

1992

A study of programs designed to stimulate students' independent reading

Elizabeth K. Welsh

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**A study of programs designed to stimulate students'
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Welsh, Elizabeth K., Ed.D.

The College of William and Mary, 1992

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A STUDY OF PROGRAMS DESIGNED
TO STIMULATE STUDENTS' INDEPENDENT READING

A Dissertation
Presented to
The Faculty of the School of Education
The College of William and Mary in Virginia

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


by
Elizabeth K. Welsh
May 1992

A STUDY OF PROGRAMS DESIGNED
TO STIMULATE STUDENTS' INDEPENDENT READING

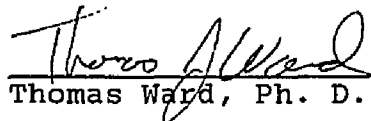
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ACKNOWLEDGEMENTS

To Express My Gratitude, I Thank

My husband, Dick, and my children, Cathy, Rick, and Beth, for their support, encouragement, and constant cheerfulness.

Becky Donley, Karen Johnston, and Susan Quenville, Reading Specialists, who piloted my questionnaire.

Yvonne Van Duser, who served as my computer expert.

Dr. Robert J. Hanny, my advisor, whose guidance and assistance made this project possible.

Dr. Thomas Ward and Dr. Donald Lashinger, whose expertise was invaluable.

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A Study of Programs

Designed to Stimulate Students' Independent Reading

Abstract

The purpose of this study was to determine what types of programs designed to stimulate students' independent reading were being utilized or had been utilized in the past five years in the Commonwealth of Virginia. This descriptive study examined how such programs were selected, implemented, and evaluated plus business involvement and incentives.

The sample consisted of 102 or 77% of the 132 school divisions whose superintendents had an original and confidential survey completed and returned.

Of the 367 programs, Pizza Hut's accounted for 87% and SSR for 78%. A literature search or a professional journal influenced the selection of 34%. Businesses were involved in 43%. Some type of curriculum document was utilized in 50%. There were 489 incentives used. Informal evaluation was done for 86%. Only 34 programs were discontinued chiefly because of administration or teacher discontent. Programs continued mainly because they encouraged reading or children liked them.

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Department of Education

THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA

A STUDY OF PROGRAMS DESIGNED
TO STIMULATE STUDENTS' INDEPENDENT READING

Chapter 1: The Problem

Background

Educators have long noted the influence of language development by the home on reading instruction in the schools (Rentel, 1972; Pflaum, 1986). Also, educators have commented that children who are raised in homes with a rich language background, educational experiences, reading activities, and a value for education usually benefit from reading instruction and become independent readers (Harris, 1967; Pflaum, 1986; Wigfield & Asher, 1984). Not all students have this advantage.

An aim of reading instruction is for all students to be able to read independently so that they can read for pleasure, stated Huff (1983). Huff is convinced that to be an independent reader all that is necessary is a knowledge of a sufficient number of sight words and an interest in a subject.

Independent reading allows children to become fluent readers, stated Vacca et al. (1987). The authors added that reluctant readers often do not have the opportunity to read just to read and not for a specific purpose. To encourage such reading, these

writers believe set periods of time need to be reserved for it.

Vacca et al. (1987) gave several suggestions for teachers to find time to allow students to do free reading besides Sustained Silent Reading (SSR). One day a week SSR can replace instruction in the basal reader. The teacher can cut instructional time with skill sheets in half by assigning only a portion of these items and spend the rest of the time in independent reading. Also, parents should be encouraged to spend time with their children in reading for pleasure. Finally, the teacher should convince the principal to provide many books to maintain an independent reading for pleasure program.

Durkin (1978) wrote that independent reading develops comprehension because comprehension is better in material that is easy enough to read. In order to make reading for meaning a habit, children should be encouraged to read widely and often in interesting material that is not too difficult. Such material frees children from spending too much time on word recognition efforts and to concentrate on understanding what is read.

Routman (1988) stated that vocabulary is developed through wide reading, and such extensive reading develops highly competent readers. One way to give

children the opportunity to read for pleasure so that it becomes a routine is through SSR.

Alexander (1983a) stated that one of the best methods of developing vocabulary is for a student to read numerous materials that are interesting and appropriate. The author refers to this type of reading as wide reading, but independent reading would be an accurate term, too. Alexander (1983a) attributed the success of this approach to allowing the child to see words in a multitude of contexts and, thus, enabling the student to develop a better understanding of a word's meaning. One approach for encouraging independent reading is to provide books, opportunity, and for students to exchange books. SSR is an ideal way to facilitate independent reading.

Wynn (1983b) wrote that programs involving parents benefit all children but especially those from economically adverse circumstances. These disadvantaged children often are the ones experiencing failure as readers and are the ones who often drop out of school because of their inability to read.

To improve reading ability among all students, numerous programs have been considered to support reading. Rentel (1972) reviewed programs involving parents. Vuklich (1978) recommended training parents to be teachers for their pre-school children. Ross

(1978) suggested steps to tempt children to be readers of library books. Pollard (1978) reported how the University of Kansas promoted reading for 30 years among children in the state by way of certificates and patches. Another idea was to have teachers read to students (Yatvin, 1977). Uninterrupted Sustained Silent Reading (USSR) was introduced by Lyman C. Hunt, Jr. in the 1960s and refined by Robert A. McCracken in the 1970s to offer time during the school day to encourage independent reading (Alexander, 1983a). McCracken and McCracken (1978) promoted SSR with the teacher as a model.

In more recent times additional programs have been designed. Most of these have included incentives or extrinsic motivation to encourage reading. Dunne and McGrath (1985) described using volunteers to listen to children talk about the books they had read for free ice cream. Fels and Langston (1982) wrote of joining parents and children in a reading program for rewards of pine seedlings or stickers. Webre (1988) utilized personalized progress charts for reluctant readers. Anania (1988) introduced children to books with an exchange of postcards between elementary children at different schools. A national business, Pizza Hut, has designed a program, Book It!, for grades K-6 to stimulate reading for a monthly free individual pizza.

a class pizza party, and other incentives (1991). In 1987 under the title, Read . . . for the Fun of It!, the Indiana State Department of Education compiled a list of 141 different programs in use throughout its state.

Between 1968 and 1982 Trelease (1989) visited classrooms and asked children what books they had read. Trelease noticed that the number of books children read declined remarkably during that time. If Trelease found a class reading books outside the classroom, he attributed it to the teacher's enthusiasm about books. The report, Becoming A Nation of Readers, that reading to children is the most important undertaking for parents and teachers that will lead to reading success. Such reading enlarges a child's listening comprehension. Children are spending too much time watching television and VCRs rather than reading and are not spending enough time, also, in learning from real life experiences. To advertise reading to children the way television advertises, adults need to read to children and tell children of their love of books. Trelease is so convinced of this negative influence of TV that he listed 18 reasons why watching TV will hurt reading.

Trelease (1989) is a strong advocate of SSR for its meritorious influence on promoting reading.

Reading is a skill like riding a bicycle. The more one practices the better one becomes, while less practice has the opposite effect. Trelease favors incentive programs such as Book It!, which is sponsored by Pizza Hut, because he believes they increase reading, which builds skills and a positive attitude.

Purpose

Given the fact that student independent reading is a concern in many schools, the purpose of this study was to determine what types of programs designed to stimulate students' independent reading were being utilized or had been utilized in the Commonwealth of Virginia. What process was used to select these programs and what factors influence selection? Are these programs based on sound principles and practices? Do these programs include the use of incentives to motivate children? What is the nature of these incentives? How are these programs implemented? How do these programs become institutionalized? Are these programs evaluated?

Rationale

A search of the available literature failed to reveal the types of reading and incentive programs in place in Virginia. The state of Indiana's Department of Education did conduct such a survey for Indiana and published it in 1987 as Read . . . for the Fun of It!

A Compilation of Reading Incentive Programs. The wide variety and number of reading motivation programs reported by the Indiana school districts indicated how prolific the activity in this field of education had become. The report classified 141 reported programs into 10 categories: 14 Reading Clubs, 7 Special Reading Times, 27 Parents and the Reading Program, 8 Read-A-Thon programs, 15 Special Days, 5 Book Report Programs, 18 Contests/Awards, 31 Special Reading Programs, 10 Library Programs, and 6 Principals and Reading Incentives.

In reviewing Read . . . for the Fun of It! (1987), it was apparent that the vast majority of these programs utilized an incentive of some kind. Some of the names listed indicated that the programs were a local creation not based on national programs. There was no statement of how long these programs had been in existence or if they were still being utilized. Educators in Virginia should find such data on Virginia relevant. Before the present study was conducted, it was unclear if Virginia had such a diversity of incentive reading programs in its school divisions.

Another concern was the methods used to choose programs. As was indicated earlier, some of the titles of Indiana's motivational programs as described in Read . . . for the Fun of It! (1987) suggested a local

origination. If such had been the case in Virginia, it was considered to be interesting to note on what research or literature review such programs were designed. Indeed even if a nationally designed program was selected, it was considered important to determine the theoretical bases of such programs. Curriculum decisions should be built on data (Wiles & Bondi, 1989). Although a search of the research literature or professional journals would have appeared to be the best means of selection, there was no certainty that such was the case.

With the formation of a new curriculum or program, some guidelines typically are developed. These take the form of formal curriculum guides or proposals. Otherwise one program can be implemented many different ways. Since curriculum development involves the formulation of curriculum manuals and the choice of materials according to Nasca (cited in Unruh & Unruh, 1984), it was important to determine if any of Virginia's school divisions had utilized such necessary features in their motivational programs. Indeed, it was considered important enough to be noted if any written guidelines were available to the participants. Again no information about this aspect of incentive reading was available for the many programs that were being used in Virginia.

Another critical aspect of curriculum development is the staff development that accompanies implementation (Unruh & Unruh, 1984; Wiles & Bond, 1989). It was not known if there had been implementation accompanied by staff development or other methods or if schools had merely started programs. The literature on changes in curriculum is full of the necessity of the proper training of teachers through active involvement to accomplish the designated goal (Unruh & Unruh, 1984). There appeared to be no data to indicate whether or not this was the case for Virginia's reading programs.

Some businesses have become sponsors of reading incentives for schools. Pizza Hut has developed its own guidelines, awards, and informational material (Ellis, 1989). More recent entries of "fast-food" restaurants into reading encouragement supply only rewards for reading. An umbrella of businesses have joined together with prizes for incentives (Project A+, 1991).

The cooperation between business and education has been noted in Toch's study (cited in Unruh & Unruh, 1984) as providing special insight in support services such as material, services, and management skills. Wiles and Bondi (1989) questioned how public education

leaders could use the material and expert resources of industry and still not surrender responsibility.

Through the door of motivation, business had entered curriculum with Book It! (Ellis, 1989) and Project A+ (1991), a local program of a group of businesses that honor students on the honor roll, with perfect attendance, or students who are teacher chosen. It seemed important to inquire if there were other businesses in Virginia that had moved from the role originally predicted by educators to a more direct involvement in the development of these motivational programs.

As early as 1978 Pollard reported on the use of extrinsic motivation to promote reading. Brophy (1987) listed explicit steps for motivating students including extrinsic motivation but cautioned against having the student focus on the rewards.

Rosemond (1991) thinks that giving students rewards for behavior is ineffective because the real world does not use rewards to improve. Although rewards may be initially effective, they eventually do not motivate because the child becomes tired of the incentive. For rewards to influence the child, they must continue to be inflated. Furthermore, children become convinced that underachievement is the key to receiving inducements. Just as continuous good job

performance in the adult world is rewarded with purchasing power, children can be influenced to achieve with privileges.

Extrinsic motivation had become suspect. Another widely known program, SSR, does not include incentives. Yet the report, Read . . . for the Fun of It! (1987), showed that approximately 90% of the programs in Indiana used incentives of some kind. The percentage of programs in this state that provide extrinsic motivation was unknown. With the difference of opinion apparent, it became important to determine how many of the programs in Virginia's school divisions utilized such incentives.

According to Unruh and Unruh (1984), goals should be appropriate to local concerns or schools may be overwhelmed with too many programs. The authors noted, too, that an increasingly number of jobs seem to be assigned to schools. Once a program is in place its life may or may not be shortlived depending on many factors. To determine the school's proper programs with which to meet these goals, schools need periodic assessment of their needs.

Therefore, it was apparent that this study should include the reasons why these programs had or had not survived for three years or longer. It seemed important to determine whether or not and what

conditions determined this factor in Virginia. The time limit of three years was chosen because at least two years of support for teachers during any innovation has been recommended by Huberman and Miles (cited in Fullan, 1990).

According to Wiles and Bondi (1989), evaluation is one phase of curriculum development. Therefore, curriculum or programs are developed usually with an evaluation plan to determine if the time and effort spent by students and staff are productive. Although evaluation studies of curriculum are not as precise as research studies, any type of evaluation usually includes achievement testing of the students (Unruh & Unruh, 1984). Saylor, Alexander, and Lewis (cited in Unruh & Unruh, 1984) think formative evaluation should include opinions of students and professional educators while summative evaluation should be on student outcomes. According to the report of the Indiana State Department of Education, Read . . . for the Fun of It! (1987), the various programs had succeeded in providing the motivation necessary to install lifetime habits of reading. Yet, no evidence was noted to substantiate this claim.

A review of five research reports of incentives and reading revealed various forms of evaluation. Dunne and McGrath (1985) for a period of time gave

children free ice cream for reading, then ceased the incentive, and found no reduction in enthusiasm. They offered no other evidence. Fels and Langston (1982) wrote of parents and children combined in a reading program for a reward of stickers or pine seedlings. Their only evaluation was parent feedback but no statistical evidence. Webre (1988) utilized individual charts to show progress for reluctant readers but failed to report any evaluation. Anania (1988) introduced children to books with a postcard exchange between elementary students at different schools. Her evaluation consisted of surveys of teachers' opinions about an increase in reading, but no data were published. Feldman and Blom (1981) did formally research the efficacy of incentives and interest in raising reading comprehension as measured by a cloze test and reported reinforcement had a significant effect. The Pizza Hut program's evaluation was an independent survey of teachers who reported more books read, greater reading enjoyment, improved learning attitudes, and improvement in reading levels, but no achievement testing of students was mentioned (Ellis, 1989). Erasmus (1987) and Adler, Winek, and Mueller (1989) did evaluate this same program with dissimilar results.

Out of nine incentive and reading programs described only two used an achievement test to measure reading improvement. Because of this discrepancy, it became important to question what type of evaluation had been done on these programs in Virginia.

Not all independent reading programs emphasize extrinsic motivation. Yet another form of encouraging independent reading, originally called Uninterrupted Sustained Silent Reading, (Alexander, 1983a) and now usually referred to as Sustained Silent Reading (SSR) has been encouraged in schools for some time. A review of the literature shows advocates for each position. Which type was more prevalent in Virginia was unknown.

The concluding concern involved the method of program selection. There was no evidence if the Virginia school divisions selected their programs using sound criteria. Additionally, it was not known if these same divisions examined a program for its rationale prior to its selection.

Research Questions

Based on the above rationale, the following research questions were asked in this study:

1. Within the state of Virginia, what are the various programs that were used and have been used within the past five years with the intent to

stimulate/motivate students to read outside of their instructional reading program?

2. How were these programs chosen?

3. To what extent did best practices research literature influence the decision to choose these programs?

4. To what extent was there business/corporate involvement in the decision making process used to choose these programs?

5. As the programs were begun, were formal documents such as proposals, guidelines, or curriculum guides developed or written?

6. What was the implementation process used by various school divisions to begin these programs?

7. What was the extent of uses of incentives or some forms of extrinsic motivation?

8. Have these programs survived for longer than three years? What were the major reasons for discontinuing these programs?

9. To what extent has there been informal/formal evaluation of these programs

Population

The target population was all public school divisions in the Commonwealth of Virginia.

The sample consisted of the Virginia school divisions whose superintendents agreed to participate in the study.

Data

Data were collected by means of an original questionnaire, designed by this writer and mailed to all superintendents in the Commonwealth of Virginia. (See Appendix.) Follow-up letters were sent to those who did not respond in three weeks. Confidentiality was assured by coding the questionnaires instead of having names on them.

Ethical Consideration

This study was an anonymous survey. No school district's nor student's identity has been disclosed. It did not involve the promotion, intervention, or change in curriculum for any schools or students. No program was recommended to be adopted. No indication of approval for any program was communicated. All superintendents were informed that they were participating in a survey. Data are reported on groups and not on individuals. The study was approved by the Committee on Human Subjects in the School of Education at The College of William and Mary.

Limitations

This study should be considered and the results interpreted in light of the following limitations:

1. This study was limited to the school divisions that replied.
2. This study related to the Commonwealth of Virginia only.
3. The possibility exists that there may have been programs in schools that were not reported because of a lack of awareness by that district's responder. It is unlikely, but the possibility exists.
4. The possibility exists that some divisions may have reported programs that were not in existence.

Definitions of Terms

Independent reading - voluntary reading outside of the class instruction of the student

Recreational reading - reading done for pleasure outside of the class instruction of the student

Incentive reading program - a reading program to encourage independent reading by the award of something of value to the reader who meets an established goal.

Sustained Silent Reading (SSR) - a daily, mandatory participation of an entire class in independent reading for a specific time period without interruption

Extrinsic motivation - an external reward such as money, stickers, food, or privileges given to encourage certain behavior or achievement desired by the rewarder

Intrinsic motivation - an internal reward or reward or personal satisfaction felt as a result of certain behavior or achievement

Reading achievement - level of reading ability usually as measured on a standardized test of reading

Cloze test - a reading test on which every fifth word or conceptually significant words are deleted for the student to choose the correct word from multiple possible answers

Informal evaluation - non-systematic attempt to determine if program objectives are met since no data are collected

Summary

Many educators believe that a low socio-economic home environment prevents some of our students from benefiting from reading instruction in school. To encourage success in reading, students need to read independently and widely in a variety of material. Since the reading habit is not innate, numerous attempts have been introduced to entice reluctant readers to read independently. Most of these efforts have involved extrinsic motivation except for one major program, SSR. This study examined how such programs in the school divisions of the Commonwealth of Virginia were selected, implemented, and evaluated.

Chapter 2: Review of Literature

Formal Reading Instruction

N.B. Smith (1963) described reading instruction in America from the early 1600s until approximately 1960 as being divided into nine major movements or methods.

According to N.B. Smith (1963), the first period began in 1607 and lasted until 1776. The emphasis during this time was on religion because reading was intended to save the soul of the child. The student was expected to learn not only the alphabet but also the Lord's Prayer on the hornbook and read from a primer, which was described by Ford (cited in N.B. Smith) as bare, plain, stern, crude, and stiff. N.B. Smith emphasized the instruction was memorization, oral reading, and spelling of words. Davis (1983) stated that reading orally was important in this time period because literate people read the Bible aloud to other members of their family as well as to friends. Formal instruction, which began with the alphabet and built up to words, could be described as from simple to complex (Davis; Vacca et al., 1987).

N.B. Smith's (1963) second period, which existed from 1776 until 1840, served to infuse American patriotism in the students who came from divergent immigrant populations with varying dialects. Formal reading instruction still consisted of spelling and oral reading but now with expression. Also added was instruction in phonics. A speller with pronunciation guides and material containing history, patriotism, and morality was used to teach reading. According to Davis (1983) the author of this speller was Noah Webster.

In the next period, from 1840 until 1880, the emphasis was on Pestalozzi's beliefs that reading should be taught in material from a broad background and by learning words (N.B. Smith, 1963). Although reading still was taught with the alphabet, oral reading, and phonics, the student used a new kind of reader. This well-known McGuffey reader consisted of a series of books classified by grades and simplified by a repeated vocabulary. The year 1850 was the beginning of widespread use of teaching reading through learning complete words rather than letters first (Davis, 1983).

During the fourth period, 1880 to 1890, the female teacher appeared (N.B. Smith, 1963). Her job was to instill culture in her students by a basal with folk stories and classical selections. Besides reading, instruction consisted of memorization, phonetic

principles, and dramatization. The student had an additional reader as a supplement. Schreiner and Tanner (cited in Davis, 1983) mentioned that by 1900 teachers started to emphasize an entire sentence and then a story rather than just an isolated word for reading instruction.

N.B. Smith (1963) classified the fifth period, which ended in 1920, as the introduction of standardized reading tests, which were used as pre- and post-tests each semester. In addition to the basal texts, instructional material included charts and cards for phonics and a supplementary book. Also introduced was a separate area in the classroom for the reading group, Smith explained. Published in 1915, The Gray Oral Reading Test demonstrated that students were unable to pronounce and give meanings of many words (Davis, 1983).

According to N.B. Smith (1963), from 1920 to 1925 the emphasis was on silent reading with a large amount of written comprehension checks. The basal and a couple of additional readers were based on information and reality. Emans (cited in Davis, 1983) stated that by 1920 phonics was in disrepute.

The next period, 1925 to 1940, consisted of children learning through investigation in attractively decorated classrooms with learning areas for physical

activity as well as a reading area (N.B. Smith, 1963). The materials varied with basal texts, experience stories on charts, cooperatively written booklets, and supplemental books of interest to use to teach subjects organized in units. The term "wide reading" was used for the first time during this era. Davis (1983) stated that in the 1920s and 1930s there was much research done on reading instruction.

During the 1940 to 1950 period, which included World War II, students were taught to develop skills with basal texts and class-made materials on factual topics (Smith, 1963). Children were encouraged to read independently in material of their own choice. Davis (1983) claimed that this decade brought the grouping of students for reading instruction to accommodate the different reading capabilities of the students.

In the final period, identified by N.B. Smith (1963) as being from 1950 until she wrote her book, children experienced varying methods of instruction including the basal, individual instruction with trade books, and teaching machines. Smith believed there existed a heightened interest in reading and a realization that many children should be able to read better than they were. Davis (1983) thought that criticism, such as Why Johnny Can't Read by Rudolf Flesch, led to many innovations in reading besides the

return of phonics that the author advocated. These changes included stricter requirements for teacher expertise in reading and more reading research in all factors that influence reading. Reading instruction became individualized. Using trade books, students learned at their own rate and generally in material of their own choice while both silent and oral reading were promoted.

Under support from the federal government, there was a renewed emphasis upon reading research in the 1960s, especially in the area of beginning instruction in reading (Davis, 1983). Bond and Dykstra (cited in Davis) stated the research showed there was not one best method of reading instruction and that a combination of systems appeared preferable.

In the beginning of the 1970s, the public still was divided over the use of decoding to teach reading, according to Davis (1983). However, by the end of that decade, reading instruction generally emphasized both methods, the author wrote.

The 1980s saw the introduction of the whole language approach which utilized trade books to teach reading through instruction in phonics, sight words, comprehension, and creative writing as integral components of the story that is read (Goodman, 1986). Themes that allow instruction of all subject matter can

be a method of instruction. Children of average and above reading ability can be allowed to progress on an individual rate so the teacher can spend more time with the readers experiencing difficulty.

Vacca et al. (1987) categorized four types of reading instruction: individualization for prescription, basal, language experience, and personal individualization.

According to Vacca et al. (1987), individual instruction involving prescription is the category for a code emphasis such as a linguistic approach. This method has been used in various instructional series and advocated by its chief proponents, Bloomfield, Barhart, and Fries. Besides phonics, this approach included teaching machines including computers and monitoring systems.

Vacca et al. (1987) described the most prevalent type of instruction in the 1980s as the basal in which skills are presented in a predetermined sequence. In this method, phonics, vocabulary, and comprehension are taught sequentially.

According to Vacca et al. (1987), the language experience approach consists of stories dictated by either individual students or by the class to the teacher who writes down the stories. After the stories are transcribed, they are read first by the teacher,

then by the teacher with the student(s), and, finally, by the student alone. Each child has a set of words from the stories to be learned in isolation. Other activities include original writing, oral reading, and higher order thinking. The authors do not recommend any specific type of evaluation other than maintaining records for each child's advancement.

The final approach identified by Vacca et al. (1987) is an individualized one with emphasis on comprehension and reading for pleasure. Vacca et al. use this category to describe the 1960s approach advocated by Veatch and Farr as well as the newer whole language approach. The earlier method advocated student selection of books as described by Veatch and Acinapura (cited in Vacca et al.). Whole language involves groups of students reading trade books followed by extensive writing and other forms of language activity.

Summary - Formal Reading Instruction

Since 1600 through the 1980s, one could conclude there have been many different movements in reading education. Not all of these have concerned reading method (N.B. Smith, 1963). Early reading was related to religion, patriotism, morality, and culture as the purposes for learning to read. Also, it is apparent that early reading utilized materials and methods that

modern educators would consider unsuitable for children.

The history of reading instruction has included many different ways to teach reading. Starting with the alphabet method, reading instruction evolved into phonics, by words, by sentences, through stressing comprehension, with experience stories and, finally, through a combination of all these methods (Davis, 1983; N.B. Smith, 1963).

Similarly, teaching reading has utilized differing materials (N.B. Smith, 1963). It began with the alphabet, primer, and primer. Then appeared a speller. Next came a series of books designed to teach reading. Later charts, cards, and supplementary books were added. Then cooperatively written booklets and class-made materials were included. Finally, trade books were brought into the classroom for instruction. They were followed by machines for teaching. Today a classroom visitor can find a variety of materials in use (Vacca et al., 1987).

Although not so identified, reading instruction was clearly an individual procedure at first (Davis, 1983). Reading groups occurred after total classroom instruction did not produce everyone reading at the same level. Then instruction became individualized again. Once again group instruction with a basal

became the predominant method (Vacca et al., 1987). Finally, the emergence of whole language revitalized an individualized approach.

Independent Reading

The entire purpose of learning to read always has been to be able to read independently. Originally, independent reading took the form of reading the bible to save one's soul (N.B. Smith, 1963).

A study by Monaghan (1991) of a middle-class Boston family in the eighteenth century revealed that reading still was encouraged for religious reasons. In this family the father was in charge of assigning to household members portions of religious material to be read. The father served as a teacher by reading and explaining scripture. Although both sexes learned to read, males received more attention and were expected to teach their female siblings. In addition to a religious purpose, some reading was in secular subjects and intended to prepare young men for the business world. The father attempted to impart a philosophy of life to his children through their readings.

N.B. Smith (1963) noted that in the 1940s and the 1950s the public was concerned with the amount of time children spent reading comics. By the 1950s concern had switched to the interference of television with independent reading. By the 1960s Smith commented that

children spent three times as much time on television as on reading. Educators finally made peace with the comics because it was reading, and although limited, could possibly lead to more reading. N.B. Smith cautioned adults to use the media of comics and TV to accelerate students' interest in independent reading.

N.B. Smith (1963) believed that the teacher's job was not just to teach reading skills but to promote reading for pleasure to such a degree that students would be interested in reading voluntarily.

Psychologists are responsible for the accepted belief that interest is a major ingredient in human behavior. To spur interest in independent reading, N.B. Smith suggested that teachers identify what children like to read, show enthusiasm, read aloud, guide the children's selections, help children keep a reading record, and check for understanding in interesting ways. Finally, N.B. Smith believed that teachers should introduce students to books with the help of a class library, a school library, and a community library.

N.B. Smith (1963) explained that an educator's goal is to have children read widely and read discriminately. Their choices should enrich their lives. Reading will endure the electronic communication age because reading includes the wealth

of experiences from the human race. Reading is quick, efficient, and adjusts to our needs.

N.B. Smith (1963) suggested that literature aids the reader to grow emotionally through vicarious encounters. Good literature will hold a child's interest in reading, furnish useful information, and enrich the school curriculum. Interest can overcome unknown words and encourage rapid progress through the selection. However, N.B. Smith did not recommend literature to teach skills nor as an excuse for having a child read material that is too difficult. N.B. Smith used the simile of reading being like swimming in that practice improves the skill.

Harris (1967) noted that it is not just important to have children read but equally important to have them read on a variety of topics and read good literature. He commented that reading has had competition from other sources since the 1920s, when movies were the main attraction. For two decades, beginning in the 1930s, radio took the nation's attention. Since the 1950s, television watching has swept the country.

In order to support independent reading, Harris (1967) urged teachers to identify their students' interests so the children can be guided into books of interest. Besides that, he recommended teachers help

pupils acquire an affection toward stories by reading to children. He suggested a classroom library, a teacher who is enthusiastic about books, books of a suitable reading level and interest, and some measure of each child's progress. He stressed that book reports should not inhibit reading but should be some creative indication that the child has read a book with understanding. Teachers should encourage parents to read to children no matter how old. Parents need to read themselves and to have books in the home. He concluded teachers should promote summer reading since that is when there is time for independent reading.

To solve the problem of a student resisting reading, the teacher can either determine the child's interests or provide materials that are not too difficult to read (Wilson, 1972). The teacher can assure that books are available and that there is a supportive environment for reading.

Durkin (1978) also discusses recreational reading. She recommended that teachers acquire a multitude of trade books and promote their utilization by the students. Reading can bring life-long enjoyment in addition to serving a functional purpose.

Spache and Spache (1973) observed that despite the proliferation of published reading material, there was

only a small percentage of the population doing this reading.

Trelease (1989) had only one suggestion for independent reading at home. His idea was for the whole family to set aside a daily time of only 10 or 15 minutes to spend reading alone.

Wynn (1983a) discussed wide reading in the context of vocabulary development. Alexander (1983b) identified four methods to aid students develop the habit of reading; first, the teacher must be aware of how individual attributes and home environments can influence one's interests; second, the teacher needs to be cognizant of the current research on the age-identified interests of children in various topics; third, the teacher should survey her students to identify each one's interests; and, fourth, the teacher needs to model reading behavior, create a classroom reading environment, and teach all subjects by pulling on students' interests.

Vaccà et al. (1987) acknowledged that no matter what method a teacher uses to teach reading probably every teacher wants her class to find reading enjoyable and to pursue it. Reading opens unfamiliar worlds to children, reveals good writing techniques, makes better readers, and reading interesting material aids skill development. Also, reading encourages vocabulary

development. The authors concentrated on exploring ways that teachers can encourage reading enjoyment in the classroom.

Brekke (1987) compared reading habits in 1985 to those in 1961 in elementary schools in this country. In his study, he combined content reading with independent reading in a single category. He discovered that non-basal reading showed an increase for all elementary grades and that increase was significant statistically for grades one through three. These results were the same for all areas in this country. It appeared that the message of having children read more had become widespread.

L.C. Smith, L.L. Smith, Gruetzemacher, and Anderson (1982) compared the independent reading level of 40 students, evenly divided between second and fifth grades, with the reading level of chosen library books or their recreational reading level. The independent levels were determined by an informal reading inventory. The reading levels of the library books were identified through a readability formula. Since 58% of the students' book selections were more difficult than the level the students were expected to read independently, the authors believed that the children's independent and recreational levels were not

necessarily the same. They attributed interest as one reason for children choosing the harder books.

Gallo (1984) conducted a reading survey of 3,399 Connecticut children in the fourth grade through the twelfth. One of the results showed that as students aged, their interest in reading declined by 50%, particularly among males. Males were more interested in sports and then science fiction, which was followed closely by horror, adventure, and mystery. Age also appeared to be a factor where girls were concerned. Fourth through sixth graders preferred stories about problems of maturing. Their next choices were animal tales and mysteries. Older girls like romance stories the most. As a whole, girls rated romance, mysteries, and maturing as their top three topics. For all children the leading choices were mysteries, romance, and horror. There was no overwhelmingly favorite book, but Judy Blume was the most popular author of all students. No other author approached her popularity. Over one-half of the elementary students would have read another book by the same author, but that number decreased with age. The author concluded that variety in books was important.

Gallo (1984) reported in his study that 30% of the students read independently one to two hours weekly, 31% read three to five hours, and 21% read six to ten

hours. In other words, 52% read at least three hours or more a week or at least 34 minutes a day. In contrast only 24% watched TV for less than five hours. An equal percentage watched from six through ten hours, and 25% were in the 11 through 20 hour category. TV watching still occupied more time than reading.

Nearly 50% of these children indicated movie attendance led to book reading (Gallo, 1984). Girls were more likely to report reading a book as a result of a friend's recommendation than were boys, although this reason was at the top of the list for all students. Second and third on the list were looking through a store and a library. The official school list of books was at the bottom of the reasons to choose books. There was no preference for the type of cover for books read, but paperbacks were favored for books bought.

Summary - Independent Reading

As was stated at the beginning of this section, the entire purpose of learning to read always has been to be able to read independently. This is true even if the purposes for reading have changed from reading the bible to reading for recreation or knowledge (N.B. Smith, 1963).

This review indicated that until the 1920s, there was no competing outside interest to lure people away

from reading as a pastime (Harris, 1967). Movies, radio, comics, television, and, currently, one could add computer games have proved to be a strong temptation to children as well as adults to interfere with wide reading during the past 70 years.

Since the 1960s, much of the literature on reading has focused on how to encourage independent reading among students. Generally, this review suggests most educators stress the importance of children's interest in subjects as a primary method to entice independent reading. Interest in a topic can cause children to read above the level that is considered their independent level (L.C. Smith et al., 1982). Experts concluded that having adults as role models and a ready availability of reading material as necessary ingredients too (Harris, 1967; Wynn, 1983a). In spite of this 30 years of suggestions for reading encouragement, TV watching was still more prevalent among children than independent reading (Gallo, 1984). However, by the late 1980s, non-basal reading had increased for students at all elementary grades over the early 1960s (Brekke, 1987).

Usually, subject interest in reading differed among the sexes and ages of children (Gallo, 1984). Students chose books to read chiefly because of a friend's recommendation and not because of a book list

from school. Not surprisingly, paper back books on a wide variety of subjects were the popular choices.

Reading independently has been valued for numerous outcomes. Some have included development of skills, vocabulary, and writing (Vacca et al., 1987). Others have meant the introduction to a child of other cultures, good literature, and as an aid for a child in emotional development (N.B. Smith, 1963). A final purpose of reading is considered a functional one that helps us in our daily living and working environments (Durkin, 1978). Certainly, this review reveals frequent reading makes good readers.

Motivation

Mathewson (cited in Alexander, 1983b) stated that a favorable attitude toward reading is a necessary ingredient in being a capable reader.

Alexander (1983b) indicated that there was no consensus as to the nature of motivation or what ignites it and keeps it alive. DeCecco and Crawford (cited in Alexander, 1983b) believed the first stage was arousal or interest; the second was expectancy or prediction; the third was an incentive or reward; and the fourth was discipline or self-control.

Alexander (1983b) declared that there were three major factors that appear to motivate students. Although there was no cause and effect research on

attitudes toward reading, teachers need to encourage favorable attitudes toward reading. Secondly, good self-perception was considered important as a motivator for some children. Third, an interest in reading for information and pleasure is the last.

When Wigfield and Asher (1984) reviewed the research on reading and motivation, they discussed a number of conclusions. According to one theory, if a child believes he has the ability to accomplish a task, he will be confident that by making the necessary effort he will be successful. Other theories have pointed to the role parents play in promoting a desire to be successful and to prepare their children to achieve. One way to influence a child's development in reading is to provide a reading atmosphere in the home with materials and experiences. Parents can reinforce the concept that reading is fun and important by reading aloud to their children, along with other actions. Wigfield and Asher noted that other studies have considered the role school plays in motivating students. No one has discovered any cause/effect role between attitude and ability in reading. There have been studies on how sometimes a teacher's view of a student and subsequent behavior molded that child's performance and motivation. Some research has indicated that selections that greatly interest the

older elementary reader are easier for that age child to comprehend, probably, because such reading material sustains the reader's attention. Finally, friends and classmates influence students to either try to achieve in school or not to make the effort.

Vacca et al. (1987) recommended three methods to motivate children to read. First, teachers need to surround their pupils with literature. This can be done by using a variety of children's literature in every aspect of the school environment. The classroom needs its own permanent and loaned stock of books. The teacher needs to read aloud to her class and tell them stories. Films about stories are another method to excite a child's interest in reading.

Second, Vacca et al. (1987) suggested that unless there is time during the school day for teachers and children to read, students will not consider reading as important. It is necessary for teachers to act as a model for reading. Sustained Silent Reading is one good method to encourage reading in school. Children should be encouraged to express their feelings about the selections they have read.

Finally, Vacca et al. (1987) pointed out that the teacher must aid pupils in choosing material that meets their need in interest and independent level. Teachers can spark a child's interest by starting the story and

encouraging children to finish reading it alone. A booklist is another recommended method.

Durkin (1978) stated that an appropriate instructional program will motivate children to read. She particularly believed that the language experience approach interested children. Original writing by the students was another suggestion.

N.B. Smith (1963) did not mention motivation. She did believe that interest in a subject was the primary way to encourage children to read.

Trelease (1989) declared that reading aloud to children is the best way to interest children in reading. He recommended, also, Sustained Silent Reading in school and at home. To develop the listening habit, he believed that books and radio plays on tapes stimulate imagination. Teachers and parents must sell reading as desirable.

Balajthy (1988) described a number of computer programs that will motivate students to read independently. The Electronic Bookshelf has tests for approximately 2,000 different books and a tracking system to record what books were read and scores from the tests. Return to Reading is another program with tests and games. Report Writer helps a student write a book report. Balajthy did not recommend the programs based on individual books. He did approve of the games

based on science fiction books as motivational. Another interest building program, Award Maker Plus, produces certificates for reading rewards. Desktop was suggested for illustrations. The Write Connection can motivate children to write about their reading. Teachers can originate their own curriculum to use with children's books as has been done in Rochester, N.Y.

Robertson (1989) studied two groups of 18 students in the eighth grade to learn if daily oral reading by the teacher for 10 minutes would result in more students reading independently. The teachers read aloud to one group for 15 continuous days in school as part of its reading class. The other group had its regular reading instruction for those 15 days. On the next 14 days of school both groups were allowed to spend 10 minutes a day in reading independently, studying, or doing homework. In spite of having the instructor read to them, the experimental group showed no significant difference from the control group in its choices.

Sacks (1990) believed that one way to motivate students to read independently is to introduce them to reading about art and artists. Art is of interest to children who may possess artistic talent. Also, books with pictures can interest children who may not be capable readers.

A special program to encourage independent reading for recreation was designed by Witry (1989) for fifth and sixth graders. The program consisted of the teacher reading aloud to the students, of having students read for enjoyment, using creative hands-on activities, involving students in decision making, and utilizing computers. In addition, students became thoroughly acquainted with a public library and all its aspects. These 65 children displayed on a survey that they liked to read independently, had read a minimum of 10 books each, and knew how to use the library.

In 1990, the Center for the Study of Reading at the University of Illinois reported that to motivate students to read independently, teachers should read orally to their classes, aid pupils in choosing books, allow students to discuss books, and encourage children to read a book more than once. Although teachers are urged to schedule an hour each week for independent reading, a daily dose is not considered necessary. If adequate time is lacking, teachers could substitute reading for worksheets or have the entire class read at the same time. Teachers need to be creative in furnishing many books in the classroom for students. Finally, the entire school needs to participate in reading programs that encourage reading.

Where the individual is concerned, motivation to read can appear without an ideal supportive environment. A recent article in the news media concerned the case of Robert Allen, who had formal instruction twice a week in his home for a year (Whittemore, 1991). After that, his aunt, who had a seventh grade education, read to him and served as his reading instructor. Despite not attending school and because he had no friends, Allen read copiously from books that he acquired cheaply. When he was 30, he earned a General Equivalency Diploma. By age 32, he did well enough on his college placement test to be admitted to college. He has since earned a Doctor of Philosophy from Vanderbilt.

Summary - Motivation

Although there have been numerous attempts to explain what ignites a child's interest in reading and keeps this interest alive, there is still no consensus among educators (Alexander, 1983b). In spite of the fact that there is no proven cause and effect between attitude and reading, some writers believe there is a relationship. Other factors considered important may be self-perception and interest in a subject. Many educators state that a child's home atmosphere is one of the most important motivators (Wigfield & Asher, 1984). Yet, some studies include a role for the

teacher and school environment. Peer influences are well-known ingredients in all aspects of a child's life.

Reading aloud to a child by parents and then in school by a teacher generally is considered one of the best methods to sell independent reading (Trelease, 1989). Another usually accepted principle is that of allotting a time period daily to permit students to read independently (Vacca et al., 1987).

There have been numerous suggestions to encourage reading, including reading about various topics of interest (Alexander, 1983b). Others were the teacher reading aloud, recreational reading, creative activities, students' decision making, computers, library utilization (Witry, 1989), a computer based list of activities and commercial programs (Balajthy, 1988), and providing a multitude of books (Spiegel, 1981). Some people appear to become voracious readers without having any of the more popular experiences supposedly associated with reading motivation (Whittemore, 1991).

Program Implementation

Apparently, the earliest formal program to encourage students to read independently was initiated before 1960 by Dr. Lyman C. Hunt, Jr. and was named Uninterrupted Sustained Silent Reading, USSR

(McCracken, 1971). McCracken adopted the concept but changed the name to Sustained Silent Reading (SSR). This program takes place during school hours by everyone reading silently in self-selected material initially for 10 to 60 minutes without making any kind of record. McCracken believed time should be kept by a timer rather than a clock on the wall or the teacher's watch so that a bell will signal the end. Also, he recommended that the entire class or even two make the best participants. This activity was described as the practice necessary to have students reach the goal of maintaining continuous, silent reading for an extended time segment. After one week, students should be encouraged to respond orally or in writing concerning the selections read. The minimum length of time eventually should reach a half hour each day. Most students appear to learn to appreciate the fun of reading.

Spiegel (1981) recommended four steps necessary to introduce successfully independent reading in school time. The teacher must create an environment that supports such a program and enlist the interest of the students in this program. Next, the teacher has to explain the program to the parents and enlist their cooperation. Finally, the teacher needs the principal's interest and support for this program.

Otherwise some parents and principals might consider this activity as a waste of time since nothing is being taught.

According to Dixon (1974), the purpose of Reading Is Fundamental (RIF) is to encourage independent reading by giving books to children. RIF is credited to Margaret McNamara, whose husband was once Secretary of Defense. Since 1966, localities, following guidelines and using materials provided by the Smithsonian Institution, have been giving students the opportunity to choose paperbacks to own. The community raises its own money and develops its own volunteer system to give these books away. The hope is that the whole family will develop an interest in reading the books brought home. All children are provided with free books and no distinction is made for need.

Another well-known program to motivate independent reading is Pizza Hut's Book It!. Again the guidelines and materials are furnished by the sponsoring organization (Ellis, 1989). Each teacher sets a reading goal for students to meet each month. A class reward is given if all students meet monthly goals for four of the five months of the program.

Ellis (1989), National Director of Book It!, reported that the program began in 1985 nationally after a pilot test. It had grown from 240,000 classes

to 600,000. Every September each restaurant's employees receive training about the program to complement, congratulate, and present rewards to the children. To judge the program's efficacy, an independent survey of teachers was commissioned. The results reported were: (a) students reading three times more books, (b) 69 percent improvement in reading levels, (c) 80 percent greater reading enjoyment, and (d) 62 percent improved predisposition for learning. This program has ties to three well-known professional organizations, National Association of Elementary Principals, American Association of School Administrators, and International Reading Association.

The original school packet of program materials contained a progress chart, an explanatory letter to parents, an optional, parental form to verify a child's reading, a monthly certificate for one individual size pizza, a button, gold stars, a year-end diploma, and the possibility of a class party with pizzas supplied by Pizza Hut (Ellis, 1989).

According to the 1991-92 Book It! packet of school materials, Pizza Hut has expanded its program to promote books to interest students in geography. This program introduced a teachers' contest to promote geography and a students' contest to promote art and geography. Additionally, there exists the possibility

of purchasing approximately 30 items marked with the Book It! logo. This is a well-organized project that the principal must order but each teacher may choose or not choose to join.

The Children's Book Council promotes another program to encourage independent reading named The Great Waldo Reading Record (Parker, 1991). A set of 50 forms to record books and authors children read are sold by the Council for the price of \$11.50. In addition, a student must rate books by drawing an expression on Waldo's likeness. Students are supposed to find a hidden Waldo, too. This Council's members are publishers of the younger generation's commercial books. Motivation is the use of a well-known hidden Waldo created by Martin Handford. Apparently, this is one program that individual teachers can select on their own.

World Book's (1986) Partners in Excellence Read-A-Thon encouraged independent reading by sponsoring a program that rewarded a class with enough money to purchase with one-half matching funds a set of encyclopedias. At least 14 children needed to obtain seven people to contribute \$.50 a book for each week of the seven weeks or \$3.50 a person. Children received a silver medal for eight books and a gold one

for 10 with an equal number of sponsors. World Book furnished a kit of materials.

All of these programs mentioned provide specific guidelines for classroom teachers. Curriculum has originated from outside the schools except for SSR, which was the idea of an educator and whose guidelines were suggestions not mandates.

The newest movement in reading education is Whole Language as advocated by Ken Goodman (1986). This program teaches language arts by use of trade books and all types of written materials, writing, themes, subject integration, and spelling. Parts of language arts are not taught separately. Basals, skill sheets, and workbooks are eliminated. The use of standardized tests of skills is discouraged. There is no control of words. No student is considered a poor reader. Evaluation is through various methods such as teacher records, portfolios, and self-records. The purpose of Whole Language is to produce students who like to read. Although it is not specifically addressed, the implication is that there will be no necessity for programs to encourage independent reading.

Yet, a study was found that described a Whole Language program in a New Hampshire school district in which one of the 10 listed ingredients is 10 to 30

minutes a day for SSR (Robbins, 1990). The author gave no rationale in her article for its inclusion.

Summary - Program Implementation

Of the five programs promoting independent reading that have been mentioned, only two can be implemented by an individual classroom teacher. Of these two, Waldo (Parker, 1991) uses extrinsic motivation, and SSR (McCracken, 1971) costs nothing. World Book (1986), Book It! (Pizza Hut, 1991-92), and RIF (Dixon, 1974) must be implemented school wide and with the backing of the principal. World Book requires contributions from friends and relatives of readers. RIF is dependent on funding from a community source, usually the PTA. Pizza Hut is totally free to the children, the school, and parents. While the Whole Language concept can be begun by an individual teacher, such a person would have to have the approval of at least the principal and, probably, the Director of Instruction and would need to make an extensive financial investment and personal commitment.

Evaluation of Program Effectiveness

After a new curriculum has been introduced and piloted, typically, some type of evaluation is done. This review helps educators to modify, accept, or discard a program.

For this section a computer search was conducted that was concerned with evaluating programs for independent reading.

A study of the effect that Sustained Silent Reading had on reading achievement was conducted by Dully (1989). Nineteen students identified by their fifth grade teachers as potential dropouts were randomly assigned to experimental and control groups. Before treatment, both samples were tested in April using the California Achievement Test (CAT), Coopersmith Inventory - Self Concept, and the Peabody Picture Vocabulary Test (PPVT). None showed a significant difference between the two groups. Although both groups received regular reading instruction with the basal, four days a week the experimental group received an extra 15 minutes of SSR for the school year. The following year the CAT did not reveal any significant difference in the mean scores on a t test despite the experimental group gaining 1.38 in years and the control group gaining only .33 of a year. On the Coopersmith the experimental group showed a significant gain in the mean scores ($p < .05$).

Everett (1987) studied a single class of 18 students who were in grade eight and who were randomly assigned to a control or treatment group. Each group

received regular basal instruction. In addition, towards the end of school, the experimental group read for 15 minutes daily from previously self-chosen recreational selections for a period of three weeks. The control group worked an independent assignment in mathematics. The reading pretest for comprehension was one form of the Burns/Roe Informal Reading Inventory while an alternate form served as a posttest. The t test of the means showed no significant difference between the groups.

Coley (1983) measured reading gains and attitude changes of 1400 students who were seventh, eighth, and ninth graders in four different schools assigned by random method to control and experimental groups. Both groups were given the Gates-McGinitie Reading Survey in October as a pretest and in May as a posttest as well as an attitude survey to assess attitudes to both reading itself and paperbacks. Assessment questionnaires were completed by students in the experimental group, and individual interviews were given to nine students equally from all reading levels and grades. In six months the Gates showed that the seventh and eighth graders gained at least eight months in scores. The ninth graders gained more than what could be expected. No other data were available. The attitude survey revealed that 50 of 54 of the

experimental group were reading at that time while only 20 of the same size control group were. The experimental group had read on the average twice as many books as the control group. The experimental group in interviews suggested changing the program by increasing the number of books and having a longer reading period.

Beck (1990) studied the Pizza Hut's Book It! program and SSR and observed that they had failed to hold the interest of a class of 30 fourth graders. She arranged to record student behavior during daily SSR, to have visiting adults orally read to the class, to help the pupils to keep reaction journals about the books that they read, and to measure the students' attitudes. The reading aloud was done in three sessions and equaled 90 minutes weekly. SSR involved 15 minutes daily and was followed by 10 minutes of writing. Beck responded to the students' writings.

After the study, the position of reading as the primary choice for recreational activities of this class moved from fourth to first place (Beck, 1990). The class's attention behavior rose from a +36 score to +97 as observed by Beck. The average number of books the students read increased from 1.1 to 7.8. Beck believed she had discovered a better way to enhance SSR than an extrinsic incentive program.

McHugh (1989) attempted to determine whether reading aloud or SSR would have a more significant effect on reading interests and attitudes of 50 students in the third grade. In a study lasting eight weeks, the pupils were divided by random selection into two treatment groups. No data were given as to the length of time devoted daily to these procedures. Neither the Estes Attitude Scale or an unidentified interest test indicated that the difference between the two groups was significant. A t test was performed only on the attitude test since the interest test resulted in minimal changes between the pretest and posttest results.

Manning-Dowd (1985) reviewed 12 research studies on the influence of SSR on reading achievement. For six the effect was called significant. For five studies, reading improvement was not impressive. Only one research project failed to consider the achievement outcome. These same studies were checked for improvement in reading attitudes of students. Seven showed an influence; three indicated none; and for two there was no consideration of attitude. Two other studies that were reviewed compared SSR to other programs with contrary results.

Interestingly, Manning-Dowd (1985) indicated that one of the generally agreed upon requirements for SSR

is that the students should not make a written record or report of selections read. However, McCracken (1971) suggested that some type of student response should be made after the initial implementation of SSR. The newer studies are reporting an apparent enhancement of SSR through writing.

Holt and O'Tuel (1988) studied whether SSR combined with writing would improve reading scores and attitudes. To do this they chose 201 students in both seventh (97) and eighth (104) grades and in reading levels at least two years below grade level. Random selection was used to assign pupils to groups. Although both groups were in a developmental reading program with the same basal, one sample in each grade participated daily in 20 minutes of either SSR or wrote in journals for 10 weeks. The total time spent in reading was held constant for both groups since the control sample had basal instruction 20 minutes longer each day. The experimental students had three days of SSR and two of writing. Testing was done with Gates-MacGinitie for reading, Sequential Tests of Educational Progress for writing, Sager Writing Scale, and Estes Attitude Scale. The pretest measures indicated both groups were not significantly different. Results for the experimental grade seven students had significantly better scores on all tests, reading,

writing, and attitude. Results for the experimental grade eight students had significantly better scores on only one writing test. The authors noted that the experimental pupils in the lower reading groups did better than their control counterparts.

Possibly the best known program to encourage independent reading is Book It! sponsored by Pizza Hut. Erazmus (1987) studied the program for 98 fifth grade volunteers whose IQ on the Otis-Lennon School Ability Test was average. The total scores for reading on the Metropolitan Achievement Test at the end of the fourth grade was compared to the same score at the end of the fifth grade. Teachers assessed the students as to above average (34), average (36), or below average (28) reading ability. Half of the students, who were in the high and average reading groups and who elected to be participants by reading at least one book a month for five months, had higher Metropolitan scores on before and after measures than those in the same groups who did not volunteer. These experimental groups' reading scores did not indicate a statistically significant improvement over the control groups. In the below average reading group it was different. On the pretest, the scores indicated there was no significant difference between the volunteers and non-participants. There was a statistically significant difference

between pretest and posttest scores for these students. Erasmus indicated that the results suggested Book It! apparently benefited only the volunteers from this reading group.

In another study Adler, Winek, and Mueller (1989) reported 245 pupils in the sixth grade from two suburban Chicago districts participated in Book It! for five months. The students were identified by the teachers and standardized test scores as being on above average or average reading levels. Each student had to read either at least eight minutes daily or a weekly minimum of 40 minutes. The number of pages required of the average students each month was 250 while the above average reader had to read 300. The non-participants were asked to read independently. A written record of what was read was a requirement from every student. An unidentified statistical procedure showed no significant variance in reading growth between the two groups. Each group improved in reading ability as measured by two different forms of the Gates-MacGinitie Reading Test.

There appeared to be no studies available to support whether or not World Book's Partner in Excellence Read-A-Thon program is successful in increasing independent reading. Granowsky (cited in Crane, 1989) claimed students' reading had improved

significantly as reported by parents and educators. Granowsky (1990) added that another benefit for schools was the contribution of sets of encyclopedias that schools did not have to buy.

Summary - Evaluation of Program Effectiveness

Manning-Dowd (1985) in her review of the literature called for more studies to be conducted to determine if SSR is really effective in improving reading, particularly long-term.

This writer conducted a computer search that revealed 63 articles about SSR, which indicates that the subject has received considerable attention. Out of the six studies reviewed, five investigated achievement and/or attitude. Two showed improvement in achievement, but five studies resulted in attitude improvement. No study of long-term effects was reviewed.

Of the three studies of Book It!'s influence on reading achievement, two have conflicting statistical results. The one that showed significant improvement did so only for the below average reading group, a population that had been excluded from the other study. A survey indicated a positive effect in achievement and attitude.

The one report on World Book's Read-A-Thon was a survey that indicated improved reading and attitudes.

Chapter 3: Procedures

Research Questions

Given the fact that student independent reading is a concern in many schools, the purpose of this study was to determine what types of programs designed to stimulate students' independent reading were being utilized or had been utilized in the Commonwealth of Virginia. Since this is a descriptive study, no hypotheses were tested. However, in light of the purpose of the study, the following research questions were asked:

1. Within the state of Virginia what are the various programs that were used and have been used within the past five years with the intent to stimulate/motivate students to read outside of their instructional reading program?
2. How were these programs chosen?
3. To what extent did best practices from research literature influence the decision to choose these programs?
4. To what extent was there business/corporate involvement in the decision making process used to choose these programs?

5. As the programs were begun were formal documents such as proposals, guidelines, or curriculum guides developed or written?

6. What was the implementation process used by various school divisions to begin these programs?

7. What was the extent of uses of incentives or some forms of extrinsic motivation?

8. Have these programs survived for longer than three years? What were the major reasons for discontinuing these programs?

9. To what extent has there been informal/formal evaluation of these programs?

Ethical Considerations

This study was a confidential survey. No school district's nor student's identity has been disclosed. It did not involve the promotion, intervention, or change in curriculum for any schools or students. No program was recommended to be adopted. No indication of approval for any program was communicated. All superintendents were informed that they were participating in a survey. Data are reported on groups and not on individuals. The study was approved by the Committee on Human Subjects in the School of Education at The College of William and Mary.

Sample

The sample was composed of Virginia school divisions whose superintendents arranged to have the survey completed and returned by March 1, 1992. This sample was drawn from a population of all school divisions in the Commonwealth of Virginia, which were mailed the survey on January 6, 1992. A total of 102 or 77% of the 132 school divisions comprised the sample in this study.

Instrumentation

Instrumentation was an original questionnaire, designed for this study to ask all research questions raised according to generally accepted guidelines (Borg & Gall, 1983). (See Appendix.) After the form was compiled, it was piloted by three local reading specialists with a request to supply comments and suggestions for improvement and clarification. Following the trial test, the survey instrument was revised. Individual forms were numbered to avoid identifying school divisions by name. The cover letter assured the superintendents of anonymity for themselves, school employees, division, and students. Additionally, the letter advised that all Virginia superintendents were being surveyed. A self-addressed, stamped envelope was enclosed.

Besides the research questions, divisions were requested to provide descriptive data concerning: type

of community, division size, and the existence of a supervisor/coordinator of reading and of school-based reading specialists. Finally, divisions were provided the opportunity to comment on incentive programs and the use of incentives alone.

Design

This descriptive study consisted of the administration of a questionnaire designed to provide information to answer the research questions. No hypotheses were tested; no groups were indicated.

Procedure

Each questionnaire was mailed with an accompanying letter to the superintendent of a school division for each city and county in Virginia. Superintendents were requested to have the person responsible for Reading/Language Arts program complete the survey.

Four weeks after the first mailing a follow-up phone call was made to the divisions not responding. Those divisions whose forms were still not received in two more weeks were mailed a follow-up letter and an additional questionnaire. The final response deadline was set for almost two months after the original contact.

Statistical Analysis

Data for this study resulted from the administration of the questionnaire described above.

Data were totaled in categories for each of the nine questions. The only statistical analysis done besides totals was that of percentages for each category. Data have been totaled and reported for type of school division and school division size, also.

Summary

Research questions were to determine the type of reading programs to encourage independent reading in existence now or in the past five years in school districts in the Commonwealth of Virginia. Additionally, these questions were designed to determine what means were used to choose, implement, evaluate, and continue/discontinue such programs.

Over approximately a two month period in 1992, this information was obtained by an original survey designed for this study. Superintendents or their representatives furnished the information needed on an anonymous basis. After four weeks, this researcher followed up the initial inquiry with a telephone call if there were no response. After another two weeks, a follow-up letter was sent to those not responding.

A compilation of all questions was made for the total, by school division type, and by school division size.

Chapter 4: Results

Introduction

This chapter will present data accumulated from a questionnaire designed for this study and completed by a total of 102 of the 132 school divisions to whom the survey was mailed.

Sample

Data from 102 questionnaires were totaled for each question answered. Then totals were obtained for rural, urban, and suburban/small town. Since some school divisions did not categorize themselves according to set standards, this researcher arbitrarily assigned categories using best judgment criteria. Again totals were obtained according to the size of each division. Categories were designated as less than 10,000, 10,000 to 50,000, and over 50,000 students. School divisions that responded ranged in size from 380 to 120,000. Generally, those divisions with the smaller number of students tended to be rural. Only three divisions met the largest criterion while 14 met the medium standard.

The reader needs to be cautious in interpreting data for large and small divisions. Since numbers are

so small, a change of one case can influence greatly the percentages that were generated. Six districts did not respond to the question concerning size; three were rural and three were urban. So their totals had to be eliminated from the size breakdowns. One division provided number of teachers and was assigned based on that information. Two divisions provided the number and type of schools so they could be classified by best judgment standard.

Since a number of divisions amplified their responses by listing programs used and it was difficult to determine which of these programs were local and which were "other", all programs named were classified as "other".

Question 1

Is your division rural, urban, or suburban/small town?

Table 1 answers this question and provides data on the types of school systems. In the sample there were 59 rural, 14 urban, and 29 suburban/small town school divisions. Of the three largest, two were urban and one was suburban. The medium sized divisions were comprised of eight suburban, four urban, and two rural. Generally, the rural divisions tended to be the smaller.

Question 2

What is the size of your school system?

Table 2 describes the size of school systems. School divisions that responded ranged in size from 380 to 120,000 students. Three were 50,000 and over; fourteen were from 10,000 to 50,000; seventy-nine were less than 10,000.

Question 3

Do you have a central office supervisor/ coordinator of reading?

Table 3 indicates which school systems have central office supervisor/coordinator of reading. There were 43 divisions that responded "yes", while answering "no" were 40. Therefore, only 43 out of 102 had a full-time central office supervisor/coordinator of reading. In the urban category, 9 of 14 or 64% had a full-time reading coordinator. In the suburban/small town category, 12 of 29 or 41% had such a position. In the rural category, 2 out of 59 or almost 37% indicated such a position. For the large school divisions category, all three had a reading position. In the middle category, 12 out of 14 or almost 86% indicated such a position. In the smallest school division category, 26 out of 79 or 33% reported a coordinator.

Question 4

Do you have school based reading specialists?

Table 1

Types of School Systems

Rural	Urban	Suburban/ small town
59	14	29

Table 2

School Systems by Size

Small	Medium	Larger
<10,000	10,000 - 50,000	>50,000
n=79	n=14	n=3

Table 3

Central Office Supervisor/Coordinator of Reading

	Yes	%	No/Qual. yes	%
Total (n=102)	43	42	59	58
Suburban/ small town (n=29)	12	41	11	59
Urban (n=14)	9	64	5	14
Large (n=3)	3	100	0	0
Medium (n=14)	12	86	2	14
Small (n=79)	26	33	59	67
Unknown (n=6)				

Table 4 supplies information about which school systems had reading specialists in the schools. For this question 60 (58.5%) divisions reported an unqualified "yes" answer; rural divisions had 29 out of 59 or 49%; suburban/small town had 19 out of 29 or 65.5%.

Question 5

Within your school division what programs are being used currently to motivate students to read independently outside of their instructional reading program?

Table 5 provides information about what programs are being used currently to motivate students to read independently. The totals reported for the school divisions were as follows: Sustained Silent Reading (SSR) 80, Pizza Hut, Book It! (PH) 89, World Book (WB) 26, M.S. Read-A-thon (MS) 22, Local design 63, Others 87 of which 13 were Reading Is Fundamental (RIF). Figure 1 lists the reading programs classified as Others. Since RIF appeared so frequently in the responses, it was decided to include this as a category separate from Others. Altogether there were 367 programs for 102 divisions. Only one division reported it did not have any motivational program. Pizza Hut was the most frequently used program. For the rural divisions Pizza Hut and Others tied. Again Pizza Hut

sponsored the most used program for the other two categories. Table 5 illustrates the information in this paragraph.

Table 6 provides data concerning programs by size of the school systems. For the larger divisions, SSR and Pizza Hut were tied. The medium districts favored SSR. Pizza Hut's programs was the choice of the smaller divisions.

Question 6

Which of these programs have survived longer than 3 years?

Table 7 describes the programs that have lasted for more than three years. The totals reported for the school divisions were as follows: SSR 67 or 66%, Pizza Hut 84 or 82%, World Book 15 or 15%, Local 48 or 47%, M.S. 12 or 12%, RIF 11 or 11%, and Others 36 or 35%. Pizza Hut was again first.

While the suburban/small town and rural divisions favored Pizza Hut's Book It!, the urban had used SSR and Book It! equally for longer than three years.

Table 8 describes program survival by size categories. Again for the larger divisions SSR and Pizza Hut's Book It! had tied, but the smaller districts reported that Book It! had been utilized more than SSR. Only the middle size districts reported a difference between programs currently in use with

Table 4

School Based Reading Specialists

	Yes	%	No/Qual. yes	%
Total (n=102)	60	58.8	42	41.2
Suburban/ small town (n=29)	19	65.5	10	34.5
Urban (n=14)	12	85.7	2	14.3
Rural (n=59)	29	49.	30	51
Large (n=3)	3	100	0	0
Medium (n=14)	12	85.7	2	14.3
Small (n=79)	35	44	44	56
Unknown (n=6)				

Table 5

Programs Currently In Use by Type of School Division

	Suburban/ small town n=29	Urban n=14	Rural n=59	Total
Programs				
SSR	22 (76%)	13 (93%)	45 (76%)	80
PH	24 (83%)	14 (100%)	51 (86%)	89
WB	9 (31%)	4 (29%)	13 (22%)	26
Local	20 (69%)	11 (79%)	32 (54%)	63
M.S.	5 (17%)	6 (43%)	11 (19%)	22
RIF	4 (14%)	2 (14%)	7 (12%)	13
Others	17 (59%)	6 (43%)	51 (86%)	74

Figure 1

Other Programs Currently Being Used

Friday Night Prime Time - 1	Community Readers - 1
Book Fair- 2	Library Week -1
IBM Write-to-Read - 2	Read-A-Thon - 1
Sports Illustrated for Kids - 1	Reading Overnights -1
STAR - 1	Project A+ - 1
Readers Workshop - 1	Readopoly - 1
Accelerated Reader (AR) - 3	Book Week - 1
Contests - 1	Beyond Basals - 1
Young Readers - 8	Young Authors - 1
McDonald's - 1	Rockin Readers - 1
Newspaper in the classroom - 1	Read Aloud - 1
Books 'n Breakfast - 1	Lending Library - 1
Preschool Lending Library - 1	Reading Month - 8
Books and Beyond (NDN) - 2	Whole Language - 2
Chapter I Sponsored - 1	Library Books - 1
Battle of Books - 3	Charts, graphs - 1
Put the Principal on the Roof - 1	Catch A Wave - 1
Annual Reading Extravaganza - 1	Critical Pursuit - 1
Home Reading Program - 1	
Subways Read-A-Book - 1	
Throw a Pie at an Administrator - 1	
Newspaper in Education - 1	
Summertime Reading Program - 1	
Long John Silver Reading Achiever Program - 1	

Teaching Novels in 4-7 - 1
School Reading Challenge - 1
Whole Language Book Club - 1
Auctions by Teachers - 1
Cross Grade Reading - 1
Parent Involvement Activities - Author Studies - 1
Parents As Reading Partners - 1
DEAR (Drop Everything and Read) -3

Table 6

Programs Currently in Use by Size of School Divisions

	Large n=3	Medium n=14	Small n=79	Unk n=6
Programs				
SSR	3 (100%)	13 (93%)	59 (75%)	5
Pizza Hut	3 (100%)	11 (79%)	69 (87%)	6
World Book	1 (33%)	4 (29%)	19 (24)	2
Local	3 (100%)	10 (71%)	47 (60%)	3
M.S.	1 (33%)	6 (43%)	14 (18%)	1
RIF	0	2 (14%)	12 (85%)	0
Others	0	12 (86%)	58 (73%)	4

Table 7

Programs That Have Survived Over 3 Years by Division Type

	Suburban/ small town n=29		Urban n=14		Rural n=59		Total n=102	
<u>Programs</u>								
SSR	14	48%	12	86%	41	69%	67	66%
PH	23	79%	12	86%	49	83%	84	82%
WB	6	21%	3	21%	6	10%	15	15%
Local	14	48%	8	57%	26	44%	48	47%
M.S.	4	14%	3	21%	5	8%	12	12%
RIF	4	14%	3	21%	4	7%	11	11%
Others	17	59%	3	21%	16	27%	36	35%

programs used for longer than three years. While SSR had led for current use, Pizza Hut had been the leader for the past three years.

Question 7

List each identified program beside the major reasons for continuing these programs.

Table 9 supplies information on why programs were continued. The following number of districts reported a rise in reading test scores as a result of using the listed programs: SSR 31 or 30%, Pizza Hut 22 or 22%, World Book 4 or 4%, Local 17 or 17%, M.S. 2 or 2%, RIF 6 or 6%, Others 10 or 10%. For these districts SSR was credited with raising test scores more than did the other programs.

Table 10 provides the results about the number of times programs were credited with raising reading scores. For all three types of divisions SSR leads the others just as in the totals. The only difference between one of the divisions and the totals was the choice of Local over Pizza Hut as the second program for suburban areas.

Table 11 presents the results by school division size. None of the larger divisions credited any of the programs with raising test scores. For medium and small divisions SSR received most of the credit.

Table 8

Programs That Have Survived Over 3 Years by Division
Size

	Large n=3		Medium n=14		Small n=79		Unk. n=6
Programs							
SSR	3	100%	9	64%	51	65%	
Pizza Hut	3	100%	12	86%	64	81%	
World Book	1	33%	2	14%	10	13%	
Local	2	67%	6	43%	37	47%	
M.S.	1	33%	4	26%	6	8%	
RIF	0		2	14%	9	11%	
Others	1	33%	11	79%	24%	30%	

Table 9
Number of Times Reasons Were Cited for Continuing Programs (1148 Times)

Reasons n=102	SSR %	PH %	Loc %	Oth %	WB &	RIF %	MS %	Total						
Scores	31	30	22	17	10	4	4	6	2	2	92			
Parent	31	30	60	59	28	27	39	39	9	9	185			
Adminis.	51	50	45	44	15	15	25	25	14	14	9	7	166	
Children	53	52	80	78	35	34	32	31	12	12	11	11	13	236
Teacher	60	59	59	58	32	31	33	32	13	13	11	11	11	219
Encourage	66	65	76	75	36	35	36	35	17	17	12	12	13	256
Other														40
Totals n=1148	292	25	342	29	163	14	175	15	69	6	52	4	55	5

Table 10

Number of Times Programs Contributed to Rise in Reading Scores by School Division Type

Program	Suburban/ small town		Urban		Rural		Total
	n=29		n=14		n=59		n=92
SSR	5	17%	6	43%	20	34%	31
Pizza Hut	3	10%	4	29%	15	25%	22
World Book			1	7%	3	5%	4
Local	4	14%	2	14%	11	19%	17
M.S.					2	2%	2
RIF	1	3%	2	14%	3	5%	6
Others	1	3%			9	15%	10

Table 11

Number of Times Programs Contributed to Rise in Reading Scores by School Division Size

	Large n=3	Medium n=14	Small n=79	Unk. n=6
Program				
SSR	0	3 21%	25 32%	
Pizza Hut	0	1 7%	18 23%	
World Book	0	0	3 4%	
Local	0	1 7%	15 19%	
RIF	0	1 7%	5 6%	
Others	0	1 7%	9 11%	

However, small divisions appeared to credit these programs with more success than did the others.

Table 9, referred to above, shows that the following school divisions continued programs because parents liked them: SSR 31 or 30%, Pizza Hut 60 or 59%, World Book, M.S. and RIF 9 or 9%, Local 28 or 27%, and Others 39 or 38%. Pizza Hut, Others, and SSR led for this reason.

Table 12 presents the programs continued because parents liked them by division type. All three types of divisions concurred with the total with Pizza Hut's program leading the preferences. SSR dropped to third and fourth place.

Table 13 describes data about programs being continued because parents liked them by division size. Only one of the large divisions continued programs because of parent preference. For the medium size districts both Pizza Hut and Others led. Again in the smaller districts Pizza Hut was first choice. Pizza Hut was considered the program of choice for parents.

Table 9 presents that in this sample some schools continued programs because of administrator's commitment: SSR 51 or 50%, Pizza Hut 45 or 44%, Others 25 or 25%, Local 15 or 15%, World Book 14 or 14%, RIF 9 or 9%, and M.S. 7 or 7%. Although SSR was first, Pizza Hut had strong backing from school administration.

Table 12

Number of Times Programs Were Continued Because Parents Liked Them by School Division Type

Program	Suburban/ Small town n=29		Urban n=14		Rural n=59		Total n=102	
SSR	7	24%	4	29%	20	34%	31	30%
Pizza Hut	16	55%	10	71%	34	58%	60	59%
World Book	2	7%	1	3%	6	10%	9	9%
Local	13	45%	4	29%	11	19%	28	27%
M.S.	1	3%	3	21%	5	8%	9	9%
RIF	4	14%	2	7%	3	5%	9	9%
Others	10	34%	5	36%	24	41%	39	38%

Table 13

Number of Times Programs Were Continued Because Parents Liked Them by School Division Size

	Large n=3	Medium n=14	Small n=79	Unk. n=6
Program				
SSR	1 33%	5 36%	23 29%	
Pizza Hut	1 33%	10 71%	45 57%	
World Book	1 33%	1 7%	7 9%	
Local	1 33%	7 50%	0	
M.S.	1 33%	2 14%	5 6%	
RIF	0	0	8 10%	
Others	0	0	29 37%	

Table 14 shows by division type, how the administrators ranked the programs. The preference for SSR and Pizza Hut was much closer among administrators in rural areas than the other two districts, but for all three, SSR was first, followed by Pizza Hut.

Table 15 indicates that again in the large school divisions, only one vote was recorded for administrators continuing a program because of their preference. In the medium divisions, Pizza Hut and Local tied as the one administrators preferred. In the smaller districts, SSR was first choice.

Table 9 presents data that children were reported as having chosen programs in this order: Pizza Hut 80 or 78%, SSR 53 or 52%, Local 35 or 34%, Others 32 or 31%, M.S. 13 or 13%, World Book 12 or 12%, and RIF 11 or 11%. Another clear-cut decision for Pizza Hut.

Table 16 describes by division type how programs were continued because children were reported liking them. All three groups chose Pizza Hut first and SSR second. But only the rural group did not rank Local third.

Table 17 indicates that the larger districts reported retaining programs because children liked them with these programs tied for first place: SSR, Pizza Hut, and Local. Pizza Hut was the strong leader for

Table 14

Number of Times Programs Continued Because
Administrators Liked Them By School Division Type

Program	Suburban/ small town		Urban		Rural		Total	
	n=29		n=14		n=59		n=102	
SSR	13	45%	9	64%	29	49%	51	50%
Pizza Hut	10	34%	8	57%	27	46%	45	44%
World Book	4	14%	1	7%	9	15%	14	14%
Local	10	34%	5	36%	0		15	15%
M.S.	1	3%	2	14%	4	7%	7	7%
RIF	3	10%	3	21%	3	5%	9	9%
Others	8	28%	4	29%	13	22%	25	25%

Table 15

Number of Times Programs Continued Because
Administrators Liked Them By School Division Size

	Large n=3		Medium n=14		Small n=79		Unk.
Program							
SSR	1	33%	6	43%	41	52%	
Pizza Hut	1	33%	7	50%	34	43%	
World Book	1	33%	1	7%	12	15%	
Local	0		7	50%	0		
M.S.	0		2	14%	4	5%	
RIF	0		2	14%	7	9%	
Others	0		2	14%	23	29%	

Table 16

Number of Times Programs Continued Because Children Liked Them by School Division Type

Program	Suburban/ small town		Urban		Rural		Total	
	n=29		n=14		n=59		n=102	
SSR	16	55%	9	64%	28	47%	53	52%
Pizza Hut	22	76%	12	86%	46	78%	80	78%
World Book	3	10%	2	14%	7	12%	12	12%
Local	13	45%	7	50%	15	25%	35	34%
M.S.	1	3%	5	36%	7	12%	13	13%
RIF	4	14%	3	21%	4	7%	11	11%
Others	12	41%	3	21%	17	29%	32	31%

Table 17

Number of Times Programs Continued Because Children Liked Them by School Division Size

	Large n=3	Medium n=14	Small n=79	Unk. n=6
Program				
SSR	2 66%	7 50%	39 49%	
Pizza Hut	2 66%	11 79%	62 78%	
World Book	1 33%	1 7%	9 11%	
Local	2 66%	8 57%	23 29%	
M.S.	1 33%	4 29%	7 9%	
RIF	0	2 14%	9 11%	
Others	0	8 57%	12 15%	

the medium and smaller districts.

Table 9, referred to previously, presents data concerning continuing programs because teachers liked the programs. This decision was closer for the two top contenders, SSR 60 or 59% and Pizza Hut 59 or 58%. Others was 33 or 32% while Local was 32 or 31%. World Book followed with 13 or 13%, and then came RIF and M.S. with 11 each or 11%.

Table 18 describes by division type how teachers were reported to prefer programs. Only rural chose Local over Others. Urban and suburban/small town had SSR leading but not rural. Pizza Hut was the favorite of rural school divisions. World Book 6 or 10%, and RIF 4 or 7%.

Table 19 presents the following data about teacher preference. For the larger divisions, SSR, Pizza Hut, and Local tied for first place. For the medium divisions, teachers preferred Pizza Hut and Others equally. The smaller districts picked SSR first with Pizza Hut a close second. Obviously, the smaller districts' choice of SSR as first influenced the totals for the sample.

Table 9 presents the decision to continue a program because it encouraged reading was: Pizza Hut 76 or 75%, SSR 66 or 65%, Local and Others 36 or 35%,

Table 18

Number of Times Programs Continued Because of Teacher Preference by School Division Type

	Suburban/ small town n=29		Urban n=14		Rural n=59		Total n=102	
Program								
SSR	18	62%	10	71%	32	54%	60	59%
Pizza Hut	15	52%	9	64%	35	59%	59	58%
World Book	4	14%	3	4%	6	10%	13	13%
Local	11	38%	7	50%	14	24%	32	31%
M.S.	1	3%	3	4%	7	12%	11	11%
RIF	4	14%	3	4%	4	7%	11	11%
Others	13	45%	3	4%	17	29%	33	32%

Table 19

Number of Times Programs Continued Because of Teacher Preference by School Division Size

	Large n=3	Medium n=14	Small n=79	Unk. n=6
Program				
SSR	2 66%	6 43%	47 59%	
Pizza Hut	2 66%	8 57%	45 57%	
World Book	1 33%	1 7%	9 11%	
Local	2 66%	6 43%	22 28%	
M.S.	1 33%	3 21%	7 9%	
RIF	0	2 14%	9 11%	
Others	0	8 57%	23 29%	

Table 20 describes data related to programs continued because they encouraged reading by type of school division. Suburban/small town divisions listed Pizza Hut first while urban chose SSR. Pizza Hut was the primary choice for rural divisions.

Table 21 presents data related to the number of programs continued because they encourage reading by school division size. The larger districts vote that SSR, Pizza Hut, and Local equally encouraged reading. The medium and small size divisions thought Pizza Hut offered the most encouragement. Although the larger divisions gave equal credit to SSR and Pizza Hut, the other two saw Pizza Hut as encouraging reading more.

Table 22 gives other reasons for having such reading programs by the type of school division. For the suburban divisions, 21 other reasons were given. For urban divisions, it was 7, and for rural it was 12. Percentages were 73, 50, and 20. Some of these other reasons were: developed writing-reading connection, increased library circulation, and better school spirit.

Table 9 presents that when all the reasons were combined except for the Other category, Pizza Hut was first choice with 29%, SSR was second with 25%. Other, 15%, and Local, 14%, were third and fourth, followed by World Book, 6%, M.S., 5%, and RIF, 4%.

Table 20

Number of Times Programs Continued Because They
Encourage Reading by School Division Type

	Suburban/ small town n=29		Urban n=14		Rural n=59		Total n=102	
Programs								
SSR	17	29%	12	86%	37	63%	66	65%
Pizza Hut	19	66%	11	79%	46	78%	76	75%
World Book	6	21%	3	21%	8	14%	17	17%
Local	10	34%	9	64%	17	29%	36	35%
M.S.	2	7%	4	29%	7	12%	13	13%
RIF	4	14%	3	21%	5	8%	12	12%
Others	12	41%	3	21%	21	36%	36	35%

Table 21

Number of Times Programs Continued Because They
Encourage Reading by School Division Size

	Large n=3		Medium n=14		Small n=79		Unk. n=6	
Program								
SSR	3	100%	8	57%	50	63%		
Pizza Hut	3	100%	9	64%	59	75%		
World Book	1	33%	1	7%	13	16%		
Local	3	100%	6	43%	24	30%		
M.S.	1	33%	3	21%	8	1%		
RIF	0		2	14%	10	13%		

Question 8

What programs have been discontinued in the past 5 years?

Table 23 provides the data on programs that have been discontinued in the last five years. The school divisions in this sample discontinued the following programs: Pizza Hut 10, World Book 8, M.S. 7, Local 5, SSR and Others with 2 each. No RIF programs had been discontinued.

In the breakdown by type of division, suburban/small town divisions discontinued the most programs. Suburban/small town eliminated 47% of the programs that had been stopped. Rural accounted for 49% of the programs eliminated. The results showed that 21% of the urban systems eliminated programs, 55% of the suburban, and 25% of the rural.

Table 24 provides reasons why programs were discontinued by school division size. When computed by division size, it was found that the large divisions did not discontinue any programs but the smaller ones discontinued 27 and the medium divisions stopped 5. The medium divisions eliminated 15% of the 34 programs eliminated while the small divisions stopped 80%. The results showed that 36% of the medium divisions eliminated programs as did 34% of the small divisions.

Table 22

"Other" Reasons for Continuing Programs

Suburban/small town	Urban	Rural
21	7	12

Table 29

Programs Discontinued in Past 5 Years by Division Type

Program	Suburban/ small town	Urban	Rural	Total
n=34				
SSR	2	0	0	2
Pizza Hut	6	0	4	10
World Book	2	2	4	8
Local	1	0	4	5
M.S.	4	1	2	7
RIF	0	0	0	0
Others	1	0	1	2
Totals	16 47%	3 9%	15 44%	34

Table 24

Programs Discontinued in Past 5 Years by Division Size

	Large	Medium	Small	Unk.
Programs n=34				
SSR	0	0	2	
Pizza Hut	0	2	7	1
World Book	0	1	6	1
Local	0	1	4	
M.S.	0	1	6	
RIF	0	0	0	
Others	0	0	2	
Total	0	5 15%	27 80%	2

Question 2

List each identified program beside the major reasons for discontinuing these programs.

Table 25 sets forth the major reasons these programs were discontinued. Since numbers were so small for each type of program, percentages were not figured. Neither did a breakdown by division type or size seem meaningful because of the small numbers.

The chief reason that a program was eliminated was because of administrative discontent, 14. Closely following was teacher discontent, 13. "Others" came next at 10, and then parent discontent was 7. In fifth place was the departure of the innovator with 5; then came ineffective program at 4; and last was dislike by the children at 3.

Administrators were dissatisfied with the M.S. program 6 times, with World Book 4, Pizza Hut 3, and Local 1.

Teachers' discontent was Pizza Hut with 5, then M.S. at 4, and SSR, World Book, Local, and Others with 1 each.

Other reasons were the chief cause of World Book's being discontinued. Reasons listed were: reached goal, door-to-door solicitation, not approached again, too involved and too much time, and, finally, due to fund raising. There were three reasons for

discontinuing Pizza Hut. They were the time factor, too many programs, and missed the date. The only reason given for discontinuing SSR was a scheduling problem.

M.S. led the list for parent discontent with a 4. Pizza Hut had a 2 while World Book earned a 1.

Program ineffectiveness stopped 2 Pizza Hut selections and 1 sponsored by M.S. In addition a basal reading program ceased for this reason.

Children's dislike stopped 2 World Book sponsored programs. Only 1 in the Others category was stopped for this reason.

Question 10

List each identified program beside the kind of incentive motivation used.

Table 26 lists data pertaining to the kind of motivation used. The program using the most incentives was Pizza Hut 180, then Other 106, Local 83, SSR 63, WB 28, RIF 15, and M.S. 14. Certificate was the most popular incentive at 98. Next were Books 78, Entertainment 71, Stickers, pencils, drawing 69, Party 68, Coupon 67, Other 21 and only 17 None. SSR was responsible for 12 of the 17 Nones. Pizza Hut at 56 had the most under Party and at 51 the most in Coupon. Pizza Hut accounted for 37% of all the incentives and

Table 25

Major Reasons for Program Being Discontinued

	SSR	PH	WB	Loc	MS	0	Total
Program		2			1	1	4
Teacher	1	5	1	1	4	1	13
Depart	2	1	1			1	5
Child.			2			1	3
Admin.		3	4	1	6		14
Parent		2	1		4		7
Others	1	3	5	1			10
Total	4	16	14	3	15	4	56

Table 26

Types of Incentives in the Various Programs

	SSR	PH	WB	Local	MS	O	RIF	Total
n=489								
Enter	14	19	1	11	1	21	4	71
Party	2	56		4	1	4	1	68
Coupon	2	51	1	5	1	7		67
Books	10	8	12	15	2	21	10	78
Certif	10	28	10	24	4	22		98
Sticker	13	13	3	20	4	16		69
None	12			1		4		17
Other		5	1	3	1	11		21
Total	63	180	28	83	14	106	15	489
%	13	37	6	17	3	21	3	

Other accounted for 21%, Local 17%, SSR 13%, World Book 6%, M.S. and RIF 3%.

Table 27 presents the following data about types of incentives by school division type. For the suburban/small town divisions, the leading type of incentive was Certificates with 31 of the school divisions that gave this incentive. Next came Books 20, Coupon 19, Party 18, Sticker 13, Entertainment 10, Other 9, and None 5. A total of 125 incentives for 29 divisions meant there were 4.31 incentives for each school district. For urban school districts, the largest number of incentives was Books with 18 of the school divisions giving this incentive. Then were Sticker and Certificates 12, Other 7, and None 2. For a total of 82 incentives for 14 school divisions, it meant there were 5.85 incentives for each school division. Rural divisions ranked Certificates highest with 55, Entertainment 51, Stickers 44, Party 40, Coupon 37, None 10, and Other 5. For the 59 rural districts there were 4.78 incentives for each district. Certificates was the highest for Suburban school divisions and rural while Books was the highest for urban divisions. The lowest for suburban and urban divisions was None while Other was the lowest for rural divisions.

Table 27

Types of Incentives by School Division Type

	Suburban/	Urban	Rural
Enter	10	10	51
Party	18	10	40
Coupon	19	11	37
Books	20	18	40
Certificates	31	12	55
Sticker	13	12	44
None	5	2	10
Other	9	7	5
Total	125	82	282

According to Table 28, for the large school divisions there was an equal number of incentives of 1 for Party, Coupon, Books, Certificates, Stickers, and Other. Each school division gave 2 incentives apiece. For the medium school divisions, the most popular incentive was Certificate for all of the 14 divisions gave this type of incentive. Next was Books 12, Coupon 9, Party 7, Entertainment 6, Sticker 3, and Other 2. Finally, there was None 1. For the 14 medium divisions there were 3.86 incentives for each division. In the small size school divisions, the most frequently used incentive was Certificate 78. Next came Books and Sticker 61, Entertainment 60, Party 55, Coupon 54. There was a big drop to Other at 17 and None at 16. For the small divisions, an average of 4.02 incentives were used for each district. Certificate was the most frequently used incentive for both medium and small divisions with virtually all districts using this type. For both medium and small divisions the least popular incentive was None and then Other. The large divisions chose as less acceptable ones: None and Entertainment.

Question 11

What programs involved some sort of cooperation between a business and a school?

Table 29 provides the answer to this question. The most frequent answer was Pizza Hut with 88, or 86%,

of the divisions involved in such cooperation. World Book 23 and 23% and Local 21 and 21% were next. Again there was a big drop to Other 14 and 14%, SSR and M.S. 4 and 4%, and RIF 3 and 3%.

The suburban/small town classification chose Pizza Hut as the one most frequently involved with business for 25 and 86% of the school divisions. The others followed with World Book 9, Local 5, Other 3, M.S. 2, and SSR and RIF 1 each. The 46 divisions had an average of 1.58 businesses cooperating with each division. For the urban divisions, it was similar. The one involving the most cooperation was Pizza Hut 13. Next were Local and Other. SSR had 2, and RIF had 1. The 26 urban divisions had an average of 1.85 businesses in cooperation with each. Rural divisions' results for Pizza Hut were closer to the suburban ones. Pizza Hut had 50 divisions cooperating. Local had 12; Other had 7; World Book and M.S. had 2; SSR and RIF had 1 and. The 59 divisions had 85 cooperating businesses or an average of 1.44 for each division.

Table 30 provides the answer to the question about cooperation between business and schools by division size. Again Pizza Hut involved the most cooperation between business and school with 2 out of 3 involved in such an arrangement for the large divisions. The medium school divisions had more in a cooperative

Table 28

Type of Incentives by School Division Size

	Large	Medium	Small	Unk.
Enter	0	6	60	5
Party	1	7	55	5
Coupon	1	9	54	3
Books	1	12	61	4
Certif	1	14	78	5
Sticker	1	3	61	4
None	0	1	16	0
Other	1	2	17	1
Total	6	54	402	27

Table 29

Business and School Cooperation by School Division Type

	Suburban/ small town n=29		Urban n=14		Rural n=59		Total n=102	
		%		%		%		%
SSR	1	3	2	14	1	2	4	4
PH	25	86	13	93	50	85	88	86
WB	9	31	0		2	3	23	23
Local	5	17	4	29	12	20	21	21
M.S.	2	7	0		2	3	4	4
Other	3	10	4	29	7	13	14	14
RIF	1	3	1	7	1	2	3	3
Total	46		26		85		157	

arrangement with Pizza Hut 11 out of 14. World Book and Other had 3. SSR, Local, and M.S. had 1. The 20 divisions had 1.43 cooperating businesses for each system. The small divisions had 69 out of 79 of the divisions involved in a business arrangement. Local had 18, World Book 17, Other 11. Both M.S. and RIF had 3 or while SSR had 2. Each of the 79 divisions had an average of 1.23 business arrangements. The small divisions had the highest number of businesses and were followed by medium and then large divisions. For all division types, Pizza Hut had by far the most frequent cooperating arrangements with the schools.

Question 12

List each identified program beside the activity used to select that program.

For the information to answer this question, see Table 31. The method of program selection that was chosen the most often proved to be through Brainstorming 99 or 30% of the time. Professional Journals and Other were the next most popular at 72 or 22%. Then came Literature Search at 53 or 16% and Pilot at 30 or 9%. Since Other was so frequently mentioned, it is of interest to note some of these methods. The most frequently noted one was from business, then teachers, word-of-mouth, workshops,

Table 30

Business and School Cooperation by School Division Size

	Large n=3 %		Medium n=14 %		Small n=79 %		Unk. n=6
SSR			1	7	2	3	1
Pizza Hut	2	66	11	79	69	87	6
World Book			3	21	17	22	3
Local	1	33	1	7	18	23	1
M.S.			1	7	3	4	
Other			3	21	11	14	
RIF					3	4	
Total	3		20		123		11

Table 31

Reasons Cited for Selecting Programs

	Lit.		Brain St.		Prof. J.		Pilot		Other	
n=327										
SSR	18		21		22		2		11	
PH	8		18		11		10		27	
WB	3		1		4		1		8	
Local	8		25		9		5		10	
M.S.	1		3		2		1		2	
Other	13		25		21		9		11	
RIF	2		6		4		2		3	
Total	53	16%	99	30%	73	22%	30	9%	72	22%

parents and/or school, administration, Reading Advisory Group, awareness of program, general knowledge, textbook teacher guides, and Department of Education.

According to Table 32, in a breakdown by type of division, it was apparent that Other was a frequent choice. Brainstorming was the most popular except in large and medium divisions. In suburban divisions, Other was 16 or 22%; the remaining four types were 57 or 78%. Urban divisions had Other at 16 or 75% with the rest 59 or 79%. Rural divisions listed Other at 40 or 27% and the remainder at 139 or 73%. Large school divisions mentioned only Other at 11 or 100%. Medium school divisions indicated Other was 4 or 9% with the rest 41 or 91%. Small divisions used Other 47 or 20% while the remaining ones were 191 or 80%.

Suburban divisions preferred Brainstorming 25, Professional Journals 15, Literature Search 12, and Pilot Study 5. Urban divisions chose Brainstorming 20, Professional Journals 14, and Pilot Study 13. Rural divisions utilized Brainstorming 54, Professional Journals 44, Literature Search 29, and Pilot 12. Large school divisions did not indicate any use for Brainstorming, Literature Search, Professional Journals or Pilot Study. Medium districts seemed to find little difference between Professional Journals 11, Literature Search 10, Brainstorming 10, and Pilot Study 10. Small

school divisions showed a mark difference in their choices: Brainstorming 78, Professional Journals 58, Literature Search 38, and Pilot Study 17.

Question 13

List each identified program beside the type of curriculum document used.

Table 33 provides information on the curriculum documents used. There were a total of 183 curriculum documents used for 367 reported programs or 50% of the programs utilized such a document. Guidelines were chosen 110 times or 60%. Curriculum guides were used 42 times or 23%. Proposals were used 31 times or 17%. The most frequent method used for all was a guideline. Both curriculum guides and proposals were second choice. Since not all programs had such a document, it is of interest to note that SSR had one for 59% of its programs, Local 56%, RIF 54%, Pizza Hut 51%, World Book and Other 42%, and M.S. 32%.

Table 34 describes the number of curriculum documents by division classification used to support these programs. Suburban divisions used guidelines 31 times, curriculum guide 6, and proposal 5. Urban had guidelines 28, curriculum guide 14, and proposal 4. Rural divisions chose guideline 51, curriculum guide 14, and proposal 4. Suburban utilized one of the three

Table 32

Reasons Cited for Selecting Programs by DivisionType/Size

	Sub. n=73	Urban n=75	Rural n=179	Large n=11	Med. n=45	Small n=238	Unk n=6
Lit.	12	12	29	0	10	38	5
Brainst.	25	20	54	0	10	78	11
Prof.J.	15	14	44	0	11	58	4
Pilot	5	13	12	0	10	17	3
Total	57	59	139	0	41	191	23
(Other)	16	16	40	11	4	47	10
	78%	79%	73%	100%	9%	80%	20%

Table 33

Curriculum Documents Used to Support Programs

(183 Documents)

	Proposal	Guideline	Guide	Total	No.	%
					Prog.	
SSR	4	26	17	47	80	59
PH	10	28	7	45	89	51
WB	4	6	1	11	26	42
Local	6	20	9	35	63	56
M.S.	1	5	1	7	22	32
Other	5	19	7	31	74	42
RIF	1	6	0	7	13	54
Total	31 17%	110 60%	42 23%	183	367	50

documents for 42% of its 101 programs. Urban divisions did so for 82% of its 56 programs. Rural had one for 45% of its 210 programs. The medium sized divisions used guideline 23 times, curriculum guide 4, and proposal 1. Small divisions chose guideline 70 times, curriculum guide 32, and proposal 25. Large divisions picked guideline 5, curriculum guide 2, and proposal none. Small ones had such a document for 46% of their 127 programs.

Question 14

List each identified program beside the implementation process used to initiate this program.

Table 35 presents the data about the implementation processes used to initiate these programs. Written directions was the most frequent method of implementing a program at 32%, second, word-of-mouth 31%, third, staff development 20%, pilot program 10%, and none was used for 4% of the time. Word-of-mouth was the most frequent process for SSR, World Book, and M.S. Written directions was preferred for Pizza Hut, Other, and RIF. Staff development was the process of choice for Local programs. SSR and Pizza Hut were equally responsible for the highest number 6, of no (none) processes used. Only M.S. and RIF were credited with not neglecting at least one type. RIF had the highest rate of using such a process

14 times for 13 programs or a rate of 108%. Then was Pizza Hut at 90 times for 89 programs or 101%, SSR 74 times for 80 programs or 93%, Other 68 for 74 programs or 92%, Local 55 for 63 programs or 87%, World Book 22 for 26 programs or 85%, and M.S. 55 for 63 programs or 73%. An average of 92% of 367 programs did use an implementation process, including word-of-mouth.

Table 36 answers the part of the question related to implementation process in various school divisions by classification. Small school divisions accounted for all 16 instances of no use of an implementation process. Large divisions utilized a process for all 11 of their programs or 100% of the time. Small divisions had a process 256 times for 277 programs or 92%. Medium ones had 42 for 58 programs or 72%. Small divisions preferred written directions over the other processes while the large and medium ones chose word-of-mouth. Large divisions' preferences were: word-of-mouth 6, staff development 3, written directions 2. Medium divisions' choices were: word-of-mouth 17, pilot program 11, staff development 9, and written directions 5. For small divisions the order was: written directions 104, word-of-mouth 80, staff development 51, pilot program 21, and none 16.

First choice for suburban/small town and urban divisions was word-of-mouth while for rural this

Table 34

Curriculum Documents used to Support Programs by
Division Classification

	Proposal	Guideline	Guide	Total	No.	%
Suburban	5	31	6	42	101	42
Urban	4	28	14	46	56	82
Rural	22	51	22	95	210	45
Small	25	70	32	127	277	46
Medium	1	23	4	28	58	48
Large	0	5	2	7	11	64
Unknown	5	12	4	21	21	

Table 35

Implementation Process Used to Initiate Programs
(354 Processes)

	Pilot	Staff	Word	W.D.	Total	None	No.
		Dev.	Mouth				Prog.
SSR	2	23	29	20	74	6	80
PH	7	6	34	43	90	6	89
WB	1	4	9	8	22	1	26
Local	9	18	15	12	55	1	63
M.S.	3	2	6	5	16	0	22
Other	11	19	16	22	68	2	74
RIF	3	0	5	6	14	0	13
Total	36	72	114	116	338	16	367
%	10	20	31	32		4	

choice was written directions. None was the least used choice for all three. Suburban choices were: word-of-mouth 38, written directions 33, staff development 10, and none 7. Rural divisions' order was: written directions 69, word-of-mouth 58, staff development 43, pilot program 14, and none 8. Urban used 58 implementation process for 56 programs. Suburban had 96 processes for 95 programs. Rural divisions employed 184 for 210 programs.

Question 15

Beside each identified program, list the type of evaluation - Questionnaire, Standardized Test, Informal, or None - done.

The most highly assessed program was RIF at 77%. SSR was assessed 70% of the time. World Book was 69%; Local was 68%; Pizza Hut was 64%; Other was 57%. The least assessed program was M.S. at 45%. The 367 programs were evaluated 236 times or 64%. Divisions reported none 92 times or 25%. The most frequent instrument was Informal 202 or 86%. Next was standardized test 20 or 8%. Then questionnaire 14 or 6%. All of the programs were evaluated informally the most frequently. All of the programs were evaluated more than they were not except for M.S. which was equally divided between evaluation and none.

Urban divisions evaluated their programs 71% of the time while the rural rate was 66%. Suburban/small town assessments occurred 56%. All three divisions favored informal, none, standardized test, and questionnaire in that order.

The small divisions had the highest rate of assessment 185 out of 277 or 67%. Next was medium 30 out of 58 or 52%. Last was large divisions with 5 out of 11 or 45%. Large divisions informally evaluated all of their programs that were assessed. Medium divisions' first choice was informal 28, none 12, questionnaire 2, and standardized test 0. Small divisions chose in this order: informal 154, none 70, standardized test 20, questionnaire 11.

Question 16

What is your opinion of the various incentive programs used?

Figure 2 provides the data about the incentive programs used. There was no apparent agreement concerning the value of such programs. Many answers were qualified. Some divisions chose not to respond. The most frequent response was that such programs work. The next reaction was these programs were either excellent or good. Only one division stated they were opposed to them. Two divisions stated that none were used. Although not opposed, 35 divisions used

Table 36

Implementation Process Used to Initiate Programs in
Various School Divisions by Division Classification

	Pilot	Staff	Word	W.D.	Total	None	No.
		Dev.	Mouth				Prog.
Subur.	6	19	38	33	96	1	101
Urban	16	10	18	14	58	7	56
Rural	14	43	58	69	184	8	210
Large	0	3	6	2	11	0	11
Medlum	11	9	17	5	42	0	58
Small	21	51	80	104	256	16	277
Unknown	4	9	11	5	29	0	21

Table 37

Program assessment

	No. Prog.	Stan. Test	Ques.	Infor.	Total	None
SSR	80	6	3	47	56	23
PH	89	2	1	54	57	28
WB	26	0	2	16	18	12
Local	63	6	3	34	43	13
M.S.	22	1	1	8	10	10
Other	74	3	3	36	42	4
RIF	13	2	1	7	10	2
Total	367	20	8% 14 6%	202	86% 236	92 25%
Subrb.	101	1	0	56	57	24
Urban	56	8	5	27	40	18
Rural	210	11	9	119	139	50
Large	11	0	0	5	5	5
Medium	58	0	2	28	30	12
Small	277	20	11	154	185	70
Unknown	21	0	1	15	16	5

qualifying statements of one kind or another. One division commented that such programs were declining in its schools. Some combined their answers to questions 16 and 17.

Question 17

What is your opinion of the use of incentives?

Figure 3 provides the answers to the respondents' opinions of the use of incentives. Some responders combined their answers to this question and question 16 or used this space to continue their response to the previous question. A preference for self-motivation was strong but did not seem to eliminate the use of incentives. At least 48 divisions considered incentives as either helpful, excellent, or were for them. Four respondents stated such motivation was not in their favor. One division submitted a published article in support of their position against extrinsic motivation.

Summary

This study was done by means of an original questionnaire completed by 77% or 102 of the 132 school divisions in Virginia. These divisions were divided into six categories: 59 rural, 14 urban, 29 suburban/small town, 3 large, 14 medium, and 79 small.

Figure 2

Opinion of Incentive Programs

They work - 43
Excellent/good - 18
Some good/some bad or not good - 9
Prefer self-motivation - 9
In favor if they make students read - 5
Adequate - 2
Acceptable if students, teacher, and parents enjoy - 2
Like local ones - 2
Use sparingly - 2
Wear out quickly - 2
Opposed - 1
Success depends on support in school - 1
Not integral part of program - 1
Motivation short range - 1
Lot of paper work - 1
Carefully monitor - 1
Rather have business give school needs than
motivational items - 1
No answer - 3

Figure 3

Opinion of Incentives

Helpful - 28

Like them but prefer internal motivation - 25

Excellent/for - 20

Prefer self-motivation - 9

Some are good - 6

Not in favor - 4

For extra effort - 2

No answer - 2

OK - 1

They don't last - 1

Of these 102 divisions 42% had a full-time central office supervisor/coordinator of reading.

Approximately 59% of these divisions reported having school-based reading specialists.

There were 367 incentive reading programs, of which the leaders were Pizza Hut's Book It! or 87%, SSR or 78%, and Other programs or 73%. The programs that had survived longer than three years were Pizza Hut, SSR, and Local ones. The two main reasons for continuing these programs were that they encourage reading and children like them. Only 34 programs had been discontinued with the leaders being Pizza Hut, World Book, and M.S. Read-A-Thon. Mostly they were discontinued because of administration and teacher discontent and other reasons. RIF was the only program not to be eliminated.

For all programs 489 incentives were used. Pizza Hut's program was responsible for 37% of the incentives. The leading types of incentives were certificates, 20%, and books, 16%.

Pizza Hut's program involved 86% of the divisions in a cooperative effort with a business while World Book had 23% and Local programs had 21%.

Literature searches and professional Journals were responsible for 34% of the decisions to choose these programs. Brainstorming determined the selection of

27% and Other means 20%. To formulate these programs, responses indicated that 50% used some sort of curriculum document such as a proposal, guidelines, or curriculum guides. Implementation was accomplished by staff development only 20% of the time but word-of-mouth was responsible 31% and written directions 32%. Assessment, another important aspect of curriculum development, was achieved by informal means for 86% of the evaluations done or 55% of the total programs.

Over half of the respondents indicated incentive programs either work or are excellent/good. The rest qualified their answers except for three who failed to answer at all. Slightly less than half thought incentives were either helpful or excellent/for. There were four definitely not in favor of incentives. There was a strong vote for internal or self-motivation.

Chapter 5: Conclusions

Introduction

The purpose of this study was to determine what type of programs designed to stimulate students' independent reading were being utilized or had been utilized in the Commonwealth of Virginia. Additional questions were posed. What process was used to select these programs and what factors influence selection? Are these programs based on sound principles and practices? Do these programs include the use of incentives to motivate children? What is the nature of these incentives? How are these programs implemented? How do these programs become institutionalized? Are these programs evaluated?

The answers were compiled from a questionnaire designed for this study. This survey form was sent to the 132 Virginia school divisions, of which 102 completed and returned the form. Not only were results presented in totals and percentages for the state as a whole, but compilations were done for categories of rural, urban, and suburban/small town. Another collection was done for divisions by size of small, medium, and large.

The outcomes and interpretations of this study should be considered with the following limitations:

1. This study was limited to the 102 school divisions that replied.
2. This study relates to the Commonwealth of Virginia only.
3. The possibility exists that there may have been programs in schools that were not reported because of a lack of awareness by that district's responder. It is unlikely, but the possibility exists.
4. The possibility exists that some divisions may have reported programs that were not in existence.

This sample contained 59 rural, 14 urban, and 29 suburban/small town divisions. There were 3 with 50,000 or more students, 14 with 10,000 to 50,000, and 79 with less than 10,000. The position of a central office supervisor/coordinator of reading was present in 42% of the divisions. Also present were school based reading specialists in almost 59% of the divisions. As one would expect, the existence of these two types of positions was directly related to the size of the division. The larger the size the higher the percentage of existence of these two positions.

Research Question 1

Within the state of Virginia what are the various programs that were used and have been used within the

past five years with the intent to stimulate/motivate students to read outside of their instructional reading program?

Conclusions

The largest motivational program in use was Book It!, sponsored by Pizza Hut. Next are SSR, Others, and Local for the state as a whole. However, when considered by categories, these totals differ. One hundred percent of the large and urban school divisions participated in the program, Book It!.

The number of other type programs was surprising. Altogether there were 74, some of which were mentioned by only one district. Also, it was interesting to note that localities or schools had devised their own programs in large numbers. Another intriguing factor was that only 14 divisions mentioned the use of a RIF program which is almost as old as SSR.

Research Question 2

How were these programs chosen?

Conclusions

Respondents were asked to identify which method was used to select their programs. Suggestions were a literature search, brainstorming, professional Journal, pilot study, and other. For the state, the first choice was "brainstorming" with "other" and "professional Journal" tied for second. Again by categories, the

results varied widely. Under Other, some districts mentioned that they were approached by a business to start a program.

SSR was selected almost equally from literature search, brainstorming and professional Journal. Pizza Hut was chosen mainly from Other, as was World Book. Local programs were devised chiefly from brainstorming. Other programs appeared to be selected from brainstorming and professional Journals. There was great variance in RIF's method of selection.

Desirable approaches to choosing educational programs entail search of research literature, professional Journals as sources, or a pilot study. Yet only 16%, 22%, and 9%, respectively, of these three approaches were used for Virginia's independent reading programs. Brainstorming, which accounted for 30%, and Other means used for 22%, were the most frequent choices. The best method, a search of the literature, is one of the least used. For the most part, Virginia School districts reported they did not use best practices methods. Quite possibly, these divisions are choosing independent reading programs without justification. It is possible that schools have heard reading programs are effective and are just jumping on the band wagon.

Research Question 3

To what extent did best practices research literature influence the decision to choose these programs?

Conclusions

Respondents reported 367 programs in existence of which 53 were reported to have been selected by a literature search and 73 from a professional journal, 34%. There are 63 locally designed programs. A literature search was responsible for 8 and professional journals for 9 of these programs. There were 74 other programs with 13 of these selected from a literature search and 21 from consulting professional journals. Of the 80 SSR programs, 18 came from a literature search and 22 from a professional journal. Pizza Hut's 89 programs were selected in the following manner: 8 literature search and 11 professional journals. RIF's 13 programs were selected from a literature search 2 and professional journals 4. The choice of World Book's 26 programs by literature search 3 and professional journals 4. M.S. Read-A-Thon was picked with a literature search 1 and professional journals 2 out of 22.

The largest percentage of programs selected by best practices research literature was the 50% of SSR with RIF and Other at 46%. Apparently, best practices

research had little to do with program selection in Virginia.

Since 60 of the 89 Pizza Hut programs, the one most frequently used in Virginia, were selected without reference to best practices research, it appears that the literature is not being consulted to select these programs. Yet, as is apparent from this study, there are only two research studies of Book It! available. Even if school divisions had searched research literature, their conclusion would have had to have been that there was not sufficient, clear-cut evidence to justify Book It!'s adoption. The same might be said for the other programs: 38 of 80 SSR, 18 of 26 World Book, 18 of 22 M.S., 5 of 13 RIF, 41 of 63 Local, and 31 of 74 Others. In fairness to school divisions, if they had conducted a literature search, they might not have found much except for SSR.

Research Question 4

To what extent was there business/corporate involvement in the decision making process used to choose these programs?

Conclusions

For the state as a whole and for all division types, Pizza Hut had by far the most frequent cooperating arrangements with the schools. Of the 367 total number of programs in the state 157 or 43% of the

program involved some sort of cooperation with a business. In a breakdown by type of division, it revealed: suburban/small town 46 of 101 or 46%, urban 26 of 56 or 46%, and rural 85 out of 210 or 40%. However, by size the results revealed a considerable variance among school divisions with large 3 out of 11 or 27%, medium 20 out of 58 or 34%, and small 123 out of 277 or 44%. Perhaps because of a lack of financial resources, the smaller the district the more involvement with a business.

What was surprising was that RIF which requires quite a financial commitment to supply a book for each child accounted for the least business involvement. For the state as a whole RIF totaled 13 programs and 3 or 23% had business cooperation. Not surprisingly, these 3 were in a small district.

World Book and Local had approximately the same number of business connections. However, only 33% of the Local programs had a business link, whereas to participate in the World Book program involved receiving a set of books for the classroom.

Other category had 74 programs with 14 or 29% joined to business. Most of the business involvement or 73% was caused by the programs sponsored by Pizza Hut, M.S. and World Book. These accounted for 115 programs or 31% of all the programs.

For the 367 programs in Virginia 43% have an involvement with business. Since businesses such as Pizza Hut, World Book, and M.S. furnish explicit guidelines and these programs account for 73% of business involvement, the question needs to be asked whether business's influence has expanded into curriculum where it does not belong. Development of reading programs should occur from research and be in the hands of professionals. It is possible students might associate reading with a product.

Research Question 5

As the programs were begun were formal documents such as proposals, guidelines, or curriculum guides developed or written?

Conclusions

For the entire state 183 of 367 programs utilized some type of curriculum document. This meant 50% of the programs had such a document. Most of this could be accounted for by urban divisions that used a document for 82% of their programs. The large divisions had documents for 64% of their programs. The rest were closely spaced: medium 48%, small 46%, rural 45%, and suburban/small town 42%.

Except for M.S. at 32%, World Book at 42% and Other at 42%, there was little difference between the

programs and the use of curriculum documents. SSR at 59% did employ the most documents.

What was surprising was that the suburban/small town division accounted for the least. It would seem that there should be adequate financial and knowledgeable resources for such divisions to develop curriculum documents for their programs.

Proper educational procedure demands written documentation accompany programs. If such documents are lacking, program implementation could occur haphazardly and inconsistently. Documentation permits proper use of programs including that time and resources are used advantageously and theory is correctly followed. Educational administrators should be aware that lack of documents may lead to poor implementation.

Research Question 6

What was the implementation process used by various school divisions to begin these programs?

Conclusions

Divisions were asked to respond to whether a pilot program, staff development, word-of-mouth, written directions, or no implementation process had been employed. Only 16 programs had no special process for implementation as reported. Of the 367 total programs, only 354 were accounted for in this question's

responses. So actually 13 more might be assumed to have had none.

A desirable staff development approach was an option for only 20% of the reported programs. Large divisions utilized staff development for 27% of their programs, medium 16%, small 18%, rural 20%, urban 18%, and suburban/small town 19%.

Surprisingly, word-of-mouth was one of the chief methods for the state as a whole for implementation for 31% of the programs. Written directions composed 32% of programs implemented. A pilot program was used for only 10% of the programs.

Another surprise was the use of word-of-mouth for implementation by large divisions for 55% of their programs. This was by far the largest percentage. Considering the resources available and the difficult logistics in such an approach for a large division, one would assume another type of implementation.

Staff development, the preferred method of implementation, involves teachers in decision making and provides training and coaching. Such an approach theoretically assures that a program will be as effective as possible. Written directions and word-of-mouth can be misinterpreted. Both approaches provide little chance for formative evaluation while staff development can focus on discovering developing

problems. Why did these school divisions not use staff development? A possible explanation could be the lack of money in school divisions. Another reason might be these programs are incorrectly considered as not a part of curriculum. People might mistakenly assume that independent reading requires no staff development.

Research Question 7

What was the extent of uses of incentives or some forms of extrinsic motivation?

Conclusions

Since Pizza Hut's Book It! program is the largest program used in the state, it is not surprising that incentives are widely employed. For the 367 programs, responders listed 489 incentives used. All of the incentives to which divisions were asked to respond were listed as being used for Pizza Hut's program. Pizza Hut accounted for 24% of the programs and 37% of the incentives.

Only 17 responses stated there were no incentives used: 12 for SSR, 4 for Other, and 1 for Local.

It is apparent that the concept of extrinsic motivation has played a large part in motivational reading programs that are designed to encourage independent reading.

Self-motivation ought to be the goal. Lately, serious questions have been raised about the

desirability of Incentives by Rosemond (1991). Motivation appears to be a complex and evasive dimension not necessarily accomplished by extrinsic incentives.

Research Question 8

Have these programs survived for longer than three years? What were the major reasons for discontinuing these programs?

Conclusions

Out of the 367 programs currently in use in this state 273 have survived longer than three years. By rank these programs are: Pizza Hut 84, SSR 67, Local 48, Others 36, World Book 15, M.S. 12, and RIF 11. The top four were the same as those currently in use. Similarly, Pizza Hut and SSR are in first and second place. In every type of school division, these two were also the leaders except in urban and large divisions where SSR and Pizza Hut are tied. Another exception is the tie between SSR and Local for Second place among suburban/small town divisions.

These programs have been continued for the following reasons: encourage reading 256, children like them 236, teachers like them 219, parents like them 194, administrators like them 166, rise in reading achievement test scores 92, and other reasons 40. Continuing these programs because they encourage

reading is the chief reason for continuing all but Pizza Hut's. The leading reason for keeping Book It! was because children like it.

These programs had been discontinued in the past five years: Pizza Hut's 10, World Book 8, M.S. 7, Local 5, and Other and SSR 2 each. Again Pizza Hut's Book It! had the most programs discontinued. A total of 34 programs had been stopped throughout the state. The small divisions had discontinued 80% of these programs; the medium divisions discontinued 5%; and the large divisions did not discontinue any. The suburban/small town and rural divisions discontinued almost equal numbers but a much lesser amount was discontinued by the urban.

Responders gave 56 reasons for discontinuing these programs. They were: administration discontent 14, teacher discontent 13, others 10, parent discontent 7, departure of innovator 5, program ineffective 4, children did not like them 3. Pizza Hut, M.S., and World Book had the highest number of reasons to discontinue, but there did not seem to be a common factor that caused all three to be stopped. Pizza Hut's main reason was teacher discontent. World Book's was "others", which seemed to mean: goals reached, money involved, not reapproached, and too involved and time consuming. M.S.'s reason was administration

discontent. It is interesting to note that only four programs were apparently discontinued because of the ineffectiveness of the program. They were two of Pizza Hut and one of M.S. and other.

SSR and other had the fewest reasons for being discontinued at 4 apiece. SSR's reasons were departure of innovator 2, teacher discontent 1, and other 1, a scheduling problem. There was no claim of program ineffectiveness for SSR. Only RIF was not stopped at all. It appears to be the only one accepted fully.

Based on this study, it appears that once started a program is not usually discontinued. The result could mean that students, teachers, and administrators must contend with more and more programs that may not be effective. Such programs encroach upon instructional time. Yet there is a move to increase the school day and year. Elimination of ineffective programs might provide additional time. Formative and summative evaluation studies need to be done to determine if programs should be improved or eliminated, especially outcome studies. As this study revealed, only 9% of these programs had formal evaluation.

Research Question 9

To what extent has there been informal/formal evaluation of these programs?

Conclusion

By far most of the programs have been evaluated informally or 86% of them. Only 8% were evaluated by use of a standardized test and 6% with a questionnaire. Of the 367 programs, 92 reported no evaluation; 236 reported an evaluation; and 39 were missing from the total.

Rural school divisions informally evaluated 95% of their programs; urban did 48%; and suburban/small town did 55%. Small school divisions informally assessed 56% of their programs; medium did 48%; and large school divisions did 45%.

While it would appear to be expected that rural and small school divisions would evaluate informally, it was surprising that small divisions also reported a higher percentage of evaluation by use of a standardized test and questionnaire over large and medium ones. The more formal evaluations were done in this manner: urban 23% of their programs, rural 10%, suburban/small town 2%, small divisions 11%, medium 3%, and large 0.

Even though large divisions would appear to have adequate resources to do formal evaluations, they did none. Also, it is surprising that suburban and medium divisions would lag behind in this type of assessment.

These programs are being implemented and continued because they encourage reading and children like them.

Yet, mainly informal assessments are being done to determine if these two factors are true. Over half of the divisions believed that these programs either work or are excellent/good. It would be desirable for there to be data on which to base these opinions.

Formal evaluation of student outcomes is proper educational practice. It is possible that no evaluations have been done at all for these programs since informal can mean almost anything. Formal evaluation is assurance that a program is accomplishing its goals. Such evaluation allows revision and elimination based on rational judgment. Schools are already criticized because of low reading scores. Yet, without evaluation, there is a real possibility that these programs could harm and not raise a student's reading ability.

Suggested Studies and Recommendations

A number of recommendations for future studies and specific actions are apparent from this study.

1. There should be formal evaluation of all incentive reading programs especially Pizza Hut's Book It!, which is so widely used. This evaluation should be of the effectiveness of the program i.e. do children read more or better?

2. More research is needed into the value of incentives and incentive reading programs by national

associations who advocate these program. How much time is deducted from instructional time with such a program?

3. Attention needs to be paid to the ways school divisions use in choosing, implementing, and evaluating programs.

4. A further investigation of business involvement in reading programs needs to be done.

Implications

The implications for the field can be viewed in a narrow sense in terms of the specific questions asked in this study. However, this study has implications in a larger sense that need to be addressed. This section will view the narrow perspective first and then address the larger issues.

The information gathered by this study indicates the vast use of incentive reading programs in the Commonwealth of Virginia, particularly the Book It! program sponsored by Pizza Hut. These programs have been chosen, planned, and implemented with little emphasis on research, curriculum documents, and adequate processes. There has been scant formal evaluation of program effectiveness in reading achievement. Little attention has been paid to the amount of time such programs deduct from instruction.

Less than half of the school divisions in this study had full-time central office supervisor/coordinator of reading, and slightly over half had school based reading specialists. Both positions could be more effective in critically appraising a motivational reading program.

The programs that seem to cause the least amount of conflict were SSR and RIF. The latter program was not utilized widely throughout the state. Perhaps more business involvement in supplying the resources for it would lead to more appropriate cooperation between schools and business.

A critical eye has been thrust on the use of incentives for students. Most responders expressed a preference for self-motivation. One division even sent a copy of a published article critical of incentives and reported that that division was phasing out their use. However, given the fact that these incentive programs seem to have become institutionalized in most cases, it will probably take much time before a change of attitude will evolve. Most probably it will take a respected national professional organization to influence the conducting of research in this area of reading. This study found no such studies had been done in Virginia and few had been done nationally. Additionally, schools ought to determine the

effectiveness of incentives before creating local incentive reading programs.

Perhaps, school divisions should accept business cooperation conditionally. More emphasis should be placed on the needs of the schools, students, and teachers and less on advertising a business or product. Schools should consider insisting business provide evidence that a program the business promotes will improve reading.

Formal evaluation needs to be done for all independent reading programs not just 9%. Decisions to continue or discontinue programs need to be made on facts. When reading programs are adopted, formal evaluation should be built into the implementation process.

Clearly, in the state of Virginia much is to be desired in the selection, implementation and evaluation of programs designed to stimulate students' reading.

There remains the question of what does this study indicate for the field of reading. It is clear to this writer that Virginia School divisions have been lacking in rationality concerning selection, development, and evaluation of independent reading programs.

One only needs to scrutinize the methods of selection for these programs to realize this fact. While brainstorming has its place, it often means

little more than tossing out ideas and discussing them. Surely, our parents would be appalled at the thought that our educational plans were arrived at in such a manner.

The educational profession should compare its approaches to other professions. One can only imagine the response of a patient if a doctor prescribed a treatment course based on a process such as brainstorming. Just as a doctor or lawyer peruses the literature in their fields before choosing a course of action, surely educators should do the same. Proper procedure calls for literature searches, professional journals as sources, or pilot studies. Accepted curriculum selection procedures demand more than brainstorming as a method of selection. One should not be misled into believing this is a minor matter, for we are discussing curriculum when we mention independent reading programs.

Even though some divisions indicated they had done a literature search or checked professional journals, there is little available on specific programs except for SSR. Since other means were revealed to be tied as the second major method of selection, one can speculate where the information originated - perhaps, from conferences, other divisions, and commercial sources. If a literature search or professional journals are not

helpful, then a pilot study with formal evaluation as to its effectiveness may be called for. The medical profession does pilot studies for new treatments, and so should we.

Next, implementation in Virginia for independent reading programs is shocking. Not having written documents can be compared to doctors not writing orders for their patients. Yet only one-half of these programs utilized written instructions. There is certainly no way of knowing whether all schools, maybe even classes, conformed to the same procedures. It is especially alarming since Pizza Hut, World Book, and M.S., do provide their own written directions and these businesses account for a large measure of the total reading programs. Yet, the table shows even their programs had no higher rate of written directions than 51% for Pizza Hut. With so many programs in the schools, confusion can result between these programs. Even if procedures were discussed in a staff meeting, without written directions memories can fail; misunderstandings can arise; and programs be ineffective.

All professions require adequate training before one is allowed to practice. Education should not be an exception. It is unacceptable that we allow programs such as those examined in this study to be implemented

without staff development. All professions have a standard of acceptability for new programs. Virginia educators must be expected to do no less for students.

In addition to public expectations for professional behavior, we must consider the ramifications of accountability for educators. Educators cannot select and introduce new programs without formal evaluation of these programs to assure the public that time and resources are well spent. With more emphasis on test scores for our regular curriculum, we cannot introduce programs whose value we cannot prove by student outcomes. If we must justify our regular curriculum, the public certainly expects at least the same level of accountability for these special programs.

Currently, money is scarce in Virginia. School districts bemoan the lack of funding from the state and federal level. Programs are being threatened and held accountable. It is difficult to defend the programs in this study. But with evidence of effectiveness, schools would be on solid ground for rebuttal. Presently, educators can state only that they believe these programs cause children to read more. However, educators cannot cite research or show objective data.

The use of extrinsic motivation is being questioned in the literature. Additionally, extrinsic

motivation is based on psychological theories of rewards to facilitate learning. Yet to be effective, these rewards should occur in close proximity to the action. One can only wonder how effective a monthly certificate can be in reinforcing daily reading. If educators rely on psychology's theories, they must apply these theories correctly. To promote daily reading, the reward should be given daily. Additional studies might be done to determine if extrinsic motivation programs are used in schools for other areas besides reading.

This study has implications for teacher education which stresses relying on research for selection, proper procedures for implementation of programs, and evaluation for new programs and curriculum. Obviously, there has been a breakdown between theory and practice of administrators in Virginia's public schools. Some divisions had no central information or control of these various programs. A number of divisions duplicated this writer's survey to be completed by individual schools. One administrator simply stated there was no way to determine this information since it was the choice of each school. One division reported having a committee to judge programs before they were introduced. Additionally, reading specialists need to be warned of unwarranted endorsement for any independent reading program.

Motivation for the proliferation of these programs is a concern. Probably, businesses believe the publicity is good advertising for them and may recruit future customers from parents and students. Schools may be caught up in the politics of the current educational fad for business/school cooperation. Schools and businesses should not be praised for every type of joint venture. The public should demand more than words and insist upon rational cooperation. One commentator on television editorialized that he would rather see businesses spend their money on more taxes to support schools than these joint ventures.

Educators should not blindly promote innovations that promise fun, entertainment, or good public relations. Effective programs are the best and most appropriate publicity available.

Summary

This chapter presented these major points.

1. The position of a central office supervisor/coordinator of reading was present in 42% of the divisions. School based reading specialists were in 59% of the divisions.

2. Pizza Hut's Book It! program and SSR were the most widely used incentive reading programs.

3. Brainstorming was the selection process for 30% of the programs while a literature search was

responsible for 16%, and consulting professional Journals was used to select 22%.

4. There was business/corporate involvement for 43% of the programs. Pizza Hut had the most cooperating arrangements.

5. Some type of curriculum document was utilized for only 50% of the programs.

6. Programs were implemented by word-of-mouth for 31% of the programs and by written directions for 32%. The best method, staff development, was utilized for only 20%.

7. There were 489 incentives for 367 programs. Book It! was responsible for 37% of these incentives.

8. Book It! and SSR were the chief programs to last longer than three years.

9. Only 34 programs had been discontinued in the past five years. A program was discontinued usually because of administration or teacher discontent.

10. The main reasons to continue a program were because it encouraged reading or children liked the program.

11. Informal evaluation was done on 86% of the programs. Formal evaluation was done on only 9%.

12. Over half of the divisions believed that these programs either work or are excellent/good.

13. There is a need for more research on the effectiveness of incentive reading programs and incentives in general.

14. In the state of Virginia, much is to be desired in the selection, implementation and evaluation of programs designed to stimulate students' reading.

427 Sonora Drive
Hampton, Virginia
23669
January 6, 1992

Dear Superintendent:

I am currently a doctoral student at The College of William and Mary. My dissertation focuses on the variety and kind of programs school divisions in Virginia use to encourage student independent reading. I am asking you and all school divisions in Virginia to participate in my study.

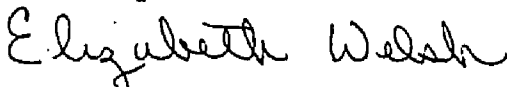
Enclosed is a brief questionnaire that asks questions about independent reading programs that may be used in your school division and about programs that may have been used in the last five years.

My work is being done under the supervision of Professor Robert Hanny of the School of Education. The dissertation topic has been approved by the appropriate review committees regarding privacy. Your anonymity is assured.

Since this survey is brief, it should take no more than 20 minutes to complete. I would appreciate it if you would request its prompt completion and return in the enclosed self-addressed and stamped envelope by the person in your division responsible for the Reading/Language Arts program.

Your cooperation is greatly appreciated.

Sincerely,



(Mrs.) Elizabeth Welsh

To the person completing this form: In case you did not receive the cover letter with this form, I am doing my dissertation at The College of William and Mary and need your help in providing the following data. I will be pleased if you call me collect at 804-851-8926 if you have any questions or concerns. Elizabeth Welsh

The following information will be used to compile data about motivational reading programs in the school divisions of the Commonwealth of Virginia. This brief form should take no more than 20 minutes of your time to complete. The identity of you and your school division will remain anonymous. Your cooperation is appreciated.

MOTIVATIONAL READING PROGRAM SURVEY

1. Is your division rural, urban, or suburban/small town?

2. What is the size of your school system? _____

3. Do you have a central office supervisor/coordinator of reading?

4. Do you have school based reading specialists? _____

5. Within your school division what programs are being used CURRENTLY to motivate students to read independently outside of their instructional reading program?

Sustained Silent Reading (SSR) _____ Pizza Hut, Book It! _____

World Book _____ M.S. Read-a-thon _____ Local design _____

Others (specify) _____

6. Which of these programs have survived longer than 3 years?

SSR _____ Pizza Hut _____ World Book _____ Local design _____

M.S. Read-a-thon _____ Others (specify) _____

7. List each identified program beside the major reasons for continuing these programs.

Rise in reading achievement test scores _____

Parents like them _____

Administrators like them _____

Children like them _____

Teachers like them _____

Encourage reading _____

Others (specify) _____

8. What programs have been DISCONTINUED in the past 5 years?

SSR _____ Pizza Hut _____ World Book _____ Local design _____

M.S. Read-a-thon _____ Others (specify) _____

9. List each identified program beside the major reasons for discontinuing these programs.

Program ineffective _____

Teacher discontent _____

Departure of innovator _____

Children did not like them _____

Administration discontent _____

Parent discontent _____

Others (specify) _____

10. List each identified program beside the kind of incentive motivation used.

Entertainment _____

Party _____

Coupon _____

Books _____

Certificates _____

Stickers, pencils, drawings _____

None _____

Others (specify) _____

11. What programs involved some sort of cooperation between a business and a school?

SSR _____ Pizza Hut _____ World Book _____ Local design _____

M.S. Read-a-thon _____ Others (specify) _____

12. List each identified program beside the activity used to select that program.

Literature search _____

Brainstorming _____

Professional journals _____

Pilot study _____

Other (specify) _____

13. List each identified program beside the type of curriculum document used.

Proposals _____

Guidelines _____

Curriculum guides _____

14. List each identified program beside the implementation process used to initiate this program.

Pilot program _____

Staff development/training _____

Word-of-mouth _____

Written directions _____

None _____

15. Beside each identified program, list the type of evaluation - Questionnaire, Standardized Test, Informal, or None - done.

SSR _____

Pizza Hut _____

World Book _____

Local design _____

M.S. Read-a-thon _____

Others (specify) _____

16. What is your opinion of the various incentive programs used?

17. What is your opinion of the use of incentives?

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