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An intensive study in remedial reading

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AN
INTENSIVE STUDY IN
REMEDIAL READING

by

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INTRODUCTION

Chapter I

During the present century theory and practice have swung from one extreme to another, with an undue emphasis on learning the form and sound of separate words to "guessing from context" with little attention to the visual form of the word.

In the early 1900's the identification of word forms was considered very important with the result that word perception became an end in itself.

The "phonic-method" emphasized letters and syllables which were taught and related to whole words. The plan was to break down the language into various phonetic elements and drill on each element by means of groups of words in which the element occurred. The reading material of primers which followed this method consisted of disjointed sentences, built up of phonetically selected words as they were developed from day to day.

The "word" or the "phonic" readers were used in the schools until about 1915--when the "story method" began to be used. In this method, children heard a story as it was told by the teacher, followed along in their books as they listened. Then they told or dramatized the story, drilled on the words and phrases and later read the story. The

"story methods" emphasized drill or whole phrases and sentences as well as words, and regarded phonics as of secondary value. This method resulted in more meaningful reading, and introduced simpler techniques in teaching phonics. The new phonic techniques were not extended or developed for many years.

By 1920 a reaction had set in against phonics. This trend reached extremes in the early thirties. Teachers were taught not to give special attention to the visual form of the word. Meaning was to be considered the only factor in word perception and children were expected to identify new words by "guessing" from context. The results of this tendency were shown by the large number of children who were unable to read in the middle grades. The result of this program was that vocabulary control was introduced and new techniques for developing power in word perception were introduced.

By 1940 pressure from parents and friends brought an emphasis on word perception and word-attack skills. Devices and books from the old "word method" and "phonic method" have been revived.

William S. Gray has the following to say in regard to the reinstating of purely mechanical phonics:

> The recent trend toward reinstating the purely

> mechanical word-perception programs of the old alphabetic or phonic methods is viewed with alarm by educators who are interested in promoting growth in reading power. Skill in phonetic analysis is essential for independence in identifying new printed words, but this skill should be based on fundamental understandings of how sounds and then symbols function in our language; and these understandings should develop as generalizations based on the child's experience with words--words which he learns visually as meaningful wholes, rather than mechanically as a series of letter sounds. And finally, the use of phonetic understandings and skills should be geared into the total process of word perception.[1]

Recently, much study has been given to word perception techniques that are in harmony with modern ideas of reading instruction. The child needs to use various methods to achieve independence in reading. He must have a basic stock of sight words as well as skills to attack new words. In teaching procedures, in the group teaching methods children develop understandings that they apply as they meet new words in meaningful context. Practice is given in applying word-analysis skills in real reading situations where the child is called upon to associate meaning as well as sound with the new words that he meets.

In diagnosing reading difficulties the Seventeenth Yearbooks has the following to say:

> In overcoming deficiencies in reading, it is

1 William Gray, On Their Own In Reading, (Chicago: Scott, Foresman and Company, 1948) p. 32

> essential to deal with basic causes rather than with symptoms alone. While the first step is to discover existing difficulties by means of adequate tests and careful observation, the remedial program itself must often go beyond mere drilling of children on the phases of reading in which they are weak. The causes of weakness may be found in the child himself, in his school or out-of-school environment, or in both. In any case every available means should be used to bring about a satisfactory adjustment between the child and his total environment, giving due regard to his physical, social, and emotional needs as well as to his specific needs in reading.[2]

In phonics the first thing to teach is how words begin. Since most of the words begin with consonants, the simple consonant sounds are the first step. The word wheel list consists of the following words for the b. wheel: beet, boat, bite, born, bent, boss, beads, beat, barn, burn, beak, bold, board, bind, bench, beach, branch, baste, boast, and break. The word wheel is circular in shape and has a second smaller wheel that goes on top with the beginning letter b printed on it. A slot is cut in the outer edge wide enough to show all the endings of the words. The wheels are fastened together with a paper fastener and as it places the b in front of the endings the child says the word as the slot frames it.

There is a "th" and "wh" wheel with the consonants.

2 Seventeenth Yearbook of National Elementary Principles, 1938 Vol. XVII, No. 7, N.E.A. Pub. p 387.

Each child had a folder and in it a list of the word wheels he was to learn. As they were mastered the teacher crossed them off the list. The complete list of consonant wheel words consisted of 322 words. Most of the children in this class started with consonants which was considered a second grade level. They made a game out of it. Children picked out the wheels they wanted, got help from one another and when they had mastered five they considered it a week's work. Some children would do fifteen a week and some did not meet the standard set. In cases like the latter the teacher said "Will you try to do five next week?"

The beginning blends were next on the list. They consisted of the following: sh, ch, tr, fr, br, pl, gr, sl, cl, dr, wh, th, fl, sp, sw, and sm. The total list consisted of seven hundred words.

The prefix and suffix word wheels consisted of the following: pro, en, re, de, un, du, con, in, pre, ex, com, tion, ive, ing, ment, less, our, al, ful, ly, able, y, ance, ness, and ous. This list would add another 450 words to the vocabulary.

The page on vowels consisted of the following: a, e, i, o, u. ee, oo, ay, aw, au, oi, oy, ai, long vowels and short vowels. There were approximately five hundred easy words in this list.

The last page consisted of compound words and three and four syllable words which were not covered by this class.

It will then be seen that everyone in the group practiced and knew two thousand words theoretically, although actually perhaps some of them didn't know 500 because words are forgotten so easily. It did make the children conscious of the beginning and ends of words and they did learn to syllabicate. They also learned the rules on vowels.

Along with the phonics wheels they played a number of phonics games and checkerboard games. They worked well as a motivating factor.

The teacher was surprised one day when a member of the class said "Let's not play the games. Let's work on the wheels." When the majority of the class agreed the teacher felt that the time for games was past and they were discontinued.

Brueckner's "Diagnostic Tests and Remedial Exercises in Reading" was used after a phonic background had been started. The exercises in it may be grouped as follows:

1. Exercises to develop accurate perception and word analysis.
2. Exercises to increase vocabulary.
3. Exercises to develop correct eye movements.
4. Exercises requiring careful reading, emphasizing

comprehension.

5. Exercises to develop comprehension of larger units of material, involving--
   a. Comprehension of significant details.
   b. Comprehension of main ideas.
   c. Reading for the purpose of solving a problem.
6. Exercises involving reading to remember (both immediate and delayed recall).
7. Exercises on organization and evaluation of what is read.

In each of these groups of exercises a variety of methods of attack or increasing difficulty and complexity is used. This plan of providing for practice on many different types of reading rather than for intensive practice on only one or two types recognizes the well-established fact that reading is made up of a large number of skills, all of which must be developed to higher levels by carefully planned teaching which introduces each major skill in a variety of settings.

Brueckner's Workbook consists of 120 pages of exercises. It was completed by the entire class working on an individual basis before the year was over. Exceptions were made for some of the children with third grade ability. The teacher thought it was wiser to let an exercise go unfinished than to make an issue of finishing it when the child had lost interest.

One of the main functions of a remedial reading class is to aid in personality and social adjustment. Case studies in remedial reading classes bear out this need. Witty and Kopel have the following to say in regard to this need:

> In many schools the disregard of individual needs makes it impossible for each child to feel that he is attaining standing as an esteemed member of his group. Each child must attain this status if his satisfactions are to be adequate; for he is always a member of some group, although it may be very small. His needs therefore require that he experience a sense of belonging to a group. Moreover, to become integrated as an individual the child must believe in himself; when he experiences failure he must still have faith in his capacity for success, and the courage and the initiative to make wholesome and difficult new adjustments as occasions arise. These traits too are nurtured in intelligently guided group activities. On the other hand, disintegration, frustration, and maladjustment develop when adverse conditions prevail; for example, when uniform procedures are applied to mold children in a single pattern.[3]

It follows then, that one of the basic concepts of a remedial reading class would be that good procedure would follow an individualized plan.

Each child would begin at the place in phonics where his diagnostic chart showed a need. Each child would progress as fast as his ability and interest would permit. This plan would be carried through in plans for games, speed tests, and comprehension improvement.

3 Witty and Kopel, Reading and the Educative Process, (New York: Ginn and Co., 1939), p 301.

In class periods individual needs were considered in making self adjustment as well as social adjustment. The teacher tried to develop a feeling of satisfaction in each child in his accomplishments. Charts were kept on everything possible and recognition was given for all efforts. The class also helped in recognizing the efforts of its members. All members had a reading partner and it did develop a sense of responsibility and pride to be the teacher of someone else every day. Very brief reports were made on library books and children were encouraged to bring their own books for others to read. The teacher tried to do her part by being interested, understanding and sympathetic. If one plan didn't work another plan was tried. She tried to be sensitive to the feelings of the group and when projects became boring they were changed. The teacher felt that all members considered her as a person who was there to help them to learn to read.

The reading materials provided were on levels from the third grade and up. Practice Exercises by Gates-Peardon Book II provided approximately fifty exercises on various types of exercises. Type A provided exercises on Reading to Appreciate "The General Significance of a Selection." Type B. provided exercise on "Reading to Predict Outcome of Given Events." On the fourth grade level Book IV provided exercise in the same two abilities. C. and D. type was also in the

series but was not covered by the class.

"Four and Twenty Famous Tales" by Anna Clark Nelson was a book of select fables with graded comprehension tests for silent reading in lower grades. There was a progressive increase in difficulty in the tests which were on a third grade level. "Forty Famous Stories" by H. A. Mertz provided interesting story material and ways and means of using it for developing ability to read silently with fair speed and with clear comprehension, thus helping to establish good reading habits. It was written on a fourth and fifth grade level. "Washington to Lindberg" by H. A. Mertz was a historical silent reader made up of human interest stories with speed and comprehension tests. It was designed for middle upper grades.

The previously mentioned reading materials fulfilled another principle of remedial reading. The following quotation by Dolch strengthens this principle:

> The most essential step in remedial reading is much interesting reading at the present level. Such reading is necessary to make the child realize that reading can be fun and it must accordingly be built around some active interest. But only easy reading can be fun and, therefore, he must have interesting material at his present level. Quantity reading will develop ease by speeding up word recognition, develop skill at using context, and improving comprehension. Permanent reading habits may therefore result and, in fact, must result if the child is to maintain his reading

level and go to better reading after he leaves our care.[4]

The free reading or library period was a very important part of the reading program and became increasingly important as an interest in reading was developed. A chart was placed on the wall and an envelope for each child was pasted on the chart. Colored book backs were kept on hand and the child wrote the name of each book he read and put it in the envelope. For every five books read the teacher placed a star on the outside of the envelope. The teacher feels that more books were read because of the motivating factor. Sometimes the teacher discouraged the reading of books above the child's level.

In the following case studies, each case will be discussed in regard to phonics study, workbook practice, individual and group adjustment, use of interesting materials, and library reading.

4 Wm. Dolch, A Manual For Remedial Reading, (Champaign, Ill.: The Garrard Press, 1945), p 55.

CHAPTER TWO

A. STATEMENT of PROBLEM

1. To select six children who have reading difficulty, diagnose the difficulty, suggest an individual plan of attack, carry it through, and evaluate the result.

B. REASON FOR CHOOSING PROBLEM

1. Due to the fact that the writer was spending an hour a day with these children and had a desire to evaluate the results of what had been accomplished.
2. A desire to make a practical application of some of the principles learned in a University Remedial Reading Class taken during the time the writer worked with these children.
3. A desire to learn more about remedial reading.

C. PURPOSE of STUDY

1. To determine the causes of remedial difficulties.
2. To diagnose cases and determine procedures.
3. To evaluate procedures.
4. To evaluate results.

D. PLAN of ATTACK

1. Give Gates Reading Survey.
2. Use all available records.
3. Give a follow-up test in May of Gates Reading Survey FormII.

E. PLAN FOR REPORTING RESULTS

1. A study and evaluation of

a. Health Record.

b. I. Q. Test.

c. Gates Reading Survey.

d. Group Diagnostic Test - Monroe - Sherman

2. An individual check list of difficulties on each case.

3. A suggested plan for individual cases.

a. Use of word wheel study with consonant beginnings, consonant blends, prefixes, suffixes, compound words, syllabication, and vowels.

b. Use of flashmeter.

c. Use of rate controller.

d. Use of Diagnostic Tests and Remedial Exercises in Reading - Brueckner--a workbook.

e. Timed tests from "Twenty Famous Stories", "Forty Famous Stories" or Washington to Lindberg Stories."

f. Use of Kinesthetic Practice on words.

g. Practice with checkerboard, and other word building games.

h. The learning of five new words a day.

i. Use of reading period for library reading on child's level.

4. A diagnostic test -- Gates Advanced Primary Reading Test Form III as a check on improvement thus far,

given in February.

5. An evaluation of reading scores on Iowa test given in March with comparison of last year's record for all children who were enrolled the previous year.

6. A Follow-up test given May 26 -- Gates Reading Survey Form II. A comparison with Form I to note amount of progress.

7. Conclusions of Study.

   a. To categorize these cases, as typical of any one or a combination of two or more of the following causes:

      1. physical defects
      2. deficient psychological processes
      3. constitutional immaturity
      4. educational immaturity
      5. deficiencies due to unfortunate forms of motivation.
      6. failure to acquire essential techniques
      7. ineffectual types of teaching
      8. social factors in home or school

   b. To establish procedures for improving reading ability of typical cases.

CHAPTER THREE

Case I

A. HISTORY of CASE

Mary Brown who was eleven years of age had attended a school in California the year before. Two younger sisters and Mary lived in a nine-room home in the suburbs of the city. Her father was employed by the railroad and they enjoyed economic security, evidenced by the fact that the whole family went to California by train for their Easter vacation.

Mary's height was 60½ inches and her weight was 96½ pounds. Her vision was normal in both eyes and likewise her hearing was normal. Her teeth had been cleaned in May showing a concern on the part of the parents for her well being. The school nurse had written the following remark on her card: "A healthy looking girl." Her tonsils had been removed in 1943. The only disease she had had was measles. She had been immunized for small pox, diptheria, whooping cough, and had taken the tuberculosis skin test and was found to be negative.

B. DIAGNOSIS

Mary's I.Q. was found to be 100. With her good physical condition and good home surroundings and an average I.Q. score one would expect her to do average

work, but school seemed difficult for her. She was very conscientious and seemed to work hard for the results she got. Her oral reading was slow and filled with hesitancy so the teacher suggested she be given a test by the remedial reading teacher. The Gates Reading Survey was given and showed the following record: Vocabulary, Grade 6.0; Level of Comprehension, Grade 4.5; Speed of Reading, Grade, 5.4.

Mary read to the sixth grade level in Gray's Oral Reading Paragraphs with good expression and good phrasing in the first four grades. On grade levels five and six, she substituted four times and showed poor technique of word attack.

The intermediate form of Group Diagnostic Reading Aptitude and Achievement test by Monroe and Sherman was given. The following diagnostic profile was found:

Figure I

Word Discrimination and Aptitude Profile

% ile	vowel	cons.	rev.	add. om.
90				
80				x
70				
60				
50			x	
40		x		
30	x			
20				
10				
0				

WORD DISCRIMINATION DATA

Types

1. Vowels 30
2. Consonants 40
3. Reversals 50
4. Additions and Omissions 80

% ile	1-2 vis.	1 aud.	1-2 mot.	1 lang.
90			x	
80	x			
70			x	
60	x			
50				
40				x
30		x		
20				
10				

APTITUDE DATA

Visual

1. Letter Memory 60
2. Form Memory 80

Auditory

1. Letter Memory 30

Motor

1. Copying text 90
2. Cross-out Letters 70

Language

1. Vocabulary 40

Mary's word discrimination showed her to be average in discriminating between vowels and consonants and in making reversals and superior in discriminating between additions and omissions. As already mentioned the Gray test found her superior on a fourth grade level, but not on a sixth grade level in discriminating between omissions and additions.

The aptitude profile showed Mary to be average in visual letter memory, superior in visual form memory, low average in auditory letter memory, superior in motor copying text and high average in motor cross-out letters. Her language vocabulary was average.

Both of these profiles would place Mary as an average student with no rating in the inferior class.

The California Test of Personality--Elementary Form B was given at mid-year and showed the following:

Figure II

California Personality Test

of Self Adjustment and Social Adjustment Record

Self Adjustment

	1	10	20	30	40	50	60	70	80	90	99	
a. Self Reliance						x						
b. Sense of Personal Worth				x								
c. Sense of Personal Freedom					x							
d. Feeling of Belonging										x		
e. Withdrawing Tendencies					x							
f. Nervous Symptoms					x							

Social Adjustment

	1	10	20	30	40	50	60	70	80	90	99	
a. Social Standards				x								
b. Social Skills								x				
c. Anti-social Tendencies			x									
d. Family Relations			x									
e. School Relations				x								
f. Community Relations	x											

The Self Adjustment profile showed Mary to be average in self reliance, in sense of personal worth, in sense of personal freedom, in withdrawing tendencies and nervous symptoms and superior in her feeling of belonging.

The Social Adjustment profile showed Mary to be low average in social standards, high average in social skills, inferior in anti-social tendencies and family relations. School relations showed a low average, answers on the test indicating that Mary had disliked a previous teacher very much. Her community relations were down to zero; a possible explanation being that she had recently moved into a new community and had not become adjusted to it.

An inventory of specific reading disabilities showed that Mary repeated words, substituted words and read too slowly. She had to be reminded frequently to speak louder.

C. PRECEDURE

The suggested procedure by the supervisor was to do the following:

1. Practice with more difficult words on the checkerboard and on the word wheels.
2. Read "Forty Famous Stories." for speed and

comprehension.

3. Use the rate controller.

4. Do exercises in the workbook by Brueckner.

The classroom teacher spent approximately an hour a day with Mary and five other children. The procedure was varied from day to day but the class always tried to do some pages in the workbook, do a timed test for three most capable, do some word drill, and spend the remainder of the time on library reading.

Mary spent fifteen minutes a day in oral reading with her reading partner for a period of three months.

Her mother and father came for the parent interview. Very little was accomplished because they didn't regard Mary as a problem case in reading. She liked school better than she ever had and according to the parents, was doing fine. The majority of time was spent in talking about the younger sister who was in the fourth grade. The interview would be considered a near failure.

Mary was eager to do everything possible to improve in reading. She would do as many as five drills a day when only one was expected, and would work ahead in the workbook. She read at home each night to improve her speed in reading. She wanted to be with the

other sixth graders in reading and was given a book so she could read the stories at home. She frequently "sat in" on their reading class and did as much work on the side as possible. Sometimes the teacher thought she was trying to accomplish too much but she was never discouraged from doing it. If she seemed to tire of one kind of work she was free to choose another kind. She did not play the checkerboard game as suggested but was given the lists as drills because she was already motivated and in a very short time had mastered the principles of phonics and syllabication.

Mary used the rate controller one half hour per week for a period of three months. Her record on "Forty Famous Stories" showed that she started with a rate of 190 words per minute and built it up to 410. Out of forty times stories she made scores of 300 words per minute on fifteen. The last month of school Mary took ten timed tests in "Washington to Lindberg Stories" with scores ranging from 435 words per minute to 510. This was an excellent speed record with a perfect comprehension score in eight words.

Mary finished all the exercises in Brueckner's Workbook with 90% of the scores being perfect. This work along with the phonics drills aided her in word attack.

She mastered five new words a day in her notebook. These words were selected from other books than reading and usually she knew the words by the time she had written them.

The mid-year Gates test showed that Word Recognition rated Grade 5.8; and Paragraph Reading was 6.8. This was a considerable gain over the record she had started with.

The Iowa test was given in March. Mary's record showed the following:

Figure III

Iowa Test Record

	Read	Living	Lang	Arith
9				
8				
7				
6				x
5	x	x	x	
4				
3				
2				
1				

The Iowa test showed Mary to be at fifth grade level in three out of four subjects.

Her library reading during the last six weeks listed the following books:

1. Little Black Sambo
2. Old Cow and Patrick
3. Mrs. Black and the Milkman
4. Little Women
5. Now and Long Ago
6. Why the Chimes Rang
7. Heidi
8. Adventures of Pinochio
9. Alice in Wonderland
10. My Boys
11. Paris for Ladies

The teacher encouraged the children to read easy books so the reading would improve and a pleasant attitude would be built. Most of these books were below a fourth grade level.

Mary read each night at home although this was not part of the plan. She had made up her mind to do everything possible to establish a satisfactory rating by the end of the term. When asked how she felt about this reading class, she wrote "I feel that this reading

group has done a lot for me. At times I would rather have been in the other group very much. I liked the games that we played very much."

D. RESULTS

The Form II on the Gates Reading Survey showed Mary to have the following scores: Vocabulary 6.5; Level of Comprehension 7.2; Speed 9.0. This was an improvement of .5 grade in Vocabulary; 2.7 grade in Comprehension; and 3.6 grade in Speed. Mary improved remarkably and will be in a regular reading class next year.

Case II

A. HISTORY of CASE

Alice Brown was a tall, slender girl of twelve years, who looked undernourished and presented an untidy appearance. Her clothes were ill-fitting and her hair was seldom fixed attractively. The entire family of seven lived in a trailer house. Alice's father was a carpenter and was out of work during the winter months. Her father called at school to ask if Alice's lunches might be charged until the end of the month. When the principal was consulted about the matter she suggested that Alice be put on the free lunch list where her name remained for the balance of the year.

Alice was 61 inches tall and weighed 84½ pounds. Her vision was $\frac{20}{15}$ in each eye and her hearing was normal. The nurse's remark on her health card was, "Alice needs free dental help." Her teeth were taken care of by the dental clinic. She had had measles, mumps and whooping cough. Alice had been immunized for small pox, diphtheria and had taken a chest X-ray which had been negative.

School was very difficult for her and even though she made a conscientious effort the results were discouraging. She was unable to grasp the thought from

the printed page and confused the class by her interpretation. Her manner in presenting a talk was hesitant. She would frown deeply as she tried to read her notes and would leave sentences unfinished because she couldn't understand her notes. She giggled frequently but was never reprimanded because the teacher believed this to be an outlet for her nervousness and lack of confidence. She entered into the games readily with her classmates and seemed to enjoy herself very much in folk dancing and games. She would play well at times, but frequently she lost her temper with her classmates, due perhaps to crowded home conditions and insufficient rest. She was eager to please the teacher and frequently brought wild flowers to school. She took more than her share of responsibility in the housekeeping of the schoolroom, and was always an eager volunteer if the teacher wanted an errand done.

There was little cooperation between the home and school. Alice missed a day of school to buy a pair of slippers. Her mother was called twice for a parent conference but failed to come. Her family moved frequently and this was her first year in the school. She left two weeks before school was out to pick strawberries.

B. DIAGNOSIS

Alice's I.Q. test showed a rating 85. She was given the Gates Reading Survey with the following results: Vocabulary, Grade 4.2; Level of Comprehension Grade 3.6; and Speed of Reading Grade 2.9. Alice was very much in need of all the help she could get from a remedial reading class.

In the Gray's Oral Reading test she read the first grade material slowly, hesitated on the word, "four", on the second grade level and made three substitutions in the rest of the paragraph. On the third grade level she showed that she had no word attack method substituting the word "first" for the word "same", and adding other words.

The Group Diagnostic Aptitude and Achievement Test was given with the following profile resulting:

Figure IV

Word Discrimination and Aptitude Profile

% ile	vowel	cons.	rev.	add. om.
90				
80				
70				
60				
50				
40	x			
30				
20				x
10		x		
0			x	

Word Discrimination Data

Types	
1. Vowels	40
2. Consonants	10
3. Reversals	0
4. Additions and Omissions	

% ile	1-2 vis.	1 Aud.	1-2 Mot.	1 Lang.
90	x			
80			x	
70			x	
60				
50				
40				x
30				
20				
10		x		
0	x			

Aptitude Data

Visual	
1. Letter Memory	0
2. Form Memory	90+
Auditory	
1. Letter Memory	10
Motor	
1. Copying Test	70
2. Cross-out Letters	80
Language	
1. Vocabulary	40

In Word Discrimination Alice was average on vowels, but had an inferior rating in consonants, reversals, and additions omissions. The Aptitude test showed her to have a zero rating in letter memory but on the highest percentile in form memory. Her auditory memory was inferior, while her motor copying was high average and the cross-out letters superior. Her language vocabulary was average. This test showed that Alice paid little attention to letters and could not remember them although she was superior in remembering other things.

The California Test of Personality given at mid-year revealed the following:

Figure V

California Personality Test

of Self Adjustment and Social Adjustment Record

Self Adjustment

	1	10	20	30	40	50	60	70	80	90	99	
a.								X				Self reliance
b.		X										Sense of Personal Worth
c.			X									Sense of Personal Freedom
d.		X										Feeling of Belonging
e.				X								Withdrawing Tendencies
f.												Nervous Symptoms

Social Adjustment

	1	10	20	30	40	50	60	70	80	90	99	
a.	X											Social Standards
b.				X								Social Skills
c.	X											Anti-social Tendencies
d.							X					Family Relations
e.	X											School Relations
f.	X											Community Relations

In Self Adjustment Alice was low, superior in self reliance but inferior in sense of personal worth, sense of personal freedom, feeling of belonging and in nervous symptoms. She was low average in withdrawing tendencies.

In Social Adjustment Alice had zero ratings in social standards, anti-social tendencies, school relations and community relations. Her social skills were low average and family relations were medium average. Alice was an example of low self adjustment as well as low social adjustment.

The check list prepared from the three foregoing tests lists the following:

1. Voice lacks variety.
2. Omits or slides over sounds.
3. Has difficulty in learning to read and spell.
4. Substitutes words.
5. Reads word by word.
6. Vocalizes excessively.
7. Doesn't perceive word forms.
8. Doesn't perceive hidden words.
9. Doesn't perceived suffixes and prefixes.
10. In phonics, doesn't perceive initial blends, vowel principles, or syllabication.
11. Has inadequate oral vocabulary.

12. Lacks dictionary skill.
13. Cannot locate central thought or draw conclusion.
14. Slow rate of comprehension in span of recognition.
15. Present curriculum to difficult.
16. Has repeated a grade.
17. Very slow reader.
18. Very limited vocabulary.
19. In sight vocabulary has faulty word recognition, miscalls words, guesses at words, confuses letters and confuses words.
20. Has faulty mastery of basic skills.
21. Is a slow "word" reader.
22. In spelling substitutes and transposes letters.
23. Parents have few cultural interests, do not read to children, or do not use the public library.

C. PROCEDURE

The remedial reading teacher suggested the following procedure:

1. Use the word wheel beginning with grade II.
2. Use "Twenty Famous Stories" for speed and comprehension.
3. Do oral reading on second grade level and give

help in word attack clues.

4. Study very easy blends on checkerboard.
5. Use the kinesthetic method in learning new words.
6. Do Brueckner-"Secrets of Word Building" workbook.

Alice read aloud fifteen minutes a day to a reading partner for three months. She was given word wheels beginning on grade two level which was the sounds of consonants. She said she had never learned the sounds of letters before and everything she knew in reading was from memory. She asked for help from classmates and teacher often asking a simple question like the sound of the letter "m." After learning approximately a dozen words beginning with "l" she usually knew the sound of "l" the next day. She covered consonant sounds, prefixes, suffixes, beginning blends and did some work with syllabication and compound words. The teacher was advised not to try to cover too much because she might defeat the very thing she was trying to do.

Alice covered the work in "Twenty Famous Stories." She was too slow a reader to do timed tests because she would compare her scores with others and be discouraged. Five questions followed each story. She frequently got a score of three and four.

Alice finished "Practice Exercises in Reading" by Gates-Peardon Book III, Type A which has 62 stories. Each story on a third grade level is followed by three questions in which the right answer is checked. The first question builds vocabulary, the second located central thought and the third drew conclusion. Alice got a perfect score on 90% of these stories. This was followed by type B of the same series, and called for the use of more judgment in selecting answers. She did well on these and was interested in the material, because she could read it. Alice worked at these stories during reading class and sometimes asked to take them home.

She did most of the exercises in Brueckner's Workbook and seldom got a perfect score. She should have had an easier workbook but none was available, so the teacher used what was at hand. When the lesson was difficult Alice did part of it. The importance of scores was kept at a minimum and sometimes Alice learned words from watching her book while others read. Her reading speed was around one hundred words per minute, but she understood that in her case there were more essential things than speed needed, and when she had the right foundation the speed would come.

The mid-year Gates test showed Alice rated as

follows: Word Recognition, Grade 4.6; and Paragraph Reading, Grade 4.0. This showed a slight gain over the first score.

The Iowa test given in March showed Alice to rate fourth grade level in reading and social living, and fifth grade in language and arithmetic.

Figure VI

Iowa Test Record

	Read.	Social Liv.	Lang.	Arith.
9				
8				
7	- - -	- - -	- - -	- - -
6				
5			x	x
4	x	x		
3				
2				
1				

Alice's library reading the last six weeks shows the following list of books:

1. Topsy Turvy Tales
2. Little Indian
3. Bongo
4. The Monroe Twins

5. Can You Find the Pup

6. Now and Long Ago

This list would fall in the third grade classification and represented good books for Alice to read.

D. RESULTS

The Gates Test Form II was given at the close of school and Alice had the following scores: Vocabulary, Grade 4.5; Level of Comprehension, Grade 6.4; and Speed Grade 4.5. This shows a gain of .3 in vocabulary, 2.8 in comprehension, and 1.6 in speed. The gain in comprehension is remarkable and due partly to the three booklets she covered on a level she could read. She should have made more of a gain in vocabulary. The gain in speed was a result of the splendid gain in comprehension.

Alice will go on to the junior high next year and will be in another remedial reading class. She will be glad to be in it because she will be given material she can read.

Case III

A. HISTORY of CASE

Vernon Brown was a very small eleven-year old boy, being 51½ inches tall and weighing 57½ pounds. He had light thin hair and a freckled face. Visitors noticed him because he was so tiny in comparison with the other fifth graders. His father was a salesman and the family seemed to have everything they needed. Vernon wore very attractive cowboy clothes to school, had a nice cub scout uniform, and took private lessons on a violin, He played at school on various occasions and entered an amateur contest. He was disappointed in not getting the prize and would not play during the music week program when encouraged to do so.

Vernon had been an only child for three years when twin boys were born in the family. Vernon's physical condition showed eyes and ears to be normal. The school nurse had written "Healthy looking" on his chart. He had had the measles and his tonsils were removed in 1942. He had been immunized for small pox and diptheria.

B. DIAGNOSIS

Vernon was given a Gates Survey test and the following rating was found: Vocabulary, Grade 3.5; Level

of Comprehension, Grade 3.9; and Speed of Reading, Grade 4.1.

In the Gray Oral Reading Test he read the first and second grade paragraphs well and made slight mistakes in the third and fourth grade paragraphs. The fifth grade paragraph showed a lack of word attack and three substitutions were made in the paragraph.

The Aptitude and Achievement Test by Monroe and Sherman was given. The profile follows:

Figure VII

Word Discrimination and Aptitude Profile

% ile	vowel	cons.	rev.	add. om.
90				
80				
70				
60				x
50				
40				
30				
20	x		x	
10				
0		x		

Word Discrimination Data

Types	
1. Vowels	15
2. Consonants	0
3. Reversals	15
4. Additions and Omissions	60

% ile	1-2 vis.	1 aud.	1-2 mot.	1 language
90	x		x x	
80				
70				
60				x
50				
40		x		
30	x			
20				
10				
0				

Aptitude Data

Visual	
1. Letter Memory	30
2. Form Memory	90
Auditory	
1. Letter Memory	40
Motor	
1. Copying Test	90+
2. Cross-out Letters	90+
Language	
1. Vocabulary	60

In Word Discrimination, Vernon was inferior in recognizing vowels, consonants, and reversals. He had an average rating in additions and omissions. The Aptitude test showed him to be low average in letter memory but very superior in visual form memory. In auditory letter memory he was average; in motor copying and cross-out test very superior; and in language vocabulary average. This test shows him to have a much better rating in aptitude than in word discrimination.

The California Test of Personality was given with the following profile resulting:

Figure VIII

California Personality Test of

Self Adjustment and Social Adjustment Record

Self Adjustment

	1	10	20	30	40	50	60	70	80	90	99	
												a. Self reliance
					X							
												b. Sense of Personal Worth
						X						
												c. Sense of Personal Freedom
		X										
												d. Feeling of Belonging
	X											
												e. Withdrawing Tendencies
		X										
												f. Nervous Symptoms
		X										

Social Adjustment

	1	10	20	30	40	50	60	70	80	90	99	
												a. Social Standards
				X								
												b. Social Skills
				X								
												c. Anti-social Tendencies
					X							
												d. Family Relations
			X									
												e. School Relations
	X											
												f. Community Relations
				X								

In Self adjustment Vernon was found to be average in self reliance and sense of personal worth. He was very low in sense of personal freedom, feeling of belonging, withdrawing tendencies and nervous system. His social adjustment was low average in social standards, social skills, anti-social tendencies and community relations. His school relations was a zero rating. This chart is significant because it shows a poorly adjusted individual who doesn't get along at school.

In the light of the previous diagnostic tests the following check list was compiled:

1. Substitutes words.
2. Doesn't perceive word forms.
3. Doesn't recognize compound words.
4. Lacks phonetic analysis in initial blends, vowel principles and syllabication.
5. Faulty word recognition, guesses at words, confuses letters, confuses words.
6. Faulty mastery of basic skills.
7. In spelling, omits, substitutes, and transposes letters.

C. PROCEDURES

The remedial reading teacher suggested the following procedure:

1. A study of the more difficult words of conso-

nant blends.

2. Read "Forty Famous Stories" for speed and comprehension.

3. Do oral reading and give help in use of four-word attack clues.

4. Play games for phonetic drill.

5. Use Brueckner's Workbook for various drills.

Vernon's mother was called for a conference. She revealed many things about Vernon's home background. He had been an only child until he was three years of age and had been shown a great deal of attention by his father and mother. Since he was bright, well-dressed and very small for his age other people paid him a great deal of attention too. When twin brothers were born all that was changed. His mother became preoccupied with the twins. His father became absorbed in the twins. All the friends noticed the twins and Vernon was left to entertain himself as best he could. He did not make this adjustment easily and his parents lacked the understanding of helping him make the transition to his new role in the home. When he started school, conditions were better for a year or two. He was an excellent reader in the first three grades. When he entered the fourth grade the twins started school. They received all the attention because they had so much to talk about and there were two of them. Vernon found it increasingly difficult to put his mind on his work. He became nervous and fidgety. He started stutering slightly and became a "word" reader. He could not compete with his classmates in a scholastic way. Because of his small size he could not compete in games. He couldn't compete with the twins at home. When he

was put in a remedial reading class in the fifth grade his mother was very upset. She ridiculed the easy library books he brought home. When he asked to read out loud she asked him not to. When he asked to read to his mother she told him to go away and play because she was too timed to hear him. During the conference she began to realize her mistakes and said she would do everything possible to encourage and help him.

During the reading class period Vernon was reluctant to put forth much of an effort in the beginning. While others were working he would find many excuses to walk around the room. The teacher would notice him writing at the blackboard or getting a drink, or visiting with a neighbor or looking at his marbles. When appointed as a leader he would usurp his privileges and there were always complaints against him. Little by little his attitude changed. He tried to fit in with the group and tried to please the teacher. He began showing a feeling of satisfaction when he had accomplished a list of words on the word wheel. He made suggestions and the class followed them if possible. The teacher tried to find ways of complimenting and encouraging him. He took an interest in his scores and records.

The mid-year Gates test showed the following record: Word Recognition, Grade 5.5; and Paragraph Reading, Grade 5.4. The teacher complimented him upon his success and suggested that he might be put in a regular class the following year if he continued to improve.

The Iowa test was given two months later and Vernon had the following profile:

Figure VIX

Iowa Test Record

	Read	Living	Lang	Arith
9				
8				
7	- - -	- - -	- - -	- - -
6	x			
5			x	x
4		x		
3				
2				
1				

The record showed that Vernon ranked 6.5 in reading; 4.8 in social living; 5.2 in language; and 5.4 in arithmetic. He was very close to the grade line in three subjects and nearly a grade ahead in reading.

His reading record on the Iowa test the year before was 3.3 so he had made a progress of 3.2 grades during the year. The teacher informed him of his progress, and since nothing succeeds like success Vernon was an interested, enthusiastic child the rest of the year.

His record on "Forty Famous Stories" showed that his lowest rate was 140 words per minute and the highest was 265. Out of forty stories he had a reading rate of 200 or better in eleven stories with a perfect comprehension score in twenty-six stories. During the last month on the ten "Washington to Lindberg Stories" his score ran from 195 words per minute to 265. He had a reading rate above 240 in five stories.

Vernon completed all of the exercises in the Brueckner Workbook. He got perfect scores on approximately one third of them, and sometimes one-half of the answers would be wrong on the hardest pages.

During a part of the year five new words were learned a day. Vernon used the Kinesthetic method in learning them.

He started the phonics work by learning beginning blends. The teacher spent more time with him on phonics than with anyone else. He had a very difficult time in learning to blend two consonants. He accomplished

the fundamentals of phonics.

His oral reading did not improve greatly. He remained a "word" caller when reading aloud. Since the emphasis was on silent reading and comprehension the teacher did not become very concerned about oral reading.

During the last six weeks Vernon read the following books:

1. The Ugly Duckling
2. Mr. Tootles Invention
3. Do You Know About Fishes?
4. Bambi
5. Midnight and Jeremiah
6. Things That Go
7. Lentil
8. Peter and the Wolf
9. The Animals of Friends Farm
10. Pierre Pidgeon
11. Can You Find The Pup?
12. Bongo
13. Little Black Sambo
14. Make Way For Duckling
15. Fish in the Air
16. Mrs. Duck and the Milkman
17. Hoofbeats

D. RESULTS

The Gates Reading Survey Form II was given in May with the following result: Vocabulary, Grade 5.7; Level of Comprehension, Grade 6.9; and Speed of Reading, Grade 6.2. Vernon had made an improvement in vocabulary of 2.2 grades, in comprehension of 3 grades and in speed of 1.9 grades.

He will be in a regular reading class next year and was happy to learn of this. He must have been encouraged at home as well as at school in order to make the progress shown.

Case IV

A. HISTORY of CASE

Melvin Lane was an eleven-year old boy who was a fifth grader. He was nice looking and had a pleasant manner. He was sincere, kind, and just, in his relations with his classmates. He had a deliberate, slow manner in both his movements and speech. He lived with his mother and three younger brothers in a small home on a pleasant street. His father had left the family two years previous and had not been heard of since. The family was being supported by county welfare funds.

Melvin's heighth was 57 inches and his weight was 74½ pounds. His vision was $\frac{20}{10}$ in both eyes which may have accounted for some of his trouble in reading. His hearing was normal. He had had measles, whooping cough, chicken pox, and his tonsils and adenoids had been removed in 1947. He had been immunized for small pox and diptheria. Perhaps having diseased tonsils and adenoids until he was nine, along with his faulty vision, affected his lack of adjustment to school work.

B. DIAGNOSIS

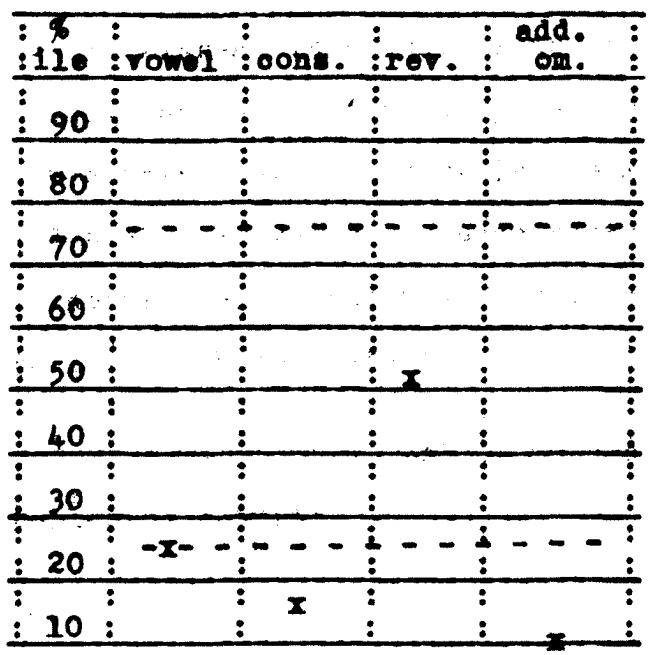
Melvin was given the Gates Reading Survey and the following scores were made: Vocabulary, Grade 4.1;

Level of Comprehension, Grade 3.3; Speed of Reading, Grade 3.3. Being a grade below in vocabulary, and two grades below in comprehension and speed. Melvin was placed in a remedial reading class.

The Aptitude and Achievement Test by Monroe and Sherman was given. The profile follows:

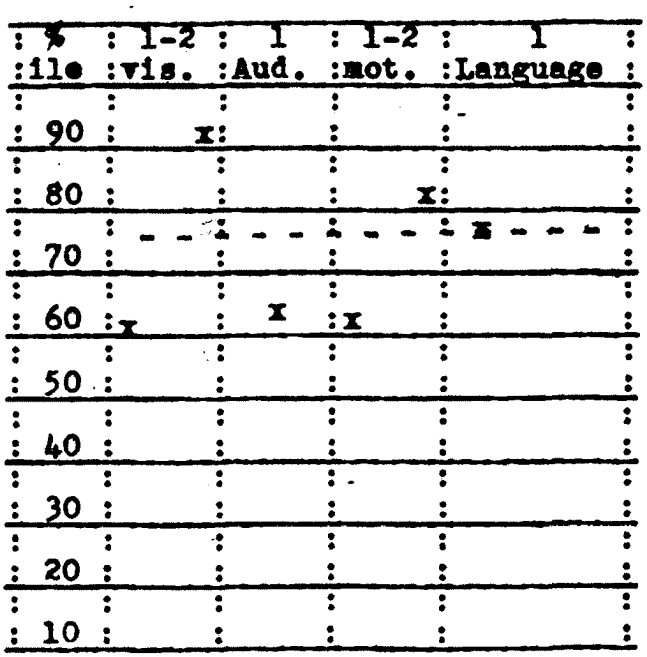
Figure X

Word Discrimination and Aptitude Profile



Word Discrimination Data

Types	
1.	
1. Vowels	25
2. Consonants	15
3. Reversals	50
4. Additions and Omissions	10



Aptitude Data

Visual	
1. Letter Memory	60
2. Form Memory	90
Auditory	
1. Letter Memory	60
Motor	
1. Copying Text	60
2. Cross-out Letters	80
Language	
1. Vocabulary	75

In the Word Discrimination test Melvin was low average in vowels, inferior in consonants, average in reversals and inferior in additions and omissions. In the aptitude test he was average in visual letter memory, superior in form memory, average in auditory letter memory, average in the motor copying text superior in the motor cross-out letters and high average in language vocabulary. His aptitude test is above average but his word discrimination shows him to be low in three tests and midway in one.

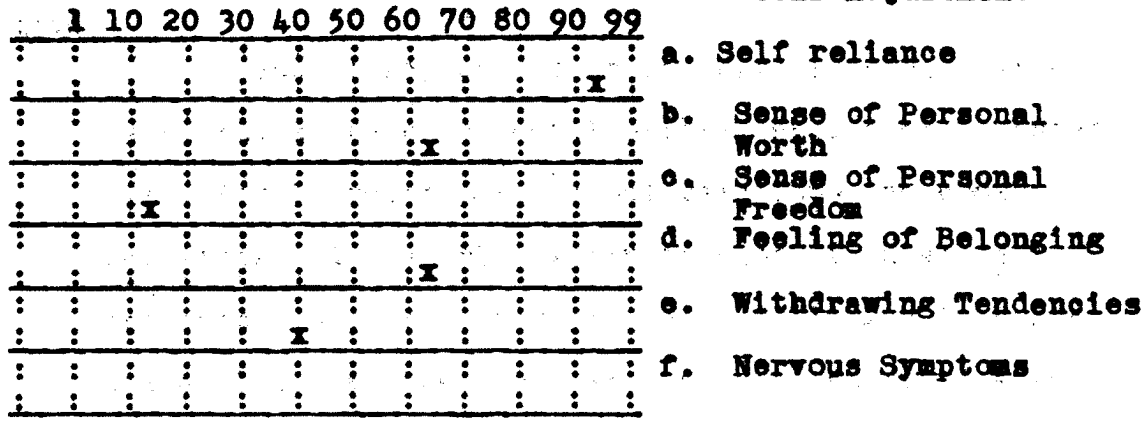
The California Test of Personality was given with the following result:

Figure XI

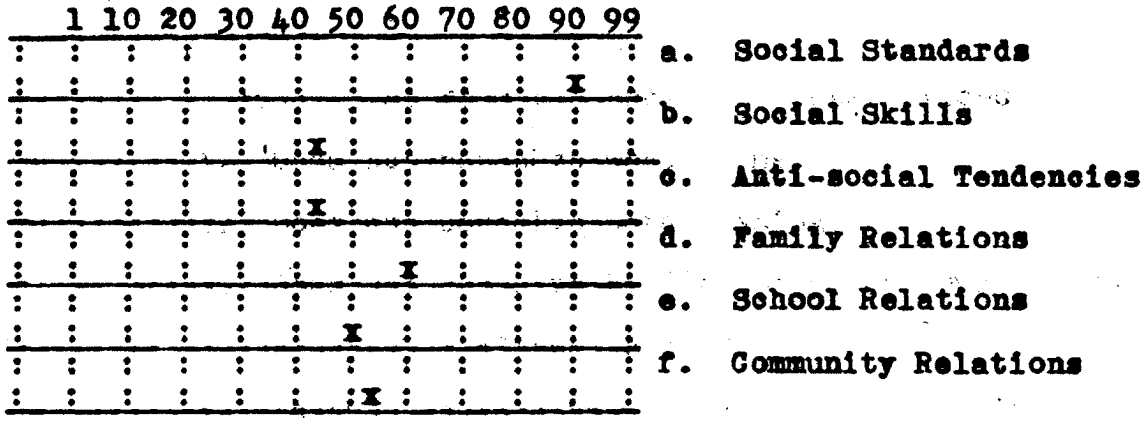
California Personality Test of

Self Adjustment and Social Adjustment Record

Self Adjustment



Social Adjustment



In Self Adjustment he was high in self reliance, very low in sense of personal freedom, and average in sense of personal worth, feeling of belonging, withdrawal tendencies, and nervous symptoms.

In Social Adjustment he was high in social standards and average in social skills, anti-social tendencies, family relations, school relations and community relations. A possible explanation of his high self reliance was that he was partially filling a father's place with his three younger brothers, and this also explains his low rating in personal freedom. His mother was ill part of the time so Melvin helped with housework too.

A check list from the previous tests follows:

1. Does not perceive word forms.
2. Does not perceive word meaning.
3. Does not perceive hidden words, compound words, plurals, prefixes or suffixes.
4. In phonics does not recognize initial blends, initial sounds, vowel principles or syllabication.
5. Inadequate comprehension in retelling a story, locating central thought and drawing conclusions.
6. Slow rate of comprehension in span of recognition.

7. Very slow reader.
8. Below average in two subjects.
9. In reading, faulty word recognition, misealls words, confuses letters.
10. Unable to sound letters.
11. In spelling, omits, substitutes, and transposes letters.

C. PROCEDURE

The remedial reading teacher suggested the following procedure for Melvin:

1. The use of "Forty Famous Stories" for comprehension and speed.
2. Use the word wheel with easy blends.
3. Do oral reading and help with four-word attack clues.
4. Use the checkerboard with easy blends in phonics.
5. Practice on flashmeter.
6. Use the rate controller.
7. Do exercises in Brueckner's Workbook.

Melvin played the games in learning the phonics principles. He learned all the words on the wheels in phonics, covering beginning blends, vowels, prefixes, suffixes, and compound words.

He spent a half hour a week on the rate controller and forty-five minutes a week on the flashmeter. He

was able to read on the flashmeter at the highest possible speed in which it could be operated. He finished Brueckner's Workbook and had perfect scores on half of the tests. Oral reading was carried on for fifteen minutes a day with an oral reading partner. The books read were on a third and fourth grade level.

In the booklet "Forty Famous Stories" Melvin began with a rate of ninety words per minute and reached 240. Out of forty tests he had a speed of 200 or over in twenty-four of them. In the forty stories he had a perfect comprehension score in thirty-two. During the last month Melvin read ten stories in "Washington to Lindberg" with a low score of 180 words per minute and a high score of 264. Four of the stories had a rating of 212 or better and five had a perfect comprehension score.

The mid-year Gates test showed Melvin to have a rating of Grade 5.3 in word recognition and 5.4 in paragraph reading. This accomplishment encouraged Melvin greatly.

The record of the Iowa test given in March follows:

Figure XII

Iowa Test Record

	Read.	Living	Lang.	Arith.
9				
8				
7				
6	x			
5				x
4		x		x
3				
2				
1				

Melvin had a record of 6.8 in reading; 4.9 in social living; 4.2 in language, and 5.1 in arithmetic. His record the previous year had been 3.2 thus showing a gain of 3.8 grades in one year, a remarkable growth.

Melvin became very interested in library reading the last six weeks. A list of books he read follows:

1. Obedience Virginia Parkinson
2. The Gingerbread Boy Lindman
3. The Ugly Duckling Patic
4. Paul Bunyan Turney
5. The Monkey Twins Hogan
6. Martin and Abraham Lincoln Coblentz

7. Mickey Never Fails Disney
8. Fish in the Air Wiese
9. Bounce and the Bunnies Carroll
10. Bongo Disney
11. Unhappy Rabbit Raynoud
12. The Red Shoes Lindman
13. Wings for Ber D'Avlaire

This seemed to be an excellent list of interesting books for Melvin. Melvin became deeply absorbed in his reading. He often asked to read special sentences to the class from the weekly reader.

He has this to say about the reading class "Iliked the games we played. I didn't like the blue workbook."

D. RESULTS

Form II of the Gates Reading Survey was given with the following results: Vocabulary, Grade 6.3; Level of Comprehension, Grade 7.3; and Speed of Reading, Grade 4.7. An improvement of 2.2 grades was made in vocabulary, 4.0 grades in comprehension, and 1.4 grades in speed. Melvin made more progress than anyone else in the reading class. He will be in a regular reading class next year. He had been most cooperative this year and was a wonderful influence in his class.

Case V

A. HISTORY of CASE

Rose Gray was a ten-year old girl of 54½ inches tall and weighed 70 pounds. She was a beautiful child and had a charming personality. The family was comprised of her father, a truck driver who was out of work during the winter, and her mother, a very attractive woman, who had had an office job for some time.

Rose had $\frac{20}{10}$ vision in both her eyes and her hearing was normal. She had been subject to recurrent colds. Her teeth were in good condition and her general appearance showed that she was well cared for at home. She had chickenpox and had been immunized for small pox, diptheria and whooping cough.

B. DIAGNOSIS

Rose was given the Gates Reading Survey and her scores were as follows: Vocabulary, Grade 3.1; Level of Comprehension, Grade 3.4; and Speed of Reading, Grade 3.6. This showed Rose at a third grade level in reading and greatly in need of help from the remedial reading class.

In the Gray's Oral Reading Test she showed good phrasing in the first four grades. Her reading showed no word attack on the second grade level. The fifth

grade paragraph showed eight mistakes, with much hesitation and substitution.

The Group Diagnostic Test profile follows:

Figure XIII

Word Discrimination and Aptitude Profile

Word Discrimination Data

% ile	vowel	cons.	rev.	add. om.
90				
80				
70				
60				
50				
40		x		
30	x			
20				
10				x
0			x	

Types	
1. Vowels	30
2. Consonants	40
3. Reversals	0
4. Additions and Omissions	10

Aptitude Data

% ile	1-2 vis.	1 aud.	1-2 mot.	1 language
90			x x	
80				
70				x
60		x		
50	x	x		
40				
30				
20				
10				
0				

Visual	
1. Letter Memory	50
2. Form Memory	60
Auditory	
1. Letter Memory	50
Motor	
1. Copying Text	90
2. Cross-out Letters	90
Language	
1. Vocabulary	65

According to Figure 13, in Word Discrimination Rose was low average in vowels and consonants, a zero rating in reversals and inferior in additions and omissions.

In Aptitude she was medium average in visual letter and form tests, average in auditory tests, on the highest percentile in both motor tests and high average in language. This shows a good aptitude rating but a low word discrimination record.

Rose took the California Test of Personality and obtained the following profile:

Figure XIX

California Personality Test of

Self Adjustment and Social Adjustment Record

Self Adjustment

	1	10	20	30	40	50	60	70	80	90	99	
a. Self reliance									X			
b. Sense of Personal Worth										X		
c. Sense of Personal Freedom								X				
d. Feeling of Belonging										X		
e. Withdrawing Tendencies											X	
f. Nervous Symptoms											X	

Social Adjustment

	1	10	20	30	40	50	60	70	80	90	99
a. Social Standards		X									
b. Social Skills									X		
c. Anti-social Tendencies										X	
d. Family Relations							X				
e. School Relations										X	
f. Community Relations									X		

In Self Adjustment Rose had a high average sense of personal freedom and a superior rating in self reliance, sense of personal worth, feeling of belonging, withdrawal tendencies and nervous symptoms.

In Social Adjustment she was inferior in social standards, high average in family relations and superior in social skills, anti-social tendencies, school relations and community relations. Both charts show an exceptionally well adjusted child with the exception of social standards. Rose missed four questions out of twelve which placed her on the lowest percentile. She missed the following questions:

1. Do people really need to know what is right and what is wrong?
2. Do boys and girls need to be careful of the property of rich people?
3. Should a person try to get even with someone who has been unfair?
4. Should elementary school children live up to the school rules?

As previously stated Rose was such a sweet gracious child that she "got by" with many things. I noticed that she was the only child in the room who ordered three photographs of the largest possible size when school closed. Evidently all she had to do was ask for the

money in order to get it. Her classmates favored her and made allowances for her. She was more disrespectful than anyone in the room when a talk was being given. She was continually annoying someone who wanted to work. When corrected by the teacher she would smile charmingly and remember the correction for approximately fifteen minutes.

The check list compiled from the three foregoing tests follows:

1. Shows difficulty in understanding simple oral directions.
2. Has difficulty in understanding simple written directions.
3. Has difficulty in learning to read and spell.
4. Does not perceive word forms.
5. Does not perceive hidden words, compound words, or plurals and prefixes and suffixes.
6. In phonetic analysis does not know initial sounds, initial blends, vowel principles or syllabication.
7. Inadequate meaning vocabulary in oral vocabulary, general vocabulary, technical vocabulary dictionary skills.
8. Inadequate comprehension in drawing conclusions.
9. Slow rate of comprehension in word perception.

word meaning and span of recognition.

10. Unable to plan and outline.

11. Fails to comprehend text.

12. Faulty word recognition, miscalls words, guesses at words, confuses words.

13. Inadequate meaning vocabulary.

14. Reads too slowly.

15. Substituted, transposes, and omits letters.

C. PLAN of PROCEDURE

The following plan was suggested by the remedial reading teacher:

1. The use of "Forty Famous Stories" for comprehension and speed.

2. Learn principles of phonics beginning with vowels.

3. Use Brueckner's Workbook for practice exercises.

4. Play the reading games for phonics drill.

5. Use oral reading with help on word attack clues.

6. Use the flashmeter.

7. Use the rate controller.

When a parent conference was called Mrs. Gray was unable to come because she was working but Rose's father was interested enough to come. No particular light was cast upon the case by the conference. The parents felt that they had done everything possible and were not

overly concerned about Rose. They were willing to co-operate and would have followed any suggestion. They were asked to encourage library reading and to accept the fact that Rose was in a class where she would get special help.

Rose did not accomplish as much in Brueckner's Workbook as she should have done. She handed it in with one-third of the pages untouched. Of the two-thirds that were finished she received low scores on one-third of them. The teacher realized that the workbook was too hard for a child with a third grade level and consequently Rose was not taken to task for unfinished lessons. The class was organized to build a good attitude toward reading, and covering stipulated material was second place.

Rose finished Practice Exercises in Reading Book III Type A and out of sixty-two lessons received a perfect comprehension score in forty-eight. This was on a third grade level and she enjoyed it.

She did all of the lessons in "Four and Twenty Famous Tales" and received good comprehension scores. She had too low a level to do timed stories at first. During the last month all of the group wanted to do timed stories so the teacher put them all in one group. Rose did ten stories in "Washington to Lingberg" starting with a speed of 120 words per minute and reaching a

score of 395. Out of the ten tests Rose had a score of 325 or better on five of them. She had a perfect comprehension score on six of them. When the teacher expressed amazement at such remarkable progress she said she had been working at home for sometime to improve her reading speed. She played the reading games to learn phonics as well as studying the word wheels and doing drill work at the board. She covered all the phonetic principles.

She practiced oral reading for fifteen minutes a day with a reading partner. Rose enjoyed reading aloud. Sometimes her reading partner would have to listen to her converse between sentences before she would continue with the lesson.

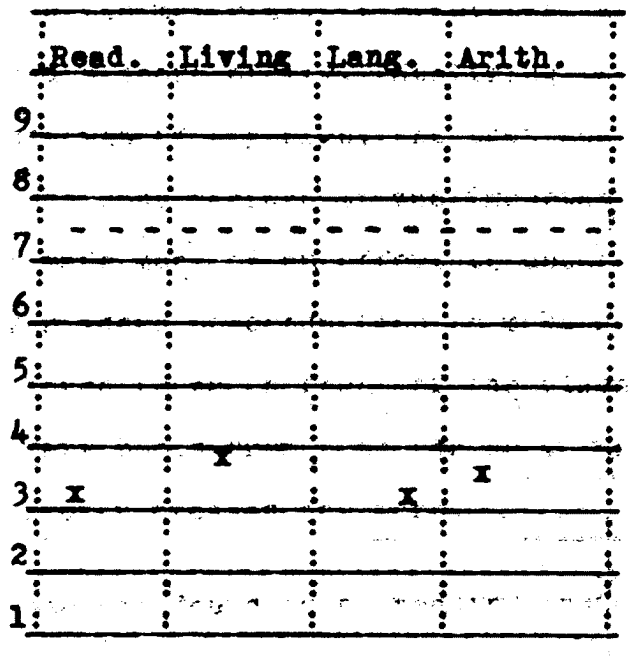
Rose learned five words a day by the Kinesthetic method of study during part of the year.

At mid-year Rose took only the Word Recognition test and found her grade to be 4.6. This showed considerable improvement and encouraged Rose greatly.

The Iowa Test was given Rose with the following results:

Figure XV

Iowa Test Record



Her reading score showed third grade level and her vocabulary fourth grade level. She rated close to the fourth grade level in social living, low third in language and middle third in arithmetic. When this was compared with her record from the year before it showed no gain in comprehension but a gain of 1.5 grade in vocabulary. Rose was learning words through her oral reading and phonics study but she was not learning to think as she read.

Rose was the problem case of the group so the teacher asked the advice of the remedial reading teacher. Her I.Q. score was recorded as 81. Both teachers felt

that such an apparently intelligent girl should have a higher score and that perhaps she rated low because she couldn't read the material. A Binet test was given and Rose obtained a score of 112. Realizing that her intelligence score was fairly high, and that she could improve greatly if she once decided it was important to improve, the teacher made more of an effort to understand her. She was given added opportunities to make reports because she dearly loved to be in front of the class. The teacher brought library books from home for her. She complimented her on the pretty dresses she wore.

Soon Rose was found to be reading instead of whispering as she always had done before.

Her library reading during the last six weeks period follows:

1. Stories That Sing
2. Bambi
3. Keo the Otter
4. Uncle Wiggily in the Country
5. The Cat and the Captain
6. Pierre Pidgeon
7. The Corner House Girls
8. Ocean Born Mary
9. What Am I?
10. The Story of Alaska

11. Young Mac at Fort Vancouver
12. Water Babies Circus
13. Bowser the Hound
14. Can You Find the Pup?
15. Little Black Sambo
16. The Chinese Children Next Door
17. Pocahontas
18. The Seven Crowns

The list shows stories that Rose was capable of reading and the length of the list shows a growing interest in library reading. The teacher felt that Rose's interest was awakened more by the library reading than by anything else.

Rose has this to say about Remedial Reading Class: "It has helped me a lot and I have enjoyed it. I don't like the word wheels or the five words we learn each day. I liked the one minute test a lot, because the teacher gave us our score. In the second grade the teacher didn't do that. I have appreciated the time the teacher has spent with me."

D. RESULTS

The Gates Reading Survey Form II was given in May. Rose obtained the following scores: Vocabulary, Grade 4.4; Level of Comprehension, Grade 5.7; Speed of Reading, Grade 5.8. The improvement made by Rose was 1.3

grade in vocabulary, 2.3 grade in comprehension and 2.2 grade in speed. This progress was splendid and enabled Rose to be in a regular reading class the following year. Her attitude toward her lessons, her friends and her teacher was much improved.

Case VI

A. HISTORY of CASE

Donald Lane was a tall slender boy of twelve, with a pronounced nose and brown twinkling eyes. He was very near-sighted and had been wearing glasses for some time. When they were being repaired he could not see well enough to do school work. His father was a janitor for the telephone company. Donald was the youngest boy in a very large family. He was 60-3/4 inches tall and weighed 82½ pounds. His eyes showed $\frac{20}{10}$ vision and his hearing was normal. He had had chicken pox, measles, mumps, and whooping cough. He had been immunized for small pox and diptheria.

He had been considered one of the best citizens in the room by previous teachers. He was eager to help, very cooperative and had a pleasing personality. The teacher depended upon him to set up the movie machine and screen as well as to take it down. He came to school early and usually came in to offer to do errands. He volunteered to do errands for the office. Since he usually got little recognition in school subjects, he had discovered a way of feeling needed and of obtaining recognition.

His reading disability had begun to concern him. He was developing a dislike for oral reading and would

become nervous and chagrined when asked to read. He stuttered to quite a degree and became increasingly worse if he were helped while reading aloud. When he confidentally told the teacher that he just hated oral reading she decided to help his cause along by not embarrassing him, knowing that comprehension and speed in silent reading are far more important than good oral reading.

B. DIAGNOSIS

Donald's I.Q. score was 91. He was given a Gates Reading Survey test and obtained the following scores: Vocabulary, Grade 3.7; Level of Comprehension, Grade 3.6; and Speed of Reading, Grade 3.8. One can readily see the difficulty a sixth grader would have with scores like these.

He read the paragraphs on the first and second grade level in Gray's Oral reading test very well. On the third grade level he substituted and repeated phrases. He made eight mistakes on the fourth grade level.

The Group Reading Aptitude and Achievement Tests showed the following:

Figure XVI

Word Discrimination and Aptitude Profile

Word Discrimination Data

% ile	vowel	cons.	rev.	add. om.
90				
80				
70				
60				
50				
40				
30				x
20				
10		x		
0	x		x	

Types	
1. Vowels	0
2. Consonants	10
3. Reversals	0
4. Additions and Omissions	30

Aptitude Data

% ile	1-2 vis.	1 aud.	1-2 motor	1 lang.
90	x			
80				x
70				
60				
50			x	
40				
30			x	
20		x		
10	x			
0				

Visual	
1. Letter Memory	10
2. Form Memory	90
Auditory	
1. Letter Memory	20
Motor	
1. Copying Text	30
2. Cross-out Letters	50
Language	
1. Vocabulary	80

According to figure 16 in Word Discrimination he had a zero rating on vowels, an inferior rating in consonants, zero rating on reversals and low average on omissions.

His Aptitude test showed ratings of inferior on visual letter memory test, superior on visual form memory, low average on auditory letter memory, low average on motor copying, medium average on cross-out letters and superior on language vocabulary. His aptitude as well as his word discrimination would be considered low.

The California Test of Personality follows:

Figure XVII

California Personality Test of

Self Adjustment and Social Adjustment Record

Self Adjustment

	1	10	20	30	40	50	60	70	80	90	99	
a.												Self reliance
		X										
b.												Sense of Personal Worth
									X			
c.												Sense of Personal Freedom
										X		
d.												Feeling of Belonging
							X					
e.												Withdrawing Tendencies
								X				
f.												Nervous Symptoms
											X	

Social Adjustment

	1	10	20	30	40	50	60	70	80	90	99	
a.												Social Standards
										X		
b.												Social Skills
											X	
c.												Anti-social Tendencies
										X		
d.												Family Relations
										X		
e.												School Relations
								X				
f.												Community Relations
							X					

In Self Adjustment Donald had a low rating on feeling of belonging and a superior rating on the following: personal worth, sense of personal freedom, withdrawing tendencies and nervous symptoms. His Social Adjustment showed a medium rating on community relations and school relations and a superior rating on: social standards, social skills, anti-social tendencies and family relations. With the exception of self reliance his profile shows him to be a very well adjusted child.

In the light of the three foregoing tests the following check list was compiled:

1. Omits, add, substitutes and repeats words.
2. Reads word by word.
3. Inadequate sight vocabulary in hidden words, compound words, plurals, prefixes, and suffixes.
4. In phonetic analysis does not know initial blends, vowel principles or syllabication.
5. Has inadequate meaning vocabulary in oral and general work.
6. Has a slow rate of comprehension in word perception, word meaning and span of recognition.
7. In sight vocabulary repeats, miscalls, guesses, confuses, adds, and skips words.
8. In word analysis mispronounces, cannot sound, reverses letters, and reverses syllables.

9. Has inadequate meaning vocabulary.
10. Has faulty comprehension.
11. Phrases inadeuqately.
12. Reads too slowly.

C. PROCEDURE

The remedial reading teacher suggested the following procedure.

1. Use "Twenty Famous Stories" for comprehension and speed.
2. Use the word wheel beginning with Grade II.
3. Use the Kinesthetic practice in learning new words.
4. Use the checkerboard with easy words in initial blends.
5. Practice reading orally with use of guide cards.
6. Use the flashmeter.
7. Use the rate controller.

Donald read orally to a partner for fifteen minutes a day for a three month period. He didn't mind reading to an individual as much as to a group.

He learned the principles of phonics through games and devices. He practiced a half hour a week on the rate controller and forty-five minutes on the flashmeter. He learned five new words a day by the Kinesthetic method over a period of time.

In "Twenty Famous Stories" he had perfect comprehension scores in ninety percent of the tests. Speed scores were not kept for pupils with third grade rating but the teacher noticed that Donald had a watch and kept his own. The scores ranged from 115 words per minute to 288.

In the "Washington to Lingberg Stories" Donald had scores from 143 to 343. Five of the scores were 225 or better. In the comprehension Donald had perfect scores on eight tests.

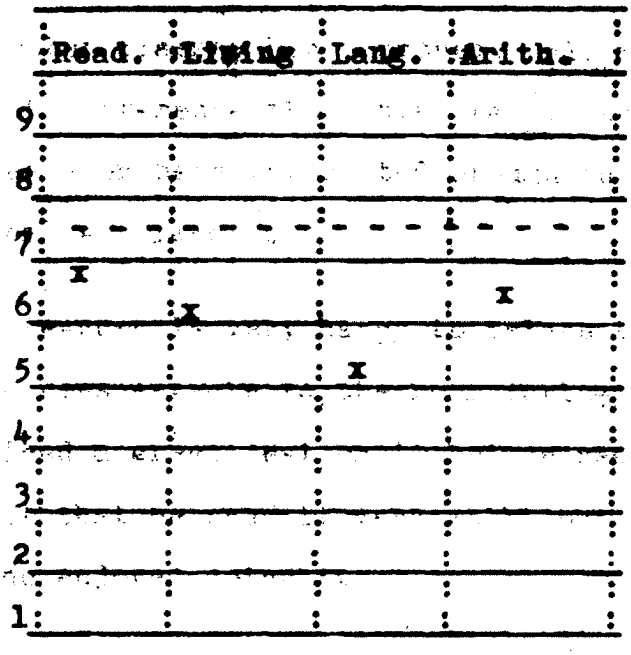
In Brueckner's Workbook a few pages were unfinished. He missed many comprehension questions but got the lessons on phonics very well.

At mid-year the Gates Paragraph Reading showed his to be Grade 6.8. This was a remarkable improvement.

The Iowa test showed a rating of 6.8 in comprehension. The profile follows:

Figure XVIII

Iowa Test Record



He rated 5.4 in vocabulary, grade 6 in social living 5.3 in language skills and 6.4 in arithmetic. In comparison with the Iowa test the year previous he had gained 1.7 grade in comprehension and 2.0 grades in vocabulary.

D. RESULTS

The Gates Survey was given in May and the following scores recorded: Vocabulary, Grade 5.7; Level of Comprehension, Grade 7.2; Speed of Reading, Grade 5.4. The improvement shown was follows: Vocabulary, 2 grades; Comprehension 3.6 grades; and Speed of Reading, 1.6 grades.

Donald will be in a regular reading class next year. The teacher doesn't think he appears as tense and she feels that his stuttering has improved. His work in other classes has improved. His mother said at the parent conference that this year is the first time Donald has ever been interested enough in school to bring a book home and read it.

The teacher is very happy to relate that he asked to read a news article to the room during the last month. He practiced a great deal on it before reading it with the result that he read it very well, but most important of all, he enjoyed doing it.

Chapter IV

From the foregoing case studies tables were made when possible to make comparisons. In table I physical characteristics were compared.

Table I

Physical Characteristics

Pupil	Vision r-20/20	Vision l-20/20	Hearing r	Hearing l	Height	Weight	Age	Dental Caries
Case 1	20/20	20/20	n	n	60½	96¼	11	
Case 2	20/15	20/15	n	n	61	84½	12	x
Case 3	20/20	20/20	n	n	51½	57½	10	
Case 4	20/10	20/10	n	n	57	74½	10	
Case 5	20/10	20/10	n	n	54¼	70	10	
Case 6	20/10	20/10	n	n	60-3/4	82½	12	x

The table shows that hearing was normal in all six cases and that vision was normal in only two cases. In three cases there was 50% vision and in one case 75% vision. Only one of the four cases had been corrected by glasses. The range in height was from 51½ inches to 61 inches a very normal range because the three 10 year-olds were in the fifties and the older three in the sixties. In weight the range was from 57½ lbs to 96¼ lbs. One ten-year old boy was extremely small weighing 57½ lbs., the other two weighed in the seventies and three older weighed in the eighties and nineties.

A table was made to show the record of diseases. An "x" means the child had the disease and an "imm" means the child was immunized for the disease.

Table II

Record of Diseases

Pupil	Xray	Msls.	whoop. cough	Diphth.	Pox	Mumps	-tonsils	-adenoids
Case 1	x neg	x	imm	imm			x	
Case 2	x neg	x	x	imm	imm	x		
Case 3		x		imm	imm		x	
Case 4		x	imm	imm	imm			
Case 5			imm	imm	imm			
Case 6		x	x	imm	imm	x		

A summary of the table showed one case had one disease, one case two diseases, two cases three diseases, and four cases had four diseases. Two cases had negative chest x-rays and two cases had had their tonsils removed.

The Group Diagnostic Reading Aptitude and Achievement Test showed the following:

Table III

Word Discrimination

Pupil	Vowels	Consonants	Reversals	Additions Omissions
Case 1	A	A	A	S
Case 2	A	I	I	I
Case 3	I	I	I	A
Case 4	A	I	A	I
Case 5	A	A	I	I
Case 6	I	I	I	A

Key: A= Average I= Inferior S= Superior

The table showed that wo were inferior in vowel recognition while four were average. In consonant recognition four were inferior and two were average. In reversals four were inferior and two average. In additions and omissions three were inferior and two average and one superior. Out of twenty-four tests thirteen ratings were inferior, ten ratings average and one rating was superior.

Table IV

Aptitude

Pupil	Vision Test 1	Vision Test 2	Auditory	Motor Test 1	Motor Test 2	Lang.
Case 1	A	S	A	S	A	A
Case 2	I	S	I	A	S	A
Case 3	A	S	A	S	S	A
Case 4	A	S	A	A	S	A
Case 5	A	A	A	S	S	A
Case 6	I	A	I	A	A	S

Key: A= Average I= Inferior S= Superior

In aptitude on the letter memory test two were inferior and four were average. In the form memory test two were average and four were superior. In the auditory test two were inferior and four were average. In the motor copying test three were average and three were superior. In the cross-out letters two were average and four superior. In the vocabulary test five were average and one was superior. Out of thirty-six tests, four ratings were inferior, twenty ratings were average, and twelve rating were superior. These case studies showed a much higher rating in the aptitude test than in word discrimination.

In the California Test of Personality the results follow:

Table V

Self Adjustment

Pupil	Self Reliance	Personal Worth	Personal Freedom	Feeling Belonging	With-drawing	Nervous-ness
Case 1	A	A	A	S	A	A
Case 2	A	I	I	I	A	I
Case 3	A	A	I	I	I	I
Case 4	S	A	I	A	A	A
Case 5	S	S	A	S	S	S
Case 6	I	S	S	A	A	S

Key: A= Average I= Inferior S= Superior

In self reliance one case was inferior, two were superior and three were average. In sense of personal worth one case was inferior, three average, and two were superior. In sense of personal freedom, three were inferior, two were average and one was superior. In feeling of belonging two were inferior, two average and three superior. In withdrawing tendencies one was inferior, four average and one superior. Out of thirty-six tests there were ten inferior ratings, sixteen were average, and ten were superior.

Table VI

Social Adjustment

Pupil	Soc. Stds.	Soc. Skills	Anti-Soc. Tendencies	Family Relations	School Relations	Comm. Relations
Case 1	A	A	I	I	A	I
Case 2	I	A	I	A	I	I
Case 3	A	A	A	A	I	A
Case 4	S	A	A	A	A	A
Case 5	I	S	S	A	S	S
Case 6	S	S	S	S	A	A

Key: A= Average I= Inferior S=Superior

In social standards two cases were inferior, two average and two superior. In social skills four cases were average and two superior. In anti-social tendencies two cases were inferior, two average, and two superior. In family relations, one case was inferior, four average and one superior.

In school relations two were inferior, three average, and one superior. In community relations two were inferior, three average, and one superior. Out of thirty six tests, nine had inferior ratings, eighteen were average and nine superior. The results on self adjustment and social adjustment were similar, in both tests about one fourth were in the superior rathg, one half in the average rating, and one fourth in the inferior, rating.

As previously stated a Gates Survey test was given in the fall, and form two of the same test was given in the spring. The following table compares the two forms:

Table VII

Comparison of Gates Survey, Form I and II

	Form I			Form II		
Pupil	Vocabulary	Comprehension	Speed	Vocabulary	Comprehension	Speed
Case 1	6.0	4.5	5.4	6.5	7.2	9.0
Case 2	4.2	3.6	2.9	4.5	6.4	4.5
Case 3	3.5	3.9	4.3	5.7	6.9	6.2
Case 4	4.1	3.3	3.3	6.3	7.3	4.7
Case 5	3.1	3.4	3.6	4.4	5.7	5.8
Case 6	3.7	3.6	3.8	5.7	7.2	5.4
Average	4.1	3.7	3.9	5.5	6.8	6.0

Gain

	Vocabulary	Comprehension	Speed	Average Gain
1	.5	2.7	3.6	2.3
2	.3	2.8	1.6	1.6
3	2.2	3.0	1.9	2.4
4	2.2	4.0	1.4	2.5
5	1.3	2.3	2.2	1.9
6	2.0	3.6	1.6	2.4
AV	1.4	3.1	2.1	

A summary of the table shows that four of the group

made a gain of two grades or better, while two made a gain of better than one and five tenths when all three tests were averaged together. The average for the group shows a gain of 1.4 grades in voacbulary, 3.1 grades in comprehension, and 2.1 grades in speed.

The teacher in reflecting on the methods used, would offer some suggestions on improving the remedial reading class. She began teaching in January and tried to follow the methods that were started by the previous teacher. She was at a disadvantage because she worked only six months with these children. It took her two months or longer to understand the children and get them interested in the work which was being done. Understanding the child was the most important factor in the case. Until this understanding was developed little progress was made. The teacher would spend more time in studying all available records and in getting better acquainted with the group from the very beginning if she taught another group.

The workbook by Brueckner was too hard for at least three of the group. The teacher feels that the school should make provision for another workbook on an easier level.

The phonics games and phonics drills were successful and consistently followed and very worthwhile. The children were interested at all times. The teacher feels that she

could have established a better means of review, because the average improvement was lower in vocabulary than in comprehension and speed. A plan of learning five new words a day was not followed throughout consistently. On some days the class didn't have time, on other days they forgot and finally they gave up the plan. This could have been organized so the group could have taken the responsibility for it.

The speed and comprehension tests were enjoyed by the children, and were carried on consistently for the entire six months. The average gain of 3.1 grades in comprehension and 2.1 grades in speed shows the worthwhileness of this part of the program. In three cases speed was not emphasized, hence the lower gain in speed.

The teacher put an extra emphasis on library reading the last six weeks. The library reading program was to carry through the summer so the children wouldn't lose the gain they had made. The teacher feels she could have emphasized the library reading earlier in the year.

In concluding, the writer would like to say that she thought the project very interesting and worthwhile. She feels that much help could be given to the children who need it through a remedial reading class.

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