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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: (1) the relationship of perceptual training and reading achievement; (2) compensatory education for community college students; (3) comparative analysis of functional literacy achievement in Florida's compensatory programs; (4) school social worker involvement in a high school remedial reading program; (5) the relationship of self-concept and academic achievement; (6) use of hypnosis in remediating reading in learning disabled children; (7) comparisons of reading and mathematics achievement of Title I and non-Title I students in a large suburban unified school district; (8) a structured group counseling program for reading disabled elementary school students; (9) the effects of two types of reading material on the reading of black junior high school low achievers; (10) classroom organization for reading and mathematics; (11) a case study of reading disabilities; (12) an approach to language and concept development; (13) evaluation of a paraprofessional/volunteer program to improve the reading, language, and math skills of dyslexic students; and (14) the effects of Upward Bound Students' use of advance organizers as an aid to reading comprehension. (MKM)

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A THREE YEAR LONGITUDINAL STUDY OF THE RELATIONSHIP OF PERCEPTUAL TRAINING AND READING ACHIEVEMENT

Order No. 8001687

BANDY, Irene Gena, Ph.D. The Ohio State University, 1979. 119pp. Adviser: Professor James V. Wight

The purposes of this study were to determine: (1) the relationship, over a three-year period, of a kindergarten perceptual training program with reading using children identified as having visual-perceptual problems at the kindergarten level; (2) the relationship of each set of scores in reading to the variable sex; and (3) perceptual problems as they relate to age at entrance to kindergarten.

The study was conducted in the four elementary schools of the Boardman Local School District in Ohio. Twenty-nine students, who had received a kindergarten remedial perceptual training program utilizing the Rosner Perceptual Skills Curriculum, the Santa Clara, and locally developed materials were designated the program group. Twenty-four students, who had qualified for the remedial program but for whom there were no positions in the program, were designated the control group.

The two groups were determined to be similar according to Metropolitan pretest scores, intelligence scores and other criteria.

Instruments, on which scores were available for all subjects, included the Metropolitan Readiness Tests (Metropolitan) used as a pretest and posttest, the Primary Mental Abilities Test, and the Gates-MacGinitie Reading Tests (Gates), Primary A and Primary B, Forms 1 and 2. These instruments had been administered between 1975 and 1978. Relationships between reading and perception were studied for the two treatment groups at the end of kindergarten, first grade and second grade. Data were also analyzed regarding differences by sex and by age at entrance to kindergarten.

Findings of this study included the following:

1. Although gains were made by both groups, there was no significant differences at the .05 level between treatment groups at the end of each grade level, kindergarten through second, in terms of perceptual development or reading achievement.

2. At no time during the three years of the study were the differences between Gates or Metropolitan mean scores for boys and girls in the program group significant at the .05 level.

3. When analyzing the subjects' test scores at specific age levels (5.0, 5.6, 6.0) at entrance to kindergarten and comparing them to all kindergarten students at the same ages, age at entrance to kindergarten was dysfunctionally related to perceptual skills development. The scores on the Metropolitan subtests, Matching and Copying, became lower with age for the treatment groups.

4. When comparing the treatment groups to the total second grade class, mean scores on the Gates were significantly different at the .05 level, with a greater difference between the program group and the total second grade.

5. Significant correlations were found between the end-of-year Metropolitan and both first and second grade Gates Vocabulary scores. Comprehension scores correlated significantly for the control group in first grade and the program group in second grade, both at the .01 level.

This study was a comparative one between two groups, not a study of individual data and gains. The overall results of this study seem to indicate that the treatment groups gained in their reading achievement at a similar rate maintaining a lack of significant differences throughout the three years. In addition, it would appear that there is no need to conduct different programs for boys and girls and that age at entrance to kindergarten is dysfunctionally related to perceptual problems.

THE EFFECT OF A HUMAN POTENTIAL SEMINAR AND A STUDY SKILLS COURSE ON READING ACHIEVEMENT, STUDY SKILLS, AND ATTITUDES OF READING-DEFICIENT COMMUNITY COLLEGE STUDENTS

Order No. 8004678

DASSANCE, CHARLES RICHARD, Ph.D. University of Virginia, 1979. 214pp

This dissertation was directed toward answering a small part of the larger question about how to best help basic skills students become academically successful. Part of the debate regarding this larger question has been concerned with what support services should be provided for basic skills students. While it is clear by definition that basic skills students require courses in the basic skills (generally reading, writing and mathematics), what other services to provide has not been as clear.

Two areas which have been suggested for inclusion in programs for basic skills students are self-concept development and study skills training.

Three groups of reading-deficient community college students were used in a nonequivalent control group design. All of the students were taking a developmental reading course from the same reading instructor for five hours per week. For two of those hours, one treatment group (N = 10) participated in a Human Potential Seminar (HPS), and a second treatment group (N = 12) participated in a study skills course designed for this study. Fourteen students participated in a control group. The dependent variables considered were reading achievement, as measured by the Nelson Denny Reading Test; study skills, as measured by the Study Habits subtest of the Survey of Study Habits and Attitudes; and attitudes. The effects of the treatments on attrition were also considered, as was the discriminating power of the researcher-designed Attitude Survey.

Multiple regression was employed as the technique to address a series of null hypotheses based on the research questions. No significant results were detected among the groups on any of the dependent variables. In addition, race and sex were not found to have any significant effect on the dependent variables. Using discriminant analysis, it was found that the researcher-designed Attitude Survey did significantly discriminate between students who showed reading gains and those who did not (p < .005).

The major conclusions drawn from the study are (1) that the students who participated in this study were fairly typical of basic skills students described in the literature; (2) that the students were distributed among the groups in a manner which was not statistically biased relative to the demographic variables and the measures of the dependent variables being considered; (3) that the Human Potential Seminar treatment did not positively affect the attitudes, study skills, or reading achievement of the students; (4) that the study skills treatment did not positively affect the attitudes, study skills, or reading achievement of the students; (5) that the results of this study lend support to the conclusion of Roueche and Snow (1977) that the faculty member is the key to the success of a developmental studies program. A faculty member who is sincere about teaching and cares for students can have a positive effect beyond the academic area. This also lends support to Miller and Prince's (1976) contention that any member of the academic community may be a student development educator; and (6) that the researcher-designed Attitude Survey could effectively discriminate between reading-deficient community college students who will benefit from a developmental reading course and those who will probably not benefit (p < .005).

THE EFFECT OF WRITING IN THE EXPRESSIVE MODE ON THE GENERAL AND SPECIFIC READING COMPREHENSION OF UNDERPREPARED, COLLEGE-LEVEL READERS

Order No. 8007615

DE LUCA, EMERIC BENJAMIN, Ph.D. Indiana University of Pennsylvania, 1979. 159pp. Chairman: Marilyn S. Sternglass

The purpose of the study was to determine whether expressive writing would enhance the general and specific reading comprehension of underprepared, college-level readers. Two groups of remedial reading students constituted the sample of the study. The experimental group of 25 students engaged in expressive writing exercises as both the pre- and post-reading activities, while the control group of 22 students took part in discussions as pre- and post-reading activities. The writing exercises and the discussion guides were over the same topics, with both requiring free and open responses.

The Nelson-Denny Reading Test, Forms A and B, which were administered at the beginning and end of the 15-week semester, was used to measure improvement in general reading comprehension. Specially designed cloze tests over four content areas were used to measure specific reading comprehension. The cloze tests were administered before and after the students completed their readings in eight sub-units of the experiment, which constituted readings in the content areas.

The order in which the students in both groups engaged in the activities of the experiment was as follows: pre-cloze test; pre-writing or pre-discussion; directed, in-class readings in the content areas; post-writing or post-discussion; post-cloze test. The content area readings were taken from sociology, law, history/political science, psychology, and life science.

Analysis of the data led to the following conclusions: (1) both groups improved significantly in general reading comprehension; (2) no significant difference was found between the writing and discussion groups in general reading comprehension; (3) there was no interaction effect between improvement in specific reading comprehension, across the content area readings, and the instructional mode and, thus, no significant difference between the specific reading improvement of the two groups; (4) there was significant growth within the groups across time. This conclusion must be tentative, for the cloze test items which were used to measure specific reading comprehension were not evaluated for readability level.

Owing to the findings of the study, the following recommendations were made: (1) studies should be conducted to test the facilitating effects of different kinds of writing, transactional and persuasive, and longer expressive writing on the general and specific reading comprehension of college-level readers; (2) experimental studies that include different types of discussion should be conducted to investigate further the facilitating effects of class discussion on reading improvement; (3) studies that incorporate readings in only one or two content areas should be conducted to investigate to what degree reading in content areas may help achieve improved reading comprehension in specific areas; (4) the study should be replicated using reading materials that are written at the instructional level, as measured by cloze tests.

DECODING MULTISYLLABIC WORDS: EFFECTS OF RULES VERSUS LETTER CLUSTER CONDITIONING Order No. 8008573

DOMINI, ANGELA KATHRYN, Ph.D. *Arizona State University, 1979. 129pp.*

The purpose of this study was to compare the effectiveness of conditioning for automatic recognition of the sound and structure of common letter clusters and rule-oriented syllabication instruction as strategies for decoding multisyllabic words. From a group of 112 fifth- and sixth-grade students, previously identified as poor readers by their classroom teachers, 54 subjects were selected for the study on the basis of their performance in pronouncing multisyllabic synthetic words on a 60-word selection test. Students were randomly assigned to either a paired-oral reading group, a group trained to look for visual patterns according to syllabication rules, or a group trained to respond automatically to high frequency spelling patterns (letter clusters). Training was given for a period of 10 days, 20 minutes per day, on a rotating schedule. Posttests (immediate and delayed) of ability to pronounce multisyllabic synthetic words indicated significant differences in favor of the letter cluster group. Posttests (immediate and delayed) of ability to divide coded words (e.g., *butter* would be coded CVCCVC) indicated significant differences in favor of the syllabication rules group. Ability to divide coded words according to rules was not prerequisite to ability to pronounce multisyllabic words. Paired oral reading was not an effective strategy for either task.

COMPARATIVE ANALYSIS OF FUNCTIONAL LITERACY ACHIEVEMENT IN FLORIDA'S COMPENSATORY PROGRAMS

Order No. 8001094

DUSENBERRY, Keith H., Ph.D. *The Florida State University, 1979. 96pp. Major Professor: William D. Wargo.*

The 1976 Florida Legislature enacted a bill requiring the State Board of Education to develop minimum student performance and literacy standards with emphasis placed upon students' mastery of the basic skills before being promoted.

The purpose of this study was to research the effectiveness of the state compensatory remedial program and the Individualized Manpower Training System (IMTS) vocational remedial program using Florida's Functional Literacy Exam as the evaluation instrument assessment. This study researched the joint influence of state and IMTS on the remediation of students lacking basic skills and functional literacy. The following specific questions were researched in evaluating the influence of the

1. Do randomly selected twelfth grade students who previously failed the Functional Literacy Exam as eleventh graders (October, 1977), and after participation in the state compensatory program, have higher mean scores than the randomly selected twelfth grade students who participated in both state compensatory and the IMTS vocational remedial programs?
2. Do randomly selected eleventh grade students who participated in the IMTS vocational remedial program as tenth graders, have higher mean scores on the Functional Literacy Exam than the students who participated in the state compensatory program.
3. Do randomly selected eleventh grade students who did not participate in the state compensatory or the IMTS remedial programs have a higher mean score than students who participated in one or both remedial programs in 1977?

The population from which the sample was randomly selected represented all geographical areas of the state. The population differed in ethnic background, race, and socio-economic factors. However, students were randomly selected without regard to these operationally-independent variables.

A t-test was used to test the mean scores of 11th and 12th grade students who participated in the state remedial program along with a group of students who never participated in a remedial program. Mean scores from the Math and Communication sections of the Functional Literacy Exam were used to determine the effectiveness of the remedial programs.

Analysis of Variance was used to determine differences within the means. The Newman Keul was used to find where specific differences were between the mean scores. Cochran's procedure of the T test was used because the homogeneity of variance assumption underlying the usual t-test and ANOVA procedures was suspected. Further analysis was made in terms of using 12th graders' test. Scores from the 1977 Statewide Assessment Test therefore enabling the investigator to utilize the Analysis of Covariance technique on both the Math and Communications sections of the exam. Because a covariant was not available on the 11th grade students other independent measures were considered such as race and sex, then analyzed.

Twelfth grade students who were remediated in both the State Compensatory and the IMTS vocational remedial programs showed no significant difference between the groups. However, when a covariant was introduced (the 1977 Statewide Assessment Test) the results showed that the State Compensatory and the IMTS Vocational Remedial groups had higher mean scores compared to the students enrolled in the State Compensatory group exclusively. The 11th grade students within the remedial programs produced no significant differences. However, students who received no remediation prior to the 1978 Statewide Assessment Test had significantly lower mean scores on both sections of the Test.

EVALUATION OF A HIGH SCHOOL REMEDIAL READING PROGRAM HAVING A SCHOOL SOCIAL WORKER AS A REGULAR STAFF PERSON

Order No. 8010199

FINN, SHIRLEY WATERMAN, Ed.D. *Wayne State University, 1979. 98pp. Adviser: William Wattenberg*

The program which formed the basis of this study was structured to provide an optimum learning environment based on fundamental social work concepts which included individualization and attention to the emotional needs of all the members of the group. The question under investigation was whether a program having a professional social worker as a regular staff person could produce greater reading improvement than a program taught by a reading specialist. Experimental and control group members were similar in chronological age, socio-economic status and were assigned to remedial reading on the basis of below grade reading performance.

Subjects of the study were eighty students (44 in the experimental group and 36 in the control group) in two high schools in the Western Wayne County during the 1976-77 school year.

Treatment for the experimental and control groups consisted of a twenty-six week program in reading improvement using similar methods and materials. The major difference in the programs was the fact that the experimental group was staffed by a professional school social worker and a classroom teacher and the control group was taught by a reading specialist and a teachers aide.

Two methods of evaluation were used to measure the results. The *Gates-MacGinitie Reading Test* was administered before and after the experimental period to measure changes in reading vocabulary and comprehension. At the conclusion of the program professional interviewers questioned the students to obtain their perceptions as to the factors which they felt contributed to the success which they may have achieved. Results of the interviews were recorded in five areas according to positive, negative and no stated opinion responses. The five areas were: feelings about school in general, perceptions of the reading group experience, reading improvement, feelings about the teachers and other adults in the program, and advantages other than reading.

The findings did not indicate significant differences between the experimental and control groups gains in reading vocabulary and comprehension. Results of the interviews showed both similarities and differences. Control group members had more positive responses to school. Almost without exception all students felt that their reading had improved as a result of their participation in the program. Experimental group members indicated that they received more advantages other than reading than did control group members. Generally, experimental group members made a greater number of responses to all the questions than did control group members.

Replication of the study is needed with a more carefully matched control group, more exact study of students' learning patterns and more sophisticated matching of teaching and learning modalities.

The experience was of value to the social worker in that it provided first-hand contact with the frustrations facing poor readers in the general high school curriculum.

INTERACTIONS OF SELF-CONCEPT, READING ACHIEVEMENT, AND ARITHMETIC ACHIEVEMENT SCORES EARNED BY FOURTH-, FIFTH-, AND SIXTH-GRADE STUDENTS ENROLLED IN TITLE I, ESEA RESOURCE CLASSES Order No. 8012033
HARRISON, CATHY BUTLER, ED D. *Duke University*, 1979. 161pp.
Supervisor: W. Scott Gehman

The purpose of the research was to investigate the interactions of self-concept scores, reading achievement scores, and arithmetic achievement scores earned by fourth-, fifth-, and sixth-grade students enrolled in Title I, ESEA resource classes. To accomplish the purpose the researcher examined relationships among the Piers-Harris Children's Self Concept Scale (PHCSCS) scores, the Gates-MacGinitie Reading Tests, Comprehension subtest (GMRT-C) scores, and the California Achievement Tests, Mathematics subtest (CAT-M) scores earned by subjects in the treatment and control groups. The subjects were a sample of 508 fourth-, fifth-, and sixth-grade students enrolled in four public elementary schools. The subjects who comprised the treatment groups were enrolled in reading resource classes (reading resource treatment group), or in arithmetic resource classes (arithmetic resource treatment group), or in reading resource classes and in arithmetic resource classes (dual resource treatment group). The subjects who comprised the control group qualified for Title I resource class placement, but were not enrolled in any resource classes.

In October 1976 the researcher administered the PHCSCS (pretest) to subjects in the treatment and control groups. The PHCSCS was readministered in April 1977 (posttest). The GMRT-C and the CAT-M were administered to subjects in the treatment groups by their respective resource class teachers in September and in October 1976 (pretest). The instruments were readministered by the subjects' respective teachers in April 1977 (posttest). In September 1976 (pretest) the researcher administered the GMRT-C and the CAT-M to subjects in the control group. The instruments were readministered by the researcher in April 1977 (posttest).

The effects of group placement (treatment compared to control) were assessed individually and in interaction with each of the following classification variables: sex, color, socioeconomic status, intelligence quotient, and grade level. Change scores were calculated by subtracting the pretest scores from the posttest scores earned on the PHCSCS, on the GMRT-C, and on the CAT-M. Dunnett's test was used as an a posteriori comparison between each treatment group mean and the control group mean, when significant main effects were obtained from the analysis of variance. The researcher set the criterion for rejection of each of the six null hypotheses at or beyond the .05 level of confidence.

One-way analyses of variance were utilized to test for significant differences among the GMRT-C change scores, among the CAT-M change scores, and among the PHCSCS change scores for subjects in the treatment and control groups. Change scores calculated for subjects on the GMRT-C and on the CAT-M were significantly different for subjects in the treatment and control groups, $p < .05$. Change scores calculated for subjects on the PHCSCS were not significantly different for subjects in the treatment and control groups, $p > .05$.

Two-way analyses of variance were utilized to test for significant two-way interactions between group placement and each of the classification variables on the GMRT-C, on the CAT-M, and on the PHCSCS change scores calculated for the subjects in the treatment and control groups. Group placement and intelligence quotient had a significant main effect on the GMRT-C and on the CAT-M change scores, $p < .05$. Group placement did not have a significant main effect on the PHCSCS change scores, $p > .05$. The variable color had a significant main effect on the PHCSCS change scores, $p < .05$. The variable sex had a significant two-way interaction with group placement on the PHCSCS change scores, $p < .05$. An examination of the results of Dunnett's test indicated that the mean change scores calculated for subjects on the GMRT-C and on the CAT-M were significantly greater for subjects in the treatment groups than for subjects in the control group, $p < .05$.

The researcher concluded from the results that enrollment in Title I, ESEA reading resource classes had a significant effect on the reading achievement of the subjects as assessed by the GMRT-C. The subjects in the reading resource classes had significantly greater positive GMRT-C change scores than the GMRT-C change scores calculated for subjects not in resource classes. Enrollment in Title I, ESEA arithmetic resource classes had a significant effect on the arithmetic achievement of the subjects as assessed by the CAT-M. The subjects in the arithmetic resource classes had significantly greater positive CAT-M mean change scores than the CAT-M change scores calculated for subjects not in the resource classes. Enrollment in Title I, ESEA resource classes did not have significant effect on the self-concept of the subjects as assessed by the PHCSCS.

THE USE OF HYPNOSIS IN REMEDIATING READING IN CHILDREN DIAGNOSED LEARNING DISABLED

Order No. 8004448

HUFF, PAGE MARTIN, II, ED.D. *University of Northern Colorado*, 1979. 81pp.

The effects of hypnosis, in conjunction with a specific reading program, in remediating reading was investigated in 34 sixth and seventh grade learning disabled students. The students were pretested for reading achievement (comprehension and word analysis) by the Durrell Analysis of Reading Difficulty and anxiety level by the State-Trait Anxiety Inventory for Children (STAIC). The students were matched within each of four middle schools on the basis of these scores so that each school had two groups. The groups were randomly assigned to the following four treatment conditions: (1) hypnosis, (2) relaxation training, (3) suggestion, and (4) experimenter contact.

All of the groups received 30 minutes of remedial reading instruction for comprehension and word analysis skills in the *Reader's Digest Skill Builders* and the *Macmillan Reading Spectrum* for 34 consecutive days. On alternate days, prior to the remedial reading periods, the experimenters met with the two groups of students in each treatment condition for fifteen minutes. This allowed the two groups that were in the hypnosis treatment condition to receive 17 sessions of hypnotic induction with accompanying post-hypnotic suggestions which were designed to lower anxiety and improve reading comprehension and word analysis skills. The two groups in the suggestion treatment condition received 17 sessions of the same suggestions without hypnosis. The two groups in the experimenter contact treatment condition received 17 sessions of contact with an experimenter without hypnosis, and the remaining treatment condition received 17 sessions of relaxation training without hypnosis. At the conclusion of the study the students were posttested with the same reading and anxiety measures that they were pretested with.

A multivariate analysis of variance (MANOVA) was computed for all measures. There were no significant differences between the four treatment conditions at the .05 level. This indicated that the use of hypnosis to increase reading achievement in learning disabled children did not prove to be more effective than the use of relaxation training, suggestion, or experimenter contact with similar learning disabled children.

Although this study did not obtain significance, it was the first study of its kind with diagnosed learning disabled students that used hypnosis in an attempt to improve reading in the public school system with a properly designed and controlled experiment. Hopefully, this study has helped to open the door for further research in hypnosis with special education students in the public schools.

**A THREE-YEAR CAUSAL-COMPARATIVE ANALYSIS OF
READING AND MATH ACHIEVEMENT OF SELECTED TITLE I
AND NON-TITLE I STUDENTS IN A LARGE SUBURBAN
UNIFIED SCHOOL DISTRICT**

Order No. 8013252

JONES, JUANITA ELLEN, ED.D. *University of San Francisco*, 1979. 154pp
Chairperson: Laurence A. Bishop

Statement of the Problem. Research to determine the long-term effects on cognitive achievement of students participating in Title I ESEA programs has been sparse since their inception in 1965. This study attempted to analyze over a three-year period the differences in reading and math achievement of students receiving Title I services and their non-Title I peers.

Procedure. Achievement data from the reading and math sections of the Iowa Test of Basic Skills was examined during the period 1965-1978 for the 388 students comprising the two groups. The Title I group included 1st, 2nd, and 3rd grade participating student scoring below the 40th percentile in those six schools in San Juan Unified School District in Sacramento County, California having continuous Title I ESEA programs over the three-year period under examination. The non-Title I group was composed of 1st, 2nd, and 3rd grade students scoring below the 40th percentile who were enrolled in six non-Title I schools having student Socioeconomic Status and Entry Level Data highly comparable to the Title I schools.

A two by two by three multivariate repeated measures analysis was utilized in which the factors "Group", "Sex", and "Grade Level" were used to test the research hypotheses. The repeated measures were annual scores on four sub-tests of the Iowa Test of Basic Skills. The Chi-square test was employed to determine whether or not there was a significant difference between the proportion of Title I and non-Title I students who achieved scores above the 40th percentile over the three-year period.

Results. There was a difference in overall achievement between Title I and non-Title I students in this study which was significant at the .03 level. Repeated measures over the three-year period indicated a trend in differences between the treatment and comparison groups which was highly significant at the .0002 level. Title I students showed a gradual trend upward, whereas, non-Title I students tended to decline and remain in a lower achievement pattern. Both Title I and non-Title I students indicated a significant difference (.0001) in reading achievement as compared to math achievement.

The between-group analysis of the sex factor provided a difference that was statistically significant at the .03 level of confidence. There was a wide margin between Title I and non-Title I males, but the greatest gap occurred between Title I and non-Title I females in the second and third years, with non-Title I females showing the greatest decline.

In the between-grades measurement, significant differences at the .0001 level were apparent within both groups. Between the treatment and comparison groups, the difference was significant at the .03 level. The greatest growth over the three years was shown by the 3rd grade group, with Title I students surpassing non-Title I.

In measuring the difference between the proportion of Title I students and non-Title I students who raised their ITBS reading comprehension scores above the 40th percentile over the three-year period, forty percent of the Title I students, as compared to thirty percent of non-Title I students, were able to reach this achievement level. This difference was statistically significant at the .01 level.

Conclusions. Students receiving Title I supplementary services achieved overall at a significantly higher level than their non-Title I peers who lacked such services. The general growth rate of Title I students remained stable, while the non-Title I rate declined.

Students in both groups who began as third graders seemed to make the most consistent progress. Heavier emphasis on remedial reading programs at the 4th-6th grade level may have been a crucial factor. At all grade levels, females in this study who were underachievers seemed to have greater difficulty in raising their achievement level than males.

**A STUDY OF THE EFFECTS OF USING AN ORAL STRATEGY
ON READING SKILLS AND PERSONAL AND SOCIAL
ADJUSTMENT VARIABLES**

Order No. 8012901

LEWIS, MARIA JOANNE, ED.D. *West Virginia University*, 1979. 219pp.

The major objective of this study was to examine the effects of using an "Oral Strategy" on reading skills and personal and social adjustment of grades 4, 5, and 6 children. The study tested eleven null hypotheses which stated that there would be no statistically significant difference among three groups in word attack skills, comprehension, word recognition, closeness to reading potential, personal adjustment, personal worth, feelings of self-worth, withdrawing tendencies, social adjustment family relations, and social relations.

Two experimental groups and a control group participated in the study. A sample of thirty-six children was randomly selected from a population of forty-five, who were enrolled in a public primary and middle school. Each was weak in at least one aspect of reading. Subsequently, twelve children were designated to each of the three groups in the project.

The study was implemented in the context of a tutoring program already established in the school. Tutors consisted of Education Majors from a college in the same community. Twenty-four tutors were randomly chosen from a pool of twenty-five seniors who were enrolled in a reading course as part of their professional training. Twelve tutors were randomly assigned to Experimental Group A and twelve were randomly assigned to Experimental Group B. No tutors were assigned to Control Group C, as those children remained in the classroom in their regular routine. The pupils in the three groups received differential treatment. Tutors in Experimental Group A used an "Oral Strategy" with language as its focus. Tutors in Experimental Group B used "Traditional" methods which had been established as appropriate for the tutoring program prior to the study. Group C children remained in the classroom and received no special treatment. The tutoring program lasted fourteen weeks (one full semester) with tutors and children meeting twice per week, an hour each time.

All three groups of children were given pre-tests related to the three measurement instruments: *Slosson Intelligence Test*, *Diagnostic Reading Scales*, and the *California Test of Personality*, during the month of January, prior to the beginning of the semester. The *Slosson Intelligence Test* was used as a screening device to determine whether the children in the study had the capacity for change and improvement. The *Diagnostic Reading Scales* tested the reading variables; the *California Test of Personality* measured adjustment. Children in all three groups were given the same three measures as post-tests. The researcher administered all the tests, gathered data, and was present at all tutoring sessions.

Investigation of pre-test revealed that there was no statistically significant difference among the three groups with respect to the adjustment variables: Personal Adjustment, Personal Worth, Belonging, School Relations, or the reading skills: Word Lists, Reading Passages, Consonants, Consonant Blends and Digraphs, Syllabication, Blending, Letter Sounds, and Initial Consonant Substitution. The hypotheses for these variables were tested with the one-way analysis of variance technique using difference scores (post minus pre) with subsequent Duncan multiple comparisons, as needed.

The hypotheses for the adjustment variables, Withdrawing Tendencies, Social Adjustment, Family Relations, and the reading skills, Comprehension, and Vowels were tested using the analysis of covariance on post-test scores to adjust for pre-treatment differences.

Results demonstrated some support for the "Oral Strategy" with the rejection of the null hypotheses for Social Adjustment, Closeness to Potential, and the word attack skills, Consonants, and Syllabication. However, the remaining hypotheses both for adjustment variables and reading skills could not be rejected.

**A STRUCTURED GROUP COUNSELING PROGRAM FOR
READING DISABLED ELEMENTARY STUDENTS**

Order No. 8004457

LEWIS, WADE, ED.D. *University of Northern Colorado*, 1979. 100pp.

Statement of the Problem. There is an extensive amount of research demonstrating that many disabled readers exhibit evidence of emotional problems. Furthermore, such research strongly suggests that the remediation process can at least be expedited by including a component designed to alleviate the emotional problems. Subsequent research investigated the effectiveness of counseling strategies in improving both the reading achievement and emotional adjustment of disabled readers. Although many studies reported significant gains in both reading and adjustment, other investigations failed to demonstrate the efficacy of counseling with disabled readers. Additionally, much of the research in the area failed to employ precise methodological designs. Another limitation of previous research was the failure to clearly delineate the actual counseling techniques utilized with the disabled readers. As such, the present study attempted to investigate the effectiveness of a group counseling program with disabled readers, while specifying the component counseling techniques and improving upon the methodological limitations of previous studies.

Procedure. This study utilized 24 elementary school students (grades 3-6) who had been diagnosed as learning disabled in reading. As such, each student possessed average intelligence and below grade level reading achievement. Each student received daily remedial instruction for thirty minutes during the study.

Students were randomly assigned to either a structured group counseling program (experimental) or a nondirective group counseling program (control). The structured group counseling program employed verbal and nonverbal warm-up exercises, videotaped vignettes of peers and adults, group discussion, and relaxation training with positive suggestions. The nondirective group counseling program employed the same verbal and nonverbal warm-up exercises, and group discussions of reading disability. Each counseling program consisted of eight sessions of 45 minutes each over a four week period. Four of the sessions focused on the relationship between reading disability and self-concept, while the remaining four sessions focused on anxiety. A total of six counseling groups was conducted, with each group composed of four students. Three female undergraduate students in special education served as the group leaders. None of the group leaders had either prior training or experience in counseling. The group leaders received a two hour training program conducted by the author and detailed outlines for both the structured and nondirective programs.

Each student was pretested and posttested on five dependent measures: self-concept (*Piers-Harris Children's Self-Concept Scale*), anxiety-state (*State-Trait Anxiety Inventory for Children*), anxiety-trait (*STAJC*), reading comprehension and reading rate (*Spache Diagnostic Reading Scales*).

Results. A one-way multivariate analysis of covariance was used to test for significance. Students in the structured group counseling program made significantly greater gains in reading comprehension than those in the nondirective group counseling program ($p < .05$). An examination of the group means also indicated that the structured group counseling program resulted in positive, although not significant, gains in the predicted direction for self-concept, anxiety-state, and anxiety-trait.

Discussion. The results indicated that a group counseling program can be effective in significantly improving the reading comprehension of reading disabled elementary students. It also demonstrated that the counseling intervention can be highly structured with each component technique clearly delineated, such that special education teachers with no previous counseling experience can successfully conduct the program. Further research should focus on screening those disabled readers who would most likely benefit from a counseling program, expanding the program to serve junior and senior high school students, and developing additional counseling sessions to focus more intensely on such emotional factors as self-concept and anxiety.

THE EFFECTS OF TWO TYPES OF READING MATERIAL ON THE READING ATTENTIVENESS, ATTITUDES, AND COMPREHENSION OF BLACK JUNIOR HIGH LOW ACHIEVERS

Order No. 8005590

McDANIEL, NETTIE COSTON, ED.D. *University of Houston*, 1979. 172pp.

The purpose of this study was to assess the difference between the changes in reading attentiveness, attitudes, and comprehension of two groups of black junior high low-achievers who read two different types of instructional material. One group read traditional workbook stories and then branched stories; branched stories are fictional narratives containing a series of episodes, each of which ends with a choice of three possible plot developments. The other group read traditional workbook stories throughout the experiment. The contribution of sex, age, reading level, and grade level to the change-differences were also assessed.

In this experimental study, the two groups of black low-achievers (180 pupils in grades 6, 7, and 8) were observed two times. At Time-One, both groups read traditional stories. A week later at Time-Two, the experimental group read branched stories while again the control group read traditional stories. At each time, with both groups, attentiveness was assessed through on-task observation using the Jackson-Hudgins Observation Schedule; attitudes were measured by using the revised Estes Attitude Scale; and comprehension was assessed by having the students answer questions at the end of each story.

The samples were described on the basis study variables with percentages for each category. The data were analyzed, using appropriate measures of central tendency and measures of dispersion.

Analysis of variance designs were used with the "F" test and appropriate t-tests, and the .05 statistical significance level was used as criteria for acceptance or rejection of the hypotheses.

There was a more highly significant difference between the changes in attentiveness, in attitudes, and in comprehension of the group reading the branched stories, than in the group reading the traditional stories. The branched group became significantly more attentive, their attitudes became significantly more positive, and their comprehension scores were significantly higher.

The difference between the changes in attentiveness was greater among females, the twelve and thirteen year olders, and the third and fourth grade reading levels. The difference between the changes in attitudes was approximately the same for sex, age, and grade level. The difference between the changes in comprehension was greater among the males, the older students, and the third grade reading level.

ORGANIZING STUDENTS FOR EFFECTIVE LEARNING IN READING AND MATHEMATICS IN GRADES TWO THROUGH FIVE IN SELECTED TITLE I ELEMENTARY SCHOOLS

Order No. 8007477

MANRINO, GRACE MARTIN, ED.D. *The Florida State University*, 1979.

68pp. Major Professor: Herbert J. Reese

The primary purpose of the study was to determine whether 269 Title I students in grades two through five in 15 elementary schools in Northwest Florida made greater academic gains in mathematics and reading by receiving instruction through a laboratory approach with (1) a separate teacher for mathematics; (2) a separate teacher for reading, or (3) the same teacher for both mathematics and reading. The study also sought additional information regarding the students' attitudes toward participating in the Title I program.

The *Comprehensive Tests of Basic Skills*, *Title I Mathematics Attitude Survey*, and *Title I Reading Attitude Survey* were used to obtain the data. The analysis of variance and chi square statistic were applied to determine the significance. Variations in the mathematics and reading mean scores, and the attitude survey responses showed statistically significant differences in favor of those students who received mathematics and reading instruction by a separate teacher for both subject areas as opposed to those who received mathematics and reading instruction by the same teacher for both subject areas; therefore, it was concluded that laboratory instruction in reading and mathematics provided by a separate teacher resulted in significantly higher achievement and positive student attitudes.

READING THE ENVIRONMENT: AN APPROACH TO LANGUAGE AND CONCEPT DEVELOPMENT

Order No. 8009098

MARTURANO, ARLENE RUTH, PH.D. *University of Illinois at Urbana-Champaign*, 1979. 278pp.

The purpose of this study was to make explicit the rationale and teaching strategies for a teaching model appropriate to the elementary school. The specific setting for implementation of the model was a rural Black school in South Carolina. Learning to read was a major difficulty facing children in the school. By fifth grade a majority of students were reading two years below grade level and many were considered non-readers. Accompanying problems pertained to the acquisition and retention of concepts since the reading of printed materials was assumed to be the primary source of information and the reading of textbooks the primary mode of instruction.

The source of the reading problems was interpreted as a representational mismatch, i.e., a discrepancy was believed to exist between how the child learns and the demands of the learning task. A reading program was developed that would create a match between the way the child learns and the demands of the reading task. The reading program promoted concept development by engaging the child in activities which required reading the immediate three-dimensional environment through a spectrum of representational skills. For example, observing, describing, comparing, classifying, and inferring are a core of conceptual skills essential to reading. Since these skills operate through language, facility with language was a coordinate goal of the program.

Theoretical resources from philosophy, psychology, linguistics, and education were useful in synthesizing the approach to teaching, *Reading the Environment*. A set of premises synthesized the theoretical direction and outlined the theory of instruction. The premises are as follows: (1) The child is an information processing system that collects, stores, retrieves, constructs, and utilizes data to make meaning. (2) The child constructs his view of the world, i.e., knowledge is constructed by the child through encounters with the immediate and mediate environment. (3) The senses are the circuitry of the information processing system. (4) Reading is an active process of inferring meaning from the phenomenal field. (5) Reading the immediate surroundings is a prerequisite for reading printed material or mediate sources. (6) Information processing is conducted through mental or logical operations. (7) Language functions as a signal system for promoting the individual's ability to read meaning from the environment.

Language frames are single words or patterns of words which function as signals when reading meaning from the surroundings

A teaching methodology was derived from the theoretical framework and was implemented through deliberately planned lessons. The framework suggested a particular direction for classroom practice and influenced the selection of curriculum content. Implications for practice led to the drafting of principles for elementary school curriculum development and to a specific teaching methodology. An instructional formula summarizes the approach to teaching developed: The immediate environment + close viewing via language frames yield concept development

A CASE STUDY OF READING DISABILITIES Order No. 8005187
PALUMBO, ANTHONY THOMAS, PH.D. Hofstra University, 1979. 186pp.

The purpose of this investigation was to examine the causes of reading disability in six adults and one adolescent, to determine how the adults were taught to read, and what methods would best teach the adolescent to read.

Six adults who had severe difficulty before learning to read were interviewed. There were four males and two females. Their ages ranged from nineteen to thirty-eight years. Intelligence seemed to be at least average in each case. The subjects who were tested psychologically were in the normal range, and each subject seemed remarkably free from physical anomalies. The four older subjects have all achieved professional status, even though the school at one point regarded each of them as dull or retarded.

The females started to learn to read in the intermediate grades. At least by the time they reached junior high school age, they seemed to be adequate readers. The males seemed to start to learn at junior high school age. One male seems to be almost self-taught, learning to read after dropping out of school at sixteen. Each subject seemed to be supported by a strong family structure which expected eventual reading success. In no case was the public school the sole corrective agency. Individual tutoring seemed the best method for teaching these subjects to read. In one case, the student went to private school to learn to read.

The adolescent was a thirteen-year-old, seventh grade volunteer. In spite of being in school for seven years and having average intelligence, he had an instructional level of grade one. He was free from physical anomalies and in good health. The results of psychological screening were in the normal range.

The subject was instructed for 150 hours. Initially language experience and V.A.K.T. was discontinued and the subject was able to recall words which were presented by flash cards. Novels with controlled vocabularies were read after the word list for each book was taught. After about ninety hours of instruction, phonics and structural analysis were introduced. Phonics elements were taught as the subject needed them. Instruction in structural analysis was very helpful. Eventually comic books were used for instruction which provided a break-through in instruction. After 150 hours of tutoring, the subject's instructional level was around grade six.

FACTORS RELATED TO THE SELF-CONCEPT OF CHILDREN ENROLLED IN A READING CLINIC Order No. 8009373
REES, MARJORIE E., PH.D. University of Missouri - Kansas City, 1979. 100pp.

This study investigated self-concept among children enrolled in a university reading clinic. The basis for the study was the assumption that self-perceptions influence learning behavior and thus play an important role in the remediation of reading or other academic problems. Because previous research has failed to establish an invariable relationship between academic deficiencies and lowered self-regard, this study sought to identify some conditions which contribute toward differing self-concepts among children in a remedial setting of this kind. The study also sought to determine if the self-concepts of these children differed from that of the general population of school children. Specifically the following questions were asked: 1. Is reported self-concept among children enrolled in a reading clinic related to the degree of reading retardation as estimated by two different methods of determining retardation? 2. Is self-concept among these children related to the following selected subject variables: (1) race; (2) sex; (3) age; (4) intelligence; (5) socioeconomic status? 3. Does the relationship between self-concept and each method of determining reading retardation differ according to these selected subject variables? 4. Does self-concept among reading clinic children differ significantly from that of the general population of school children as evidenced by the norms of the measuring instruments?

The subjects for this study were 116 children, ranging in age from eight through sixteen years, enrolled in the Reading Clinic at the University of Missouri-Kansas City over a period of three consecutive semesters. Self-concept was measured by the Piers-Harris Children's Self-Concept Scale. Reading achievement was measured by individual administration of the reading subtest of the Wide Range Achievement Test, and reading retardation was estimated by two different methods of determining retardation in order to investigate the possibility of results differing according to the method used. Individual administration of the Wechsler Intelligence Scale for Children Revised provided the measure of intelligence, and data pertaining to race, sex, age, and socioeconomic status were obtained from case records and parent questionnaires.

The data were analyzed by bivariate and multiple regression techniques. The results of the analyses indicated that these clinic children had positive self-concepts, slightly but significantly higher than those of the normative population. Self-concept was not found to be related to amount of retardation in reading (according to neither method of estimating retardation), even when adjustments were made for differences in race, sex, age, intelligence, and socioeconomic status. Race, intelligence, and socioeconomic status were found to be weakly related to self-concept with higher intelligence associated with higher self-regard, while lower socioeconomic and black children reported slightly higher self-concepts.

These results were discussed with respect to theoretical expectations and explanations involving social comparison and group reference theory. Limitations of the study, in particular the selectivity of the sample, were presented, and suggestions for further research were advanced.

EVALUATION OF A PARAPROFESSIONAL/VOLUNTEER PROGRAM TO IMPROVE THE READING, LANGUAGE AND MATH SKILLS OF DYSLLEXIC STUDENTS

Order No. 8001480

SCHULZE, Sally Reddig, Ph.D. Case Western Reserve University, 1979. 94pp.

This very simple study was undertaken to demonstrate that the complex issues of voluntary action (Masters thesis, Gannon College, December, 1976) are translatable into a program that can make a significant difference in the academic skills of dyslexic students. The study took already existing data from the dePaul Society, Louisville, Kentucky and analyzed the data by the sophisticated procedure of the computerized Bio-Med program to answer the research problem of: The effectiveness of a paraprofessional/volunteer program to help solve the academic problems of dyslexic students by improving reading, language, and math skills. Particular attention will be paid to these questions:

(1) Is there a difference in reading, language and math skills after a six-week instruction period for dyslexic students in an instruction program involving the use of paraprofessionals/volunteers?

(2) Is there a difference between male-female students' reading, language, and math scores after a six-week instruction period for dyslexic students in an instructional program involving the use of paraprofessionals/volunteers?

(3) Is there a difference between boarding vs. non-boarding students' reading, language, and math scores after a six-week instructional period for dyslexic students in an instructional program involving the use of paraprofessionals/volunteers?

(4) Is there a difference between student groups that are 6 to 10 years of age, 11 to 13 years of age, and 13 to 21 years of age in reading, language, and math scores after a six-week instructional period for dyslexic students in an instructional program involving the use of paraprofessionals/volunteers?

(5) Is there a difference between the results obtained from the dyslexic students and the norms (normal population) published by the test constructors that were used to evaluate the six-week instructional period involving the use of paraprofessional/volunteers?

The data for this study was collected in the summers of 1977 and 1978. Students and/or parents at that time gave permission "to participate in the diagnostic and research tests of this program." Bio-Med P2B was used to analyze the data. Significant differences were found at the .01 level.

A PSYCHOLINGUISTIC ANALYSIS OF THE ORAL READING MISCUES AND THE COGNITIVE CONTROL OF DISTRACTIBILITY OF REMEDIAL READERS Order No. 8004395

SHAW, MARGARET HELEN MILLER, PH.D. *The University of Oklahoma*, 1979. 139pp Major Professor: Richard P. Williams

This study investigated the relationship of the cognitive control of distractibility to the linguistic cue systems a remedial reader uses to reconstruct meaning from print. The distractibility dimension is concerned with the relatively consistent way in which persons manage distracting information. Some are able to withhold their attention from irrelevant information and direct their attention only to that which is relevant. Others attend to all information equally, whether it is relevant or irrelevant. Psycholinguistic theory brings together the two separate disciplines of psychology and linguistics to view the reading process. Readers bring meaning to the printed page through the visual and nonvisual information at the surface and deep structure levels of language bridged by its syntax, or grammar. Readers selectively sample the relevant print to confirm, refine, or reject previously formed hypotheses of what the text is about. They use linguistic cueing systems to provide this information. The purpose of this research was to demonstrate the effect of distractibility and grade level upon the graphic similarity, sound similarity, syntactic acceptability, and semantic acceptability of oral reading miscues made by remedial readers.

The sample for this research was thirty-two remedial readers who were enrolled in a public school summer program. Each subject was individually administered the *Fruit Distraction Test* and asked to orally read an instructional level story from the *Reading Miscue Inventory*. One intermediate and three primary grade level students were classified as indeterminate distractibility, leaving thirteen primary and fifteen intermediate grade level subjects in the high and low ranges of distractibility.

A two-way analysis of variance tested the hypotheses of the study. This provided a comparison of the main effect of the independent variables and their interaction upon each of the four dependent variables. A multivariate analysis of variance tested the criteria for overall interaction of grade level and distractibility upon the linguistic cue systems. A post hoc test for significant interaction determined the simple main effect. Only the null hypothesis which tested the interaction between the grade level and the distractibility index upon the graphic similarity of miscues by remedial readers was rejected at the .05 level of significance. All other hypotheses failed to be rejected.

From the statistical analysis of the data, the following conclusions were drawn: (1) Remedial readers with both high and low cognitive control of distractibility have not been observed to perform differently in their use of the linguistic cue systems. (2) Remedial readers in both primary and intermediate grade levels have not been observed to perform differently in their use of the linguistic cue systems. (3) When grade and distractibility levels are considered together in the use of the linguistic cue system, an interaction cannot be eliminated in the graphic similarity of the miscues. The differential effect of high and low distractibility levels on the use of graphic cues changes by grade level.

These conclusions would indicate that the linguistic strategies of remedial readers change inversely for high and low distractibles as they progress through the grades. High distractibility remedial readers move from lesser use of graphic cues to higher use of those cues to generate meaning from print. Low distractibility remedial readers move from greater use of those cues to lesser use of those cues to generate meaning from a written text.

The study lasted for a total of 12 weeks. Prior to the four units to be read for the investigation, students were given a preassessment instrument to ascertain the extent of information the students already possessed about the content of the reading passages. This procedure was used to insure preexperimental equivalence. The basic research design was the Posttest-Only Group Design.

Subsequent to the vocabulary instruction and the presentation of the organizers for each of the four units, students were required to read social studies or scientific textual material and then respond to a twenty-item, objective test which contained ten multiple-choice items and ten complete items. In total, four posttests and one test for delayed retention were administered over a 12-week period. Each test contained items that required comprehension at the literal and inferential levels. Each unit was presented in two Saturday sessions. The first session dealt with pronunciation and vocabulary study. The second session was devoted to the presentation of the organizers, the reading of the learning passage, and the completion of the posttest.

It was hypothesized that there is no significant difference between the mean score achieved by students who use advance organizers and those who do not use advance organizers as measured by a series of 20-item post-tests. This hypothesis was not rejected. An analysis of covariance, with reading achievement as the covariate, indicated that there were no significant differences between the mean scores of experimental and control groups on recognition (multiple-choice) items and the entire test for delayed retention.

Hypothesis 3 was rejected at the .01 level of confidence. The mean score of the experimental group on completion questions was significantly higher than the mean score for the control group. For Hypotheses 5 and 6, a two-way analysis of variance was computed to determine any interaction effects between reading achievement and type of organizer and age of subjects and type of organizer. No interaction effect was noted for type of organizer and reading achievement levels; no interaction effect was found between type of organizer and ages of subjects. There was, however, a main effect found for reading achievement level and a joint effect for reading level and type of organizer. Hypothesis 5 was not rejected. No interaction effect was found for type of organizer and ages of subjects. Consequently, Hypothesis 6 was not rejected.

The data do suggest that reading achievement level was the most significant variable in the performance of subjects on the posttests.

The results of the study, in the main, suggest that advance organizers do not significantly effect students' ability to comprehend and retain textual material. This finding is in line with the majority of studies done previously. To some extent the data do indicate that advance organizers have some practical value as the mean scores of the experimental groups were consistently higher than the mean scores of the control group on the posttests.

THE EFFECTS OF UPWARD BOUND STUDENTS' USE OF ADVANCE ORGANIZERS AS AN AID TO READING COMPREHENSION OF SELECTED EXPOSITORY MATERIAL Order No. 8002897

SINGLETON, ROY, JR., ED.D. *The University of Florida*, 1979. 179pp. Chairperson: Dr. Ruthellen Crews

The purpose of this study was to investigate the extent to which advance organizers aided students in the comprehension and retention of selected textual material. In addition, the investigation sought to determine whether advance organizers aided students more effectively in responding correctly to questions that require recall of information or those that require recognition of information.

The sample population consisted of 69 disadvantaged students enrolled in Project Upward Bound at Edward Waters College in Jacksonville, Florida. The experimental group received advance organizers and vocabulary instruction; the control group received placebo organizers and vocabulary instruction.

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