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GUIDELINES FOR THE REMEDIAL READING PROGRAM.

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THIS GUIDE FOR SETTING UP REMEDIAL READING PROGRAMS IN IDAHO SCHOOLS EMPHASIZES THE IMPORTANCE OF PREVENTING READING DIFFICULTIES. THE GUIDE MAINTAINS THAT WHILE A REMEDIAL READING PROGRAM PRIMARILY DIAGNOSES READING DIFFICULTIES AND PROVIDES THE NECESSARY REMEDIAL TREATMENT, THE PROGRAM ALSO SUPPLEMENTS THE REGULAR CLASSROOM READING PROGRAM. TO HELP TEACHERS IDENTIFY PUPILS NEEDING REMEDIAL READING INSTRUCTION, CRITERIA ARE SUGGESTED FOR JUDGING PROSPECTIVE REFERRALS. THE DUTIES OF THE ADMINISTRATIVE STAFF, THE REMEDIAL READING TEACHER, THE REGULAR CLASSROOM TEACHER, AND OF THE PARENTS CONCERNED ARE ALSO CONSIDERED, SINCE THE EFFECTIVENESS OF THE PROGRAM DEPENDS ON THEIR COOPERATIVE EFFORTS. THE MINIMUM STANDARDS PRESCRIBED BY THE INTERNATIONAL READING ASSOCIATION ARE RECOMMENDED AS GUIDES FOR IDENTIFYING THE READING SPECIALIST. SAMPLES OF FORMS USED FOR KEEPING ACCURATE AND UP-TO-DATE RECORDS OF EACH REFERRAL'S PROGRESS ARE ENCLOSED. (NS)

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**GUIDELINES FOR THE
REMEDIAL READING PROGRAM**

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Division of Instruction

May 1965

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F O R E W O R D

Today more interest is being shown in improvement of instruction in reading than at any other time in the history of American education. Money is being spent for improved library facilities, additional textbooks, mechanical devices aimed at increasing speed of reading, in-service training of teachers, reading consultants, and reading institutes and conferences. Universities and colleges are offering additional courses concerned with instruction in reading and research studies are in progress which seek to find improved methods of beginning reading instruction. Reading instruction has become a common topic of conversation at social functions and is uppermost in the minds of many teachers of all subject areas and grade levels. Parents, businessmen, legislators and executives at every level of government have become interested in the teaching of reading.

Retardation in reading is not a development of the last two or three decades. What has developed during this period is a vigorous program of study designed to prevent and correct difficulties in reading.

Some Idaho school administrators have indicated that the need for a remedial reading program is reflected by the number of pupils entering the junior high schools with real problems in reading. The requests of several of the administrators have prompted the preparing of guidelines for the remedial reading program.

Before a remedial program is considered, the reading program which is currently being used in the school should be carefully surveyed. It is important that emphasis be placed upon prevention of difficulties as well as upon cure. Measures such as the following are significant in the prevention of retardation in reading:

- maintenance of enrollments in primary classes from 20-27 pupils
- employment of well-trained primary teachers who have the ability to work with young learners in terms of their abilities and needs
- provision of adequate library facilities
- adjustment of instruction and instructional materials to provide for individual differences
- provision of a well-defined developmental reading program

Foreword (Continued)

Remedial is a term usually associated with instruction that attempts to remedy a condition which it is believed can be remedied, i.e. reading which is considerably below ability level. Confusion is sometimes introduced by the fact that all children reading far below grade level are not candidates for a remedial reading class. Remedial reading implies instruction aimed at bringing a child's achievement closer to his actual ability and does not relate to grade level or chronological age norms. For example, two fourth grade pupils of the same age may be reading at a high second grade level. Although both pupils are in the same grade and are reading at approximately the same level, only the one not achieving as well as could be expected on the basis of his ability would be a logical candidate for remedial reading. Should remedial reading be offered to all pupils who are not reading up to grade level or norm, it would be implied that methodology or technique in instruction can compensate for lack of ability.

GUIDELINES FOR THE REMEDIAL READING PROGRAM

Purpose of the Program

The reading center is planned and conducted for the purpose of making diagnosis of reading disability and attendant causes, and providing remedial treatment. The program is intended to supplement the regular classroom reading program and is designed for students of average and above average ability.

Causes for reading disabilities may be:

1. Physiological, such as:
 - a. visual
 - b. auditory
 - c. speech
 - d. maturation
 - e. history of poor health
 - f. present condition of poor health
 - g. poor muscular coordination
2. Psychological, such as:
 - a. mental immaturity
 - b. inadequate personality
 - c. lack of interest
 - d. emotional instability
3. Social, such as:
 - a. linguistic problems
 - b. lack of group or individual acceptance
 - c. undesirable attitudes toward reading
4. Inadequate instruction, such as:
 - a. lack of reading readiness (at any level)
 - b. inadequate experiential background
 - c. deficiency in word perception
 - d. lack of opportunity to participate in a suitable developmental reading program

Before the child begins his work in the remedial class every effort should be made to secure the correction of physiological and environmental factors that may be contributing to his retardation in reading.

The Reading Center (Continued)

The services of a physician, school nurse, psychologist, ophthalmologist, speech specialist and psychiatrist are desirable and could well be coordinated with services offered by the well-trained reading specialist. An organized group of professional people working together in a cooperative fashion has possibilities of action which are beyond the capabilities of the reading specialist working in a schoolroom setting. However, a reading center can be managed by a trained reading teacher with the part-time services of a physician for physical examinations. The teacher should have special training in diagnostic and remedial procedures and should have teaching experience in the regular classroom at primary grade levels. The Minimum Standards for Professional Training of Reading Specialists, prepared by the International Reading Association, may serve as a guide to teachers and administrators in identifying the reading specialist.

Criteria for Selection of Pupils to be Included in the Remedial Reading Program

Practices vary widely regarding the means used in determining pupils to be included in the remedial class. Criteria for admission to the class should be carefully considered by administrators, parents, classroom teachers, and remedial reading teachers and some agreement should be reached and placed in writing before the class is set up. Misunderstanding can be avoided if a copy of the criteria is in the hands of each teacher.

The following general statements may be of help to local districts in drawing up criteria to be used for selection of the students to be included in remedial reading classes.

1. Except in most unusual cases it is not advisable to provide remedial teaching in the primary grades (1-3). Adjustment of instruction and learning materials at this level is so common that skills can usually be developed in the regular classroom.
2. No pupil should be considered for admission who is not reading at least one grade below his present grade placement.
3. Cumulative records, teacher judgment, and standardized tests should be employed in the initial screening for probable cases of retarded reading.
4. Pupils who obtain scores below 80 in terms of I.Q. should be instructed in classes for the mentally retarded. It is usually not educationally profitable to accept such students for remedial teaching.
5. Certain severely emotionally disturbed, physically handicapped, or perceptually impaired children are not necessarily candidates for the remedial reading class since these children require the services of specialists to meet their particular needs.

The Reading Center (Continued)

6. If the lack of facilities or remedial teachers necessitates some selection within the group of apparently retarded readers, priority should be given to the youngest and to those who show the most readiness to cooperate in the program.
7. Referrals should be made through the building principals. Misunderstanding can be avoided if parents discuss the problem with the classroom teacher and principal rather than applying directly to the remedial reading center.
8. All testing for the program will be done by qualified personnel. It is desirable that individual intelligence tests be administered to the group of probable retarded readers who have been identified through the initial screening.

The Role of the Administrative Staff

The Remedial Reading Program is an important part of the total instructional program. Each administrative and supervisory staff member should work with the remedial reading teachers to:

1. Provide an organized district-wide program.
2. Select teachers who have special training. *
3. Help determine procedures to be used for screening of pupils who need help.
4. Plan an effective in-service program which includes all reading instruction and gives the entire teaching staff information regarding the aims and scope of the remedial reading program.
5. Select and assist in interpreting tests so that a comprehensive analysis program may be provided for each pupil.
6. Provide a continuous study of materials so that each child may be equipped with materials adequate to meet his special reading needs.
7. Develop an effective means of record keeping and reporting.
8. Arrange, with the cooperation of the classroom teachers, the time schedule of classes.

* See Minimum Standards . . . pages 8-9

The Reading Center (Continued)

9. Limit the enrollment in any class receiving instruction at the same time to ten pupils or fewer, since instruction must of necessity be largely individualized.
10. Evaluate the on-going program.
11. Plan for further improvement of the program.

The Role of the Remedial Reading Teacher

An effective remedial reading program depends on close cooperation among the Superintendent, the Principal, Supervisory personnel, the Classroom Teacher, the Parents, and the Remedial Reading Teacher. Therefore, the Reading Center Teacher should:

1. Assist classroom teachers -
 - a. in providing materials of instruction
 - b. by analyzing pupil needs in reading
2. Assist with the development of a sound public relations program regarding instruction in reading.
3. Help interpret the Reading Center Program to the teachers and parents.
4. Have warmth, tact, and sympathetic understanding in working with pupils who have faced failure.
5. Possess ability to work harmoniously with other teachers and parents.
6. Screen pupils referred for diagnosis.
7. Accept only those pupils referred for diagnosis and treatment who have scored above 80 on previous group intelligence tests and at the same time are reading at least one grade below present grade placement. (If the child's mental age is shown to be significantly higher than his reading age as determined by the standardized reading test, this can be taken as an indication that instruction in remedial reading may prove beneficial.)
8. Identify learner needs by analyzing physical, mental, social, emotional, and educational data from all available records.
9. Determine the progress in reading for each pupil through the use of informal inventories, standardized tests, observations and reports of progress in other areas of learning.

The Reading Center (Continued)

10. Provide pupils with a pleasant reading environment which will foster favorable interests and attitudes as well as contribute to emotional stability.
11. Help the pupil understand that his reading is planned with a purpose and for his specific needs. Let him sense success by frequently showing him his progress as he improves.
12. Utilize every available resource to help the pupil improve his reading by including professional assistance from health, testing, library, and other service departments in the school system.
13. Make use of reading improvement methods and techniques which reflect the results of current research and are suitable for each pupil at his developmental level.
14. Utilize materials and experiences which will enhance reading improvement through the development of permanent reading interest, comprehension skills, word perception skills, organization skills, and study skills.
15. Maintain records of valuable information pertinent to the development of each learner which may serve later for evaluation purposes.
16. Prepare and forward periodic reports to the parents of the students included in the reading center program.
17. Release pupils to regular classes when their reading needs have been met and they can participate effectively in reading in their regular classroom.
18. Help the principal and the classroom teachers evaluate the effectiveness of the reading program in the school.

The Role of the Parent

Parents must be considered in any reading improvement plan. Their chief responsibility is to foster desirable attitudes toward and interests in reading while the school's responsibility is the teaching of techniques. The following suggestions may be helpful to parents not only in the Remedial Reading Program but also in any school situation.

1. Maintain the right attitude toward the learning situation.
2. Encourage the child to seek help when he needs it.
3. Recognize any improvement which the child has made.

The Reading Center (Continued)

4. Cooperate with teachers so that maximum gains may be made.
5. Familiarize themselves with the remedial reading program as well as the total school program.
6. Know what the teacher expects of the child and the parent.
7. Teach and maintain respect for others.
8. Read to the child from a very early age.
9. Show interest in and enjoyment of books.
10. Help the child to use resource books.
11. Stimulate the child's curiosity.
12. Provide and discuss a variety of experiences with the child.
13. Provide interesting books at the child's reading level. Make sure he has a library card and provide transportation to the library when it is needed.
14. Arrange for a complete annual physical examination.
15. Develop with the child an appreciation for what is being done to help improve his reading.

The Role of the Classroom Teacher

An effective remedial reading program depends upon cooperative planning by the classroom teacher, the remedial reading teacher, and all available resource people including nurse, guidance counselor, and school librarian. The classroom teacher should:

1. Create an atmosphere in the classroom that is conducive to learning.
2. Foster activities which will create a desire to read, such as:
 - a. offer opportunities to hear and enjoy stories
 - b. provide occasions to hear, read, and enjoy poetry
 - c. plan opportunities for the child to read successfully in an audience situation when he is ready and able
 - d. encourage the use of school and public libraries
3. Have a sympathetic understanding of the child's problems.

The Reading Center (Continued)

4. Use good teaching procedures to help establish basic skills, such as:
 - a. develop a good basic sight vocabulary
 - b. teach word attack skills including phonetic and structural analysis
 - c. develop comprehension skills
 - d. make sure the child knows and uses the basic skills introduced at lower levels before going on to higher levels
5. Know how to administer and interpret standardized tests.
6. Know a variety of techniques for differentiating children into groups, such as:
 - a. administering informal reading inventories
 - b. conducting interviews
7. Utilize all available sources which will give understanding of the child's problems. Some sources of information may be:
 - a. cumulative records
 - b. nurse's records
 - c. former teachers
 - d. social workers
 - e. observations
 - f. parent conferences
8. Complete the required referral forms for those pupils who appear to be one or two years below grade placement in reading..
9. Confer with the remedial reading teacher concerning matters, such as:
 - a. needs of the child
 - b. materials used in reading in the reading center and in the regular reading program
 - c. learning activities presented in the classroom and in the reading center.
10. Implement in the classroom types of work done by the remedial reading teacher.
11. Present pertinent information to the remedial reading teacher concerning the total growth pattern of the child and his progress in reading.
12. Adjust the child's work so that he will be able to find some success in the work required in the regular classroom.

Scheduling Classes

The time of day has relatively little effect upon the learning ability of the children, therefore remedial classes may be scheduled at any time that is convenient. However, avoid if possible, any encroachment upon the time required for other necessary activities. Probably the best time for the class is at the time other pupils in the classroom are receiving instruction in reading or literature. It is not advisable to schedule remedial reading at the expense of music, art, or physical education, since these are perhaps the only periods of the day in which poor readers find enjoyment and a measure of success. Classes should meet at regular frequent intervals.

MINIMUM STANDARDS FOR PROFESSIONAL TRAINING OF READING SPECIALISTS

- I. A minimum of three years of successful teaching and/or clinical experience.
- II. A Master's Degree or its equivalent of a Bachelor's Degree plus 30 graduate hours in reading and related areas as indicated below:
 - A. A minimum of 12 semester hours in graduate-level reading courses with at least one course in 1 and 2, and 3 or 4.
 1. Foundations or survey of reading
A basic course whose content is related exclusively to reading instruction or the psychology of reading. Such a course ordinarily would be the first in a sequence of reading courses.
 2. Diagnosis and correction of reading disabilities
The content of this course or courses includes the following: causes of reading disabilities; observation and interview procedures; diagnostic instruments; standard and informal tests; report writing; materials and methods of instruction.
 3. Clinical or laboratory practicum in reading
A clinical or laboratory experience which might be an integral part of a course or courses in the diagnosis and correction of reading disabilities. Students diagnose and treat reading disability cases under supervision.
 4. Supervision and curriculum in reading
A study of selected curriculae and the planning of a sound school curriculum in reading; an understanding of the functions and duties of the reading supervisor or consultant and the effective ways of implementing them.
 - B. At least one graduate-level course in each of the following content area:
 1. Measurement and/or evaluation
A course which includes one or more of the following: principles and practices of test construction and the selection, administration, scoring and interpretation of group standardized tests; nature, theory, function and use of individual intelligence tests; theory, function, and use of tests of personality.
 2. Child and/or adolescent psychology or development
A course which stresses how child and/or adolescents mature and develop with emphasis upon school activities and their relation to normal, healthy development.

Minimum Standards (Continued)

3. Personality and/or mental hygiene

A course which includes one or more of the following: the nature, development and patterns of personality and methods of change, personality theories and their contributions to understanding the dynamics of personality, integration of psychological knowledge and principles and their relation to mental health, etiological factors, differential diagnosis and methods used in the correction of behavior problems.

4. Educational psychology

A course which includes one or more of the following: study of behavior, development, school environment, conditions for learning and methods of assessment; theories of learning and their implications for classroom practices.

C. The remainder of semester hours in reading and/or related areas. Courses recommended might include one or more of the following:

1. Literature for children and/or adolescents
2. Organization and supervision of reading programs.
3. Research and the literature in reading.
4. Foundations of education.
5. Principles of guidance.
6. Nature of language.
7. Communications.
8. Speech and hearing.
9. Exceptional child.
10. Or any additional courses under IIA or IIB.

* Minimum Standards for Professional Training of Reading Specialists, 1961 ed.

Prepared by: Committee on Professional Standards,
International Reading Association

* Permission to reproduce granted by: International Reading Association
P. O. Box 119
Newark, Delaware 19711

FORMS TO BE USED IN THE REMEDIAL READING PROGRAM

The maintenance of accurate records of information pertinent to the development of each learner is extremely important. These may be an aid in the establishment of individual programs for the correction of difficulties and may serve later for evaluative purposes.

It is advisable that the report and record forms be standardized. The forms which follow are suggestive only and may be adapted to meet the needs of the local district programs.

REFERRAL FORM FOR SPECIAL READING CLASSES

Information to be filled in by the classroom teacher:

Student's Name _____	Waiting List _____
Grade _____ Birthdate _____ Sex _____	Accepted _____
Parent's Name _____	Not Accepted _____
Address _____	Phone _____

GENERAL ACHIEVEMENT

Knowledge of Basic Reading Skills

Vocabulary-word meaning

High _____ Average _____ Poor _____

Vocabulary-word attack skills

High _____ Average _____ Poor _____

Comprehension

High _____ Average _____ Poor _____

Tests (Use most recent)

Reading Test

Name of test _____

Date _____ Score _____

Hearing Test

Results _____ Date _____

Vision Test

Results _____ Date _____

Articulation (list any speech difficulty)

Intelligence

Name of test _____

Date _____ Score _____

GENERAL OBSERVATION OF TEACHERS

Classroom behavior

Good _____ Average _____ Poor _____

Emotional Problems

Severe _____ Mild _____ None _____

Give cause if known: _____

GENERAL HEALTH

Good _____ Poor _____

Physical Growth

Average _____ Above average _____

Below average _____

Attendance Record

Good _____ Average _____ Poor _____

Parent Conferences: Dates & Results

Specific statement, or analysis of pupil's difficulty as the teacher sees it, including home situation, attitudes, and study habits (Use back of form if needed)

REFERRED BY: _____

PRINCIPAL: _____ DATE: _____

_____ Idaho

THE IMPROVEMENT OF READING SKILLS PROGRAM

_____ School
_____ Date

Dear _____:

_____ was referred to me because of reading difficulties. Your child is going to receive some special help in reading in addition to the regular classwork. The results of carefully given tests indicate _____ needs this extra help.

From time to time you will be sent progress reports. In the meantime, if you wish to discuss _____ problems with me you may arrange for a conference between _____ and _____.

Will you please sign this form and return it to the school at your earliest convenience?

Sincerely yours,

Special Reading Teacher

Principal

I will _____ will not _____ be able to attend the conference at the suggested time.

Parent's signature

INDIVIDUAL REPORT OF TESTING

This report should be made for all pupils tested for the Remedial Reading Program.

Name _____ Grade _____ Class _____

was given a series of tests on _____, 19____.

RESULTS WERE AS FOLLOWS:

Informal Reading Inventory
Form _____ Date _____ Grade _____

Hearing capacity _____
Instructional level _____
Independent level _____
Strength & weaknesses _____

Reading Survey
Form _____ Date _____ Gr. Score _____

Speed _____
Vocabulary _____
Comprehension _____
Total _____
Reading Accuracy _____

Non Language Intelligence Test

I.Q. _____

OTHER INFORMATION:

READING CENTER ANALYSIS DATA

To be filled in by the Special Reading Teacher

Name _____ School _____

Date _____, 19__ to _____, 19__ Birthdate _____

Grade _____ Address _____ Telephone _____

Parent's Name _____ Classroom Teacher _____

Special Reading Teacher _____

Date: _____, 19__

Intelligence Test _____

_____ I.Q. _____

Previous Test Scores _____

Date: _____, 19__

Informal Reading Inventory

Hearing Capacity _____

Instructional Level _____

Instructional Reading Level _____

Comments _____

Reading Survey Test

_____, 19__, _____, 19__

	Form	Form
	_____	_____

Speed of Reading	_____	_____
------------------	-------	-------

Vocabulary	_____	_____
------------	-------	-------

Comprehension	_____	_____
---------------	-------	-------

Hearing Test: Date _____, 19__

Results _____

Vision Test: Date _____, 19__

Articulation (if pertinent)

Date _____, 19__

Parent Conferences

List dates and results

(OVER)

NEEDS: _____, 19____

Comprehension	_____	_____
Vocabulary	_____	_____
Recall	_____	_____
Organization	_____	_____
Speed	_____	_____
Study Skills	_____	_____

RECOMMENDATIONS: _____

Withdrawn from Remedial Reading Class: _____, 19____

PROGRESS REPORT

This is a report of your child's progress in the Special Reading Class. Please examine carefully, add your comments, sign and return to the Special Reading Teacher

Superintendent of Schools

School

19

Dear _____:

_____ has shown improvement in the Special Reading Class, although progress may not be reflected in his regular classroom work as yet. Comments concerning reading achievement, personal adjustment, and recommendations are as follows:

Please feel free to call us _____ and arrange for a conference.
Telephone number

Special Reading Teacher

Parent's signature and comments: _____

WITHDRAWAL FORM FOR SPECIAL READING CLASSES

_____ School
_____, 19__

Dear _____:

During the past _____ months, your child has been receiving special help to strengthen his reading skills. At the present time he is reading at _____ level. We believe that _____ can now function effectively in his regular class and therefore will discontinue attending the Special Reading Class.

It has been a pleasure to work with _____. We thank you for your understanding and cooperation. If we can be of assistance at any time, feel free to call us.

Your suggestions or comments will be appreciated.

Sincerely yours,

Special Reading Teacher

Principal

Parent's signature and comments: _____

