

THE DUAL-SPECIALIST: AN APPROACH TO REMEDIAL
READING AND GUIDANCE IN THE ELEMENTARY SCHOOL

by 7589

KAREN SIMON RAPPOPORT

B.A., Hunter College, 1955

A MASTER'S REPORT

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

Approved by:


Major Professor

LD
2668
R4
1970
R36
C.2

TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
	INTRODUCTION	1
I	AN ANALYSIS OF THE ROLES OF ELEMENTARY SCHOOL COUNSELORS AND REMEDIAL READING TEACHERS . .	2
	Guidance: Definition, Goals, and Function	2
	Remedial Reading: Definition, Goals, and Function	4
II	AN EXAMINATION OF MUTUAL PROBLEMS OF REMEDIAL READING TEACHERS AND COUNSELORS IN THE ELEMENTARY SCHOOL	7
	Role Clarification	7
	School Administration	8
III	PRECEDENTS FOR CREATING THE POSITION OF DUAL- SPECIALIST	9
	The Relationship Between Reading Dis- ability and Emotional Maladjustment in the Elementary School	9
	The Scope of This Problem Beyond the Elementary School	10
IV	THE ROLE OF THE DUAL-SPECIALIST	13
	Relationship to Children, Classroom Teachers, and Parents	13
	Relationship to Psychological Services	14
	Opportunities for Experimental Approaches to Reading	16
	Changes in Existing Remedial Reading Programs	16
	Training of the Dual-Specialist	19
V	IMPLICATIONS OF THIS RESEARCH FOR TRAINING TEACHERS IN THE FUTURE	20
	Modification of College Curriculum	20
	In-Service Training	21
VI	SUMMARY	23
	REFERENCES	25
	APPENDIX	27

INTRODUCTION

The purpose of this study is to examine some aspects of remedial reading and guidance in the elementary school. Of primary concern are those children who, by the time they reach junior high school, are functional illiterates. James Allen, former U. S. Commissioner of Education, has placed a high priority on the "...eradication of reading failure in the public schools by 1980".(1) If this commitment is backed sufficiently by federal funds, then the time has come not only to expand special services to schools, but more important, to reexamine existing special programs. The specific aims of this research are:

1. To analyze the roles of elementary school counselors and remedial reading teachers.
2. To examine mutual problems of remedial reading teachers and elementary counselors.
3. To point out precedents for the recommendation that these roles be combined, resulting in the position of Dual-Specialist.
4. To delineate the role of a Dual-Specialist.
5. To examine implications of this research for training teachers in the future.

CHAPTER I

AN ANALYSIS OF THE ROLES OF ELEMENTARY SCHOOL
COUNSELORS AND REMEDIAL READING TEACHERSGuidance: Definition, Goals and Function

Guidance in the schools has as many definitions as it has proponents. Pantouillet regards it as the "... maximum development of an individual's potential for his own personal happiness and the welfare of society." (2) The school counselor was originally conceived of as one who "saved" the poor achievers and discipline cases on the secondary level by modifying academic programs and helping students to better understand themselves. Today, the role of the secondary counselor is more preventive than remedial, at least theoretically. With this change in emphasis, guidance programs have in some areas become developmental and therefore encourage the services of elementary guidance personnel as early as possible.

A distinction should be made between the tasks of elementary and secondary counselors, however. Both are concerned with the early detection of learning problems, maladjustment- both social and academic, and modifying conditions in order to facilitate normal development. The secondary school counselor deals with an adolescent, preparing to enter the adult world, who must cope with educational and career planning, personal relationships, and

self-acceptance. The elementary counselor sees the child at a stage of development when he is less inhibited, concerned essentially with the present, and is integrating his experience at home, at school, and with his peers.(3) Since the grade school student may lack the verbal ability to relate his difficulties, counseling must be initiated by the adult and is really not a voluntary process.

Techniques such as play therapy have been introduced for this reason. In practice, however, the role of the elementary counselor is remedial and preventive. A survey of the literature reveals that most counseling programs in the elementary schools include the following goals:

1. Directing and coordinating school testing program and evaluating results.
2. Responsibility for recording and maintaining pertinent information (cumulative records).
3. Identifying atypical children.
4. Referring children to appropriate agencies in and out of the school system.
5. Counseling children (group and individual).
6. Consulting with teachers and parents.
7. Interpreting the guidance program to the community.

The American Personnel and Guidance Association issued a statement in 1969 (prepared by several Divisions) concerning the role of the elementary counselor. The major responsibilities specified are counseling, consultation, and coordination.

1. Counseling: with individuals or groups of pupils, teachers, or parents
2. Consultation: with parents, school personnel, and community personnel
3. Coordination: of programs and resources, in the schools and in the community, which affect the needs of the child (4)

Personal observation has shown that, in reality, counselors are generally confined to testing, scoring, interpreting, and record-keeping. Clinical aspects of the program are ignored to varying degrees, thereby restricting the goals of the guidance program.

Remedial Reading: Definition, Goals, and Function

Reading, too, has many definitions. Bond and Tinker suggest the following:

Reading involves the recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through the reader's past experience. New meanings are derived through manipulation of concepts already in his possession. The organization of these meanings is governed by the clearly defined purposes of the reader. In short, the reading process involves both the acquisition of the meanings intended by the writer and the reader's own contributions in the form of interpretation, evaluation, and reflection about these meanings. (5)

The definitions of reading disability also vary. Usually a child is considered a reading retardate if his achievement is at least one year below grade level expectation.

The reading specialist is both a teacher and, hopefully, a consultant for classroom teachers. Ruth Strang(6) includes among the specialist's responsibilities:

1. Working with small groups of retarded readers.
2. Working with individual cases.
3. Making referrals (psychological, medical, etc.)
4. Conducting reading laboratories and workshops for teachers, as well as study groups and in-service reading courses.
5. Developing new methods and materials for class use.
6. Serving on curriculum committees.

This outlines the role of a reading consultant. In practice, the remedial reading teacher is confined to diagnosis and remediation. The remaining functions Strang suggests are usually less important, or non-existent, depending upon the administration.

The International Reading Association divides reading personnel into two categories:

- I. Those who work directly with children
 - A. Special reading teacher: provides reading instruction of a remedial, corrective, or developmental nature.
 - B. Reading Clinician: diagnoses more complex reading disability cases; plans remediation; may or may not provide actual instruction.
- II. Those who work directly with school personnel
 - A. Reading Consultant: works with teachers, administrators, etc., to develop and implement reading program within the school.
 - B. Reading Supervisor: Director of the reading program within the school system(7).

This provides for four different jobs and responsibilities but seems unrealistic economically. In general, the reading teacher is concerned primarily with reading diagnosis and instruction. She may be expected to assume all four roles specified above, however.

Personal observation has shown that the remedial reading teacher in the elementary school carries such a large load of deficient readers, that most of her time is devoted to small groups of children for twenty to thirty minute periods all day. There is little time for the individual child-teacher relationship that is frequently advisable. Pressures of time and numbers often make consideration for individual adjustment minimal and case studies are few. These conditions may inhibit the effectiveness of the reading program.

CHAPTER II

AN EXAMINATION OF MUTUAL PROBLEMS OF REMEDIAL READING TEACHERS AND COUNSELORS IN THE ELEMENTARY SCHOOL

Role Clarification

Under Title I, the Federal government has enabled increasing expansion of pupil personnel services. Since reading failure has been of vital concern, especially in urban areas, remedial reading has gained general acceptance from the community. Elementary guidance has always been more suspect, its goals more vague to our pragmatic society. While large cities may have both counselors and reading teachers in their grade schools, small school districts frequently have one or the other. The literature supports the personal observation that counselors not only see a great number of reading retardates, but also express a desire to have remedial reading training in order to work with these children. In addition, counselors are really not trained as therapists and must refer individuals to the school psychologist. The latter frequently questions the function of the counselor outside of testing. The elementary counselor is therefore faced with three serious problems: clarification of his role, acceptance by the staff and community, and financing. It might be pointed out here

that, since Federal subsidies are unfortunately subject to the caprices of the political climate, reading and guidance staff are essentially "temporary help" unless the school district can budget them as permanent employees.

School Administration

There exists another difficulty for reading and guidance specialists. There seems to be general reluctance among school administrators to interfere with and thereby offend the classroom teacher. A dilemma is found in many school systems: personnel with special training are hired and then, as a matter of policy, are separated from the regular staff who would most benefit from increased contact. Therefore, implementation of change is made needlessly difficult. The specialist is placed in an awkward position by merely suggesting modifications of a student's program of study. Until the administrators define this problem, both reading and guidance personnel will be the step-children of the educational system, forever dependent upon the good will of the school staff. In fact, talent and expertise are wasted. Daniel P. Moynihan has noted that:

The Educational Establishment is resistant to research findings on institutional grounds, and will probably remain so unless institutional or professional changes occur which change this disposition.(8)

CHAPTER III

PRECEDENTS FOR CREATING THE POSITION OF DUAL-SPECIALIST

The Relationship Between Reading Disability and Emotional Maladjustment in the Elementary School

There are those in the reading field who have seen a relationship between reading and guidance. Helen Robinson noted in 1946 that a large number of severely retarded readers manifested emotional maladjustment.(9) Virginia Axline had success with a class of poor readers where non-directive therapy was employed and reading was a purely voluntary task.(10) Several pilot studies such as the First Street School in New York City and A. S. Neill's Summerhill operated on the premise that a therapeutic climate and relationship between child and teacher will foster better adjustment and a desire to learn.(11, 12) Russell and Shrodes described positive results through the use of bibliotherapy in which books help children to gain insight into their own problems of adjustment.(13) Nila B. Smith noted that research revealed a high incidence of emotional difficulties in remedial reading cases and that several psychotherapeutic techniques were utilized in their correction, such as: group therapy, individual therapy (directive or

non-directive), play therapy, and bibliotherapy.(14)

Paul E. Stanton believes that reading instruction should follow emotional readiness. He has suggested that drilling reading skills is a waste of time without first exploring the causes (psychological) of reading retardation. Training in reading skills is more effective when accompanied by personality reorganization.(15) Roswell and Natchez have discussed the relationship of emotional factors to reading disability. They have pointed out that the child may have conflicts before he enters school. This may be compounded by further anxiety about school, itself, and learning may be affected. If achievement is poor, feelings of inadequacy and discouragement result. Poor achievement leads to frustration and negative attitudes toward learning. Therefore, reading disability and emotional reactions reinforce each other and a vicious cycle ensues.(16)

The Scope of This Problem Beyond the Elementary School

Once the disabled reader reaches secondary school, the problems in achievement and frustration multiply. Daniel Schreiber's NEA School Drop-Out Project confirmed that the greatest single factor common to school drop-outs is reading retardation.(17) The Gluecks demonstrated as early as 1950 that 65-70% of all juvenile delinquents pro-

cessed in children's courts were reading retardates.(18) Loretta Bender stated in 1956 that more than half the boys in the psychiatric ward at Bellevue Hospital in New York had severe reading disability.

Presently, it is estimated that approximately half the children living in large cities in the United States are "culturally disadvantaged". Whether or not one agrees with the label, the fact is that our urban poor are certainly educationally disadvantaged. Schools in Harlem have had as many as 95% of their sixth graders with reading disability. Needless to say, they are all sent on to Junior High School.(19) Nor are our disadvantaged confined to the cities. Where one finds poverty, be it in Appalachia, Indian reservations, among migrant laborers, or remote rural areas, etc., one finds, also, a failure in the educative process.

In addition, estimates of the number of maladjusted children in all the nation's public schools range from 10-25%. It would be interesting to have a breakdown in these figures and determine just how many of these "maladjusted" students are also reading retardates. N. Harry Camp has written, however, that in the Junior High school, the majority of pupils who need counseling for educational problems have trouble with reading.(20) The Federal Govern-

ment sums up this black picture in the Anti-Poverty Act of 1964 by recognizing the relevance of reading in the treatment of poverty, unemployment, juvenile delinquency, crime, and mental health.

It seems apparent that reading disability and emotional maladjustment are similar in that they both inhibit successful functioning on the academic level, cause feelings of inadequacy and frustration, and may result in unacceptable behavior both in and out of the classroom. Given the needs of our school population and the definite relationship that exists between reading disability and emotional maladjustment (which comes first is really a moot point), the following seems a practical approach to coping with the problem: the roles of counselor and remedial reading teacher should be combined.

CHAPTER IV

THE ROLE OF THE DUAL-SPECIALIST

Relationship to Children, Classroom Teachers, and Parents

Although there are some recommendations in the literature that counseling and remedial reading be a team effort, and some hints that the two are closely related, only Ruth Strang in 1966 has actually conceived of a Dual-Specialist to handle both areas.(21) She remarked that reading and guidance are indeed alike in their specialists' specific concern with individual development and potential. Since the child with reading disability has to some degree lost his self-respect and status with parents and peers, he is in particular need of a relationship with an adult which is different than the usual teacher-child or parent-child relationship.

The classroom teacher has numerous roles: instructional, supportive, and evaluative. As the dispenser of failure or success, the teacher usually makes some public evaluation of the child. Depending upon the teacher's dominance, she is at once an impressive and anxiety-producing individual.(22) Both the counselor and reading specialist are required to accept the child on a non-judgmental level

and help restore his self-confidence and esteem. They should also help the classroom teacher to better understand the child. Teachers frequently do not identify behavior which is symptomatic of adjustment problems. There are children, who never are referred to school psychologists for therapy, who would benefit from a "therapeutic climate" in the school environment. The reading-guidance specialist could work with the child by helping his reading along with his personal adjustment.

The Dual-Specialist would work with the teacher (as long as the teacher agreed). Many teachers would not ask the school psychologist for general advice but would talk more readily to a colleague who had less status - a more casual relationship. This matter of the psychologist also threatens many parents. There are fathers and mothers who would be more willing to readjust attitudes that might be destructive to their child's school success, if the setting of such counseling were a Reading Center and the problem involved something tangible, such as reading disability.

Relationship to Psychological Services

Needless to say, the school psychologist would not be replaced. The Dual-Specialist would be concerned primarily with reading improvement in a therapeutic environment

and therefore work closely with teachers as well as children. As time and schedule would allow, the specialist would test typical children and counsel those who have no reading disability. The school testing program could well be conducted by a psychometrician (who is frequently on the school psychologist's staff), and the school psychologist would be primarily concerned with therapy and individual testing. If the clinician dreads the spectre of a pseudo-psychologist-counselor-reading-specialist wreaking havoc in the area of personality, let it be noted that part of the reason we are besieged by non-readers today is that too little has been done at all up to now. The problem we speak of is primarily one of the reading disability and its concomitant affects.

There are areas in this country where special services are non-existent or inadequate to meet the demands of the school population. It appears that the Dual-Specialist could better meet these needs than do separate personnel. Indeed, where skepticism exists (regarding the value of elementary counselors, for example), the Dual-Specialist might well be more palatable to all concerned by serving essentially as a reading teacher, and the guidance orientation can be de-emphasized in proportion to the school's acceptance and definition of guidance. This may

sound cynical, but is practical.

Opportunities for Experimental Approaches to Reading

The point is that so-called "unteachable children" have in fact been taught outside the public school system in small groups with permissive environments. It is incumbent upon us to examine the reasons why it worked. If we know that certain psychotherapeutic principles have been applied to the learning situation in small groups (see Dennison, Neill, Hentoff), and we cannot afford to have as few as fifteen pupils per class nationwide,¹ then what better place to apply such techniques than the public school reading center? The Dual-Specialist could be invaluable in such a situation and have a broad enough background to engage in experimental programs.

Changes in Existing Remedial Reading Programs

The creation of the position of Dual-Specialist would necessitate some changes in existing remedial reading programs. The Dual-Specialist should be able to divide her day so that part of it can be devoted to group work and the

¹It is interesting to note that both Kaufman (in Hentoff) and Dennison in the references cited above believe that "storefront schools" in ghetto areas, with a ratio of fifteen students to one teacher and teacher's aide, would actually be less expensive to maintain than elaborate centralized facilities. The Parkway School Program in the Philadelphia secondary schools also supports this belief.

other part to individuals. Conceivably, mornings could include working with larger groups (12 to 15 at most) for longer periods. One hour per day would permit the "therapeutic climate" to have some effect, allowing the child a longer period away from the regular classroom environment which may be contributing to his difficulties. The idea of remedial groups as large as twelve or fifteen (this is only if absolutely necessary) may sound self-defeating. It is felt, however, that a leisurely amount of time with a large group can be more beneficial than a hurried twenty minute period with a small group. An hour would allow freedom to experiment with different reading techniques. Indeed, some remedial programs such as linguistics require at least an hour a day if they are not part of the regular school program. This arrangement would enable the remedial reading teacher to take some children out of the classroom for the entire reading period. This could relieve the classroom teacher of those extra, small, "low" reading groups. It would permit the specialist to accept the marginal cases for trial periods. It would enable grouping according to ability rather than grade. Therefore, grades 3-4 might come at one time, and grades 5-6 at another hour. This would hopefully give the Dual-Specialist time to work with first and second grade, possibly in the classroom,

which is rarely done, but is important. An hour would facilitate more complete lessons, individual attention, and hopefully, more rapid progress.

Afternoons would be devoted to shorter (20-30 minutes) periods with individual children or very small groups. Some of these might be children who fit in no morning group. Some might be there in addition to morning sessions (but not every day, necessarily). Conceivably, this time could be spent testing, having conferences, doing special reading work, or having play therapy. The latter would enable participation by children with adjustment problems but no reading deficiency. Naturally, this is a tentative schedule, but given such approximate time allotments, there should be greater flexibility in the long run. This program has limitations. Some duties of the elementary counselor (achievement and intelligence test coordination) are omitted. In the small system, the psychologist or psychometrist would assume this task. In the large system, there should be more than one full-time specialist.

One of the premises behind this research is that school systems are in short supply of money and long supply of poor readers. Since so many elementary school children who have adjustment difficulties are also deficient in reading, the Dual-Specialist could provide a valuable service

in both areas and refer those without reading problems to the appropriate agencies. It is recommended that existing programs be modified so that elementary counselors and reading teachers now in the schools receive the training they lack in order to enable them to become effective in each other's area.

Training of the Dual-Specialist

An analysis of the course requirements for remedial reading teachers and elementary counselors at Kansas State University (see Appendix 1) reveals that aside from professional core courses (theory, diagnosis, practicum) both programs recommend essentially the same study in the areas of psychology, testing and measurement. There are, in addition, several sociology courses that are not required but would be of value to anyone in the teaching profession. It appears that thirty graduate credits in these combined areas would yield a Dual-Specialist with a minimum of administrative complications (for the graduate schools). In a business sense, the end-product, a Dual-Specialist in Reading and Guidance, would not only be better trained to cope with the problems she (or he) would encounter, she would be a more marketable commodity.

CHAPTER V

IMPLICATIONS OF THIS RESEARCH FOR TRAINING
TEACHERS IN THE FUTURE

There is no doubt that the American education system is under scrutiny and deservedly so. With governmental pressure to eliminate reading failure, there is a growing tendency to rely on "decoding" as a panacea for all ills. All sides are extolling the virtues of their own theories: Programmed Learning, Linguistics, Initial Teaching Alphabet, Language Experience, Individualized Reading, Phonics, Meaning Emphasis, and various hybrids. Yet the past has proven that no one method works in teaching all children how to read.(23) One point seems clear: classroom teachers are not adequately trained in the teaching of reading, for if they were, remedial reading teachers would be less in demand.

Modification of College Curriculum

James B. Conant(24) has suggested that teachers in K-3 should receive special training in reading diagnosis and remedial techniques. It is urged here that all teachers of primary grades be reading specialists, cognizant of all the possible techniques a remedial reading teacher utilizes. Under such conditions, the so-called remedial reading teacher

would become a consultant, only.

It follows that elementary teachers should also be better trained in the concepts of guidance. This does not mean one course in educational psychology. All too often teachers (and this includes remedial reading teachers) have absolutely no idea of how their students perceive social and learning situations. All teachers need more background in psychology courses such as child development, personality, and learning theory. Above all, they need knowledge in the area of group dynamics - which is a subject most counselors are ignorant of as well. This does not mean that classroom teachers should become guidance specialists. The main function of the teacher is instruction and she should specialize in the subject area she teaches. In the case of primary teachers the subject is reading.

In-Service Training

Earlier it was noted that expertise is either contained or ignored on many school faculties. It would seem desirable to take advantage of staff members with special training to conduct in-service training workshops in specific areas such as remedial reading, guidance, education of the disadvantaged child, etc. These workshops should be made mandatory and teachers given graduate credit for participating in them.

Assuming changes such as those recommended here were implemented, one may consider the possible results. Conceivably, lines of communication would expand among classroom teachers, special personnel, students and parents. Such an atmosphere should provide more freedom and, thus, creativity in our public schools.

CHAPTER VI

SUMMARY

Both elementary school counselors and remedial reading teachers have experienced difficulty in being accepted and financed by public school systems. Both programs are lacking. The reading teacher frequently drills small groups of retarded readers without any provision for the "therapeutic climate" that may be necessary for success. The elementary counselor is usually confined to the technician's function of testing and making referrals. The definition of the counselor's role has been vague and she operates in a limbo - neither psychologist nor reading specialist - even though many students she sees are reading retardates who may have no access to a reading center. Since there is a relationship between reading disability and emotional maladjustment, it may be more valuable to students to provide more service in remedial reading with a guidance orientation as early as possible and help prevent later maladjustment.

It is suggested that the position of Dual-Specialist be created, an extension of a proposal by Ruth Strang.(21) Joint certification in reading and guidance would result from a combination of these program requirements at the

graduate level. The Dual-Specialist would be concerned primarily with reading improvement in a therapeutic environment. She would work closely with classroom teachers. She would handle other testing and guidance functions as time and schedule allow, and share these responsibilities with a psychometrist and school psychologist.

These proposals are made as an attempt to alleviate the crucial problem of reading failure in our public schools. The Dual-Specialist concept is really a stop-gap measure until such time as primary teachers are trained to be reading specialists. If this ever materializes, the Dual-Specialist would become either a consultant, or obsolete.

REFERENCES

1. James Allen, Bulletin, U. S. Office of Education, January, 1970.
2. Raymond Pantouillet, "Organizing for Guidance in the Elementary School," Teachers College Record, 58, 8, (May, 1957), 431-438.
3. Gail F. Farwell and Herman J. Peters, "Guidance: A Longitudinal and a Differential View," The Elementary School Journal, 57, 8, (May, 1957), 442-445.
4. American Personnel and Guidance Association, Joint Statement prepared by the ACES-ASCA Committee on the Elementary School Counselor, Association for Counselor Education, and American School Counselor Association, 1969.
5. Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction. New York: Appleton-Century-Crofts, 1967, p. 22.
6. Ruth Strang, Diagnostic Teaching of Reading. New York: McGraw-Hill, 1964. (2nd ed.)
7. Professional Standards and Ethics Committee of the International Reading Association, Roles, Responsibilities, and Qualifications of Reading Specialists. Newark, Delaware: IRA, 1968.
8. Daniel P. Moynihan, "Sources of Resistance to the Coleman Report", in the Harvard Educational Review, 38, 1, (Winter, 1968), pp. 23-33.
9. Helen M. Robinson, Why Pupils Fail in Reading. Chicago: University of Chicago Press, 1946. Chap. 3.
10. Virginia Mae Axline, "Non-Directive Therapy for Poor Readers," Journal of Consulting Psychology, 11, (March-April, 1947), pp. 61-69.
11. George Dennison, The Lives of Children. New York: Random House, 1969.
12. A. S. Neill, Summerhill. New York: Hart Publishing Company, 1960.

13. David H. Russell and Carolyn Shrodes, "Contributions of Research in Bibliotherapy to the Language-Arts Program," The School Review, LVIII, (September, 1950), 35.
14. Nila B. Smith, American Reading Instruction, Newark, Delaware: International Reading Association, 1965, pp. 409-415.
15. Paul E. Stanton, "Reading in its Sociological Setting," A Report of the 23rd Annual Conference and Course on Reading, University of Pittsburgh, Pennsylvania, (July, 10-21), 1967, pp. 142-149.
16. Florence Roswell and Gladys Natchez, Reading Disability: diagnosis and treatment. New York: Basic Books, 1964, pp. 9-12.
17. Daniel Schreiber ed., Profile of the School Drop-Out. New York: Random House, 1967, pp. 85-87.
18. Sheldon and Eleanor T. Glueck, Unraveling Juvenile Delinquency. New York: Commonwealth Fund, 1950, pp. 20-22.
19. Nat Hentoff, Our Children Are Dying. New York: Viking Press, 1966.
20. N. Harry Camp, Jr., "The Case for Guidance Services in the Elementary School," Education, 75, 7, (March, 1955), pp. 419-431.
21. Ruth Strang, "The Relation of Guidance to the Teaching of Reading," Personnel and Guidance Journal, 44, 8, (April, 1966), pp. 831-836.
22. Judy F. Rosenblith and Wesley Allinsmith, The Causes of Behavior: Readings in Child Development and Educational Psychology. Boston: Allyn and Bacon, 1962, p. 370.
23. Jeanne Chall, Learning to Read: The Great Debate. New York: McGraw-Hill, 1967.
24. James B. Conant, The Education of American Teachers. New York: McGraw-Hill, 1963, Chapter 7.

APPENDIX I

Course Requirements for Remedial Reading Teachers and
Elementary School Counselors at Kansas State University

<u>Guidance</u>	<u>Remedial Reading</u>
Principles of Guidance *	Foundations of Reading *
Counseling Theory *	Diagnosis and Correction of Reading Disability *
Counseling Practicum *	Reading Clinic Practicum *
Administration of Guidance *	Administration of Reading Programs *
Individual Intelligence Testing *	recommended
Educational Measurements *	"
Child Development *	"
* Required course	

Both programs require students to have a Master's Degree, a valid teacher's certificate at the elementary level, and a minimum of two years' teaching experience.

Other courses recommended or accepted for these programs:

Personality	Juvenile Delinquency
Abnormal Psychology	Racial and Cultural Minorities
Learning Theory	Case Study and Interview Techniques

THE DUAL-SPECIALIST: AN APPROACH TO REMEDIAL
READING AND GUIDANCE IN THE ELEMENTARY SCHOOL

by

KAREN SIMON RAPPOPORT

B.A., Hunter College, 1955

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

Some aspects of remedial reading and guidance in the elementary school have been examined in this study. An analysis of the roles of counselors and reading teachers indicates that both programs are lacking on the operational level when compared to the definitions and goals set forth for each by professional groups. Both counselors and remedial reading teachers have experienced difficulty in being accepted by public school systems. Both are frequently supported by federal subsidies and are therefore "temporary help" subject to changes in the political climate.

The counselor's role is often vague- neither psychologist nor reading specialist- yet many students she sees are emotionally maladjusted or reading retardates. The counselor is frequently confined to testing, scoring, interpreting, and record-keeping. Clinical aspects of the program are ignored to varying degrees, thereby restricting the goals of the guidance program.

The remedial reading teacher is usually limited to diagnosis and remediation. The numbers of deficient readers referred to her are so great that the reading specialist has little time for the individual child-teacher relationship that may be advisable. Frequently she drills small groups of retarded readers without any provision for the "therapeutic climate" that may be necessary for an effective program.

The literature in the areas of reading and guidance indicates that there is a definite relationship between reading

disability and emotional maladjustment. Since so many elementary school children who have adjustment problems are also reading retardates, it may be more valuable to students to provide more service in remedial reading with a strong guidance orientation. Such a program offered as early as possible in the schools could help to prevent later maladjustment.

It is suggested that the position of Dual-Specialist be created, an extension of a proposal by Ruth Strang. Joint certification in reading and guidance would result from a combination of these program requirements at the graduate level. The Dual-Specialist would be concerned primarily with reading improvement in a therapeutic environment which would necessitate some changes in existing reading programs. She would work closely with classroom teachers. She would handle other testing and guidance functions as time and schedule would allow, and share these responsibilities with a psychometrist and school psychologist.

These proposals are made as an attempt to alleviate the critical problem of reading failure in our public schools. The Dual-Specialist concept is really a stop-gap measure until such time as primary teachers are trained to be reading specialists. If this ever materializes, the Dual-Specialist would become either a consultant, or obsolete.