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ASPECTS OF ORGANIZATION OF THE REMEDIAL CLASSES IN
SELECTED SMALL ELEMENTARY SCHOOLS IN
NORTHEAST KANSAS

by

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A MASTER'S REPORT

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requirements for the degree

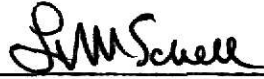
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CHAPTER I

INTRODUCTION

The failure of students to learn to read has become a leading national issue. James E. Allen (1972) emphasized that the "Right to Read" is a target for the 70's. He stated "The inability to read effectively, contaminating as it does every other dimension of education, is clearly one challenge deserving of our concentrated efforts" (Allen, 1972:4). In a Survival Literacy Study, conducted by the National Reading Council, it was reported that over four million Americans must be considered functionally illiterate, and as many as thirty-four percent of Americans are limited by inadequate reading skills (Avery, 1972). Some students will need special instruction in reading if they are to reach their potential. Since Title I funds have become available, there have been numerous remedial reading programs organized. These programs will continue to be an important part of the school curriculum (Smith, Richard, 1971).

STATEMENT OF THE PROBLEM

This study identified and analyzed characteristics of remedial reading programs found in selected small elementary schools in northeast Kansas. Schools selected were from the following counties: Jackson, Nemaha, Marshall, Pottawatomie, Riley, Wabaunsee, and Washington. Information was based on data obtained from questionnaires sent to each remedial reading teacher in these schools.

This study was based on the following aspects of the organization of the remedial reading programs:

1. What role does the special reading teacher have in the organization of remedial reading programs?
2. What is the main criteria for the selection of students for the remedial reading program?
3. What is the most efficient and convenient method of scheduling classes?
4. What diagnostic procedures lead to effective remedial instruction?
5. What methods of evaluation are used to determine the students' progress in the program?
6. What role do parents play in the remedial reading program?

A review of research and related literature pertaining to the organization of reading programs, or clinics, if applicable, was made. This information was used as a basis for the analyzation and summarization of data obtained from the questionnaires.

LIMITATION OF STUDY

This study was limited to the existing situations in the organization and implementation of the remedial reading programs insofar as it concerns the special reading teacher. It did not include instructional techniques or materials used in these programs.

DEFINITIONS OF TERMS USED

Remedial Reading Teacher. A remedial reading teacher is one whose primary purpose is to give special reading instruction to children who have been identified by that school as qualifying for and needing this type of instruction.

Small Elementary School. The term small elementary school was restricted to schools with an enrollment in the district of less than 800 students.

BACKGROUND AND SIGNIFICANCE OF THE STUDY

Statistics accumulated by the Office of Education showed:

1. One-fourth of the students have reading deficiencies.
2. In large school systems up to half of the students read below expectation.
3. There are more than three million illiterates in our adult population.
4. Half of the unemployed youth in New York City, ages sixteen to twenty-one are functionally illiterate.
5. Three-fourths of the juvenile offenders in New York City are two or more years retarded in reading (Allen, 1972:1).

Humphrey (1971) emphasized the importance of a well-managed remedial reading program when he stated,

Remedial programs are needed, but do existing remedial reading programs justify the time, effort, and money being spent to help children with reading problems? The answer depends on management. A well-managed remedial reading program can be justified, and a poorly managed one cannot be justified.

The remedial reading teacher has an important part in organization of the remedial reading program. This study can be of value to special reading teachers who have the responsibility of helping the disabled reader.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

A review of the literature pertaining to remedial reading showed that one of the first papers about remedial reading was written by Willis Uhl in 1916. He listed ten kinds of faults found in pupils reading, and suggested remedial procedures. The earliest reading clinics were founded at Boston University by Durrell and at Shaker Heights, Ohio, by Betts (Harris, 1972:19,21). However, most of the literature relating to the organization of remedial reading programs has been published in the last ten or fifteen years.

To illustrate the varying characteristics in existing programs several different remedial reading programs were reviewed. Kottmeyer (1972) explained one of the programs in St. Louis called "Rooms of Twenty". These "Rooms of Twenty" were taught by clinic-trained teachers. They spent the major part of their time with reading, spelling, writing, and math. Their main objective was to get children ready for the fourth grade. The children selected had a mean IQ in the low nineties, but not lower than 80 on the Binet.

A remedial reading program started in 1968-69 in New York City was limited almost entirely to students from the second grade who were either non-readers or severely retarded. One reading center serviced four or five schools, but more reading centers have been set up since the beginning. The sessions were scheduled hourly for two days a week,

with the exception of those at the home school, which had four sessions of thirty minutes each. No classes were scheduled on Fridays, because this time was spent with teacher conferences, record keeping, planning with the paraprofessionals, and visits to schools. Each center had a trained reading teacher and four trained experienced paraprofessionals. They worked with twenty students at each class. An evaluation of the program indicated both positive and negative reactions. Some teachers said that students missed a great deal of work, and that it was difficult for them to make it up. Some felt that the time it took bussing the students to the center was wasted time. Most thought the students had gained from the experience and thought the individualized instruction was a help. Responses indicated that there was a need for better communication between classroom teachers and reading teachers. They felt the classroom teacher should know what is going on in the remedial class so that some of the learning could be extended on in the classroom. A comparison of one of the pretest and posttest showed a mean gain of 13 months for those attending remedial classes, and a gain of 5 months for the control group that did not attend the remedial classes (Spellman, 1971).

Another kind of program was set up for grades nine through twelve. The Title I (ESEA) Reading Improvement Project was started at Chilocco Indian School in Oklahoma in the 1970-71 school year. Sample testing indicated gross retardation. Of the population sampled 96 percent scored below the 50th percentile, zero percent in the first quartile. The reading program had a full time reading teacher and teacher's aide. The students

were selected by the following criteria: two years retardation, normal range of IQ, and students' needs (Kimble, 1972).

The above review of literature illustrated the various types of remedial programs in the schools. The variations consisted of programs set up for second graders, for grades one through three, for grades four to eight, and for grades nine through twelve.

ROLE OF THE REMEDIAL READING TEACHER

The remedial reading teacher plays an important role in the organization and implementation of the remedial reading program. The Evansville-Vanderburgh School curriculum guide (1969) listed the various duties of the remedial reading teacher as follows:

1. To test referrals.
2. To organize and teach special reading classes for those children who have low reading ability, but who indicate a high reading potential.
3. To inform the classroom teacher of test results, weaknesses and needs of the children, materials used, and attitudes of the children toward reading.
4. To recommend and share materials that the classroom teacher might find helpful.
5. To aid the librarian by making recommendations or by compiling a list of books high in interest but of low readability.

6. To consult with the school nurse in regard to the physical or emotional well-being of a child and, if problems exist to be aware of them.
7. To establish a good working relationship with the entire school staff.
8. To keep parents informed of the reading progress of their children.
9. To make a conscientious effort to help each child in the reading program to improve his self-concept as a worthwhile person who is capable of academic success.

Gilliland (1968) stated that teacher aides or paraprofessionals increased effectiveness of the reading programs. They helped in the remedial program by record keeping, typing, preparation of materials, and assisting with instruction under close supervision. Teacher aides or paraprofessionals were high school graduates who like working with children, or mothers of the children who were in the program. The remedial reading teacher was responsible for the training of the teacher aides and for any in-service training program that may prove worthwhile.

The effect of using fifth graders who were low achievers in reading as tutors for helping first graders was studied by Robertson and Sharp (1971). The experimental group that used the tutors made significantly higher gains than those without the tutors. Tutors of that age were used effectively if the material was rote, required drill and repetition, needed review, called for immediate reinforcement, or needed continuous response (Robertson and Sharp, 1971).

SELECTION OF STUDENTS

In the selection of students for the remedial reading classes two factors needed consideration. The first factor was who made the referrals. The other factor was to determine the criteria that were used in the decision of whom was in the program. The Wichita schools (Curriculum Services Division, 1969), the DeKalb County Reading Clinics in Georgia (Howington, 1969), and the Reading Clinic at Billings, Montana (Gilliland, 1968:5), all agreed that the classroom teacher should make the referrals. The classroom teacher should make the referrals based on pupil personnel records, observations, tests, reading record cards and scattergrams (Curriculum Services Division, 1969). Gilliland (1968) felt that pupils' desire should also be considered when making referrals.

An interdisciplinary approach was necessary in the selection of students for the reading program because retardation in reading was caused by many factors (Criscuolo, 1969). According to Schell (1972),

Learning to read printed symbols must obviously be an extremely complex, high-level cognitive act. And the forces influencing the success or failure of this learning are numerous, varied, and not totally known.

The classroom teacher, principal, reading specialist, guidance counselor, psychologist, and school nurse should all be involved in determining whether a child is a retarded reader (Criscuolo, 1969). Sopis (1969:32) included all these, but believed that the parent or pupil should have a part in the decision. Sopis warned teachers to use judgment when telling the student that he was to report to a remedial reading class. She added,

"Unfortunately, for many students no amount of rehabilitation will erase this initial shock and ensuing stigma" (Sopis, 1969:32).

Crowley and Ellis (1971) reported on a study based on test data from Title I Reading Project in Leominster, Massachusetts, which based the selection of students on the technique of Durost's reading reinforced method. Relationships between the variables were shown by bivariate charts with pretests and reading reinforced test on one chart, and post-tests and reading reinforced test on the other chart. Stanines for the appropriate time of year were used. Those whose scores were much higher on the reading reinforced test indicated higher reading potential. It appeared from the study that the reading reinforced method was successful in selecting students, but needed another year of experimentation on a larger scale.

The criteria used for making referrals for remedial instruction varied from school to school. The criteria were based on the amount of student's reading retardation and his reading potential. The number of remedial reading students that were accepted in the program limited referrals (Evansville-Vandeburgh School, 1969). Conner (1968) reported that Worchester School limited classes to those having a retardation of nine months in primary to one and one-half years in the intermediate grades. At the Reading Clinic at Billings, Montana, the retardation had to be at least one year below ability level (Gilliland, 1968). The DeKalb County Reading Clinic based their selection in grades one to three to a retardation of five months to one year below grade expectancy, with two or more years difference in the upper grades (Howington, 1969; Smith, Carter and Dapper, 1968:20).

Byrne (1968) suggested using a percentage ratio in estimating the amount of retardation, rather than the actual number of months or years retardation. He felt that a retardation of six months was much more severe in first grade than the same amount of retardation in the eighth grade.

Review of literature revealed a difference of opinion regarding the limitation of remedial reading instruction to only those of average or above average intelligence. According to Gilliland (1968) if slow learners were selected for remedial reading class the following problems might arise: (1) the pace of group instruction would be slowed down; (2) the progress of others who had more potential lessened and might cause discouragement; (3) the reading program would not be as effective if pupils who had little potential were accepted; (4) it might put stigma on the program. Robinson and Rauch (1965:57-58) pointed out the disadvantages not to accept those with below average IQ. Their reasons were that the poor IQ score might not be correct, or that the slow learner might be working below his potential and capable of improvement. Smith, Carter and Dapper (1969:29) agreed that a rigid cut-off point in IQ or formulas should not be used. He felt that the "educable mentally retarded" could profit from a reading program. It had been observed that the majority of the schools did limit their selection to those having average or above average intelligence (Howington, 1969; Connor, 1968).

According to the Education U.S.A. Special Report (Education U.S.A., 1970), one of the first things to do in helping a child be a

better reader was to find his weaknesses, and to begin early. A four-year study showed that correcting reading problems were ten times greater if found in the primary grades. Both Dechant (1970) and Byrne (1968) agreed that remedial instruction should not be delayed until a certain grade. Byrne (1968) stated that after the third grade there was more social and emotional maladjustment, and parental pressure. Dechant (1970:415) emphasized that, "We cannot permit children to become imprisoned in faulty learning habits."

Other factors determining the selection of students were based on the number of pupils that needed help and the total case load of each remedial teacher (Curriculum Services Division, Wichita, 1969). The DeKalb County Clinic limited selection to those with no extreme emotional involvement (Howington, 1969). Byrne (1968) stated that children should not be excluded from the remedial classes on the basis of social, emotional or physical abnormalities. He added that quite often they can be helped in a small group atmosphere better than in a regular classroom.

Robinson and Rauch (1965:62) suggested that the screening of students take place during the spring. They indicated that less time was then lost in the fall.

SCHEDULING OF CLASSES

Scheduling of classes involved a great many factors, and needed the cooperation of all personnel concerned. Gilliland (1968) suggested

class periods of thirty minutes for elementary and one hour for high school, with at least ten minutes allowed between groups. Robinson and Rauch (1965) recommended instruction time of thirty to forty-five minutes, depending on age, concentration, and reading problems. They felt that it should be daily, but not less than three times a week. The Wichita schools scheduled classes from thirty minutes to one hour, two to five times a week, depending on the type of reading disability the pupil has (Curriculum Services Division, 1969).

Cashdan and Pumfrey (1972) conducted a study to determine if second year junior school boys who were failing in reading could make greater progress if scheduled twice a week compared with a matched group given remedial help once a week. At the end of two terms the experimental groups were then compared with a control group who had not received remedial reading training. The findings showed that there was no significant difference in any of the groups. The group that had had classes twice a week did not do any better than those who had had them only once a week. Neither remedial group showed any improvement over the group that had had no remedial treatment. It was concluded that this type of student needed a more continuous program of remedial treatment as part of their regular school activities.

Since the purpose of the remedial reading instruction was for more individualized work, the groups should be kept small. Groups of from four to six worked out quite effectively, but some programs had from six to eight (Gilliland, 1968). Robinson and Rauch (1965:60) stated that there was no one best size of a class. Some students might need a

one-to-one relationship for a time, but other classes should not exceed seven.

The literature regarding the case load of a single remedial reading teacher indicated that it should be from forty to fifty pupils (Curriculum Services Division, Wichita, 1969; Gilliland, 1968). There should be time allowed for conferences, diagnosis, planning, and follow-ups. Gilliland (1968) suggested that two-thirds of the time be spent with the students, and one-third of the time be unscheduled.

The most appropriate time to have the pupils leave their classrooms for the remedial reading class varied according to different reading specialists. Sapis (1969) suggested that it should not interfere with another special class such as music, art, library, or gym. She recommended that the ideal time is during the classroom's regular reading period. Robinson and Rauch (1965:60) emphasized that "The remedial class is not something to be fit in when convenient. It should have a top priority." Robinson and Rauch (1965) and Dechant (1970) suggested that the student be assigned to the remedial reading classes during a regular study period or taken from a subject-matter class where their reading is a serious handicap. They also added that classes could be scheduled during a regular home-room period or activity period. According to Rider and Martinez (1969) "Reading projects were to be over, above, and beyond the regular instructional program of the district for disadvantaged students." The Office of Compensatory Education made a special study to identify and analyze the instructional and organizational systems of Title I Remedial Reading Projects. One of the findings was that "54 percent of the

districts had an organizational system which provided for reading instruction in the regular classroom in addition to remedial reading instruction" (Rider and Martinez, 1969).

There were two accepted views concerning the length of time in the program. One preferred to have the students eight weeks to half of a semester, and then return to their regular rooms. They felt that this gave more help to more students. The other viewpoint was that if they were not kept in the reading program long enough they might become frustrated when sent back to the regular class. Some might need to be in the program for longer than a year (Gilliland, 1968).

The Pscho-Educational Clinic at the University of Minnesota conducted an investigation to determine the immediate growth and the continued growth after a length of time with fifth and sixth grade students who were reading about two or three years below grade level. Findings indicated reading improvement during the remedial instruction, but improvement continued only for those who continued to have help. The findings implied that disabled readers need a long term treatment rather than a short one (Balow, 1965).

An important aspect of grouping children for scheduling according to Cohn and Cohn (1967) was to group those boys and girls that worked well together. Their personality and reading level were factors to be considered. They felt that sex might be an important consideration in grouping in the middle and upper grades.

If a remedial teacher had two schools to cover, Byrne (1968) suggested that the teacher work at one school for one semester, and the other school for the other semester.

DIAGNOSTIC PROCEDURES

According to Otto and McMenemy (1966:42-60) diagnosis was basic to all remedial instruction. One needed to base remedial instruction on the strengths and weaknesses found. Byrne emphasized that diagnosis of specific weaknesses was a continuous process, and an important factor before beginning instruction.

Otto and McMenemy (1966:42-60) concluded that there were three levels of diagnosis: the survey, the specific, and the intensive diagnosis. The survey diagnosis was usually done by the classroom teacher, and served as the foundation. This level of diagnosis identified the disabled readers. This usually consisted of group achievement tests and group IQ tests, and a study of the cumulative records. Group intelligence tests were one of the following:

California Test of Mental Maturity (California Test Bureau, Monterey, California)

Kuhlmann-Anderson IQ Test (Personnel Press, Inc., Princeton, New Jersey)

Otis-Lennon Mental Ability Test (Harcourt, Brace and World, Chicago, Illinois)

Large-Thorndike Intelligence Tests (Houghton Mifflin Company, Boston, Massachusetts)

S. R. A. Primary Mental Abilities Test (Science Research Associates, Chicago, Illinois) (Dechant, 1970:589-591)

There were a number of tests that were used to measure the pupil's reading achievement level. Some of the tests available were:

Gates-MacGinitie Reading Tests (Bureau of Publications, Teachers College, Columbia University)

Iowa Silent Reading Test (Harcourt, Brace and World, Chicago, Illinois)

Metropolitan Achievement Tests: Reading (Harcourt, Brace and World, Inc., New York)

California Reading Test (California Test Bureau, Monterey, California) (Dechant, 1970:592-594)

Robinson and Rauch (1966:66) classified standardized reading tests into three kinds: survey tests, such as the Metropolitan and Stanford; semi-diagnostic tests, such as the California Reading Tests, Iowa Silent Reading Tests; and the diagnostic tests, similar to Spache's Diagnostic Reading Scales and McCullough Word Analysis Test.

Specific diagnosis should be made by the classroom teacher or the remedial reading teacher. This was an individual diagnosis to find specific weaknesses and strengths, and should be the foundation of the remedial instruction. Individualized IQ tests were given if the group intelligence tests were too low or believed to be invalid (Otto and McMenemy, 1966: 42-60).

Dechant (1970:589-591) listed some individual IQ tests:

Peabody Picture Vocabulary Test (American Guidance Service, Inc., Minneapolis, Minnesota)

Quick Test (Psychological Test Specialists, Missoula, Montana)

Slosson Intelligence Test for Children and Adults (Slosson Educational Publications, East Aurora, New York)

Stanford-Binet Intelligence Scales: 1960 Revision (Houghton Mifflin Co., Boston, Massachusetts)

Wechsler Intelligence Scale for Children (WISC)
(Psychological Corporation, New York)

Some diagnostic reading tests are:

Bond-Clymer-Hoyt Silent Reading Diagnostic Tests (Lyons
and Carnahan, Chicago, Illinois)

Botel Reading Inventory (Follett Publishing Company,
Chicago, Illinois)

Diagnostic Reading Scales (California Test Bureau, Monterey,
California)

Durrell Analysis of Reading Difficulty, New Edition (Harcourt,
Brace and World, Inc., New York) (Dechant, 1970:595-598)

The third level of diagnosis as listed by Otto and McMenemy (1966: 42-60) was one of intensive diagnosis which consisted of a complete case study. They indicated that this could be done either in the school or a clinic by a remedial specialist. They emphasized that "diagnostic information is useful only when it dictates remedial treatment..." (Otto and McMenemy, 1966:47).

The areas to be considered in diagnosis were: case history data, physical, social and emotional status, school records, health records for data on visual and auditory problems, present achievement level, and reading potential level (Conner, 1969).

Levels of diagnosis could be from simple vocabulary tests, to intelligence tests, to tests dealing with memory, association and reason (Education U.S.A., 1970).

Teacher-made informal tests, day-to-day observations, methods of study, usage of language were forms of diagnosis. Visual and auditory discrimination could be checked with tests such as Frostig Visual

Perception Test or the Wepman Auditory Discrimination Test (Education U.S.A., 1970:17).

Hollingsworth (1972) stated that an interdisciplinary approach was necessary in diagnosis because reading disability was often caused by a number of different reasons. He added two additional levels of diagnosis. One was an evaluation by medical doctors such as pediatrician, the ophthalmologist, orthoptist, otologist and neurologist. The other level of evaluation was a study of the family attitudes which contributed to the reading problems.

Various tests had their own strengths and weaknesses, and were useful in a number of ways. Diagnostic reading tests had considerable value not only for the analysis of reading abilities, but also were useful to show parents, other teachers, and in certain cases, the child himself. Though there were many available tests from which to select, the teacher should know the test before purchasing any (Ramsey, 1971). Certain tests were more appropriate for one child, while others were more appropriate for another. The clinician or remedial reading teacher should be familiar with various tests so she could select those most appropriate (Bond and Tinker, 1967). Strang (1960) suggested that Buros Fifth Mental Measurement Yearbook be used when making selection of tests.

Standardized tests did have limitations in that they could not measure attitude, interests, or determination. Neither were some suited to all groups of children (Robinson and Rauch, 1965). However, there was more value derived from standardized tests than just the scores (Ladd, 1971).

Ladd stated that one could gain information from an item analysis, from studying patterns of performance, from giving tests without the time limit, from the Durost reading reinforced by hearing technique, and from the use of a bivariate distribution chart to show the relationship between two scores.

One of the first steps in diagnosing a reading problem, explained Dechant (1970), was to make a comparison between the child's present reading level and his reading potential. He pointed out that reading potential might be determined by various ways. One was to use the IQ or mental age as an estimate of the child's potential. Bond and Clymer found that in a study of 379 fifth grade children there was a positive relationship between reading and IQ. Children with IQ over 125 were not found among the poor readers, and children with an IQ under 95 were rarely found in the more capable readers (Bond and Tinker, 1967).

Simmons (1968) stated that formulas to find reading potential were important in identifying students, but that they must be used with care. He pointed out that formulas should not be the only criteria used for the selection of students because formulas do not always identify the same students. Any formula using standardized scores would depend on the validity of the test scores. Some of the various formulas were:

1. The Monroe formula uses mental age, chronological and arithmetic achievement.
2. The Harris formula uses mental age only.
3. The Bond and Tinker formula uses IQ and length of time in school.

4. Strang formula uses listening comprehension.
5. The Durrell-Sullivan uses the comprehension of the spoken language (Simmons, 1968).

Dechant (1970) did not recommend using a formula to determine reading potential because he felt that formulas could not tell when a child was a disabled reader.

The child's listening ability could be used in determining the reading potential. Tests that could be used were:

Stroud-Hieronymus Primary Reading Profiles (Houghton Mifflin Company)

Botel Reading Inventory (Follett Publishing Company)

Brown-Carlson Listening Comprehension Test (Harcourt, Brace and World)

Durrell Listening-Reading Series (Harcourt, Brace and World) (Dechant, 1970:451)

Johnson and Kress (1972) stated that the informal reading inventory was valuable for diagnostic and evaluation purposes. The child's oral reading of graded material was evaluated and analyzed to determine his reading level, as well as his strengths and weaknesses. A thorough knowledge of the actual procedure was necessary before giving an informal reading inventory (Johnson and Kress, 1972).

After the initial diagnosis was made, it might be found that the child had a complex reading problem and needed clinical help. Some teachers fail to recognize their limitation and attempt to work with children that need clinical help (Education, U.S.A., 1970).

In reviewing the literature relative to administering various standardized tests, very little has been written concerning the level of tests that should be given to remedial students. Fry (1971) indicated that if in giving the test, the student scored at the chance level or below, he should be given the next lower level of the test.

EVALUATION

There were two main purposes of evaluation: (1) an evaluation of the total reading program, and (2) an evaluation of the progress made by the pupils. Evaluation should be made at the beginning, and again at the end of the term of instruction. Evaluation should be continuous, and a part of the instructional program. Both formal and informal methods should be used. Evaluation could be in the form of standardized tests, informal tests, check sheets, questionnaires, interviews, inventories, observations, and surveys (Robinson and Rauch, 1965:65).

Cohn and Cohn (1967) reported that the most common form of evaluation was that of finding the difference from posttest and pretest using equivalent forms. Another kind of evaluation was based on the pupil's ratio of learning. The amount of gain the pupil had made in previous years was compared to the gain made during the remedial instruction. An evaluation could be made also by noting the reduction of errors made on silent reading tests. This was found by obtaining "reading accuracy ratings" which was the number of correct items divided by the number of attempted items. An evaluation regarding the child's interests,

his attitude, his self-concept could be found based on information from the parents, the pupil, or the classroom teacher (Cohn and Cohn, 1967).

Durost (1971) reported that the United States Office of Education was demanding more evidence on test results to prove that Title I funds were being used wisely.

PARENTS' INVOLVEMENT

A child responds better if his parents are involved, and if they take part in the school's activities (Education, U.S.A.:1). Cohn and Cohn stated that the role of parents could include trips to the library, family trips, reading to and listening to the child read, and show respect for the child. They suggested that workshops be set up to help the parents understand the reading program. Wartenberg (1970) also recommended having in-service programs for the parents of the remedial reading students. Smith (1971) stressed the importance of parents' cooperation when he said:

Most of the newer programs stress the involvement of parents and communities. Without the understanding and support of the forces outside the school, much of what is undertaken within the school walls can be washed away when the afternoon bell rings.

Otto and McMenemy (1966:356-358) stressed that a teacher should be certain that her suggestions be carried out by the parents. If the suggestions are difficult or impossible for the parents to fulfill, it might result in more frustration for the child. They said that suggestions should be "specific, concrete, and practicable". Robinson and Rauch (1965:6-7) recommended the following approaches to parent conferences:

1. Prepare carefully for conferences.
2. Be a good listener.
3. Answer questions completely.
4. Be tactful, but realistic.
5. Ask the parent for help.
6. Be positive.
7. Keep the vocabulary simple.
8. Invite parents to observe reading lessons.

Good parent-teacher relationships are vital to the success of the child in the remedial reading program (Lieben, 1968).

A summary of the review of research and related literature pertaining to the organization of remedial reading programs showed various types and methods of organizing programs for the disabled readers. The remedial reading teacher played an important part in the organization of such a program. Often paraprofessionals, teacher aides, or tutors were used to make the program as individualized as possible.

In schools where remedial reading instruction was available, classes were scheduled for those students needing this instruction. Students were referred for remedial reading instruction by classroom teachers, with other personnel such as principal, reading specialist, guidance counselor, psychologist, and school nurse having a part in the decision. Reading specialists differed as to the criteria used for the selection of students for these classes. Some had a definite stipulation as to the amount of retardation a child had before referral could be made.

Others varied from a retardation of five months in primary grades to two years retardation in eighth grade. In others, no definite amount of retardation was mentioned. The review of literature showed a variety of methods of deriving the amount of retardation. Scores from intelligence tests, formulas, listening tests, observation by classroom teachers were used as a basis for finding the difference between reading level and reading potential.

There was a disagreement as to whether selection should be limited to those of average IQ and above, or to admit all students regardless of their capabilities.

Literature revealed that classes were scheduled from thirty minutes to an hour with sessions meeting from two to five times a week.

Reading specialists agreed that remedial reading classes should not interfere with special classes or recess periods. The literature showed that some reading specialists felt that remedial reading instruction be taught along with and in addition to reading instruction in the regular classroom.

Diagnosis of reading strengths and weaknesses was the basis of all remedial instruction. Diagnosis involved standardized tests, individual and group intelligence tests, diagnostic and reading survey tests, as well as informal measures. Oral reading inventories were thought by most to be helpful in diagnosis of difficulties.

Evaluation procedures were most commonly based on data from pre-test and posttest, along with observation by reading teacher and classroom teacher.

Parent involvement can help the child in a number of ways to make the reading program a success. Efficient organization of reading programs are of extreme importance to all concerned.

CHAPTER III

METHODS AND PROCEDURES

This descriptive questionnaire study of organization of remedial reading classes described the situations existing in small elementary schools located in northeast Kansas. Questionnaires were sent to each remedial reading teacher in these schools. Where there were no remedial reading teachers available, the questionnaire was sent to the superintendent of that district. Schools were selected from the following seven counties: Jackson, Marshall, Nemaha, Pottawatomie, Riley, Wabaunsee, and Washington. These elementary schools were located in small rural farming communities. School districts with a population of elementary enrollment under 800 were selected for this study. District Number 383, Manhattan, whose enrollment exceeded 800, was the only district not included. The remaining twenty-two districts were comprised of sixty-seven attendance centers with a total enrollment of over nine thousand pupils in the elementary schools.¹ The median at each attendance center was 113.

A list of reading teachers was obtained from the State Department of Education at Topeka, Kansas. There was no remedial reading teacher listed for four districts. Either these schools did not have remedial reading available, or the teacher was listed under a name other than

¹ See Appendix B for complete listing of attendance centers.

"reading teacher". When no remedial teacher was listed, the questionnaire was mailed to the superintendent of that district.

The questionnaire² covered aspects as to the organization of remedial reading programs based on the following topics:

1. The role of the remedial reading teacher.
2. Selection of students for remedial reading classes.
3. Schedule of classes.
4. Diagnosis of reading difficulties.
5. Evaluation of the progress of students.
6. Role of parents in the reading program.

The answers to each question from the returned questionnaires were summarized and analyzed. The data derived from the questionnaire were compared with that found from reviewing the literature relating to programs in other types of population areas. Tables were made to illustrate the summarization of the data.

The information derived from this descriptive questionnaire study should be of value to reading specialists and other educators in developing their present remedial reading programs, or in organizing new programs. Nearly all elementary schools need some type of remedial reading instruction for their students. The need for a successful program is of utmost importance.

² See Appendix A for a copy of the questionnaire accompanying letter.

CHAPTER IV

DATA OBTAINED FROM RESPONSES TO QUESTIONNAIRE

Questionnaires were sent to reading teachers of small rural schools in northeast Kansas to determine aspects of the remedial reading programs in their respective schools. Of the twenty-six questionnaires sent, twenty-five questionnaires were returned, of which twenty-three were usable in this study. One indicated no remedial reading program, one indicated a summer remedial reading program only, and one questionnaire was not returned.

The writer of this report was interested in the total aspect of the organizations of these remedial reading programs, and was not particularly interested in exact numbers or precise details. Therefore, the writer exercised her own judgment and changed certain data when necessary. One example in which this was done was in Question 15 in regard to number of students in each class. Percentages of classes in each category were estimated from the data given. The writer feels certain that the data were not distorted in any way as a result of any changes she made.

Because respondents could check more than one response for some questions, the total number of responses sometimes far exceeded the actual number of respondents (twenty-three). Several respondents did not answer all questions.

The following data were tabulated from the twenty-three returned questionnaires.

I. Description of the reading program

1. Organization of your school is:

8 K-8

2 K-6

5 1-6

6 1-8

2 other

1 K-7

1 K-12

2. Size of school population is:

3 less than 100

7 100-199

10 200-299

3 300-399

2 400+

3. For how many schools are you responsible?

7 1 school

8 2 schools

4 3 schools

2 5 schools

4. For what grades are the reading teacher responsible?

3 1-8

7 2-8

1 3-8

0 4-8

4 1-6

7 other

2 K-8

1 1-4

1 2-5

2 3-6

1 1-9

5. What is the number of students in the remedial reading program during regular school term?¹

5 25 or under

10 30-50

5 50-70

2 80-90

1 180

6. Is the program a Title I project?

22 yes

1 no

7. How many years has the program been in progress?

4 less than two years²

6 2-4

11 5-7

1 8-10

1 10+

8. Which describes your program?

15 school year

8 school year and summer

0 summer only

¹ See Appendix C, Number 1.

² See Appendix C, Number 2.

9. Does the remedial reading teacher have professional duties other than teaching remedial classes?³

13 yes

10 no

10. Are paraprofessionals or teacher aides available to help in the remedial reading class?⁴

7 yes

14 no

2 only in summer

11. Selection of students for remedial reading classes

11. Who determines students selected for reading instruction?⁵

(See Tables 1 and 2)

12. Who makes the final decision whether or not a child will be in the reading program?

(See Tables 3 and 4)

Table 1

Number of Schools Indicating Who Makes Selection of Students for Reading Class

Classroom teacher	Principal	Counselor	Reading teacher	Parents	Other
23	11	3	20	8	4

³ See Appendix C, Number 3.

⁴ See Appendix C, Number 4.

⁵ See Appendix C, Number 5.

Table 2

Number of Schools Indicating Certain Groups Who Make
Selection of Students for Reading Class

Classroom Teacher (only)	2
Classroom Teacher and Principal	1
Classroom Teacher and Reading Teacher	5
Classroom Teacher, Principal, and Reading Teacher	5
Classroom Teacher, Principal, Reading Teacher, and Counselor	1
Classroom Teacher, Principal, Reading Teacher, and Parents	4
Classroom Teacher, Principal, Reading Teacher, Counselor, and Parents	1
Classroom Teacher, Reading Teacher, Counselor, and Parents	1

Table 3

Number of Schools Indicating Who Makes Final Decision
of Selection of Students

Reading teacher	Principal	Classroom teacher	Parents
17	6	6	2

Table 4

Number of Schools Indicating Following Groups Who Make
Final Decision of Selection of Students

Reading Teacher	10
Principal	3
Classroom Teacher	2
Reading Teacher and Principal	2
Reading Teacher and Classroom Teacher	3
Reading Teacher and Parents	1
Reading Teacher, Classroom Teacher, Principal and Parents	1

13. Do you limit instruction to children with a
certain IQ?⁶

5 yes

17 no

14. What, in general, are your criteria for accepting a
child for special reading instruction?⁷

(See Table 5)

⁶ See Appendix C, Number 6.

⁷ See Appendix C, Number 7.

Table 5

Number of Schools Indicating Certain Criteria
Used in Selection of Students

Those below grade level	19
Those doing below reading potential	15
Those doing poor classroom performance	20
Those showing a greater retardation based on information from certain formulas	4
Other ^a	3

^a Other: (1) 4th stanine or below on SAT or SDRT
(2) Level
(3) Below 4th stanine on standardized test
Written teacher recommendation
Pupil need
Check of grades in Language Arts field
(back three years)

III. Schedule of classes

15. What is the size of each of your classes?

(See Tables 6 and 7)

Table 6

The Percentages of Reading Classes Which
Had the Following Sizes

1-4	5-7	8-10	11-15	16+
71%	28%	1%	0	0

Table 7

Number of Schools Which Listed the Following
Grouping of Class Size

All 1-4	All 5-7	Either 1-4 or 5-7	1-4, 5-7, and 8-10	Did not answer
5	1	12	2	3

16. What is the length of each of your classes?

(See Tables 8 and 9)

Table 8

Number of Schools That Had Classes
of the Following Length

Minutes						
15	20	25	30	40	45	60
1	9	4	15	4	2	2

Table 9

Length of Time for Classes as
Indicated by Schools

Minutes					Those having various lengths of time
All 20	All 25	All 30	All 40	All 45	
3	2	6	1	1	9

17. How many times per week do the classes meet?⁸

1 1

6 2

10 3

6 4

17 5

1 other (each child on individual schedule)

18. Grouping of classes are determined by:⁹

21 grade level

14 reading level

13 skills needed

3 sex

3 other

(1) when one to one relationship is needed

(2) determined by time

(3) discipline needs

19. Do students in the remedial reading program also have regular reading instruction in the classroom?¹⁰

18 yes

0 no

4 partial

1 varies

⁸ See Appendix C, Number 8.

⁹ See Appendix C, Number 9.

¹⁰ See Appendix C, Number 10.

20. Do you feel that the time spent in remedial reading class generally is sufficient for the complete reading development of the majority of children?¹¹

3 yes

18 no

1 other

21. What class period do students generally miss while attending remedial reading classes?¹²

1 Math

2 English

1 Spelling

14 Study Period

1 Band

0 Foreign Language

14 Other

1 Science

1 Social Studies

3 Music

9 Reading Period

22. Are pretests and posttests given?

23 yes

0 no

¹¹ See Appendix C, Number 11.

¹² See Appendix C, Number 12.

23. Which of the standardized tests do you prefer?

- 6 Durrell-Analysis of Reading Difficulties
- 12 Gates-MacGinite Reading Tests
- 14 Stanford Achievement Test: Reading
- 2 Metropolitan Achievement Tests: Reading
- 3 Iowa Silent Reading Test
- 3 Iowa Basic Skills: Reading
- 2 Other
 - 1 Nelson Reading
 - 1 MacMillan Reader Placement Test

24. How do you decide which level of the above tests to give?¹³

- 13 grade level
- 12 approximate level of reading

Further analysis of answers to the above question

indicated the following:

- 7 grade level (only)
- 8 approximate level of reading (only)
- 7 both grade level and approximate level of reading used

25. Which of the diagnostic tests do you judge to be the most helpful in planning remedial instruction?

- 1 Bond-Clymer-Hoyt Silent Reading Diagnostic Test
- 4 Botel Reading Inventory
- 9 Diagnostic Reading Scales

¹³ See Appendix C, Number 13.

8 Durrell Analysis of Reading Difficulty

15 Stanford Diagnostic Reading Test

0 Doren Diagnostic Reading Test

4 Other

<u>1</u>	IRI
<u>1</u>	WRAT
<u>1</u>	Wepman
<u>1</u>	Dolch Words

26. What intelligence tests are used to determine the academic potential of the students?

11 Peabody Picture Vocabulary Test

4 Quick Test

9 Slosson Intelligence Test for Children and Adults

6 Stanford-Binet Intelligence Scale

6 Wechsler Intelligence Scale for Children

12 Other

<u>4</u>	Large Thorndike (Non-Verbal)
<u>1</u>	California Mental Maturity
<u>1</u>	Goodenough Picture Man Test
<u>1</u>	PMA
<u>1</u>	Kuhlman-Finch
<u>4</u>	Otis Lemon

27. Who administers the intelligence tests?

8 classroom teacher

16 reading teacher

8 counselor

5 other

<u>4</u>	school psychologist
<u>1</u>	principal

28. Children are given:

- 0 auditory screening only
- 0 visual screening only
- 22 both visual and auditory screening
- 1 neither visual nor auditory screening

29. Who usually does this screening?

- 16 school nurse
- 3 reading teacher
- 11 other
 - 2 teacher aide
 - 1 principal
 - 2 county health nurse
 - 4 auditory speech therapist
 - 1 mothers (visual testing)
 - 1 registered nurse under supervision of state health nurse

V. Evaluation

30. The evaluation of the student is based mainly on:

- 19 difference in pretest and posttest
- 14 child's attitude and interest
- 3 reading accuracy rates
- 21 observation by reading teacher and classroom teacher
- 2 other
 - (1) observation by parent
 - (2) self-concept

VI. Parents

31. How do you generally consider the attitude of most of the parents toward the remedial reading program?

15 excellent

6 adequate

1 reluctant

0 uncooperative

32. How often are parent-teacher conferences held?

0 frequent

9 once a year

9 twice a year

10 whenever need is indicated

CHAPTER V

CONCLUSIONS, EVALUATIONS AND SELECTED INTERPRETATIONS OF DATA

CONCLUSIONS

The responses to the questionnaire concerning the aspects of the organization of remedial reading classes indicated that provisions for reaching the reluctant reader had been made in the small rural schools in northeast Kansas.

1. The number of students taking remedial reading classes ranged from twenty-five in one school to one hundred eighty in another school. However, the majority of reading teachers had from thirty to seventy students in their programs.

2. Some of the remedial reading teachers taught reading classes in more than one school, some as many as three to five schools.

3. Responses indicated that the reading teacher was responsible for a variety of combination of grades from kindergarten through ninth grade. However, not quite half of these schools included first grade students in the remedial reading program. Only two schools included kindergarten in their program.

4. With the exception of one, all of the programs were Title I projects.

5. Approximately three-fourths of the programs have been in existence for five to seven years.

6. Fifteen of the schools had remedial reading programs during the regular school term only; eight schools had it both summer and during the regular school term.

7. Remedial reading teachers frequently had other professional duties.¹ Some of these duties included lunchroom, playground, or hall supervision, teaching remedial math, and director of Federal Funded Programs.

8. The majority of remedial reading teachers did not have paraprofessional help available.

9. A cooperative procedure was used in determining students selected for remedial reading instruction. No one procedure was used by a majority of schools. The classroom teacher and reading teacher were indicated as playing an important role in both the selection and in making the final decision as to who would be in the reading program. A variety of criteria for accepting a child was used in all school districts and even within a single district. The criteria considered most often in the selection of students were: reading below grade level, reading below their potential, and poor classroom performance.² Reading formulas to determine retardation of the students were used only in a few schools and then along with other criteria.

10. Most of the schools in the survey did not limit instruction to children according to IQ. One reading teacher stated that children in Special Education were not in her classes.³

¹ See Appendix C, Number 3. ² See Appendix C, Number 8.

³ See Appendix C, Number 11.

11. With a few exceptions all responses to the questionnaire indicated that the time spent in the remedial reading classes was not sufficient for the complete reading development of most of the children, and that these students also had regular reading instruction in their classroom.⁴

12. There was no consistency either within a school, or throughout the school districts, as to which classes students missed while they were in remedial reading. This apparently was one of the major problems in scheduling classes for the special reading student. This problem was partially solved by some schools scheduling remedial reading classes while those in the classroom were having group reading; or by scheduling classes during a study period.⁵

13. All programs included pretests and posttests as part of the special reading program. Numerous and various tests were used. The Stanford Achievement Test: Reading was listed more frequently than any other.

14. The survey showed no conclusive evidence that any one criterion was used as a basis for determining the level of reading tests to be given an individual student. The responses were equally divided between giving a test based on his grade level and his reading ability. In several instances tests were given on both levels to students who ranked low on grade level tests.⁶

⁴See Appendix C, Number 12.

⁵See Appendix C, Number 14.

⁶See Appendix C, Number 14.

15. Reading teachers used a wide range of diagnostic tests and intelligence tests. The Stanford Diagnostic Reading Test was listed most often for diagnostic purposes. Peabody Picture Vocabulary Test and Slosson Intelligence Test for Children and Adults were more frequently listed for determining the intelligence level of students. Intelligence tests were administered in most cases by the reading teacher or the classroom teacher. Only a few schools had the services of a school psychologist available for those students in need of more intensive testing.

16. Both visual and auditory screening were given in nearly all schools. This screening was done principally by the school nurse with the aid of a variety of other professionals and nonprofessionals.

17. Difference in pretest and posttest, observations by the reading teacher and classroom teacher, and the child's attitude and interest formed the basis of evaluation of the students in the remedial reading program.

18. The special reading programs were widely accepted by the parents of the reading students as indicated by the questionnaire with the majority of teachers ranking attitude of parents as excellent. None were rated as uncooperative. Conferences were held with parents either once or twice a year, or whenever needed.

EVALUATION OF THE DATA

Responses to this questionnaire in the writer's opinion were most informative and should be helpful to those interested in helping the reluctant or retarded reader. The retarded reader needs diagnostic and

individualized instruction. Responses to this questionnaire showed that this was being done in the remedial reading programs in the small schools in northeast Kansas.

Responses indicated some important overall aspects of the organization of the reading program in these schools. These included the following:

1. School leaders in these schools have recognized the need for more individualized and diagnostic help for the reluctant reader, and through the aid of Title I funding under ESEA this has been made possible.
2. The special reading programs served a large number of students. They provided all students the opportunity to reach their potential in reading.
3. These programs used sound administrative procedures for the selections of students and the organization of the reading program.
4. Though the organization of all programs followed similar basic patterns, there was much flexibility allowed for individualization throughout the various schools, and even within a school.
5. Remedial reading teachers played an important role in the organization of the remedial reading program.

SELECTED INTERPRETATIONS OF THE DATA

This writer makes the following recommendations based on her interpretations of the responses to the questionnaire:

1. The writer feels that a preventive-type remedial reading program is more effective and lasting than a corrective program. Problems need to be corrected before faulty learning habits are developed. The opportunity for a child to reach his reading potential, suffer less frustration, and maintain a positive self-concept is much greater if diagnosis and appropriate remediation is made in the primary grades. Therefore, the first grade shall be included in all remedial reading programs.

2. The remedial reading teacher shall have time available for diagnosis, planning, and conferences with parents, classroom teachers, and individual students. Therefore, the teacher's case load shall not exceed fifty students. If the teacher is responsible for several schools, then the case load shall be even less.

3. A more efficient use shall be made of the special reading teacher's time than in supervising the lunchroom, hall, or playground.

4. Paraprofessionals or teacher aides shall be made available for those teachers who need extra help.

5. The reading programs will continue to include all children regardless of IQ level. Inclusion in the program shall be dependent on factors other than his IQ level.

6. In school districts where the case load is extremely large, a more selective procedure shall be used for accepting the students into the remedial program. Basis for acceptance shall be made on the student's reading potential rather than on poor classroom performance.

7. All school districts shall make available the services of a school psychologist for those students who require the need of more intensive testing.

8. Evaluation of the student shall continue to include other more acceptable procedures than pretests and posttests. Observations by classroom teacher, reading teacher, parents and the student, as well as the student's attitude and interest shall continue to form the basis of evaluation of the student's progress.

9. Efforts shall continue to be made to maintain a good relationship between parent and teacher, and to see that parents are involved with helping their child reach his potential in reading.

Educational leaders of the small schools in northeast Kansas have recognized the problem of teaching all students to read, and have made it possible, with the aid of Title I funding, for children of all intelligence levels to be helped through more individualized, diagnostic remedial instruction by including special reading programs in the curriculum.

Richard J. Smith (1971) emphasized that some students will always require specialized out-of-class instruction if their reading ability is to be developed to the extent that their general intellectual growth permits. He further stated that remedial reading programs are likely to remain an important aspect of the total elementary school reading curriculum.

Remedial reading programs can not perform miracles, but respondents to this questionnaire have pointed out that individualized and diagnostic instruction has been provided for the retarded reader. Through these

programs it may well be possible to attain James E. Allen's target for the 70's,

...we should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all--that no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability (Allen, 1972, p. 5).

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A P P E N D I C E S

APPENDIX A

QUESTIONNAIRE REGARDING THE ASPECTS OF THE
ORGANIZATION OF REMEDIAL READING CLASSES
IN SELECTED SCHOOLS IN NORTHEAST KANSAS
AND ACCOMPANYING LETTER

October 11, 1972

Dear Reading Teacher,

Virtually no information exists about how small schools in northeast Kansas organize their remedial reading program. Will you help me learn more about how these programs are operated? This information should be of value in organizing new programs or in improving ones now in existence.

Will you please complete the enclosed questionnaire and put it in the mail by October 20th?

If you desire a copy of the results, check the appropriate blank at the bottom of page four of the questionnaire and I will send you a copy of the results.

Sincerely yours,

Wilma Roberts

Some questions in this questionnaire can be answered by making a circle around the appropriate answer, others by making a check mark. (More than one answer may be marked for certain questions.) Some of the questions will need specific answers.

I. Description of the reading program

1. Organization of your school is:
K-8, K-6, 1-6, 1-8, other (specify) _____
2. Size of school population is:
less than 100, 100-199, 200-299, 300-399, 400+
3. How many schools are you responsible for? _____
4. What grades are the reading teacher responsible for?
1-8, 2-8, 3-8, 4-8, 1-6, other (specify) _____
5. What is the number of students in the remedial reading program during regular school term? _____
6. Is the program a Title I project? Yes. No.
7. How many years has the program been in progress?
less than 2 years, 2-4, 5-7, 8-10, 10+
8. Which describes your program?
school year, school year and summer, summer only
9. Does the remedial reading teacher have professional duties other than teaching remedial classes? Yes. No.

If "yes", please list duties: _____

10. Are paraprofessionals or teacher aides available to help in the remedial reading class? Yes. No.

II. Selection of students for remedial reading classes

11. Who determines students selected for reading instruction?
(more than one may be checked)
____ classroom teacher, ____ principal, ____ counselor,
____ reading teacher, ____ parents, ____ other
If other, please specify _____

12. Who makes the final decision whether or not a child will be in the reading program? _____
13. Do you limit instruction to children with a certain IQ?
Yes. No.
14. What, in general, are your criteria for accepting a child for special reading instruction?
 _____ those below grade level
 _____ those below "reading potential"
 _____ those doing poor classroom performance
 _____ those showing a greater retardation based on information from certain formulas
 _____ other (specify) _____

III. Schedule of classes

15. What is the size of each of your classes (how many have 1-4 students, how many have 5-7....)?
 _____ 1-4, _____ 5-7, _____ 8-10, _____ 11-15, _____ 16+
16. What is the length of each of your classes (how many 20 minute classes, how many 30 minute classes...)?
 _____ 20 min., _____ 30 min., _____ 40 min., _____ 60 min.,
 _____ other (specify) _____
17. How many times per week do the classes meet?
 _____ 1, _____ 2, _____ 3, _____ 4, _____ 5,
 _____ other (specify) _____
18. Grouping of classes is determined by:
 (more than one may be checked)
 _____ grade level, _____ reading level, _____ skills needed,
 _____ sex, _____ other (specify) _____
19. Do students in the remedial reading program also have regular reading instruction in the classroom?
 Yes. No.
20. Do you feel that the time spent in remedial reading class generally is sufficient for the complete reading development of the majority of children?
 Yes. No.

21. What class period do students generally miss while attending remedial reading classes?

☐ Math, ☐ English, ☐ Spelling, ☐ Study Period,
☐ Band, ☐ Foreign Language,
☐ Other (specify) _____

1V. Diagnosis

22. Are pretests and posttests given? Yes. No.

23. Which of the standardized tests do you prefer?

☐ Durrell-Analysis of Reading Difficulties
☐ Gates-MacGinite Reading Tests
☐ Stanford Achievement Test: Reading
☐ Metropolitan Achievement Tests: Reading
☐ Iowa Silent Reading Test
☐ Iowa Basic Skills: Reading
☐ Other (specify) _____

24. How do you decide which level of the above tests to give?
 (Do you give 5th grade tests to 5th graders reading at 2nd grade level, or do you give them 2nd grade tests?)

☐ grade level of student
☐ approximate level of reading

25. Which of the diagnostic tests do you judge to be the most helpful in planning remedial instruction?

☐ Bond-Clymer-Hoyt Silent Reading Diagnostic Test
☐ Botel Reading Inventory
☐ Diagnostic Reading Scales
☐ Durrell Analysis of Reading Difficulty
☐ Stanford Diagnostic Reading Test
☐ Doren Diagnostic Reading Test
☐ Other (specify) _____

26. What intelligence tests are used to determine the academic potential of the students?

☐ Peabody Picture Vocabulary Test
☐ Quick Test
☐ Slosson Intelligence Test for Children and Adults
☐ Stanford-Binet Intelligence Scale
☐ Wechsler Intelligence Scale for Children
☐ Other (specify) _____

27. Who administers the intelligence tests?
 ___ classroom teacher, ___ reading teacher,
 ___ counselor, ___ other (specify) _____
28. Children are given:
 ___ auditory screening only
 ___ visual screening only
 ___ both visual and auditory screening
 ___ neither visual nor auditory screening
29. Who usually does this screening?
 ___ school nurse
 ___ reading teacher
 ___ other (specify) _____

V. Evaluation

30. The evaluation of the student is based mainly on:
 ___ difference in pretest and posttest
 ___ child's attitude and interest
 ___ reading accuracy rates
 ___ observation by reading teacher and classroom teacher
 ___ other (specify) _____

VI. Parents

31. How do you generally consider the attitude of most of the parents toward the remedial reading program?
 ___ excellent, ___ adequate, ___ reluctant,
 ___ uncooperative
32. How often are parent-teacher conferences held?
 ___ frequent, ___ once a year, ___ twice a year,
 ___ whenever need is indicated

 Name of School

 Respondent

Do you want a copy of the results? Yes. No.

APPENDIX B

LIST OF COUNTIES, DISTRICTS AND ATTENDANCE CENTERS
SELECTED FOR STUDY

County	District No.	Attendance Center	No.	Total
Jackson	335	CIRCLEVILLE (North Jackson)		282
		Circleville (Gr. 4-8)	83	
		Soldier (Gr. 1-3)	46	
		Whiting	153	
	336	HOLTON		775
		Denison	114	
		Holton (Central)	178	
		Holton (Colorado)	226	
		Holton (Holton)	169	
		South Holton	88	
	337	MAYETTA		452
		Hoyt	185	
		Mayetta (Gr. K-6)	151	
		Royal Valley (Gr. 7-8)	116	
Marshall	364	MARYSVILLE		496
		Beattie	88	
		Marysville (Central)	253	
		Marysville (Lincoln)	126	
	380	Oketo	29	
		CENTRALIA		450
		Centralia	132	
		Corning	62	
		Frankfort	198	
		Vermillion	58	
	488	AXTELL		325
		Axtell	75	
		Bern	146	
		Summerfield	104	
	498	WATERVILLE-BLUE RAPIDS		351
		(Valley Heights)		
		Valley Heights (Blue Rapids)	106	
		Valley Heights (Waterville)	245	

County	District No.	Attendance Center	No.	Total
Nemaha	441	SABETHA		621
		Goff	79	
		Morrill	--	
		Sabetha	449	
		Wetmore	93	
	442	SENECA (Nemaha Valley)		362
		Kelly	113	
		Seneca	249	
	451	BAILEYVILLE (B & B)		206
		Baileyville	105	
		St. Benedict	101	
Pottawatomie	320	WAMEGO		619
		Louisville	39	
		Wamego	538	
		Zeandale	42	
	321	ST. MARYS (Kaw Valley)		785
		Delia	84	
		Emmett	87	
		Rossville	282	
		St. Marys	332	
	322	ONAGA		322
		Havensville	92	
		Onaga	185	
		Wheaton	45	
	323	WESTMORELAND (Pottawatomie West)		421
		St. George	180	
		Flush	61	
		Westmoreland	180	
Riley	378	RILEY		323
		Leonardville	97	
		Riley	226	
	384	RANDOLPH (Blue Valley)		192
		Olsburg	91	
		Randolph	101	

County	District No.	Attendance Center	No.	Total
Wabaunsee	329	ALMA		430
		Alma	166	
		Maple Hill	113	
		Newbury	68	
		Paxico	83	
	330	ESKRIDGE (Wabaunsee East)		422
		Dover	132	
		Eskridge	169	
		Harveyville	121	
Washington	221	MAHASKA		172
		Mahaska	38	
		Haddam	134	
	222	WASHINGTON		384
		Greenleaf	58	
		Washington	326	
	223	BARNES		292
		Barnes	74	
		Hanover	82	
		Hollenberg	13	
		Linn	88	
		Palmer	35	
	224	CLIFTON-CLYDE		408
		Clifton	107	
		Clyde	238	

APPENDIX C

COMMENTS TO VARIOUS QUESTIONS FROM RESPONDENTS
TO QUESTIONNAIRE

1. Comments to Question 5:

"our program is mostly done in conjunction with classroom and with varying students' groups."

2. Comments to Question 7:

"first several years, remedial reading was supported by district."

3. Comments to Question 9:

"Lunchroom and noon playground duty approximately every third week. Give Slosson or Peabody Intelligence tests to kindergarten through second grades if teacher requests."

"Title I administrator."

"I'm fighting taking playground lunch duty. One hour high school psychology which district pays for."

"Serve on various committees. Example: salary committee, negotiation, etc. Also playground and hall duties."

"Bus duty--also have two remedial math classes."

"Special Ed.--TMR."

"Director of Federal Funded Program."

"Keep eight grade lunch and attendance records. Assist at Junior High activities."

"Playground, cold lunch, hall in morning."

"In-service training of classroom Weekly Conferences with teachers."

"Students from K-State observe one-half day a week. High school student trains from 1:45-3:30."

4. Comments to Question 10:

"We have aides in the system who type for us, etc."

5. Comments to Question 11:

"Pupils are selected (1) below 4th stanine on a standardized test, (2) teacher recommendation (written), (3) pupil need, (4) a check of grades in Language Arts Field--go back three years."

"The students are given a battery of diagnostic tests and from these results and conferences with the teachers and principals, the students are selected."

6. Comments to Question 13:

"Special Education class children are not in remedial reading classes."

7. Comments to Question 14:

"4th stanine or below reading on SAT or SDRT (written in project)." "Level" "Below 4th stanine on standardized test. Written teacher recommendation. Pupil need. Check of grades in Language Arts Field back 3 years."

8. Comments to Question 17:

"I see the second and third grades every day. Fourth and fifth grades vary according to reading difficulty and teacher schedule."

"Every child is on an individual schedule."

9. Comments to Question 18:

"When one to one relationship needed."

10. Comments to Question 19:

"Some do. Some don't."

"Some rooms do, some rooms don't."

"Varies according to degree of individual retardation."

"They are supposed to."

11. Comments to Question 20:

"Answer yes for the very low. Too often they are frustrated if classroom teacher expects them to keep up with others. (Some teachers are great about grouping--others don't)."

"Answer no for majority of children. These do SRA phonics, etc. with regular classes."

"I'm not responsible for complete reading development; it is a team effort. Goal: Get back into the classroom with classroom teacher support."

12. Comments to Question 21:

"Some miss 'reading' if they are completely unable to do the work of any group in room and teacher doesn't have time for another group."

"They miss different classes different days. Usually they have their reading group with their teacher, then come to special reading while other group has their reading."

"Reading period when classroom teacher is working with another reading group."

"None. Our classes are set up so that regular reading has reading at the same time."

"I try to take the younger children (grades two and three) during their reading class time. Fourth and fifth grade teachers schedule either reading, science, or social studies during that time."

13. Comments to Question 24:

"For Title I programs--a requirement. I give reading level for my own information."

"The first time they are given by classes--later on, the level you think they are capable of taking."

"Grade level, except in extreme cases--otherwise standardization is not valid--test is worthless for Title I evaluation."

"Approximate level of reading--for very low IQ's or after I have given test for own grade level."

ASPECTS OF ORGANIZATION OF THE REMEDIAL CLASSES IN
SELECTED SMALL ELEMENTARY SCHOOLS IN
NORTHEAST KANSAS

by

WILMA A. ROBERTS

B. S., Southwest Missouri State, 1965

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

This study attempted to determine selected aspects of the organization and administration of remedial reading programs in selected small schools in northeast Kansas. Some of the aspects investigated included the selection of students for these classes, the scheduling of these classes, diagnostic instruments and procedures, methods of evaluating student progress, and the role of parents in the reading program.

Research and related literature pertaining to the topic were reviewed. A questionnaire was developed and sent to the remedial reading teachers of 26 selected schools. Data from the questionnaires were analyzed and conclusions and interpretations about the data were made.

Major conclusions dealt with topics such as the need for such programs, the quality of the administrative procedures, the variety of organizational patterns used, and the role of the remedial reading teachers in the administration and organization of the program.

Nine recommendations were made by the writer as a result of her interpretation of the data. These dealt with which students should be selected, case load per teacher, efficient use of teacher time, the role of paraprofessional help or teacher aides, the need for additional psychological services, evaluation procedures, and the relationship between parents and program.

This study should be of value to all people interested in helping children achieve their potential in reading.