conducting a diagnosis of reading problems to evaluate carefully the intellectual performance of each child or to at least obtain the information from a reliable and responsible source.

Possession of less than normal intelligence need not be a cause of reading disability. However, when instruction methods are not adjusted to the slow learner's ability, an accumulation of partial learnings will eventually make it impossible for him to profit by ordinary classroom instruction (4:113). On the other hand, the relationship between general intelligence and achievement in reading is clearly established. Other things being equal, the individual with the greatest general intelligence tends to become the best reader (19:600).

In summary of the studies reviewed, most authorities agreed that the distinction between slow learner and remedial reader must first be made. The general idea expressed by authorities was not to ignore the slow learner but to

establish an instructional program for him and that if this was not carried out the child would probably fall further behind each year. On the other hand, after a pupil is found to be a remedial reader, then, and only then, the proper testing and remedial methods could be implemented.

Experiential background. Experiential background is one of the most important factors in learning to read. If a child lacks the everyday experiences, it could affect his ability to learn. Because without this background, the child simply cannot interpret with any meaning from all the many words he sees. His personal and social adjustment is also going to be determined by his experiential background. Learning to read successfully could depend in some cases upon the personal and social adjustment of the child (4:108). This is also an outgrowth of his background of experiences.

Being ready to learn is not only preparedness to learn, but also to a significant extent the result of learning. The visual messages received by your eyes have not meaning in and of themselves; they must be related to your own experiences, learning and intelligence.

Many children who are normal in intelligence come to school from homes that are quite lacking in intellectual stimulation. "The general cultural level of a child's home is the most important determiner of the adequacy of his

background of knowledge and experience" (14:37). Harris refers to the home that is rich in vocabulary, trips, books and pictures as providing valuable background for the child. A child that has had none of these experiences will be lacking in intellectual stimulation (14:38).

Respect for one another and understanding in the home is another factor to consider in home experiences and adjustments. The parent-child relationships and the parents' attitudes toward reading could have a strong influence on the child's self-concept and his attitudes toward reading.

One or a combination of previously mentioned home situations may result in reading disabilities. We must know where the child is if we are to attempt to develop an adequate vocabulary by giving the necessary experiences that will further facilitate this development. The child's mind grows upon the language he hears. If the language is barren, his mind is stunted. If the language is rich, and if it includes the child as an active person, his mind is stimulated to grow. Every child's mind must feed on the language provided in the home. Two distinguished forms of language have been established: (1) restricted and (2) elaborate. The restricted form is found most frequently in working class and rural families.

The child must get acquainted with things in the real world by seeing, smelling, hearing and feeling them. Thus images are acquired (15:77-81).

Authorities agree that a remedial teacher must start where the child is. "Laying a foundation before putting up a superstructure is as important in educational work as it is in building construction" (14:278). Thus it may be seen that the development of an adequate experiential background is an essential part of any reading program. On the other hand, lack of appropriate experiences may cause reading difficulties.

Emotional problems. Children affected by emotional problems such as tension, fear, frustration, impaired self-image, or other problems may have difficulty in learning to read.

Reading difficulty may be a symptom of underlying emotional conflict or, on the other hand, inability to read may itself create emotional problems. Strang believes reading difficulty may be a symptom of emotional problems (34:450).

Among the characteristics that have been most observed in reading cases are anxiety, fear, tension, withdrawal of effort, lack of sustained attention, antagonism to school, compensatory interests and general lack of emotional and social responsiveness.

Children who are extremely aggressive or hyperactive expend their energy in (acting out) their tensions rather than in trying to reach a goal. They have difficulty in adjusting to school. Their difficulty in learning is explained in part by their tendency to respond on a perceptual motor level rather than on a symbolic level (34:447).

According to Woolf, frustration is linked with repeated failure. When a person finds obstacles in the way of reaching a goal, which he regards as important, he experiences frustration. It is especially intense when a fundamental need remains unsatisfied (39:39). An individual can only experience failure so many times without it affecting him emotionally.

A child's social relations with his classmates may also be affected. If the school atmosphere is highly competitive, the poor reader feels humiliated. When he tries to do his studying and fails, he may be deprived of normal social activities, such as recess.

The results of investigations of personality and emotional characteristics of good readers, in comparison with poor ones, confirm the following general view. It is indicated that the greatest caution must be exercised in attributing a child's reading difficulty to characteristics such as nervous instability, inattentiveness, lack of persistence and so on, for this might not be the case at all.

When emotional factors are one of the primary causes of reading disabilities, remedial teachers should attempt to incorporate the following:

1. Become the child's friend.
2. Study the child's past history and gain understanding of his emotional make-up.

3. Help the child to talk freely about himself, his likes and dislikes, his fears and hopes, his hobbies and interests, his friends and his family. With this information, teachers will try to discover causes for emotional states and take steps to help the child to adjust. Be a sympathetic listener.
4. Try to determine if the child failed to learn to read because he was emotionally unstable or if he became emotionally unstable because he failed to learn.
5. If the child is not seriously disturbed, give him reassurance that he has the ability to read and motivation and encouragement in a good corrective reading program.
6. If there is evidence of a severe emotional disturbance, refer the child for psychiatric examination before undertaking remedial work.
7. Maintain a classroom atmosphere that has maximum permissiveness (41:195).

A warm, understanding remedial teacher who will show the pupil she really cares for him as an individual would be the best type of person to work with an emotionally disturbed child.

Emotional status has been more and more clearly recognized as closely linked to the learning and use of the reading abilities. As both a causative and a resultant factor, emotional maladjustment has assumed increasing importance. Nevertheless, authorities feel careful consideration must be observed in determining if a child is failing to learn to read because he is under emotional strain or if he is emotionally upset because he can't read.

II. SURVEY OF SEVERAL READING METHODS USED IN REMEDIATION

In today's literature various descriptions of procedures for remediation are found. Most of these have been proven effective with certain types of special disabilities. It is the purpose of this part of the chapter to review the literature concerning the following methods: (1) kinesthetic; (2) phonetic analysis; (3) experience story method; and (4) neurological impress method.

Our written language does not lend itself to the exclusive application of any one of these techniques, since we have not to date been able to determine the effectiveness of them. A variety of techniques should be taught to children to help them to become better readers. By doing so, it will give the teacher the opportunity to determine which method will be most appropriate to use with a particular child.

An example of the above may be illustrated through a consideration of word attack skills. Beyond the first few words, configuration clues alone soon cease to be useful, because too many words look alike in our written language. Picture and meaning clues cannot be used in isolation, since many words in our language have similar meanings and the same concept may frequently be expressed by several different words. On the other hand, no amount of phonetic or structural knowledge will enable a reader to identify all words

correctly unless he has knowledge of the context. Each of these techniques work best when used in conjunction with other techniques of word recognition (28:9).

Not all methods discussed in this chapter were developed specifically for the teaching of remedial reading. However, any one of them may prove effective with a specific remedial case.

Kinesthetic Method

Difficulty in associating meaning and spoken words with printed words is generally characteristic of the disabled reader. One approach which has proved successful in helping severely disabled readers to overcome this block to reading is the use of tracing and kinesthetic techniques for word learning. Through this method the child relies on the learning of multiplicity of sensory stimulation (visual-auditory, kinesthetic-tactile). In addition, the highly structured nature of the procedures he learns provides a most advantageous setting for helping him to attend to and concentrate on the task at hand. For this method to be completely effective it must be used with the individual child's own experience vocabulary (26:147).

The kinesthetic method is usually executed by having the child trace or write the words or letters they are to learn. Children who learn best through kinesthetic stimuli

are usually able to write well quite early so that this does not normally prove a laborious process.

The method as described by Fernald is:

Here the learner traces the word on a model that the clinician or teacher has written for him on a large piece of paper. He pronounces it by syllables as he traces and he continues until he can reproduce the word without copying. One advantage of this method is that the direction of movement from left to right is automatically controlled. The kinesthetic method seems especially effective with severe reading disability cases (32:204).

Kinesthetic perception may be strengthened by having the child, defined as an extreme case, write words on the blackboard or at his desk with his eyes closed. The remedial teacher guides his hand and says the word while he repeats the pattern until it is learned and he can reproduce it by himself (10:25).

The reading specialist may find several variations of materials used depending upon their availability. Some prefer that all tracing be done in sand, some prefer to use the blackboard, and others feel that tracing the word in large copy, rough surface as on sand paper is entirely adequate.

After the child has learned to reproduce the word, he should be able to recognize it on paper or on the blackboard. The remedial teacher can aid word recognition by using the process of reproduction as a clue to identification of the unknown word. Skill teaching will be implemented at

this point such as dividing the words into syllables. The pupil traces over the unrecognized word on the blackboard to reinforce learning.

Fernald reports rather phenomenal success with the tracing method. She feels little doubt that application of the method by well-trained remedial teachers will generally achieve success in teaching extreme cases. Extreme cases were defined as children who have been unable to profit by the ordinary forms of classroom instruction. The other authorities reviewed in this section substantiate this last statement; that is, the above description of extreme cases.

It may be desirable, even necessary, to resort to visual, auditory, kinesthetic and tactile as a means of helping certain non-readers acquire an initial reading vocabulary. Through use of the adaptation of this technique, a child will change his mode of learning words from VAKT to VAK (visual, auditory and kinesthetic) to VA (visual, auditory) and all of these modalities eventually will be replaced by the application of word analysis skills as a means of acquiring new reading vocabulary (5:363).

Phonetic Analysis

If there is a lack of knowledge concerning the individual letter sounds, the clinician can broach the subject of remediation through either exercises of the workbook type

or a structured phonic reading approach. The advantage of this analytical approach is the use of a key word and a key picture to help the child decipher the sounds for himself (22:66).

Learning the sounding trick for reading is a developmental process allied with, and dependent upon, all other components of the total reading process. Sounding in reading is a subtle and complex process in itself. Maturity in sounding requires the ability to identify the familiar sounds in new words quickly with minimum vocalization, and to use partial sounding deftly and swiftly in conjunction with context clues (30:173).

Anna D. Cordts, author of Phonics for the Reading Teacher, believes children in remediation do not have the techniques of word perception they need to reinforce look-say reading, when the whole-word recognition alone is no longer adequate. She emphatically states "that the ability to 'unlock' the unfamiliar words on the printed page is not synonymous with 'knowing how to read'," a fact that is often overlooked by the layman and educationalist alike (6:251).

The phonic approach has its short-coming as criticized by Gates in the following:

1. It is a definite, rigid, hard-drill program.
2. It forfeits interest in the initial stages because real reading is not attempted.
3. It delays the teaching of meaningful material much longer than the visual method does.
4. It is apt to produce slow, labored reading, with excessive amounts of lip movement.

These criticisms can be answered in the following way:

1. Interest and motivation are created by evidence of successful progress.
2. When the child is introduced to genuine reading he has acquired a basis which insures successful accomplishment.
3. Fluency and comprehension can be built up when a thorough basis in word recognition has been established.
4. The method works, as Gates has said, in some cases when the visual approach does not succeed (4:389).

Many authorities in the field of reading state that what might be true for the average reader might not be true for the remedial reader. The non-reader could become more frustrated with a pure phonic approach.

In order to treat this type of difficulty, the remedial teacher must initially determine whether or not the pupil has had any background in phonics, and whether the elements and principles of a primary program have been learned. These are: (1) the single consonants, (2) the speech consonants, (3) important consonant blends, (4) the vowels, (5) vowel blends, and (6) double vowels.

If a phonic approach is utilized, the following would represent some of the basic goals of the program. The child should be able to hear differences between words that sound alike and should be able to detect whether two words begin the same. He should also be able to pick out words that rhyme and be able to hear similarities and differences in

word endings and middle vowels. Last, he should have the ability to listen to the word, sound by sound, and blend the sounds mentally to recognize the word intended.

However, a pure phonic approach is not necessarily the best technique to use in a remedial reading program. Harris believes in the majority of reading disability cases phonic instruction is more effective when used as a supplement to other procedures rather than being the major method of attack in learning words (14:389).

Phonics remains an essential part of the primary word recognition program. Controversy continues, however, over such questions as "Phonics how soon?" "How much?" and "Phonics how often?" The authors generally concur on one point which is phonics should be introduced earlier and with more direct emphasis than most basal series would suggest (36:416).

Experience Story Method

Many teachers have tried to develop their programs around the needs and interests of their students. It is believed that the child's earliest reading activities should grow out of his own experiences. Creative writing can be both a way of building self-respect and a way to lead children into a life of reading.

The experience story approach begins with conversation. The child is encouraged to talk about his recreational outlets such as hobbies, sports, pets and television shows. The remedial teacher should note anything which sparks enthusiasm. After a selection is made the teacher asks the child if he would like to tell a story about the experience and the teacher will write it on paper. In this way the children will discover how to read printed words whose structure corresponds exactly to the structure of the spoken words. Words and grammar make sense to students only when they use them to say things they really want to say (39:190).

Lamoreaux and Lee explain that the build up of first-hand experiences is a necessary pre-requisite to storytelling. After the child has been exposed to a variety of experiences, he should be given an opportunity to use these experiences for the meaningful interpretation of printed material. The process of chart making is described as follows:

1. Before attempting to make a chart story, the teacher must make sure the child has had an area of experience to draw from. This experience should be something closely related to the child, such as a pet, trip or something happening in the home.
2. This step is the discussion period or the time to clarify concepts in relation to the experience. The number of ideas expressed and vocabulary used can be profitably discussed at this point.

3. At this step the teacher may analyze the common ideas of the group, if it is a group effort.
4. Drawing from the total group an oral expression of common ideas is next. At this point the teacher writes the sentences on the board. The students will see the relationship of their sentences to others and feel a unity of the story.
5. The story is printed twice on chart paper and on lightweight tagboard.

The teacher should not be concerned about words and phrases used as being too big or grown-up. If these words are used as an expression of their story and grows from their experience, they will be clear to the children. A teacher can guide the use of words that she is possibly trying to develop with the child or children (23:122-124). However, at the same time the remedial teacher must be prepared to accept the child's vocabulary.

On the remedial level individual construction of stories, and charts are applicable. One of the most important problems is in the selection of materials for remedial readers. The interest value of reading is essential since pupils try hardest on material they like. For this reason, if for no other, experience stories should be implemented at least to some degree.

In the language-experience approach there is no predetermined rigid control over vocabulary, and the teacher, in order to provide sequence, needs to be consistently aware of how, in each learning experience, to enrich the child's knowledge of words (37:89).

Certain weaknesses are inherent in the use of experience charts, such as the heavy vocabulary burden. It is somewhat difficult to achieve enough repetition of words to make them a part of the sight vocabulary. Finally the quality of the material in charts is sometimes rather poor. Still, as a useful remedial reading method, the experience story technique is a real and important factor to the children (4:29). In spite of these criticisms, Stern's comments still are applicable due to the interest this method could generate.

Most authorities agree that the priceless ingredient of this approach is its ability to motivate many remedial readers. The learning itself is impressive because the child is the initiator of the language, and his experience with the words is multisensory (24:352).

Neurological Impress Method

The research literature on the neurological impress method is extremely limited due to the fact only one study has been published. In spite of this, although the method has not been shown through research to work in all cases, it was decided to at least try it to see how effective it would be in this study. The writer in this part of the chapter will attempt to give a brief over-view of this method and an investigation into the study conducted by Charles Gardner.

In 1965, Charles Gardner directed a research study using the neurological impress method. This is the only research on the method to date, that has been reported in published literature.

Gardner described the selection of subjects to be included in the study as follows:

1. An I.Q. of 85 and above as determined by Stanford Binet Form L-M.
2. Reading level 2 years below chronological age placement based on Gates Silent Reading Test, Forms 1, 2, 3.
3. Children in grades 5 through 8.
4. No known gross neurological or emotional problems.

The two control groups used were matched on such variables as sex, intelligence quotient, chronological age, and grade placement. The experimental group received ten minutes of individual instruction daily using the neurological impress method. The control group received the same individual attention as the experimental group, but they were exposed to more conventional reading techniques. The prime control group was given tests and no special instruction.

After six weeks and a total of five hours instruction for those subjects in the two groups receiving instruction, all of the subjects were given the Gates Silent Reading test for post-test data. Gardner reported the following results:

The experimental group showed a gain of 3.2 (months) the control group a gain of .2, and the prime control

group a loss of .2. A statistical analysis showed it was beyond expectations that these scores would occur by chance (8:36).

The fact that the neurological impress method seems so simple its effectiveness has been in doubt. The method is described simply as a system of unison reading involving the student and remedial teacher in a one to one situation for approximately fifteen minutes at a session.

The first step involves the remedial teacher providing a variety of books from which the pupil may choose. He is encouraged to choose a book that will be easy for him. Difficulty of reading material should be increased frequently after the first few sessions.

The teacher is to sit directly to the side and slightly to the rear so he may read directly into the pupil's ear. A short statement is made to the student giving him an idea as to what is going on and what he might expect.

During the first session the student and teacher will read the same material simultaneously aloud. During the beginning reading, the remedial teacher reads louder and slightly faster than the student.

In order to establish the normal flow of the true reading patterns, the student is not corrected at anytime and is encouraged to refrain from stopping on difficult words or returning to words he has already read.

The remedial teacher moves his finger along under the sentence precisely the same speed and flow of the verbal reading.

He is told to do the best he can and praise should be given freely. The teacher is not to ask questions about reading material. As the sessions progress and as the opportunities present themselves, the teacher lowers his voice and reduces the speed so there will be an infinitesimal lag after the student's reading.

Someday teachers may perceive that the more significant aspect of the teacher-pupil relationship is the interaction of the personalities involved, that the interaction is more important than methodology or instructional material, as shown by recent studies. Teachers will recognize that a child may learn to read better only as learning takes on greater significance in relation to his self-concept (31:249).

If the "whole child" is constantly kept in mind, if one does not become lost in conceptual orientation, and if one has the freedom to use experience and intuition to try even controversial approaches, then a better understanding of all of the neurological and psychological influences involved will be had.

An understanding of the nature of ego functioning and its effect on learning ability and coping behavior gives the

teacher specific clues as to how he should handle this type of child in the classroom (1:67).

CHAPTER III

DIAGNOSTIC PROCEDURES

In this study the writer worked intensively with one child who has reading problems and emotional disturbances, to determine if instruction on a one to one basis could help strengthen the self-image and subsequently give substantial support to the learning skills.

I. THE RESEARCH SETTING

Room

The room set aside for the sessions was well lighted, ventilated and contained an abundance of reading material. The room was small, therefore eliminating outside interruptions. The room contained many reading games and puzzles such as the Phonetic Word Drill Cards, Consonant Lotto, Word Race, Picture Cards and many other games made by the writer.

The bookmobile came to the writer's door every two weeks and the subject was encouraged to browse and select books.

Art supplies were available and experience stories were often illustrated.

Time

After the writer suggested that the time allotted should be at the convenience of the subject, the parents suggested an after-school session when they felt he would be most rested. He came on Tuesdays and Thursdays from 4:00 to 5:00.

The first part of the hour was devoted to discussing the subject's day and accomplishments. Fifteen to twenty minutes were spent on problems or assignments from school. Approximately fifteen minutes were spent on directed reading activities, neurological impress, or reading for meaning. The last few minutes were spent on blackboard, balance board, games and other endeavors.

II. DIAGNOSTIC INFORMATION

General Data

Age	10.11 years
Birthday	October 20, 1957
Weight	75 pounds
Height	4 feet 11 inches

Observations

The first observation was made when the subject was interviewed to determine if he would profit from remedial help. He showed disinterest by acting bored but it was obvious he had been taught to be polite to adults. A dislike

for all of his past teachers was expressed. His appearance was neat, well dressed and he spoke only when spoken to. He manifested insecurity and was unable to express himself. His head hung low and he appeared to be completely unable to converse. He seemed worried and troubled about many things and seemed bewildered. His facial expression showed a troubled, concerned look and his questions were pointed toward his purpose in life. He also wondered how long he could stay alive and why other people died.

School Information

In examination of the records scholastic and achievement, it was decided to start reading diagnosis immediately. His placement was fifth grade, but he was functioning at a 3.1 grade level in most areas. Tests given by the school in his tenth year were Lorge Thorndyke and Wechsler Intelligence Scale for Children. See Appendix D for results.

The teacher stated the subject was lazy and indicated work was never handed in. He was a disturbance in his classroom and his attitude was very defensive. This had been a pattern all the way through the school years since second grade. In the second year of school he moved to the present school.

Home Information

This information was obtained by an interview with the parents of the subject.

There had been no problems connected with his birth and he had very few childhood illnesses. He slurs his words and breathes laboriously, but his parents felt he just had a "lazy tongue." This may have had a direct effect on the auditory aspect of how he heard words.

He is the youngest of three children. His older brother is graduating third in his law class this year. The subject's sixteen-year-old sister is a good student. The parents bought a brand new sports car for the sister on her sixteenth birthday. The father and mother are in their early fifties and are very conscious of this fact. They refer to themselves as being too old to be good parents. They admit that they do not carry through with orders or responsibilities because the subject becomes perturbed when he has to work. The subject played well with neighbors but didn't enjoy the big ones "because they were too rough." The home is located out of town on a hill. It is surrounded by pasture with a horse and a cow. The house would be considered to be of middle income level. The mother is a housewife and the father had recently retired from his auto part equipment shop. The parents realized the subject had a limited vocabulary and admitted to very little dialogue in

the home. The parents seem very interested and were willing to do anything to help improve his scholastic record.

Interview With the Child

The boy stated a liking for football, basketball, shooting his B.B. gun (which was one of eight different guns that were his personal property), go-karting, and swimming. He has a go-kart and has won eleven trophies this past summer by traveling all over the state and competing in races. This was his first year of karting. He has a very expensive outfit for karting and all the necessary equipment.

He swims in his own swimming pool. His pets include a horse and labrador dog.

The dislike for school was reiterated many times. He could see no use for school because "he would just die one day and never profit from education." He expressed a desire for "sad books," although he could honestly say he had read only one book all last year.

He was willing to come to the tutor's house if that was what his parents wanted. He was polite and tried to express himself. Most of the time he was unable to converse because of a limited vocabulary both decoding and encoding.

Neurological Observation

When given parts of the Harris Test of Lateral Dominance, he seemed somewhat hesitant in his knowledge of right

and left. On the balance beam he demonstrated average ability when told to do balance exercises from the BEEP (Basic Educational Experiences Program). A previously administered Frostig test showed weakness in eye-hand coordination. He was unable to make his hand do what his eyes attempted. The Bender Gestalt test showed some tendency toward distortion and rotation with difficulty in drawing straight lines, forming adequate angles and many disoriented figures. This test was also previously administered by the Special Education Department.

Auditory and Visual Perception

Several teacher made tests were given to determine auditory and visual difficulty. Cards were used with different objects on them such as a ball, top, basket, etc. These were used to differentiate between beginning, ending sounds and similarities and differences in words. The writer tapped on the table or anything available to see if the subject could repeat the sounds, therefore indicating he heard correctly. He could not hear sounds in medial and final positions.

A tachistoscope was used for the presentation of visual material. The subject was asked to match letters like p,q - d,b and words like on-no, saw-was to see if he could perceive visual similarities. He could not consistently distinguish between these similarities.

According to the school records, his vision was good and therefore no disability was reported. The school record showed that the Snellen chart had been used. His parents said he had never been to an eye specialist.

I. Q. and Reading Level

Based on Wechsler Intelligence Scale for Children, full scale was 94. Lorge Thorndyke showed a score of 80. The reading level determined by the Durrell Analysis of Reading Difficulty was a third grade first month.

Emotional Evaluation

Based on observations the subject did appear to have emotional problems. His feelings of worthlessness were evident in the discussions and the fears he expressed about death and his own future were frequent. Several statements recorded from the subject are as follows: "I will never understand that so why try." "I wonder if I'm crazy because I don't care that my dog died." "I have to make a lot of money so people will think I'm important." "Why are we put on Earth?" These responses were frequently made to the writer. His dislike for school was very obvious and his sense of failure was strengthened by this dislike. "I don't do any good in school so I might as well not go," was frequently suggested by the subject.

Durrell Analysis of Reading Difficulty

Individual tests which measure oral and silent reading, listening comprehension, word recognition analysis, visual memory, hearing sounds, and spelling were given. The test results are reported as follows:

Oral reading. The subject was asked to read on a second, third and fourth grade level. On the second level his phrasing was good. Phrasing was fair on the third level. He read the paragraph in forty-eight seconds with one error, and a comprehension score of six out of seven. The score placed the subject in the middle section of the second grade. He called words by names he thought of, for example, then for when, clouds for crowd, nose for noise, and completely ignored the punctuation at the end of sentences.

Silent reading. The subject's score in this section was lower than for oral reading. The levels attempted were third and fourth. On the third grade level he read in thirty-seven seconds which placed him at a high second grade level. His recall was good at this point and he forgot only two ideas. On the fourth grade level it took him forty-five seconds placing him at low third grade. His recall was poor on this level.

Listening comprehension. The levels tested in this section started with third grade and went through sixth. He achieved a perfect score on the first two levels and only missed one-half of a question on recall at the fifth grade level. At the sixth grade level he missed three items which gave him an over-all score of middle fifth grade.

Word analysis. The subject achieved as follows on two lists of the Durrell's basic words. On list 1, ranging from grade two through six, he missed four words out of twenty-five. On list 2 for the same level, he missed four words out of the first eight. The errors were with middle and final sounds. He knew all the beginning sounds and there seemed no consistent pattern to the other errors.

Visual memory of words. A score of seventeen out of twenty words was achieved by the subject. This placed him at the 3.5 grade level. There was no pattern to the mistakes.

Hearing sounds in words. On this part of the test the subject placed in the 3.5 grade level after receiving a score of twenty-eight out of twenty-nine possible points. He was asked to circle the word that began like today, and he circled deck.

Spelling. In this section of the test the subject did below second grade level. He was unable to spell ten words out of twenty on a second and third grade level. He would grasp the beginning sounds only. Complete syllables and several letters were omitted. He wrote slowly and used poor letter formation.

CHAPTER IV

REMEDIAL PROCEDURES AND RESULTS

Based upon the information gained from the diagnosis, a plan of remediation was formed. The speaking vocabulary of the subject was limited and the need to verbalize in the home and during the sessions was great. Although the subject was a fifth grade student, he had a reading level of low third grade. The results of the tests disclosed that the subject was weak in the areas of eye-hand coordination and basic sight vocabulary. The lack of any consistent method of word attack or recognition skill was also discovered after a few preliminary tests.

He had failed in his classroom activities since the second grade. It was anticipated by the writer that possibly if he became a better reader his other work might improve, therefore eliminating further frustration. The need to bolster the subject's self-image by improving his reading ability was also evident. As stated by Strang, "Reading difficulty may be a symptom of underlying emotional conflict. On the other hand inability to read may itself create emotional problems" (34:50).

I. REMEDIAL PROCEDURES

The remedial session was only one hour long, twice a week and covered a four month period. The writer kept the activities short and varied. Much thought was given to the length of the training periods to avoid frustration.

In all the sessions attempts were made to involve the use of play activities and allow time for the discussion of problems or desires. The subject was encouraged to tell stories to the writer and many stories were read to the subject.

The initial sessions were used to observe the subject and to establish rapport. Pictures were drawn of the go-kart and races the subject had participated in.

The writer was satisfied with the rapport built over several weeks due to the fact that individual communication had been established. The subject had his father bring his go-kart to the sessions so he could share his interest with the writer. He also brought each trophy he had won to share.

After several sessions testing was introduced. Before each test was administered the writer would attempt to help relax the subject by allowing time for games and informal discussions. After an especially difficult day the subject would not respond well during testing sessions. It was found some testing had to be spaced over several days

because of emotional stress displayed by the subject. This could have affected the validity of the testing.

Puzzles and games. One game made by the writer was a favorite of the subject. The writer and the subject called it "Word Race," due to the subject's interest in racing. Little cars were used to move along a track of sight words. Small cards with directions on them were alternately used by writer and subject. See Appendix A for the example of the game.

Kinesthetic method. This approach was implemented in the following way. The subject traced words with his finger touching the blackboard. He pronounced each part of the word as he traced it. The word was always used as a complete unit.

Not a great deal of use was made of the kinesthetic method because of the subject's difficulty in writing and lack of interest.

Several sessions were devoted to chalkboard activities hoping to provide the student with the opportunity to find that both hands work together, in support of each other. The emphasis was placed on directionality and tracing forms.

Experience stories. The introduction of reading materials was accomplished through the use of experience

stories. The subject did not want to read in a book and did not hesitate to verbally express this feeling. It was anticipated by the writer that by using the subject's own experiences and vocabulary he would be able to read with some success, therefore attempting a more positive attitude toward reading material.

Stories were illustrated and in some cases a picture was drawn and a story was then made. The experience stories were used to build sight vocabulary. He understood very little about punctuation and the use of a simple period in the experience stories was of utmost importance. The subject enjoyed books on racing and karting after awhile. The first picture and story written by the subject is in Appendix B.

Phonic analysis. The following ideas were used to stress phonic analysis. In introducing each new letter sound, the writer would show a printed word on a card. The student was then directed to note the individual letters and groups of letters from left to right in a synthetic approach. He was then to sound them out, and combine each letter to sound out the word.

After identification, the word was used in context. The subject was asked to make a sentence. After the meanings had been discussed, flash cards were presented. At last the

subject was asked to put the word into meaningful content. Occasionally these words were used in paragraphs and lengthened to short story form. Word cards were made during the session for each new word and sent home after the subject had learned to identify them.

Textbooks and workbooks. The books made available for the subject were chosen on the basis of grade level scores and the diagnostic data.

The subject's instructional level had been established to be low third grade. Scott Foresman, Roads to Follow, level 3¹ was introduced. The list of books and workbooks used will be found in Appendix C.

Neurological Impress method. The subject was seated to the right of the writer and the book was held jointly. He was then encouraged to run his finger under the lines read. This was very difficult because in school he had been taught not to put his finger under the words. The writer ran her finger tips under the lines to direct the flow of words.

Auditory discrimination. In developing auditory discrimination of sounds the subject was encouraged to fill in the missing word in rhyming games presented by the writer.

The subject had difficulty in medial and final sounds. A picture game was developed to help with this problem. A group of pictures were given to the subject and he was told to match final and medial sounds. This appeared to help with auditory discrimination.

Involvement of home. The parents realized they did not converse with the subject. They were encouraged to make an attempt to include him in daily discussions and at least try to answer some of the questions presented to them. They were also asked to read to him for pure enjoyment. The bedtime was usually about 11:00 and the subject's activities were many. It was suggested that an earlier bedtime might help the subject perform with less frustration.

The parents said they would try to include the subject in their discussions. They also would try to see that any earlier bedtime could be observed.

II. RESULTS

The improvement of reading ability was in part measured by the retesting of the subject. The tests used were Durrell's Analysis of Reading Difficulty and the Gray's Oral Reading, form A and B. The subject was tested on the Dolch Basic Sight Vocabulary List and the list of words used in the Scott Foresman 3¹ series.

The subject preferred the experience stories and the vocabulary from his own experience. He also enjoyed card games and other activities created by the writer.

Interest in reading was measured by the fact he began to check out books from the book mobile. At first he only looked at the books and after several weeks he began to show an interest in specific types of books. They were taken home and rarely returned on time.

Kinesthetic method. This approach was used in a limited way because the subject expressed a dislike for this type of reading method. It was therefore discontinued after several unsuccessful attempts.

Through the use of blackboard activities the subject's handwriting improved although several letters were still made in an incorrect direction. He began to write with more speed. The subject said he was able to finish more of the assignments given at school because he could write faster. There was still some lack of eye-hand coordination at the conclusion of the study.

Self-image. By interviewing and observing the subject the final analysis of an improved self-image was made. The subject had felt failure in all school endeavors since the second grade. After feeling success with experience stories and the textbooks used, the subject appeared to develop some

confidence. After many weeks he made the statement, "I'm not the dumbest in the room anymore." He went on to explain he had gotten all the spelling words right on that week's test. It was observed that he was happy with himself.

Neurological Impress method. The subject was unable to adjust to the neurological impress method. He stated that it confused him. This method was re-introduced several times over an eight week period. He felt that hearing the writer read simultaneously with him was thoroughly confusing. He saw no reason for the method and would rather struggle with new words than have the writer read along with him. The method was finally abandoned.

Phonic analysis and sight vocabulary. Flash cards, made by the writer, were sent home after they were successfully learned. The subject enjoyed sharing these with his family.

The result of the pre-test and post-test scores on the Dolch Basic Sight Vocabulary List indicated a gain in sight vocabulary. The pre-test showed the subject knowing two hundred words out of four hundred fifty-six on the Scott Foresman list. Post-test results indicated the subject knew three hundred fifty words out of four hundred fifty-six. It should be pointed out that the writer could not be certain

as to whether the words were temporarily memorized or really learned and whether or not they could be transferred to another situation.

Experience story. The subject enjoyed the experience story method. At first it was difficult for him to express himself. Eventually, through a combination of art expression and experience stories the subject was able to express himself. His feelings of accomplishment seemed to be enhanced.

Since the tutorial sessions the subject has written many stories and brought them to the writer to read, but not to keep. He felt he might be a writer when he was grown.

Durrell Analysis of Reading Difficulty. The pre-test and post-test results of the Durrell Analysis of Reading Difficulty are reported in Table I. The improvement was indicated in the gain column. This was based upon the number of correct answers given to the questions presented in the test.

The results shown on Table I indicates that the subject decreased in oral and silent reading rate. This could be possibly interpreted as the result of the student wanting to understand what he was reading.

Minus signs in the gain column explain a loss of seconds in reading rate. In the listening comprehension section the minus score could be interpreted as a lack of attention.

TABLE I

DURRELL ANALYSIS OF READING DIFFICULTY
PRE- AND POST-TEST RESULTS

Section	Pre-test	Post-test	Gain
Oral Reading Rate			
Level 3	48 sec.	30 sec.	18
Level 4	40 sec.	60 sec.	-20
Level 5	52 sec.	60 sec.	-12
Silent Reading Rate			
Level 3	37 sec.	37 sec.	0
Level 4	45 sec.	50 sec.	- 5
Listening Comprehension			
Level 3	8 out of 8	8 out of 8	0
Level 4	7 out of 7	7 out of 7	0
Level 5	8 1/2 out of 9	7 out of 9	-2 1/2
Level 6	5 out of 8	6 1/2 out of 8	1 1/2
Word Recognition Grades 2-6			
List 1	20 out of 25	23 out of 25	3
List 2	5 out of 25	12 out of 25	7
Visual Memory of Words			
Primary	17 out of 20	20 out of 20	3
Intermediate	0 out of 15	4 out of 15	4
Sounds			
Primary	28 out of 29	29 out of 29	1
Phonic Spelling			
	0 out of 15	3 out of 15	3
Spelling			
Grades 2 & 3	10 out of 20	15 out of 20	5

Visual memory of words and phonetic spelling indicate a slight gain. The greatest gain could be found in word recognition, while the least was found in oral reading rate.

Gray's Oral Reading Test. The pre-test and post-test results of the Gray's Oral Reading Test can be found in Table II. The two tests had to be given over a two week period due to schedule changes and the nervous condition displayed by the subject. If he had a particularly difficult day he was unable to respond to the tests. Taking so long to administer these tests could have had an effect on their validity.

Based on the comments from the teacher and parents during interviews, it was felt the subject displayed a noticeable increase in his attitude toward himself and his reading.

The test results indicated the subject made some improvement in reading ability through the use of several remedial reading techniques.

III. RECOMMENDATIONS

The following recommendations may possibly influence the subject's reading achievements:

1. Further work with this child. If possible, tutoring should be carried through the school year to give added support to the child.

TABLE II
 GRAY'S ORAL READING TEST
 PRE- AND POST-TEST RESULTS

	Pre-test		Post-test		Gain	
	Speed	Errors	Speed	Errors	Speed	Errors
Form A						
Level 3	30 sec.	2	20 sec.	1	10 sec.	1
Level 4	55 sec.	5	45 sec.	3	10 sec.	2
Level 5	62 sec.	3	50 sec.	1	12 sec.	2
Level 6	80 sec.	8	65 sec.	5	15 sec.	3
Level 7	85 sec.	9	75 sec.	5	10 sec.	4
Level 8	120 sec.	15	110 sec.	9	10 sec.	6
Form B						
Level 3	25 sec.	1	20 sec.	1	5 sec.	0
Level 4	36 sec.	2	23 sec.	1	13 sec.	1
Level 5	66 sec.	2	50 sec.	2	16 sec.	0
Level 6	92 sec.	7	85 sec.	5	8 sec.	2
Level 7	132 sec.	12	120 sec.	9	12 sec.	3

2. Supportive counseling should be continued at school. This would provide the subject with the outlet to express his frustrations to a sympathetic and understanding ear.
3. Cooperation on the parents' part is vital. They should encourage the subject to see that his school work is completed. Responsibilities should be given around the house and carried out to completion.
4. Encouragement and praise are of the utmost importance. The parents were asked to show pride in the subject's everyday accomplishments, instead of showering him with monetary rewards. The writer mentioned to the parents that love, not things, bring security to a child.
5. It is recommended that some work with a speech therapist might help the subject with his slurring problem.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

This case study was conducted with a fifth grade boy to determine if the improvement of his reading ability would enhance his self-image. By letting the subject know there was someone who had faith in him as an individual the writer anticipated that consequently his over-all classroom work would improve.

The sessions were conducted over a four month period during the 1968-69 school year.

The subject had such a distaste for school that much of the instruction was missed in previous grades. He was brought to the writer only after he felt he was a complete failure. The subject refused to attempt to read and his feelings of inadequacy were strengthened by having to visit a tutor. He asked if he would be "worth helping." He also suggested that if the writer did decide to help him, "he must be real stupid."

A limited speaking vocabulary caused difficulties at the beginning of the sessions. He felt if he did not have the correct words he would not be able to carry on a conversation with the writer. After the writer and subject grew to know each other and good rapport was established, the Durrell

Analysis of Reading Difficulty, Grays Oral Reading, form A and B, Basic Educational Experiences Program (BEEP) Program in Motor Sensory Development and an informal Dolch Basic Sight Vocabulary were administered.

The subject displayed a low sight vocabulary with a silent and oral reading rate and comprehension two grade levels below average. It was found that the subject's instructional level, based on the Durrell Analysis of Reading Difficulty, measured low third grade. The Harris test on Lateral Dominance showed the subject to be hesitant in his knowledge of right and left, although he had complete right side dominance. The Basic Experiences Program (BEEP) was used for a short time at each session to help remove any neurological disorganization.

Several remedial reading methods were used for short periods of time. It was anticipated if the subject could enjoy the sessions he would gain in reading despite his inadequate self-image. Games, auditory and visual discrimination activities, experience stories and charts, neurological impress method and phonic analysis were used along with the physical activities of the BEEP (Basic Educational Experiences Program).

II. CONCLUSIONS

It was the writer's intention to determine if the subject's self-image would improve if his reading level increased. It was not intended to determine if any of the reading techniques were superior to one another.

As a result of conferring with the subject's teacher and parents, the following observations were noted: (1) his vocabulary and ability to converse had shown a remarkable improvement; (2) regular classroom work indicated measurable progress with the exception of arithmetic. One possible reason for the lack of growth in arithmetic could be a very short attention span coupled with a low frustration level when working with numbers.

Although the subject made gains in fluency in oral reading, his rate decreased. This could be interpreted as a result of the student's striving for better comprehension, as indicated in Table I.

An attempt was made and verified that while improving the reading ability, the subject would also feel a gain in his own self-appraisal. It was also determined by the writer that with this new found improved self-image, the subject's regular classroom work showed a slight improvement.

Neurological Impress Method proved to be of limited value with this subject. He said it confused him and after

introducing it at different intervals over several weeks it was concluded that the method was not helpful for this subject, therefore it was abandoned.

Given the opportunity to write and tell stories through the experience story method the subject excelled beyond the writer's expectations.

It was indicated that the subject revealed a keener interest in reading and its value in relation to classroom work. His feelings of inadequacies had lessened to such an extent that he enjoyed attending school and participating in its activities. He often said, "You will be happy to know I did well in my language assignment," or "It sure is great to get my work done with the class." Other times he would say, "I will be able to get that assignment done with no sweat."

Although the writer had no test scores to substantiate the foregoing conclusions it was felt that attitudes and feelings of the subjects are an important part in evaluating the subject's progress.

III. RECOMMENDATIONS

It would be worthwhile to conduct case studies similar to this, if only to help one child. The most important factor that should be stressed here is the success through a one to one relationship. This was accomplished by making the subject feel like a worthwhile individual by giving him

undivided attention and showing interest in his progress. This may also help a remedial teacher to know how to use certain methods with a child similarly disabled.

Further studies of this type could be beneficial to see if persons in remediation could come to the same conclusions, therefore setting some sort of pattern. It is to be considered that very few instruments of this type are now available. With many studies like this to compare with each other, it can only lead to a wealth of knowledge to help with remediation problems.

Attention must be called to the importance of the establishment of good rapport if successful progress is to be made.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Abrams, Jules C. "Neurological and Psychological Influences on Reading," Perception and Reading, Volume 12 (1968), 63-67.
2. Ayres, A. Jean. "Reading--A Product of Sensory Integrative Processes," Perception and Reading, Volume 12 (1968), 77-82.
3. Betts, E. A. Foundations of Reading Instruction. American Book Company, New York, 1946.
4. Bond, Guy L., and Miles A. Tinker. Reading Difficulties, Their Diagnosis of Correction. Appleton-Century Croft Inc., 1957.
5. Cooper, Louis J. "An Adaptation of the Fernald-Keller Approach to Teaching Non-Readers," Reading and Inquiry, Volume 10 (1965), 361-363.
6. Cordts, Anna D. Phonics for the Reading Teacher. Holt, Rinehart and Winston Inc., Chicago, 1965.
7. Dolch, William Edward Ph.D. A Manual for Remedial Reading. Second Edition, Garrard Press, Champaign, Illinois, 1948.
8. Embery, Anthony E. "A Study on the Effectiveness of the Neurological Impress Method as a Remedial Reading Technique." Unpublished Master's thesis, Central Washington State College, Ellensburg, Washington, 1968.
9. Flower, Richard M. "The Evaluation of Auditory Abilities in the Appraisal of Children with Reading Problems," Perception and Reading, Volume 12 (1968), 21-24.
10. Flower, Richard M, Helen F. Gofman, and Lucie I. Lawson. Reading Disorders, A Multidisciplinary Symposium. F. A. Davis, Philadelphia, Pa., 1965.
11. Frierson, Edward C., and Walter B. Barbe. Educating Children With Learning Disabilities, Selected Reading. Appleton-Century Crofts, New York, 1967.
12. Frostig, Marianne. "Visual Modality, Research and Practice," Perception and Reading, Volume 12 (1968), 25-31.

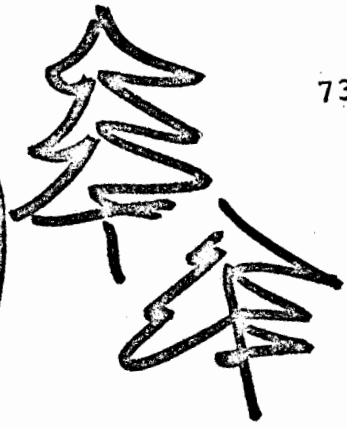
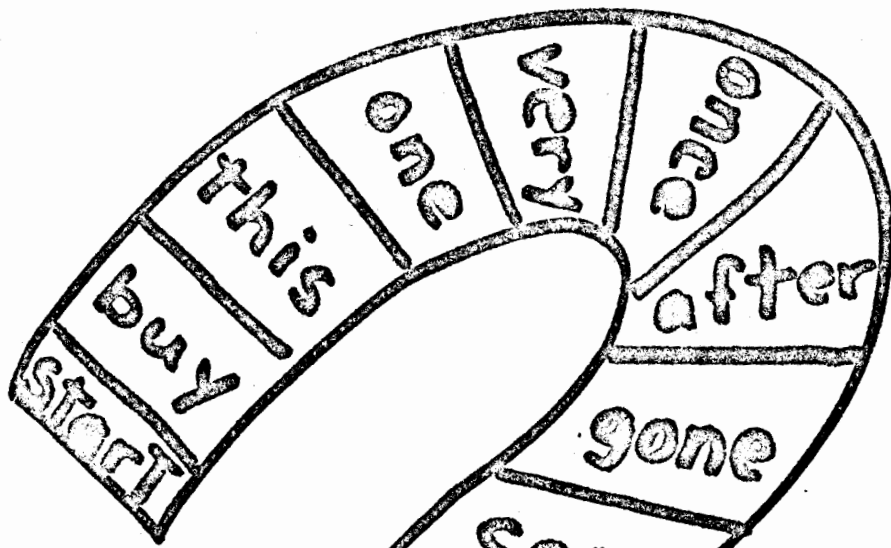
13. Gates, Arthur I. The Improvement of Reading, A Program of Diagnostic and Remedial Methods. MacMillan Co., New York, 1947.
14. Harris, Albert J. How to Increase Reading Ability. David McKay Co., New York, 1940.
15. Havighurst, Robert J. "Social Factors that Influence Learning and Reading," New Perspectives in Reading Instruction, (1968), 74-84.
16. Heckelman, R. G. "A Neurological Impress Method of Reading Instruction." Merced County Schools Office, Merced, California, June, 1962. (Mimeographed.)
17. Hellmuth, Jerome. Learning Disorders. Special Child Publications, Seattle, Washington, 1965.
18. Hermann, Knud. Reading Disability. Charles C. Thomas, Springfield, Illinois, 1959.
19. Johnson, Marjorie Seddon. "Reading Ideas in a Research Stage," New Perspectives in Reading Instruction, (1968), 598-604.
20. Kennedy, H. "A Study of Children's Hearing as it Relates to Reading," Journal of Experimental Education, Volume 10 (1942), 238-251.
21. Kephart, Newell C. The Slow Learner in the Classroom. Charles Merrill Publishing Co., Columbus, Ohio, 1960.
22. Kolson, Clifford J., and George Kaluger. Clinical Aspects of Remedial Reading. Charles C. Thomas, Springfield, Illinois, 1963.
23. Lamoreaux, Lillian A., and Dorris May Lee. Learning to Read Through Experience. Appleton-Century-Crofts, Inc., New York, 1943.
24. McCullough, Constance M. "Balanced Reading Development," Innovation and Change in Reading Instruction, (1968), 320-356.
25. McKee, Paul. The Teaching of Reading in the Elementary School. Houghton Mifflin Co., Cambridge, Massachusetts, 1948.

26. Money, John. The Disabled Reader Education of the Dyslexic Child. Johns Hopkins Press, Baltimore, 1966.
27. Navarra, John Gabriel. The Development of Scientific Concepts in a Young Child. Bureau of Publishers Teachers College, Columbia University, New York, 1955.
28. Pollack, M. F. W., and Josephine A. Piekarcz. Reading Problems and Problem Readers. David McKay Co., New York, 1963.
29. Radler, D. H. Success Through Play. Harper and Row, New York.
30. Schubert, Delwyn, and Theodore L. Torgerson. Readings in Reading. Thomas Y. Crowell Co., New York, 1968.
31. Smith, Henry P., and Emerald Dechant. Psychology in Teaching Reading. Prentice Hall Inc., Englewood Cliffs, New Jersey, 1963.
32. Spache, George D. "Contributions of Allied Fields to the Teaching of Reading," Innovation and Change in Reading Instruction, (1968), 237-290.
33. Stern, Catherine, and Toni S. Gould. Children Discover Reading, An Introduction to Structural Reading. Random House L. W. Singer Co., Syracuse, New York, 1965.
34. Strang, Ruth M., and Arthur E. Traxler. The Improvement of Reading. McGraw Hill Book Co., New York, 1961.
35. Wilson, Robert M. Diagnostic Remedial Reading for Classroom Clinic. Charles E. Merrill Publishing Co., Columbus, Ohio, 1967.
36. Witham, Anthony P. "Reading Programs in the Elementary Grades," Reading and Inquiry, Volume 10 (1965), 415-418.
37. Wittick, Mildred Letton. "Innovations in Reading Instruction: For Beginners," Innovation and Change in Reading Instruction, (1968), 72-125.
38. Witty, Paul. Reading in Modern Education. D. C. Heath & Company, Boston, 1949.
39. Woolf, Maurice D. Remedial Reading Teaching and Treatment. McGraw Hill Book Co. Inc., 1957.

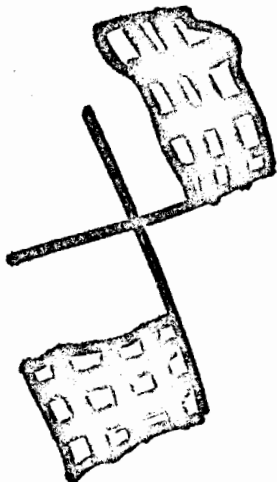
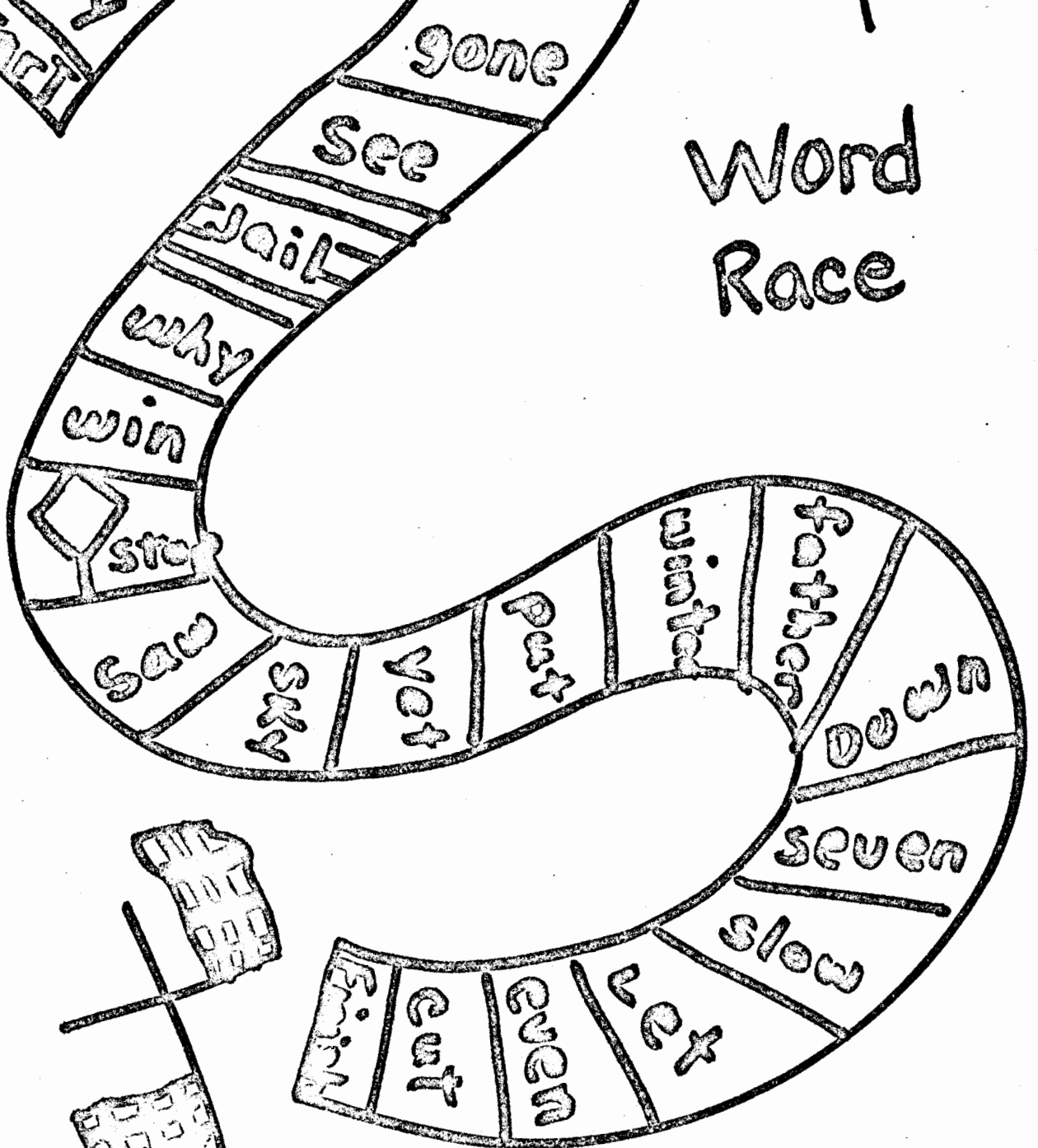
40. Zeman, Samuel S. "Ways to Teach Children to Read," The Journal of the Reading Specialist, October, 1968, College Reading Association.
41. Zintz, Miles V. Corrective Reading. Wm. C. Brown Co., Dubuque, Iowa, 1966.

APPENDIX A

GAME

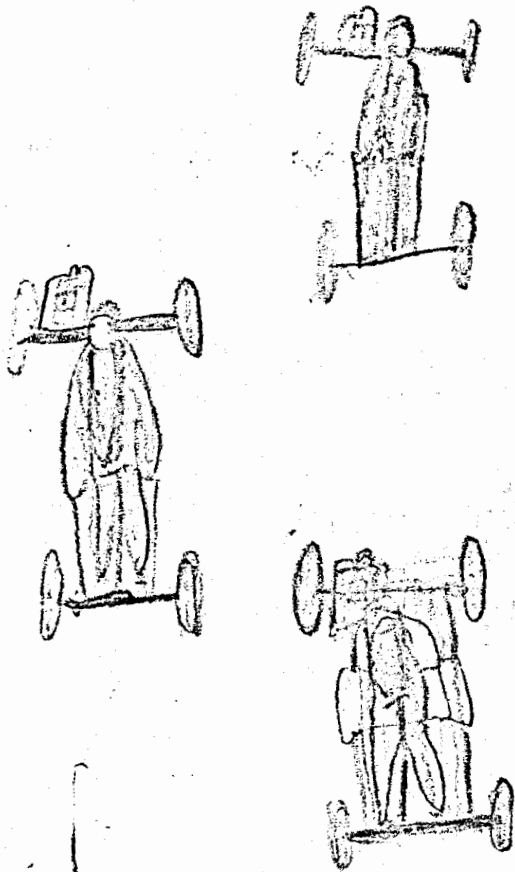


Word Race

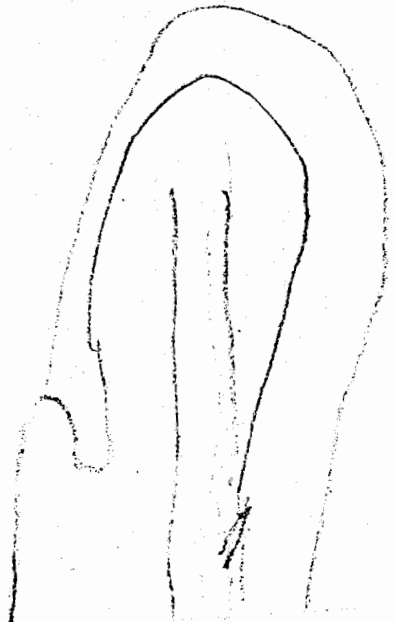
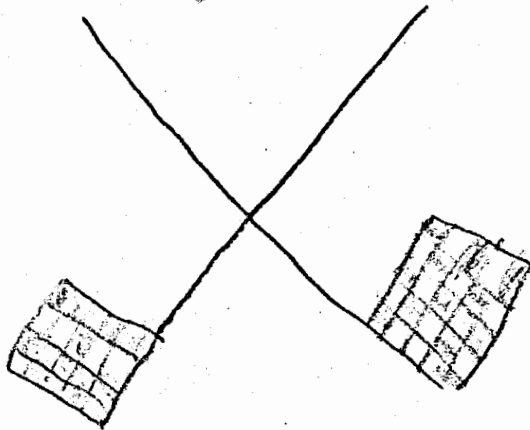
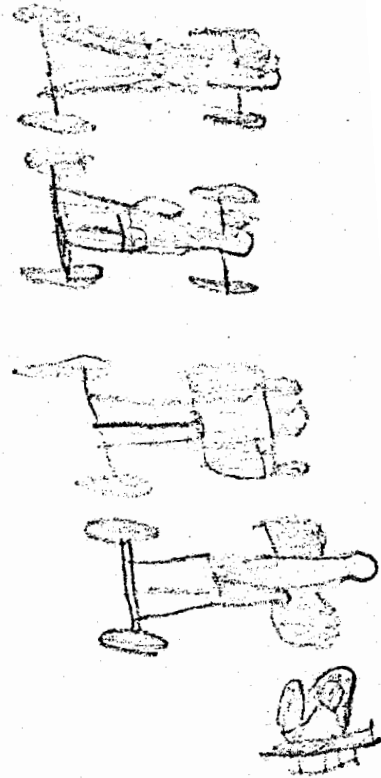


APPENDIX B
PICTURE AND STORY

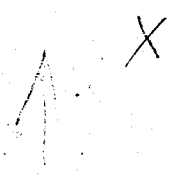
Shoot, you get butterflies when you are out there. I won't tell my dad, but it's not as much fun. At Kent I got sick the night before racing and I couldn't sleep. The guy that races with us from Yakima got me up early to sign up. Every half hour I threw up and a half hour before the race I felt better. I started thinking about the race in another way. I realized the track was three times as wide as the others and I would not collide as easily. Once I got going it will be fun. I was watching Alan race and when it was my turn I got butterflies. The guy raised the flag to give us a whole minute to start. When the minute was up he waved the flag. In the start I came out second. I was catching up with the guy in the lead and I looked over my shoulder to see if anyone was behind me. The kart had a girl named Lee Ann in it and she passed me up. Going up the hill I had more speed and passed her. My engine started to 4 cycle on the last two laps. I came in third. Dad gave me a candy bar. He wanted to know how the kart acted. We stayed one more night because we had to wait for the trophy. The trophy was 2 1/2 feet tall. I felt good that I won a trophy but bad that the kart 4 cycled.



My
cart




Three wishes

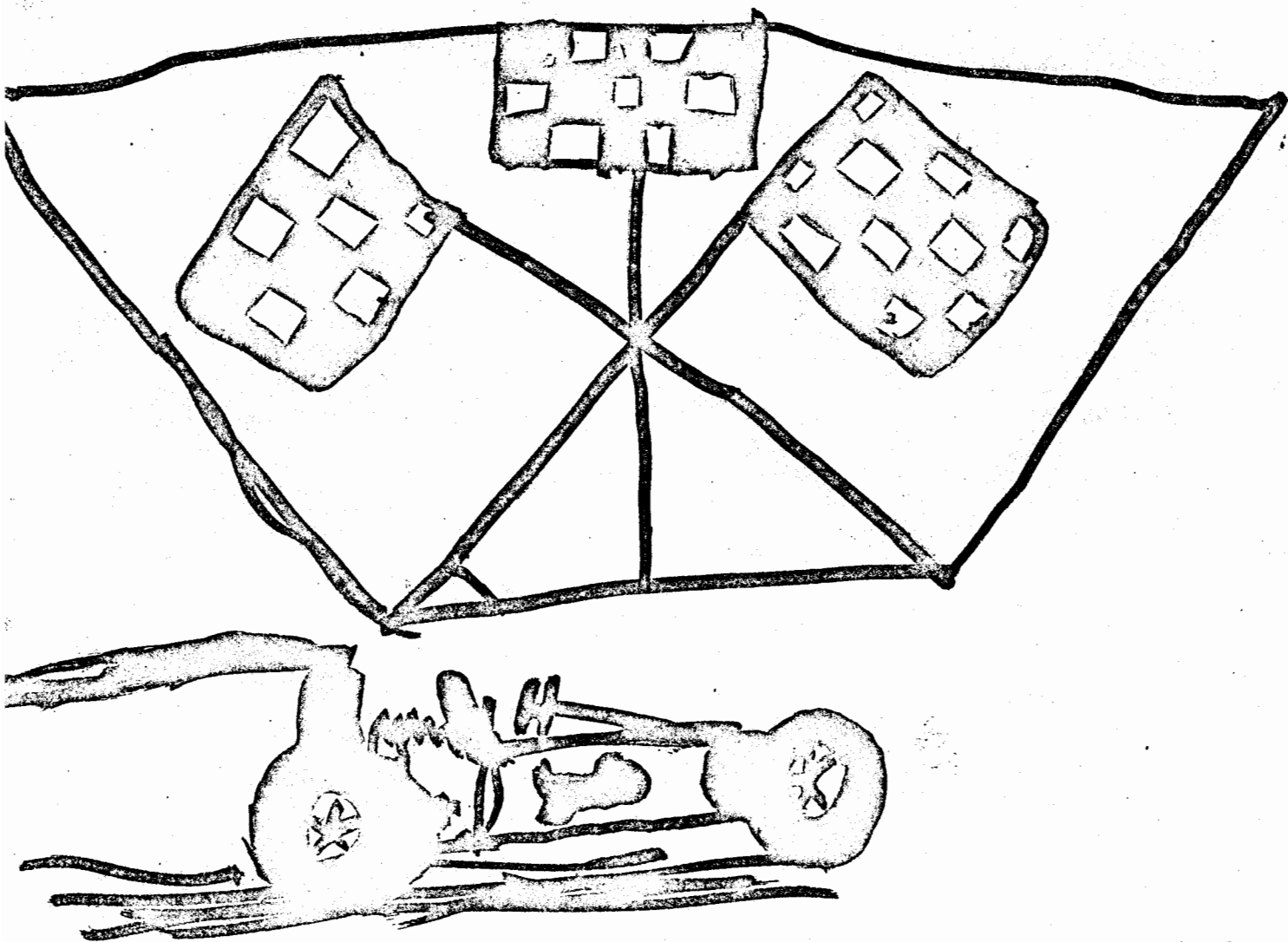


1. A 1969 Mercedes-Benz / Endural kart. Why? it is the most expensive kart on the track and the fastest.

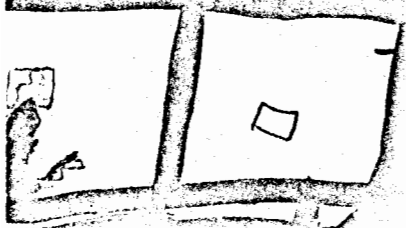
2. A big house with a lot of money then I wouldn't have to worry about my education.


3. How a  Racing team.

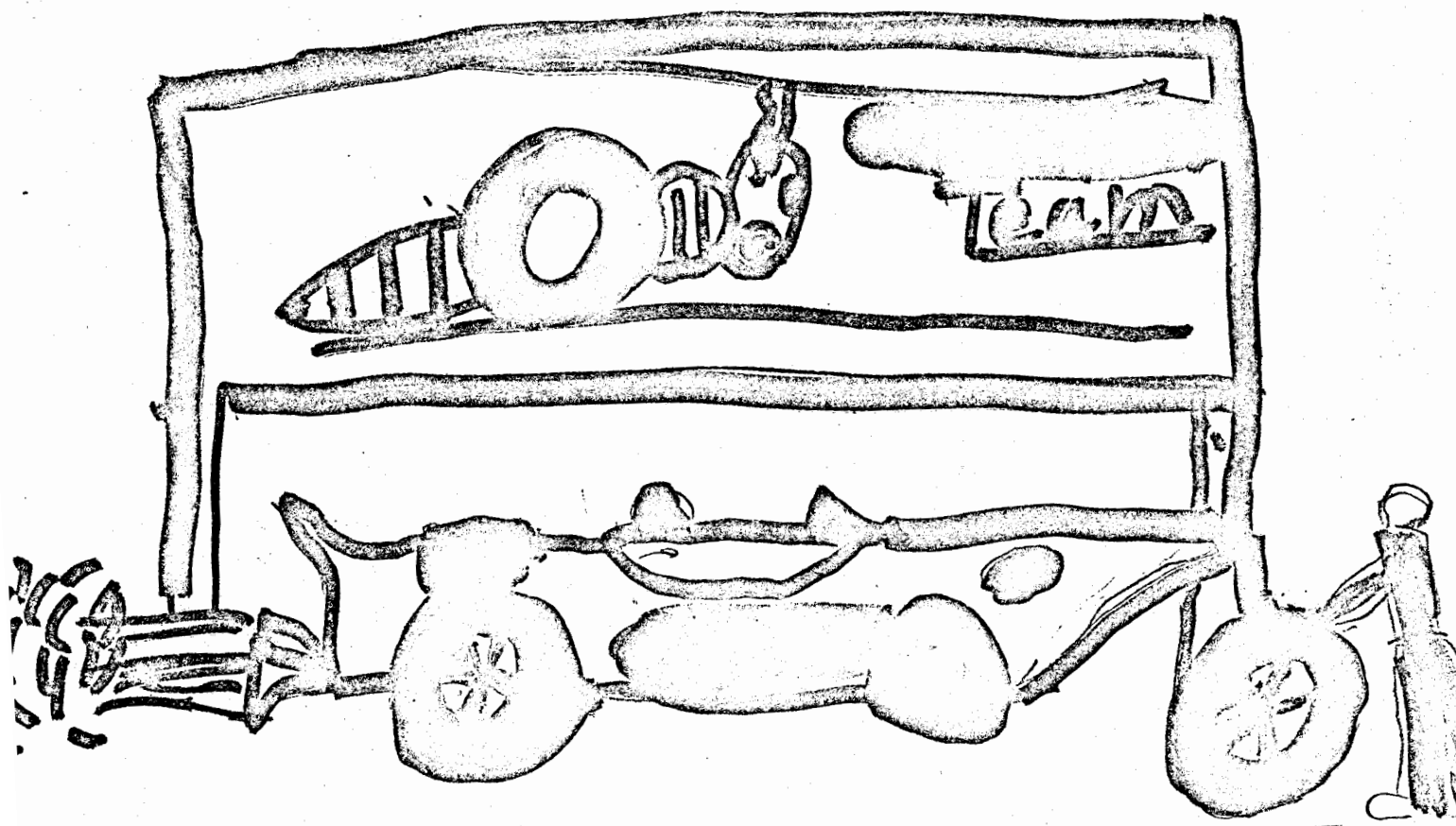
a 1969 Meravdor shark
endural kart why? it is
the most expensive kart on
the track and the fastest.



a big house with a lot of money
then I wouldn't have to worry
about my education.



a  Racing
team.



APPENDIX C

BOOKS AND WORKBOOKS USED

BOOKS AND WORKBOOKS USED

Clymer & Barrett, More Vowels and Variants, Workbook, Ginn and Co., 1967.

Cooke, Dawson, Thomas, Reading Skill Builder, Part 2, Grade 2, Readers' Digest Association, 1959.

Grover and Anderson, New Practice Readers, Book B, McGraw Hill, 1960.

Kottymeyer, Ware, The Magic World of Dr. Spello, Webster Publishing Co., 1963.

Phonetic Word Drill Cards, Kenworthy Educational Service.

Robinson, Helen, Roads to Follow, Scott, Foresman and Company, 1965.

Stone and Burton, New Practice Readers, Book A, McGraw Hill, 1960.

APPENDIX D
SUMMARY OF PRE-TEST RESULTS

<u>ABILITY</u>	<u>TEST TITLE</u>	<u>GRADE</u>
<u>Actual Placement</u>	Fall, 1968 5th grade	
<u>Mental Ability</u>	Frostig Developmental Test of Visual Perception	70
	Machover Drawing of a Person	9.0
	Harris	10.05
<u>I. Q.</u>	WISC, Full Scale	94
	Lorge Thorndyke	80
<u>Listening Level</u>	Durrell Analysis of Reading Difficulty	5th grade
<u>Reading</u>		
Independent Reading Level	Readers' Digest Skill Builder Grade 2, Part 2	2nd grade
Instructional Reading Level	Scott Foresman, <u>Roads to Follow</u> , 3 ¹	3rd grade
Frustrational Reading Level	Readers' Digest Skill Builder Grade 4, Part 1	4th grade
Oral Reading Rate and Effectiveness	Durrell Analysis of Reading Difficulty, Level 3	48 sec.
	Grays Oral Reading, Form A	2.2
	Form B	3.4
Silent Reading Rate and Effectiveness	Durrell Analysis of Reading Difficulty, Level 3	37 sec.
Immediate Sight Vocabulary	Dolch Basic Sight 2 errors	3rd grade
Word Analysis	Durrell Analysis List 1, (2-6) 4 errors	Low 4th
Visual Word Memory	Durrell Analysis of Reading Difficulty	3.5
Phonic Spelling	Durrell Analysis, missed all of them	no score

ABILITY	TEST TITLE	GRADE
<u>Spelling</u>		
Basic	WRAT	2.8
Phonic	Illinois Test of Psycho. Linguistic Abilities, Vocal encoding. Very definite weaknesses in this area. Grasps part of concept but guesses to fill it in: reach - rech light - lit were for where on for own Reverses in spelling.	6 yr.
Word Form Memory	Durrell Analysis of Reading Difficulty	3.5
<u>Arithmetic</u>	Iowa Basic Skills	2.0
	WRAT	2.6
<u>Physical Measures</u>		
Vision & Hearing	According to school health records	Both Good
Perception	Bender Gestalt Some tendency toward distortion and rotation. Difficulty in drawing straight line, forming adequate angles and many distorted figures. Frostig Showed weakness in eye-hand coordina- tion. Unable to make his hand do what his eyes attempted. Harris Test on Lateral Dominance Somewhat hesitant in his knowledge of right and left. But complete right side.	