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The application of a specific questioning model to two-hundred thirteen teacher-pupil conferences in individualized reading in three elementary schools.

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THE APPLICATION OF A SPECIFIC QUESTIONING MODEL TO

TWO-HUNDRED THIRTEEN TEACHER-PUPIL CONFERENCES IN

INDIVIDUALIZED READING IN THREE ELEMENTARY SCHOOLS

A Dissertation Presented

By

Judith Margaret Connors

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 1974

Major Subject: Reading

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Dr. Rudine Sims, Dean's Representative

Dwight W. Allen

Dwight W. Allen, Dean
School of Education

May   1974

"To be nobody-but yourself--
in a world which is doing
its best, night and day,
to make you everybody else--
means to fight the
hardest battle which any
human being can fight;
and never stop fighting."

--e.e. cummings

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TWO-HUNDRED THIRTEEN TEACHER-PUPIL CONFERENCES IN

INDIVIDUALIZED READING IN THREE ELEMENTARY SCHOOLS

(May 1974)

Judith Margaret Connors

Ed.D., University of Massachusetts

Directed by: Dr. Kenneth H. Blanchard

ABSTRACT

The central purpose of this study was to identify
aspects of the teacher-pupil conference that are likely
to foster reading abilities. The following two research
objectives were generated for this study based on a review
of existing research:

1. To determine if all skill areas of reading
    are present when the questioning model is
    applied to the teacher-pupil conferences on
    self-selected materials.

2. To determine if one reading skill area is more
    prevalent than other skill areas during
    teacher-pupil conferences on self-selected
    books.

The data for reaching these objectives were gathered
from ten teachers in the Chandler School District, Maricopa

County, Arizona. One instrument was used for describing
the teacher-pupil conferences. The Veatch Questioning
Model was used to measure the reading skill areas of
213 teacher-pupil conferences by 10 teachers in Individ-
ualized Reading. Scores were obtained on each teacher
and her teacher-pupil conference as they applied to the
questioning model. Total scores were also obtained for
these dimensions as they applied to the questioning model:
Comprehension, Personality Adjustment and Reading Selec-
tions, Mechanical Skills and the Ability to Hold Audience
Attention.

The questioning model was used to describe in
total, the percentage of questions in each reading skill
area that were selected by teachers.

On the basis of the evidence and the various des-
criptions of both the specific use of questions by teachers,
and the total questions used the two research objectives
were achieved. The findings of the investigation indicated
that there is a variability in the types of questions
teachers use in teacher-pupil conferences and that all
reading skill areas are not equally distributed during
these conferences. Specific findings of the data analysis
provide sufficient evidence to warrant the following con-
clusions:

    1. Two teachers fully used questioning techni-
        ques in teacher-pupil conferences including
        all reading skill areas.

2. All teachers used a high percentage of
   questions related to Comprehension Skills.

3. Three teachers stressed word analysis skills
   secondarily to Comprehension Skills.

4. All teachers were concerned about reading
   aloud and allowing the pupil to tell the
   story in his or her own words.

5. All teachers using teacher-pupil conferences
   to the greatest extent tended to contain
   higher levels of Comprehension Skills over
   all other areas.

6. Most teachers using teacher-pupil conferences
   tended to contain lower levels in the reading
   skill area of Personality Adjustment and
   Reading Selections as compared to the area on
   Comprehension.

7. Most teachers who used the teacher-pupil con-
   ference to the greatest extent tended to
   contain lower levels of the reading skill
   area, Mechanical Skills, as compared to the
   area on Comprehension.

8. Most teachers who used the teacher-pupil con-
   ference to the greatest extent tended to
   contain lower levels of the reading skill
   area, Ability to Hold Audience Attention,
   as compared to the area on Comprehension.

The results of this study, then, support the
contention that teachers involved in teacher-pupil con-
ferences in Individualized Reading select questions that
relate to all reading skill areas. Research of a more
experimental nature was recommended as a follow-up to
the present investigation. Such experimental study
might begin with the findings of the present inquiry, and
should examine inferences for those relationships found
to be significant in the present study. Lastly, it is
hoped that the present study will stimulate further in-
vestigation into the use of questioning models for
teacher-pupil conferences on student self-selected mate-
rials in Individualized Reading.

ACKNOWLEDGEMENTS

I would like to express my sincerest thanks to all of the faculty members whose support and guidance during my program contributed to personal and professional growth. Dr. Robert Wuerthner, Dr. Mark Peel, Dr. Robert Willougby, Dr. Robert Sinclair and Dr. Rudine Sims all made substantial contributions to my program of study as well as providing the extra measure of support that made my experience rewarding. Dr. Robert Sinclair provided additional support and guidance during my dissertation research that carried me through a trying period.

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Also, special appreciation is extended to Miss Helen Roberts whose modesty belies her superior skill in helping others help themselves.

The continuing patience and support of my family are acknowledged with gratitude. Without their under-standing this study would not have been possible.

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THE PROBLEM

Reading is perhaps one of the most basic, and essential skills of an educated person.[1] Reading combined with the skills of comprehension and communication is a necessary tool for effective life in the United States. Yet, it is unfortunate and surprising that reading programs are so neglectful of individuals and their unique modes of learning.

The majority of reading programs in the United States today make use of basal readers. A basal program comes complete with readers, teachers' manuals, workbooks, tests and every conceivable tool to insure that all children receive the same content, progress in the same manner, and are evaluated by the same tests. The program also intends that teacher preferences exert a minimum influence on the classroom, and that children do not deviate from the prescribed course.

In contrast, students and teachers' play more central roles in an individualized reading program. The program is child-centered in content and process. The

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[1]George R. Cressman & Harold W. Bender, _Public Education in America_, New York: Appleton-Century-Crofts, 1968.

needs, choices and motivation of students are central, and students become responsible for their own program under the guidance and assistance of competent teachers. The individualized reading program relies on a wide collection of children's literature which includes text-books and readers. The program stresses vocabulary, spelling, speed and comprehension but also includes communication, personal response to ideas, development of positive attitudes, and choice of values. The individualized reading program allows each student to pace himself and to read at his own speed, level and interest. He learns vocabulary and skills in a natural way as they pertain to his needs. He also learns to discuss his interests and reading ability skills with his peers and with adults through the extensive use of the individual conference.

Teachers who wish to implement an individualized reading program in their classrooms or schools soon discover that little guidance is provided for implementing the individualized teacher-pupil conference. This is particularly important since the conference has been cited by Veatch[2] and Duker[3] as the key to student learning in an

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[2]Jeannette Veatch, _Reading in the Elementary School_, (New York: The Ronald Press, 1966), pp. 156-157.

[3]Sam Duker, _Individualized Reading_ (New Jersey: Scarecrow Press, 1970).

individualized reading conference. Veatch[4] points out

the importance of the individual conference when she

states:

> The peak, the summit, the climax of the
> reading instructional program must lie
> in the intensive individual sessions,
> on a one-to-one basis, with the teacher.
> In such a situation the teacher can make
> or break a reading program. The more a
> teacher knows about reading skills, the
> more can be taught. The more a teacher
> demands high standards of performance
> and asks helpful questions to facilitate
> high standards, the more children will
> accept and follow and learn.

The individual reading conference is a major

aspect of the individualized reading program. It is this

conference which is the central concern of this study.

In these conferences each child's strengths and weaknesses

can be determined, feelings and attitudes can be ascertained

and reading can be improved. The individual conference is

designed to provide satisfaction for the child. The learner

has the teacher exclusively to himself and according to

Harris,[5] the personal attention that is given is as much if

not more that he would receive during group instruction.

One might think that individualized reading pro-

grams would be widely used in schools because they provide

for individual differences and stress personal responsi-

bility for learning. There are, however, factors which

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[4]Ibid., p. 9.

[5]A. J. Harris, Effective Teacher of Reading (New
York: David McKay, 1962).

inhibit rapid acceptance of individualized reading pro-
grams. The first, and most important inhibiting factor,
is that individualized reading programs require com-
petent teachers trained in the field of reading, who
are sensitive to the needs of individual children.
While the need for truly competent classroom teachers
slows the addition of individualized reading programs
into schools, it probably accounts for a good part of
their success and value. In other words, the requirement
of particularly competent teachers is a fortunate one.
Another reason the individualized reading programs are
not found in more schools is that too little research
about attitudes, values and motivation has been done in
the field of reading. Instead, research has centered on
physical readiness, home factors and skill development.

The teacher-pupil conference is a focal point of
an individualized reading program. And yet, very little
is known about questioning techniques used in the individ-
ualized reading conference that lead to growth in reading
and positive reading attitudes. The present study will
provide some insight into the dynamics that take place
in the individualized teacher-pupil conference.

PURPOSE OF THE STUDY

The purpose of this study is to identify aspects
of the teacher-pupil conference that are likely to foster

reading abilities. The investigator will describe and analyze the application of the Veatch Questioning Model to teacher-pupil conferences in an individualized reading program in three elementary schools.[6] The author will then indicate, on the basis of the Veatch Questioning Model, teacher questions in the reading conference that are likely to foster the improvement of reading when working on a one-to-one basis with an individual student on self-selected materials. In all conferences, the questioning model is used and the author will use this model to categorize the questions in the teacher-pupil conference into four major areas:

1. Comprehension Skills

2. Personality Adjustment and Reading Selections

3. Mechanical Skills

4. Ability to Hold Audience Attention

Comprehension Skills are: (a) the crucial ability for identifying the main idea in a piece of writing, (b) developing a personal thought about a book chosen, (c) understanding through critical reading, (d) making value judgments about the book or its ideas, (e) recognizing author purpose and (f) identifying the necessary plot sequence.

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[6]Research Grant (No. 781-552-18) to Dr. Jeannette Veatch at Arizona State University.

The second category, Personality Adjustment and Reading Selections, pertains to the selection of books that meet emotional and intellectual needs of the student. Within this general category are included: (a) insight into one's own interests in a story, whether this is enjoyment, satisfaction, or a desire for knowledge, (b) awareness of peer group reaction to one's interests, and (c) insight into possible behavior changes as a result of reading.

Mechanical skills refers to: (a) word analysis and definitions, (b) study skills such as indexing chapter headings or summarizing and (c) analysis of unknown words and reading for details.

The last category within the questioning model pertains to the Ability to Hold Audience Attention. This category includes: (a) reading aloud of selections from a story and (b) retelling of a long story briefly to the teacher or peer group.

The complete list of suggested questions for the teacher-pupil conference appears in Appendix I.

PROCEDURES

As stated previously in the purpose, this study is designed to identify aspects of the teacher-pupil conference that are likely to foster reading skills when a questioning model is applied. Some of the objectives to be achieved are as follows:

1. To determine if all skill areas of reading occur when the questioning model is applied to the teacher-pupil conferences on self-selected books.

2. To determine if one reading skill area is more prevalent than other skill areas during teacher-pupil conferences on self-selected books.

The author will read the transcripts of two-hundred thirteen teacher-pupil conferences under the direction of Dr. Jeannette Veatch in Tempe, Arizona and match the questions in the conferences to the Veatch Questioning Model. The author will then tally the questions in each category. An analysis will be made to determine whether the conferences have covered skill development in reading, specifically in Comprehension Skills, Personality Development, Mechanical Skills and the Ability to Hold Audience Attention.

The author will analyze and classify the data by the use of percentages, bar graphs and similar descriptive techniques. This is a descriptive study and the interest of the author is the specific questioning techniques as they relate to the Veatch Questioning Model and the model's application in conferencing in an individualized reading program. The author seeks to enhance the literature available in regard to the use of a selected questioning

procedure that is designed to foster effective reading
instruction. After the treatment of the data has been
completed, implications and recommendations will be made.

DEFINITIONS

The following terms are defined as they apply
to this study.

Reading.--This term refers to an active mental
process in which the reader communicates with the writer.
Jennings[7] defines reading as: "A two-way process,
between what someone writes and what someone understands,
and the awful difference between the two."

Individualized Reading.--A reading approach which
uses self-selection of working materials, self-pacing
(or rate of their being read and a one-to-one teacher-
pupil conference.

Self-Selection.--When a student is given the
choice of his book.

Self-Pacing.--The student reads the book he has
chosen at his own speed.

Basal Reading.--An approach based upon pre-planned
sequential commercial materials of controlled vocabulary
and language designed for use of pupil population. The
books which are used depend upon the teachers and admin-
istration who make up the committee for the adoption of

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[7] Frank G. Jennings, This Is Reading (New York:
Bureau of Publications, Teachers College, Columbia Univer-
sity, 1965), p. 88.

learning materials in each school. The pupil readers have no voice in the selection of books.

Commercial Materials.--This term pertains to materials that include teacher manuals', workbooks and worksheets which are needed for pre-planned reading programs.

Trade Books.--Books written and illustrated by creative artists, sold in book stores and designed for individuals rather than mass audiences. They are usually found in libraries and their sales are dependent upon reader interest.

Teacher-Pupil Conference.--The conference is where instruction takes place, questions are asked and answered, and the teacher finds out about the needs of the students in his or her class. In these conferences each child's strengths and weaknesses can be determined, reading can be improved and students' feelings and attitudes can be ascertained. Hunt[8] refers to the conference time as the time a child is given an opportunity to reveal his strength as a reader through his personal responses to the book he has chosen to read. Therefore, the conference time must be used for the betterment of the teacher and pupil dialogue.

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[8]L. C. Hunt, Jr., "The Individualized Reading Program: A Perspective," Proceedings of the Eleventh Annual Convention, IRA, Vol. II, Part 3 (1967), pp. 1-6.

LIMITATIONS

It must be recognized that the data for this study was taken from teacher-pupil conferences taped in 1971-72 with a specific student population. No attempt will be made to generalize beyond this population.

REVIEW OF SELECTED LITERATURE

Within an individualized reading program, the child is the selector of his reading material. The literature on individualized reading reveals a strong concern for the individual. Reading is viewed as a personal experience which can be maximized only with an individualized reading program. As Groff[9] and Jacobs[10] suggest. . .

> reading is a personal affair and. . . instruction should be adjusted so as to bring out the individual's potential. The teacher sets the course toward the true goal of education: to prepare thinking, reflecting, responsible students.

> If what reading is doing in Johnny puts him further in charge of his life and increases his authority over it, it enhances his humanness. If Johnny confirms and extends his ways of knowing about his world and those who live therein, he can at least potentially increase his humanness.

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[9]Patrick Goof, "Individualized Reading, First Grade Reading Program," The Reading Teacher (1965), p. 4.

[10]Leland B. Jacobs, "Humanism in Teaching Reading," Phi Delta Kappa (April, 1971), 52: 467.

One tool that a teacher may utilize in an individualized reading program in order to help children enjoy and learn to communicate about something that interests them, is the individual reading conference. According to Lyman C. Hunt[11]:

> The individual conference with the teacher is essential for it enables the child to show the teacher the extent to which he has read in a responsible fashion. The success of the conference depends on the kinds of questions asked by the teacher.

Hunt, along with Veatch, Miel, Lazar, Jacobson and Duker, leading exponents of the individualized reading program, has agreed that questioning techniques during conferences are the key to a successful reading program.

SIGNIFICANCE OF THE STUDY

This study is significant in a number of ways. First, this is the only large scale study of the teacher-pupil conference in an individualized reading program at the elementary school level. In particular, the study focuses on a questioning model that can be used by new and experienced teachers alike. Most of the questions in current individualized reading programs focus on fact

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[11] Lyman C. Hunt, Jr., "Should the Professor Return to the Classroom? or I Taught Individualized Reading in the Third Grade," The Reading Teacher (1964), pp. 92-93.

finding. This study would help teachers to implement questioning models that reflect a total scope of reading skills.

Second, an analysis of the teacher-pupil conference should be helpful in accomplishing more desirable instructional goals. For example, as the individual conference provides intensive instruction in which a child may share his interests in life, i.e., his failures, his successes, his goals and his concerns, any investigation should be helpful in enabling the teacher to:

1. determine the child's reading ability,
2. further the child in the appreciation of good literature,
3. assess the student rather than the material being read. Hence, a study of such conferences should prove illuminating.

Finally, for teachers who are experienced, such an investigation will deepen their understanding of the reading conference and enable them to improve conferencing beyond the level of their present accomplishments. Similarly, for inexperienced teachers the study will be of value to those wishing to start an individualized reading program. They can focus their attention on the individual child and his book choices rather than on commercial materials.

This study may lead to further research into specific areas such as:

1. Motivation. One possible study pertains to whether or not children would read more if allowed to chose their own books. Another interesting study would be a longitudinal one following a group of children from kindergarten into adult life and focusing on the use of public libraries.

2. Individual differences and value judgments. The research in this area would focus on students' interests in reading materials and whether or not the rest of the curriculum could be written and implemented to fit the individual needs of students. Another phase of this study would be to assist the student of any age in analyzing the motives behind printed words. Critical thinking skills would be one facet of this research and would be concerned with whether students were able to agree or disagree with their readings.

3. Interpersonal concerns and similar psychological considerations. One possible study would focus on students' ability to work out personal problems through choosing books that meet an emotional need.

The following chapters chronicle the investigation. Chapter II considers a review of the literature on Individualized Reading programs with an emphasis on the teacher-pupil conference. Chapter III describes the methodology. The selection of the sample procedures for describing the data and the instrument employed are presented in detail. Chapter IV offers an analysis of the data and discussion of the findings. Chapter V draws conclusions and offers recommendations for further inquiry into the nature of the Individualized Reading Program.

C H A P T E R   I I
REVIEW OF THE LITERATURE

The books, periodicals, articles and research reviewed in this chapter were limited to studies concerned with individualized reading, self-concept and reading; and to major reviews concerning the individual teacher-pupil conference.

The first section of this chapter includes a review of major research findings relating to the individualized reading program. The second section deals with research concerning self-concept and reading, and the third section relates to major reviews of the individual teacher-pupil conference which is the main focus of this study.

INDIVIDUALIZED READING

Research on Individualized Reading

Most of the time, the term "individualized instruction" refers to a reading approach in the upper elementary grades which is dependent upon pupil selection of materials and an individualized teacher-pupil conference. Acinapura[1]

---

[1] Philip Acinapura, "A Comparative Study of the Results of Two Instructional Programs," Unpublished doctoral dissertation (New York: Teachers College, Columbia University, 1959).

conducted a study involving the upper elementary grades who were matched in reading ability, I.Q. and socio-economic status. There were two groups, one taught by the individualized plan and the other by the three ability grouping. The results were that individualized program students showed statistically significant superiority over the other group in their vocabulary as well as in silent reading comprehension and in total silent and oral achievement.

Another interesting study favoring individualized reading was conducted by Cyrog[2] over a three year period. His conclusions were that individualized reading over a two- or three-year period produces better than average results in comprehension and that individualized reading could be used successfully in the first grade.

In another study, Duker[3] carried out experiments in grades four, five and six in which pupils were randomly assigned to individualized reading groups and others to conventional reading programs. The results showed an

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[2]Francis Cyrog, "A Principal and His Staff Move Forward in Developing New Ways of Thinking About Reading," California Journal of Elementary Education, 27 (Feb, 1959), p. 178-187.

[3]Sam Duker, "Research Report: Effects of Introducing an Individualized Reading Approach by Student Teachers," Research in Action, (International Reading Association, New York: Scholastic Magazines, 1959), p. 59.

average of six month's gain for the individualized group
as compared with two month's gain for the basal reader
group.

Groff,[4] in a discussion of individualized reading
in the first grade equated the term "individual instruc-
tion" and language experience. He said that "reading is
a personal affair and . . . instruction should be adjusted
so as to bring out the individual's potential." McCristy[5]
did her research on second grade pupils using two groups:
(1) individualized reading and (2) the control groups
which were taught by the three ability grouping plan
using basal reading materials. In total reading gains
which included vocabulary growth, total reading develop-
ment and comprehension, the individualized reading group
scored significantly higher.

According to Vite,[6] in studies using ability
grouping in a controlled setting, there were mixed results.

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[4]Patrick Groff, "Individualized Reading," First
Grade Reading Programs, James Kerfoot (ed.) (Neward, Dela-
ware: International Reading Association, 1965).

[5]Antoinette McCristy, "A Comparative Study to
Determine Whether Self-Selection Reading Can Be Success-
fully Used at Second Grade Level," Unpublished Master's
Dissertation (Los Angeles: University of Southern Cali-
fornia, 1957).

[6]Irene W. Vite, "The Future of Individualized
Reading Instruction: Bright and Promising," Reading as
an Intellectual Activity: International Reading Association
Conference Proceedings (New York: Scholastic Magazines,
1963), 8:232-235.

However, there were eight significant studies favoring Individualized Reading.

An investigation by Frances Seeber[7] stated that there were twenty-one studies favoring individualized reading, fifteen neutral and four favoring basal readers in controlled studies. In uncontrolled studies there were forty-one studies favoring individualized reading, three were neutral and none favored basal readers.

Hence, Thompson[8] found and reviewed fifty-one studies reported in the literature on individualized reading between 1937 and 1971. Of this number, forty of these studies were controlled at least to the extent of using control groups. In twenty-four cases the results favored the individualized reading groups. Only one author reported higher reading achievement for the basal control group. Fifteen researchers reported no significant difference between groups. He concluded that the studies revealed the success of individualized reading programs at practically all grade levels.

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[7]Frances M. Seeber, "Development of the Individualized Reading Movement," Individualized Reading: Readings. Duker (ed.)(New Jersey: The Scarecrow Press, 1969), 99: 387-422.

[8]Richard A. Thompson, "Summarizing Research Pertaining to Individualized Reading," ERIC: Document Resume, (1971), ED 065 836.

One of the best of several hundred studies available is a longitudinal study by Rodney Johnson.[9] The study was done in Wisconsin with fourteen pairs of classes over the period from first to third grade. He found statistically significant gains in reading achievement for the experimental groups by the end of the third grade. The Hawthorne effect was minimized in that the comparison groups underwent a treatment as well.

Over a period of three years, Sperry found conclusive gains in achievement for children under individualized reading as compared to children under ability grouping within a grade level.[10]

Studies showing gains in favor of individualized reading were also reported by Warford for children in first grade,[11] Carson for pupils in the second grade,[12]

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[9]Rodney H. Johnson, A Summary of Lakeshore Curriculum Study Council's Report, "A Three-Year Longitudinal Study Comparing Individualized and Basal Reading Programs at the Primary Level: An Interim Report" (Feb. 1965, Madison: University of Wisconsin).

[10]Florence Sperry, "The Relationship Between Reading and Achievement and Patterns of Reading Instruction in the Primary Grades." Elementary English, 40:261, (March 1963).

[11]Phylis Warford, "Individualized Reading in First Grade," Elementary English, 37:36-37 (January 1960).

[12]Louise C. Carson, "Moving Toward Individualization--A Second Grade Program," Elementary English, 34:362-66 (October 1957).

and Bruce reported a longitudinal study of pupils in grades one through six.[13]

Self-Concept and Reading

There are carefully designed studies that clearly show the relationship between reading and self-concept. Mary Lamy[14] in her study indicated a cause-effect relationship between self-concept and reading achievement. In this study, measurements of self-perception were made during kindergarten prior to reading instruction and during the first grade. Because Lamy's study showed a positive relationship between reading achievement and self-perceptions that were inferred during kindergarten--before reading instructions--it gives strong support to the idea that self-perceptions are causal factors in reading success and failure because of the negative social consequences of not being able to achieve in reading.

The methods of developing self-concept will be set in the context of an individualized approach to reading. Levenson[15] in his study indicated that ability grouping in the teaching of reading is educationally questionable

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[13]Percy W. Bruce, "Individualized Reading in Action," Reading in Action (Newark, Delaware: International Reading Association, 1957), pp. 146-148.

[14]Mary Lamy, "Relationship of Self-Perceptions of Early Primary Children to Achievement in Reading," Dissertation Abstracts (1963), 24:628-629.

[15]Stanley Levenson, "The Attitudes and Feelings of Selected Sixth Grade Children Toward Reading in Ability Groups," Dissertation Abstracts, United States International University (1971).

and is alien to the principle that students must be
provided with continuous educational experiences adjus-
ted to individual rates of development, needs, interests,
and personal meaning. The results also showed that abil-
ity grouping leads to stereotyped and stratified roles,
and parental and peer pressures that could prevent the
child from developing healthy social relations and a
positive self-concept. He recommended that alternative
approaches to the teaching of reading are neccessary,
i.e., individualized and humanistic methods.

THE INDIVIDUALIZED READING CONFERENCE

The Importance of the Teacher-Pupil Conference

Many well known writers in the field of reading
have pointed out the importance of the individual read-
ing conference. Veatch[16] refered to it as the apex of
the reading instructional program. It is within this
conference that the success or failure of the reading
program lies. Barbe[17] refers to the enthusiasm with which
children respond to the conference as being of value to
the reading program.   Duker [18] refered to the conference

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[16]Jeannette Veatch. Reading in the Elementary
School. New York: The Ronald Press Co., 1966.

[17]Walter B. Barbe. Educator's Guide to Personal-
ized Reading Instruction. Englewood Cliffs, New Jersey:
Prentice-Hall, Inc., 1961.

[18]Sam Duker. "Needed Research on Individualized
Reading," Elementary English, 1966, 43, pp. 200-225.

as being central to the individual reading program.

In reference to this type of program, Tinker[19] stated:

> The chief strengths of the "individualized"
> type of organization for reading instruc-
> tion are that (1) the pupil has the benefit
> of the individual conferences with the teacher,
> during which both concentrate on his reading
> progress; (2) the pupil can read materials
> of his own choice, at his own pace, and in
> his own way; (3) the teacher is guided in her
> instruction by all the concrete evidence she
> is able to gather of the child's reading needs,
> and can constantly look for opportunities to
> group children for instruction according to
> the needs they have in common.

The individual conference provides satisfaction
for the child as he is able to have the teacher exclu-
sively to himself and the personal attention that is
given is as much if not more than he would receive during
group instruction, according to Harris.[20] The individual
conference also allows the teacher to find out about the
needs of the children in his or her class which he may
not be able to find out otherwise. Hester[21] stated:

> Continuous evaluation is an asset in any
> program. Pupil-teacher conferences which
> cause teachers to become alert to pupil
> needs encourage teachers to observe and
> diagnose reading weaknesses and to pro-
> vide guidance to help children overcome
> their difficulties.

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[19]Miles A. Tinker and Constance M. McCullough
Teaching Elementary Reading (New York: Appleton-Century-
Crofts, Inc., 1962), p. 354.

[20]A. J. Harris, Effective Teaching of Reading (New
York: David McKay Co., Inc., 1962).

[21]K. B. Hester, Teaching Every Child to Read
(Evanston: Harper and Row, 1964).

Writers in the field of reading have pointed out the value of the conference as an adjunct to basal reading programs. McCullough, Strang and Traxler[22] have pointed out how necessary the individual conference is for reading. Hunt[23] also indicated than when he stated:

> The individual conference with the teacher was essential for it enabled the child to show the teacher the extent to which he had read in a responsible fashion. The success of the conference depends on the kinds of questions asked by the teacher. Perceptive, penetrating questions can give insight relatively quickly into the depth of the child's reading.

Austin[24] and Evans[25] stated that a well-balanced reading program should have an individual reading conference. Veatch[26] points out that a conference can be planned but also flexible. Spache and Spache[27] suggested

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[22] R. Strang, C.B. McCullough, A.B. Traxler, Problems in the Improvement of Reading (New York: McGraw-Hill Book Co., Inc., 1955).

[23] L. C. Hunt, Jr., "Should the Professor Return to the Classroom, Or I Taught Individualized Reading in Third Grade," Proceedings of the Eighth Annual Convention, IRA, Vol. 9, (1964), pp. 92-95.

[24] M. C. Austin and C. Morrison, The First R: The Harvard Report on Reading in Elementary Schools (New York: The MacMillan Co., 1963).

[25] N. D. Evans, "Individualized Reading--Myths and Facts," Teaching Reading: Selected Materials, New York: Oxford University Press, 1965).

[26] Jeannette Veatch, Reading in the Elementary School (New York: The Ronald Press, 1966).

[27] G. D. Spache & E. G. Spache., Reading in the Elementary School (Englewood Cliffs: Prentice-Hall, Inc., 1967).

that the teacher should be prepared for the conference by
checking over the grade levels of the books that the chil-
dren are reading. Tiedt and Tiedt[28] would like the chil-
dren engaged in more activities so that they would not be
wasting their time by only reading book titles. The fact
that children should be engaged in more activities is
also supported by Veatch[29] and Heilman.[30]

Veatch[31] pointed out that various decisions need
to be made by the student in parparation for the confer-
ence, such as whether or not he wants to present a partic-
ular book, what he plans to do when he finishes reading
the book and whether or not he wishes to conference on
that particular book.

Stauffer [32] stated:

> Should a child come to his conference un-
> prepared, you must gently but firmly send
> him back. Be sure he knows exactly what
> is wrong: perhaps he was in too much of
> a hurry to choose a book, perhaps the book
> was too hard, etc.

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[28] I. M. Tiedt and S. W. Tiedt, Contemporary English
in the Elementary School (Englewood Cliffs: Prentice-Hall,
1967).

[29] Jeannette Veatch, Reading in the Elementary
School (New York: The Ronald Press, 1966).

[30] A. W. Heilmann, Principles and Practices of Teach-
ing Reading (Columbus: Charles E. Merrill Books, Inc.,
1967).

[31] Jeannette Veatch, Reading in the Elementary School,
(New York: The Ronald Press, 1966).

[32] R. G. Stauffer, Teaching Reading As A Thinking Pro-
cess (New York: Harper and Row, Publishers, 1969).

Barbe[33] suggested that the child should not feel that he is in a testing situation during a reading conference.

Purpose of the Individual Reading Conference

There are many variations on the purpose of an individualized reading conference. Some may use it as an informal discussion of a book read while others may use it for diagnosing the individual needs of students in the process of reading. Hunt[34] refers to the conference time as the time a child is given an opportunity to reveal his strength as a reader through his personal responses to the book he has chosen to read. Therefore, the conference time must be used for the betterment of teacher and pupil dialogue.

Spache and Spache[35] stated:

Teacher skill in the conference determines whether there will be effective diagnosis of the pupil's instructional needs or any continuous evaluation of his overall reading

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[33]W. B. Barbe, _Educator's Guide to Personalized Reading Instruction_ (Englewood Cliffs: Prentice-Hall, Inc., 1961).

[34]L. C. Hunt, Jr., "The Individualized Reading Program: A Perspective," _Proceedings of the Eleventh Annual Convention_, _IRA_, Vol. II, Part 3 (1967), pp. 1-6.

[35]G. D. Spache and E. G. Spache, _Reading in the Elementary School_ (Boston: Allyn and Bacon, Inc., 1969).

development. The conference is a crucial
opportunity for observation of the child's
reading interests and his skills in word
recognition, comprehension, oral and silent
reading. In effect, the recurring conferen-
ces become the major means of communication
between the teacher and pupil in the area
of reading instruction. On the one hand,
the conference is the basis of teacher diag-
nosis, planning, and instruction; while on the
other, it is the prime pupil opportunity for
receiving personal instruction, guidance, and
support.

Spache and Spache[36] suggested three purposes for

conferences: (1) skills inventory, (2) diagnosis and

(3) the evaluation of a child's growth in reading inter-

ests.

In the Duker[37] text we found:

Skill instruction was given during the in-
dividual conference, in small temporary
groups, and to the whole class. Instruction
in skills lacked by only one or two pupils
was done individually during the conference
period. To improve such abilities as skim-
ming for specific information, drawing in-
ferences, and summarizing, which were lacked
by small groups of pupils, temporary groups
were established. Whole class instruction
was given in structural analysis, and in
such phonetic problems as three-letter blends,
the sounding of double vowels, and syllabi-
cation.

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[36] Ibid.

[37] Sam Duker, Individualized Reading: Readings.
Metuchen (N.J.: The Scarecrow Press), p. 89.

Veatch [38] presented almost the same viewpoint when she

stated:

> The individual conference period should be
> the high point of the entire reading program.
> All reading roads should lead to it or come
> from it. If somehow it proves to be unre-
> warding to the child, the drive to read will
> be immediately and adversely affected. The
> better the conference, the better the learning.
> Instruction is best in these interviews when
> the teacher has perfected his skills of
> probing, questioning, and listening. The
> teacher must develop these skills so as to
> make the conference valuable, stimulating, and
> enjoyable, and still fit in the time allotted.
>   Usually, the following three questions
> should be explored in each session. (1) How
> does the child feel about reading in general
> and his selected piece in particular? (2) What
> skills need reteaching or developing, and
> should the child be assigned individual inde-
> pendent work? (3) How well does he read orally?

Hunt[39] indicated that most skills teaching could

be accomplished during the individual reading conference

if the teacher recognized the balanced relationships

within four major areas: (1) sight-recognition vocabulary,

(2) word-study (3) oral reading fluency, and (4) silent-

reading efficiency.

Barbe[40] saw the individual reading conference as

an interview during which the teacher should check the

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[38]Jeannette Veatch, Individualizing Your Reading
Program (New York: G. P. Putnam's Sons, 1959), p. 22.

[39]L. C. Hunt, Jr., "Individualized Reading: Teach-
ing Skills," Education (1961), 81, 541-546.

[40]W. B. Barbe, Educator's Guide to Personalized
Reading Instruction (Englewood Cliffs: Prectice-Hall,
Inc., 1961).

student's comprehension and provide instruction to meet the needs of the individual student. Barbe, however, was not interested in using the conference as a method of skill development.

Sartain[41] felt that part of the reading period should be set aside for individual conferencing and along with Hester [42] felt that the needs of individual children could be met with the individualized reading conference. The introduction of good literature should be a part of the individualized reading program. The teacher should show appreciation of the child's self-selection, and interest in furthering each child toward meeting his needs.

The importance of using the individual reading conference to guide students in the selection of future reading materials was pointed out by Groff.[43]

> Besides noting what books a child reads,
> his general reading ability and special
> work recognition problems, his interests,
> work habits, his peer relationships, the
> teacher should help the child set purposes
> for reading new books he has chosen. Gui-
> dance must precede as well as follow the
> child's reading. The child should be made

[41]H. W. Sartain, "Individualized Reading," Pro-
ceedings of the Annual Conference on Reading (University
of Chicago, Vol. 27, 1965), pp. 81-85.

[42]K. B. Hester, Teaching Every Child To Read,
(Evanston: Harper and Row, 1964).

[43]P. J. Groff, "Getting Started With Individual-
ized Reading," Elementary English, (1960), 37, 105-112.

well aware of his deficiencies in skills and
interests, as there is convincing evidence that
children are unable to recognize many of their
deficiencies in reading. During this time the
teacher guides and extends children's inter-
ests by suggesting other books they may like
to read.

Sartain[44] agreed with the purpose of interesting

a student in further reading and also suggested that the

teacher listen to the student's oral reading and lead him

to an appreciation of better literature. Bond and Wagner[45]

also suggested that the teacher guide the student into

further reading material through conferencing.

Smith[46] felt that the conference should be a

time when the teacher goes over test results and helps

the student with vocabulary, comprehension and speed.

Strang [47] stated:

While members of the class are reading
independently suitable books of their own
choice, the teacher has time for individual
conferences. In these conferences, he may
ask the student to read a paragraph or two
aloud. He first notes and approves some-
thing the student does well or better than
before. Then he may give a little instruc-
tion and suggestions for practice in some

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[44]H. W. Sartain, "Individualized Reading," Pro-
ceedings of the Annual Conference on Reading (University
of Chicago, Vol. 27, 1965), pp. 81-85.

[45]G. L. Bond and E. B. Wagner, Teaching the Child
to Read, (New York: The MacMillan Co., 1966).

[46]N. B. Smith, Reading Instruction for Today's
Children (Englewood Cliffs: Prentice-Hall, Inc., 1963).

[47]R. Strang, Diagnostic Teaching of Reading (New
York: McGraw-Hill Book Co., 1964).

skill in which the student needs to improve, such as phrasing--reading in thought units instead of word by word. With another student, the teacher may spend his ten minute conference in finding out how well he has comprehended the selection and in showing him one or two ways of improving his comprehension. With a student who can read but does not, the teacher may spend his time introducing this reluctant reader to a book that he may be persuaded to read outside of class.

Smith[48] suggested that the teacher use the conference time to find out the special needs and capabilities of the student and evaluate questioning techniques as to their value in the area of comprehension.

Hunt[49] stated:

> Within the conference the teacher uses all of her talents and knowledge to intensify the child's involvement with ideas and words. During this time teacher and child may discuss appealing aspects of the book, ideas presented by the author, implications of these ideas as guides for living, and the child's personal reaction to the book. The teacher determines whether the child knows in general what is happening and can select the important ideas in the book.

Hunt[50] also stated the questioning technique by the teacher was of great importance for the teacher. He placed questions in three categories concerning the appropriateness of the book, values gained from the book and and the child's appreciation of the book.

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[48]N. B. Smith, American Reading Instruction (Newark: International Reading Association, 1965).

[49]L. C. Hunt, Jr., "The Individualized Reading Program: A Perspective," Proceedings of the Eleventh Annual Convention, IRA, Vol. 11, Part 3, (1967), pp. 1-6.

[50]Ibid.

The Importance of Questioning

Veatch[51] suggests that teachers must improve their
skills in conferencing through questioning techniques.
She advocates openended as well as thought provoking kinds
of questions. She goes into depth in four areas with her
check-list for record keeping. The first area is Compre-
hension which includes the main idea of the book, an
appraisal of the child's value judgement, inferential and
critical reading skills, knowledge of sequence of the
story and the purpose the author has in writing the story.
The second area encompasses the choice of the book as
well as the personality of the child. This area includes
awareness of peer group reaction, personal identification
and evidence of behavior modification. The third area is
that of word definitions, study skills and reading for
detail. The fourth area involves oral reading during the
conference.

Veatch[52] suggested some specific guidelines for
asking questions:

1. Use questions that, while based upon the
    reading matter, help a child relate real
    life to what he has read.

2. Ask short provocative questions that pro-
    duce long thoughtful answers.

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[51]Jeannette Veatch, Reading in the Elementary
School (New York: The Ronald Press, 1966).

[52]Jeannette Veatch, "The Conference in IRP: The
Teacher-Pupil Dialogue," Proceedings of the Eleventh Annual
Convention, IRA, Vol. 11, Part 3, (1967), pp. 13-18.

3. Ask questions that help a pupil to widen his horizons from whatever limited base the reading matter might hold.

4. Frequently begin questions with the words, "Why, what, when."

5. Ask questions that stretch a child's ability to answer without making the situation unduly embarassing, be hesitant to provide answers.

6. Encourage answers that are original with the child and, better yet, new to the teacher.

7. Present questions that show a pupil he has the right to his own opinions, even though he is asked to consider more than one point of view.

8. Ask questions that drive behind the actual facts presented in the material.

9. Ask questions that have worth in themselves, and are not designed to help a pupil guess the answer in the teacher's mind.

10. Give the pupil opportunity to think over an answer after the question has been given. Rapid-fire questioning may disorganize some pupils.

Other writers in the field of reading have placed great emphasis on the importance of questioning. Cleary,[53] for instance, insists that in-depth questions are necessary to find out if the student has extracted anything of value from the book and to help the student reach generalizations from his reading. She goes on to suggest that

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[53]F. D. Cleary, _Blueprints for Better Reading_ (New York: McGraw-Hill Book Co., Inc., 1953).

the child may read the book for the story rather than the message and then, through proper questioning, the student may reflect and think about the book.

Reeves[54] stated that through skillful questioning during an individualized reading conference, a teacher can find out any difficulties a child is having in reading. Austin[55] referred to "master teachers" as those who not only used the conference period to find out what the student knew about the content of the book, but also helped develop the student's ability to think critically by asking a number of questions that challenged the interpretation of the book.

Veatch[56] cautioned that the teacher should be careful to avoid the type of query that will tend to predispose the child to answer in the way he thinks the teacher wants.

Veatch[57] pointed this out:

1. Do you think the third little pig was kind to his brothers?

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[54]R. Reeves, The Teaching of Reading in Our Schools (New York: The MacMillan Co., 1966).

[55]H. C. Austin and C. Harrison, The First R: The Harvard Report on Reading in Elementary Schools (New York: The MacMillan Co., 1963).

[56]Jeannette Veatch, Reading in the Elementary School (New York: The Ronald Press Co., 1966).

[57]Ibid.

2. Why do you think the third little pig was
   kind to his brothers?

   The first obviously calls for a "yes" or
"no" answer and no other. The second
question needs thought. To answer No. 2
the reader must recall some of the story,
but he must do it in the context of making
a judgment, of thinking over and deciding
something that is his to decide. The first
question could be a "loaded" one, i.e., the
answer is tipped off by the teacher's smile
or gesture, and the child must get the "sig-
nal." Guessing what is in the teacher's
mind is not far removed in technique, even
if it is removed in political importance,
from the third degree.

Groff[58] suggested that a prepared list of compre-

hension questions should be compiled for the library

books that students read. Heilman[59] suggested that a

child could develop higher levels of self-understanding

and values where a questioning model is employed.

The Helping Relationship in the Conference

Besides using the conference time to check on

comprehension, word attack skills, interests and work

habits, Barbe[60] suggests that the conference could be

used for counseling sessions of remedial work.

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[58]P. J. Groff, "Individualizing the Reading Pro-
gram," Proceedings of the Sixth Annual Convention, IRA,
Vol. 7, (1962), pp. 70-72.

[59]A. W. Heilman, Principles and Practices of
Teaching Reading (Columbus: Charles E. Merrill Books, Inc.,
1967).

[60]W. B. Barbe, Educator's Guide to Personalized
Reading Instruction (Englewood Cliffs: Prentice-Hall,
Inc., 1961).

Russell[61] added the reminder that the conference should lead and guide the gifted and average student, as well as the slow student doing remedial work.

Heilman[62] suggested that a close personal relationship between the student and the teacher should be developed during the individual reading conference in order that the conference might be ego-satisfying for the student and the teacher might be able to appraise the child's reading ability and determine instructional needs.

Groff[63] stated:

An outstanding value of the conference
is that the child talks freely about his
most serious shortcomings, fears, and
worries, assured these will be kept confiden-
tial. The teacher can counsel without
appearing over-anxious, annoyed, or
disappointed, guiding the child to assume
responsibility and self-management while
allaying any uncertainty, worry, doubt, or
emotional distraction. He is able, also, to
set up procedures to give the child con-
vincing evidence of his progress.

The positive effects that the conference should have upon the child were also expressed by Veatch:[64]

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[61]D. H. Russell, Children Learn to Read (Chicago: Ginn Co., 1961).

[62]A. W. Heilman, Principles and Practices of Teaching Reading (Columbus: Charles E. Merrill Books, Inc., 1967).

[63]P. J. Groff, "Individualizing the Reading Program." Proceedings of the Sixth Annual Convention, IRA, Vol. 7, (1962), pp. 70-72.

[64]Jeannette Veatch, Reading in the Elementary School (New York: The Ronald Press Co., 1966), p. 137.

The individual conference provides the
prime opportunity, however, for intensive
instruction. It also provides the best setting
in which a child may share not only his
interests in life, his concerns, his goals,
but also his anxieties, his fear of failure,
and his shortcomings. The individual
conference is a marvelous guidance situa-
tion. There is something objective to
work upon, and yet it is nonsegregative in
character. It is a poor teacher indeed who
cannot accomplish a great deal in such a
spot.

Strang[65] suggests that individual reading con-

ferences are a great way of alleviating discipline

problems. West[66] stated that, beyond the sphere of

reading, guidance and instruction, these conferences

may at times offer valuable entries into possibilities

for ameliorating emotional or social difficulties,

certainly not in the deliberate way that a psychologist

might, but in the incidental and sensitive man-to-child

sort of way that can contribute a measure of thera-

peutic value.

According to Schubert and Torgerson[67] students

who are having problems because of reading difficulties

can receive help through individual reading conference.

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[65]R. Strang, Diagnostic Teaching of Reading
(New York: McGraw-Hill Book Co., 1964).

[66]R. West, Individualized Reading Instruction
(Port Washington, New York: Kennikat Press, 1964).

[67]D. G. Schubert and T. L. Torgerson, Improving
Reading Through Individualized Correction (Dubuque, Iowa:
Wm. C. Brown Co., Publishers, 1968).

> Build a warm relationship with each
> pupil and recognize that this relation-
> ship is basic to his mental health and
> academic achievement. The child who likes
> his teacher is more highly motivated to
> overcome handicaps than the child who is
> indifferent to his teacher. One way to
> establish the kind of rapport essential
> to success is through personal conferences.
> Convince the child by what you do, and
> tell him you are his friend. Usually,
> a child who repeatedly has met failure
> in reading needs a sympathetic and under-
> standing adult who can help him rebuild feelings
> of adequacy. Be optimistic about the possi-
> bilities of improvement by showing the child
> you have confidence in his ability to
> achieve. Help the child understand the
> nature of his reading problem and provide him
> with the tool that will enable him to im-
> prove.

Heilman[68] suggested that the chief value of

the individual reading conference is that it ties ego-

satisfaction to the reading process; for the student

to share his feelings about a book with his teacher is

an excellent ego-building experience.

Data Collection in the Conference

Record keeping is a very necessary part of the

individualized reading conference. Veatch[69] suggested

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[68]A. W. Heilman, Principles and Practices of
Teaching Reading (Columbus: Charles E. Merrill
Books, Inc., 1967).

[69]Jeannette Veatch, Reading in the Elementary
School (New York: The Ronald Press, 1966).

a three-ring dime store notebook where the teacher can
add or subtract pages and also list problems the student
might be having as well as interests and follow-up
activities. This notebook would aid the teacher in
her planning with the student in the future. Hunt[70]
agrees with the plan while Carline[71] suggests that
the students keep records along with the teacher.
Veatch[72] and Hunt[73] feel that record keeping for the
purpose of reporting to parents was a necessary phase
of individualized reading conferencing.

Spache and Spache[74] felt that students should
be involved in record keeping and they also listed
five types of records that should be kept for teachers.
The first record would have information from the pre-
vious teacher. The second record would have information

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[70]L. C. Hunt, Jr., "The Individualized Reading
Program: A Perspective," Proceedings of the Eleventh
Annual Convention, IRA, Vol. 11, Part 3, (1967), pp. 1-6.

[71]Carline, "Evaluation for Pupil Effectiveness,"
Proceedings of the Eleventh Annual Convention, IRA,
Vol. 11, Part 3, (1967), pp. 44-49.

[72]Jeannette Veatch, Reading in Elementary School
(New York: The Ronald Press Co., 1966).

[73]L. C. Hunt, Jr., "Philosophy of Individualized
Reading," Proceedings of the Ninth Annual Convention,
IRA, Vol. 10, (1965), pp. 145-149.

[74]G. D. Spache and E. G. Spache, Reading in the
Elementary School (Boston: Allyn and Bacon, Inc., 1969).

regarding the child's instructional, independent and potential reading levels. The third and fourth records would include his own oral reading behaviors and analysis from which a checklist might be kept. The last set of records would be those of the teachers which would include notes that might aid in guiding the progress of the student.

West[75] suggested that there seemed to be agreement among those who have been involved in individualized reading that records kept by the student and the teacher were essential for the program and could serve a useful purpose. He also felt that the students could keep lists of books read during the year. Heilman[76] cautioned that such lists could be undesirable motivators that could lead to comparison and competition.

Groff[77] suggested that a written record could be kept for and by each child and that a teacher's record could contain test scores, books read and notations that might benefit the teacher in helping the student in his or her reading.

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[75]R. West, Individualized Reading Instruction (Port Washington, New York: Kennikat Press, 1964).

[76]A. W. Heilman, Principles and Practices of Teaching Reading (Columbus: Charles E. Merrill Books, Inc., 1967).

[77]P. J. Groff, "Individualizing the Reading Program," Proceedings of the Sixth Annual Convention, IRA, Vol. 7, (1962), pp. 70-72.

Driscoll[78] recommended that workable forms be provided to record each pupil's reading level, intelligence test scores, strengths, weaknesses and interests. Vilscek[79] suggested that individual pupil performance or attitudes in applying word recognition techniques, comprehension skills, study skills and literary tastes could be noted on records.

Posner[80] was concerned about keeping records on the skill development of each student and felt that data should be on the student's recreational reading as well. Groff[81] stressed the importance of keeping records of skill development but was also interested in critical thinking skills, work habits and oral

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[78]H. N. Driscoll, "In-Class Grouping," Organizing for Individual Differences (Newark: International Reading Association, 1967).

[79]E. Vilscek, "Individual Instruction," Organizing for Individual Differences (Newark: International Reading Association, 1967), pp. 55-58.

[80]A. N. Posner, "Individualized Reading," Education (1961), 82, 183-186.

[81]P. J. Groff, "Check on Individualized Reading," Education, (1964), 84, 397-401.

reading. Harris,[82] Smith,[83] Hunt,[84] Barbe,[85] Hester, [86] and Groff[87] all recognized the importance of keeping records during individual reading conferences. Finally, Metzler[88] stressed the fact that it is the use of the record that is important and not the format.

Management and Organization

The writers in the field of individualized reading are not too far apart in their thinking about the time limit in conferencing. Veatch,[89] Bond and

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[82]A. J. Harris, Effective Teaching of Reading (New York: David McKay Company, 1962).

[83]N. B. Smith, American Reading Instruction (Newark: International Reading Association, 1965).

[84]L. C. Hunt, Jr., "Philosophy of Individualized Reading," Proceedings of the Ninth Annual Convention, IRA, Vol. 10, (1965), pp. 145-149.

[85]W. B. Barbe, Teaching Reading: Selected Materials (New York: Oxford University Press, 1965).

[86]K. B. Hester, Teaching Every Child to Read (Evanston: Harper and Row, 1964).

[87]P. J. Groff, "Individualizing the Reading Program," Proceedings of the Sixty Annual Convention, IRA, Vol. 7, (1962), p. 70-72.

[88]H. Metzler, "Providing for Individual Differences in Reading," Proceedings of the Eighth Annual Convention, IRA, Vol. 9, (1964), pp. 96-98.

[89]Jeannette Veatch, Reading in the Elementary School (New York: The Ronald Press Co., 1966).

Wagner,[90] Heilman,[91] Strang, McCullough and Traxler,[92] Evans,[93] Harris,[94] West,[95] Smith,[96] and Sartain[97] all indicated that the conference should be between two and ten minutes in length with the average about five minutes. Russell[98] and Barbe[99] suggested that the conference be between five and fifteen minutes in length.

Some of the teachers hold conferences anywhere from one to three times a week with each student. This

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[90]G. L. Bond and E. B. Wagner, Teaching the Child to Read (New York: The MacMillan Co., 1966).

[91]A. W. Heilman, Principles and Practices of Teaching Reading (Columbus: Charles E. Merril Books, Inc., 1967).

[92]R. Strang, C. B. McCullough and A. E. Traxler, Problems in the Improvement of Reading (New York: McGraw-Hill Book Co., Inc., 1955).

[93]N. D. Evans, "Individualized Reading--Myths and Facts," Teaching Reading: Selected Materials (New York: Oxford University Press, 1965).

[94]A. J. Harris, Effective Reading Instruction (Port Washington, New York: McKay Co., Inc., 1962).

[95]R. West, Individualized Reading Instruction (Port Washington, New York: Kennikat Press, 1964).

[96]N. B. Smith, Reading Instruction for Today's Children (Englewood Cliffs: Prentice-Hall Inc., 1963).

[97]H. W. Sartain, "Individual Reading," Proceedings of the Annual Conference on Reading, University of Chicago, Vol. 27, (1965), pp. 81-85.

[98]D. H. Russell, Children Learn to Read (Chicago: Ginn and Co., 1961).

[99]W. B. Barbe, "Personalized Reading Program," Education (1966), 87, 33-36.

depends upon the class size, the needs of the students, teacher availability, grade and ability levels, and the amount of books read by the students. Some conferences have charts where the students sign up and it is a voluntary procedure.

The individual conference should be held in a quiet place in the classroom that is comfortable, free from interruptions and distractions. Barbe[100] indicated that the teacher should set herself apart from the rest of the class and have a seat nearby. Smith[101] suggested that the student should come to the teacher. Veatch[102] stated that for psychological reasons as well as educational, the student and teacher should be seated side by side with the material they are involved with in front of them. However, for oral reading they may want to face each other for audience participation.

The needs of the child is the most important substance of the individual reading conference. The planning is in the hands of the teacher. It is helpful

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[100]W. B. Barbe, Teaching Reading: Selected Materials (New York: Oxford University Press, 1965).

[101]N. B. Smith, American Reading Instruction (Newark: International Reading Association, 1965).

[102]Jeannette Veatch, Reading in the Elementary School (New York: The Ronald Press Co., 1966).

in planning the contents of the conference, to recall Veatch's[103] reminder that the child presents only a small portion of his total reading effort during a reading conference.

Closure in an Individual Reading Conference

The closure of the individual reading conference is very important both from a psychological point of view as well as instructional. Veatch[104] stated:

> In each case the conference should end with some kind of a summary statement by the teacher. The statement should be a kind of winder-upper for their work together. There should also be assignments, if necessary, in self-directed activities with specific times for their checking scheduled or planned for. Some kind of positive comment, such as praise, should be included in the final seconds of a conference. There is always something that can be found--even if it seems only minor to the teacher. A change of attitude toward reading, a longer time spent in silent reading are examples of praiseworthy actions.
>
> The teacher in individual, group and class sessions must cultivate the sense of when to close. Reaching a climax, and then stopping even if there is still time, is better than dragging out a session that has lost its punch.
>
> To conclude, a closure is best done when the teacher:
>
> 1. Indicates follow-up with:
>   a. Self-directed activities
>   b. Group sessions

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[103]Jeannette Veatch, Reading in the Elementary School (New York: The Ronald Press Co., 1966).

[104]Ibid., p. 160.

2. Finds something to praise
3. Concludes upon a high point.

Follow-up activities are very important and need to be planned carefully. Materials and activities pertaining to reading are necessary for childrens' use in follow-up activities after the individual reading conference.

SUMMARY

It is evident that the individualized reading conference is a highly personal involvement including the teacher and the student dialoguing the views of a particular book. The teacher needs to be successful in developing the conference and skillful at asking questions that improve the student's ability to recall. The teacher's function is to assess the reader rather than the material which has been read. The uniqueness of the conference lies within the student as the independent variable. This makes the situation an individual teaching-learning situation. The focal point of the conference is the response and reaction of the student to the material he has chosen to read.

Patterns which generally occur during the conference were brought forth in the literature. The teacher's task is to gain information concerning the child's knowledge of the content of the material read. The teacher usually tries to develop deeper meanings, to

provide a time for intimate sharing which may also prove
to be an aid for guidance and counseling purposes, and
to encourage vocabulary growth. Records are kept for
the future needs of students and teachers. An individual
diagnosis may be made, a specific skill may be developed,
plans may be made for individual or group follow-up,
and provision may be made for oral language expression.

Reviewed in this chapter are major findings of
research pertaining to the individualized reading
program, self-concept and reading, and the individual
teacher-pupil conference. The literature indicates
that definition of purposes, preparedness, good
questioning techniques, management and organization and
closure are all important aspects of a successful
individualized reading conference. The remainder of
this study will focus on questioning techniques as they
are employed in such conferences.

C H A P T E R   I I I

METHODOLOGY

This chapter describes the application of the
Veatch Questioning Model[1] to the present study. Pro-
cedures for obtaining the sample of two-hundred thirteen
teacher-pupil conferences are outlined. Descriptions
are provided for the demographic characteristics of the
selected school system, the process used for data col-
lection and analysis, as well as the instrument used in
this study.

SAMPLE AND DATA COLLECTION

The intention of the investigator was to use
data that was collected by means of a research grant at
Arizona State University.[2]

The sampling for this study was done in the
Chandler Elementary District in Maricopa County, Arizona.
The district has a population of 15,000 people with a
total public school enrollment of 4,289 students.[3] Chandler

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[1]Jeannette Veatch, Reading in the Elementary School
(New York: The Ronald Press Co., 1966), pp. 156-158.

[2]Research Grant (No. 781-552-18) to Dr. Jeannette
Veatch at Arizona State University.

[3]James T. Perry and John R. Potts, "Inservice
Strategies for the Prevention of Educational and Emotional
Handicaps," Proposal for EPDA, Chandler School District #80.

is located in an agricultural area, but is presently
becoming a suburban community within easy commuting
distance of Phoenix and other cities in the metropolitan
area. According to an analysis of the school district,
a large proportion of the population has employability
only as unskilled labor.

A disadvantaged population survey by the City
of Chandler, Maricopa County, Arizona, in 1965 revealed
that 518 households were classified as disadvantaged.
From 518 households, there were 521 children who attended
Chandler Elementary Schools.

Selected characteristics of the educational needs
of the Chandler Elementary School District as well as
relevant information regarding the general population of
the school district are listed in Table 1.

A sample of two hundred thirteen children, from
grades three through six participated in the individual-
ized reading program. The ages of the children ranged
from 8.0 years to 13.3 years.

Ten teachers from grades three through six from
the Chandler Elementary Schools in Maricopa County, Arizona
volunteered to participate in this study. These ten
teachers were using the individualized reading program in
their classroom and had taken courses and in-service work
at Arizona State University under the direction of Dr.
Jeannette Veatch. Although the teachers had course work

TABLE 1

SCHOOL SYSTEM DEMOGRAPHIC INFORMATION

[1] (1) Percentage of first grade students retained (1966-67) 20%

[1] (2) Percentage of students reading two grade levels below
national norms at the end of third grade 33%

[1] (3) Secondary School dropout percentage (1966-67) 10%
   (a) dropout percentage from educational handicapped 20%

[1] (4) Standardized Achievement Tests Contrasted with
Standardized I.Q. Tests (Three grade levels)

	September, 1967 National Stanine Norm	Percentage Chandler Below Stanine 3
(a) Fourth Grade		
Achievement Mean	5	25%
I.Q. Mean	100	102
(b) Fifth Grade		
Achievement Mean	5	24%
I.Q. Mean	100	101
(c) Sixth Grade		
Achievement Mean	5	26%
I.Q. Mean	100	102

(5) School District Population Breakdown

	Spanish surname	22%
	Non-White	6%
	Indian	2%
	Anglo	70%

[1] (6) Students from families designated as
economically disadvantaged 26%

[2] (7) Disadvantaged Population median education
level 4.9%

[3] (8) Unemployment Ratio Non-white and Spanish
surname 8.6%

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1 = Chandler School District Records

2 = U. S. Census of 1960[*]

3 = Arizona State Unemployment Service Research Bureau[*]

[*](Perry and Potts, 1968)

in individualized reading and had implemented the program
in their classroom, they did not necessarily conform to a
questioning model during the teacher-pupil conference.

After reading two-hundred thirteen teacher-
pupil conferences that were transcribed from tapes made
during individual-teacher pupil conferences, the inves-
tigator applied a questioning model taken from the text,
"Reading in the Elementary School."[4] Each teacher's
class roster, alphabetically arranged, constituted a
master list. Each name was assigned a number beginning
with 01 for the first name, 02 for the second, and so
forth to the end of the list. All numbers were used in
this investigation as shown in Table 2.

After reading all transcribed teacher-pupil con-
ferences, the investigator designed a protocol on which
teachers' questions were recorded and tallied according
to the questioning model as shown in Table 3. The fol-
lowing procedures were undertaken to analyze and classify
the two-hundred thirteen teacher-pupil conferences:

1. The investigator organized all of the con-
    ferences according to the teacher who did
    the conferencing.

2. The investigator designed a protocol that was
    sectioned into four major categories according
    to the questioning model.

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[4]Veatch, Op. cit.

TABLE 2

ALL TEACHERS AND TEACHER-PUPIL CONFERENCES

Teacher	Grade	No. of Conferences	Total	Total
1	4	01-27	27	27
2	3	01-26	26	26
3	5	01-11	11	11
4	4	01-24	24	24
5	3	01-22	22	22
6	6	01-23	23	23
7	5	01-19	19	19
8	5	01-15	15	15
9	3	01-29	29	29
10	4	01-17	17	17
				213

TABLE 3

APPLICATION OF THE QUESTIONING MODEL TO THE PROTOCOL

MODEL	TEACHER	GRADE	NO. OF CONFERENCES	COMPOSITE SCORE
I. COMPREHENSION SKILLS	1	4	27	134
	2	3	26	256
A. Central thought	3	5	11	76
B. Inferences and critical	4	4	24	204
reading	5	3	22	108
C. Value judgments	6	6	23	185
D. Author purpose	7	5	19	94
E. Necessary plot sequence	8	5	15	86
	9	3	29	159
	10	4	17	72
II. PERSONALITY ADJUSTMENT	1	4	27	80
AND THE SELECTION	2	3	26	100
	3	5	11	31
A. Insight into personal	4	4	24	95
interest in story, enjoy-	5	3	22	24
ment, satisfaction,	6	6	23	74
knowledge	7	5	19	39
B. Awareness of peer group	8	5	15	52
reaction to his interest	9	3	29	85
C. Insight into possible	10	4	17	40
behavior change				
III. THE MECHANICAL SKILL	1	4	27	98
	2	3	26	79
A. Word definitions	3	5	11	17
B. Study skills-indexing	4	4	24	63
chapter headings, etc.	5	3	22	58
C. Ability to analyze	6	6	23	111
unknown words	7	5	19	29
D. Reading for details	8	5	15	31
	9	3	29	71
	10	4	17	49
IV. ABILITY TO HOLD AUDIENCE	1	4	27	50
	2	3	26	79
A. Oral reading of	3	5	11	24
selection	4	4	24	63
B. Retelling long story	5	3	22	47
briefly	6	6	23	62
	7	5	19	33
	8	5	15	37
	9	3	29	57
	10	4	17	35
V. UNCLASSIFIABLE	1	4	27	28
	3	5	11	5
	6	6	23	1

3. The investigator read each teacher-pupil conference twice and checked the protocol as it related to the questioning model.

4. As each conference was being read and checked on the protocol, it became apparent to the researcher that a category called unclassifiable was necessary. There were questions during some of the conferences which did not relate to the questioning model.

The procedures used for classifying the data after the protocol was checked off follows:

1. The protocol on each teacher was tallied according to the major headings on the questioning model. This was done on each teacher by the investigator.

2. The composites of the tallying on each teacher were broken down into percentages and complied in the form of bar graphs as shown in Tables 4-8.

3. A composite of all the teacher-pupil conferences was made and this was shown by total percentages in the forms of bar graphs and a pie circle as shown in Tables 5, 9, and 10.

TABLE 4

PERCENTAGE OF QUESTIONS CLASSIFIED

AS COMPREHENSON SKILLS
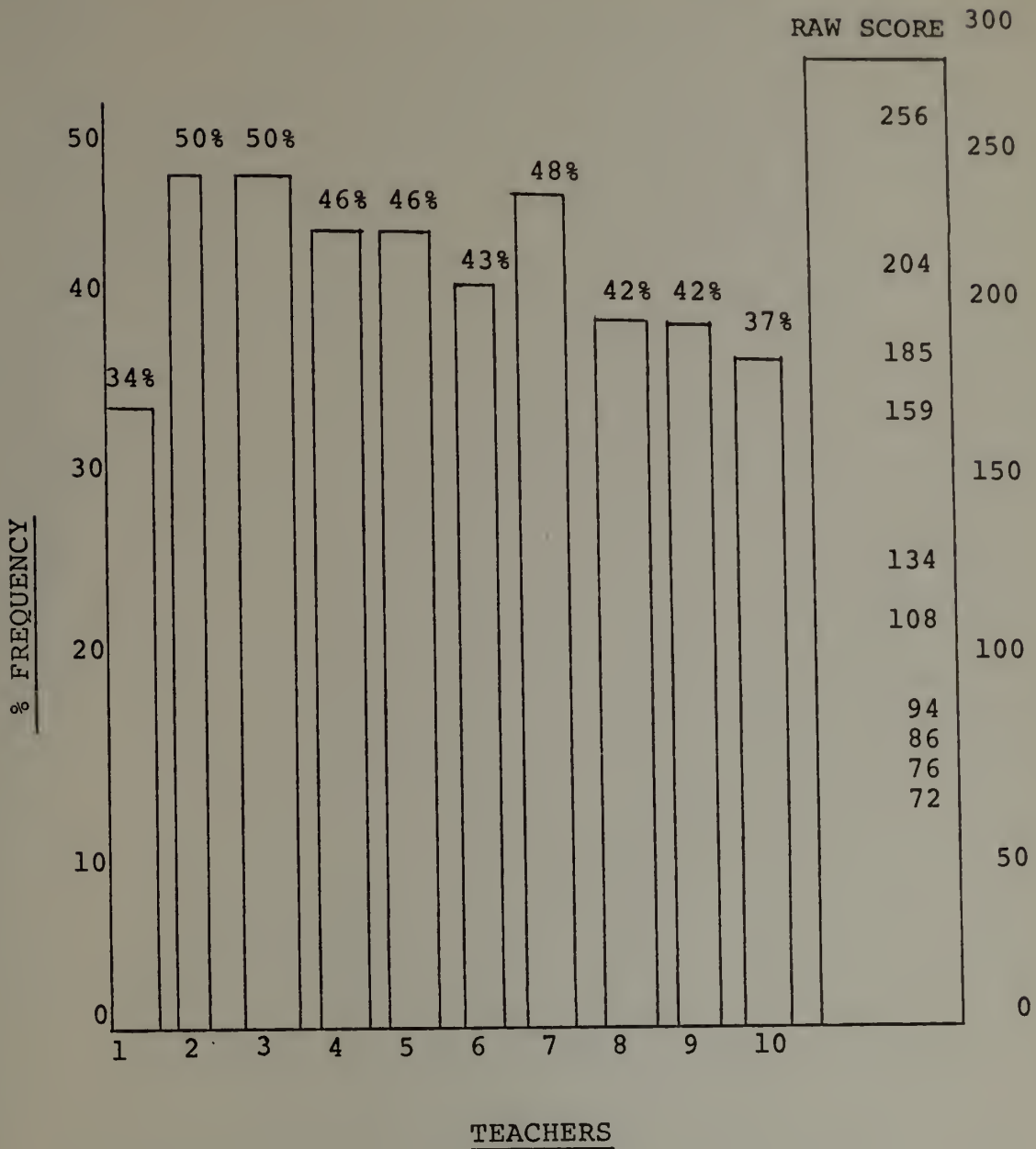
TABLE 5

PERCENTAGE OF QUESTIONS CLASSIFIED AS

PERSONALITY ADJUSTMENT AND READING SELECTIONS
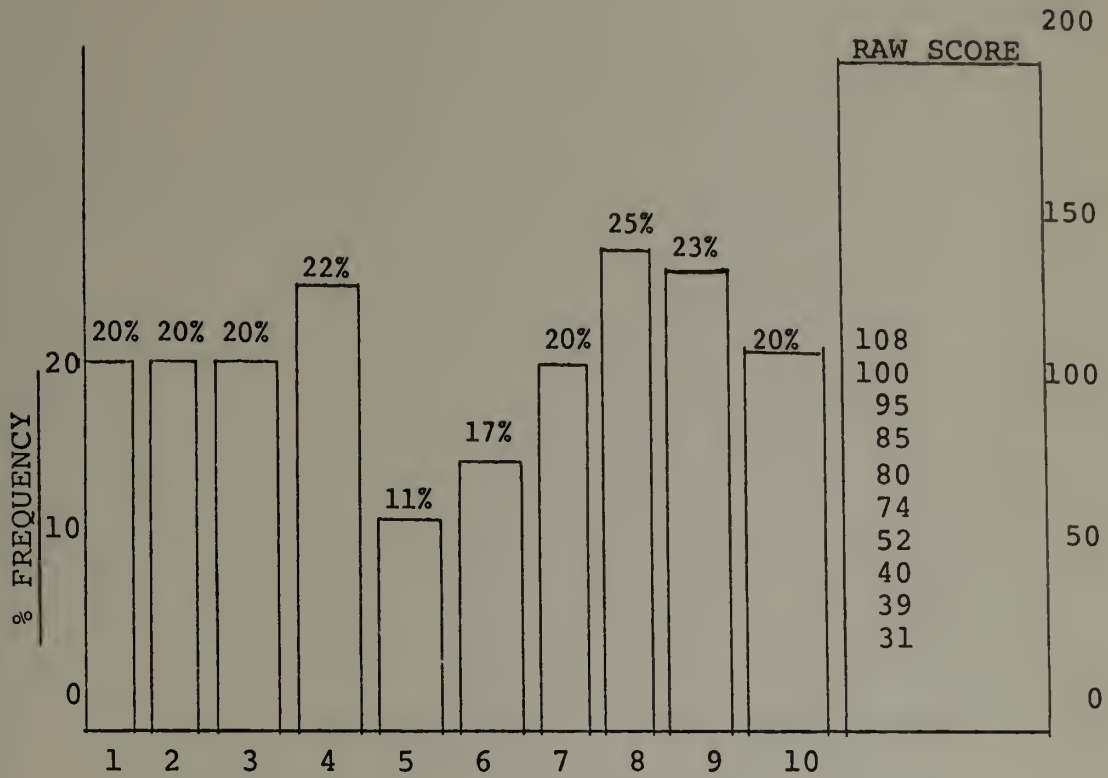
TEACHERS

TABLE 6

PERCENTAGE OF QUESTIONS CLASSIFIED

AS MECHANICAL SKILLS

TEACHERS
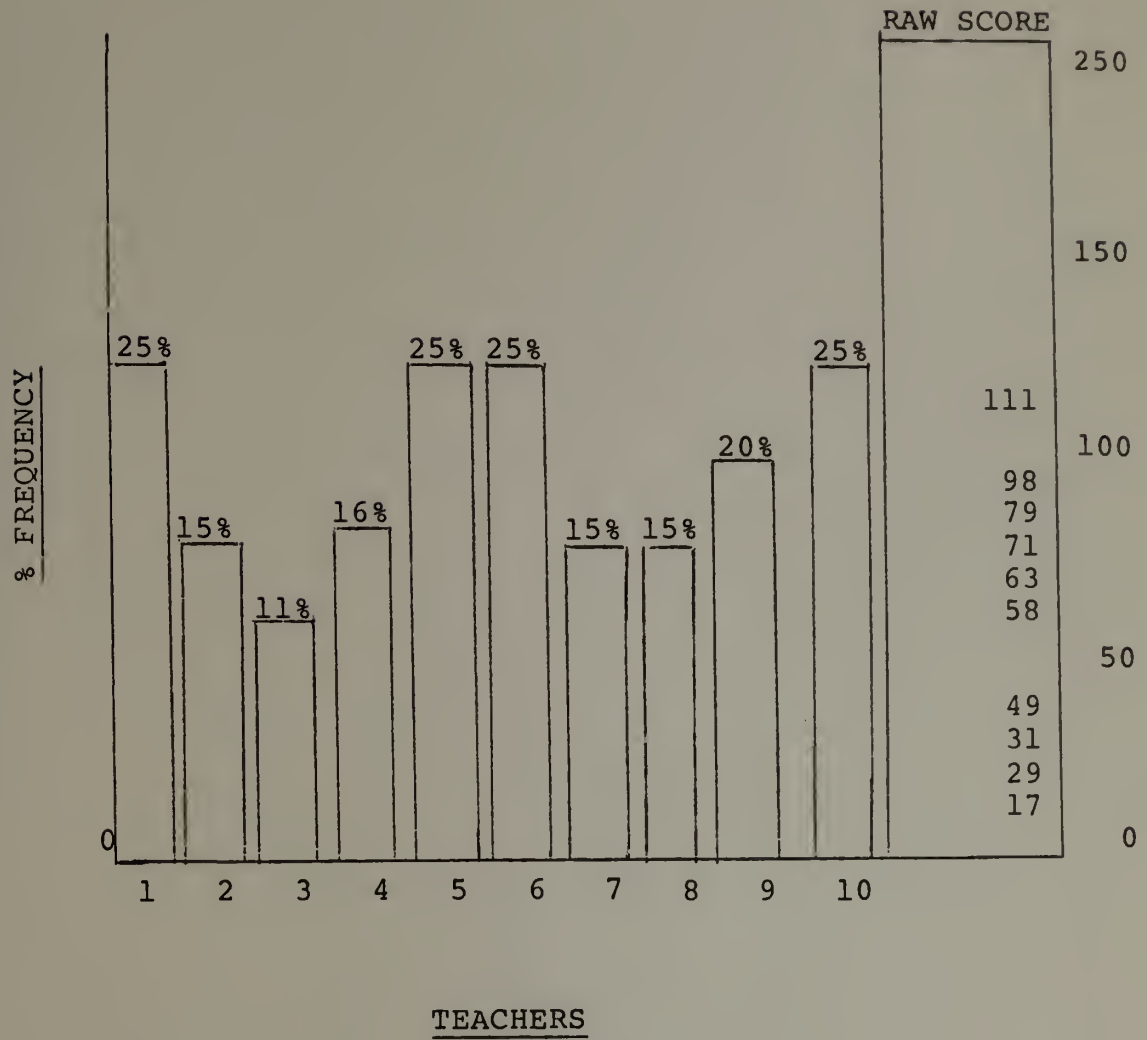
TABLE 7

PERCENTAGE OF QUESTIONS CLASSIFIED AS THE

ABILITY TO HOLD AUDIENCE ATTENTION

TEACHERS
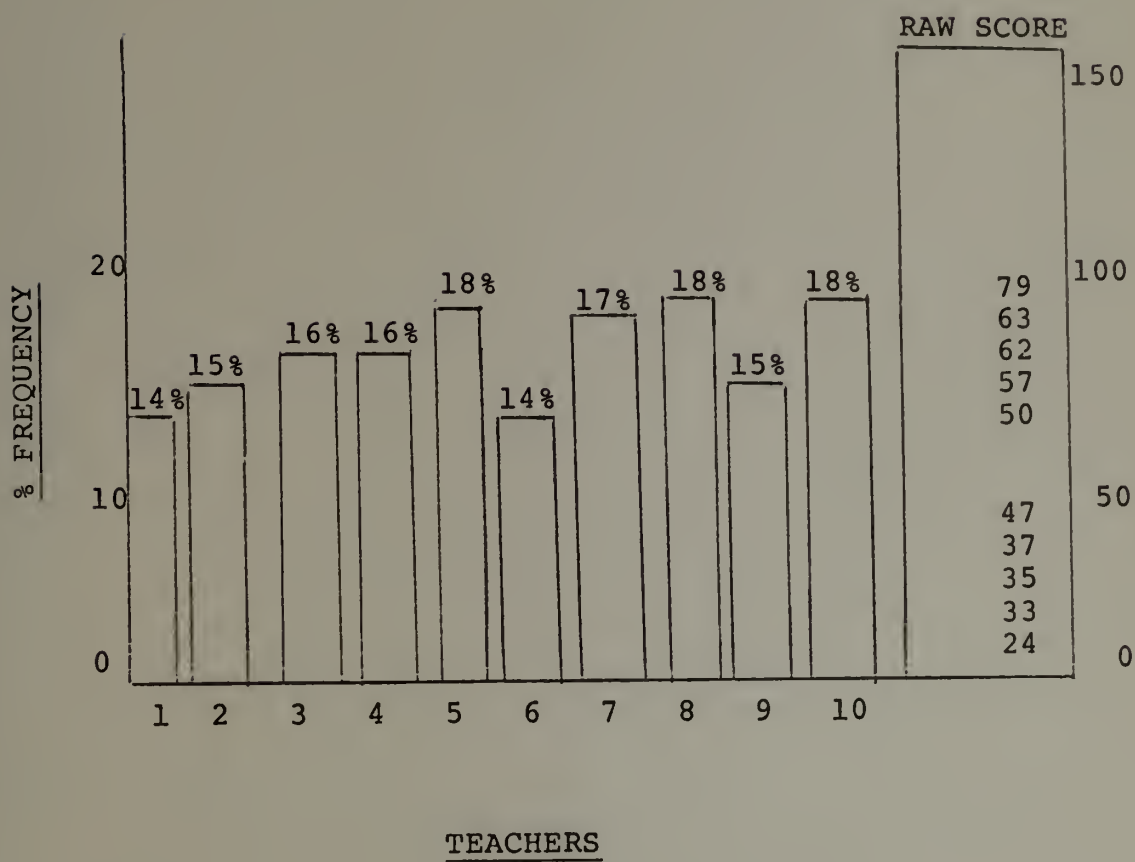
TABLE 8

PERCENTAGE OF UNCLASSIFYABLE QUESTIONS

TEACHERS
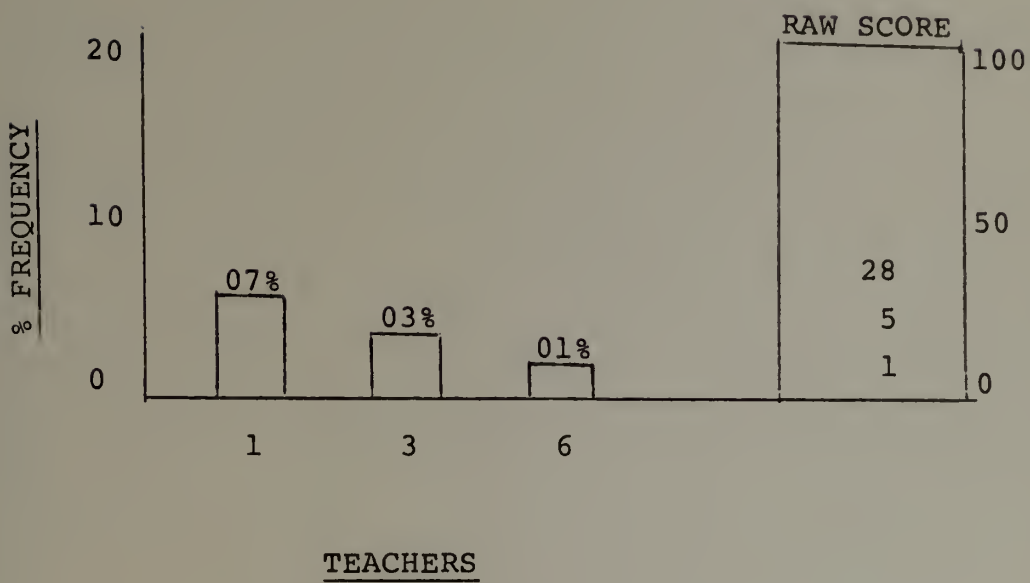
TABLE 9

COMPOSITE SCORES
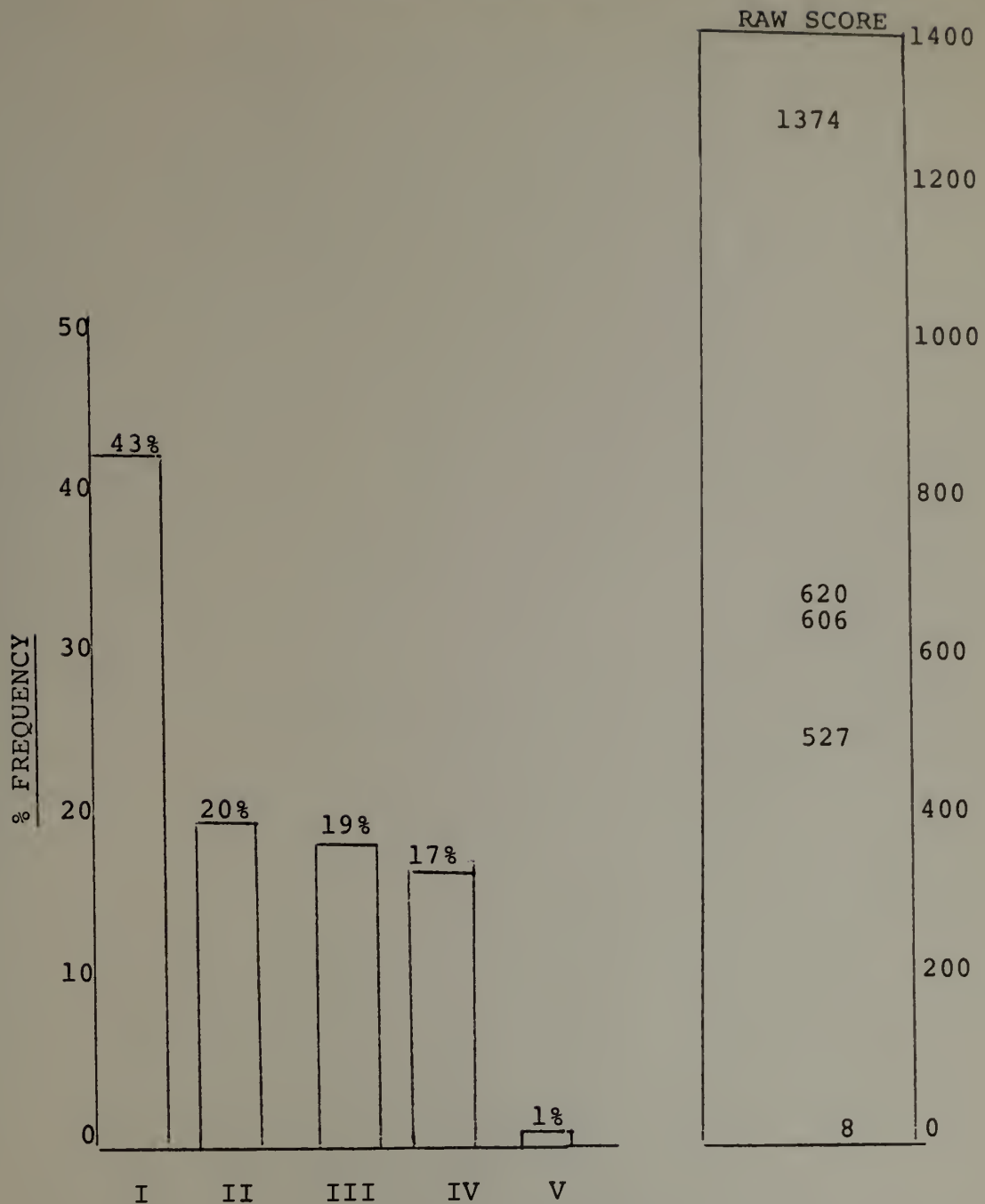
Composite scores showing the percent of questions relating
to:

I.   COMPREHENSION SKILLS
II. PERSONALITY ADJUSTMENT & READING SELECTIONS
III. MECHANICAL SKILLS
IV. ABILITY TO HOLD AUDIENCE ATTENTION
V.   UNCLASSIFIABLE

TABLE 10

PIE CIRCLE REPRESENTING COMPOSITE PERCENTAGES

OF THE QUESTIONING MODEL

Comprehension Skills 43% I.

1% Unclassifiable

II. 20% Personality Adjustment and Reading Selections

Ability to Hold Audience Attention

III. 19% Mechanical Skills

IV. 17%
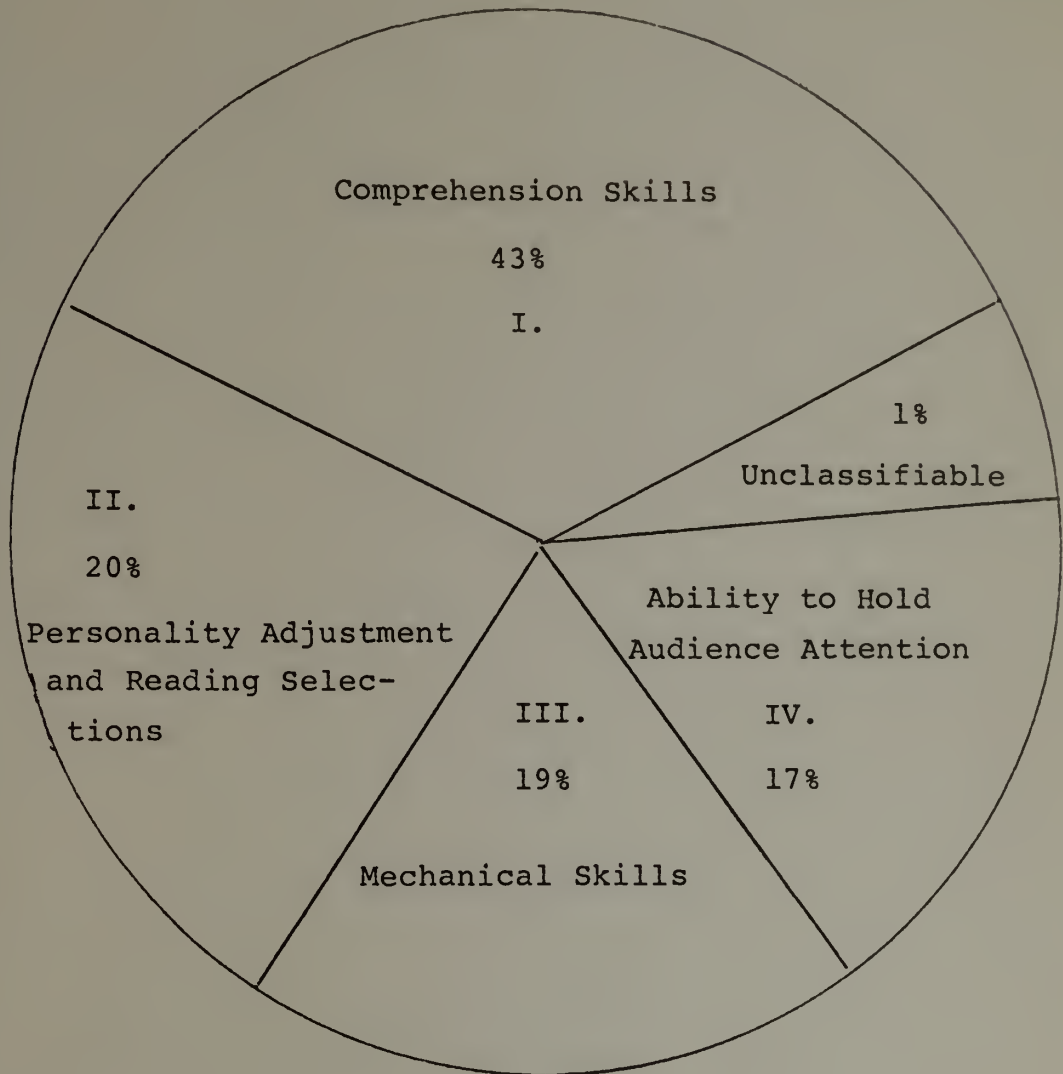
Data was collected from ten teachers in the Chandler School District, Maricopa County, Arizona and this amounted to two-hundred thirteen teacher-pupil conferences. Inasmuch as this study was descriptive, the investigator had no control over the actual study except for analyzing and classifying teacher-pupil conferences and how they applied to the questioning model.

INSTRUMENTATION

As stated previously, one instrument was applied to the teacher-pupil conferences. This was the questioning model taken from the text, "Reading in the Elementary School."[5] The investigator classified and analyzed the data by reading all two-hundred thirteen conferences and by checking teacher questions as to their application to the model. A protocol was designed for tallying and checking purposes.

The questioning model and its application to the two-hundred thirteen teacher-pupil conferences is described in detail in the remainder of this section.

Veatch Questioning Model

The questioning model was developed by Dr. Jeannette Veatch in 1968. It was a guideline for teachers who were individualizing reading programs and conferencing

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[5]Veatch, op. cit., p. 156.

on self-selected materials. Although the questioning
model has never been the main focus of a study done in
individualized reading, the investigator applied the
model to data on teacher-pupil conferences in an in-
dividualized reading program.

The model is comprised of four major categories.
They are as follows:

1. Comprehension Skills

2. Personality Adjustment and Reading Selections

3. Mechanical Skills

4. Ability to Hold Audience Attention

Comprehension Skills are: (a) the crucial ability
for identifying the main idea in a piece of writing,
(b) developing a personal thought about a book chosen,
(c) understanding through critical reading, (d) making
value judgments about the book or its ideas, (e) recog-
nizing author purpose and (f) identifying the necessary
plot sequence.

The second category, Personality Adjustment and
Reading Selections, pertains to the selection of books
that meet emotional and intellectual needs of the student.
Within this general category are included: (a) insight
into one's own interests in a story, whether this is en-
joyment, satisfaction, or desire for knowledge, (b) aware-
ness of peer group reaction to one's interests, and
(c) insight into possible behavior changes as a result of
reading.

Mechanical Skills refers to: (a) word analysis and definitions, (b) study skills such as indexing chapter headings or summarizing, (c) analysis of unknown words and (d) reading for details.

The last category within the questioning model is the Ability to Hold Audience Attention. This category includes: (a) reading aloud of selections from a story and (b) retelling of a long story briefly to the teacher or peer group.

The questioning model was not difficult to use in analyzing and classifying material in the conferences except in category 2 (Personality Adjustment and Reading Selections) where the investigator felt she would have to have had control over the conferences in order to show more validity. As teachers were not held to using a questioning model, some of them emphasized one area of reading skills more than another, and a few omitted whole categories of reading skills in single conferences.

The teachers involved in this study had workshops in individualized reading and experience in classroom teaching. The investigator spoke to the supervisor of the Chandler Schools who informed her that each teacher had previous experience in the classroom before undertaking an individualized reading program.

In summary, the results of the data were checked over three times by the investigator. A teacher in an individualized reading program checked the data as well. At the present time, questions may be raised concerning the validity of the questioning model. At the same time construct validity has not been fully established for any questioning in individualized reading. Thus, interpretation of the results of the present study must take into consideration the limitation of the instrumentation and the findings should be viewed at a level of confidence commensurate with the descriptive nature of this study.

The results of the application of the Veatch Questioning Model to the teacher-pupil conferences were summarized in terms of composite percentage scores for each teacher. The relationships between reading skills and conferences were illustrated by bar graphs and a pie circle. The next chapter offers an anlaysis of the data and a discussion of the findings.

C H A P T E R   I V

ANALYSIS AND INTERPRETATION OF DATA

This chapter describes the analysis and inter-
pretation of data obtained in the present study. The
organization of the chapter is based on the two research
objectives stated in Chapter I:

1. To determine if all skill areas of reading
    are present when the questioning model is
    applied to the teacher-pupil conferences on
    self-selected materials.

2. To determine if one reading skill area is
    more prevalent than other skill areas during
    teacher-pupil conferences on self-selected
    materials.

The results obtained with the instrument utilized in this
study are described in detail. Included is a composite
description on the application of the questioning model
to the teacher-pupil conferences of each individual teacher.

THE APPLICATION OF THE QUESTIONING

MODEL TO 213 TEACHER-PUPIL CONFERENCES

One instrument, the Veatch Questioning Model, was
used to categorize the questions asked in 213 teacher-pupil
conferences. Results obtained for this instrument as it

relates to accomplishing research objective number 1 are described in this first section.

Application of the Questioning Model
to 213 Teacher-Pupil Conferences

One of the problems that became evident in applying the model was the need for a category entitled unclassifiable. The conferences for Teacher 1, for example, showed much interpersonal concern regarding the families and personal problems of children within her classroom. The reason given for placing data under unclassifiable is: the responses of teacher and child did not relate to the material read or the questioning model. An example of unclassifiable data is as follows:

Teacher: How is your uncle in the hospital?

Pupil: He had an operation yesterday.

The teachers who received relatively comparable scores in all of the areas of the questioning model were considered to be covering all reading skills in teacher-pupil conferences. This was more evident with teacher 1 and 10 as shown in Figure 1. These teachers had a more evenly distributed coverage of the skill areas in the questioning model. Teacher 10 had the most even distribution of reading skills in conference. It is interesting to note that teacher 1 and teacher 10 taught grade 4. However, this has no significance to the study.

FIGURE 1

A COMPARISON OF COMPOSITE READING CONFERENCE

SCORES OF TEACHERS 1 AND 10
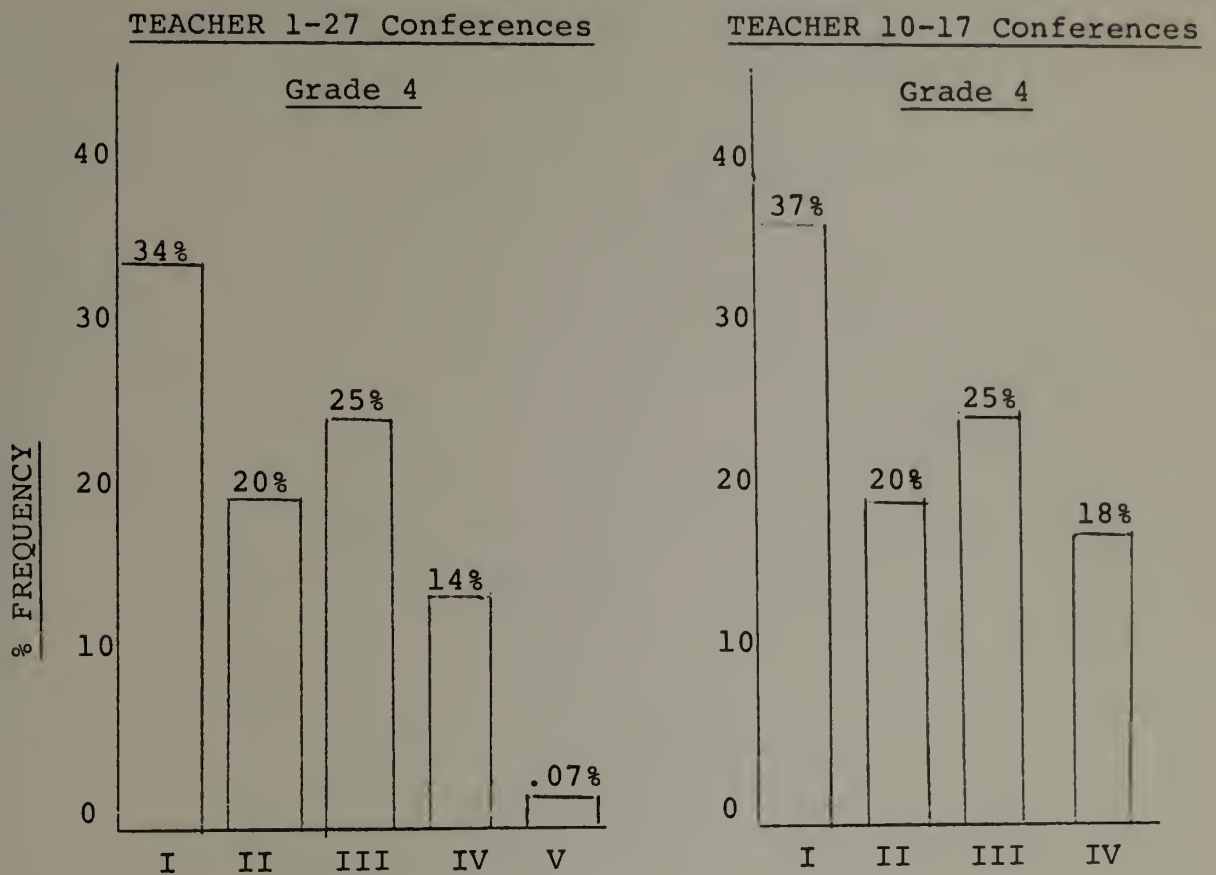
TEACHER 1-27 Conferences   TEACHER 10-17 Conferences

Grade 4   Grade 4

Percentage of composite reading conference scores for:

I.   COMPREHENSION SKILLS
II.   PERSONALITY ADJUSTMENT & READING SELECTIONS
III.   MECHANICAL SKILLS
IV.   ABILITY TO HOLD AUDIENCE ATTENTION
V.   UNCLASSIFIABLE

Teachers 6, 8 and 9 seem to use the same question-
ing techniques as shown in Figure 2. Mechanical Skills,
such as word analysis, etc., was more prevalent with
teacher 6 than the other two teachers. It is interesting
to note that these conferences were held in grade 6
where generally the focus is more on Comprehension and
less on word analysis skills. The results of all three
teachers showed a higher percentage in Comprehension
Skills than all of the other skills in reading.

The percentage of reading skill areas covered
in conference by the next group of teachers, numbers 2,
3 and 7, show similar relationships in Comprehension
Skills and other areas as shown in Figure 3. Mechanical
Skills which focuses mainly on word analysis is lower
and Comprehension much higher. The reason for this is
that more time was spent discussing the main idea and
sequence of events with the material selected by the student.

The next group of teachers, numbers 4 and 5 have
an equal distribution in Comprehension Skills as shown in
Figure 4. Teacher 4 showed more interest in the students
Personality Adjustment than teacher 5. Mechanical Skills
were a major concern of teacher 5. Both teachers showed
similar frequencies of having children read aloud.

Of all ten teachers, only two employed a balanced
questioning technique in teacher-pupil conferences; that

FIGURE 2

A COMPARISON OF COMPOSITE READING CONFERENCE SCORES

OF TEACHERS 6, 8 AND 9

Teacher 6
23 Conferences
Grade 6

Teacher 8
15 Conferences
Grade 5

Teacher 9
29 Conferences
Grade 3

% FREQUENCY

50

43%

42%

42%

40

30

25%

25%

23%

20

17%

20%

18%

15%

15%

14%

10

.01%

0

I   II   III IV   V   I   II   III IV   I   II   III   IV

Percentage of composite reading conference scores for:

I.   COMPREHENSION SKILLS
II.   PERSONALITY ADJUSTMENT & READING SELECTIONS
III. MECHANICAL SKILLS
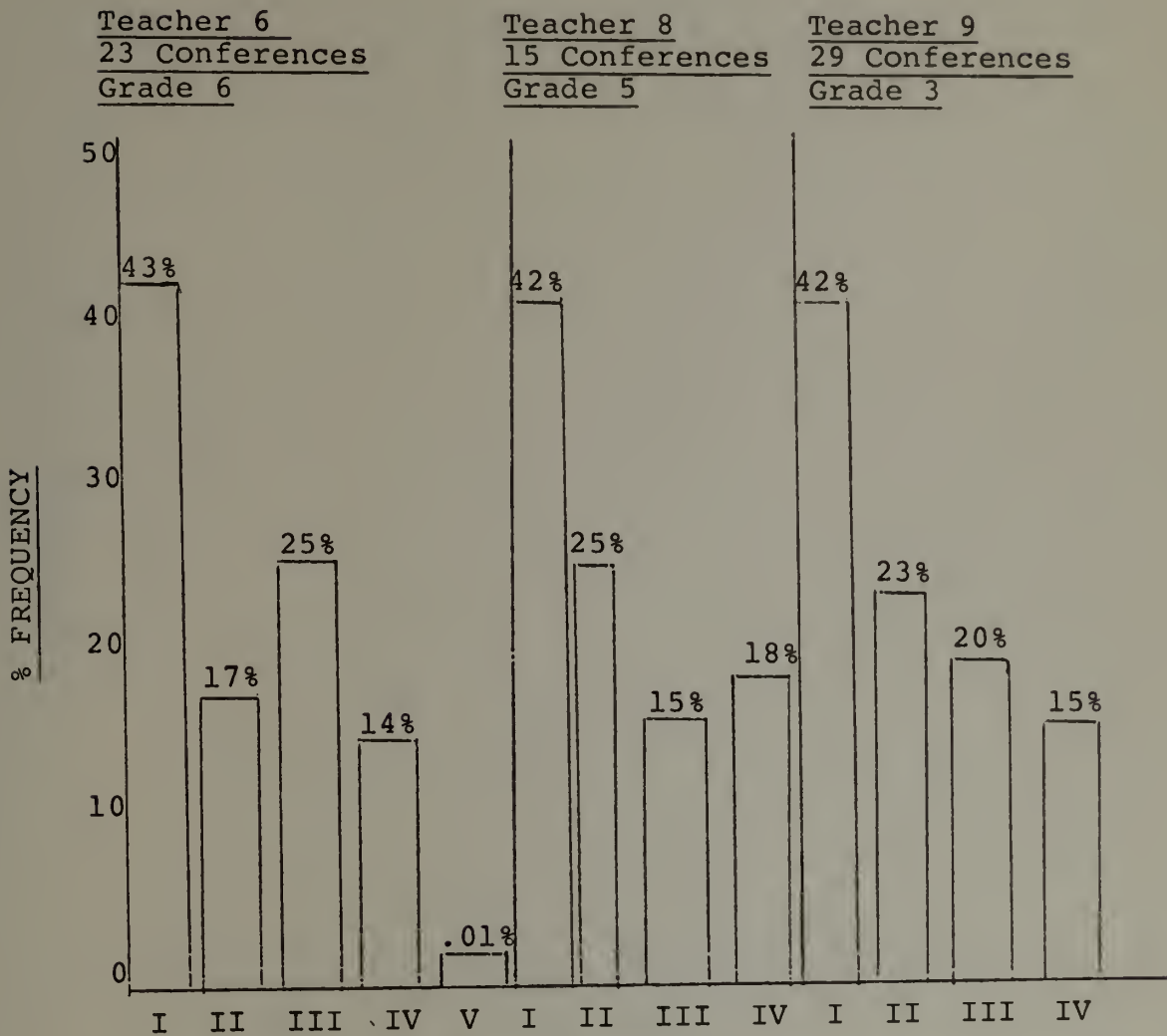IV.   ABILITY TO HOLD AUDIENCE ATTENTION
V.   UNCLASSIFIABLE

FIGURE 3

A COMPARISON OF COMPOSITE READING CONFERENCE SCORES

OF TEACHERS 2, 3 AND 7

Percentage of composite reading conference scores for:

I.   COMPREHENSION SKILLS
II.   PERSONALITY ADJUSTMENT & READING SELECTIONS
III.   MECHANICAL SKILLS
IV.   ABILITY TO HOLD AUDIENCE ATTENTION
V.   UNCLASSIFIABLE

FIGURE 4

A COMPARISON OF COMPOSITE READING CONFERENCE SCORES

OF TEACHERS 4 AND 5

Teacher 4
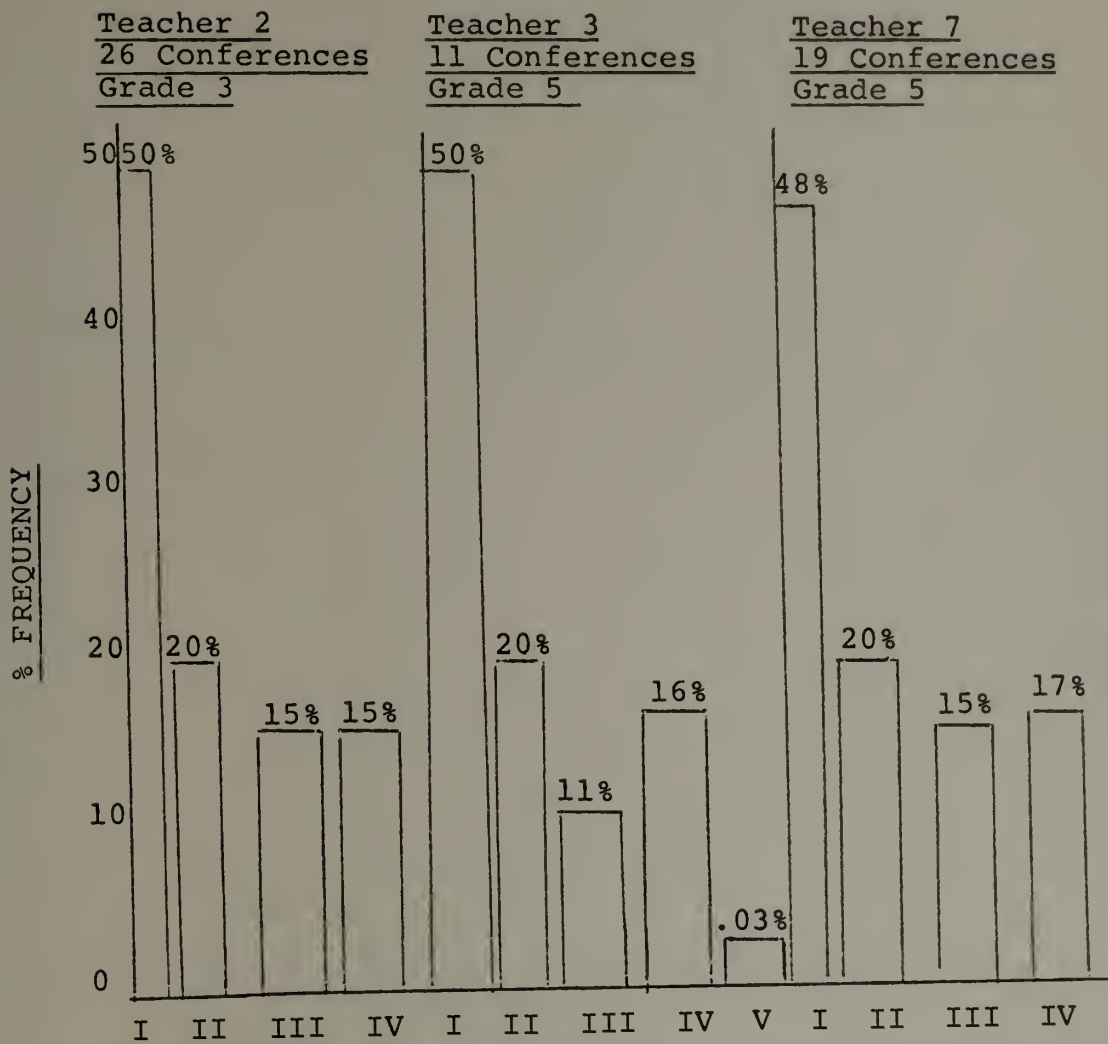24 Conferences
Grade 4

Teacher 5
22 Conferences
Grade 3

Percentage of composite reading conference scores for:

I.   COMPREHENSION SKILLS
II.   PERSONALITY ADJUSTMENT & READING SELECTIONS
III. MECHANICAL SKILLS
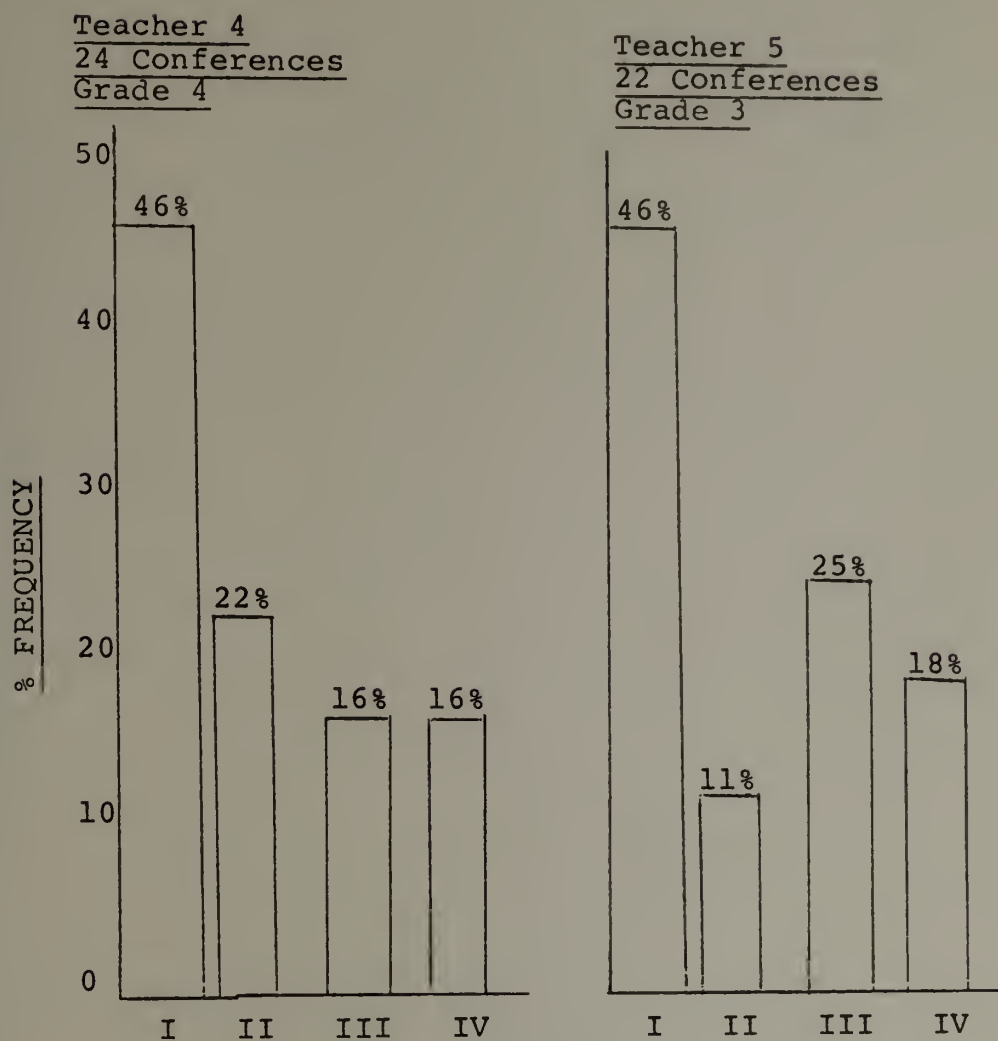IV.   ABILITY TO HOLD AUDIENCE ATTENTION

is, all areas of reading were more or less equally dis-
tributed. The remaining eight teachers seemed to utilize
parts of the questioning model, as shown by the percentage
graphs.

Considering the findings presented in the des-
cription of the implementation of the instrument, it is
appropriate to state that there is a variability in the
use of questions by teachers regarding teacher-pupil con-
ferences on self-selected material. Specific findings
of the data analysis provide sufficient evidence to des-
cribe the teachers' use of questions as follows:

1. Two teachers, 1 and 10, fully used question-
   ing techniques in teacher-pupil conferences
   covering all reading skills.

2. All teachers used a high percentage of ques-
   tions related to Comprehension Skills.

3. Three teachers, 1, 3 and 6, asked questions
   which did not apply to the questioning model
   and were put in a category called Unclassi-
   fiable.

4. Three teachers stressed word analysis skills
   secondarily to Comprehension Skills.

5. All teachers were concerned about reading aloud
   and allowing the pupil to tell the story in
   his or her own words.

6. All teachers showed some coverage of each
   reading skill according to the questioning
   model and its application to the teacher-
   pupil conferences.

On the basis of evidence and the various descriptions of
the questioning model and its application to teacher-
pupil conferences, research objective number 1 has been
achieved.

A Description of Composite Percentages
Covering all Reading Skill Areas in
Teacher-Pupil Conferences

One instrument was used for describing data of
the teacher-pupil conferences - the Veatch Questioning
Model. Results obtained for this instrument as it re-
lates to accomplishing research objective number 2 is
described in detail in the remainder of this section.

Questioning Model Used
in Teacher-Pupil Conferences

Teachers questions applied to the questioning
model were transferred to composite percentage scores.
The total percentage for each major topic within the
questioning model was determined for each major reading
skill area. The procedure provides a percentage score
for each reading skill area on the questioning model;

thus the percentage of teacher questions in all 213 teacher-pupil conferences can be calculated. The scores for each reading skill area on the questioning model are depicted in Figure 5.

Despite the variability in the amount of questions in each reading skill area that were used by individual teachers, all ten teachers using teacher-pupil conferences were examined together. The percentage score for Comprehension Skills (43%) is higher than Personality Adjustment and Reading Selections (20%), Mechanical Skills (19%), and the Ability to Hold Audience Attention (17%). These scores suggest that Comprehension Skills comprise the major distribution of the reading skill area and that there is a relatively equal distribution of the three other major reading skill areas within teacher-pupil conferences.

In order to characterize the selected reading skill areas of the questioning model, the investigator has referred to the strength of the individual conference postulated by Veatch. Veatch[1] stated:

> . . . the individual conference with
> self-selected materials is the best way
> to meet individual differences. The
> writer contends that there is no other
> way to be sure of what needs to be taught
> than the diagnosis that can occur during
> such a side-by-side meeting.

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[1]Jeannette Veatch, Reading in the Elementary School (New York: The Ronald Press, 1966), p. 138.

FIGURE 5

PERCENTAGE OF COMPOSITE READING SKILLS AS THEY

PERTAIN TO THE QUESTIONING MODEL
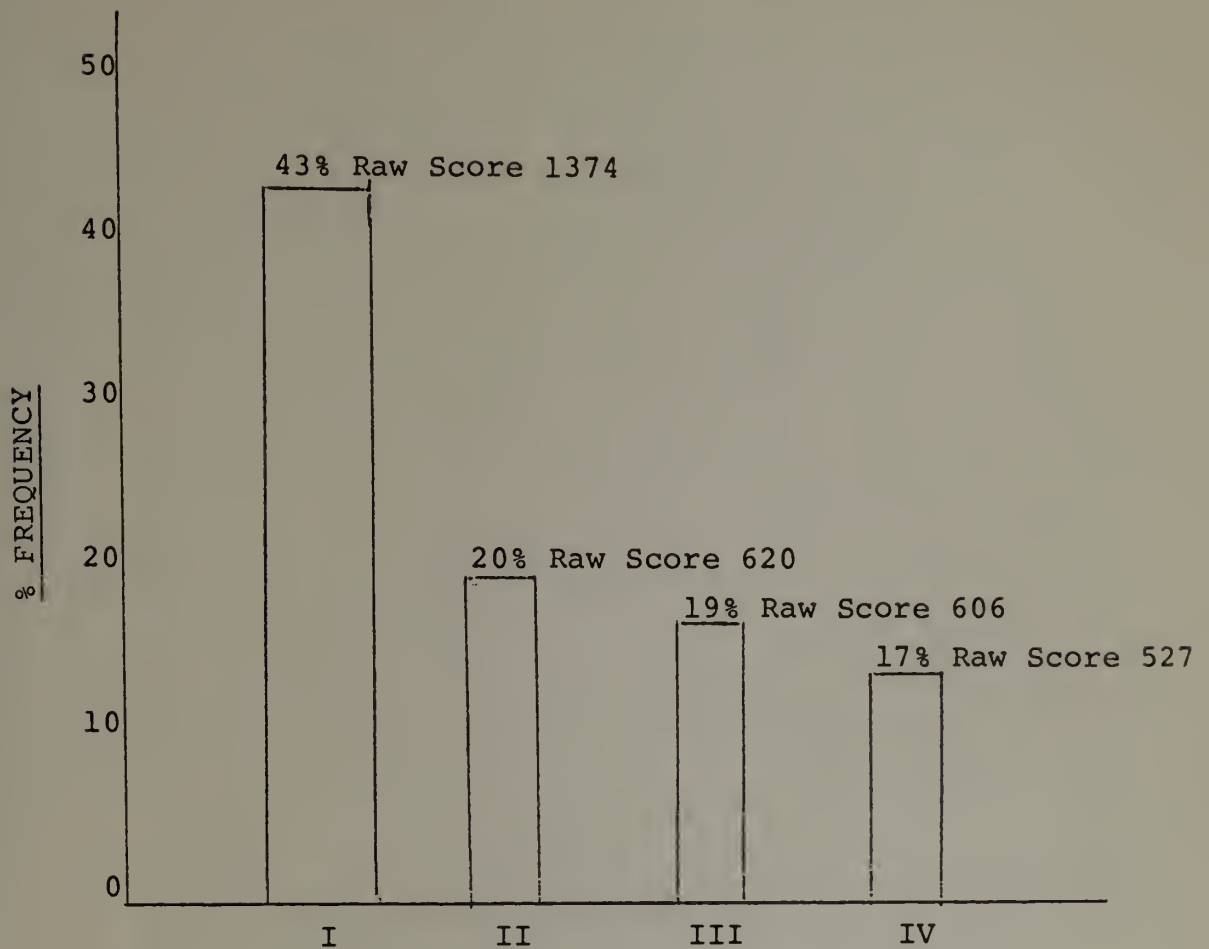
I.   COMPREHENSION SKILLS
II.   PERSONALITY ADJUSTMENT & READING SELECTIONS
III.   MECHANICAL SKILLS
IV.   ABILITY TO HOLD AUDIENCE ATTENTION

The conference which Veatch describes, represents the direction toward which conferences should strive. The desirable directions include questioning in all reading skill areas.

Considering the findings presented in the application of reading skill areas to teacher-pupil conferences, it is appropriate to describe the different percentages obtained in each reading skill area as they related to the conferences in this study. The areas are as follows:

Comprehension Skills.--The high percentage score for this area reflects a concern for the value of the individual on self-selected materials. The student's ability to read with comprehension is crucial in gaining the main idea of a piece of material.

In addition, Comprehension Skills include value judgments which help readers analyze motives behind printed words. This skill area demonstrates a concern for individual differences and is supportive of the self-selected materials a student brings to the conference.

It is desirable that teacher-pupil conferences possess a relatively high score for this reading skill area. Reflective of a concern for individual differences and self-selected material, teachers must support and inspire responses in teacher-pupil conferences in individualized reading. Thus, the scores for this area are desirable.

<u>Personality Adjustment and Reading Selections</u>.--
The low score on this reading skill area suggests that
the teachers may not be concerned with the emotional needs
of students. Or perhaps they do not know that this type
of question might help children understand their behavior
and lead them to more appropriate choices of materials.
Students choose books that interest them for reasons
that may be understood through careful questioning.

This skill area encompasses sub-areas such as
insight into personal interest in a story, awareness of
peer-group reaction and the insight into possible be-
havioral changes. The low score in this skill area is
not desirable although perhaps understandable if teachers
were not using a questioning model.

<u>Mechanical Skills</u>.--The lower scores for this
skill area reflect an environment which is fairly
supportive of students selecting their own materials and
discussing their choices. This climate suggests students
initiative as well as autonomy.

It is very unusual not to find this skill area
receiving the highest score in a discussion on reading.
It is important that this skill area, which includes
word definitions, study skills, ability to analyze un-
known words, reading for details, and questioning for
details, never exist as a lesser discussion area for

teacher-pupil conferences on self-selected material. It
is important that sufficient opportunities exist for
evaluating students who need work in word analysis as a
part of the total conference. Thus, the scores for this
area are desirable.

Ability to Hold Audience Attention.--The skill
areas contained in this major topic are oral reading and
the re-telling of a long story briefly. The low score
for this skill area suggests that the teachers are not
doing much diagnostic work since oral reading is a good
diagnostic tool. As the conference is on a one-to-one
basis, the student might enjoy finding his special passage
to read aloud to the teacher or peer group.

This skill area should have scored higher. The
low score suggests that a variety of questions in dif-
ferent skill areas of reading is not available in teacher-
pupil conferences.

Another way of describing selected reading skills
of the questioning model of teacher-pupil conferences is
to isolate each skill area percentage wise. Following,
the isolation, bar graphs for each skill area were con-
structed. An examination of the skill area bar graphs is
a useful way to analyze the similarities and differences
between reading skill areas across the questioning model.
It places the skill areas in context with each other, and
provides a visual presentation of the data.

Inspection of the percentage bar-graph depicted
in Figure 5, reveals the following:

1. Column 1 suggests that all teachers using
    teacher-pupil conferences tended to show
    higher levels of Comprehension Skills over
    all other skill areas.

2. Column 2 suggests that teachers using teacher-
    pupil conferences tended to have lower levels
    of reading skill area, Personality Adjustment
    and Reading Selections, as compared to the
    area on Comprehension.

3. Column 3 suggests that teachers using teacher-
    pupil conferences tended to show lower levels
    of reading skill area, Mechanical Skills, as
    compared to the area on Comprehension.

4. Column 4 suggests that teachers who used
    teacher-pupil conferences tended to have
    lower levels of reading skill area, Ability
    to Hold Audience Attention, as compared to
    the area on Comprehension.

Findings suggest that teacher-pupil conferences,
when checked for conformity with a questioning model,
show all reading skill areas. Further, the reading
skill area of Comprehension scored the highest of all
reading skill areas.

On the basis of evidence and the various des-
criptions of reading skill areas of the questioning
model and its application to 213 teacher-pupil confer-
ences, research objective number 2 has been achieved.

For teachers using teacher-pupil conferences
in Individualized Reading, it should be particularly
useful to know that it is possible to cover all reading
skill areas using a questioning model.

C H A P T E R   V

SUMMARY AND IMPLICATIONS FOR FURTHER RESEARCH

The purposes of this chapter are to summarize the findings of the research and to identify additional areas of research suggested by this study.

SUMMARY

The central purpose of this study was to identify aspects of the teacher-pupil conference that are likely to foster reading abilities. The following two research objectives were generated for this study based on a review of existing research:

1. To determine if all skill areas of reading occur when the questioning model is applied to the teacher-pupil conferences on self-selected materials.

2. To determine if one reading skill area is more prevalent than other skill areas during teacher-pupil conferences on self-selected books.

The data for reaching these objectives were gathered from ten teachers in the Chandler School District, Maricopa County, Arizona. One instrument was used for describing the teacher-pupil conferences. The Veatch Questioning Model was used to measure the reading skill areas of 213 teacher-pupil conferences in Individualized

Reading. Scores were obtained on each teacher and her teacher-pupil conference as they applied to the questioning model. Total scores were also obtained for the dimensions of Comprehension, Personality Adjustment and Reading Selections, Mechanical Skills and the Ability to Hold Audience Attention as they applied to the questioning model.

The questioning model was used to describe in total, the percentage of questions in each reading skill area that were selected by teachers.

On the basis of the evidence and the various descriptions of both the specific use of questions by teachers, and the total questions used, the two research objectives were achieved. The findings of the investigation indicated that there is a variability in the types of questions teachers use in teacher-pupil conferences and that all reading skill areas are not equally distributed during teacher-pupil conferences. Specific findings of the data analysis provide sufficient evidence to warrant the following conclusions:

1. Two teachers fully used questioning techniques in teacher-pupil conferences including all reading skill areas.

2. All teachers used a high percentage of questions related to Comprehension Skills.

3. Three teachers stressed word analysis skills secondarily to Comprehension Skills.

4. All teachers were concerned about reading aloud and allowing the pupil to tell the story in his or her own words.

5. All teachers using teacher-pupil conferences tended to have higher levels of Comprehension Skills over all other areas.

6. Most teachers using teacher-pupil conferences tended to have lower levels in the reading skill area, Personality Adjustment and Reading Selections as compared to the area on Comprehension.

7. Most teachers who used the teacher-pupil conference tended to have lower levels of reading skill area, Mechanical Skills, as compared to the area on Comprehension.

8. Most teachers who use the teacher-pupil conference tended to show lower levels of the reading skill area, Ability to Hold Audience Attention as compared to the area on Comprehension.

IMPLICATIONS FOR FURTHER RESEARCH

Conduction of the present study has revealed the need for further investigation into: (1) the use of the teacher-pupil conference as regards motivation, (2) the relationship between individual differences and

value judgments and (3) interpersonal concerns and children choosing books that meet emotional needs.

Use of Teacher-Pupil Conferences as Regards Motivation, Individual Differences and Value Judgment

In the midst of educational crisis, the student has emerged bearing the brunt of criticism that might more properly be directed at inferior learning environments. As the student is in direct contact with authorities in charge of employment and college, he is handicapped when he can't read, write or spell. The schools and teachers are the ones to be accused if the student does not read.

Too often, teachers design their reading programs based on what text book companies have written for students to read. This type of reading lesson employs questions such as, "what story comes next for the group?" More important is the question, "what is the interest level and need of the individual student?" With this question as a basis for a reading class, the teacher and student can decide what reading purpose they are trying to achieve, what needs the teacher and student will focus on in order to motivate interest, and the types of materials that are available to determine the purpose for reading. From this basic reading guideline, several

research questions arise regarding motivation in rela-
tion to individual differences in reading. For example,
how do we train teachers to develop meaningful under-
standings based on the needs of students? How do we
train teachers to help students attain their interest
level through reading? How do we train teachers to be
knowledgeable about Childrens Literature and the teaching
of reading? Clearly, teachers should be hired with a
knowledge of how to teach a child to read, a back-
ground of Childrens Literature and how to motivate
and meet individual differences in the classroom. Further
research must be conducted to determine means of training
teachers that prepares them for developing motivation
and a knowledge of reading in students.

In Chapter II several leaders in the field of
reading offered strong support for the teacher-pupil
conference regarding individualized reading. There
were no studies that were specific to measurability.
Yet the author of each statement considered the teacher-
pupil conference to be critical to the field of reading.
Research could be conducted to determine ways of motivating
students, involving students in their subject area of
reading by self-selection of materials, and meeting
individual differences in the classroom. For example,
should teacher-pupil conferences be in operation in

other subject areas? Is motivation a vital ingredient
for learning on the part of the student and teacher?
Are individual differences met through all reading
programs and how?

The present study has concerned itself with the
questioning techniques used by teachers in teacher-
pupil conferences in individualized reading. Additional
research might be beneficial in exploring another
questioning model for determining the extent of teacher
use of questions other than those used in the present
investigation. Another study might concern itself with
discovering if a time limit for the teacher-pupil conferences
would make a difference. For instance, are teachers
who are using twenty minutes per conference accomplishing
as much as those who use a ten minute conference?

Another important issue well worth pursuing
concerns value judgments and critical reading skills
in elementary classrooms. Are value judgments and
critical reading skills being fostered at the elementary
school level through teacher questions? Are the answers
from students acceptable even though they may not coincide
with teacher value judgment? Further, are there many
different choices within reading courses which allow
students to be critical without being judged?

This study has shown that by applying a
questioning model all reading skills are covered in

teacher-pupil conferences. With a questioning model
for teachers in individualized reading there should be
interesting results in recording students achievement
on self-selected material. What needs does an
individual student have in reading? How can the
teacher meet the needs of an individual student rather
than making a whole class or group responsible for skill
areas they already know? How will reading tests be
devised that include attitudes, number of books read
by students, motivational attributes and critical analysis
skills rather than word analysis and comprehension skills?

Some concern has been expressed about the practi-
cability of the Veatch Questioning Model. A study
should be conducted for the purpose of determining
whether it is feasible for a teacher to cover all reading
skill areas in a given time limit.

Procedures should be developed for obtaining
interest and need levels of students from kindergarten
on. Also research is needed on whether or not interest
and emotional needs change at different levels of
schooling.

The questioning model seems adequate for ob-
taining reading skills and needs on a one-to-one basis.
It is likely that different questioning models could be
devised for the collection of evidence about emotional

needs of individual students through self-selected
materials. The design of this study, for example,
might have the investigator implementing the in-
service workshop for teachers, requiring a questioning
model for all teacher-pupil conferences, observing children
who are conferencing and providing a time limit for
each conference. More ways to gather information about
teacher-pupil conferences in individualized reading
will result in greater understanding of student
growth in the field of reading.

The selection of reading materials for students
has been left primarily to textbook companies, school
boards and, less frequently, teachers. The selection of
materials at the elementary school level in reading has
not been explored fully. Future studies might explore
ways in which students could make contributions to
determine: (a) their motivational interest in reading
selections (b) their own needs in reading skill areas
and (c) choices of books on their interest level.

Another important consideration for additional
research is the self-selection of material by students
for reading. It is likely that exploration and choices
on the part of the student will vary day to day, month
to month and year to year. Considerable research is
needed to determine the influence of self-selection

of reading materials on the emotional, educational and physical growth of students.

Further research questions regard self-selected materials in an individualized reading program. For example, what type of books meet different emotional needs of different students? Will the books that meet the emotional needs of one student meet the needs of others? What kinds of training can teachers receive to implement reading programs and have a knowledge of Childrens' Literature as well as individual students? Further research must be done to determine the relevance of such questions to understanding the educational impact that teacher and student have on reading. In order to maintain a perspective of students continuing with an interest in reading, a longitudinal study could be employed. One purpose of such a study would be to provide continuous feedback on the number of books and interest level of students through adult life.

It is hoped that the present study will stimulate further investigation into the use of a questioning model in teacher-pupil conferences in individualized reading. It is here that research should enable teachers and school officials to understand the complex effects of the teaching of individualized reading to children.

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APPENDICES

APPENDIX A

VEATCH QUESTIONING MODEL

LIST OF SUGGESTED QUESTIONS TO USE IN INDIVIDUAL AND

GROUP CONFERENCES

(As prepared by Jeannette Veatch, 1966)

I. Comprehension Skills

    A. Central Thought

        1. What kind of a story is this?
        2. What is it mainly about?
        3. Does its setting make a difference?
        4. Does its time (of year, in history) affect
            the story?
        5. Does this book remind you of any other book?
        6. Did you think it was a happy (sad, frightening)
            story?
        7. Could you describe this in a couple of words?

    B. Inferences and Critical Reading

        1. Do you think the story is really about_____?
        2. Is there something here that isn't actually
            said?
        3. Is there a lesson to be learned in this
            book? What?
        4. Was there anything in the story that was not
            the same as you've heard somewhere else?
        5. Do you think you can believe what it says?
            Why? Or why not?
        6. What is the problem of _____(a character)
            in the story?

    C. Value Judgments

        1. Do you agree or disagree with this story?
        2. What is you opinion about_____in the story?
        3. Is this something everyone should read? Why?
        4. If only a few people should read, who would
            you choose?
        5. Is the story making fun of us all?
        6. If you could pass a law, or have your own
            wish, would this book influence you?
        7. Do you trust what you read?
        8. Is it right for someone (writer, publisher,
            organization, etc.) to print only part of a
            whole story (event, argument, etc.)?

9. Do you believe everything you read? Why?
10. Do all of your friends believe what they read? Should they?
11. Can you trust what this author (publisher, newspaper, magazine) says? Why? Or why not?
12. If you cannot find out whether or not a story is true, what could you do that would help somewhat?

D. Author Purpose

1. Who is the author?
2. What do you know about his family (home, etc.)?
3. What other books of his do you know about?
4. What do you feel he is trying to tell people in his stories?
5. If you could talk to him, what would you tell him?
6. Do you think he has children of his own?
7. Does he like animals (nature, etc.)?
8. What ideas are you sure about when you read him?

E. Necessary Plot Sequence

1. Tell me (us) the story.
2. After_____(an incident) what happened next?
3. Tell me (us) what happened first, then_____.
4. If such-and-such happened before so-and-so, does it make any difference in the story?
5. If you could, would you change the story around at all? Why?
6. What was the best part of the story to you? Was this best part in the beginning, middle, or end of the story? Would you have any idea why that part was where it was?

II. Personality Adjustment and Reading Selections

A. Insight into Personal Interest in Story

1. Was this a good story?
2. Why did you choose this book?
3. Did you ever have an experience like this?
4. Would you like to be just like the person in the story?
5. What about this story or material made you angry (sad, laugh, etc.)?
6. If you could become one of the characters in this story, which one would suit you just fine?

7. Which character are you sure you would not like to be?
8. If you could, would you wave a magic wand and live in this time (place, house, etc.)? Why?
9. Talk to me about your feelings when you read this story.
10. Do you know anyone like this character?
11. If you could change anything about this story, what would you change? Why?

B. Awareness of Peer Group Reaction

1. Who do you know who likes this type of book?
2. Would they like this one?
3. Are you going to tell them about it?
4. Do you like to have friends tell you about books?
5. Do you ever read books with someone else? What books were they?

C. Insight into Possible Personality Behavior Change

1. Did you have a problem like this person in the story? Did you get some help with your problem from reading it?
2. Does this story make you feel like doing something? What?
3. Did you see something about yourself after you finished this story that you didn't know before? Tell me about it.
4. Is there something that you didn't like and never would do yourself? What?

III. The Mechanical Skills

A. Word Definitions

1. Here is an unusual word. Can you tell me what it means?
2. Here is another (and another, etc.).
3. Can you tell me another word that means the same thing? Or almost the same thing?
4. If I said ____ (naming an antonym or homonym), would you say this word was the same or the opposite to it?
5. Did you find any words that meant something different when you read them somewhere else? What was the difference?

B. Study Skills

    1. Show me the index (table of contents, chapter headings, etc.).
    2. Find the page where such-and-such is described.
    3. How do you find things in the index (table of contents)?
    4. Did the pictures help you read this book? How?
    5. Can you find the place on the map where the story was laid?
    6. Can you find the general topic of this story in another book? In any of our reference books? Our texts in other subjects?

C. Ability to Analyze Unknown Words

    1. Show me the word that you didn't know. How did you figure it out?
    2. What is it in this word that you know (small word-diagraph-initial letter-initial blend-vowel sound, etc.)?
    3. Let me cover up part of it. Now what do you see? Say it. Now here's the whole word. Can you say it?
    4. The word starts like ____ but rhymes with ____. Try it.

D. Reading Details

IV. Ability to Hold Audience Attention

A. Oral Reading of Selection

    1. What part of your story did you choose to read to me?
    2. Tell me what happened up to this point.
    3. (After the reading.) Now tell me what happened next - as it is time for me to stop this conference.

B. Retelling a Long Story Briefly

APPENDIX B

TEACHER-PUPIL CONFERENCES

Book: Betsy and the Boys
Author: Carolyn Haywood
Grade 4 child

What's your book?

     Betsey and the Boys

All right. Do you want to turn it over right side up?
Betsy and the Boys. Would you say this is a girls' story
or a boys' story or for both boys and girls?

     mmn -- I don't know -- I think girls would read
     it more often.

Why do you think girls would read it more often than boys?

     I don't know.

Well, can you guess?

     mmm - Maybe because the main character is Betsy.

Yes, I think that's a very good reason why. Do you like
to read just girls' stories or do you once in a while like
to read stories that boys like also?

     Yes.

What kind of stories would those be?

     Oh, sometimes the ones I got out - a book about
     snakes.

I don't like them either. And I have to get over that
because it's not right not to like snakes. The thing that
I have noticed about the boys and girls who have come up
here is that very few of them have had trouble with words
they got stuck on. Did you have any words you got stuck on?

     No.

Would you say that that book was pretty easy for you?

> Yes.

All right, is it all a complete story or is it a series
of little stories?

> I don't know. It has....different things....
> and then different things happen.

Like chapters?

> Yes.

Have you a favorite chapter that you picked out for me?

> Yes.

All right. Do you want to find it?

> Pancakes and Cream Puffs.

Pancakes and Cream Puffs. Well, I can understand.
They're favorite with me except I have to watch my
waistline. You aren't at that stage yet. A lot of
us do. Food is so much fun. Chapter I - Pancakes and
Cream Puffs and Betsy is the main character. I don't know
if you......

> Betsy and Billy

Oh I see. Do you want to find a place you want to read
aloud and then I want to ask you a couple of questions
before you start. Have you got the spot?

> Yes.

I don't know whether you've heard my talking with the
other girls and boys but the one thing I've noticed about
everybody is that they use their voices in ways that don't
sound like they talk and when you read aloud, you've got
to sound like you're just really talking. And that's the

point.   That means your voice goes up, goes down, goes scary, goes funny. Can you work on that a little as you think about that? All right. Tell me what happened first because I don't know the story.

> Billy was carrying a pitcher of pancake mix and he was halfway between the stove and the table and the handle fell off and batter fell all over the floor.

I can tell by the way you're grinning that's a funny story. All right. See if you can make me laugh, too.

> Hey, Betsy, Billy yelled, come quick. Betsy rushed through the pantry door and then to Billy's amazement she slid all the way across the kitchen and out the back door. There she landed on a heap.

> (She continues reading aloud and gets so tickled at the events of the spilled pancake batter and the dog sliding in it that she begins to laugh and breaks down giggling.)

Well, I think you succeeded. And you know, that's the sign of a real good reader -- if you can make the audience laugh when you think it's funny, too.

Child 2 - 01
Grade 5

T.   This is Kent.   What kind of a story is this, Kent?

C.   It's the Wright Brothers.

T.   Is it fact or is it fiction?

C.   Fiction.

T.   What makes a story fiction, Kent?

C.   Well, it tells about somebody's life.   That is true.

T.   Okay.   Is that fiction?   Are you sure now?   Think
     about it again.   If I tell that the sky is red, is
     that true?   If I say your shirt is yellow, is that
     true?

C.   No.

T.   No.   But if I say this is a book....all right, then.
     We would say that is a fact that this is a book.   So
     if this story really did happen, it would be a factual
     story.

C.   Right.

T.   The name of the story again is...

C.   "The Wright Brothers."

T.   The Wright Brothers.   All right now.   This is from
     one of the readers, isn't it?   What is the name of
     the reader you have there?

C.   Better Than Gold.

T.   Was it hard for you?

C.   No.

T.   Was it easy for you?

C.   No.

T.   Was it just right for you?

C.   Yes.

T. How can you tell?

C. Well, not too many words were hard.

T. Do you remember any of the hard words?

C. Ummmmm.

T. Were there some there that you couldn't pronounce?

C. I don't think so.

T. All right. Come to a hard word. How do you figure
    it out, Kent?

C. You sound it out.

T. You sound it out. Do you ever have to get help with
    your words?

C. Yes.

T. Why did you choose this story for your conference?

C. Because I like planes.

T. You like airplanes. That is a real good reason.
    What were the first names of the Wright Brothers?

C. Oliver and Wilbur.

T. Oliver? Let's see if I can find that in the story
    here. Now. Would you spell that word?

C. O.R.V.I.L.L.E.

T. Okay. Now would you pronounce it?

C. Oliver.

T. Well, now spell it again. Look at it carefully. O-r.
    Now think of the sound of that. Or-ville. How would
    you say o-r?

C. Or

T. An how would you say ville?

C. Ville?

T. Now, can you put those two syllables together?

C. Yeah.

T. And what would you say?

C. Or-li-ver.

T. No. You are trying to get a letter in there that
    isn't there. We would say Or-ville. We accent the
    first syllable and say we don't hear the correct
    sound of the vowel on the second syllable. Or-ville.
    Do you remember Wilbur's dream?

C. Yeah.

T. What was it?

C. That he could fly with a machine.

T. What did people think about his dream?

C. That it wouldn't come true.

T. Did they think he was a pretty smart man? Was he a
    man when he had this dream?

C. No.

T. No. He was just a young boy, wasn't he? What was
    Orville's wish?

C. That he could fly.

T. What idea did Wilbur get from Orville for his wish?
    Remember about the slide?

C. Oh, yeah.

T. They did an experiment about the slide. Do you
    remember what caused them to do that experiment?

C. Well, see, ummmm. I think it was Wilbur who said that
    he saw that bird and he said, "I wish I were sitting
    on that bird," and I forgot the word of the other....

T. Orville.

C. Or'ell said how would you sit on it? Wilbur said, no,
    Orville said, "The wind would slow you down if you
    were sitting on it." So Oliver said he would lay
    down on it.

T. All right.

C. And they were going to see if they worked this winter when they had slides and they had a race and they won because they were laying down and everyone else was sitting down.

T. All right. Very good. What did the boys do when they got older?

C. They started experimenting with kites.

T. What did they do to make a living?

C. Yes. They had a bicycle shop.

T. Who helped them in their bicycle shop? Let's see if I can find the man's name. Do you remember it?

C. No.

T. Can you pronounce it here?

C. Ed.

T. Ed what? Spell it.

C. Sines.

T. All right. Do you know how to pronounce S-i-n-e-s?

C. Sins.

T. No, it's going to be....you see two vowels there. If you have two vowels, what does the first one usually say? It usually says its name, doesn't it? If it says its name, what do you think the i says there?

C. I.

T. Can you say it now?

C. Sines.

T. Sines. That's right. Ed Sines. What did Wilbur and Orville learn by watching the birds?

C. How to make... well, one, they decided to make a glider. And they learned how to be on a glider. And that glider stayed up for forty-three seconds.

T. Forty-three seconds. Are you sure of that?

C. It's either forty-three or twenty-three.

T. Forty-three seems like quite a long time, doesn't
    it? Well, it isn't that important right now, but
    I think it's probably something about twelve seconds.
    I can't......no, that was the plane they made. They
    had it up in the air for twelve seconds and Orville
    brought it down. Well, we will re-read it and check
    on that. Where did the Wright brothers go with their
    first man-carrying kite?

C. Ummmmm.

T. Do you remember the name of the place?

C. Kittie Hawk.

T. Kittie Hawk - very good. What kind of a flying machine
    did they try after their kite?

C. Ummmmm. A glider?

T. Well, after their glider, they decided to do something
    else to their machine. They had a different kind of
    machine.

C. Put an engine in it.

T. That's right. Was their first flight successful?

C. Yes.

T. Was it?

C. Uh huh.

T. Well, I am not real sure about that, Kent. It seems
    like that their first flight caused them some trouble
    and then they had to do it again.

C. Yes.

T. I think their first one crashed.

C. Yes, it did.

T. Do you remember why it crashed?

C. Ummmmm. No.

T. Now about how many years have passed since their first
    flight? Do you know what time in history since they
    made their first flight?

C. Ummmm.

T. It was 'way back in 1914. It has been over fifty
    years now since they did that. Would you enjoy read-
    ing the story, Kent?

C. Yeah.

T. Are you going to choose any more stories in this
    reader? Would you like to read any more?

C. I am going to start reading a different book.

T. All right. What part of the story was your favorite
    part?

C. Ummm. The last part.

T. All right. Would you like to read that to me now,
    please?

C. This is the page.

T. All right.

C. Child reading.

T. All right, Kent. Did you practice reading this before
    you had your conference?

C. Yes.

T. Did you? All right. Well, we will work on it again.

Tape 7, Side A

C. Child reading about minibikes.

T. Excuse me for a minute, John. Let's stop here, John.
    Did your uncle's motorcycle have brakes?

C. Yes.

T. Ummmm. I wonder why that motorcycle doesn't have
    brakes.

C. Some motorcycles don't need brakes then because all
    you have to do with them is slow down sometimes and
    then if you have it not going on for a couple or
    minutes, about a half an hour, the engine will stop.

T. I wonder what would happen if you needed to stop in
    a hurry.

C. Ummmm. You may put your foot down and go around in
    circles.

T. Oh, I see. You certainly know a lot about motorcycles.
    John, over here where it says this siren says "Pull
    over." What kind of a motorcycle is that?

C. The police.

T. Does the siren really say "Pull over?" Why did they
    say that?

C. Because when a siren goes on on a motorcycle or police
    motorcycle, the policeman wants you to pull over on
    the side of the road because you are doing something
    wrong.

T. Okay, John. You did a really good job on that book.
    Thank you.

APPENDIX C

PROTOCOL

Veatch Questioning Model	Conf. #1.	Conf. #2.	Conf. #3.	Conf. #4.	Conf. Tally
I. Comprehension Skills: a. Central Thought b. Inferences and Critical Reading c. Value Judgment d. Author Purpose e. Necessary Plot Sequence					
II. Personality, Adjustment and Reading Selections: a. Insight into Personal Interest in Story b. Awareness of Peer Group Reaction c. Person. Behavior					
III. Mechanical Skills: a. Word Definitions b. Study Skills c. Ability to Analyze Unknown Words d. Reading for Details					
IV. Ability to Hold Audience Attention: a. Oral b. Retelling					
V. Unclassifiable					