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IMPROVING THE READING LEVEL OF DISADVANTAGED ADULTS.

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REHABILITATION RESEARCH FOUNDATION, ELMORE, ALA.

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DESCRIPTORS- *ADULT READING PROGRAMS, *READING IMPROVEMENT, *REMEDIAL READING, *PHONICS, *READING COMPREHENSION, MECHANICAL TEACHING AIDS, MANPOWER DEVELOPMENT, EDUCATIONALLY DISADVANTAGED, ILLITERATE ADULTS, PERCEPTUAL DEVELOPMENT LABORATORIES DIAGNOSTIC READING TEST, MDTA VOCATIONAL EXPERIMENTAL DEMONSTRATION PROJECT, DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA,

TO HELP DISADVANTAGED INMATES WITH LOW READING LEVELS AND THOSE CONSIDERED FUNCTIONALLY ILLITERATE, THE DRAPER CORRECTIONAL CENTER IN ALABAMA EXPERIMENTED WITH VARIOUS READING IMPROVEMENT PROGRAMS. MOST SUCCESSFUL WAS THE READING IMPROVEMENT PROGRAM USING THE PERCEPTOSCOPE. ALL APPLICANTS WHO SCORED BELOW THE SEVENTH GRADE READING LEVEL IN THE METROPOLITAN ACHIEVEMENT TEST TOOK THE PERCEPTUAL DEVELOPMENT LABORATORIES (PDL) DIAGNOSTIC READING TEST AND WERE THEN ENROLLED EITHER IN THE PHONICS PROGRAM OR IN THE INTERMEDIATE READING PROGRAM. THE PHONICS PROGRAM HELPED INMATES WHO COULD NOT FUNCTION AT THE INTERMEDIATE LEVEL KNOW ABOUT LANGUAGE SOUNDS AND DEVELOP THE ABILITY TO CONVERT SOUNDS INTO WORDS THROUGH THE PDL PHONICS TRAINING SYSTEM. THE 40-LESSON INTERMEDIATE READING PROGRAM USED LESSONS READ FROM THE SCREEN WITH SPEED CONTROLLED BY THE PERCEPTOSCOPE AND LESSONS TO IMPROVE COMPREHENSION. THE WHOLE PROGRAM WAS EFFECTIVE IN TEACHING READING SKILLS, PARTICULARLY COMPREHENSION, AND IN ENHANCING OTHER LANGUAGE SKILLS. THE EXPERIMENTAL GROUP GAINED 2.5 GRADE LEVELS, THE CONTROL GROUP HAD A .7 GAIN. THIS REPORT LISTS OTHER READING PROGRAMS USED AT DRAPER CORRECTIONAL CENTER. (NS)

Improving the Reading Level of DISADVANTAGED ADULTS

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The Rehabilitation Research Foundation

PREFACE

The experiences described in this paper occurred in an experimental-demonstration project, funded by the Departments of Health, Education, and Welfare and Labor under the Manpower Development and Training Act. The program is conducted at Draper Correctional Center, a state prison in Alabama.

The Draper Vocational E&D Project has been in operation since September of 1964 and serves an incarcerated youthful offender population. The project's purpose is to provide a special program for the selection, counseling, testing assessment, training, placement, and follow-up of inmates whose many problems prevent their profiting from conventional programs in vocational training. Programmed instruction and several allied training methods are being developed and used to instruct the inmates in an effort to overcome their defeatist attitudes and to reduce the vocational training time without sacrifice of the quality or quantity of their learning.

In order to make its findings of value to other prison systems and similar training programs for the disadvantaged, the Draper project is currently preparing guidelines for dissemination and utilization. While the Federal Government sponsors encourage E&D Projects to express their own judgment freely, the points of view stated in this report do not necessarily represent the official position or policy of the U. S. Departments of H.E.W. or Labor.

Improving the Reading Level of Disadvantaged Adults

W. Malon Graham

Disadvantaged adults, institutionalized offenders not the least among them, are characterized by certain distinctive educational, personal-social, and vocational handicaps. Programs designed to train and educate the disadvantaged struggle, often unsuccessfully, to overcome during a relatively short period of time this great cluster of handicaps, one of the more serious being the inter-and intra-individual variability in educational ability and achievement. In a sample of 20-year-old prisoners at Draper Correctional Center, the educational range is from zero grade level through high school, with the actual achievement level at a median of the sixth grade. However, individual achievement test scores present a subtest scatter pattern so great that commonly practiced educational methods usually fail to level off these differences. Both the inter- and intra-individual variability factors demand a heavy concentration on individualized instruction.

Over 50 percent of the offenders at Draper have less than a sixth grade education, a fact which makes it almost impossible to train them in a vocational program. Primarily, the problem is their inability to comprehend the meaning of words they may recognize and be able to pronounce merely as a result of previous exposure in public school systems. This inability to read effectively adversely affects all areas of their training.

In an experimental program at Draper--a forerunner of the MDTA Vocational E&D Project--the use of programmed instruction in a totally self-instructional school proved to be highly effective in overcoming the low motivation of inmates toward academic pursuits. Consequently, this educational technique was adopted as the primary means of providing vocational trainees remedial education they would need to master shop-related theory required for entry-level performance in a given trade area. For inmates who are able to read, the use of programmed instruction in remedial training continues to be effective.

In order to meet the overall requirements of selecting inmates whose parole review dates approximately coincide with completion of training, it has been necessary for us to accept for vocational training prisoners who are functionally illiterate individuals. These students, of course, are unable to function in the remedial course which utilizes the highly individualized programmed instructional technique and are able to learn a trade only on a man-to-man basis, with an instructor demonstrating to each such student each step of the task that is to be done. Even then, the inmate is only memorizing a given task and has little idea of its relation to other tasks of the trade simply because he cannot comprehend the shop-related classwork.

Without assistance, the trainee who is functionally illiterate cannot achieve academic and vocational performance levels which enable him to compete effectively in the society to which he will be released. "For success in our society, it is necessary for an individual to be able to read the newspapers, to have some knowledge of the laws

and printed forms required for everyday life, to be able to fill in an application for employment, and to be trained for a skill in the labor market."[1] While an inmate who is able to memorize the tasks to which he is exposed in a six-month vocational training program can get a job performing menial tasks, he can hardly be considered "skilled" enough to sustain himself in a highly competitive free society.

Both the academic and vocational experimental projects at Draper have experimented with various reading improvement programs in order to overcome the problems experienced in training students with low reading levels. The most successful program with which we have experimented is the Reading Improvement Program designed for use with the PerceptoScope, a multi-function machine manufactured by Perceptual Development Laboratories (PDL) of St. Louis, Missouri, and distributed by Link Enterprises, Incorporated, Decatur, Alabama.

In a study to determine the effects of a reading program on overall grade-level gains and individual subtest gains of students in the Vocational E&D Project at Draper Correctional Center, it was concluded that the PerceptoScope's reading program is highly

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[1] R. Lee Henney. "The Future of Adult Education in Correctional Institutions." Paper delivered before the 96th Congress of Corrections, Baltimore, Maryland. Aug. 28 - Sept. 1, 1966.

effective in the teaching of reading skills, particularly reading comprehension. We have also learned that it significantly enhances other language skills. (Refer to "An Evaluation of the Effects of an Intensive Reading Program on a Group of Adults at Lower Academic Achievement Levels" which is included in the appendix.)

All inmate applicants for vocational training who score below 7th grade reading level on the Metropolitan Achievement Test (M.A.T.) are enrolled in the phonics or intermediate level reading improvement program. First, they are administered the PDL Diagnostic Reading Test to determine reading rate, reading comprehension, vocabulary, and story comprehension.

Students enrolled in the Reading Improvement Program are retested at midcourse and again at the conclusion of the program. When midcourse test results are reviewed with them, most of the students are amazed to see that they have made more progress than they had realized. This seems to increase their enthusiasm, and they become even more committed to the program than before. These students are also administered a different form of the M.A.T. upon completion of the reading program to determine what effect their participation in the special reading classes may have had on subtest areas other than reading. Generally, students who do not participate in the Reading Improvement Program and have only remedial training serve as control groups.

After 40 hours of instruction in the Intermediate PDL Reading Program, using the PerceptoScope, subjects in the original experiment

achieved an overall average increase in grade level of 2.5 which was much higher than the non-participants (other vocational trainees) who gained only 1.1 grade levels. Reading program participants had an average increase in reading levels of 2.5 grades, while the nonparticipants, using only programmed instruction, registered only a .7 grade gain in reading. Among all students who participated in the reading program, the greatest grade gain in reading level was from 4.9 to 9.7, an increase of 4.8.

How the Program Works

Homogeneous groups are established on the basis of scores made on the PDL reading test administered before the reading program begins. These groups receive a combination of group and individual training, beginning with phonics. The intermediate reading program follows the phonics course, with both course units being presented on programmed film used with the PerceptoScope. Workbooks are used along with the programmed film to provide each student an opportunity to apply, at his own rate, the skills he has developed during group use of the programmed film.

Phonics

From time to time, we have students who are unable to function at the intermediate reading level. For instance, these students do not realize the difference between a "long a" and a "short a," nor are they aware of the importance of making the distinction. For these students, we employ the PDL Phonics

training system which is designed to develop the knowledge of language sounds and the ability to convert these sounds into words.

An orientation film which dramatizes the importance of reading and spelling challenges the student to discover the benefits available to him in learning to read and spell. This group technique also includes an explanation of principles and procedures to be followed in succeeding lessons. Four lecture-demonstration films cover sounds of individual letters, letters with more than one sound, sounds of letters in combination, word sounds, and sentence structure. The teaching material insures numerous opportunities for the student to succeed in early sessions, then moves from the simple to the complex on a step-by-step basis. A series of film loops for recall and association utilize repetition in presenting materials for teaching. Students learn by association. Letters are associated with a common object and then with a sound. (B -  -buh.)

The instructor has the option of using tape recordings to relieve him of repetitive oral demonstration of letter and combination sounds. The recording insure the true sound of letters and may be repeated as often as necessary.

The duration of instructional time for the phonics training system differs from situation to situation because of the variation in student abilities and the consequent necessity for varying time schedules for completion of elements of the program. For beginning

students or those who are slow achievers, the program may require as long as 60 hours. When the program is used for review, it may be presented in approximately 30 hours.

The Intermediate Reading Program

The Intermediate Reading Improvement Program includes 40 lessons. The first lesson is an orientation and motivational film. After this film is presented, each student receives a workbook which contains practice reading selections, pages for notes, and comprehension tests. A chart is also provided so that each student may keep a record of his progress (in terms of both speed and comprehension).

Each lesson deals with one topic. The first 20 of the 40 lessons are presented in the following manner:

Lecture-Article (dealing with lesson topic) - All lectures are read from the screen by the students at a controlled speed. After the lecture-article is completed, there is a short discussion and review.

Tachistoscopic Exercises - During these exercises various types of materials--words, phrases, digits, clauses, discriminations--are flashed briefly on the screen. The students are asked to perceive and say or write down what they have seen. Each drill is begun at a speed which allows early, active, and successful participation by all trainees. The speed is gradually increased, and as the students progress through the lessons, an interesting phenomenon occurs:

The students get so involved that many are begging for more material at a faster speed. They are proud of their achievements, quick to admit their mistakes, and determined to do better on the next flash.

Practice Reading Article - A controlled practice reading article is presented each day. These articles vary in length from 900 to 3,400 words, giving a complete range for checking attention span, concentration, and comprehension skills. An entire page of material is projected, but by the use of a fixation film (mask) the speed at which the student reads is controlled. The mask also controls the number of fixations per line.

After each practice article, the students are given a five question comprehension test. Their scores are transcribed on the aforementioned progress charts. The lessons presented in the foregoing manner are primarily designed to break bad reading habits and to form good ones.

The next 20 lessons are presented to further improve comprehension. They include the following topics:

Paragraph Understanding

Sentence Meaning

Word Meaning Through Structure

Word Meaning Through Context

Paragraph Organization

Outlining

Using the PerceptoScope

The PerceptoScope meets almost all visual-aid needs with one instrument. An electronic device attached to the machine gives the instructor complete control of the timing and thus enables him to use still projection for material requiring extended viewing and discussion. A tachistoscopic projection feature helps students to develop the skill of rapid and accurate perception. Motion pictures may be used at speeds of from 1 to 24 frames per second and may be instantly stopped and reversed. It is possible to use a front and back film superimposed and projected together for controlled reading exercises that require precise pacing. Moreover, the mechanical gymnastics that are possible with the machine are particularly effective in holding the interest of trainees.

The success of a reading improvement program in which the PerceptoScope is used is dependent upon the attitude and flexibility of the instructor. I have found that some days the reading improvement class is a "drag" for the students, and they enter the classroom with very little enthusiasm. When students are in this kind of mood, I say, "Look, let's rock the rafters and let the people here in the project know we're alive."

I then introduce the "tach-work" (Tachistoscopic) by pitching my voice to a near shout in an effort to generate enthusiasm and involvement and to set the stage for the students to "blow off" their mood by responding loudly. Generally, it

is the same few students who are not enthusiastic, and of course, these are the ones whom I must try to inspirit.

So, I begin: "Look, I'm running this thing (PerceptoScope) a little faster than recommended, so I don't expect you to get all of the answers right." Some of them do get all the answers right on the first try, however, and I praise them occasionally by saying, "You beat me that time. You are doing better than I."

When I spot a couple of students who are reluctant to respond, I ask, "Why don't you two team up and work on the next exercise together?" If there are more than two students who are lagging behind the group, I suggest that they team up and compete with the other teams. As soon as I feel these students are ready to compete on their own, I break up the teams, Students who gained self-confidence in partnership participation are then usually eager to outdo their former partners.

At the point in the"tach-work" where I begin flashing seven digits on the screen for 1/2 second, I find many of the students unable to recall all of the seven digits. After encountering this problem several times, I decided to try a new approach: "Just try to get the first four," I challenge the students as I speed up the flash to 1/24 of a second. Then, an interesting thing happens. Students who were unable several days before to get four out of four digits flashed at 1/2 of a second are now able to get four out of seven flashed at the faster speed.

While the students realize it will be more difficult to get four out of seven digits at the faster rate, they seem to like the challenge of being taken a little further than they can go; they try harder, and they accomplish more than when they were trying for the lesser goal. Their reaction calls to mind Robert Browning's words, "Ah, but a man's reach should exceed his grasp, Or what's a heaven for?"

From this point, the students move very quickly, getting all seven of the seven digits flashed at the speed of 1/24 of a second.

While it is true that the programmed films have built-in motivation, I find that if I interject a few examples which are keyed to the experiences I know these inmates have had, it helps to clarify directions given to them in the film. In working with the film, "Scanning," for instance, I use the example of going into a department store, hurriedly scanning both the merchandise and the key words on placards, either of which will lead me to the merchandise I want to buy. (In talking about "key words," we are reinforcing the content of the previous day's lesson on "Key Words" as it relates to the present one on "Scanning.")

If the information to be flashed is obvious, such as "pick the date Columbus discovered America from this column of numbers," I ask the students where the correct number was located on the screen. Their correct response assures me they are not just giving an obvious answer.

Since the PerceptoScope makes a slight noise, I have to

talk loudly for my voice to be heard, expecially to alert the students to be "ready." Loudness is a characteristic with which the students easily identify and by which they express their enthusiasm. Therefore, their responses follow my cue. Should I give directions in a quiet, meek manner, the students would not bother to respond at all. It seems that an aggressive approach to working through the lessons is essential to getting the students involved, and my approach results in their being aggressive also.

During each lesson, I have an ample length of cord extending from the control of the PerceptoScope to allow me to move around the room, giving each student as much individual attention as possible. Students who are responding correctly are eager for me to recognize their success. Others need a word of encouragement, and I spend most of the time helping them. However, I try to remember to praise the faster students at intervals and to remark frequently after they have responded correctly, "That was very good."

When we first begin a lesson, most of the students get answers right at the low speed of 170 words per minute and immediately want to speed up the lesson. I acknowledge their desire but suggest that we need more practice at this speed, because I realize that a few of the students are not yet ready for the more rapid speed.

The promise of being allowed to work faster allays the impatience

of the faster students. Intrigued with the challenge to come, they go ahead and participate in the next few lessons with the slower students.

Where appropriate, I bring some of the directions to the students' attention in a mild joking manner to relax those students who may be getting tense from trying too hard. As long as I keep an attitude of flexibility, I am able to move the group along to the next phase of the reading program without overtaxing slower students or losing the interest of the faster students.

Other Reading Programs

Other reading programs which have been used with varying degrees of success at Draper, primarily in the NIMH Project, are listed on the Resource Sheet in the appendix. Although the environment for the use of these materials is slightly different from the one described in this report, the population is the same.[1]

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[1]"There have been several features proposed and adopted by the project to supplement and enhance self-instruction. One of these is the Reading Laboratory wherein a variety of materials and equipment is used... Some group work can be done in areas where deficiencies seem to be common to most learners. The use of a tachistoscope for group warm-up exercises and the variable speed film projector for rate-comprehension exercises is an example. Students study individually from laboratory kits from which they read stories of high interest levels and then take self-graded tests on the content. Other materials of a self-instructional nature are used for vocabulary development. It has been determined also that practice is an important variable in the development of reading skills. Learners, therefore, are encouraged to read one hour a day from a library book of their choice. They are not, however, allowed to read books which are far below their level. It has been shown that students who actively participate in the Reading Laboratory not only enhance greatly their reading abilities but also gain a broader interest in other subject matter and, in general, become better, more imspired learners." John M. McKee. "Progress Report 1962-67." Experimental Project to Increase the Educational Achievement of Institutionalized Offenders Through Programmed Instruction. National Institute of Mental Health, U. S. Department of Health, Education, and Welfare, Public Health Service. February 17, 1967.

We have found that the intensity of interest and interaction of the instructor as he reflects the importance of any program of remedial reading or reading development is almost as important as the materials used.

APPENDIX

AN EVALUATION OF THE EFFECTS OF AN INTENSIVE READING PROGRAM ON A GROUP OF ADULTS AT LOWER ACADEMIC ACHIEVEMENT LEVELS

Clements, McKee

AN EVALUATION OF THE EFFECTS OF AN INTENSIVE READING PROGRAM ON A GROUP OF ADULTS AT LOWER ACADEMIC GRADE ACHIEVEMENT LEVELS

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INTRODUCTION

During the past few years the area of reading and related skills has been receiving increasing amounts of attention, especially with regards to adult literacy education. For decades reading has been the mainstay of the elementary school curriculum, only to be discarded at the junior high level. More recently, however, evidence seems to show for older youth and young adults that reading ability is a necessary if not sufficient condition for continued development in other areas of basic education. While most subject-matter areas are isolated and rather factual in content, reading skills seem to generalize and give aid to the student wherever verbal negotiations are called for.

PURPOSE

The purpose of the following study is to determine the effects of a reading program on overall grade-level gains and individual subtest gains of young adult students in the Vocational E&D Project (Draper Correctional Center, Elmore, Alabama). It should be understood that an experimental design has been imposed on existing data, i.e., variables were administered without benefit of a predetermined design. However, the treatment conditions and nature of the data involved ensure the reliability of this type of retrospective study.

Rev. 5/10/67

METHOD

Subjects--All Ss were students in the Vocational E&D Project and all were enrolled in six-month training courses. Each S had a total score of 8.5 grades or below on the Metropolitan Achievement Test (M.A.T.).

Procedure--The two treatment groups can be described as follows:

GROUP A: 26 subjects in the fourth training class of the E & D Project. These Ss received 40 hours (4 hours/week for for 10 weeks) of training in a reading program using materials and equipment (a PerceptoScope) from Perceptual Development Laboratories (P.D.L.).

Ss also received an average of 160 hours of remedial instruction using programmed instructional materials.

GROUP B: 33 subjects in the second training class of the E & D Project. These Ss had no special instruction in the area of reading. They received an average of 160 hours of remedial instruction using programmed instructional materials.

Each S was given the M.A.T. at the beginning and end of the course. All treatment variables were administered between the dates of the pre- and posttest.

Comparisons were made between the grade gains of the two groups in areas tested by the M.A.T. These areas include: Total Score, Reading, Word Knowledge, Spelling, Language, Arithmetic Computation, and Arithmetic Reasoning.

Interpretation of group differences was done by inspection or by use of Student's t-test as appropriate.

Other relevant group characteristics are described.

RESULTS

Group A made significantly greater gains than Group B in total average, reading, and language. Grade gains in the areas of spelling, word knowledge, math computation, and math reasoning did not differ significantly for the two groups.

Table 1 shows the direction and magnitude of the group differences.

Table 1

Mean Grade Gains of Groups A and B on Subtests of the Metropolitan Achievement Test

Subtest	Mean Grade Gains Group A	Group B	Interpretation
Reading	2.39	.27	Significant by inspection beyond .01 level
Language	1.27	.78	Significant by inspection beyond .01 level
Word Knowledge	.63	.67	Not significant
Spelling	.94	.91	Not significant
Math Comp.	1.46	1.63	Not significant
Math Reas.	1.19	1.31	Not significant
Total Grade	1.37	1.05	t=1.797 - significant beyond .05 level

A further break-down of the Group A data was made in order to compare the Math Computation and Math Reasoning gains of those who took the advanced form of the M.A.T. posttest and those who took the intermediate form (Table 2).

Seven Ss took the advanced form, averaging 2.30 and 1.66 grade gains on the Computation and Reasoning section, respectively. The remaining 19 Ss of Group A averaged 1.15 and 1.02 grade level gains on Computation and Reasoning.

Table 2

Math Computation and Math Reasoning Gains of Ss in Group A Who Took the Intermediate Battery of the M.A.T. and Those Who Took the Advanced Battery

Subtest	Mean Grade Gains	
	Intermediate Test (N=19)	Advanced Test (N=7)
Math Computation	$\bar{X}$ = 1.15	$\bar{X}$ = 2.30
Math Reasoning	$\bar{X}$ = 1.02	$\bar{X}$ = 1.66

These data are shown only to indicate possible transfer effects of reading to math areas. No test of significance was applied.

DISCUSSION

The average grade gain made in reading by Group A was approximately nine times greater than the gains made by Group B. This difference establishes that the reading program did, in fact, greatly enhance the reading abilities of Group A. The M.A.T. reading subtest primarily evaluates comprehension with some consideration of speed; these are the skills most emphasized in P.D.L.'s reading program. These results simply confirm the program's validity.

Not so easily established, however, are the transfer of learning properties of these newly acquired reading skills. That the total grade gains for the two groups differed significantly is a fact that must be cautiously interpreted. Since the total score on the M.A.T. is an average of all subtest scores, the reading gains of Group A are alone sufficient to account for the superiority

of Group A's total score. The comparison of the other subtest scores is more relevant to the question of reading skills generalization.

Language gains were found to differ significantly, with Group A showing the greater increase. This difference can probably be attributed to the fact that the P.D.L. reading program gave some secondary attention to sentence and paragraph structure as part of its training in reading comprehension. Also, this subtest is more highly verbal than the spelling or math subtests for example.

The lack of significant differences between A and B on the word knowledge and spelling tests was not predicted but is understandable. The P.D.L. program gives no attention to vocabulary or spelling skills. Too, these subtests are factual in content and give little opportunity for reading skills to become manifest. There are reading programs available which do provide training in these subjects, particularly in the area of word knowledge or vocabulary.

No significant differences were found between the two groups in the math computation and math reasoning grade gains. One factor that probably contributes to this lack of difference can be discovered by examining the nature of these subtests. At the intermediate level grades (7-9) these tests rely very little on verbal abilities. However, it was found that the seven Ss in Group A who took the advanced level of the M.A.T. showed grade gains in math computation and math reasoning that were highly superior to those of the remaining 19 Ss. Inspection shows that the advanced math subtests are more verbal than the intermediate tests. Thus, it would seem that the value of reading abilities increase as the math subtests become more wordy.

One possible reason that differences of the Spelling, Word Knowledge and Math subtests gains for the two groups were not greater is that posttests were administered immediately after the reading program was completed. Thus, the

reading skills helped only in the actual taking of posttests. Perhaps if both groups had been allowed another period of study, the newly acquired reading skills of Group A would have generalized more across other subject-matter areas. This hypothesis could be readily tested.

CONCLUSION

The reading program of Perceptual Development Laboratories has been shown to be highly effective in the teaching of reading skills, particularly reading comprehension. This program also significantly enhances language skills.

The data also seem to indicate that reading abilities may have a generalizing effect to such areas as math, when tests are of a more verbal nature (word problems, etc.). An interesting speculation is the degree reading skills influence non-reading achievements, especially non-language performance such as math computation skills.

Need for further exploration is indicated. One possibility would be to administer the intensified reading program to an experimental group before the actual remedial or basic education classes begin. If we propose that reading skills make possible the learning of increasingly complex subject matter, then the experimental group should surpass the control group in all subject-matter areas.

RESOURCE SHEET
for
Reading Programs used in Experimental Programs conducted by the Rehabilitation Research Foundation at Draper Correctional Center, Elmore, Alabama

Phonics
PDL Intermediate Reading Program

Perceptual Development Laboratories
St. Louis, Missouri

Distributed by Link Enterprises, Inc.
P. O. Box 303
Decatur, Alabama

Turner-Livingston Series

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

A series of six short books; each contains about 24 short reading selections followed by comprehension tests. Not only do these booklets give the student practice in reading to increase his speed and comprehension, they also expose him to many topics which are important to his personal-social development. For example, one article explains the step-by-step procedure for opening a bank account. Another is entitled "Buyer Beware" and still another "Paying the Bills." While this series does little to actually teach reading skills, it is very good for practice.

System for Success Dr. R. Lee Henney Follett Publishing Company

Each of 28 reading lessons contains a list of from 16 to 26 new vocabulary words; a factual, adult-level reading selection printed in the two-column format of a magazine article; a main idea comprehension check at the bottom of the page on which the article appears; four carefully structured comprehension questions relating to the content of the article; a vocabulary study exercise; and a written spelling exercise.

Reading in High Gear

&

SRA Reading Labs.

Introduction to SRA Reading Labs
About 3rd grade level

Science Research Associates, Inc.
259 E. Erie Street
Chicago, Illinois 60611

Series of stories, color coded to reading level; students read and time themselves; almost completely self-managed. Comprehension tests are self-graded. For varying levels: grade 3 through high school. This program has been used with a great deal of success in the Draper N.I.M.H. Self-Instructional School.

Literacy Education

With inmates who were totally illiterate, we have used materials published by the Laubach Literacy Fund, Inc., 2000 P Street, N. W., Washington, D. C.; Steck-Vaughn Company, P. O. Box 2028, Austin, Texas, 78767; and System for Success published by Follett Publishing Company.

The Craig Reader

Craig Corporation
3410 LaCienega Blvd.
Los Angeles, California 90016

Distributed by School Equipment Distributors
319 Monroe Street
Montgomery, Alabama

Portable, fully automatic, individual reading improvement program. The variable electronic speed adjustment of the Craig Reader permits a reading speed of from 100 words to over 2,000 words per minute. Rigid, protected, slide units, each containing twelve 35mm frames, are used with the Craig Reader to develop reading skills. Story slides which provide practice are coordinated with student workbooks and comprehensive test booklets.

EDL Controlled Reader
(Filmstrips & workbooks)

Educational Developmental Laboratories; Huntington, New York

During training, a moving slot travels across the screen from left to right, covering and uncovering reading materials as it goes. Whether the teacher is stopping and starting the slot for picture games, vocabulary, or oral reading, or using the automatic speeds of from 60 to 1,000 words per minute for silent reading, students' attention is forced to the screen because there is no chance to look back. Can also be used by individuals and teams of two or three. Picture filmstrips for the readiness level, picture-word sentence filmstrips for the pre-primer level, and stories for grade 1 - college and adult level help build fluent silent reading skills. Comprehension Power filmstrips (grades 3-6), divided into paragraphs and sentences, provide special stress on the comprehension skills of recall, association, interpretation, and evaluation.