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ABSTRACT

Studied with 12 teachers of educable mentally retarded students in intermediate and junior high self-contained classrooms and remedial reading students receiving extra reading instruction were the effects of teacher instructions during oral reading on pupil reading strategies. Teachers were given a self-instructional module on prompting skills for responding to pupil miscues during oral reading. Among findings were that the teachers rated the training as very helpful although they were not able to increase the success rate of their prompts, that many were unable to discriminate between different kinds of prompts, and that there were no differences between variations of the prompting module used. (IM)

# A COMPARISON OF THE EFFECT OF SELF EVALUATION LESSONS AND INCREASED CONTENT OF THE PROMPTING MODULE ON TEACHER INTERACTIONS WITH HANDICAPPED READERS DURING ORAL READING[1]

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## Introduction

Given the high funding priority on reading, both in research and instruction, and the importance attributed to this skill by educational professionals and the general public (Shami & Herskowitz, 1974), it seems paradoxical that we know as little as we do about teacher behavior during reading instruction and about behaviors related to student achievement. Research in reading is presently focused on the sociology of reading, physiological and psychological aspects of reading, and methodological aspects of teaching reading. Studies in teacher behavior that have sampled reading instructional behaviors in the classroom and/or used reading achievement as a product measure have observed teacher processes during reading instruction with generic-based instruments that reveal nothing about teaching skills specific to reading.

Validation of teacher skills within the context of reading can only be accomplished if there exist effective training materials for skills specific to reading, as well as observation systems sensitive to critically important processes of reading instruction.

The First Grade Studies in reading in the 1960's were attempts to determine the effectiveness of different methods of teaching reading (Bond & Dykstra, 1967). In these studies, t cher behavior was presumed to be synonymous with method, but the results indicate this was not the case. There was less difference in variability among treatments than in mean achievement among treatments, and treatments did not operate in the same fashion across projects. Teacher experience and efficiency ratings were found to be only slightly related to pupil success. This was undoubtedly due to the nature of the rating systems

used, since Bond and Dykstra state that "one of the most striking findings was the persistence of project differences in reading achievement, even after adjustments were statistically made for differences in pupil readiness for reading. Evidently, reading achievement is influenced by factors peculiar to school systems over and above differences in pre-reading capabilities of pupils" (1967, p. 121, 122). They concluded that future research should focus on teacher and learner characteristics and that "to improve reading instruction, it is necessary to train better teachers of reading rather than to expect a panacea in the form of materials" (1967, p. 123).

Given the above conclusion, it is strange that research in teacher behavior during reading instruction has been declining rather than increasing (Farr & Weintraub in the preface to the 1974 Annual Summary in the Reading Research Quarterly). Of 369 articles referenced, only 10 fall in the teacher preparation and practice category and, of these, only one looked at process variables during reading instruction. However, this one study looked at generic skills such as holding a conversation (Cameron-Jones & Reid, 1972).

Though there exists a large body of research in reading from which hypotheses about teacher skills in reading can be generated, process-product studies of teacher behavior have not effectively utilized this research. When generic instruments based on or related to Flander's Interaction Analysis are used to observe reading instruction (Perkins, 1965; Soar, 1966), the resulting descriptions of teacher behaviors reveal nothing very meaningful about the teacher's approach to reading. Perkins (1965) found that teachers rated high in lecturing, criticizing, and not supporting pupils tended to produce lower achievement in

reading comprehension. Soar (1966) concluded that indirect control and a warm emotional climate were related to pupil growth in vocabulary, but that the most growth in comprehension was associated with either indirect control and a non-supportive climate or direct control and a supportive climate. Since such studies as these address the effectiveness of teachers in general, no conclusions can be drawn about specific, effective ways to teach reading skills. For example, a teacher can be very supportive and indirect while teaching reading skills that do not help pupils improve their reading, such as teaching pupils to identify words by looking at their length and shape or by sounding them out an isolated letter at a time.

Results that have direct implications for reading instruction have been found by Chall and Feldman (1966) and Wolf, Huck, and King (1967) since the instruments used were sensitive to behaviors specific to reading instruction. Another study (Harris & Serwer, 1966) used an instrument designed to measure reading behaviors of teachers and pupils (OScAR-R), but out of 30 correlations between process data and student achievement in reading, none were significant. A look at the kinds of categories on this instrument reveals that most are generic, such as expositions and interchanges, and not reading specific. Chall and Feldman (1966) obtained 83 measures with rating systems, questionnaires, and interviews of teachers that were all specific to reading. They found that four teacher characteristics had significant and positive relationships to pupil achievement: (1) teacher competence, (2) a thinking approach to learning, (3) appropriateness of level of difficulty of reading lessons, and (4) a sound-symbol approach to teaching reading. Wolf et al., (1967) found that teachers in grades 1-6 could be trained

to use higher level comprehension questions during reading and that, when they did, pupils performed significantly higher on tests measuring these skills.

A recently developed instrument specific to reading instruction (Quirk, Nalin, & Weinberg, 1973) has been used in a large study of reading in compensatory classrooms. From this instrument, one can only tell what aspect of reading instruction is being taught (comprehension, word recognition and pronunciation, etc.) not how it is being taught. Only descriptive process data are currently available from this study. It is interesting to note that teachers spent 30% of their time in management instruction (the most frequent activity), 26% in word recognition and pronunciation, 12% in comprehension, and 2% in silent reading (Quirk et al., 1974). Clark (1975) modified this instrument by adding oral reading and found that more oral reading was going on in schools with low achievement in reading and more silent reading in the high achieving schools. This could be a function of the reading levels of the pupils since Evertson and Brophy (1974) found that the use of oral reading in low SES schools was positively related to achievement, but negatively related in high achieving schools. There are hypothetically several distinct teaching strategies which can be used during oral reading. However, the instruments used in the above studies were not sensitive to variations in strategy.

Studies in reading that have looked at the learning to read process through an analysis of pupil miscues during oral reading instruction have made little or no mention of teacher behavior during oral reading instruction. Better readers, regardless of the instructional method used, seem to progress to a stage of contextually and graphically

constrained miscues though the stages differ depending on method (Biemiller, 1970 Cohen 1975). Poorer readers, however, tend not to progress to the stage of contextually and graphically constrained miscues. Poorer readers fail to self-correct whenever context is distorted (Levitt, 1972; Weber, 1970), have difficulty utilizing graphic cues (Barr, 1975), and, once graphic cues are learned, tend to over-use or misuse graphic information (Weber, 1968). A study by Epstein and Lynch (1974) in EMR classrooms indicates a possible explanation for this. In examining the strategies control teachers used to respond to miscues, a wide variety of behaviors was found. Most control teachers corrected all miscues, regardless of how well they fit contextually, and corrected with techniques such as telling, sounding out, and spelling with no use of context. Goodman (1965) concluded that interruptions during oral reading were detrimental and argued that the focus during reading must be placed on language. Given the difficulties that poor readers have, however, to allow oral reading with no corrections at all seems counter-productive--it is in just this situation that the teacher's behavior can shape the pupil's strategies of reading.

From past studies and opinions expressed in the reading literature, one can infer that oral reading is a common behavior during reading instruction. While purposeless, round-robin oral reading is of no use, oral reading does give teachers a unique opportunity to diagnosis the kinds of decoding strategies a pupil uses and to modify inefficient strategies (such as omissions, letter naming, sounding out, and story responses) by the kind of responses given to the pupil's miscues.

If, during oral reading, a teacher does not require a child to read each word exactly as it is written, then the child will be less likely to over use graphic cues and more likely to utilize semantic and syntactic cues as he reads. Likewise, the teacher can encourage use of meaning or context and word-based techniques that can help the child figure out the word, such as looking for known syllables, letters, and letter groups, or focusing on the whole word. Tentative hypotheses about the effectiveness of these teacher behaviors can be drawn from an evaluation by Strickler (1972) of Minicourse 18 (Ward & Skailand, 1973), an instructional module covering teaching word recognition in reading. Strickler found that teachers trained with Minicourse 18 did change their behavior significantly in the predicted direction for most behaviors taught and that their pupils had higher reading achievement in word recognition. The product measures used, however, were standardized tests, which did not measure pupil strategies of translating print.

The author is presently pursuing a line of research investigating the effects of teacher instructions during oral reading on pupil reading strategies. This study is a first line of inquiry designed to answer the question: "Can teachers' interactive strategies during oral reading be modified by a short, self-instructional procedure?" Research in progress focuses on the effects of different teaching strategies during oral reading on reading strategies of regular and special education pupils. In order to answer the first question, a self-instructional module on prompting skills during oral reading was developed (Brady, 1975). This is a module for preservice and inservice teachers of reading whose pupils are reading from middle first through fourth

grade levels. Its general purpose is to train teachers in a set of decision rules and a repertoire of behaviors to use when responding to pupil miscues during oral reading. These behaviors are called prompting. The repertoire of behaviors was derived from a study of teacher responses and pupil miscues in naturalistic oral reading lessons (Epstein & Lynch, 1974) and from research in reading strategies of poor readers (Biemiller, 1970; Cohen, 1975; Levitt, 1972; Weber, 1968). The purpose of the selected teacher behaviors is to teach pupils effective ways of decoding continuous text. The behaviors included in the module are as follows (numbers in parentheses refer to category numbers in an observation system to be discussed subsequently):

(1) Respond to miscues which change the meaning of the sentence (21); and do not respond to ones which don't change the meaning of the sentence (22)

(2) Generate successful context prompts (52)

(3) Generate successful structural prompts (33)

(4) Generate successful pattern prompts (44)

(5) Generate successful phonics prompts (45)

(6) Generate successful attention prompts (34)

(7) Tell the pupil the word if the first two prompts are unsuccessful (length).

The module consists of a consumable booklet and an accompanying tape with protocols and exercises. (Details on the content and organization of the versions of the module used can be found on pages 11 and 12.)

It seems obvious that teachers will not emit those behaviors of which they have no conceptual knowledge. Knowledge is a necessary, but not sufficient, condition for the occurrence of behaviors controlled by a set of cognitive understandings. Cantrell and his associates

(Cantrell, Stenner, & Katzenmeyer, 1975; Cantrell, Wood, & Nichols, 1974) found a high relationship between knowledge of behavioral principles and incidences of praise and criticism while teaching. Scores on a test of teacher knowledge of reading techniques (Artley & Hardin, 1975) were found to increase significantly as experience and training in reading increased (Kingston, Brosier, & Hsu, 1975). The later study, however, did not consider teacher classroom implementation of the concepts tested. It was hypothesized in the present study that those teachers who received the complete version of the Prompting module (Brady, 1975) would have higher knowledge of prompting techniques and more changes in the predicted direction for the trained behaviors than those with a shortened version.

Training teachers to discriminate between appropriate and inappropriate behavior was found by Wagner (1973) to be sufficient for behavioral change to occur. The behaviors of subjects who simply practiced without discrimination training were not significantly different from a control group. Orme (1966) found that performance of trainees who received supervisory feedback was not significantly different from those engaged in self-evaluation lessons only. Fuller (1973), in reviewing studies which used self-confrontation or subjects viewing their own behavior, concluded that "confrontation which is not accompanied by some focus is generally reported not to produce changes desired" (p. 6). Salomon and McDonald (1970) also concluded that if playback is a source of information feedback, i.e., indicating departure of subject's behavior from desired performance, behavior change is more likely. Strickler (1972) in evaluating Minicourse 18, which uses self-feedback after training in teacher behaviors, found significant

changes in the predicted direction for most behaviors. It can be concluded that feedback, if it is to be effective in changing behavior, must be focused on specific behaviors. It was hypothesized in the present study that those teachers who completed specific self-evaluation lessons accompanying the Prompting module would change more in the predicted directions than those without these lessons.

Since all subjects were trained with the Prompting module, a general question concerning the module's effectiveness for all teachers as a whole was also studied. Data were also gathered concerning teacher's attitudes towards the module.

Problem Statement

The problem investigated was the effectiveness of the Prompting module (in its different versions) in shaping the repertoire of behaviors used by teachers as they respond to miscues during oral reading instruction. The specific questions asked were: (1) Will teacher behaviors change over time (pretest to posttest) in predicted directions after completing the module? (2) Will the performance of teachers who complete focused self-evaluation lessons change more in predicted directions than the performance of teachers without such lessons? (3) Will the performance of teachers who complete the full version of the module change more in predicted directions than those with the shortened version?

There were two independent variables: trials (pretest and posttest) and groups. There were three levels of the groups factor: (1) shortened version of the module with directed practice (Group A); (2) shortened version of the module only (Group B); and (3) full version of the module with directed practice (Group C). The dependent measures

were: unmeaningful miscues prompted, meaningful miscues prompted, the five module prompts, success rate of prompts, and length of prompt sequences.

Design

The design was a repeated measures design, as shown below:

| | $T_1$ | $T_2$ |
|---|---|---|
| $G_1$ | $R_1 - R_4$ | $R_1 - R_4$ |
| $G_2$ | $R_5 - R_8$ | $R_5 - R_8$ |
| $G_3$ | $R_9 - R_{12}$ | $R_9 - R_{12}$ |

Because of the low number of subjects, the analysis could not be done multivariately on all dependent variables simultaneously. Therefore, subgroups of variables were tested multivariately or univariately, each subgroup being tested separately. The results section will further explicate the procedure used.

Procedures

A. Population: The subjects were 15 teachers in a large city school system in Indiana. Three teachers, one per group, were subsequently dropped from the study, leaving 12 subjects. There was no evidence that two teachers had completed the module, none of the experimental forms were received from one, and the other scored 35% on the criterion test accompanying the module. Poor tape quality necessitated dropping the third teacher since the data could not be coded. The 12 remaining

teachers were intermediate and junior high school special education teachers and conference teachers at the elementary and middle school level. Ten had a B.S. degree and one [illegible] the years of experience and number of reading courses [illegible] per subject in Table 1. Teachers were randomly assigned to the three groups.

The students involved in the oral reading instruction observed were educably mentally retarded students in intermediate and junior high self-contained classrooms and remedial reading students receiving extra reading instruction from conference teachers. Reading level, as estimated by the teachers, ranged from high first to low third grade.

The same reading materials were not used in all classrooms, but the method used emphasized meaning, with some development of word recognition skills. The research by Barr (1975) and Cohen (1975) indicates that method influences pupil strategies of reading, but that material used within method has little effect. One existing reading group of two to six students was chosen by each teacher to practice the behaviors learned in the module for the duration of the study. Teachers were requested to select a group reading from 2.0 to 3.0. Table 1 lists, by teacher, pupil reading level and number of pupils per group, and Table 2 shows pupil oral reading behaviors: the mean frequency and percent of self-corrected miscues (63), miscues which changed the meaning of the sentence (21), and miscues which did not change sentence meaning (22).

B. Instruments

1. Prompting Module: This is a self-instructional module for pre-service and in-service teachers of reading whose pupils are reading

from middle first through fourth grade levels (Brady, 1975). The full version contained five sections and 16 exercises. All exercises are on tape and are either protocols of the behaviors to be learned or exercises in which the respondent has to discrimin.. between, or judge the appropriateness of, certain t.ac.g behaviors. The first section gives an introduction and brief rationale for the behaviors to be learned, and presents an exemplary oral reading lesson. The second section focuses on prompting unmeaningful miscues and not prompting meaningful miscues. The third section introduces each of the five prompts, one at a time, giving a definition, the context in which the prompt can be emitted based upon the child's reading skills and the word upon which the miscue was made, protocols, and exercises for each prompt. The fourth section reviews all prompts and focuses on the decisions relating to the context in which each prompt is appropriate. (See Appendix A for a diagram of the decision processes explicated in this section.) The fifth section focuses on evaluating prompting behavior, and listing in parallel a series of behaviors to be avoided and behaviors to try instead. (See Appendix B for a copy of this section.) The time to complete the full version is approximately two hours.

The shortened version of the module contained only the first three sections and the exercises in those sections. Thus, it focused primarily on the generation of specific behaviors, omitting the explanatory section on decision processes for generating contextually appropriate prompts and the evaluation section.

.. ral Reading Scale (ORS): This is a criterion test of 29 items accompanying the module. (See Appendix C for a copy.) It tests the

respondent's understanding of the effects of certain teacher behaviors on the pupil and his/her ability to choose the appropriate response, given simulated classroom examples of pupil oral reading. The reliability (KR-20) of the measure on a separate group of 25 teachers before taking the module was .81 and criterion reliability, a concept suggested by Brown and Pu (19 as high. A pretest to posttest comparison, using a dependent t-test, showed a significant increase in the mean scores ($\bar{X}$ pre = 19.652; $\bar{X}$ post = 28.043; t = 14.76, df = 22, p < .000) after completing the module.

3. Self-Evaluation Lessons: Five self-evaluation lessons were constructed by the experimenter. Each lesson focused on several behaviors and required the teacher to read the lesson before teaching to establish the specific goal of the lesson, to tape record the lesson, and then to tally behaviors exhibited while playing back the tape. The behaviors practiced and evaluated in each lesson were: (1) Prompt only unmeaningful miscues; (2) Give successful context and structural prompts; (3) Give successful pattern, phonics, and attention prompts; (4) Give no more than two prompts per miscue before telling the word; and (5) Review 1-4. (A copy of Self-Evaluation Lesson I appears in Appendix D.)

4. Background Questionnaire: A questionnaire focusing on such teacher presage variables as years experience, age, degree obtained, courses taken in reading and special education, and inservices attended, as well as general procedures of reading instruction, was constructed by the experimenter. (See Appendix E for a copy of the instrument.)

5. Evaluation Form: The experimenter constructed an evaluation form to obtain information about unexplained questions the teachers had after completing the module and practicing the behaviors specified. It also measured generalized attitudes towards the module. (A copy of this instrument appears in Appendix F.)

6. Oral [illegible]g Observation System (OROS): OROS (Brady, Lynch, & Cohen, 1976) was used to code lessons 1 and 8 of the oral reading instruction. This system is contextually specific to reading and thus can discriminate between patterns of pupil miscues and answers and teacher behaviors occurring during oral reading instruction. There are nine categories in the system. (See Appendix G for an outline of all categories.)

C. Experimental Procedures: Teachers were requested to select one group of pupils with whom to practice for the duration of the study. The classroom basal readers for each group were used for all instruction. Students read new, slightly difficult stories for each lesson, with an error rate of approximately 10%. Each oral reading lesson lasted from 15-20 minutes. The format of each lesson was as follows: (1) Introduce title and topic of story; (2) Oral reading; and (3) Comprehension questions. New vocabulary words were not introduced before the lesson. Each teacher completed an Oral Reading Checklist (see Appendix H for a copy) after each oral reading lesson.

For the pretest observation, the experimenter requested all teachers to help the students with words as they normally would. This lesson was tape recorded. The pretest Oral Reading Scale was given to the teachers to complete after the lesson was observed.

The experimenter returned approximately two days later and gave teachers the Prompting module (full version for Group C or Sections 1, 2, and 3 only for groups A and B), Oral Reading Scale, and, for those teachers in Groups A and C, all self-evaluation lessons. All teachers completed the Prompting module individually and then took the Oral Reading Scale posttest. (The same form was used both for pretest and posttest.) All teachers then taught one lesson t. day after completing the module. Teachers with self-evaluation lessons then taped lessons 3-7, completing a self-evaluation lesson form after each lesson. Teachers without self-evaluation forms were told to practice the behaviors in the module for lessons 3-7. The experimenter returned and taped the posttest lesson, lesson 8, for all teachers, and picked up all materials except the module. At no time during the study did the experimenter give any feedback to the teachers concerning how well they were doing. All teachers received feedback on their teaching strategies approximately one week after the posttest lesson.

The results of the completed Oral Reading Lesson Checklists indicated that all teachers taught eight lessons and followed the procedures as outlined in the instructions they received. The total duration of the study was four weeks per teacher, with approximately two oral reading lessons being completed each week.

D. Coder Training and Coding of Data: Four coders were trained on the categories in the full version of OROS, using simulated training tapes and actual oral reading lessons. All coders were trained to recognize behaviors instantly and to code each behavior at the end of its occurrence. The coding unit in OROS is, thus, a content unit with one code being

recorded for a pupil miscue, a teacher response, a pupil answer, exact oral reading, or other, regardless of the duration of the behavior. The OROS training manual (Brady, Lynch, & Cohen, 1976) describes in detail all categories and coding rules. After approximately 25 hours of training, reliability was checked with a simulated criterion videotape that included at least six examples of each category in OROS. The tape was 35 minutes long and was coded continuously, i.e., coders were not able to stop the tape to contemplate the appropriate code for any behaviors about which they were uncertain.

Since the total number of categories in OROS exceeded the limits of the program used to compute reliability, the following codes were deleted from the reliability check: 1, 65, 71, 72, 73, 74, and 9. Behaviors 1 and 9 are never used in the analyses of the lessons, and the coding rules for the other codes are such that these behaviors are never coded unless they occur alone without a prompt.

Agreement with a criterion coder was computed for the first viewing of the tape. Inter-rater reliability was not computed since high agreement with criterion for all coders assures high inter-rater agreement.

Flander's modification (1967) of Scott's formula was used to compute all reliabilities. This method is preferable for intra-coder agreement when the distribution of category frequencies is unequal, with some being quite low, as was the case here (Frick & Semmel, 1974). The mean agreement with the criterion was .84 and the mean intra-coder reliability was .89. Table 3 lists the reliabilities separately for each coder.

The four coders were randomly assigned to teachers to code the taped oral reading lessons. They were not aware of which group each

teacher was in or of the purpose of the study. Copies of the stories being read were supplied to each coder to follow along as s/he coded the tape. The coders were told they could stop the tape at any time if they were having difficulty maintaining their speed of coding. Each teacher's complete lesson (1 or 8) was coded as a whole; thus behaviors of all pupils in the group and of the teacher with the group were combined and coded together.

Results

All data were analyzed per reading group for each oral reading lesson. The sequential list of codes for each lesson were analyzed by a special computer program. This program constructed two matrices through special search rules of the sequential codes. The first matrix showed pupil miscues (21 or 22) on the vertical axis and three subsequent events for each miscue type: (1) any teacher response; (2) no teacher response; or (3) a pupil self-correction. The second matrix had teacher responses (categories 3, 4, 5, 7, and 8) on the vertical axis, and on the horizontal axis what kinds of pupil responses followed each prompt and the totals for all teacher prompts in OROS. For the purposes of this analysis, all non-module prompts were collapsed into an "other prompt" category. The program also printed sequences of interactions, with the starting point being a pupil miscue and, after omitting 1's and 9's, computed the average length of all sequences. (In retrospection, the experimenter recommends that future computations of length should be computed excluding all miscues which are not prompted, since it is only for the prompted miscues that length of sequence is important.)

Since there was variation in the number of opportunities to respond to miscues, and thus in the number of prompts used by each teacher, all frequency data resulting from the analysis of the oral reading lessons were transformed to percentages. The percentage of prompted 21 miscues (meaning change miscues) was determined by dividing the number of 21 miscues followed by a teacher response by the total number of 21 miscues that were not self-corrected. The percentage of 22 miscues prompted was computed in a similar manner. Miscues which were self-corrected were, thus, eliminated from the denominator since there was no need for a teacher response to occur in these situations. The percentage of the five module prompts were computed by dividing the total frequency of each prompt by the total prompts used. All non-module behaviors in OROS were collapsed in an "other" category and a percent "other" determined. Percentage successful was computed by first eliminating all pupil answers following an 8 (teacher telling) and then computing the percent of incorrect answers (prompts followed by a 61) and percent of correct answers (prompts followed by a 62 or 64), based upon total answers excluding 8's. Success rate was, therefore, determined over all prompts and not just the module prompts. (It was decided to eliminate all answers following 8, since this would inflate the success rate because the probability of the child responding correctly upon being told the word on which he had a miscue is quite high.) The average length of all sequences of teacher-pupil behaviors beginning with a miscue was determined across all sequences beginning with a 2 (miscue) code.

All ANOVA and MANOVA tests were computed on percentages. No transformations of the metric were done. As explained in Glass and

Stanley (1970), the assumption of normality of data can be violated and the probability of a Type I error remains almost exactly that specified by the experimenter. For all dependent variables (by cell) kurtosis ranged from approximately -.4 to -1.0; therefore, the distributions were quite platykurtic. Skewness ranged from approximately -1.00 to +1.00, showing some evidence of non-symmetry of data. The data, by cell, therefore were not normally distributed, but, in line with Glass and Stanley's review, it was determined not to consider this distortion a contribution to Type I error. Violating the assumption of homogeneity of variances is more serious. For some variables, violation of this assumption appeared probable, but, since all cell sizes were equal, "...the effect of heterogeneous variances on the level of significance of the F-test is negligible" (Glass & Stanley, 1970, p. 373).

Table 4 shows the means and standard deviations of all the above process variables, computed on frequencies while Tables 5-7 show this on percentages, by cell (Table 5), group (Table 6), and trial (Table 7). From these tables, one can see that most 21 miscues were already being prompted at Trial 1 and that almost half of the 22 miscues were being prompted. Only 20% of the total prompts used fell in the total module prompt category. Almost half of the total prompts (excluding 8's) were followed by a correct answer and the average length of a sequence was 3.261 at Trial 1.

First-order correlations between all process variables and the presage teacher variables of Oral Reading Scale Score (ORS), years experience, (YR), and number of reading courses (RC) appear in Table 8 (Trial One) and Table 9 (Trial Two). Given the low number of subjects, these correlations must be viewed with caution, but some interesting

points can be made [illegible] correlations. The pretest score on the Oral Reading Scale correlates .58 with the total module prompts used and .70 with the success rate of prompts. The correlations between years experience and teacher behaviors are all quite low, with the exception of success rate, which correlates negatively with years experience, suggesting that teachers do not base their teaching on pupil needs as they gain experience. The number of reading courses correlates .81 with other prompts used, indicating, for the subjects in this study, that word recognition methods in courses did not stress module prompts, but stressed such non-module prompts as sounding out and spelling. The percent of 21 miscues prompted correlates .55 with the number of 22 miscues prompted, which is expected from the tendency for teachers to prompt all miscues. Most intercorrelations among prompts used are low. These correlations shift at Trial 2 (Table 9), as would be expected.

One of the first questions of interest was whether the module would significantly increase teacher's knowledge of oral reading strategies, as determined by the Oral Reading Scale. Table 10 shows the repeated measures ANOVA on ORS with trials being significant beyond the .001 level. Groups x Trials is not significant; therefore, having the full version of the module did not significantly increase cognitive knowledge, as measured by ORS. One can conclude that the module was effective in significantly increasing teacher cognitive knowledge but that there was no difference in effect between the two versions on teacher knowledge. The remaining analyses address the question of the module's effectiveness in changing behavior.

Since the first objective of the module was for teachers to prompt 21 miscues and not prompt 22 miscues, these two behaviors were tested together multivariately. The results are in Table 11 (A) showing trials significant beyond the .05 level. Part B of Table 11 shows that variable 2 (prompting 22 miscues) correlates -.99 with the composite variable, formed in the multivariate analysis, accounting for almost all the variance in the composite. Therefore, a univariate analysis was done on this variable, shown in Table 12. Trials is significant beyond the .01 level. From Trial 1 to 2, teachers decreased their prompting of no meaning change miscues significantly, from 44% to 16%. The Groups x Trials interaction is not significant; therefore, having increased module content and/or self-evaluation lessons did not produce differences in the number of 22 miscues responded to.

The next set of behaviors of interest was the kinds of prompts used. In Table 13, a univariate analysis of the total module prompts used is shown. In Table 14, a multivariate analysis, using the five prompts separately, is shown. Trials is significant in both these analyses, showing that teachers significantly increased their use of the module prompts, from 20% to 52% across trials. Groups x Trials is not significant in either case; therefore, it must be concluded that the different treatments were equally effective. Groups is almost significant in Table 17, a result which can, no doubt, be attributed to the small size of each group (N = 4).

In Tables 15 - 19, univariate analyses are presented for each prompt separately. Trials for 33 prompts approaches significance ($p < .10$). Trials for 34 prompts is significant beyond the .05 level. For 44 prompts, both trials and groups by trials is significant. Part B of

Table 17 shows a plot of the means for groups by trials. The results are difficult to interpret since they suggest that Group B, which had decreased content and no self-evaluation lessons, increased use of 44 prompts across trials much more than the A or C groups. The groups that had increased content and self-evaluation lessons increased use of 44 prompts the least. These results are probably an artifact of small N or the fact that 44 prompts can only be given if the pupil has a miscue on a word in a word family, i.e., a rhyming word. For 45 prompts, groups only is significant and no sources of variance are significant for 52 prompts. The results of the univariate analyses suggest that it was the increase of 33, 34, and 44 prompts which lead to the significant increase of total module prompts across trials. Part B of Table 16 tends to confirm this, since it shows that these three variables had the highest correlations (across trials) with the composite variable formed in the multivariate analysis.

The general conclusion that can be drawn from the analyses of prompts used is that the different versions of the module were equally effective in changing teacher behavior in three of the five module prompt categories.

For success rate (Table 20), no source of variance is significant though trials approaches significance ($p < .08$). Neither the treatments as a whole, nor the different versions of it, were effective in modifying the teacher's ability to generate successful prompts.

Groups by trials for length is significant beyond the .05 level (Table 21). A look at Part B of Table 21 reveals that the group which had the shortened version of the module and no self-evaluation lessons increased their average length of sequence across trials while the

other two groups both decreased average sequence length. Therefore, it can be concluded, albeit tentatively because of the low N, that use of increased content and/or self-evaluation lessons is more effective in decreasing the length of prompt sequences than the shortened form of the module alone.

Table 22 summarizes the results of the evaluation forms for all teachers. (The one omitted teacher who completed all experimental procedures is included here.) It is interesting to note that 84% of the teachers rated the module very valuable and that 93% said they practiced the techniques with other reading groups in their class. Though most ratings of the module, the self-evaluation lessons, and the full version of the module are very positive, question 6 reveals that approximately half of the teachers felt they needed further clarification in deciding when to use a specific prompt, how to give it, and what to avoid and why. These teacher perceptions are veridical, given the relatively low use of some module prompts and the average percent of module prompts at Trial 2 - approximately 50%.

## Discussion

A limitation in the study reported here is the low number of subjects. A replication with a larger N is needed. However, there are decision-oriented issues that can be raised.

The first, and perhaps most important one, is the issue of educational (or practical) significance of the results. Though the module did effect most behaviors explicated in it in the predicted directions, validation of the skills as trained cannot proceed without a more potent treatment. In order to test the effects of the repertoire of behaviors

in the Prompting module on pupil reading strategies, the total percent of the module prompts exhibited by the teachers should be increased beyond the average 50% level found here. In addition, the use of each prompt separately must be increased. Context, or determining unknown words from the surrounding sentence or story, was suggested in the module to be the most effective prompt, but its use did not increase significantly. Indeed, it barely increased.

Borg (1972), in a three year follow-up of the effects of Minicourse I on teacher behavior, found a drastic reduction in negative behaviors. These were behaviors which teachers were instructed to stop doing, similar to not prompting 22 miscues in this study. Instruction to stop doing "X" can be postulated to be fairly easy for teachers to implement, but to increase behaviors not part of the teacher's existing repertoire is much more difficult. Indeed, Borg states, "it is extremely difficult to get a teacher to regularly emit specific behaviors that are not a part of his teaching practice" (1972, p. 578). At Trial 1, very low incidences of most module prompts were evident in the teachers' behaviors. For the most part, then, they had to learn to emit behaviors not currently a part of their teaching repertoire.

The fact that teachers were not able to increase the success rate of their prompts is probably due to the fact that success rate is not directly under their control. The module addressed itself to the kinds of decisions which must be made before giving a specific kind of prompt in order to increase the probability of its being followed by a correct answer. Specifically, teachers were directed to consider the kind of word upon which a miscue was made as well as the child's knowledge of reading skills before prompting. Such decisions processes

were probably very difficult for the teachers. It seems that training in the generation of skills, saying X, is potentially easier than training in generation contextually appropriate behaviors, saying X given Y and Z. This is a neglected area of teacher training and one which needs to be explored.

With the exception of the results for length of sequence, none of the variations of the module was more effective than others. The fact that increased content had no effect may be due to the fact that the first three sections contained protocols and exercises on all module behaviors. It is interesting to note that the teachers who had the full version of the module all recommended that the full version should be used. This, however, was not substantiated by the results. Two groups of teachers had self-evaluation lessons. The comments made by some on the Evaluation Form that the lessons would have been more effective if the experimenter had been there may explain the general lack of significance of this variable. Teachers reported difficulty sometimes in determining what kind of prompt they had given. Wagner (1973) found that, given motivation to change, discrimination training was sufficient for change to occur. The module was full of protocols and exercises requiring the teachers to discriminate between different kinds of prompts. It is possible that the teachers, when they gave module prompts, did not give clear examples of them or gave a prompt that was contextually inappropriate.

The data herein indicate that a more potent training procedure is needed to increase kinds of prompts during oral reading instruction to an educationally significant level. The very positive reactions of the teachers in this study (and additional teachers who have gone through

the module) suggest that teachers view the module as an important contribution to their teaching. One teacher said that the module was "better than any class I ever had in school."

A feedback mechanism, on-line and delayed computer-assisted feedback on prompting behaviors, is currently being tested to determine if all module behaviors can be increased (or decreased) to levels that are more educationally significant. If it is successful in changing all behaviors to a greater extent in the predicted directions, then questions about the effect of the repertoire of behaviors on pupil reading strategies can be answered.

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TABLE 1
Presage Information on Teachers and Students
by Individual Subject

| Subject | Group | Years Experience | Degree | No. of Reading Courses | Position | Group Reading Level | No. in Group |
|---|---|---|---|---|---|---|---|
| 1 | A | 3 | B.S. | 2 | Inter.-Sp.Ed. | 1.5 | 4 |
| 2 | A | 5 | M.S. | 1 | Conference | 2.0 | 4 |
| 3 | A | 1 | B.S. | 3 | Jr.Hi.-Sp.Ed. | 3.0 | 6 |
| 4 | A | 2 | B.S. | 4 | Conference | 2.0 | 2 |
| 5 | B | 2 | B.S. | 1 | Jr.Hi.-Sp.Ed. | 2.5 | 4 |
| 6 | B | 4 | M.S. | 2 | Inter.-Sp.Ed. | 2.5 | 3 |
| 7 | B | 3 | B.S. | 5 | Conference | 2.5 | 5 |
| 8 | B | 2 | B.S. | 1 | Inter.-Sp.Ed. | 1.0 | 5 |
| 9 | C | 4 | B.A. | 3 | Jr.Hi.-Sp.Ed. | 2.5 | 3 |
| 10 | C | 1 | B.A. | 2 | Inter.-Sp.Ed. | 3.5 | 4 |
| 11 | C | .5 | B.S. | 2 | Jr.Hi.-Sp.Ed. | 2.5 | 4 |

TABLE 2
Means (and Standard Deviations) on Frequencies and Percents by Groups and Trials for Pupil Miscues

| TRIALS | GROUPS | Miscues | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total | 63 | | 21 | | 22 | |
| | | F | F | % | F | % | F | % |
| | A | 50.500 | 5.500 | 11.755 | 34.500 | 69.342 | 10.500 | 18.898 |
| | | (18.859) | (4.041) | (8.495) | (11.091) | (9.481) | (7.141) | (6.903) |
| 1 | B | 61.250 | 9.500 | 19.717 | 30.750 | 49.252 | 21.000 | 31.030 |
| | | (48.037) | (5.000) | (8.069) | (28.371) | (9.671) | (18.457) | (0.507) |
| | C | 65.500 | 5.000 | 9.340 | 29.250 | 57.476 | 17.750 | 33.190 |
| | | (41.956) | (3.162) | (4.535) | (28.663) | (5.995) | (18.945) | (6.007) |
| | A | 63.750 | 6.750 | 9.993 | 43.500 | 70.275 | 13.500 | 19.730 |
| | | (12.093) | (6.292) | (7.567) | (6.608) | (16.337) | (9.183) | (10.357) |
| 2 | B | 62.500 | 10.250 | 15.145 | 34.250 | 57.288 | 18.000 | 27.567 |
| | | (13.379) | (7.182) | (8.139) | (4.113) | (16.111) | (9.899) | (9.718) |
| | C | 48.250 | 4.250 | 6.390 | 30.250 | 58.283 | 13.750 | 40.318 |
| | | (18.715) | (2.217) | (4.564) | (13.226) | (9.197) | (5.315) | (22.171) |

TABLE 3
Coder Reliability (to criterion and across time)
as Computed by Flanders' Coefficient

| CODER | TO CRITERION | ACROSS TIME |
|---|---|---|
| 1 | .83 | .90 |
| 2 | .86 | .92 |
| 3 | .88 | .91 |
| 4 | .78 | .84 |

TABLE 4
Means (and Standard Deviations) on Frequencies of all Teacher Process Variables by Groups and Trials (N=4 per cell)

| Trial | 1 | | | 2 | | |
|---|---|---|---|---|---|---|
| Group | A | B | C | A | B | C |
| Variable | | | | | | |
| PR21 | 29.250 | 22.250 | 20.000 | 37.750 | 22.250 | 23.250 |
| | (9.639) | (22.809) | (17.436) | (9.639) | (4.992) | (13.074) |
| PR22 | 5.500 | 4.500 | 4.000 | 2.000 | 2.250 | 2.250 |
| | (1.915) | (2.517) | (3.464) | (2.160) | (2.062) | (1.500) |
| 33 | 3.500 | 2.000 | 6.750 | 10.250 | 3.750 | 12.000 |
| | (5.066) | (3.367) | (7.890) | (10.046) | (2.500) | (10.100) |
| 34 | 2.750 | .750 | 3.250 | 4.250 | 3.500 | 9.500 |
| | (3.096) | (1.500) | (2.363) | (.957) | (3.512) | (7.000) |
| 44 | 1.250 | 0 | 1.750 | 11.250 | 12.750 | 8.250 |
| | (2.500) | (0) | (2.062) | (12.527) | (1.893) | (13.226) |
| 45 | 3.750 | 0 | 3.750 | 5.750 | 0 | .250 |
| | (5.560) | (0) | (3.862) | (5.123) | (0) | (.500) |
| 52 | 2.000 | 1.500 | 3.500 | 5.000 | 7.000 | 4.750 |
| | (3.367) | (3.000) | (7.000) | (3.464) | (10.132) | (4.646) |
| MOD | 15.000 | 4.250 | 19.500 | 36.500 | 26.250 | 34.750 |
| | (14.306) | (7.848) | (21.440) | (19.502) | (5.500) | (29.067) |
| Other | 60.500 | 22.250 | 48.250 | 44.000 | 27.750 | 22.750 |
| | (23.868) | (25.812) | (25.786) | (17.907) | (8.846) | (21.991) |
| TOTAL Prompts | 75.500 | 29.500 | 67.750 | 80.500 | 54.750 | 57.500 |
| | (29.983) | (22.782) | (43.331) | (28.676) | (15.042) | (51.046) |
| TOTAL Answers | 46.750 | 7.500 | 36.250 | 68.000 | 44.000 | 43.500 |
| | (41.210) | (8.660) | (36.317) | (30.452) | (18.493) | (42.884) |
| 61 | 24.000 | 2.750 | 20.000 | 32.500 | 18.750 | 22.000 |
| | (24.940) | (2.500) | (22.435) | (14.617) | (12.339) | (29.900) |
| 62+64 | 22.750 | 4.750 | 16.250 | 35.500 | 25.250 | 26.000 |
| | (19.568) | (6.292) | (13.913) | (17.935) | (6.500) | (16.371) |

Table 5

Means (and Standard Deviations) on Oral Reading Scale Scores (ORS) and Percents for all Teacher Process Variables by Groups and Trials (N=4 per cell)

| Trial | 1 | | | 2 | | |
|---|---|---|---|---|---|---|
| Group | A | B | C | A | B | C |
| Variable | 19.000 | 18.250 | 23.25 | 26.000 | 26.250 | 25.000 |
| ORS | (2.944) | (5.795) | (2.062) | (1.444) | (1.500) | (2.160) |
| PR21 | 84.568 | 69.285 | 79.175 | 85.840 | 64.608 | 82.543 |
| | (2.309) | (9.057) | (22.043) | (11.786) | (9.248) | (11.467) |
| PR22 | 65.28 | 34.655 | 33.523 | 13.810 | 10.420 | 23.785 |
| | (26.659) | (24.292) | (17.667) | (16.912) | (7.130) | (16.812) |
| 33 | 4.662 | 9.145 | 7.630 | 13.160 | 7.945 | 20.815 |
| | (6.488) | (15.282) | (6.664) | (10.986) | (5.327) | (2.171) |
| 34 | 2.920 | 3.410 | 7.700 | 5.833 | 7.232 | 24.382 |
| | (2.576) | (6.820) | (9.101) | (3.018) | (7.626) | (21.539) |
| 44 | 1.068 | 0 | 2.595 | 12.530 | 24.017 | 5.885 |
| | (2.135) | (0) | (3.774) | (9.739) | (4.694) | (10.479) |
| 45 | 4.983 | 0 | 4.192 | 7.405 | 0 | 2.115 |
| | (7.110) | (0) | (3.075) | (5.927) | (0) | (3.734) |
| 52 | 1.815 | 6.817 | 2.778 | 6.100 | 10.455 | 10.130 |
| | (2.841) | (13.635) | (5.555) | (2.888) | (12.635) | (12.789) |
| MOD | 17.985 | 19.373 | 25.293 | 45.063 | 49.655 | 63.882 |
| | (17.125) | (35.642) | (13.050) | (17.906) | (5.444) | (6.398) |
| OTHER | 82.012 | 80.622 | 74.707 | 54.938 | 50.595 | 36.178 |
| | (17.121) | (35.639) | (13.050) | (17.906) | (5.816) | (6.398) |
| 61 | 37.727 | 32.500 | 46.628 | 47.950 | 40.145 | 38.632 |
| | (28.106) | (25.000) | (14.036) | (8.002) | (8.854) | (19.206) |
| 62 | 32.273 | 42.500 | 53.370 | 52.050 | 59.632 | 61.365 |
| | (27.832) | (30.957) | (14.039) | (8.000) | (9.261) | (19.206 |
| LEN | 4.387 | 2.218 | 3.177 | 3.745 | 2.770 | 2.968 |
| | (1.297) | (.354) | (1.098) | (1.060) | (.714) | (.847) |

TABLE 6
Means (and Standard Deviations) on Oral Reading Scale (ORS) Scores and Teacher Process Variables by Groups

| Group | A | B | C |
|---|---|---|---|
| Variable | 22.500 | 22.250 | 24.125 |
| ORS | (4.309) | (5.800) | (2.167) |
| PR21 | 85.204 | 66.946 | 80.859 |
| | (7.892) | (8.835) | (16.366) |
| PR22 | 39.546 | 22.538 | 28.654 |
| | (34.411) | (21.036) | (16.792) |
| 33 | 8.911 | 8.545 | 14.222 |
| | (9.508) | (10.614) | (8.410) |
| 34 | 4.406 | 5.321 | 16.041 |
| | (3.045) | (7.002) | (17.716) |
| 44 | 6.799 | 12.009 | 4.240 |
| | (8.952) | (13.201) | (7.501) |
| 45 | 6.194 | 0 | 3.154 |
| | (6.197) | (0) | (3.356) |
| 52 | 3.958 | 8.636 | 6.454 |
| | (3.508) | (12.324) | (9.938) |
| MOD | 31.524 | 34.514 | 44.558 |
| | (21.739) | (28.621) | (22.687) |
| Other | 68.475 | 65.609 | 55.443 |
| | (21.737) | (28.574) | (22.687) |
| 61 | 42.839 | 36.322 | 42.630 |
| | (19.896) | (17.837) | (16.149) |
| 62 | 44.661 | 51.066 | 57.367 |
| | (20.538) | (23.051) | (16.150) |
| LEN | 4.066 | 2.494 | 3.072 |
| | (1.149) | .599 | (.915) |

Table 7

Means (and Standard Deviations) on Oral Reading Scale (ORS) Scores and Percents for all Teacher Process Variables by Trials

| Trial | 1 | 2 |
|---|---|---|
| Variable | 20.167 | 25.750 |
| ORS | (4.239) | (1.658) |
| PR21 | 77.676 | 77.663 |
| | (14.143) | (13.857) |
| PR22 | 44.487 | 16.005 |
| | (26.000) | (14.285) |
| 33 | 7.146 | 13.973 |
| | (9.543) | (8.510) |
| 34 | 4.677 | 12.503 |
| | (6.490) | (14.906) |
| 44 | 1.221 | 14.144 |
| | (2.523) | (11.092) |
| 45 | 3.058 | 3.173 |
| | (4.646) | (4.896) |
| 52 | 3.803 | 8.895 |
| | (8.151) | (9.732) |
| MOD | 20.883 | 52.847 |
| | (21.997) | (13.275) |
| OTHER | 79.114 | 47.237 |
| | (21.994) | (13.340) |
| 161 | 38.952 | 42.243 |
| | (21.834) | (12.555) |
| 162 | 44.381 | 57.682 |
| | (23.988) | (12.621) |
| LEN | 3.261 | 3.161 |
| | (1.297) | (.913) |

Table 8

Correlations (and Significance Levels) Among Teacher Presage and Process Variables at Trial One (N=12)

| | ORS | YR | RC | PR21 | PR22 | 33 | 34 | 44 | 45 | 52 | MOD | OTH | 61 | 62 | LEN |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ORS | | | | | | | | | | | | | | | |
| YR | -.13 | | | | | | | | | | | | | | |
| | (.34) | | | | | | | | | | | | | | |
| RC | .56 | -.08 | | | | | | | | | | | | | |
| | (.03) | (.41) | | | | | | | | | | | | | |
| PR21 | -.02 | -.05 | .01 | | | | | | | | | | | | |
| | (.48) | (.44) | (.48) | | | | | | | | | | | | |
| PR22 | .26 | -.20 | .60 | .55 | | | | | | | | | | | |
| | (.21) | (.27) | (.02) | (.03) | | | | | | | | | | | |
| 33 | .43 | .14 | .80 | .09 | .29 | | | | | | | | | | |
| | (.08) | (.34) | (.00) | (.39) | (.18) | | | | | | | | | | |
| 34 | .73 | -.20 | .38 | .33 | -.04 | .34 | | | | | | | | | |
| | (.00) | (.27) | (.11) | (.15) | (.45) | (.14) | | | | | | | | | |
| 44 | .28 | .40 | -.07 | .42 | .09 | .11 | .08 | | | | | | | | |
| | (.19) | (.10) | (.41) | (.09) | (.39) | (.37) | (.40) | | | | | | | | |
| 45 | -.05 | -.32 | .28 | .38 | .29 | .29 | -.15 | .06 | | | | | | | |
| | (.44) | (.15) | (.19) | (.12) | (.18) | (.18) | (.33) | (.43) | | | | | | | |
| 52 | .46 | .20 | .72 | -.14 | .20 | .85 | .42 | -.02 | -.09 | | | | | | |
| | (.07) | (.27) | (.00) | (.33) | (.26) | (.00) | (.09) | (.48) | (.39) | | | | | | |
| MOD | .58 | .02 | .72 | .04 | .31 | .94 | .56 | .18 | .35 | .83 | | | | | |
| | (.02) | (.47) | (.00) | (.45) | (.17) | (.00) | (.03) | (.29) | (.13) | (.00) | | | | | |
| OTH | -.58 | -.02 | .81 | -.04 | -.31 | -.94 | -.56 | -.18 | -.35 | -.83 | -1.00 | | | | |
| | (.02) | (.47) | (.00) | (.45) | (.17) | (.00) | (.03) | (.29) | (.13) | (.00) | (.00) | | | | |
| 61 | .45 | .03 | .27 | -.01 | .35 | .10 | .02 | .49 | .19 | .05 | .18 | -.18 | | | |
| | (.07) | (.46) | (.20) | (.49) | (.13) | (.38) | (.48) | (.06) | (.28) | (.44) | (.29) | (.29) | | | |
| 62 | .70 | -.43 | .58 | -.21 | .19 | .48 | .53 | -.08 | .33 | .31 | .56 | -.56 | .44 | | |
| | (.01) | (.08) | (.03) | (.25) | (.28) | (.06) | (.04) | (.41) | (.15) | (.17) | (.03) | (.03) | (.08) | | |
| LEN | .15 | -.05 | .30 | .59 | .75 | .07 | -.11 | .54 | .50 | -.07 | .19 | -.19 | .55 | .05 | |
| | (.32) | (.44) | (.17) | (.02) | (.00) | (.41) | (.37) | (.04) | (.05) | (.42) | (.27) | (.27) | (.03) | (.44) | |

TABLE 9
Correlations (and Significance Levels) Among Teacher Presage and Process Variables at Trial Two(N=12)

| | ORS | YR | RC | PR21 | PR22 | 33 | 34 | 44 | 45 | 52 | MOD | OTH | 61 | 62 | LEN |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ORS | | | | | | | | | | | | | | | |
| YR | -.47 | | | | | | | | | | | | | | |
| | (.06) | | | | | | | | | | | | | | |
| RC | .71 | -.43 | | | | | | | | | | | | | |
| | (.01) | (.08) | | | | | | | | | | | | | |
| PR21 | -.42 | .34 | .10 | | | | | | | | | | | | |
| | (.09) | (.14) | (.38) | | | | | | | | | | | | |
| PR22 | -.67 | .72 | -.30 | .50 | | | | | | | | | | | |
| | (.01) | (.00) | (.17) | (.05) | | | | | | | | | | | |
| 33 | .18 | .21 | .17 | .17 | -.02 | | | | | | | | | | |
| | (.28) | (.26) | (.30) | (.30) | (.48) | | | | | | | | | | |
| 34 | -.61 | .86 | -.51 | .30 | .71 | .32 | | | | | | | | | |
| | (.02) | (.00) | (.05) | (.17) | (.01) | (.16) | | | | | | | | | |
| 44 | .12 | -.15 | .11 | -.38 | .00 | -.56 | -.43 | | | | | | | | |
| | (.35) | (.32) | (.36) | (.11) | (.50) | (.03) | (.08) | | | | | | | | |
| 45 | .30 | -.21 | .17 | .17 | -.41 | .53 | -.29 | -.36 | | | | | | | |
| | (.18) | (.25) | (.30) | (.30) | (.09) | (.04) | (.18) | (.13) | | | | | | | |
| 52 | .10 | -.43 | -.15 | -.22 | -.41 | -.13 | -.38 | -.18 | .12 | | | | | | |
| | (.38) | (.08) | (.32) | (.25) | (.09) | (.34) | (.11) | (.29) | (.35) | | | | | | |
| MOD | -.27 | .59 | -.45 | .04 | .33 | .65 | .60 | -.28 | .16 | .12 | | | | | |
| | (.20) | (.02) | (.09) | (.45) | (.15) | (.01) | (.02) | (.19) | (.31) | (.35) | | | | | |
| OTH | .28 | -.58 | .42 | -.05 | -.33 | .64 | .60 | .29 | -.16 | -.12 | -1.00 | | | | |
| | (.19) | (.02) | (.09) | (.45) | (.15) | (.01) | (.02) | (.18) | (.30) | (.35) | (.00) | | | | |
| 61 | .31 | -.43 | .24 | .08 | -.53 | .07 | -.58 | .24 | .37 | .06 | -.22 | .22 | | | |
| | (.16) | (.08) | (.23) | (.40) | (.04) | (.41) | (.02) | (.23) | (.12) | (.43) | (.24) | (.25) | | | |
| 62 | -.31 | .43 | -.23 | -.08 | .53 | -.06 | .58 | -.24 | -.37 | -.07 | .22 | -.22 | -1.00 | | |
| | (.17) | (.08) | (.23) | (.40) | (.04) | (.42) | (.02) | (.23) | (.12) | (.41) | (.24) | (.25) | (.00) | | |
| LEN | -.09 | -.39 | .26 | .52 | -.17 | .01 | -.44 | .10 | .37 | .03 | -.25 | .24 | .76 | -.76 | |
| | (.40) | (.10) | (.20) | (.04) | (.30) | (.49) | (.08) | (.37) | (.12) | (.46) | (.22) | (.23) | (.00) | (.00) | |

TABLE 10
Repeated Measures ANOVA on Oral Reading Scale Scores

| Source | SS | df | MS | F | P < |
|---|---|---|---|---|---|
| Groups | 37.000 | 2 | 18.500 | 1.624 | .250 |
| SWG | 102.500 | 9 | 11.389 | | |
| Trials | 228.167 | 1 | 228.167 | 35.103*** | .001 |
| GXT | 22.333 | 2 | 11.167 | 1.718 | .233 |
| Residual | 58.500 | 9 | 6.500 | | |

***p < .001

Table 11

Repeated Measures MANOVA on 21 Miscues Prompted and 22 Miscues Prompted (A)

| Source | F | $df_{hyp}$ | $df_{error}$ | R(Canonical) |
|---|---|---|---|---|
| Groups | | | | |
| Test of Roots | | | | |
| 1 through 2 | 1.790 | 4 | 16 | .669 |
| 2 through 2 | 1.331 | 1 | 8.5 | .368 |
| Trials | | | | |
| Test of Roots | | | | |
| 1 through 1 | 6.443* | 2 | 8 | .785 |
| Groups by Trials | | | | |
| Test of Roots | | | | |
| 1 through 2 | .845 | 4 | 16 | .564 |
| 2 through 2 | .000 | 1 | 8.5 | .002 |

* $p < .05$

Correlations between Variables and Composite Scores-Trials (B)

| Variable | Composite |
|---|---|
| 1(21) | -.179 |
| 2(22) | -.999 |

Table 12

Repeated Measures ANOVA on Percent of 22 Miscues Prompted

| Source | df | SS | MS | F | p < |
|---|---|---|---|---|---|
| Groups | 2 | 1358.132 | 679.066 | 2.526 | .135 |
| RWG | 9 | 2419.381 | 268.820 | | |
| Trials | 1 | 5759.182 | 5759.182 | 14.479** | .004 |
| Groups x Trials | 2 | 1308.588 | 654.294 | 1.645 | .246 |
| Residual | 9 | 3579.738 | 397.749 | | |

** $p < .01$

TABLE 13
Repeated Measures ANOVA on Percent
Module Prompts (33+34+44+45+52)

| Source | df | SS | MS | F | P < |
|---|---|---|---|---|---|
| Groups | 2 | 745.855 | 372.928 | 1.889 | .206 |
| RWG | 9 | 1776.344 | 197.372 | | |
| Trials | 1 | 6129.928 | 6129.928 | 11.996** | .007 |
| Groups x Trials | 2 | 139.635 | 69.818 | .137 | .874 |
| Residual | 9 | 4599.012 | 511.001 | | |

** p < .01

Table 14

Repeated Measures MANOVA on Percent of 33, 34, 44, 45, and 52 Prompts (A)

| Source | F | p < | $df_{hyp}$ | $df_{error}$ | R(Canonical) |
|---|---|---|---|---|---|
| Groups | | | | | |
| Test of Roots | | | | | |
| 1 through 2 | 4.616 | .012 | 10 | 10 | .967 |
| 2 through 2 | 1.417 | .341 | 4 | 5.5 | .712 |
| Trials | | | | | |
| Test of Roots | | | | | |
| 1 through 1 | 11.623** | .009 | 5 | 5 | .960 |
| Groups x Trials | | | | | |
| Test of Roots | | | | | |
| 1 through 2 | 1.421 | .294 | 10 | 10 | .873 |
| 2 through 2 | .538 | .715 | 4 | 5.5 | .530 |

** $p < .01$

Correlations between Variable and Composite Scores (B)

| Variable | Composite-Groups | Composite-Trials |
|---|---|---|
| 33 | .015 | .188 |
| 34 | -.000 | .239 |
| 44 | -.126 | .668 |
| 45 | .317 | .006 |
| 52 | -.094 | .116 |

TABLE 15
Repeated Measures ANOVA on Percent
of 33 Prompts

| Source | df | SS | MS | F | p < |
|---|---|---|---|---|---|
| Groups | 2 | 161.540 | 80.770 | .978 | .413 |
| RWG | 9 | 743.499 | 82.611 | | |
| Trials | 1 | 279.689 | 279.689 | 3.713 | .086 |
| Groups x Trials | 2 | 215.295 | 107.647 | 1.429 | .289 |
| Residual | 9 | 677.995 | 75.333 | | |

Table 16

Repeated Measures ANOVA on Percent of 34 Prompts

| Source | df | SS | MS | F | p< |
|---|---|---|---|---|---|
| Groups | 2 | 669.677 | 334.838 | 2.081 | .181 |
| RWG | 9 | 1448.255 | 160.917 | | |
| Trials | 1 | 367.462 | 367.462 | 5.977* | .037 |
| Groups x Trials | 2 | 236.044 | 118.022 | 1.920 | .202 |
| Residual | 9 | 553.299 | 61.478 | | |

* $p < .05$

Table 17 (A)

Repeated Measures ANOVA on Percent of 44 Prompts

| Source | df | SS | MS | F | p < |
|---|---|---|---|---|---|
| Groups | 2 | 250.786 | 125.393 | 2.078 | .181 |
| RWG | 9 | 543.071 | 60.341 | | |
| Trials | 1 | 1002.075 | 1002.075 | 46.632*** | .001 |
| Groups x Trials | 2 | 436.031 | 218.016 | 10.145** | .005 |
| Residual | 9 | 193.402 | 21.489 | | |

** $p < .01$

*** $p < .001$

Plotting Means for Groups by Trials (B)

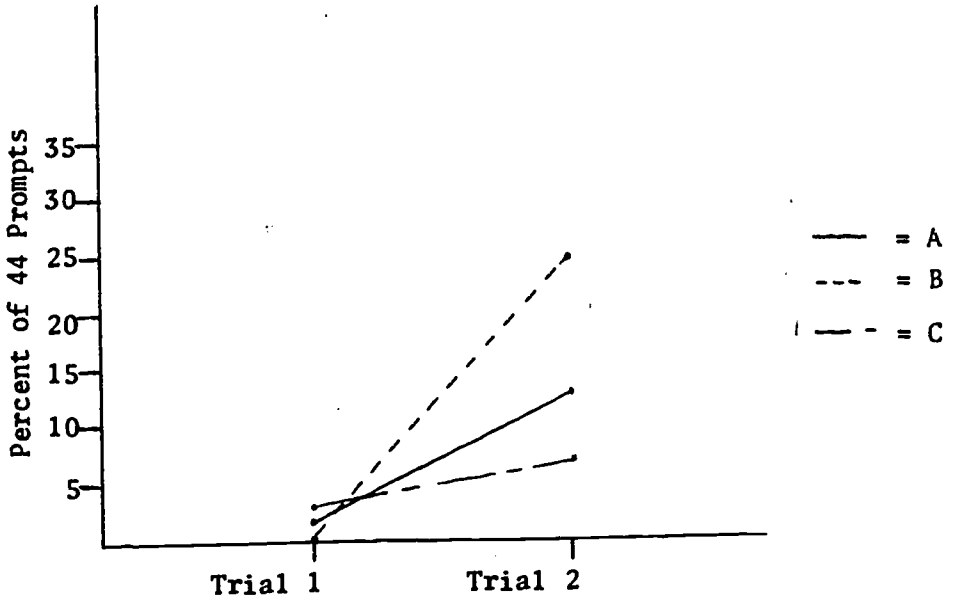


TABLE 18
Repeated Measures ANOVA on Percent of
45 Prompts

| Source | df | SS | MS | F | p < |
|---|---|---|---|---|---|
| Groups | 2 | 153.467 | 76.734 | 6.588* | .017 |
| RWG | 9 | 104.820 | 11.647 | | |
| Trials | 1 | .079 | .079 | .003 | .956 |
| Groups x Trials | 2 | 20.290 | 10.145 | .410 | .675 |
| Residual | 9 | 222.442 | 24.716 | | |

*p < .05

Table 19

Repeated Measures ANOVA on Percent of 52 Prompts

| Source | df | SS | MS | F | p< |
|---|---|---|---|---|---|
| Groups | 2 | 87.694 | 43.847 | .586 | .577 |
| RWG | 9 | 673.554 | 74.839 | | |
| Trials | 1 | 155.550 | 155.550 | 1.406 | .266 |
| Groups x Trials | 2 | 15.753 | 7.877 | .071 | .932 |
| Residual | 9 | 995.808 | 110.645 | | |

TABLE 20
Repeated Measures ANOVA on Success Rate (62+64)

| Source | df | SS | MS | F | p < |
|---|---|---|---|---|---|
| Groups | 2 | 645.810 | 322.905 | .597 | .571 |
| RWG | 9 | 4869.435 | 541.048 | | |
| Trials | 1 | 1061.606 | 1061.606 | 3.858 | .081 |
| Groups x Trials | 2 | 90.028 | 45.014 | .164 | .852 |
| Residual | 9 | 2476.513 | 275.168 | | |

Table 21

Repeated Measures ANOVA on Length of Prompts (A)

| Source | df | SS | MS | F | p < |
|---|---|---|---|---|---|
| Groups | 2 | 10.121 | 5.060 | 3.032 | .098 |
| RWG | 9 | 15.022 | 1.669 | | |
| Trials | 1 | .060 | .060 | .506 | .495 |
| Groups x Trials | 2 | 1.464 | .732 | 6.174* | .021 |
| Residual | 9 | 1.067 | .119 | | |

* $p < .05$

Plotting Means for Length for Groups by Trials (B)

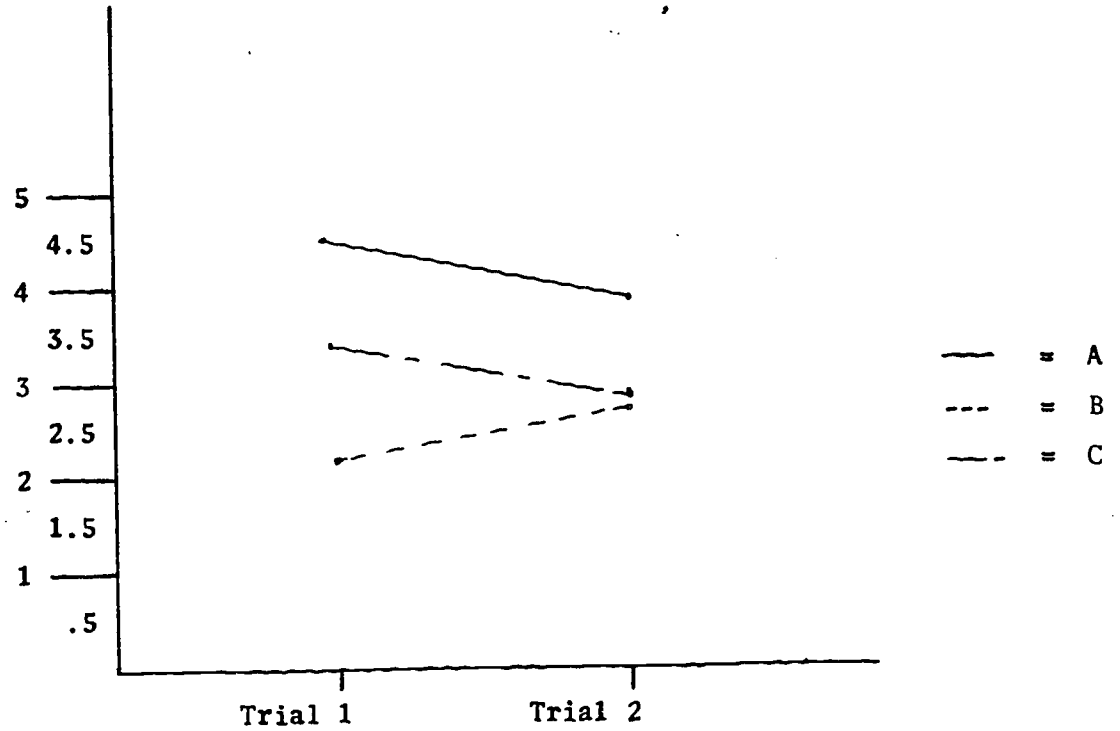


TABLE 22

Summary of Teacher Evaluation Forms

Final Evaluation of PROMPTING

Compiled Evaluation Forms from May, 1975 Teachers

Directions: For multiple-choice answers, choose the one answer you think is best. Please try to comment briefly where comments are asked for. Be as critical and candid as possible since this will help me determine what revisions to make in the module.

1. In general, how valuable do you believe the teaching approaches presented in this module are in terms of techniques which teachers should use frequently with their students?

| | | |
|---|---|---|
| a. Not valuable at all | | The children responded so well. |
| b. Not valuable | | It works better if they have some |
| c. Somewhat valuable | 2 (16%) | background of basic words. |
| d. Very valuable | 11 (84%) | |

2. Are there any questions you have about prompting that are not discussed in the module? Yes No If yes, what are they?

| | | |
|---|---|---|
| Yes | 4 (33%) | Yes - (1) Words which don't fit any prompts |
| No | 8 (67%) | (2) Children who refuse to try to figure out words. What to do? |

3. Are there any topics presented in the module which you still have questions about? Yes No If yes, what are they?

| | |
|---|---|
| Yes | 1 (9%) |
| No | 10 (91%) |

4. Was the module boring to you at any place? Yes No If yes, where?

| | |
|---|---|
| Yes | 1 (8%) |
| No | 11 (92%) |

5. The pause time given on the tape during which you are to choose the answer is 5 seconds in the beginning of the module and then 10 seconds for all the exercises where you are to choose an answer. Was the 5 second pause-- just right - too long - too short? Was the 10 second pause-- just right - too long - too short?

6. For the discussion on each kind of prompt, would you like further clarification on any of the following?

| | | | | |
|---|---|---|---|---|
| Definition and why helpful? | Yes | 1 | No | 11 |
| Deciding when to use it? | Yes | 6 | No | 6 |
| Deciding how to give it? | Yes | 4 | No | 9 |
| What to avoid and why? | Yes | 5 | No | 7 |

7. Did the activities help you understand when and how to prompt with your students? Yes No If no, with what did you have difficulty?

| | | |
|---|---|---|
| Yes | 11 | (84%) |
| No | 2 | (16%) |

8. (ONLY FOR TEACHERS WITH SELF-EVALUATION LESSONS)

   a. Did you feel that the self-evaluation lessons helped you? Yes No

| | | |
|---|---|---|
| Yes | 5 | (56%) |
| No | 4 | (44%) |

   b. Were any of the self-evaluation lessons difficult for you to follow? Yes No If yes, which one(s) and why?

| | | |
|---|---|---|
| Yes | 1 | (11%) |
| No | 8 | (89%) |

   c. Would you recommend that other teachers using this module have self-evaluation lessons as a part of the module? Yes No

| | | |
|---|---|---|
| Yes | 8 | (89%) |
| No | 1 | (11%) |

9. (ONLY FOR TEACHERS WITH THE GREEN BOOKLET)

   You had two sections in the module which other teachers did not have--Part IV, Putting It All Together and Part V, Evaluating Prompting. Should these two sections remain part of the module? Yes No If yes, should they remain as is or should they be changed? Remain as is - Change If you circled change, how should they be changed?

| | | |
|---|---|---|
| Yes | 4 | (100%) |
| No | 0 | ( 0%) |

10. Any other comments you have about the module would be greatly appreciated.

    1. I was lazy just giving them the words. They just stopped trying them.

    2. Students are more involved and interested during oral reading lessons. They seem to be reading more for comprehension--not just words.

    3. I really learned a lot from this module--it was better than any class I ever had in school.

    4. I felt the module was valuable because it brought to focus techniques I had been using haphazardly.

11. Did you find yourself practicing the techniques in the module with groups other than the ones you selected to work with? Yes No
If yes, about how much did you practice?

| | | |
|---|---|---|
| Yes | 13 | (93%) |
| No | 1 | ( 7%) |

12. If it can be arranged, would you like to keep your copy of the module?

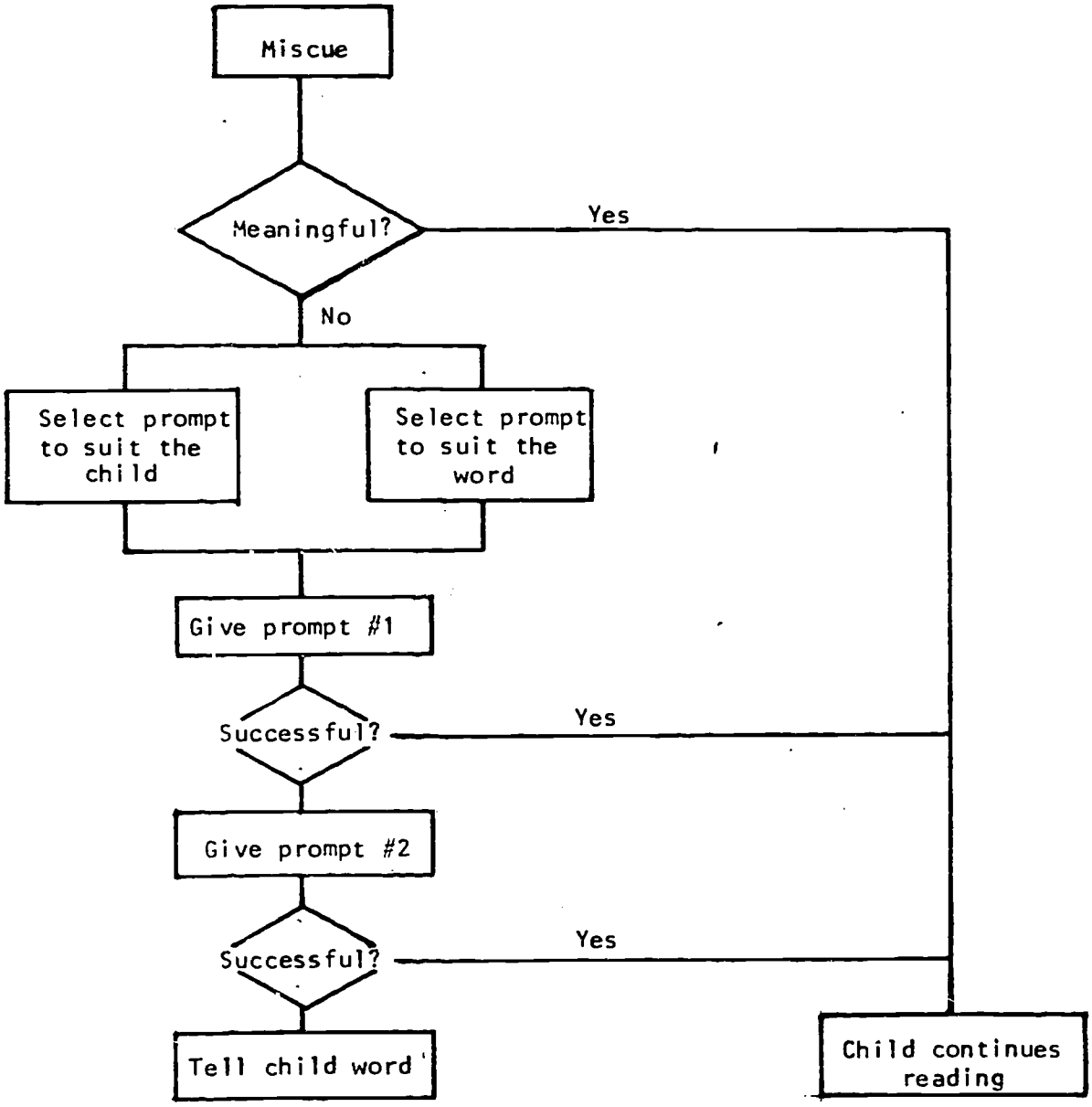
Yes No

13. Would you like feedback on the oral reading scales and observations made? Yes No If yes, is there anything in particular you'd like to discuss pertaining to the module or reading in general?

| | | |
|---|---|---|
| Yes | 12 | (100%) |
| No | 0 | ( 0%) |

APPENDIX A

The Prompting Cycle



APPENDIX B

Part V: EVALUATING PROMPTING

Objectives: After completing this section, you will be able to evaluate your own prompting.

Below is a summary of techniques you should try to avoid and what to do instead.

| Instead of | Try this |
|---|---|
| 1. Prompting every miscue | 1. Prompt only unmeaningful miscues. |
| 2. Continuing to use many prompts for one word when your prompts are unsuccessful. | 2. Tell the child the word if your first two prompts are unsuccessful. |
| 3. Using those prompts which keep the child dependent on you for help. | 3. Use kinds of prompts which help the child learn how he can figure out words on his own. |
| 4. Telling the child the meaning of the word for which he had an unmeaningful miscue (a meaning prompt). | 4. Direct him to the meaning of the sentence or story (a context prompt). |
| 5. Directing the child to the length or shape of a word (a length prompt). | 5. Use a structural prompt if possible. |
| 6. Pronouncing isolated letter sounds. | 6. Give letter sounds within words by saying, e.g., for b, "That's the sound that ball begins with." |

| Instead of | Try this |
|---|---|
| 7. Asking the child to sound out words. | 7. Use phonics prompts or another appropriate prompt. |
| 8. Having the child spell words (a spelling prompt). | 8. Use whatever prompt is appropriate. |
| 9. Simply telling the child he's wrong or asking him to read a sentence again without telling him why. | 9. Direct the child's attention to what he is to look at or listen for when reading the sentence again. |
| 10. Telling the child the word immediately with no prompting. | 10. Try a meaningful prompt first. For those situations where a word is very irregular or you can't think of what prompt to give, it would be better just to tell the child the word. |
| 11. Asking another child or the class to give the word. | 11. Help the child who made the miscue figure it out. |



## Exercise 16

Directions: You will hear a child reading the sentences below and a teacher prompting. For each prompt, decide whether it is a prompt which should be avoided, or an example of a good kind of prompt. If the prompting you hear for the miscue has techniques which should be

APPENDIX C

ORAL READING SCALE *

Directions: This measure is designed to find out what you believe about teaching oral reading. It is concerned with the situation when a child or several children are reading orally to you, the teacher.

Definition of terms

1. Oral reading error: the child's response when he does not read a word in the sentence exactly as it appears. He may add additional words, leave out words in the sentence, substitute one word for another, or stop reading at an unknown word.
2. Prompting: any teacher verbal response to an oral reading error. It may be a question or a statement.

Some questions ask you information and others give you a situation and ask what you would do in that situation. For each question, choose the answer that best tells what you believe or would do. Sometimes, you may feel that neither answer tells what you believe or would do. In those cases, mark the answer that you most agree with.

Please answer each question. Do not spend too much time on any one question. Please complete this on your own without discussing it with another teacher in your school who may be taking it or referring to any books. At the end of the study you will receive your score from me and I will be happy to discuss it with you at that time. Be assured that your score will be kept confidential. Only you and I will know it.

Fill in the identifying information at the top of page one before you begin. Mark all your responses on this sheet by circling the letter in front of the answer you choose.

Thank you for your cooperation.

*Starred items indicate correct answer.

Name _____

School _____

Date _____

Directions for 1-6

Suppose 6 students each read the following sentence:
THEY GOT ON THE TRAIN NEAR THEIR HOUSE AND AWAY THE GIRLS WENT. Each student made one oral reading error. You are given how each child read the sentence with the error made underlined. Circle A for YES if you would prompt the error and B for NO if you would not prompt the error.

| | Children's Reading | Prompt? |
|---|---|---|
| 1. | They got on the train near their <u>home</u> and away the girls went. | 1. A. Yes B. No* |
| 2. | They got on the <u>truck</u> near their house and away and away the girls went. | 2. A. Yes* B. No |
| 3. | They got on the train <u>never</u> their house and away the girls went. | 3. A. Yes* B. No |
| 4. | They got on the train near their house and <u>always</u> the girls went. | 4. A. Yes* B. No |
| 5. | They <u>climbed</u> on the train near their house and away the girls went. | 5. A. Yes B. No* |
| 6. | They got on the train near <u>they</u> house and away the girls went. | 6. A. Yes B. No* |

Directions for 7 - 29

Circle the letter in front of the one answer that tells how you believe or what you would do.

7. A child makes an oral reading error. After two prompts, he still has not gotten the word he missed. What would you do?

   A. Give about 5 more prompts and then tell him the word if he still hasn't gotten it.
   *B. Tell him the word after the first two prompts if he doesn't get it.

8. Which of the following will happen if you prompt by telling a child the meaning of a word for which he's made an oral reading error?

   A. He will be able to recognize the word on his own the next time he sees it in the story.
   *B. He won't recognize the word the next time he sees it and will wait for you to tell him the word.

9. When children are reading orally and pronounce a word sloppily or incorrectly, do you:

   *A. Ignore the mispronunciation as long as that's the way they normally speak.
   B. Correct them so that they can get rid of sloppy speech habits.

10. Which of the following helps a child learn to recognize words better?

   A. The word's general outline, i.e. its length and shape.
   *B. The shapes of the letters which make up the word.

11. A child reads the word talked as walked. Which of the following would you do to get him to say the word with the correct beginning sound?

   *A. Have him say a word which begins with the letter 'T'. and ask him to say walked with that beginning sound.
   B. Have him make the sound of 't' in isolation and tell him to begin the word with that sound.

12. When you prompt, do you:

   A. Tell the child the words he misses.
   * B. Give him hints about the words.

13. When a child makes an oral reading error,

   A. He should always be prompted, regardless of the error made, so that his word recognition skills will improve.
   * B. He should only be prompted if the error changes the meaning of the sentence being read.

14. Two children read the same story. Child A made oral reading errors on 8% of the words and answered 50% of the comprehension questions correctly. Child B made errors on 22% of the words and answered 80% of the comprehension questions correctly. Which child is the better reader?

   A. Child A
   * B. Child B

15. Which of the following would you say immediately after a child couldn't read the word another?

   *A. "That word's made up of two little words you know. What's a-n?"
   B. "That's the long, funny shaped word we learned yesterday. Do you remember it?"

16. Which of the following is more helpful to children in figuring out unknown words they come upon while reading a story?

   *A. Thinking of a word starting the same way as the unknown word that would fit in the sentence.
   B. Using phonics rules to figure out the sounds of the word they don't know.

17. Having children spell unknown words as a means of recognizing them will generally:

A. Help them figure out the words.
*B. Not help them figure out the words.

18. A child reads boy as toy. You know he can recognize the word boy. Which of the following would you be more likely to say?

*A. "Point to the word b-o-y. What is that word?"
B. "Read the sentence over again. You missed a word I know you can read."

19. Which of the following is more important to you as you prompt?

A. That the child say the word for which you are prompting.
*B. That the child be shown how he can figure out the word.

20. A teacher tends to give many prompts to each oral reading error. Her students will have:

A. Higher comprehension because their word recognition skills are improving.
* B. Lower comprehension because they're forgetting what they're reading.

21. A child cannot read the word pony in the sentence JANE RIDES HER PONY ON THE FARM. Which of the following would you say?

*A. "What might Jane ride on a farm? Starts with p."
B. "That's a word which means little horse."

22. You give a prompt after an oral reading error and the child doesn't get the word. What would you do for your second prompt?

A. Give the same prompt so that the child won't become confused.
*B. Rephrase the prompt or give a different kind of prompt.

23. Which of the following is more true of oral reading errors?

A. They are usually made because a child's word recognition skills are poor.
*B. They are often made because the reader is expressing the meaning of a story in his own words.

24. A teacher tells her children the words for which they make oral reading errors. When they come upon unknown words, they will:

A. Attempt them.
* B. Stop reading.

25. How helpful do you believe having children sound out words letter by letter is in figuring out unknown words?

A. Very helpful
B. Helpful
* C. Not helpful

26. When your students are reading orally, which of the following is more important to you?

*A. That they understand what they are reading, even if they do change some of the words
B. That they not make any oral reading errors so that they will get all the words

27. A child makes one oral reading error. The teacher tells him to read the sentence over again. What will happen?

A. He'll pay more attention and be more likely to read the sentence accurately.
*B. He'll probably repeat the same error and make additional errors.

28. You are prompting a child for the word cake. Which of the following would you be more likely to do?

*A. Write make on the board, have the child read it and then substitute m for c and ask the child to read it.
B. Have the child pronounce hard c, have him say akc, and then ask him to put the sound together.

29. A child changes the grammar of sentences as he reads, e.g., he says I is for I am, you was for you were, and he walk for he walks. Which of the following would you do?

*A. Ignore the grammatical changes he made.
B. Correct the grammatical errors he made.

APPENDIX D

Teacher_____

School_____

Date_____

SELF-EVALUATION LESSON ONE

Day to Complete: Day 4. This is ORL 3 for teachers in groups A and C.

Your goal in this lesson is to: Prompt only unmeaningful miscues.

Lesson Preparation:

1. Review the distinction between meaningful and unmeaningful miscues if you feel you need to.

2. Select a story which is unfamiliar to the one group of students you have selected for the study and is a little difficult for them. They should make from 2 to 4 miscues for every 10 words read.

Teaching the Lesson:

1. Tape record the lesson. Be sure to place the microphone where it can pick up your students and you.

2. Do not introduce vocabulary words. Do introduce the topic and title of the story as you normally would. Please wait until after the lesson is over to ask comprehension questions or drill the students on any word attack skills.

3. Have your students read orally, one at a time. You should try to prompt only unmeaningful miscues. Try to use the kinds of prompts you learned in the module. However, your focus in this lesson should be in only prompting unmeaningful miscues.

4. Approximately 15 minutes for the lesson is sufficient.

Evaluating the Lesson:

1. You will be replaying the tape and listening to miscues and whether or not they were prompted. It will be necessary to look at the story your students read in order to tell when a miscue is made and what kind it is. You may have to turn off the tape every now and then. Follow the steps below to fill in the table.

Step 1: As soon as you hear a miscue, decide whether it is meaningful or unmeaningful. Put a tally in the box by meaningful if the miscue is meaningful or put a tally in the unmeaningful box if it is unmeaningful.

Step 2: Listen to see if you prompted the miscue. Put a tally in the YES box if you did and in the NO box if you didn't. Your tally for Step 2 should be in the same row of boxes as your tally for Step 1. Thus, if you prompted an unmeaningful miscue, and then did not prompt an unmeaningful miscue, your tallies would be marked as follows:

SAMPLE

| Step 1 | Step 2 | |
|---|---|---|
| | YES | NO |
| Meaningful | | |
| Unmeaningful | | |

Now play the tape and fill in the table below.

| Step 1 What kind of miscue was it? | | Step 2 Did I prompt the miscue? | |
|---|---|---|---|
| | | YES | NO |
| Meaningful | | | |
| Unmeaningful | | | |

2. Did I prompt at least 80% of the unmeaningful miscues? Yes No

   If your answer is NO, in future lessons you should work on prompting unmeaningful miscues.

3. Did I prompt only 20% or fewer of the meaningful miscues? Yes No

   If your answer is NO, i.e., if you prompted more than 20% of the meaningful miscues, in future lessons you should work on not prompting meaningful miscues.

SUMMARY

If you answered YES to both 2 and 3 above, you attained the goal for this lesson. Very good! In your future lessons, be sure to continue to only prompt unmeaningful miscues.

If you answered NO to question 2 and/or 3, review Part II of your booklet, When to Prompt Miscues, before you teach any more lessons.

Prompting Evaluation
April, 1975

APPENDIX E

BACKGROUND QUESTIONNAIRE

1. Name_____

2. School_____

3. Grade Teaching_____

4. Number of years teaching experience in each grade

| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | P.Sp.Ed. | I.Sp.Ed. | Other* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Yrs. Exp. | | | | | | | | | | | | | | | | |

*Please specify other_____

Total Number of Years of Experience_____

5. Age

6. Educational Background

a. Degrees received | Date | Major

_____ _____ _____

_____ _____ _____

_____ _____ _____

b. Number of reading courses taken and date of most recent course:

No.:_____ Date:_____

If no reading courses taken, number of general Language Arts Methods courses taken and date of most recent course:

No.:_____ _____

c. Inservices attended in the last two years:

Title or Topic | Date (Month, Year)

_____ _____

_____ _____

_____ _____

Most recent inservice course, if none within 2 years:

| Title or Topic | Date (Month, Year) |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

d. Courses taken in teaching special education children:

| Title or Topic | Date Taken (Year) |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

7. Kinds of materials available (brief description):

8. Students selected for study:

Basal and level in at present_____

Number of students_____

Way reading is generally taught with them (brief description):

APPENDIX F
Final Evaluation of PROMPTING

Name_____

School_____

Date_____

Directions: For multiple-choice answers, choose the one answer you think is best. Please try to comment briefly where comments are asked for. Be as critical and candid as possible since this will help me determine what revisions to make in the module.

1. In general, how valuable do you believe the teaching approaches presented in this module are in terms of techniques which teachers should use frequently with their students?

   a. Not valuable at all
   b. Not valuable
   c. Somewhat valuable
   d. Very valuable

2. Are there any questions you have about prompting that are not discussed in the module? Yes No If yes, what are they?

3. Are there any topics presented in the module which you still have questions about? Yes No If yes, what are they?

4. Was the module boring to you at any place? Yes No If yes, where?

5. The pause time given on the tape during which you are to choose the answer is 5 seconds in the beginning of the module and then 10 seconds for all the exercises where you are to choose an answer. Was the 5 second pause--just right - too long - too short? Was the 10 second pause--just right - too long - too short?

6. For the discussion on each kind of prompt, would you like further clarification on any of the following?

| | | |
|---|---|---|
| Definition and why helpful? | Yes | No |
| Deciding when to use it? | Yes | No |
| Deciding how to give it? | Yes | No |
| What to avoid and why? | Yes | No |

7. Did the activities help you understand when and how to prompt with your students? Yes No If no, with what did you have difficulty?

8. (ONLY FOR TEACHERS WITH SELF-EVALUATION LESSONS)

   a. Did you feel that the self-evaluation lessons helped you? Yes No Please explain your answer.

   b. Were any of the self-evaluation lessons difficult for you to follow? Yes No If yes, which one(s) and why?

   c. Would you recommend that other teachers using this module have self-evaluation lessons as a part of the module? Yes No

9. (ONLY FOR TEACHERS WITH THE GREEN BOOKLET)

   You had two sections in the module which other teachers did not have - Parts IV, Putting It All Together and Part V, Evaluating Prompting. Should these two sections remain part of the module? Yes No If yes, should they remain as is or should they be changed? Remain as is - Change If you circled change, how should they be changed?

10. Any other comments you have about the module would be greatly appreciated.

11. Did you find yourself practicing the techniques in the module with groups other than the ones you selected to work with? Yes No If yes, about how much did you practice?

12. If it can be arranged, would you like to keep your copy of the module? Yes No

13. Would you like feedback on the oral reading scales and observations made? Yes No If yes, is there anything in particular you'd like to discuss pertaining to the module or reading in general?

# APPENDIX G

## Oral Reading System

Category 1: Target Pupil--Exact Oral Reading

Category 2_ _: Target Pupil--Miscues

| | | | |
|---|---|---|---|
| 21_ | Unmeaningful | _ _0 | No response |
| 22_ | Meaningful | _ _1 | Letter/syllable |
| | | _ _2 | No to low similarity |
| | | _ _3 | High similarity |
| | | _ _4 | Case or tense change, mispronunciation |
| | | _ _5 | Insertion/Omission |

Category 3_ _: Letter/Word Structure Teacher Prompts

| | | | |
|---|---|---|---|
| 31_ | Letter name(s) | _ _1 | Direct |
| 32_ | Spelling | _ _2 | Indirect |
| 33_ | Structural | | |
| 34_ | Attention | | |

Category 4_ _: Phonema-Grapheme Correspondence Teacher Prompts

| | | | |
|---|---|---|---|
| 41_ | Sound individual consonant(s) | _ _1 | Direct |
| 42_ | Sound out word | _ _2 | Indirect |
| 43_ | Unnatural stress | | |
| 44_ | Pattern | | |
| 45_ | Phonics | | |

Category 5_ _: Meaning Teacher Prompts

| | | | |
|---|---|---|---|
| 51_ | Word meaning | _ _1 | Direct |
| 52_ | Context | _ _2 | Indirect |

Category 6_: Pupil--Answers to Prompts

| | |
|---|---|
| 61 | Incorrect answer/word |
| 62 | Correct answer |
| 63 | Self-correction |
| 64 | Exact word/meaningful miscue |
| 65 | Non-target pupil prompts/answers |

Category 7: Teacher Feedback and Management

| | |
|---|---|
| 71 | Positive Feedback/Encouragement |
| 72 | Negative Feedback |
| 73 | Management |
| 74 | Turns to another pupil |

Category 8: Teacher Telling

Category 9: Non-Oral Reading/Other

APPENDIX H

Teacher _____

School _____

Prompting Evaluation
April, 1975

ORAL READING LESSON CHECKLIST

ORL 1. Date _____

(To be tape recorded by the experimenter)
Story used:
Basal _____
Level _____
Pages _____

Total Time: _____
Number of students present: _____

ORL 2. Date _____

Story used:
Basal _____
Level _____
Pages _____

Total Time: _____
Number of students present: _____

ORL 3. Date _____

(Self-Evaluation 1- A and C)
Story used:
Basal _____
Level _____
Pages _____

Total Time: _____
Number of students present: _____

ORL 4. Date _____

(Self-Evaluation 2- A and C)
Story used:
Basal _____
Level _____
Pages _____

Total Time: _____
Number of students present: _____

ORL 5. Date _____

(Self-Evaluation 3- A and C)
Story used:
Basal _____
Level _____
Pages _____

Total Time: _____
Number of students present: _____

ORL 6. Date _____

(Self-Evaluation 4- A and C)
Story used:
Basal _____
Level _____
Pages _____

Total Time: _____
Number of students present: _____

ORL 7. Date _____

(Self-Evaluation 5- A and C)
Story used:
Basal _____
Level _____
Pages _____

Total Time: _____
Number of students present: _____

ORL 8. Date _____

Story used:
Basal _____
Level _____
Pages _____

Total Time: _____
Number of students present: _____