DOCUMENT RESUME

ED 371 327 CS 011 756

AUTHOR Newman, Anabel; And Others
TITLE CONSULT-I Reading. South Avondale Elementary School, Cincinnati Project. Final Report.
INSTITUTION Indiana Univ., Bloomington. Reading Practicum Center.
SPONS AGENCY Ohio State General Assembly, Columbus.
PUB DATE 30 Jun 94
NOTE 127p.; For related documents, see CS 011 754-758.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Computer Assisted Instruction; Elementary Education; *Individualized Instruction; *Instructional Effectiveness; *Reading Achievement; *Reading Diagnosis; Reading Difficulties; *Reading Improvement; Reading Programs; Reading Research; Remedial Reading
IDENTIFIERS Afro Americans; Cincinnati Public Schools OH; CONSULT I Computer Program

ABSTRACT

A study examined the effectiveness of the second year of implementation of the CONSULT-I program, which uses artificial intelligence with statistical pattern recognition in constructing a diagnosis and recommending treatment of reading difficulties. Five elementary classroom teachers, two ESEA (Elementary and Secondary Education Act) teachers, and the school librarian at South Avondale Elementary School in Cincinnati, Ohio, volunteered to participate in the project. Participants were trained in collecting data for a learner profile, implementing the strategies recommended by the CONSULT-I program, and assessing the 39 Afro-American students at the end of the year. Results (consistent with previous projects) indicated that: (1) 84% of the learners had positive changes in affect and 87% had positive changes in attitude; (2) 74% of the students completed the project demonstrating success (although earlier projects had higher success rates); and (3) the revelation that working with a learner's interest can make a great difference in the success of a child was of paramount importance to teachers. Recommendations include: establish a pre-first-grade classroom for high-risk students; use teacher mentors for teachers new to the program; hold regular meetings; and offer specific appraisals and written responses. (Contains nine references and nine tables of data. Appendixes present the taxonomy of learner characteristics, results of three earlier studies, inservice agendas, informal interest inventories, a sample lesson, a list of items provided for teachers, an integrated curriculum guide for primary education, and teacher responses.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 371 327

CONSULT-I® READING

South Avondale Elementary School

Cincinnati Project

FINAL REPORT

JUNE 30, 1994

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Newman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Anabel Newman
Elizabeth Metz
Indiana University
Reading Practicum Center
Bloomington, Indiana

Edward Patrick
Patrick Consult Inc.
Cincinnati, Ohio

BEST COPY AVAILABLE

CONSULT-I® Reading Cincinnati Project
South Avondale Elementary School
1993 - 1994 Academic Year

Table of Contents

Table of Contents i

Table of Tables ii

Acknowledgements iii

Background 1

Introduction 4

Participants 4

Methodology 4

Procedures 5

Findings 7
- Program 7
- Learner outcomes 12

Discussion 18

Recommendations 20
- Recommendations - Learner 22
- Recommendations - Teacher 22
- Recommendations - Parents 23
- Recommendations - CONSULT-I® Staff 23

Conclusions 23
- Conclusions - Learner 23
- Conclusions - Teacher 24
- Conclusions - Parents 24
- Conclusions - CONSULT-I® Staff 24

References 26

Appendices 27

Table of Tables

Table 1: Teacher Responses to Original Goals Statement 10

Table 2: Criteria and Examples for Changes in Affect 13

Table 3: Criteria and Examples for Changes in Attitude 13

Table 4: Criteria for Success 14

Table 5: Affect, Attitude, Success 15

Table 6: Changes in Affect by Grade Level 15

Table 7: Changes in Attitude by Grade Level 16

Table 8: Changes in Success by Grade Level 16

Table 9: Changes in Self-Concept by Grade Level 17

Acknowledgements

Once again, we are grateful to many who have made this project possible.

In Cincinnati

To the Cincinnati School System, a system reaching for new ideas and revitalizing itself.

To Assistant Superintendent, Kathleen Ware, who continued to support the potential of CONSULT-I®.

To Dr. Zulphi Ahmad, Grants Director in Cincinnati, for his continuing interest in the potential of CONSULT-I® Reading to benefit children.

To Mrs. Rose Jenkins, Principal, South Avondale Elementary School, for her buoyant vision of the mission of an elementary school and for making our visits to South Avondale a joy.

For the South Avondale teachers who participated in the project. Several were participants from the previous year. Others opted to join the project. All were receptive, enthusiastic, hardworking, committed to the wellbeing and growth of children.

For the office staff at South Avondale who cheerfully located whomever we needed for the appointed Tuesday afternoon call and made us feel welcome whenever we came.

And finally, to Representative William Mallory, whose initial vision early in 1991 helped us launch the Ohio projects. We salute you, Bill.

In Indiana

To the Indiana University faculty and staff members who provide support for these kinds of efforts, especially Jan Ryser, in our School of Education, for early assistance with the proposal and for the Contract Administration Office for the dispatch and care with which they process the various steps in the development.

To our department chair, Dr. Larry Mikulecky, for support and suggestions as the project went forward.

And to Kurt Messick, for assistance and initiative with word processing.

Anabel Newman, EdD
Elizabeth Metz, Research Associate
Indiana University
Bloomington, Indiana

Edward Patrick, MD, PhD
The Patrick Institute
Cincinnati, Ohio

CONSULT-I® READING CINCINNATI PROJECT II

SCHOOL YEAR 1993 - 94

FINAL REPORT

Background

In 1983 the Reading Practicum Center (RPC) of Indiana University was offered a unique opportunity to develop a subsystem involving learners with reading difficulties for CONSULT-I®, a computer program designed by Edward Patrick, M.D., Ph.D. and James Fattu, M.D., Ph.D. with the capability of matching individual learners with instructional strategies that would be the most likely to bring about success.

A **pilot study** using Outcome Advisor (R), a component of CONSULT-I® was conducted to determine the potential of the program in education. The results, which showed Outcome Advisor (R) a slightly better predictor than experts in the field, justified further exploration.

A **taxonomy** of learner characteristics which were thought to have an impact on success in learning to read was developed by the RPC staff (Appendix A). The original taxonomy contained 94 features with each feature having four to nine values. Over several years this taxonomy was refined to 20 features which actually discriminated between those learners having success and those who did not. The information required by the taxonomy was entered for 218 learners.

The staff of the RPC had observed through the years that **changes in affect, attitude, and success** usually occurred before changes in standardized test scores and are often more significant in indicating the emotional and intellectual growth of the individual. Therefore, it was decided to use these criteria as indicators of learner progress. Descriptions of these changes were taken from case studies; categorized into high, medium, and low; and entered into the program.

A final step in developing the reading subsysytem, CONSULT-I® Reading, was to determine which **instructional strategy** was the most successful for each of the 218 learners. These strategies were categorized into eight instructional focuses: comprehension, functional language, games, interests, language experience, motivation, self-concept enhancement, and study skills. The subsystem could now take the characteristics of a learner as provided on the taxonomy (the learner profile) and recommend which instructional focus(es) would be the most likely to succeed.

Subsequently, **undergraduate and graduate students** in Newman's and Metz's classes were asked to complete profiles for each of their learners. The recommendations made by CONSULT-I® Reading were judged by the student to be on target 95% of the time. **Parent requests and cases involving reading problems in the Institute** for Child

Study's Interdisciplinary Clinic were also processed. Again, the recommendations of the program were judged appropriate.

The CONSULT-I® Reading subsystem was then used in a **field study** under a grant from Indiana University's School of Education's Maris and Mary Proffitt Fund. This study was successful as evidenced by the changes in both learners and teachers (see Appendix B for complete results as presented in the study's final report). The learner evaluations showed that 79% were now choosing to read more and 73% were now enjoying reading more. Fifty-seven percent of the learners had a better attitude toward learning. Unlike later projects, there were no teacher inservices.

During the 1991-92 school year a project, **CONSULT-I® Reading Ohio**, funded by the Ohio State Legislature was conducted in inner city elementary schools of five Ohio cities: Akron, Cincinnati, Cleveland, Columbus, and Toledo. As in the earlier field study, many positive changes were reflected by both teachers and learners (see Appendix C).

Each district chose one elementary school (two in Akron) to participate in the program. Five teachers from each district volunteered to take part in the project. Each teacher chose five learners from his/her classroom who were having difficulties with reading to participate in the project.

At the end of the project, teachers were asked to respond to the question, "What have you done differently...?" They reported that they were focusing more on self-esteem issues and on specific learners, listening more to answers of children, implementing strategies sooner and more consistently, and working with small groups. They also said that the children were making individual books, interacting with each other more, and becoming more involved in learning.

When asked to describe the difference that the program made for their learners, the teachers stated that the children were more excited about reading, had more confidence, were more motivated and cooperative, and were able to find books of interest on their own.

The generally positive responses of teachers in the Ohio project (1991-92) suggested the following conclusions:

> CONSULT-I® Reading does provide an efficient, cost-effective teacher training program for dealing with troubled readers.
>
> It provides teachers with reinforcement for many methods with which they are already familiar, but does this in such a focused way as to enable them to move more quickly to make application of appropriate strategies. It provides teachers with a truly individualized approach to teaching reading, which is flexible and often appropriate for whole class

application.

The program appears to work best with teachers who are flexible, open, and willing to vary instruction to meet the needs of individual children.

The **CONSULT-I® Reading Cincinnati 1993 Project** was conducted during the Spring Semester of 1993 at the South Avondale Elementary School. Eight teachers and 43 learners participated in the project. All of the learners were Afro-American.

Again the program was successful even within the shortened time constraint of one semester. Eighty-five percent of the learners showed positive changes in affect, 89% in attitude, and 80% in success (see Appendix D for complete results as shown in the final report of the project).

Every teacher mentioned the significance of learning the child's interests and using this knowledge in structuring a reading program. Beyond using the learner's interests, the teachers also stated that they used more activities, trade books, and dictated writing. They made many parent contacts, learned to keep better records, and listened to children for longer periods of time than before.

When asked to describe the difference the program made for the individual learner, comments such as the following were made:

* self-concept good, wants to share and participate more in class, grades have gone up in all areas, is my true miracle. (#6604)

* 1-on-1 very motivating, settled down, B- in reading (F's last year). (#6702)

* definitely performed better, her grades have improved, she takes great pride in showing her mother her improved work. (#6802)

* learner has had almost perfect attendance since she has been in the program, she is now one of the best readers in the class, she improved on all tests. (#6305)

[Ed. note: numbers in parentheses denote individual learners.]

Conclusions from the Spring 1993 project again demonstrated that flexible, open, willing-to-experiment teachers see fine results with CONSULT-I® Reading. They were helped to be more effective and efficient in their instruction through the use of the recommendations and the child's interests. The project also showed that it is possible to accomplish positive changes in affect, attitude and success with most likely to fail inner-city children.

Cincinnati 1993-4

Introduction

At the completion of the CONSULT-I® Reading Cincinnati Project 1993, the participating teachers at South Avondale Elementary School requested continuation of the program for the 1993-94 school year. The Cincinnati City Schools' Grants Administration Office agreed to fund the project for a second year at the school. This project would run for the entire school year in contrast to the 1993 project which ran for the Spring Semester only.

The goals of the project, as in former projects, would be

1. To help teachers focus their instruction through the recommendations for individual learners so that the instruction is more efficient and effective, and that each learner has the greatest chance of success.

2. To help the learner enjoy reading (affect), to want to read (attitude), and thus become a better reader (success).

Participants

Five classroom teachers, two ESEA (Elementary and Secondary Education Act) teachers, and the school librarian volunteered to participate in the project. Three of the classroom teachers and the librarian, who had taught in a classroom last year, had participated in the previous South Avondale project during the Spring of 1993. Of the classroom teachers in the current project, two taught first grade, one second grade, one third grade, and one fifth grade.

Each teacher chose learners who were below level in reading. All of the learners (n = 39) were Afro-American except one who was classified as "other." This child was of mixed heritage. Fifty three percent of the learners came from single parent homes, 40% from two parent homes, and the other 7% lived apart from their parents. There were 11 first grade learners, 9 second grade, 8 third grade, 3 fourth grade, 7 fifth grade, and 1 sixth grade. Of the 39 learners who began the project in October, 31 were still a part of the project at the end in May.

Methodology

The methodology of this project was similar to that of the previous projects, 1991-2 Ohio and Spring 1993 Cincinnati. As with the Ohio project, this one would run for the entire school year.

Teacher training. A fundamental and essential part of the project is the teacher

training for collection of data for the learner profile, implementation of the recommended focuses, and learner assessment. This training was provided through four inservices spread over the school year and conducted by the project director and the research associate. (See Appendix E for agendas.)

Procedures

The first inservice was held the afternoon of **October 1** after morning classroom visits. Each teacher was asked to write goals for the project from the learner's viewpoint (Table 1). This differed from earlier projects when they had been asked to write personal goals. These goals would be responded to at the end of the project.

Anecdotal records were discussed in detail as they had been a concern of previous projects both for the amount of time needed to complete and the accuracy of categorization of strategies into the eight focuses. It was suggested that codes be used to denote when the same strategy was used with more than one learner thus saving the need for repetition from one individual's records to another. It was also explained that these records would be read during classroom visits and appropriate comments written at that time to respond to the record. The entire set of records would then be collected at the end of the project.

Since so many teachers in the previous projects had commented on the effectiveness of using learner interests in the choice of materials, it was suggested that interest inventories be used at the beginning of the school year. Sample inventories are included in the strategy booklet (see Appendix F for K-6 sample).

Teachers were instructed to choose their learners and complete a profile for each learner by October 15. These profiles were then processed by the Reading Practicum Center staff using the CONSULT-I® Reading program and recommendations for instructional focuses returned by November 1. Teachers were instructed to begin implementation of the strategies the week of November 1.

At the end of the inservice all new teachers and any teachers who had previously participated who chose to do so were invited to stay for a detailed explanation of the taxonomy and completion of the learner profile. Each feature of the taxonomy was discussed and examples given.

The second classroom visit/inservice was held **November 19**. During the morning visits, the available anecdotal records for each learner were read with appropriate comments noted on them. The last of the learner profiles were collected. (These were processed and returned to the teachers on November 22.)

After lunch, the inservice began with each teacher sharing comments on her learners and any highlights which had occurred during the first three weeks of the project. The first entry of the affect, attitude, success matrix for each learner was

collected. A unit on tulips was introduced with lesson plans given to each teacher (see Appendix G for sample). The recommendations coming from the Spring 1993 project which were appropriate to teachers were discussed with emphasis on parent involvement and the use of aides for taking down language experience stories and making books. Teachers were also reminded that entries on anecdotal records could be coded to save time used in recording strategies used for more than one child.

At the end of the Spring 1993 project a request was made for materials such as trade books for use with the learners. Each teacher made up an order for processing by the RPC staff to be purchased with project funds. It was noted at this inservice that teachers did not have materials such as laminating material, manilla paper, or colored construction paper available within the school. A list was also made of these items to be purchased out of project funds and sent to the teachers (Appendix H).

Dr. Zulphi Ahmad, Director of the Grants Administration Office of the Cincinnati Public Schools, attended the inservice.

The third classroom visit/inservice was **February 25**. During the morning each room was visited by the research associate. The inservice was held in the afternoon at which time materials which had been requested by the teachers (see inservice 11/19) were distributed.

Anecdotal records were collected as well as the second entry on the affect, attitude, success matrix. (Anecdotal records had not been read during morning class visits as only one observer was available on this date.) It was reported that some of the teachers were planning on using parts of or variations on the Tulip curriculum.

The teachers were given an opportunity to share about their learners participating in the project and to ask questions. One teacher reported that so many of her students were wanting to read to her from the books they had read at home that it was impossible for her to listen to all of them. It was suggested that she invite parents or grandparents to help.

Discovery Garden: An integrated curriculum (Elkins, et al, 1989) was introduced to the teachers (see Appendix I). A discussion of the possibilities for its use this Spring ensued.

During March the anecdotal records and affect, attitude, success matrices which had been collected at the February inservice were read and critiqued. Written comments were returned to individual teachers at the beginning of April.

The final classroom visit /inservice was held **April 29**. Again, each classroom was observed in the morning. Use of the Tulip lessons and the Discovery Garden curriculum was evident in several of the rooms. The trade books which had been

purchased with grant monies were also being used by the children as shown by a mural in one room and caterpillar progress charts in another room.

During the afternoon inservice, critiques of anecdotal records and affect, attitude, success matrices, which had been mailed to individual teachers early in April, were discussed individually. Teachers were then asked to share reactions of parents to the project. They were also asked to share learner products and anecdotes.

The final assessment questionnaires for learners and the program were given to each teacher. Directions were given for their completion with a due date of May 15.

Findings

Both process (the functioning of the program) and product (the success of the learners) were examined at the end of the project. The teachers completed one questionnaire concerning the process and a second questionnaire concerning the success of each learner. Since there was a mix of new teachers and those who had participated in the project last Spring, some of the questions concerning process pertained only to new teachers, some only to those who had previously participated, and some for all teachers. These will be designated accordingly below. (See Appendix J for complete set of responses.)

The findings reported by the teachers on the questionnaires, as well as the Affect, Attitude, Success Matrices are presented in the following. The topic of the questions to which the teachers responded are presented in italics. The numbers in parentheses following teacher quotes refer to specific individuals and their school assignments, i.e. (360, grade 5).

Program (process). 1. (All) *Awareness of learner's needs and interests.* The teachers mentioned that the recommendations and strategies helped them "specify lessons and ... teach toward the student" (360, grade 5). They also reported that CONSULT-I® Reading provided them with "a model to reach the uninterested child" (361, grade 1) and made them "more aware of all the available resources" for their learners to read (367, grade 2).

2. (All) *Recommendations assist in focussing instruction for the individual learner.* The teacher responses in this area are probably best summarized by the following teacher responses:

> The CONSULT-I® Reading Program tailored a special program for each child. I didn't waste my time trying to implement hundreds of concepts that may not help the child. (361, grade 1)

> The recommendation helped me to build a background of instruction, i.e., a framework that I could begin with, then add to after gaining successes and then create a positive focus for instruction and progress. (362, librarian)

3. (All) *Average amount of time spent each week.* The amount of time each teacher spent on the program varied greatly from one half hour per week to four and a half hours per week. The half hour a week was reported by a non-classroom teacher for those children who were not part of her regular program. Two other teachers did work on the strategies during regular class instruction time but only recorded the time spent outside of class.

4. (All) *Change in instruction.* Seven of the teachers reported changes in instruction such as more individualized instruction, more hands-on activities, use of student interest first, and an increase in reading time. The eighth teacher reported that while her instruction "probably didn't change ... (she) was more aware of the strategies and how helpful they were." (369, ESEA)

5. (All) *Parent reactions.* All of the teachers reported positive responses from parents ranging from "positive but uninvolved" (360, grade 5) to "they were willing to do almost anything I asked to get their child reading." (361, grade 1) One of the parents was so enthused she came to school to take videos of the class.

6. (All) *Influence of supplies purchased through project funds.* The supplies that were purchased included construction paper, manilla paper, pads of award certificates, 3x5 cards for making personalized concentration games, and books. Seven of the teachers were appreciative of the supplies and commented that they were used extensively and helped motivate the children. The eighth teacher said that the supplies helped somewhat but "most of what I used I supplied myself." (360, grade 5)

7. (All) *Influence of unit suggestions (Tulips, Discovery Garden).* (For portions of these units see Appendices G and I.) Half of the teachers reported using the ideas with their learners. Three of these teachers reported great success while the other teacher stated only that she had used the units.

8. (All) *Site visit/inservices.* All of the teachers responded positively to the site visit/inservices. Comments ranged from "what was once mud to me and frustration due to my misunderstanding later became crystal clear as I made honest attempts to use the program" (362, librarian) to

> I loved always having something new to turn to to build instruction. The gifts were wonderful and very useful. The extra lessons were wonderful to incorporate into my curriculum. The visits always seemed to boost me and

uplifted me to the point I couldn't wait to get back and teach. (366, grade 1)

9. (All) *Best parts of the project.* There was a broad range of responses to this question covering topics such as the children's progress, interest inventories, anecdotal records, recommendations, new ideas and special gifts, involvement of parents, and time for one-on-one teaching.

10. (All) *Suggestions for the project.* As with the above question, there was a variety of answers to this question. The comments included the need for more ideas for the intermediate grades, more inservices, more hands-on activities, use of classroom teachers only as it is difficult to schedule learners not directly involved with you, and keep spreading the good news.

11. (All) *What the teachers learned.* Six of the teachers described how using children's interests and personalizing instruction made a positive difference in the progress of learners. One of the other teachers stated that keeping individualized records on each child is a "great idea. It's neat to reread and note progress." (369, ESEA) The last teacher worked with learners from a variety of levels and discovered that this was difficult as she had little knowledge about the primary level learner.

The rest of the questions were directed either to the new teachers in the project (designated "year 1") or to those who had participated last Spring Semester (designated "year 2"). The findings from these questions are reported below with questions 12 - 15 for "year 1" teachers and 16 - 17 for "year 2." Questions 11 - 14 were rated on a Likert scale of one to five with one being "agree" and five "strongly disagree."

12. (Year 1) *Recommendations were practical.* All of the teachers responded positively to this question which concerned the recommendations for individual learners made by CONSULT-I® Reading. On the Likert scale of one to five all of the answers were either one or two.

13. (Year 1) *Usefulness of strategy booklet.* Again, all of the responses were positive (ones and twos).

14. (Year 1) *Easiness of strategy explanations.* For this question the responses ranged from one (two responses) to three (one response). The remaining response was a two.

15. (Year 1) *Adequateness of project explanation in inservices.* The responses to this question were positive with three of the teachers marking one and one teacher a two.

16. (Year 2) *One semester or two semester format.* All of the teachers

responding to this question had experienced both formats. Three of the them preferred the two semester format making comments that they had more time to choose learners and longer to help the children meet success. The fourth teacher suggested one and a half semesters although she did say that she "did enjoy two semesters better." (361, grade 1)

17. (Year 2) *Influence of a semester of experience*. All of the teachers who participated last Spring reported that it was easier to implement and document instruction this year. One teacher's comment that "because we have been through the program before, things seemed to fall into place faster" (362, librarian) seems to represent the feelings of these four teachers.

The last question on the program questionnaire required teachers to respond to the learner goals they had individually written during the first inservice (October 1). The goals and responses are included in Table 1 below. With two exceptions, all of the goals were fully met.

Table I

Teacher Responses to Original Goal Statements

Original Goal	Response to Original Goal
The learner will be able to enjoy reading in a number of ways and see the success that they've made through the school year. (365)	I'm proud to say that my objectives were met with all of my students. It made me very proud and glad to see the learners' progress, and to see the improvement shown. Using a different variety of ways in teaching reading made it more enjoyable for all of my students, helped me to keep their attention, and made learning fun.
The learner will enjoy independent reading. The learner will explain what he/she has read. The learner will identify word meanings. The learner will select challenging material (to read). The learner will share information pertaining to material read. The learner will develop confidence in reading. (360)	Positive - independent reading did increase. Needs work - getting better. Good - still not at grade level. Great - learners are really trying to advance. Super - the students LOVED sharing. Good - all developed as confident readers.
1. The learner will learn to word for word match while reading. 2. The learner will learn to enjoy reading. 3. The learner will learn to read using basic cues such as visual, meaning, and structural. 4. The learner will learn to be confident about reading. (368)	1. Each CONSULT-I® learner can word for word match when the reading is new or difficult. 2. All my learners like to read orally and silently -- especially books of interest. 3. All my learners can use the basic cues. Visual (does that word look right that I said), Meaning (does that word

	I said make sense), Structure (can we say that word that way?) 4. My learners have come a long way. They need more practice with oral reading, but their confidence has greatly improved.
The child will read with one to one finger matching. He/she will use picture cues. He/she will predict what will happen in the story. He/she will be able to locate known and unknown words. He/she will look at entire word using letter cues to help read across word (sound it out). He/she will have success in reading and feel happy about reading. He/she will take home books, read, share, and return the books. He/she will be able to find meaning in what he/she reads. He/she will be able to write about what he/she reads. (369)	All of the children met some of the goals some of the time. They were at least aware of what they should be doing. After reading I'd ask, "What did you do that good readers do?" They'd usually know it was one of the first three. All felt happy about reading and had success with me. Unfortunately, their classrooms are so large that they tend to get lost in the shuffle. All enjoyed taking books home. They did not have as much success with writing but again I felt I did not see them enough.
The first learner will develop positive self esteem, as well as develop a desire to learn to read (BW). The second learner (female, very small child) will learn to print the alphabet and read a book to improve her self esteem. The third child (a young male of 6 years who just had a birthday) will learn to read sight words. He will also develop an interest in reading. The fourth child will improve his reading skills, enjoy reading and writing. (361)	BW - I reached my goal with BW. He was a very headstrong child. He finally developed a desire to read. What a great accomplishment we made. 2 - Thank God, another goal has been reached. She can write her name, print, and recognize the alphabet. Her self esteem has risen day by day. When I think how she began in Sept., this baby brings tears of joy to my eyes. 3, 4 - Both of these boys enjoy reading now. They enjoy writing notes and letters to everyone. Reading has become fun for both of them. I knew they would improve when I heard them say, "I like reading, it's fun to me now."
The children who come to the library for CONSULT-I® I will be provided with background experiences and reading skills that will create a deeper and more concise or exact understanding of reading comprehension or comprehending what they read. (362)	I think that the students who worked with me did make some progress in reading comprehension, but I was not able to provide the vast number of background experiences that I wanted to provide. The objective that I wrote was also inappropriate somewhat for what I should have achieved. I should have written: After assessing children's interests, provide strategies that will change motivation, interest, and other skills relating to reading success and self-esteem.
The learner will read and meet success. The learner will feel good about himself and feel enthused enough, it will carry over into other subjects. The learner will learn to express	All of the above goals have been met by each child.

himself though writing. The learner will feel good enough to participate in class and volunteer to read to the whole class. (366)

The learner will learn to read by phonetically sounding out words and improve reading flow. The learner will use reading as an alternative or choice during leisure time. The learner will increase oral and written vocabulary through daily word usage. (367)

As this year comes to a close, these goals help me to see the progress, if any, the learners and myself have made. Some learners are meeting or exceeding the above goals. I have seen progress being made in one student in his poetry and rap songs he loves to write. I have seen one student improve because his self-concept has improved. The books which spark the curiosity of the students have become a part of their at home work. Some students, however, did not respond as positively. Reading is not their favorite subject and I have seen regression in the skill even with extra help.

Learner outcomes (product). The progress or success of the learner in CONSULT-I® Reading is measured by changes in affect, attitude, and overall success. These changes in learners having reading problems have been found by the RPC personnel usually to occur before major changes in academic progress.

Samples of the criteria used for rating the changes in affect, attitude, and success are shown in Tables 2 - 4. The changes are categorized into three groups -- high, medium, and low. Examples were extracted from statements made by the teachers on the Affect, Attitude, Success Matrices at the beginning of the project (October) and the end (May). The ratings for affect and attitude were determined by the personnel of the RPC after a review of the three entries (beginning, middle, and end) by the teachers.

Table 2

Criteria & Examples for Changes in Affect

High — **Very positive feelings at end of project**

Ex: Oct - sad a lot of the time
May - happy & upbeat most of the time

Ex: Oct - very shy
May - eager to read, really enjoys it

Medium — **More positive feelings at end of project, still room to grow**

Ex: Oct - quiet, withdrawn
May - quiet, but not as withdrawn, appears to enjoy school

Ex: Oct - whiney
May - more pleasant and cooperative

Low — **Feelings have changed little or not at all, negative**

Ex: Oct - whiner, not excited about school
May - preoccupied with life elsewhere

Ex: Oct - moody, ready to fight
May - still moody

Table 3

Criteria & Examples for Changes in Attitude

High — **Very positive outlook at end of project**

Ex: Oct - worries that work is being done incorrectly
May - positive, hard worker

Ex: Oct - positive about everything except reading
May - proud of himself in reading

Medium — **More positive outlook at end of project, still room to grow**

Ex: Oct - did not want to learn to read
May - much more positive toward school

Ex: Oct - poor, blames others
May - more positive, less moody

Low — **Outlook has changed little or not at all, negative**

Ex: Oct - wants to play
May - not serious about learning

Ex: Oct - poor self-esteem
May - negative toward all aspects of school

Table 4
Criteria for Success

High	The learner who has shown high success will have made significant progress in his/her academic achievement. For example, he/she will now be reading on a higher level than in October and/or have a higher grade in reading on the report card.
Medium	The learner will have made progress in the classroom but it will not necessarily be reflected in a higher reading level or grades. It will be based on teacher observation and may include positive changes in affect and attitude.
Low	The learner will have made little or no progress in the classroom.

The rating for success includes not only the entries on the Affect, Attitude, Success Matrix but year-long observation as well. Thus, it was deemed more appropriate to ask the teachers to rate overall success. They were given the criteria at the last inservice and asked to enter the rating on the learner assessment questionnaire completed the first two weeks of May.

Learner changes in affect, attitude and overall success in this project are presented in Tables 5 - 8. Only those children who participated in the project for the entire time are included (n = 31). Table 5 represents the overall project end ratings for affect, attitude, and success. Tables 6 - 8 show the ratings distributed by grade level. There was only 1 sixth grade learner. That child's ratings have been combined with those of the fifth graders.

Twenty-six of the 31 children in the project (84%) demonstrated positive changes in affect, either medium or high; 27 (87%) of the learners in attitude; and 23 (74%) of the learners in overall success.

In terms of **affect** (Table 6) 100% of the children in grades one and three had positive changes. Grade three learners were evenly split between high and medium changes while 88% of the grade one learners had high changes in affect and 12% medium. The other three grade groups had positive changes in affect ranging from 86% for grades 5 and 6 to 57% for grade two. The teacher in the second grade classroom was new to that grade level and at mid year several more learners were added to an already large classroom (total n = 34). Sixty-six percent of the grade four learners showed positive changes in affect. None of the fourth graders worked with regular classroom teachers.

When looking at **attitude**, grades one and three had 100% positive changes in

Table 5
Affect, Attitude, Success

	High	Medium	Low
Affect	17(55%)	9(29%)	5(16%)
Attitude	17(55%)	10(32%)	4(13%)
Success	13(42%)	10(32%)	8(26%)

Table 6
Changes in Affect by Grade Level

	High	Medium	Low
Grade 1	7(88%)	1(12%)	0
Grade 2	3(43%)	1(14%)	3(43%)
Grade 3	3(50%)	3(50%)	0
Grade 4	1(33%)	1(33%)	1(33%)
Grade 5 & 6	3(43%)	3(43%)	1(14%)

attitude with grade one being split evenly between high and medium changes while 67% of the grade three learners had high changes and 33% medium. Positive changes in attitude in the other three groups ranged from 86% for grades 5 and 6 to 66% for grade four. Seventy-eight percent of the grade two learners demonstrated positive changes (Table 7).

The ratings for **overall success** ranged from 86% of the fifth and sixth graders having high or medium success to 57% of the second graders. Eighty-three percent of the grade three children made progress in the classroom (high or medium), 75% of grade one participants, and 66% of grade 4. (See Table 8.)

In previous projects, many of the teachers had commented on changes in self-concept by the learners. Therefore, the teachers were asked to rate their learners' changes. The categories were great, some, or little.

Table 7
Changes in Attitude by Grade Level

	High	Medium	Low
Grade 1	4(50%)	4(50%)	0
Grade 2	3(43%)	2(28%)	2(28%)
Grade 3	4(67%)	2(33%)	0
Grade 4	1(33%)	1(33%)	1(33%)
Grade 5 & 6	5(72%)	1(14%)	1(14%)

Table 8
Changes in Success by Grade Level

	High	Medium	Low
Grade 1	3(37%)	3(37%)	2(25%)
Grade 2	2(28%)	2(28%)	3(43%)
Grade 3	2(33%)	3(50%)	1(17%)
Grade 4	1(33%)	1(33%)	1(33%)
Grade 5 & 6	5(72%)	1(14%)	1(14%)

All of the participating third, fifth, and sixth grade learners were rated as showing changes in self-concept, either great or some. Eighty-seven percent of the first graders and 86% of the second graders also were rated with great or some change. Two of the three (66%) of the fourth grade learners showed a positive change. (See Table 9.)

The learner questionnaire required teachers to describe the difference (if any) that participation in the project made to the individual learner. Teacher response indicated that for 87% of the children, the project made a positive difference. It was felt that the project did not make a difference for 13%. Teachers indicated that this may have been for several reasons: one child was transferred to another room, one

Table 9
Changes in Self-Concept by Grade Level

	Great	Some	Little
Grade 1	4(50%)	3(37%)	1(13%)
Grade 2	3(43%)	3(43%)	1(14%)
Grade 3	4(67%)	2(33%)	0
Grade 4	1(33%)	1(33%)	1(33%)
Grade 5 & 6	4(57%)	3(43%)	0

was too preoccupied with life elsewhere and saw no value in education, one would often forget to come, and the fourth would read only material he had mastered and would not take risks.

Representative comments for positive differences are as follows:

* began as a nonreader, did not want to learn, now can print better, eager to read new books, better attitude toward learning (36103, grade 1)

* wants to pick up a book instead of playing in class, enjoys listening to stories now (36106, grade 1)

* reading skills have gone sky high, has become a leader in his group... (36605, grade 1)

* yes, skills improved greatly, eager to please teacher, parents, and self (36704, grade 2)

* learner tries very hard to stay on task and be more attentive (36501, grade 3)

* Yes! reads selections, takes her time, thinks and is getting right answers. Hallelujah! (36203, grade 4)

* self-esteem high compared to beginning of year, now has friends and is very confident (36003, grade 5)

Discussion

The findings in this project for changes in affect and attitude are consistent with the two previous projects, Ohio (1991-92) and Cincinnati I (Spring 1993). This year 84% of the learners had positive changes in affect while 85% of the learners in each of the other projects showed similar changes. Eighty-seven percent of the children this year had positive changes in attitude as compared to 84% in the Ohio project and 89% in the Cincinnati I project.

In examining overall success, the ratings showing learner progress for this year's project were lower than the previous two with only 74% of the children who completed the project demonstrating success. The Ohio project found 84% of the learners had success while the Cincinnati I project had an 80% success rate.

This apparent drop in success rate as compared to the two previous years may be due to the fact that three of the learners with a low success rating worked with a non-classroom teacher who commented how difficult it was to arrange times to meet with the children. The ones who came before school were often late and the ones who came after school often simply forgot to come.

Two of the other low success learners were in a first grade classroom. One of them at the beginning of the year could not write her name, in fact her teacher commented that her hand was so tiny she could not control the pencil. By the end of the year she knew the alphabet and sounds, could read some of the preprimer, and write her name. The other first grade child had no interest in books, said he was not smart and did not want to learn to read and wrote only in capital letters. He could not sit more than three minutes. By the end of the year he was much more positive about school saying, "I can read now." He also wanted to pick up a book instead of playing and enjoyed listening to stories.

However, neither of these learners seemed to be ready for first grade work at the beginning of the year. At least one of them had had no previous school experience. By the end of the year both of them appeared to have made great strides toward becoming good learners even though they did not come near to successfully completing first grade level materials.

The second grade low success child appeared to be more occupied with life elsewhere than in the classroom. He was "not serious about learning" and saw "no value in education" according to his teacher.

A third grader rated as low success was working with a non-classroom teacher who had no experience working with primary children. At the end of the year the learner was still somewhat frustrated but putting forth more effort and was less of a behavior problem. The child apparently had shown some academic improvement but

not enough to be considered better than low success.

The last of the low success children was in the fifth grade. At the end of the first semester the class she was in was split and she was transferred to another classroom. After that she would not talk to her CONSULT-I® Reading teacher who had been her classroom teacher the first semester and seldom came to the sessions. She changed from being a happy, upbeat child to one who was sad and withdrawn. This may have been because she felt the first teacher had rejected her when she was moved to another class.

Given that all teachers were initially requested to choose learners having difficulty with reading, a success rate of 74% appears to be an excellent result. In looking at the comments made about the children with low ratings, several of these children also actually made good progress over the course of the year from where they began. For 27 of the 31 children (87%) who completed the project, it was reported that their participation had made a difference. Again, this seems to be an excellent result.

The responses on the program or process questionnaire also pointed toward a successful project. Teachers became more effective and efficient as they learned to use the recommendations and the interests of the individual children. These teachers seemed to be hungry for new ideas and materials and willing to incorporate them into their curriculum. All of them were eager to work with the child having difficulty in reading and were motivated by their own and each other's successes. Having the time to share during the inservices meant much to these teachers according to the building principal and appeared to carry over in their daily work.

Teachers were encouraged to incorporate the child's interests as they followed the recommendations given by CONSULT-I® Reading. As in previous years, the revelation that working with a learner's interest can make a great difference in the success of a child seemed of paramount importance to these teachers. Those who had participated the previous year realized the importance of using an interest inventory at the beginning of the year and the new teachers also built around the findings of the interest inventory.

After the success with parent involvement during the previous Spring project, parent contact was encouraged and discussed at each inservice. This seemed to help as parents were calling to find out how they could help at home and one mother even came to videotape her child reading to the class! All of the teachers reported positive interest from parents if not actual involvement.

From National Assessment findings (Ward 1993) it was reported that minority children can not or do not perform as well academically as non-minorities. The current project at South Avondale School and results from the Ohio project (Newman & Metz,

1992) in which Afro-American learners had a 89% probability of success in comparison to an 81% probability for Caucasian learners suggest the contrary. Reading Practicum Center personnel had been encouraged in 1991 to include ethnic and family structure data although these features had already been found to be nondiscriminating in the course of the taxonomy development. Further study certainly needs to be pursued; however, these heuristic findings should encourage the recognition that children, when appropriate strategies are used and when they are interested in what they are doing and properly motivated, can achieve regardless of color or family structure (see also Bruce, 1992).

Recommendations

Last Spring in the final report, recommendations were made which corresponded to the questions on the program assessment questionnaire. Many of these recommendations were carried out this year as the project proceeded. For example it was recommended that the project be conducted over two semesters which was done.

Another recommendation was the use of learner interests within the recommended strategies and it seemed that this occurred to a much broader extent this year. Most of the teachers used interest inventories with the children and commented several times on the success met because the strategy was appropriate and the child was interested in the material.

Record keeping was much improved this year and two of the teachers commented on how helpful and motivating it was to go back and read the anecdotal records to see the progress made by the children. Many times in a day-to-day situation progress made is so small that it is sometimes hard to see. Being able to see it over a greater length of time through the anecdotal records was encouraging to the teachers. (See examples on page following of good and poor anecdotal records.)

Much time was also spent in the middle of the year by the RPC personnel reviewing anecdotal records, interest inventories, and Affect, Attitude, Success Matrices. Appropriate responses were made, both written and oral, to individual teachers and this also seemed to help encourage teachers to keep timely, accurate records. Record keeping seemed to be much less of a hindrance this year.

The recommendations which follow speak specifically to considerations for next year's project as well as to more general CONSULT-I® applications in the future.

EXAMPLES OF GOOD AND POOR ANECDOTAL RECORD ENTRIES

GOOD

Recommendations: INT____ SC 97 MOT____ FL____ LE____ SS____ G____ C____

interests, self-concept enhancement, motivation, functional language, language experience, study skills, games, comprehension

Strategy Recommendations Represented			Evaluation (+ / −) of Results of Strategy	
Date (A)	Description of Strategy (B)	(C)	(D)	Description of Results (E)
1:1	To boost self-esteem we made a Christmas book Paddy Christmas. He illustrated it to share at home + w/class	SC	+	He had great fun reading + illustrating his book. Took great care to draw bear + get. + color just right. Was pleased w/ results.
2:9	worked on homework to give a sticker that he can do at.	SC	+	He is very dedicated + he can do the work if one is patient + gives him plenty of time.

Strategy is
* described in enough detail to replicate (B)
* consistent with CONSULT recommendations and is identified accurately (C)
* evaluated appropriately (D)

Result is
* described in sufficient detail to evaluate (E)

POOR

Recommendations: INT____ SC____ MOT 76% FL 20% LE____ SS____ G____ C____

interests, self-concept enhancement, motivation, functional language, language experience, study skills, games, comprehension

Strategy Recommendations Represented			Evaluation (+ / −) of Results of Strategy	
Date (A)	Description of Strategy (B)	(C)	(D)	Description of Results (E)
4' 7/12	Student chooses story from new reading book to read silently			student was able to locate any story in book to read

Strategies are not
* described in enough detail to replicate (B)
* identified (C)
* evaluated (D)

Results are
* insufficiently described (E)

BEST COPY AVAILABLE

Recommendations - Learner

* Pre-first grade classroom -- It was apparent as the year progressed that several children in the first grade classrooms simply needed more time to mature, therefore we recommend inclusion of a pre-first grade room between kindergarten and first grade. The outcomes of Newman's longitudinal research amply demonstrate the wisdom of providing successful experiences for children who might otherwise be labelled failure-prone in their first grade experience. To fail in first grade takes a terrible toll on a child's self-esteem. To succeed at each step in this early reading experience, by contrast, builds a strong foundation for further school experience.

* Minority children -- Once again, results from the Cincinnati 1993-94 project demonstrate that racial background and family structure, i.e., single parents, need not predestine failure in school. Far and away the majority of these inner-city children responded positively to instruction geared specifically to their needs and interests when presented through strategies specifically focussed on their learner characteristics. Even so, continued observation should be pursued as to the effect of CONSULT-I® recommendations for minority children, especially where Caucasian children are part of the sample. In this current project, no Caucasian children were included.

Recommendations - Teacher

* Preplanning -- If it were possible to have teachers meet in August and examine the CONSULT-I® recommendations from the preceding year with the prior year's teachers, it should be possible to build in more continuity to the program.

* Teacher mentors -- Again, we recommend the possibility of teacher mentors when new teachers are brought into the program. These "buddies" could support a sense of colleagueship and teamwork for new as well as experienced teachers beginning the CONSULT-I® program.

* Regular meetings -- Provide regular meeting times -- monthly would be useful, bimonthly would be adequate -- for teachers to share their applications of the CONSULT-I® strategies. One of the substantive outcomes of these previous projects has been the positive effects teachers had when sharing their applications of CONSULT-I®. We seldom had enough time in the inservice meetings to allow all teachers to describe what had happened with their children. Meeting together

periodically to focus on common goals and share the fruitage of their efforts could be immensely reinforcing.

* Videotaping -- Short videotapes of learner triumphs should certainly be included if at all possible.

Recommendations - Parents

* Communication -- Parents proved to be supportive and enthusiastic when they found that their children were participating in a special program. It might be well to write to them early in the school year providing a basic description of the program including the strategy booklet. Then, as soon as the strategy recommendations are available, give these to them, and enlist their involvement in the program. Regular communication as the year progresses with specific results of their children's progress could then enlist their support as meaningful partners.

Recommendations - CONSULT-I® Staff

* Written responses -- The director was unable to attend the second inservice meeting due to illness. However, in order to respond to teacher input meaningfully, she provided detailed analyses of Anecdotal Records and Affect, Attitude, and Success matrices turned in at the second inservice. These detailed appraisals proved to be extremely beneficial to the participating teachers. This process of specific appraisal and written response should be continued beginning with the first collection of records.

Conclusions

Conclusions - Learner

* Learner interests and self-esteem have continued to grow under the application of CONSULT-I® recommendations. We can certainly conclude that these recommendations are on target and are valid. Children's interests within the appropriate strategies continue to be a powerful means of influencing learner affect and attitude, and produce learner success.

Conclusions - Teacher

* The CONSULT-I® strategy recommendations have opened new and specific doors for teachers. They have recognized that the recommendations are useful for their whole class, as well as dynamite for specific children. They have expressed continuing appreciation for their growth in understanding of how to effect meaningful, positive and productive interactions with children.

* We have also concluded that the CONSULT-I® recommendations are as valid for the high risk children included in Reading Recovery, ESEA, or Chapter One as they are for children not included in these programs. In fact, the CONSULT-I® recommendations are likely to be most appropriate for these high risk children as the recommendations are drawn from a data base of similar children. The CONSULT-I® recommendations encourage and free a teacher to combine good judgment and creative initiative with a focused, databased, individualized recommendation rather than setting up specific time and strategy constraints. However, since most teachers are conscientious and anxious to follow instructions they may feel split in their program loyalties unless reassured as to the possible compatibility of the programs. For example, if making individual books or other interest-related projects take off teacher should be encouraged, not constrained by time of strategy limits, to follow development of the project to its logical and successful conclusion.

Conclusions - Parents

* We may conclude that parents, being generally enthusiastic and supportive, are willing allies for a program that shows specific progress for their children.

Conclusions - CONSULT-I® Staff

* Appropriate supervision is conventionally the stumbling block in effecting pre-service as well as inservice change in teacher behaviors. Although we were generally gratified in the willingness of the participating teachers to follow the strategy recommendations, we were also keenly aware of the importance of regular input from the CONSULT-I® staff. Distance and budget prohibited more than four visits per year.

However, continued growth on the part of the teachers will come as we are able to provide enough specific feedback in each step of the proceedings to guarantee that individual teachers know exactly what they're supposed to do.

References

Bruce, D. A. (1992). *Urban demonstration project results for the 1991-92 school year: Evaluation report.* Cincinnati, OH: Research and Development Section, Department of Quality Improvement, Cincinnati Public School.

Newman, A. P. (1978). *Twenty lives: A longitudinal study of the effects of 5 variables on the lives of 20 students who were low readiness in first grade (1964-1976).* Bloomington, IN: Indiana University.

Newman, A. P. (1980). *Twenty lives revisited: A longitudinal study of the impact of literacy on the occupations and schooling of students who were low reading readiness in first grade (1964-1976) - with special attention to model, motivation, interest, perseverance, and pressure.* Bloomington, IN: Indiana University.

Newman, A. P. (1985). *Twenty lives nineteen years later: A longitudinal study (1964-1983) of the impact of literacy on the occupations, schooling, and educational growth of young adults who were low reading readiness in first grade with special attention given to model, motivation, interest, perseverance, and pressure as aspects of background and mental environment.* Bloomington, IN: Indiana University.

Newman, A. P. & Metz, E. M. (1989). *A field study in the application of CONSULT-I® to the problem of inconsistency in diagnosis and treatment of reading difficulties, final report, Proffitt grant study.* Bloomington, IN: Indiana University School of Education.

Newman, A. P. & Metz, E. M. (1988). *Individualizing language strategies using CONSULT-I®.* Bloomington, IN: Indiana University Reading Practicum Center.

Newman, A. P., Metz, E. M., & Patrick, E. (1992). *CONSULT-I® reading Ohio project: Final report.* Bloomington, IN: Indiana University Reading Practicum Center.

Newman, A. P., Metz, E. M., & Patrick, E. (1993). *CONSULT-I® reading Ohio project: Final report.* Bloomington, IN: Indiana University Reading Practicum Center.

Ward, C. (1993). "Test score down again." In *Rochford Register Star.* Rochford, IL: Gannett.

Appendices

A. Taxonomy 29

B. Proffitt Study results 35

C. Ohio Project results 43

D. Cincinnati 1993 results 67

E. Inservice agendas 93

F. Informal interest inventories 97

G. Tulips 99

H. List of items provided for teachers 103

I. Discovery garden 105

J. Teacher responses to program questionnaire 109

CONSULT-I (R) READING

TAXONOMY

To complete a learner profile, choose the one value (answer) for each feature (question) that most accurately describes the learner. If more than one value applies to the learner, choose the one that has the greatest impact on the learner in relation to language learning. If there is insufficient evidence available to make a choice, choose "not able to judge." If none of the values apply, choose "no evidence."

1. WHAT **PLACE** DOES THE LEARNER HOLD IN **RELATION TO SIBLINGS**?

   1 oldest child
   2 middle child
   3 youngest child
   4 only child
   5 twin or multiple
   8 not able to judge
   9 no evidence

2. WHAT **LEVEL OF EDUCATION** HAS THE **MOTHER** OF THE LEARNER COMPLETED?

   1 eighth grade or less
   2 ninth through less than twelfth
   3 high school diploma or GED
   4 some college, vocational, or specialist training
   5 college degree
   6 currently attending school
   8 not able to judge
   9 no evidence

3. WHAT **LEVEL OF EDUCATION** HAS THE **FATHER** OF THE LEARNER COMPLETED?

   1 eighth grade or less
   2 ninth through less than twelfth
   3 high school diploma or GED
   4 some college, vocational, or specialist training
   5 college degree
   6 currently attending school
   8 not able to judge
   9 no evidence

4. WHAT TYPE OF **OCCUPATION** DOES THE **FATHER** OF THE LEARNER HAVE?

1 unskilled
2 skilled
3 highly skilled
4 management
5 professional
6 househusband
7 student
8 not able to judge
9 no evidence

5. WHICH OF THE FOLLOWING **CULTURAL QUALITIES** OF THE LEARNER'S **FATHER** HAS THE GREATEST IMPACT ON THE LEARNER?

1 education / positive
2 education / negative
3 occupation / positive
4 occupation / negative
5 cannot read / negative
6 reads to child / positive
7 reading model / positive
8 not able to judge
9 no evidence

6. WHICH OF THE FOLLOWING **CULTURAL QUALITIES** OF THE LEARNER'S **MOTHER** HAS THE GREATEST IMPACT ON THE LEARNER?

1 education / positive
2 education / negative
3 occupation / positive
4 occupation / negative
5 cannot read / negative
6 reads to child / positive
7 reading model / positive
8 not able to judge
9 no evidence

7. WHICH OF THE FOLLOWING **INTERACTIONS** BETWEEN THE **LEARNER** AND **THE FATHER** HAS THE GREATEST IMPACT ON THE LEARNER?

1 working together / positive
2 playing together / positive
3 cultural, educational, organizational activities / positive
4 cultural, educational, organizational activities / negative
8 not able to judge
9 no evidence

8. WHICH OF THE FOLLOWING **INTERACTIONS BETWEEN THE LEARNER AND THE MOTHER** HAS THE GREATEST IMPACT ON THE LEARNER?

1 working together / positive
2 playing together / positive
3 cultural, educational, organizational activities / positive
4 cultural, educational, organizational activities / negative
8 not able to judge
9 no evidence

9. HOW **OLD** IS THE LEARNER?

1 5 - 6
2 7 - 8
3 9 - 10
4 11 - 12
5 13 - 14
6 15 - 16
7 17 - 18
8 not able to judge
9 no evidence

10. DID THE LEARNER'S **PARENT(S) READ TO THE LEARNER BEFORE** HE/SHE **ENTERED SCHOOL?**

1 yes, parent(s) read to child regularly
2 no, parent(s) did not read to child regularly
8 not able to judge
9 no evidence

11. WHAT ARE THE LEARNER'S **READING HABITS?**

1 does not read
2 reads only for survival (street signs, labels, etc)
3 reads only what is required (for survival and school)
4 reads only school related materials
5 reads only what interests him/her
6 reads regularly
8 not able to judge
9 no evidence

12. WHAT IS LEARNER'S **FAVORITE SCHOOL SUBJECT?**

1 English
2 social studies
3 math
4 reading
5 health and physical education
6 home economics or shop
7 music / art
8 science
9 no evidence

13. WHEN **LISTENING**, AT WHAT **LEVEL** IS THE LEARNER'S ABILITY TO **COMPREHEND**?

1 above grade level
2 at grade level
3 below grade level
8 not able to judge
9 no evidence

14. WHEN **READING**, IS THE LEARNER'S ABILITY TO **COMPREHEND** A STRENGTH?

1 yes, a strength
2 no, average or weakness
8 not able to judge
9 no evidence

15. IS THE LEARNER **CREATIVE**?

1 yes, a strength or average
2 no, a weakness
8 not able to judge
9 no evidence

16. IS THE LEARNER **CURIOUS**?

1 yes, a strength
2 no, average or a weakness
8 not able to judge
9 no evidence

17. DO ANY OF THE FOLLOWING **CULTURAL PRESSURES** HAVE A **NEGATIVE** IMPACT ON THE LEARNER?

1 father / alcoholism / negative
2 father / language or dialect / negative
3 mother / language or dialect / negative
4 parents / divorced / negative
8 not able to judge
9 no evidence

18. WHICH OF THE FOLLOWING **PERSONALITY TRAITS** DOES THE LEARNER HAVE?

1 reasonable self-concept
2 shy
3 lacking self-confidence
4 show-off, cocky, constantly seeks attention
5 uncooperative and self-willed
8 not able to judge
9 no evidence

19. WHICH OF THE FOLLOWING VALUES **SELF MOTIVATES** THE LEARNER?

1 interests
2 willingness to accept responsibility
3 wants to please (love)
4 success
5 competition
6 need for independence
7 religion
8 wants to learn
9 no evidence

20. WHICH OF THE FOLLOWING VALUES PUTS THE GREATEST **PRESSURE** ON THE LEARNER?

1 parental expectations / positive
2 parental expectations / negative
3 teacher expectations / positive
4 teacher expectations / negative
5 peer pressure / positive
6 peer pressure / negative
7 home situation / negative
8 self-image (handicaps, retention, etc) / negative
9 no evidence

21. TO BE COMPLETED AT END OF SCHOOL YEAR

22. TO BE COMPLETED AT END OF SCHOOL YEAR

23. TO BE COMPLETED AT END OF SCHOOL YEAR

24. WHAT IS THE **ETHNIC BACKGROUND** OF LEARNER?

1 Afro-American
2 American Indian
3 Asian
4 Caucasian
5 Hispanic
6 other
8 not able to judge
9 no evidence

25. WHAT TYPE OF **FAMILY STRUCTURE** BEST DESCRIBES LEARNER'S HOME SITUATION?

1 single parent
2 traditional
3 foster parent(s)
4 living with other family members
5 living with friends
6 other
8 not able to judge
9 no evidence

Proffitt Study Results (1988-89)

Results. The teacher evaluations of the program are shown in Table 1. Totals of the top three rankings yielded the following results:

*100% agreed that the introduction to the program was easily understood.

*100% agreed that the taxonomy was easily understood.

*88% agreed that the profile sheet was easily understood.

*88% agreed that the collection of learner data was efficient.

*100% agreed that the recommendations for individual learners seemed appropriate.

*100% agreed that the strategy booklet's explanations and examples were easily understood.

*89% agreed that the strategy booklet was useful for program development.

*83% agreed that it was easy to implement the recommendations.

*93% agreed that the recommendations were practical for classroom use.

*79% agreed that the support/monitoring by RPC staff was helpful.

The areas which included negative responses were:

*12% disagreed that the profile sheet was easily understood.

*12% disagreed that the collection of learner data was efficient.

*11% disagreed that the strategy booklet was useful for program development.

*17% disagreed that it was easy to implement the recommendations.

*7% disagreed that the recommendations were practical for classroom use.

*21% disagreed that the support/monitoring by RPC staff was helpful.

Comments pertaining to the best part and the weakest part of the CONSULT-I (R) program are shown in Table 2. According

to the responding teachers, the strategy booklet with its easy to use, practical ideas was the best part of the program. Other items mentioned included being forced to focus on the individual learner, the recommendations, the support for the classroom teacher, the variety and flexibility, and the individualized approach. As one teacher characterized her experience, the best part of CONSULT-I (R) is "making me look closely at these 5 students! We developed more of a relationship from filling out forms 'together.' I solicited answers from parents on some questions - involving them , too! I'll definitely use (an) interest inventory in the future. My students succeeded because of improved self-concept which I could encourage from the support of your program. I am noticing reading grew the most! I wonder if writing will come as they enjoy reading to a greater extent?"

The weakest parts of the program as seen by the teachers were the collection of data for the taxonomy and implementing the strategies in the classroom.

The learner evaluations (see Tables 3 and 4) concerned with changes in affect showed that:

*73% now enjoy reading more

*79% now choose to read more

*48% now enjoy writing more

*41% now choose to write more.

Changes in attitude (see Tables 3 and 4) according to the evaluations showed

*57% have a better attitude toward learning now

*53% have a better self image.

High success as evidenced by significant progress in the classroom was demonstrated by 31% of the learners. Fifty-eight percent of the learners showed medium success (progress in the classroom) while 11% made little or no progress (low success).

Summary

The results of the study, as reflected in the program evaluations, show a positive reaction to most of the CONSULT-I (R) program. The focus on individualization and the strategies suggested in the booklet, Individualizing Language Strategies Using CONSULT-I (R), were judged by the users to be very helpful. The negative responses show a need for more written guidance in several aspects of the program: taxonomy, profile sheet, and group implementation.

Learner evaluation reflected changes in affect in reading in a large number of learners and in writing in a moderate number of learners. The difference between the results in reading and those in writing show the need for more emplasis on writing strategies. There were also a moderate number of learners who changed in attitude toward learning and in self-image. The smaller number of learners with change in attitude complements the previous observations of the RPC staff that affect usually changes before attitude.

Discussion

The results of this study suggest that data based diagnostic and treatment recommendations do work, and that through the use of the CONSULT-I (R) program we are now able to provide an answer to the inconsistency of treatment predictions for classroom teachers and reading specialists. Feedback on positive aspects of the program was provided as well as identification of areas where further clarification is needed.

Recommendations

Given the findings, we recommend the following:

1. Continue trials of CONSULT-I (R) with graduate and undergraduate classes. Prepare teachers for the possibility of implementing recommendations for individual learners.

2. Offer CONSULT-I (R) to area schools on a fee basis.

3. Provide more complete written instructions including

*a taxonomy guide for responding to taxonomy choices

*written directions for completing the profile sheet

*suggestions in the strategy booklet for implementing recommendations for group instruction.

Table 1. Teacher Evaluation of Program - Likert Scale Responses

	Strongly Agree 1	2	3	4	Strongly Disagree 5
1. The introduction to CONSULT-I (R) was easily understood.	44%	50%	6%		
2. The taxonomy was easily understood.	33%	55%	12%		
3. The profile sheet was easily understood.	35%	35%	18%	12%	
4. The method of collection of learner data was efficient.	28%	33%	27%	6%	6%
5. The recommendations for individual learners seemed appropriate.	39%	55%	6%		
6. The strategy booklet's explanations and examples were easily understood.	66%	28%	6%		
7. The strategy booklet was useful for program development.	55%	28%	6%	11%	
8. It was easy to implement the recommendations.	44%	39%		17%	
9. The recommendations were practical for classroom use.	53%	27%	13%	7%	
10. The support/monitoring by RPC staff was helpful.	29%	21%	29%	14%	7%

Table 2. Teacher Evaluation of Program - Anecdotal Responses

Best Part

Strategy booklet

Strategy book - wealth of practical, innovative ideas for enhancing curriculum

Provided many easy to use ideas, very practical

Ideas for what to do with student to increase interest in reading

Practical and useful projects to encourage reading and writing

Easy to use, efficient, material targeted well

Pinpointing of specific problem(s) and focusing on problem area to build with specific tactics

Rewarding to know on the right track, forced to evaluate all aspects of learner's environment, understood needs and motivations

Recommendations

Provides more support for classroom teacher

Variety and flexibility

Individualized approach, addressing affect as precursor to reading activities

Weakest Part

Difficult to collect data for taxonomy

Collecting learner data

Some of the items on taxonomy list were confusing

Completing profile sheet

Implementation in classroom environment

Chapter One limitations

Difficulty in implementing program in classroom without training

Most of the methods for improvement were techniques already employed in classroom

Table 3. Learner Placement Pre and Post On Affect and Attitude*

	Low	Medium	High
Enjoys reading	xxxxxoooo xxxxx xxxxx xxxxx xxxxx xxxxx xx	xxxxxooooo xxxxxooooo xxxxxooooo xxxxxooooo xooooo oooo	xxoooooo ooooo ooooo ooooo oo
Chooses to read	xxxxxoooo xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx	xxxxxooooo xxxxxooooo xxxxxooooo xxooooo ooooo oooo	xooooo ooooo ooooo ooooo
Enjoys writing	xxxxxooooo xxxxxooooo xxxxxoooo xxxxx xxxxx xxxxx xxxxx xxx	xxxxxooooo xxxxxooooo xxxxooooo ooooo ooooo ooooo o	ooooo oo
Chooses to write	xxxxxooooo xxxxxooooo xxxxxooooo xxxxxooooo xxxxxo xxxxx xxxxx xxxxx x	xxxxxooooo xxxxxooooo xooooo ooooo ooooo	ooooo o
Attitude to learning	xxxxxooooo xxxxxo xxxxx xxxxx xxxxx xxx	xxxxxooooo xxxxxooooo xxxxxooooo xxxxxooooo xxxooooo ooooo ooo	xxxxooooo ooooo ooooo o
Self-image	xxxxxooooo xxxxxoo xxxxx xxxxx xxxxx x	xxxxxooooo xxxxxooooo xxxxxooooo xxxxxooooo xxxooooo ooooo	xxxooooo ooooo ooooo

x = Pre, o = Post

*Not all teachers responded to all items.

Table 4. Changes in Affect and Attitude Over the Course of the Field Study (1) (Pre - Post).

	L - L	L - M	L - H	M - L	M - M	M - H	H - H
Enjoys reading	4	20	8		9	12	2
Chooses to read	4	23	8		6	11	1
Enjoys writing	14	18	6		13	1	
Chooses to write	21	15	4		9	2	
Attitude - learning	5	20	4	1	13	8	5
Self-image	5	16	5	2	15	7	3

L = Low
M = Medium
H = High

(1) Four to seven months depending on time of entry into study

Ohio Project (1991-92) Results

Findings

To make a decision about a project such as the CONSULT-I (R) Reading Ohio Project, it is necessary to look at both process and product (Farr & Carey, p. 3) -- to look at how well the program functioned as well as what it produced, i.e., the success of the learners. Therefore, both program and learners were assessed. The following presents the findings of that assessment.

Program. The program assessment questionnaire which was completed by the teachers in May 1992 produced the following comments about the first workshop (September 20, 1991). Most of the teachers (83%) suggested that the workshop should be held in August rather than mid-September in order to give more time for planning. They also suggested that the goals of the program needed to be clearer and more time spent on the various forms (anecdotal records, matrices, and learner profiles). Some of them (2) also desired more time spent explaining the strategies. (Questions 1 & 2)

Comments received about changes in the taxonomy reflected a misunderstanding by several teachers of the processes of building the taxonomy and using it to obtain learner profiles. Suggestions included simplifying the taxonomy so the child could answer it. [Note: The taxonomy is not designed for use by the learner. CONSULT-I (R) is an expert system and therefore the taxonomy was designed to be answered by the teacher, a parent, or other knowledgeable adult.] One teacher did suggest that the child's last year's teacher could help complete the profile. Another felt that direct parent input would be helpful.

Another suggestion was to include more questions about families. [Note: Many such questions were included in earlier versions of the taxonomy, but later deleted because they did not prove significant in discriminating between high and low success learners.] There was also concern expressed about including more questions about non-traditional family structures [Note: Feature 25 is concerned with family structure. See Appendix C.]. One teacher did suggest that the child's last year's teacher could help complete the profile. Another felt that direct parent input would be helpful. Several teachers (9) thought the taxonomy was fine as it stood. (Question 3)

A large percentage (92%) of the teachers felt the project made them more aware of the learner's needs and interests. Two teachers noted they were aware of interests and needs early in the year. They commented that they were more focussed both in their teaching (96%) and on specific needs and interests. Two teachers stated that they had had to vary their approach to reading. (Questions 4 & 6)

Most of the teachers (71%) felt that the recommendations were appropriate for their learners. The other 29% felt they were somewhat appropriate. One teacher wrote, "After trying different techniques, I could tell that the recommendations were appropriate." Another stated, "I applied the recommended strategies and got positive results."

There was also some misunderstanding of the recommendations reflected in the comments by a few of the teachers. For example, one teacher commented, "It provided the resources, curriculum necessary to strengthen learner needs, weaknesses." [Note: The recommendations are meant to give the teacher guidance in finding the most efficient and effective way to success for a learner. They do not necessarily describe or pinpoint learner weakness or need. For example, a learner may need better self esteem, but the recommendation may not necessarily be self-concept enhancement but might be any of the other seven possibilities.] (Question 5)

There was a great variation in the amount of time spent by the teachers on CONSULT-I (R) recommendations. The range of time per week was from 5 minutes per learner to 12 hours. Several teachers found it difficult to assess the amount of time as the recommendations were incorporated into the regular classroom program and used with the entire class. (Question 7)

Many different responses were elicited by the question. "What have you done differently....?" These included:

*children making individual books
*children interacting with each other more
*teacher focussing on self esteem issues
*teacher focussing on specific learners
*children making games
*children more involved in learning
*teacher listened more to answers of children
*children got library cards
*teacher implemented strategies sooner and more consistently
*teacher worked with small group

(Question 8)

A majority (58%) of the teachers found it easy to implement the recommendations. Some (39%) found it somewhat difficult. Time appeared to be the greatest concern. Some teachers asked if they might implement the recommended strategies with the entire class. (Question 9)

Responses by teachers on a Likert Scale of 1 to 5 (1 - agree, 5 - disagree), as reflected in Table XX, show that 66% of the teachers felt the CONSULT-I (R) recommendations

are practical for classroom use. Twenty-one percent of the teachers seemed to be neutral while 13% disagreed somewhat. (Question 10)

Using the same scale, 71% of the teachers thought the support of the RPC staff was helpful and 62% found the site visits/inservices helpful. One fourth of the teachers appeared neutral about RPC staff support and 1 teacher disagreed somewhat. Approximately one fifth (21%) of the teachers seemed neutral about the site visits/inservices and 17% did not find them helpful. (Questions 11 & 12)

The majority of the teachers found the strategy booklet useful (80%), the explanations easy to understand (79%), and the examples easy to implement (75%). Twelve percent apparently did not think the strategy booklet was useful, eight percent seemed to find the explanations somewhat difficult, and four percent thought the examples were somewhat difficult to implement. (Questions 13, 14, & 15)

There was a wide range of responses to the statement "The best part of the CONSULT-I (R) Reading Project is ...." These included:

*individualized
*extra attention received by children
*the strategies
*seeing the success of the learner
*seeing my students' self-esteem grow
*meeting and sharing with colleagues
*exchanging ideas
*working closely with a small group
*being able to use more than one strategy.

(Question 16)

When questioned about the weakest part of the project. The teachers noted:

*time needed for strategies
*time involved in record keeping
*more time needed to understand process
*vocabulary (terminology)
*need to start earlier in year
*clarification needed on program goals
*taxonomy

(Question 17)

-- responses which will be useful in the next project implementation.

When asked what they had learned from their experience with the project, the teachers' answers fell for the most part into three categories: new techniques, focus, and awareness of individual learners. Within the new techniques

category, teachers made comments such as:

*I got several different ideas for creative reading teaching
*I have learned many techniques
*It sharpened my tactics for teaching reading.

The focus category included comments on instruction such as:

*I learned to focus more on self-esteem issues
*To focus on certain areas
*How to better focus instruction.

Most of the teachers, responses came in the third category, awareness:

*More aware of looking at each student
*More conscious of individual reactions
*More awareness of what the children...needed.

Other statements outside of these categories included:

*How to involve reluctant pupils
*Practice with anecdotal records
*There are many things that influence a child's ability to read.

(Question 19)

The last section of the program assessment questionnaire asked teachers to respond to the individual goals they had set at the workshop on September 20. Most of the goals concerned learning new techniques while a few teachers were interested in raising the level of their learners in academics and confidence. Two teachers were looking for new materials while one teacher wanted to help her students "enjoy picking up a book to read for sheer pleasure." Representative responses to these goals include the following statements:

*Pupils chose books that interested them. Pupils voluntarily read more, made wiser choices when selecting books.
*They were more willing to try. They felt a part of the group for they were making contributions.
*I do more things in reading that are interesting to the children. In many cases my children understood more when they were interested in a topic.
*I have learned to vary my approach to reading. By mixing strategies it keeps my teaching fresh and the children like doing "different" things in reading. Also weak areas in a student can be strengthened by using multiple strategies.
*Teaching reading has definitely been harder as far as

time is concerned. It takes more time to prepare but the results seem to show improvement when a child is motivated.

*First we have to break through the barriers of environment and family strife. CONSULT-I (R) Reading helped me do this. They directed me to such things as interest, games, language experience, functional language, motivation, and self-concept. Once you have broken the barriers, you can now slowly teach in a more efficient way.

*The learners came to know success and how to attain it. There is a joy in knowing and seeing the changes that you can bring to the lives of your students.

*I tried each day to have my students experience success.

*I have read daily - sometimes twice daily to my students. At first, even though they were interested, their attention span was extremely short. They will now sit listening for 20 minutes and want more. We practice SSR (silent sustained reading) and have had the same positive change.

Learner. Progress made by the learners in the CONSULT-I (R) Reading program is measured by changes in affect, attitude, and overall success, changes which the Reading Practicum Center instructors and students have observed usually precede major changes in the academic progress of troubled readers. Samples of the criteria used for rating these changes are shown in Tables 1 (affect), 2 (attitude), and 3 (success). The changes, categorized into three groups--high, medium, and low,--are now verified through The OA.

TABLE 1
Criteria and Examples for Changes in Affect

High*	Very positive feelings at end of program, many times demonstrated by complete reversal
	Ex: September - quiet, shy
	May - has come out of shell, enjoys participating
	Ex: September - strong willed, moody
	May - very happy, high self-esteem, more cooperative
	Ex: September - quiet, hesitant, fidgety
	May - confident in her abilities, loves to hear stories
Medium	More positive feelings at end of program, still room to grow
	Ex: September - little emotion
	May - more pride in work
	Ex: September - very quiet, not eager
	May - more relaxed, enjoys class
	Ex: September - immature, seeks approval
	May - eager to share, wavering self-esteem
Low	Feelings have changed little or not at all, usually negative
	Ex: September - unhappy, quarrelsome
	May - still down on self, immature
	Ex: September - bored, little interest
	May - becomes bored
	Ex: September - introverted
	May - shy, hesitant, makes up stories

*The learners who began and ended the program with high affect were rated high.

The examples in Tables 1 and 2 were extracted from statements made by the learner's teacher on the Affect, Attitude, Success Matrix at the beginning (September), middle (end of January), and end of the program (May). The teachers had been instructed in the use of the matrix at the workshop in September with further instruction given during the November inservices. The ratings of high, medium, and low affect and attitude changes were made in May by the RPC staff after receiving the final matrix entry from the teachers.

TABLE 2
Criteria and Examples for Changes in Attitude

High*	Very positive outlook at end of program, often demonstrated by complete reversal
	Ex: September - generally negative
	May - very positive, knows he can be successful
	Ex: September - never volunteers, "shrinks" in her seat
	May - positive, proud of herself and her work
	Ex: September - attempts to do work
	May - goal is to make the honor roll
Medium	More positive outlook at end of program, still room to grow
	Ex: September - not motivated, "do we have to?"
	May - motivated more, takes more of a part in activities
	Ex: September - avoids reading
	May - tries harder, fears failure less
	Ex: September - does not read on his own
	May - more positive reading attitude
Low	Attitude has changed little or not at all, usually negative
	Ex: September - goes with the flow
	May - "I don't care"
	Ex: September - generally negative unless interested
	May - mixed
	Ex: September - does not participate
	May - seems to have lost all interest in school

*The learners who began and ended the program with high attitude were rated high.

TABLE 3
Criteria for Success

High The learner who has shown high success will have made significant progress in his/her academic achievement. For example, he/she will now be reading on a higher level than in September and/or have a higher grade in reading on the report card.

Medium The learner will have made progress in the classroom but it will not necessarily be reflected in a higher reading level or grades. It will be based on teacher observation and may include positive changes in affect and attitude.

Low The learner will have made little or no progress in the classroom.

Since the rating for success includes not only the entries on the Affect, Attitude, Success Matrix (Tables 1 and 2) but year long observation as well, it was deemed more appropriate to ask the teachers to rate overall success. They were given the criteria for success checksheets at the last inservice. The teachers were asked to rate their learners and enter the ranking on the learner assessment

questionnaire which was returned to the RPC in May.

Changes in affect and attitude, and overall success in the Ohio project are shown in Table 4. Fifty percent of the learners showed a great or high change in affect and 35% a medium change making a total of 85% with a positive change. Little or no change (low) was shown by 15% of the learners. High changes in attitude were shown by 38% and medium changes by 46% for a total of 84% showing positive changes. Sixteen percent showed little or no change. Twenty-nine percent achieved high overall success, 55% medium, and 16% made little or no progress.

TABLE 4
Affect, Attitude, Success

	High	Medium	Low
Affect	55 (50%)	39 (35%)	17 (15%)
Attitude	42 (38%)	51 (46%)	18 (16%)
Success	32 (29%)	61 (55%)	18 (16%)

Further analysis by CLS showed that a positive change in both attitude and affect led to over 95% probability of high or medium success. If, on the other hand, there was little or no change in attitude and affect, then there was only about a 50% chance of high or medium success.

One question on the Learner Assessment Questionnaire which the teachers completed at the end of the project asked if the teachers felt the CONSULT-I (R) Reading program had made a difference to that learner. They were then asked to describe the difference. For 83 (75%) of the 111 learners in the program at the end of the year the teachers felt the program had made a difference. Representative comments made are as follows:

*He was excited about reading and I feel these activities motivated him
*She has more confidence, often volunteering to read aloud or answer questions
*He is able to find books of interest in the library with little guidance. His sense of curiosity has also expanded
*I believe that the extra attention made her feel "special" and helped motivate her

*Without the use of this program, this student's skill level would be lower than it is now.
*This learner is much more cooperative and more motivated in reading.

For the other 28 (25%) learners the teachers felt that the program had either made no difference or they were not sure if it had made a difference. Reasons for this included poor attendance, family problems, learning disabilities, or the teachers had always included these activities in their curriculum.

Standardized test scores were also analyzed for those learners whose pre and post scores were available. Although standardized test scores often become an accepted "final" measure of learner progress, it should be noted, as the results of standardized testing for the Ohio progect are reviewed, that the results of three different tests are presented across the five school districts: CAT, MAT, and CTBS. The data in some schools are incomplete due to family moves, absences, or to children entering late to replace children who dropped out.

The Normal Curve Equivalent Scale (NCE) was used to represent learner scores on the standardized tests. It is the scale used by Ohio districts and we were requested to use it by a district evaluator. Although the NCE (normal curve equivalent) scale is required for federally funded programs such as Chapter I and was thereby adopted for Ohio's Disadvantaged Pupil Program Fund, it is important to note that some researchers consider its use dubious:

> (it) is an ill-conceived normalized scale used in the evaluation of certain federally funded programs. The NCE scale has mean of 50 and standard deviation of 21; the NCE usit is 1/98 of the distance between the 1st and 99th percentiles, expressed in z-score units. (Glass and Hopkins, 1984, p. 67, footnote c)

The following tables show the average pre and post test scores of the learners overall and by school (Table 5) and by grade level (Table 6).

TABLE 5
Average Pre and Post Test Scores Overall and By School

School	N	Vocabulary		Comprehension		Total Reading	
		Pre	Post	Pre	Post	Pre	Post
1	23	34.5	40.2	29.9	40.0	32.5	39.5
2	24	32.6	35.8	42.1	34.4	34.0	32.0
3	15	53.1	38.1	47.2	36.1	50.0	36.7
4	20	41.8	46.7	41.9	42.1	40.6	42.0
5	18	37.7	38.0	38.7	39.1	35.8	36.4
All	100	38.9	39.8	39.4	38.3	37.7	37.2

TABLE 6
Average Pre and Post Test Scores By Grade Level

Grade	N	Vocabulary		Comprehension		Total Reading	
		Pre	Post	Pre	Post	Pre	Post
1	30	32.3	36.8	39.5	34.9	31.8	32.4
2	31	36.0	39.9	33.5	39.7	34.5	37.8
3	15	40.2	42.7	38.7	42.9	38.5	42.1
4	16	52.0	37.4	48.4	40.2	50.2	38.5
5	8	46.0	49.5	45.5	33.1	45.5	41.4

Overall results of the standardized test scores do not show significant change in most categories. In some of the categories the average was skewed by a high pre test score for an individual (for example, 90) which on the post test fell to a considerably lower score (34). In many instances individual scores were found to swing greatly in both positive and negative directions. One must question the circumstances surrounding such changes and the reliability of these scores.

But the individualized outcome analysis facility of The OA or CLS can investigate these individual swings in relationship to the individual pupil. We found that CLS trained with Ohio records is able to predict for an individual pupil a positive or negative change in standardized test scores with an accuracy of 84%. Further examples of results from such individualized outcome analysis are as follows:

The probability of a positive change in standardized test score is:

8% higher if the pupil has strengths in comprehension 'AND' creativity.

17% higher if the pupil has strengths in comprehension 'AND' creativity 'AND' curiosity.

33% higher if the pupil has strengths in comprehension 'AND' creativity 'AND' curiosity 'AND' listening level 'AND' self-concept 'AND' attitude.

Thus individualized outcome analysis using The OA or CLS was able to look at the individual pupil and glean insight not possible from an analysis of average change in standardized test scores.

We need not take a position as to the merit of standardized test scores for the individual pupil. Rather, standardized test scores can be viewed as but one of many indicators of pupil performance. Individualized Outcome Analysis (TM) using CLS or The OA with their capacity to accommodate such multiple measures is thus much more powerful than any single criterion such as standardized test scores.

CLS can predict an individualized outcome of standardized test scores. CONSULT-I suggests the most likely-to-succeed individualized reading strategy for the pupil. This capacity to predict both outcomes on standardized test scores and most effective strategy thus become a double-barreled approach to individualizing student instruction. This similar ability of CONSULT-I and CLS for prediction is not a coincidence, but a reflection of the power of the new method to individualize reading help to the pupil.

A conclusion is that standardized test scores can remain as part of the criteria for evaluating pupil achievement but only as part of the individualized outcome analysis of CONSULT.

In addition, given the recent pronouncement by the National Education Association regarding standardized tests,

> The National Education Association voted Wednesday to oppose statewide or national standardized testing, reversing earlier support.
>
> The 8,500 delegates to a meeting of the nation's largest teachers' union overwhelmingly adopted a resolution against "standardized testing that is mandated by a state or a national authority" and the "use of these tests to compare one school or district to another."

> Instead, NEA officials said other forms of testing academic achievements of students should be used, such as requiring students to collect schoolwork in various subjects in portfolios... (Henry, Tamara, NEA votes..., AP Wire Service as quoted in Indiana Daily Student, 7/9/92, p.3.)

caution should be exercised.

A majority of the CONSULT Project children showed positive gains in affect and attitude. Such gains harbinger future progress in academic pursuits. To place undue emphasis on the standardized test scores at this time may result in a short sighted evaluation of the true outcomes. Our assessment suggests the need, rather, to continue the individualized instruction these children have received in order to assure their continued progress.

Data analysis. Preliminary results in November of the Leave-One-Out test showed the test record's category (strategy recommendation) agreeing with the impartial decision as follows:

*top category	84% (experimental error 16%)
*top two categories	94% (experimental error 6%)
*top three categories	99% (experimental error 1%).

These results demonstrated that the Ohio database clustered well when trained by the Indiana database. At the end of the project, the test was run again including those learners who were added to the program before the end of January. The categories clustered with an accuracy of 95%.

The data analysis carried out by Dr. Patrick at the end of the project included the use of The OA using affect and attitude and revealed some important findings (see Table 7), especially in response to questions posed by legislators in January 1991 concerning ethnic background and family structure. Afro-American learners actually displayed a higher probability of success (.89) than Caucasians (.81) in the CONSULT-I (R) Reading program. Learners from both single parent households and traditional households have an equal probability of success (.88). The probability of success does fall off when the learner is living with other family members (.77) although the chance of success is still high.

It is interesting to note that the two cities in which the most resistant teachers participated had the lowest probabilities of success (Cleveland, .71, and Toledo, .78). The other three cities had extremely high rates of success (.91, Cincinnati and Columbus, and .92, Akron). Apparently, teacher affect and attitude does affect the outcome of the learners.

TABLE 7

Some Predictors of Success (High/Medium)

Feature	Value	Probability of Success
Grade level	1	.87
	2	.89
	3	.87
	4	.80
	5	.78
Ethnic background	Afro-American	.89
	Asian	1.00
	Caucasian	.81
	Hispanic	.75
Family structure	Single parent	.88
	Traditional	.88
	Living w/other family member	.77
City	Akron	.92
	Cincinnati	.91
	Cleveland	.71
	Columbus	.91
	Toledo	.78
Mother's education	Less than 8th	1.00
	9th through less than 12th	.90
	HS diploma or GED	.80
	Some college, vocational, etc	1.00
	College degree	1.00

Discussion

Program. The broad goal of CONSULT-I (R) Reading is to help teachers **focus** their instruction through the recommendations for individual learners so that the instruction is more **efficient** and **effective**, and that each learner has the greatest chance of **success**. This goal seems to have been met as evidenced by the findings presented in the previous section.

The majority of participating Ohio teachers seemed positive about the CONSULT-I (R) Reading Ohio Project. Not only did they feel that it made a difference to their learners, but they also reported that it made a difference in their total awareness of their learners and, for many of them, in their teaching.

Again and again teachers mentioned both at inservices

and on the program assessment questionnaire that the recommendations did help them focus their instruction. The focus was on both specific strategies and specific learners. Many of them commented that this was a different approach than they had used previously.

That instruction guided by the CONSULT-I (R) Reading recommendations is more efficient and effective is well shown in the testimony given by one first grade teacher both in the preface to this report and here.

> The proof for me ... was in the recommendations I received for Julius after the program was over. [Note: the teacher received recommendations after the program was over to validate her instructional decisions during the semester.] I have anquished over this child most of the year trying to reach him and love him and by March was finally able to begin making significant progress with him. We're on a roll now and we're making up for a lost 6 months in a short time.
>
> I believe the year would have been different if I'd had the specific strategies and the technology to "focus" my attention (sooner).

The program does save the teacher time in finding the strategy which brings success to the learner most efficiently and effectively. This saving, if recognized in light of current proposals to lengthen the school year, suggests that making better use of the time we already have may be an effective and efficient first step in achieving quality education for all.

Not all teachers found the program easy to use at first. Time seemed a difficult taskmaster for many of them until they realized that many of the suggestions were as appropriate for their whole class as for the CONSULT-I (R) children. They then found that incorporating the recommendations in their curriculum for their whole class made it possible. Two teachers did appear to have personality or teaching characteristics which made it difficult to implement the recommended strategies to carry out the program successfully. One, following a highly structured curriculum, seemed unwilling to make any changes. The other seemed overwhelmed by the situation and noted on the questionnaire,

> The program has potential but is not easily implemented when other factors are considered. These other factors are: wide variations in ability levels and the constant discipline wars that complicate practical implementation.
> Lack of parental support with low level kids is another problem.

This teacher was also extremely concerned with covering the prescribed curriculum.

Those teachers who found the program easy to implement appeared to be the ones who were willing to try many of the strategies or were open to suggestions and eager to make changes in their classroom. They seemed hungry for new ideas. One said at the last inservice, "We never have a chance to meet or discuss ideas for our teaching. I'd like to know what's going on 'out there.'"

As the year progressed some basic misunderstanding of the program surfaced (see Findings: Program). These included the misapprehension on the part of some teachers that it would be desirable to have the learner answer the taxonomy questions; the suggestion that more questions about the family should be included; and the perception that the recommendations were an identification of learner weakness (which they are not) rather than the pinpointing of a most-likely-to-succeed strategy, because such a strategy has been successful with learners in the CONSULT-I (R) Reading database having similar characteristics. Another misconception advanced in the assessments by two teachers was that the recommendations were related to learning styles or modalities.

These problems might be attributed to two circumstances connected with the first workshop: the date of the workshop, September 20; and the abundance of concepts needing to be absorbed in one day. The date of the workshop dictated by the timing of contract negotiations, several weeks after the beginning of school, made it necessary for teachers to plunge into the project immediately with the "how-to" becoming more important than the basic concepts. Holding the workshop in August, as recommended by most of the teachers, would help alleviate this problem.

CONSULT-I (R) Reading does introduce several concepts that might be unfamiliar to or not used by the teachers regularly:

*expert system
*taxonomy (including concepts contained within some of the questions)
*assessment of learner affect and attitude
*anecdotal records
*relation of the recommendation to the learner.

A one day workshop simply may not be enough to thoroughly present or absorb what is needed at the beginning of the program.

Some misconceptions were cleared up in the 3 subsequent inservices held at each school (November, January, and March/April). Others, unfortunately, were still present at the end of the project.

One interesting and unexpected bonus of the project was the interaction of the teachers during the workshop and inservices. As mentioned earlier the teachers seemed hungry for new ideas. They greatly appreciated the time to share and learn "what is going on out there." Several of them commented that the regular school day with all its requirements did not allow for such interaction.

The sharing during the inservice meetings apparently led to more sharing between the meetings. A 29 year teacher noted during a site visit that he had noticed some good things happening in the classroom next door. He had asked that teacher how he might involve his class in the same things. This was a new event for that veteran teacher.

There is one important item that is not directly reflected in the questionnaire. As the classrooms were visited throughout the year, growth was noted not only in the learners but also in their teachers. During a classroom visit in March, one teacher asked to speak with the observer. The teacher said,

> This program is weird. I didn't know the children that well when I completed their profiles in the Fall, but all of the recommendations are on target. I know I am an 'old-fashinoned' teacher. I want you to help me be more 'modern.'

Other instances of teacher growth and change were noted. Learning in classrooms seemed to be more joyful and loving, progress charts climbed across walls and up to ceilings, and learner products were more in evidence.

Learner. In his discussion of the affective domain of reading, Strickler states,

> The somewhat deplorable state of American's reading habits is undoubtedly the result of many factors operating within our society. Perhaps one of the most significant of these factors is the emphasis our schools have traditionally placed on teaching children how to read. And, while few people would deny the importance of teaching children how to read, children also need to learn why they should read;.... (p. 1).
>
> What is needed is a reallocation of the emphasis in teaching reading; a shifting of perspective so that we keep clearly in mind the reason why we teach people how to read: so that they will want to read (p. 2).
>
> The broad goal of CONSULT-I (R) Reading with respect to

the learner is to help him/her **enjoy** reading (change in affect), **want** to read (change in attitude), and, thus, become a **better reader** (success). Most of the learners who participated in the CONSULT-I (R) Reading Ohio Project have come to enjoy reading more (85%), have either developed or begun to develop a positive attitude toward reading (84%) and have become better readers (84%). (See Table 4.)

The staff at the RPC received the following letter in March from a third grader who was a participant in the program that illustrates the above.

> Dear Indiana,
>
> I think reading is very nice. I haved thought reading was going to be boring. **But now I know it is fun to read. I hope you know that we have to know we need reading.** My favorite book is Clifford's Manners. That is a nice story. I have leared to read more. I go home and read every day. Thanks you for your help.
>
> Your friend,
>
> [Note: Bold inserted by editor.]

As mentioned above as we have worked with troubled readers we have seen that a progression from affective to attitudinal to overall change in literacy achievement occurred. Affective changes often signaled attitudinal changes. These two "A" changes often preceded changes in overall success in reading. The evaluation of this Ohio Project is significant in that it documents this process of change and makes clear the relationship between change in feelings (affect) and attitude and change in academic achievement.

Going back to Table 4, it can be seen by looking down the High Change column that 50% of the learners showed a high change in affect (the first step) while only 38% had a high change in attitude (the second step) and 29% in success (the third step). It can further be seen from the CLS analysis that learners who had positive changes in affect and attitude had a much greater chance of success (95%+) while those who had little or no change had only a 50% chance of success. Both of these findings support the Reading Practicum Center premise that positive affect and attitude changes precede and accompany success.

Teachers commented in the cases of three fourths of the learners who were in the program at the end of the project that CONSULT-I (R) Reading had made a difference to the learner in affect, attitude and overall success. This appears to be an excellent result considering the fact that all of these learners had problems in reading at the beginning of the program and the regular school program had apparently not been able to reach them. In some of the

remaining cases teachers were unsure as to the effect the program had on the learner because so many factors had entered into the final results. In a few cases teachers felt the program had not made a difference usually due to factors outside of the school including home problems, learner immaturity, and absence.

While standardized test scores can be helpful in making decisions about learners and programs, they should be considered as only one part of the entire process. It also should be remembered that these scores only measure part of the reading process. In Reading: What can be measured?, Farr and Carey state:

> To determine if tests actually measure reading, we must first ask: What is reading? If reading is defined as an activity in which human beings engage themselves for specific reasons as part of their everyday lives, the answer to the first question is "No!" At best, tests can provide some indication of how someone reads, but the relationship of such indications to actual reading behaviors must be inferred. Despite what one often reads in research articles, reading is not what reading tests test....
>
> It must be understood that tests are activities to engage examinees in behaviors that are like what they do in everyday life. But tests are not reality. The testing conditions, the purposes for reading, the examinee's attitude toward tests (and even toward school) all influence test preformance. (p. 16)

Thus, the writers of this report feel that the scores as presented in Tables 5 and 6 give only a part of the whole and should not be given undue emphasis but rather considered as one indicator among many.

The decision to initiate the Ohio Project without a control group was a conscious decision based on budget. The grant did not permit funding for a control group. However, it should be remembered that each of the 25 teachers who did participate in the project were invited to include five learners most needing special attention in reading who were not already participating in other special reading programs. And, when the direction to fund the project had come from the Ohio Legislature, it had been with the understanding that we were to work with "...some of the toughest educational settings in Ohio." Therefore, positive results with children from these "toughest settings" is significant even though at this time it is not measured against a control group.

Data analysis. The fact that the categories clustered well for the top two recommendations (95%) leads to the inference that the Indiana database can be applied to other populations such as the Ohio learners. [Note: The learners also cluster well by city.]

The features that were analyzed as predictors of success were chosen only as samples as deadlines made it impossible to analyze each feature of the taxonomy. Ethnic background and family structure were chosen in response to questions of Ohio legislators as to whether the program would be successful with learners from various ethnic backgrounds and types of households. Results (see Table 7) demonstrate the fact that CONSULT-I (R) Reading is successful for both Afro-Americans and Caucasians. It was also shown that in this program learners from single parent homes have as great a chance of success as those from traditional homes.

Learners in the primary grades (1, 2, & 3) appear to have a slightly greater chance of success (approximately 10%) in the CONSULT-I (R) Reading program than those in the upper elementary grades. This supports the theory held by many educators and supported by the experience of the RPC staff that the younger the learner is, the easier it is to make a difference.

Conclusions and Recommendations

One of the few First Grade Studies not included in the final reports of Bond and Dykstra (1967) was that of the Cedar Rapids, IA, collaboration between the Cedar Rapids Community Schools and the University of Iowa (Reid and Beltramo, 1965). It was not included because it dealt with the lower third of the first grade children enrolled in the 51 first grades in Cedar Rapids in 1964-65. The other 26 First Grade Studies dealt with methodology of teaching reading for the whole spectrum of first graders, not just the lower third. Yet, it is the lower third of the children, typically known as the "low group," who struggle with reading and who often drop out when it is legal to do so. These are the children who comprise the sample in the current project, children nominated by their teachers as middle or low group and generally not part of other special programs who would profit from special, targeted assistance in reading. For this reason, it is meaningful to revisit Newman's longitudinal work (1978, 1980, 1985) from which several of the features of the current CONSULT-I (R) Reading taxonomy for K-12 were drawn. Model, motivation, interest, and positive pressure, variables identified in the Cedar Rapids research to have predictive significance in the academic achievements of children originally classified as low group, survived the winnowing process in the course of the six year (1983 - 1989) refinement of the taxonomy and

have come to be included in the final 20 features with which we started the Ohio project.

It is in the application of these variables (model, motivation, interest, and positive pressure) through the recommendations of CONSULT-I (R) Reading that the program in Ohio was successful -- model in strategies such as silent sustained reading (SSR), motivation in strategies such as progress charts, interest in strategies such as learner choice of reading material, and positive pressure in strategies such as sharing with others.

Program. The program appears to work best with teachers who are flexible, open, and willing to vary instruction to meet the needs of individual children. As we got to know the teachers, for example, it was obvious that many eagerly applied the recommended strategies, and even asked if it were permissable to use the strategies with their whole class as well. One first grade teacher, thrilled with the strategy recommendations dovetailing with a course she was taking at a nearby university, said, "I'll never go back to how I used to teach."

By contrast a teacher in another school, visibly resistant, as shown in body language and verbal and written comments, summarized her reactions to the program by saying, "I was disappointed in the lack of innovative recommendations. There was nothing in the project strategies that could not be found in any basal reader teacher's manual." Unfortunately, this teacher did not realize that the strategies, though not always new (though many teachers expressed graditude for the new strategies they learned), are powerful because strategies are matched to a particular individual.

The qualities of openness, flexibility, and eagerness to try new ideas were not necessarily a function of teaching experience. The first teacher quoted above had 26 years of experience. The second quote also came from an experienced teacher with 16 years of experience. But, how different they were in personality and teaching approach.

We have recognized for years, and it was brought out once again in the First Grade Studies and the Ohio project, that teacher quality makes the difference in a classroom. Yet, we have been reluctant or unwilling to do the teacher training and sifting necessary to achieve top quality teachers for the children most in need. Often the least experienced teachers are assigned to the most in-need learners.

The generally positive responses of teachers in the Ohio project suggest several conclusions:

*CONSULT- I (R) Reading does provide an efficient, cost-effective teacher training program for dealing with troubled readers.
"I learned many new ideas"
"I am more aware of different techniques"

*It provides teachers with reinforcement for many of methods with which they are already familiar, but does this in such a focussed way as to enable them to move more quickly to make application of appropriate strategies.
"Just sharpened and streamlined the ones I had previously used"

*It provides teachers with a truly individualized approach to teaching reading, which is flexible and often appropriate for whole class application.
"After I implemented the strategies with the whole class, it became easier."
"I've done most of the activities with groups or the whole class but would focus in with specific strategies you recommended."

*Teacher, as well as learner, affect, attitude, and overall success with teaching appear to have a marked influence on learner achievement. Teachers, who might be characterized as positive, upbeat, enthusiastic, joyous, verbal, and loving, saw positive growth in the children who participated in the CONSULT-I (R) Reading program.
By contrast, teachers who might be characterized as doubters, insecure, entrenched in methodology or disorganized did not achieve as positive results.

*It takes a well organized teacher to fulfill the spirit as well as the letter of the CONSULT-I (R) Reading recommendations as time constraints challenged many teachers.

*Regular communication is a must for a successful project. Inservices were crucial to the success of the program and would even be preferable more often if affordable.
The newsletters afforded a positive means of sharing teacher successes.

Teacher suggestions and Reading Practicum Center staff observations also led to some strong conclusions and recommendations:

*More time is needed at the beginning of the year to train teachers to use the various strategies. Some professed to understanding what was implied by the strategy descriptions, but when it came to

implementing the strategies, great variance in quality was found.
The initial workshop should be two days instead of the one day scheduled in 1991.

*Teachers within the Urban Demonstration Schools who participated this year (with a few exceptions) would be suitable instructors within their own schools if carefully supported by RPC staff.

*Great care is needed in explaining the taxonomy, its derivation, and interpretation of the resulting recommendations.

Learners. Conclusions regarding CONSULT-I (R) learners in the Ohio project include the following:

*The application of CONSULT-I (R) Reading strategies is generally beneficial and appropriate in teaching inner city children in Ohio how and why to read.

*Positive changes in affect and attitude do signal change in the overall academic progress.

*Application of the CONSULT-I (R) Reading strategies led to a variety of strategies being tried with the children.

*Ethnic background and family structure do not significantly affect a learner's success in the CONSULT-I (R) Reading program.

Learners in the Ohio project, although identifiably associated with different racial and family characteristics, are essentially children who respond positively to instruction geared specifically to their needs and interests and presented through strategies which have proven successful with learners having essentially similar characteristics.

Even when confronted with seemingly insurmountable home situations, the learners responded favorably to the recommended strategies, demonstrated remarkable changes in affect and attitude and generally posted modestly positive results on standardized tests when able teachers overcame the barriers through the CONSULT-I (R) program.

Despite the demands of implementation, this approach embodies the precepts of the scientific method to education, i.e.

* data based

* statistical pattern recognition
* expert system.

It is within these precepts that both teachers and learners were able to grow this past year as they participated in the CONSULT-I (R) Reading Ohio Project. Teachers were able to efficiently identify those strategies which would be most effective so there learners would have the greatest chance of success. Learners came to enjoy reading, wanted to read, and became better readers.

The broad goals of CONSULT-I (R) Reading in the Ohio project, as listed below, were met.

1. To help teachers focus their instruction through the recommendations for individual learners so that the instruction is more efficient and effective, and that each learner has the greatest chance of success.

2. To help the learner enjoy reading (affect), to want to read (attitude), and thus become a better reader (success).

References

Bond, G. L. & Dykstra, R. (1967). The cooperative research program in first grade reading instruction. Reading Research Quarterly, XI (4), 5 - 141.

Farr, R. & Carey, R. F. (1986). Reading: What can be measured? Newark, DE: International Reading Association.

Glass, G. V. & Hopkins, K. D. (1984). Statistical methods in education and psychology. Englewood Cliffs, NJ: Prentice-Hall.

Newman, A.P. (1978). Twenty lives: A longitudinal study of the effects of 5 variables on the lives of 20 students who were low readiness in first grade (1964-1976). Bloomington, IN: Indiana University.

Newman, A. P. (1980). Twenty lives revisited: A longitudinal study of the impact of literacy on the occupations and schooling of students who were low reading readiness in first grade (1964-1978) - with special attention to model, motivation, interest, perseverance, and pressure. Bloomington, IN: Indiana University.

Newman, A. P. (1985). Twenty lives nineteen years later: A longitudinal study (1964-1983) of the impact of

literacy on the occupations, schooling, and educational growth of young adults who were low=reading readiness in first grade with special attention given to model, motivation, interest, perseverance, and pressure as aspects of background and mental environment. Bloomington, IN: Indiana University.

Newman, A. P. & Metz, E. M. (1988). Individualizing language strategies using CONSULT-I (R). Bloomington, IN: Indiana University Reading Practicum Center.

Patrick, E. A. (1972). Fundamentals of pattern recognition. Englewood Cliffs, NJ: Prentice Hall.

Patrick, E. A. & Fattu, J.M. (1986). Artificial intelligence with statistical pattern recognition. Englewood Cliffs, NJ: Prentice Hall.

Reid, H.C. & Beltramo, L. (1965). The effect of different approaches of initial instruction on the reading achievement of a selected group of first grade children. USOE Cooperative Research Project No. 2698. Cedar Rapids, IA: Cedar Rapids Community School District.

Strickler, D. J. (Ed.). (1977). The affective dimension of reading. Bloomington, IN: Indiana University Publications.

Vinsonhaler, J.F., Weinshank, A.B., Wagner, C.C., & Polin, R.M. (Winter 1983). Diagnosing children with educational problems: Characteristics of reading and learning disabilities specialists, and classroom teachers. Reading Research Quarterly, 18 (2), 134 - 161.

Cincinnati

Introduction

The Grants Administration office of the Cincinnati School District agreed to fund the CONSULT-I® Reading Cincinnati Project at two Urban Demonstration Project elementary schools for the Spring Semester 1993. Before the beginning of the project one of the schools decided that it was too late in the school year to start a new program. South Avondale Elementary decided to participate in the program.

A meeting was held with the South Avondale principal on January 15 to set up the timeline for the program (Appendix D).

Participants

Eight classroom teachers and two Gifted and Talented (GT) coordinators volunteered to participate in the program. The classroom teachers taught first through fourth grade with two teachers from each grade level.

The teachers then chose 5 or 6 learners from their classrooms who were below level in reading. There were 11 learners in first grade, 11 in second grade, 11 in third grade, and 10 in fourth grade for a total of 43 learners. The Gifted and Talented coordinators felt that they did not know their students well enough to complete learner profiles on them as they only met with them one hour a week.

All of the learners were Afro-American. Sixty-seven percent of them lived in single parent homes, 19% in two parent homes, and the other 14% lived in the homes of other family members, friends, or foster parents.

Methodology

The methodology of this project was similar to that of the 1991-92 Ohio project (see Appendix E). The one major difference was the time factor as the present project did not begin until the second semester (February 5, 1993).

Teacher training. A significant aspect of the program is the teacher training provided for the collection of learner characteristic information (the learner profile), the implementation of the instructional focuses, and the process of collecting assessment data. A one-day workshop at the beginning of the project and 3 on-site visits and inservices spread over the remainder of the semester provided this training. Both the project

director and research associate were involved in the training presentations.

Procedures

On February 5 an all-day workshop (see Appendix F for agenda) was held with the 10 participating teachers to introduce them to the program and outline the initial steps they would need to take. The background of CONSULT-I® and the Reading Practicum Center were discussed.

Each feature of the taxonomy with its values was individually discussed with examples given. It was noted that although the taxonomy originally consisted of 94 features, it was possible to eliminate all but twenty of those features with the remaining twenty distinguishing most successfully those learners who were successful.

Each teacher participant then completed a sample learner profile for some child in his/her classroom/program with the information they had at hand. They were encouraged to ask questions and make comments as they completed the profile under the supervision of the project director and research associate.

The eight instructional focuses (comprehension, functional language, games, interest, language experience, motivation, self-concept enhancement, and study skills) were introduced through a strategy booklet which provides samples of most successful strategies as extracted from actual case studies (Newman and Metz, 1988). Unit development projects from the RPC were shown to illustrate the various focuses.

The teachers were instructed to choose learners from their classrooms who were below level in reading to participate in the project. The teachers were asked to complete a learner profile for each child chosen and to return the profiles to the PPC by February 19 for processing. These profiles with their accompanying recommendations were to be returned to the teachers at the February 26 inservice meeting. As it turned out a snow storm forced rescheduling of this meeting to March 9 so the recommendations were returned to the teachers through the mail.

Telephone contact was maintained with the school on each Tuesday afternoon at 2:30 p.m. for the purpose of answering teacher questions.

Due to the change in date (from February 26 to March 9 as noted above) the first on-site classroom visits and inservice were conducted by the research associate only. Each of the eight participating classrooms was observed for approximately 15 minutes during the morning of March 9. The inservice was held for an hour and a half in the afternoon. Handouts containing definitions for

each instructional focus and affect, attitude, and success were given to each teacher and discussed. (See Appendix G for agenda.)

Implementation of the learner recommendations was discussed with emphasis on the possibilities for using the recommendations across the curriculum. The time factor was also discussed with the note that the amount of time spent could vary dependent on the current implementation but that time should be spent each week on the recommendations.

The anecdotal records (Appendix H) were discussed with the suggestion given that they be completed at the end of each week noting the activities carried out during the week with the learner reactions to each activity. It was noted that these records are "reality checks" for both teacher and RPC staff as they show how well the recommendations were carried through. (Examples of completed records had been given to the teachers in their notebook at the workshop.)

An Affect, Attitude, Success Matrix (Appendix I) was then discussed and the teachers completed one under the supervision of the research associate. They were then given time to complete the others at the end of the inservice.

The second site visit and inservice was April 1. Again, each classroom was observed for 15 minutes in the morning and the inservice was held in the afternoon (see Appendix J for agenda).

At the beginning of the inservice the teachers were encouraged to share any changes they had seen in the participating learners since the recommendations had been implemented. Anecdotal records were discussed in detail with examples given and the teachers were reminded to complete them at the end of each week. Teachers were given time during the inservice to complete one under the supervision of the RPC staff.

A handout concerning the interrelationship of art, music and writing composition was given to each teacher and discussed. A short form of the Chocolate Curriculum, an across-the-content-areas curriculum centered around chocolate and developed for an Indiana University practicum class, was also given to each teacher with the entire curriculum given to one of the Gifted and Talented Coordinators for sharing. This was done to emphasize the relationship of reading and writing to all of the content areas and to demonstrate to the teachers how they could use any of the content areas to carry out the CONSULT-I® Reading recommendations.

Chalkboard writing by learners was discussed (each classroom has four small chalkboards on the closet doors) and a copy of Writing: A language arts booster in the primary grades (Reid, Jenkins, Newman, and Parr, 1981) was given to the group to be shared. Several teachers also ordered their own copies. The use

of individual slates by each learner was also discussed.

The teachers were asked to complete the second entry on the Affect, Attitude, Success Matrix for each learner on April 15 and send a copy to the Reading Practicum Center.

The final site visit and inservice was May 28. This was changed from the original date of May 20 due to Career Week at the school. Classrooms were observed for approximately 15 minutes each during the morning and the inservice was held in the afternoon.

At the beginning of the inservice (see Appendix K for agenda) teachers were given a copy of their individual goal(s) which they had written at the beginning of the project. They were asked to respond to these goals in writing and turn in their responses at the meeting or with their program assessment questionnaire.

Both program (Appendix L) and learner (Appendix M) assessment questionnaires were explained and a due date of June 7 was established. At this time the teachers would also turn in a copy of their anecdotal records and the Affect, Attitude, Success Matrix with the third entry completed. Attached to the learner assessment form was a set of criteria (Appendix N) for determining the success level of the learner.

Each teacher had been asked to bring learner developed projects to share at the meeting. This sharing was done at the end of the inservice along with many success stories.

Findings

Both process (the functioning of the program) and product (the success of the learners) were examined at the end of the project. The teachers completed one questionnaire concerning the process and a second questionnaire concerning the success of each learner. The findings reported by the teachers in these, along with the Affect, Attitude, Success Matrices and anecdotal records, are presented in the following.

Program. *1 - Suggestions for future schedules of first workshop.* All of the teachers recommended starting at the beginning of the school year. Most said September. One offered September or October. Another offered the beginning of the second semester as an alternative.

2 - Suggestions for changes in the first workshop. All of the teachers responded that the goals of the project were clear. Eighty-eight percent said that learner profiles were adequately explained. Seventy five percent felt that adequate explanations had been provided for entering the anecdotal records. Eighty-eight percent felt that adequate explanation was provided for the

Affect/Attitude/Success matrices.

[Ed. note. A beginning teacher was consistently "undecided" in her responses to all of these questions.]

3 - Teacher preferences as to length of project. Sixty-two percent of the teachers opted for a two-semester engagement in the project. Twenty-five percent said that they would prefer one semester. One person (13%) said she would like to apply the CONSULT-I® Reading strategies for three-fourths of the year.

4 - Awareness of learner needs and interests. Every teacher mentioned the significance of learning the child's interests and using this knowledge in structuring a reading program. One teacher's particularly descriptive account catches the essence of what CONSULT-I® Reading can accomplish given a supportive teacher.

> The CONSULT-I® Reading Project assisted me greatly in providing strategies that I could use to reach every child by using a wholistic approach. I became acutely aware of the learners' interests by asking each of them to write their autobiography. It came at an appropriate time because we were studying about autobiographies in our reading text. I made it a project for the entire class. After reading the autobiographies of the designated learners, through the strategies recommended I was able to get a clearer insight for each learner. I was amazed at what I learned

Interests

- One boy's interest in dinosaurs earned him a dinosaur for every assignment completed. He also made a book about dinosaurs and wrote to the Museum of Natural History for further information. (#66)
- They have loved writing at the chalkboard (first grade). The Booster book, Writing: A Language Arts Booster in the Primary Grades, is terrific.... All are writing. (#66)
- We used Ninja Turtle books to learn function words. They loved doing it. What Really Happened to the Gingerbread Boys ... and Girls was another favorite. (#68)
- Art production in the whole family has increased due to the awakening of the CONSULT-I® kid. (#63)
- One child asked to stay after school to play the baseball spelling game. (#67)
- All of my children want to be in this (CONSULT-I®) group. (#65)
- He wrote words for the talent show. Now listens and follows directions. He's reading more and he understands that he has to put forth effort. (#64)
- We've done a lot with stories such as The Little Red Hen in which children change characters to suit their fancy. They've created their own weird animals. (#65)
- The children had been primed to share favorite parts of the readers they had completed. They obviously were proud of their books, held in affection by their teacher and, reciprocally, fond of her She had asked them to share their favorite page in front of the class, telling in complete sentences why they liked it "I liked it because ..." after reading it to us and to the class. The small class, seated in a U shape with the teacher in front, displayed a quiet earnestness about their task. One girl, sitting beside the desk where I had sat down, found the stories quickly and shared them with me

  And then came the sharing of writing they had done. One boy, intensely interested in cars, shared his report. (He had proudly showed us the book on cars he was reading at his desk earlier.) Another had written a summary of baseball. A third, disciplined for the day and sitting alone by the door, shared his poems. "All About Me" – and others. "He loves to write poems," his teacher had told us. And so we saw the handiwork of an experienced teacher, one who, despite her many years of teaching, was so gracious and receptive that new ideas bore fruit for her within three short months.

BEST COPY AVAILABLE

about these designated students. (#63)

[Ed. note: #61-68 denote numbers assigned to teachers participating in the project.]

5 - *Appropriateness of CONSULT-I® Reading recommendations.* The teachers were unanimous in applauding the appropriateness of the CONSULT-I® Reading recommendations. For example,

- I thought I had tried everything with the students until I used the individualized approach (#61)
- Every one of my children's achievements increased. (#66)

6 - *Did the CONSULT-I® Reading recommendations assist you in focussing instruction for your learner?* The teachers were unanimous in judging the CONSULT-I® Reading recommendations to have assisted them in focussing instruction. Specifically, they noted that

- the recognition of the effectiveness of interest was a new perception -- "I never considered using the child's interest as a way to gain reading skills or writing skills." (#61)
- they could plan activities that would teach and interest at the same time. (#68)
- individualizing instruction was helpful academically and attitudinally. (#65)
- the recommendations seemed to lead "right to the correct strategies that brought about learning." (#66)
- it really did help to gear the lessons towards their needs. (#67)

Language Experience

- Oh, that's great. We did language experience stories after school... And we made books' (#61)

Motivation

- The kids read to peers. They get stickers. And they read to make our bookworm grow. (#64)

Comprehension

- He reads without missing every other word now His word attack has improved tremendously. He reads and comprehends now. Before he stumbled through. (#64)

7a - *How often did you implement the CONSULT-I® Reading recommendations?* Most of the teachers implemented the CONSULT-I® Reading recommendations at least once a week. One teacher noted that she only did CONSULT-I® activities biweekly for the first two months, but that by the last month she was doing them weekly.

7b - *How much time (on average) did you spend with learners and in preparation each week?* Time spent per week with learners

and in preparation ranged from eight and one half hours to one and a half hours (although this response is ambiguous and may have meant time spent per child). These figures represent more time invested per week this year than during the 1991-92 project.

7c - How much time (on average) is spent in record keeping each week? Time spent ranged from half an hour to an hour and a half per week. One teacher (#62) said she spent "too much"! Her careful, detailed, insightful records, however, reflected the investment.

[Ed. note 1: Money was allotted within the grant for teacher compensation for record keeping above and beyond normal teaching responsibilities.]

[Ed. note 2: One teacher was unable to complete the rest of the questionnaire due to personal problems.]

8 - What have you done differently? The teachers reported having done more with children's interests, more activities, more dictated writing, and more trade books. Two responses in particular caught the changes that occurred in the teachers' activities and behavior:

- I made booklets, made a lot of parent contacts, learned to keep better records on children having problems reading and how to help children want to read - motivation. I listened to the children longer than ever before. (#61)
- I focussed more on the needs of the whole child with the intention of helping every child to feel some measure of success in reading. (#63)

9 - Was it easy, somewhat difficult, difficult to implement the strategy recommendations in your classroom? Teachers were evenly split in their responses between easy and somewhat difficult. The direction of the response was often colored, for example, by

1) the size of class

- I have a very large class. Many needed individual attention. Some students have tested LD. They have many problems. (#61)

2) the type of strategy

- Some strategies were easy but some were difficult. I found that it was difficult to do writing dictation in the class. (#67)

However, the general direction of the responses was a recognition

that "...knowing what the students were interested in made it easy for me to implement the strategies."(#65) There is an interesting side note: "Other students not in program became jealous of other activities of CONSULT-I® Reading learners." (#68)

10 - Are the recommendations practical for classroom use? Three teachers rated the recommendations as preeminently practical for classroom use. Another two teachers responded with a 2 (highly practical) and one teacher with a 3 (practical). None of the teachers perceived the suggestions as impractical.

11 - Was the support of the Reading Practicum Center staff helpful? One hundred percent of the responding teachers rated the Reading Practicum Center staff as helpful assigning ratings as follows: 63% - highly helpful; 13% - very helpful; and 13% - helpful.

12 - Were the site visits/inservice helpful? All responding teachers perceived the Reading Practicum Center staff visits as helpful, 75% of them giving the visits the top rating and 13% rating them very helpful.

13 - Was the strategies booklet useful? Seventy-five percent of the responding teachers found the strategy booklet highly useful and 13% -very helpful.

14 - Were the strategy explanations easy to understand? Teachers reported the explanations easy to understand: 50% marked a 1; 25% marked a 2; and 25% gave no response.

Functional Language

- They love to play teacher. (#64)
- They've been trading letters and maps of other countries. (#64)
- The CONSULT-I® Club became group/class leaders. (#64)
- We had Career Week last week. They wrote why they wanted to be truck drivers and speech pathologists. Did a book about patients. They did job applications and interviews. (#65)
- We sent letters to another grade. (#68)
- They liked the functional language experience. We wrote letters which they shared with "little people ...." They're sequencing their story panels. (#61)

15 - Was there adequate time for strategy explanation in the workshop and inservices? An interesting array of responses occurred for this question. Although we generally have not identified respondents in these findings, and shall not do so by name now, it does seem significant that most teachers, except the one with least experience, rated the time for strategy explanation as adequate.

16 - Were the strategy examples easy to implement? The responses to this question were split along the lines similar to those reported above. Sixty-three percent of the responding teachers reported the strategies easy to implement. Thirteen

percent rated them with a "2" (next to the top), and 13% rated them with a "3" (fairly easy).

17 - Are you aware of parent reactions to CONSULT-I® Reading? All parents responded positively in some degree to the specialized attention their children received through CONSULT-I® Reading. As one teacher put it "The parents as a group became more involved and wanted to talk about strategies they could use at home (#66)."

Parental Involvement

- Parent now includes a note in child's lunch box. (#67)
- Teacher and child send home notes in lunch box. (#67)
- Parent now anxious to pick up children after school. (#66)
- Children now reading to them. (#66)
- Children have blossomed. (#66)
- Parents came in (!) to answer profile. (#61)
- All but two parents came to school to discuss children's profile. (#64)
- Children are living a fantasy world (of happiness). Parents are coming in to verify. (#62)
- Many conferences with parents. Most supportive parent ever. Both parents working. (#61)

Inservice meeting, 5/28/93

18 - What was the best part of the CONSULT-I® Reading project? Responses varied. For some the recommendations and strategy booklet were best.

- The strategy booklet and the interest sheet or learner profile fact sheet recommendation. (#61)
- The inventory sheets [Ed. note: interest inventory included in strategy booklet] and the recommendation sheets. (#62)

For others the focus and matching of learner characteristics with appropriate strategy were best.

- Seeing that finding the right prescription for each child and correct strategies, all children can learn. (#66)
- The focussed strategy recommendations and the positive attitudes the students gained toward reading. All of the students enjoy reading. (#67)
- The activities which are correlated according to the particular learner's background. (#68)

While for some teachers the satisfaction of implementing an effective strategy and seeing children improve was best.

- Being able to implement the different strategies and seeing the children show improvement in reading and other subject areas. (#65)
- I was able to see some measure of improvement in every learner that participated, some more than others. It was a pleasure to see smiles on faces that had never been there before. It was rewarding to see children become excited about learning and reading. (#63)

19 - Suggestions for CONSULT-I® Reading project are: Two major recommendations emerged:

1) Provide initial orientation before school starts.

- Do initial orientation to program a week before school begins. Then by mid September you would be able to begin implementation. Record keeping should be open (weekly, bi-weekly, etc.) Time period 1st - 3rd quarter. It would enable you to have quality time and accurate growth data. (#62)
- To start at the beginning of school year and more inservices. (#68)

2) Minimize paper work.

- During the first meeting give an overview of all the paperwork needed to be completed. Make sure to mention to do the paper work right away (Ed. note: This was done.) (#61)
- The CONSULT-I® Reading should have an assistant on a part time basis to assist with the paper work, make parent contact, and help with activities preparation, and assist in grading. (#63)
- To cut down on the paper work. I found myself using a lot of repetition in filling out the forms and evaluation. (#65)

20 - From my experience with the CONSULT-I® Reading project I learned the following. Most of the responses bore on focussed individualization of instruction using one of the most powerful motivators available--the child's own interests.

Because of the special significance of these responses we reproduce them here in their entirety.

Using Literature
(including Individualized Reading)

- We do fairy tales once a week now from My Book of Make Believe (#62)
- We have storytime every day. Especially enjoyed Two Little Goats Who Wouldn't Stop Fighting, A Nightmare in my Closet (Mercer Mayer), Who Am I? (an All About Me type story) (#62)
- Doris Brett's Annie's Stories: A Special Kind of Story Telling (bibliotherapy). (#62)
- Nonreaders are now reading high interest/low vocabulary books. (#61)
- We're working with multicultural folktales.... I don't have one nonreader now. (#67)

- I learned how to help children not interested in reading and writing gain interest. Furthermore, the nonreaders are trying to read. I learned that it's important to record individual difference of children. Also keep an on-going record of research on every child. (#61)
- A child's interest plays a major role in his/her learning. Once you discover that you can build your curriculum or lessons around it. Learning also becomes fun for the child. (#62)

- Every child no matter what level can experience some measure of success if a wholistic approach such as CONSULT-I® Reading is used on a regular basis. (#63)
- Many different strategies can be used to help motivate the learner show improvement in academics as well as certain behaviors. (#65)
- That there is a strategy that meets every child's needs and will help them achieve. If you find the right motivators every child can learn through his interests. (#66)
- All students want to feel good about reading and that it really doesn't take that much time to change attitudes toward reading. (#67)
- How to prepare lessons to fit the child and how to be sympathetic with students who need extra special help. (#68)

21. *Teacher Goal Response.* In this question the teachers were asked to respond to their individual teacher (i.e., personal) goals for the project as recorded at the first inservice meeting (February 5, 1993). In every case their original goals were met as indicated by a plus (+) in the right hand column.

TABLE I

Teacher Responses to Original Goal Statements

Original Goal (2/5/93)	Response to Original Goal (5/28/93)	Evaluation
I want to learn how to help children having difficulties with basic skills. Such as, learning and remembering the alphabet, also how to help children who can read but cannot comprehend. Furthermore, how do you work with children who don't want to learn or don't value the joy of reading? How do you help older children remain interested in reading and improve Jr. high reading skills?	Due to CONSULT-I® strategies I did see improvement with the alphabet and memorization. The language experience helped student improve comprehension. I held after school sessions with one or more students. We did the interest inventory. The attention they received seemed to spark an interest. We began to play games together and write sentences. We had small little toy snowmen, ice cream cones, skates, etc. The students dictated sentences to me. Then they read them to me. You should have seen the expressions on their faces. They were overjoyed. Try to provide discussion time with them. Read together aloud for short periods of time. Play word games.	+
I hope that this course will give more tools to better help my students. I am always open to learning newer and more effective approaches to teaching reading. Therefore, I should gain more knowledge in taking this course	This program has provided me with several different approaches. It has also given me a better understanding of some techniques that I had been using.	+

A more efficient method of presenting and teaching reading so that all students no matter what their abilities can achieve an optimum amount of success in the reading area.	The CONSULT-I® gave me a more efficient method of presenting and teaching reading so that all students no matter what their abilities, could achieve an optimum amount of success at their reading level. The CONSULT-I® recommendations caused me to recognize the strengths and weaknesses of the learners. It also provided strategies that I could use in order to achieve my goal. I referred back to the Learner's Profile Sheet to see what the recommended strategies were so that I could use them to help the learner. I sought out ways through these strategies to focus on the needs of each learner so that everyone of them could gain some measure of success. I met the challenge and I am happy to say that I reached my personal goal in each child to some extent. As I continue to teach, I will use this method with all students.
I hope to be able to help students in my classroom who are below 4th grade level in reading learn skills that will make them successful readers so that they can pass to the fifth grade and enjoy reading.	I have provided activities that have helped students acquire some of the basic skills that will aid students in reading. The CONSULT-I® project activities helped me to zoom in on areas or specific problems that stumped me. Students who had unusual areas or specific problems to work on usually had to overcome self-control or attitude problems first. Then when the diagnosis of skills deficits by me as well as CONSULT-I® were implemented, improvement took place.
To meet the expectations of the child/children being able to read on level in all areas of reading.	The students aren't particularly reading on exact grade level. However, they've shown tremendous improvement especially in the areas they're interested. I am now able to use several different techniques and approaches which this program has offered which made me more aware of the children's interest.
I am very interested in the diagnostic and prescriptive portion of this program and hope to implement this into to my classroom. I am hoping to have better insight in how to help my slower students.	Everyone of my slower students have shown very nice gains. Three of my children who were very poor readers are now really reading and wanting to read everything they can get their hands on. The writing skills have improved greatly with all children. One little boy who was never motivated before is now writing stories very well on his own and is doing a little better in completing more classwork. All children can now form sentences and make a complete story. I feel knowing where the weak areas are, learning what motivates each child and building a program for them that meets their needs will all build a good success level and high self-esteem. This program did all of this.

Skills to determine what the child's needs are and to implement the skills to increase success for the child.	I thought that the computer recommendations printout was a great help. I think that the suggestions in the handbook were helpful but I would have appreciated more ideas. I saw progress and success in every child, with varying degrees. Next year I would choose different types of students. I would choose those students who are not reaching their potential. Many of the ideas and activities were very easy to implement in the whole class. I would also like to do an interest inventory with every student because they were so helpful.	+
Through this program, I hope to become more proficient in the teaching of reading. I hope that I am able to gain experience using these practices and others.	I think that I have become more proficient in the teaching of reading. The ideas are very useful and it is very important to concentrate on the individual learner. I am now able to use processes that I have already learned and add the new techniques from this program to my repertoire.	+

Learner. The progress or success of the learner in CONSULT-I® Reading is measured by changes in affect, attitude, and overall success. These changes in learners having reading problems have been found by the Reading Practicum Center personnel usually to occur before major changes in academic progress as reflected on standardized test scores. Since the starting date of the project was February and the district testing is in March of each year, standardized test scores were not used as a measurement of learners in the project.

Samples of the criteria used for rating the changes in affect, attitude, and success are shown in Tables 2 - 4. The changes are categorized into three groups -- high, medium, and low. Examples were extracted from statements made by the teachers on the Affect, Attitude, Success Matrix at the beginning of the project (February) and the end of the project (June). The ratings for affect and attitude were determined by the personnel of the Reading Practicum Center after receiving the final entry.

TABLE 2
Criteria and Examples for Changes in Affect

High — Very positive feelings at end of program
Ex: Feb - sleepy, dislikes reading, angry, sad
Jun - happy, content, likes to read
Ex: Feb - sneaky, disobedient, strong willed
Jun - happy, obeys directions, listens, works in group well

Medium — More positive feelings at end of program, still room to grow
Ex: Feb - moody, bossy, strong dislike for rules
Jun - less bossy & moody, likes to read
Ex: Feb - loud, rowdy, opinionated
Jun - more reserved most of the time

Low — Feelings have changes little or not at all, negative
Ex: Feb - defiant, dislikes school
Jun - still defiant, disruptive
Ex: Feb - sleeps, uninterested
Jun - likes storytime, otherwise uninterested

TABLE 3
Criteria and Examples for Changes in Attitude

High — Very positive outlook at end of program
Ex: Feb - negative, argumentative
Jun - really puts forth effort
Ex: Feb - evil & mean when corrected or shown how to do assignments
Jun - accepting of criticism, helpful to others

Medium — More positive outlook at end of program, still room to grow
Ex: Feb - semi-positive attitude, rushes through work
Jun - feels better about own reading, writing
Ex; Feb - somewhat positive
Jun - tries harder, needs positive encouragement

Low — Attitude has changed little or not at all, negative
Ex: Feb - negative toward school work
Jun - still negative
Ex: Feb - negative toward work
Jun - rather play than work

TABLE 4
Criteria for Success

High	The learner who has shown high success will have made significant progress in his/her academic achievement. For example, he/she will now be reading on a higher level than in February and/or have a higher grade in reading on the report card.
Medium	The learner will have made progress in the classroom but it will not necessarily be reflected in a higher reading level or grades. It will be based on teacher observation and may include positive changes in affect and attitude.
Low	The learner will have made little or no progress in the classroom.

The rating for success includes not only the entries on the Affect, Attitude, Success Matrix but semester long observation as well, thus it was deemed more appropriate to ask the teachers rather than the Reading Practicum Center personnel to rate overall success. They were given the criteria at the last inservice. The teachers' ratings were entered on the learner assessment questionnaire which was completed in June.

Learner changes in affect, attitude, and overall success in this program are presented in Tables 5 - 8. Data are missing for four learners who had moved and for five learners in grade 4 whose teacher was unable to complete the assessment questionnaires due to personal problems.

Thirty-six percent of the learners in the program had high changes in affect and 49% had medium changes for a total of 85% of the learners with a positive change in affect. High changes in attitude were reflected in 33% of the learners and 56% had medium changes for a total of 89% of the learners with a positive change in attitude. Twenty-one percent of the learners were rated as high success and 59% of the learners were rated as medium success making a total of 80% of the learners with a positive success rating. (Five of the learners were not rated.) See Table 5.

TABLE 5
Affect, Attitude, Success

	High	Medium	Low
Affect	14(36%)	19(49%)	6(15%)
Attitude	13(33%)	22(56%)	4(11%)
Success	8(21%)	23(59%) (5 unrated)	3(8%)

TABLE 6
Changes in Affect by Grade Level

	High	Medium	Low
Grade 1	5(50%)	5(50%)	0
Grade 2	5(46%)	1(8%)	5(46%)
Grade 3	1(13%)	7(87%)	0
Grade 4	3(30%)	6(60%)	1(10%)

Positive changes (high/medium) in affect were shown by 100% of the students in grades 1 and 3 (Table 6). Ninety percent of the learners in grade 4 demonstrated positive changes in affect and 54% in grade 2.

TABLE 7
Changes in Attitude by Grade Level

	High	Medium	Low
Grade 1	2(20%)	7(70%)	1(10%)
Grade 2	3(27%)	5(46%)	3(27%)
Grade 3	3(38%)	5(63%)	0
Grade 4	5(50%)	5(50%)	0

All participating learners in grades 3 and 4 demonstrated positive changes (high/medium) in attitude while ninety percent of the children in grade 1 showed a positive change. Seventy-three percent of the learners in grade 2 had a positive change in attitude (Table 7).

From the ratings for success given by the teachers according to the criteria in Table 4 all of the learners (100%) in grades 1 and 3 showed success. Seventy-four percent of the children in grade 2 demonstrated success. All of the learners in grade 4 who were rated showed success.

TABLE 8
Changes in Success by Grade Level

	High	Medium	Low
Grade 1	2(20%)	8(80%)	0
Grade 2	2(18%)	6(56%)	3(26%)
Grade 3	2(25%)	6(75%)	0
Grade 4	2(20%)	3(30%) (5 unrated)	0

The teachers were asked to use their judgment to rate the learners on observed changes in self-concept. The categories were great, some, or little. All of the learner who were rated (5 unrated in grade 4) showed improvement in self-concept (Table 9).

TABLE 9
Changes in Self-concept by Grade Level

	Great	Some	Little
Grade 1	5(50%)	5(50%)	0
Grade 2	4(36%)	7(64%)	0
Grade 3	5(63%)	3(37%)	0
Grade 4	3(30%)	2(20%) (5 unrated)	0

The teachers were asked to describe the difference (if any) which participation in the program made to the learner. According to teacher responses for 77% of the learners the program did make a difference and for 10% of the learners it made some difference. The other 13% of the learners were unrated. Representative comments are as follows:

- self-concept good, wants to share and participate more in class, grades have gone up in all areas, is my true miracle. (#6604)
- 1-on-1 very motivating, settled down, B- in reading (F's last year). (#6702)
- definitely performed better, her grades have improved, she takes great pride in showing her mother her improved

work. (#6802)

- I believe he writes better, didn't make any effort until we began letter writing. (#6101)
- can read now, before he was not interested in reading, he did not think he could learn how to read, talks more, smiles more, mother very happy. (#6103)
- helped this learner realize she could experience success. (#6303)
- learner has had almost perfect attendance since she has been in the program, she is now one of the best readers in the class, she improved on all tests. (#6305)

[Ed. note: #6101-6806 denote numbers assigned to learners participating in the project.]

Data Analysis. The CONSULT-I® Learning System was used by Dr. Patrick to analyze the data returned by the teachers at the end of the program for each learner. As during the 1991-92 project, the learners this semester who demonstrated a positive change in both affect and attitude had a 95% probability of success in the program.

Other data analysis by the CONSULT-I® Learning System will be included in a technical report to be published at a later date.

Discussion

The first broad goal of the CONSULT-I® Reading project is for the learner

> to enjoy reading (affect), to want to read (attitude) and thus become a better reader (success).

Most of the learners (85%) who participated in the program came to enjoy reading more (positive change in affect) and 89% of the learners came to want to read (positive change in attitude). Eighty percent of the learners (5 were unrated) became better readers (high/medium success). One teacher noted, and undoubtedly all were grateful, for the improvement in the learners.

In the findings it appeared that the percent of learners showing positive changes in affect and attitude were low for second grade. This is probably the result of the variation in starting dates for implementation by the teachers. While most teachers began implementation in late February or early March, according to her anecdotal records, one second grade teacher did not start until April. Her learners, therefore, had a shorter length of time to show changes.

These findings are consistent with the findings in the Ohio project (1991-92) in which 85% of the learners came to enjoy

reading more, 84% developed a better attitude toward reading, and 84% became better readers (success).

At the beginning of the project the teachers were asked to select the learners who were having the most problems with reading in their classrooms. Of these learners (5 unrated) the program made a difference for 77%. This appears to be an excellent result as the regular school curriculum had apparently been unable to reach these learners before the CONSULT-I® Reading program began in February. In an additional case the teacher felt that the program would have made a difference if problems at home had been resolved.

From National Assessment results findings (Ward, 1993) are reported that minority children can not or do not perform as well academically as non-minorities. The current project at South Avondale School and results from the Ohio project (Newman & Metz, 1992) in which Afro-American learners had a 89% probability of success in comparison to a 81% probability for Caucasian learners suggest the contrary. Reading Practicum Center personnel had been encouraged in 1991 to include ethnic and family structure data although these features had already been found to be nondiscriminating in the course of the taxonomy development. Further study certainly needs to be pursued; however, these heuristic findings should encourage the recognition that children, when interested in what they are doing and properly motivated, can achieve regardless of color or family structure (see also Bruce, 1992).

The second broad goal of CONSULT-I® Reading is to help teachers focus their instruction through the recommendations for individual learners so that the instruction is more efficient and effective and that each learner has the greatest chance of success.

All of the responses on the program assessment questionnaire, each in its own way, spoke to the effectiveness and efficiency of CONSULT-I® Reading, both for the children and as an instrument in teacher training.

The Last Inservice...
5/28/93

The last inservice was a bubbly affair. The teachers were eager to continue with their learners and to share student work. They shared vivid examples of the outcomes of parent involvement and spoke of the "awakenings" of the CONSULT-I® children.

The answers to the question concerning teacher learning (Q. 20) were tremendously heartening if one is pursuing the possibility of changing in-service teacher behaviors. These very receptive teachers were responsive to suggestions, tailoring them to the individual needs and possibilities of their children.

One of the revelations of this project and a continuing

confirmation of what research has already shown with respect to the role of interest for the reluctant reader was how powerful building on learner interests can be toward contributing to growth in reading. For the past twenty-five years interest has been a prime building block in the successful solving of reading difficulties at the Reading Practicum Center. Almost every teacher in the Cincinnati project commented on how significant interest had been to the progress of the learners.

Most teachers did a good job of reporting, regardless of how much time they spent. Some simply needed more time to tell their story -- not so different from the reactions to other occurrences in the human experience.

Although the **strategy explanations** were perceived by the teachers as easy to understand, there were instances reported in the anecdotal records which suggested that the teachers did not, in actuality, fully understand some of the strategies. This became apparent through inaccurate categorization and lack of explicitness. It is important, therefore, that teacher awareness of category differences be sharpened throughout the project.

Responses of the inexperienced teacher showed that new teachers may need more time than experienced ones to absorb and implement this program.

One interesting note is the amount of parental involvement which seemed to be generated by the program. Teachers reported that some of the parents who helped answer learner profile questions, were willing to have their children participate after school and asked what they could do at home to help their child.
It was also noted that parents were pleased with the progress of their children who had participated in the program.

This was quite a change from last year's project in which, to our knowledge, there was little parent interaction. However, in fairness, we should say that we did not include this question last year, nor did we discuss parent involvement.

Recommendations

[Ed. note: The numbers in the following section refer to the questions on the program assessment questionnaire.]

1. Although these teachers had a highly successful experience with only four months involvement, they voted unanimously to have the **program start** at the beginning of the school year. We concur.

2. One further step should be included in the first inservice in order to further clarify the explanation of the **anecdotal records**. Clear examples of good and poor anecdotal records should be presented through transparency and handouts so that all are seeing,

discussing, and referring to the same thing from day one. For inexperienced teachers it might be useful to set up a monitoring system, "buddies," as it were, for collaboration. This could have the additional advantage of developing a sense of colleagueship and teamwork for both experienced and new teachers.

3. The decision as to one or two semester **length of project** may depend on individual circumstances, especially funding. The South Avondale teachers and children obviously had a highly successful one-semester experience. In our judgment, the eight or nine month engagement is preferable, but one semester has had excellent results and would certainly be preferable to no engagement.

4. Present a fact sheet at the first inservice on research findings as to the **role of interests** for encouraging the reluctant reader to succeed in reading. Consider doing the same for model, motivation, perseverance, and positive pressure -- variables identified in Newman's (1978, 1980, 1985) longitudinal research which were particularly beneficial in the experience of children who had been low readiness in reading in first grade.

Since the teachers in the 1993 Cincinnati South Avondale project were so successful in engaging **parental interest** and cooperation, it might be worthwhile to develop these materials to be parent-accessible, providing specific examples of what parents might do at home to support and extend the teacher's efforts.

5. The **appropriateness of the CONSULT-I® Reading recommendations** continues to be a source of amazement to teachers. The possibility of building on a solid data base and being able to trust the outcomes and recommendations appears to be a giant step forward in education.

A step might be taken of having teachers from the previous year meet with teachers for the upcoming year to discuss most-likely-to-succeed implementations of the CONSULT-I® Reading recommendations. For example, a teacher who knew of a child's love of maps or dinosaurs might share past highlights so the new teacher can build on past accomplishments.

6. The findings suggest some very positive possibilities for teacher training in terms of **instructional focus.** CONSULT-I® Reading calls for teachers to focus their instruction to meet the individual characteristics of the learner unlike conventional instruction in which curricular materials are usually selected months before teacher and learner meet. The South Avondale teachers were receptive and responsive to change. The results showed dramatic improvement in children's performance. However, participation in CONSULT-I® Reading should not be forced on teachers. They should be invited to participate. Such voluntary participation suggests a quality of thinking that may be significant in the degree of success enjoyed by the children.

Although not yet vigorously tested, our observation of teachers in the projects for the last two years suggests that open, receptive, enthusiastic teachers are more likely to carry CONSULT-I® Reading recommendations further than those teachers who are resistant, tepid, or fearful of change.

7a&b. Although as yet unexamined, future work needs to look at whether or not **time**, i.e., **frequency of implementation** is a determining variable in differences in pupil achievement.

7c. **Record keeping** is seldom a joy, but it is vital in documenting change, especially for CONSULT-I® Reading. Perhaps **time** could be set aside on a weekly basis for a team effort in recording results, with 15 minutes or so provided for sharing progress and ideas for overcoming problems. Given such a team effort, the invested time might not be missed so much, while at the same time teachers would enjoy the synergy of shared ideas.

8. Teachers should be encouraged to recognize that the **things they did differently** are the very **changes** that will result in positive **changes** in children's behaviors and performance. As mentioned above "briefs" or fact sheets on the effect of model, interest, perseverance, and positive pressure should be provided at the opening workshops and frequently revisited during the year. Teachers should be given special recognition for implementation.

9. Use of aides, paraprofessionals, student interns, or parents could alleviate some of the **difficulties in implementing** the more individualized strategies. For example, teams might take language experience stories--one take down the dictation, another be in charge of typing and making copies or pamphlets of the children's work.

10. The search for **practicality** must be continued. Variations on the strategies now described in the strategies booklet--such as the Chocolate Curriculum, and art and music handouts--might be presented with particular emphasis on adaptations for classroom usage.

11. Use CONSULT-I® Reading-trained teachers with one or more years' experience as mentors for new teacher participants.

12. Even though the **site visits/inservices** were viewed by the teachers as helpful, they might be further strengthened by Reading Practicum Center personnel responding to anecdotal records during the inservice visits. For example, if observers could review the anecdotal records while in a given classroom, this could bring more immediacy in their responses to the teachers in the inservice which follows.

One semester with monthly inservices hardly allows time to bring the quality of the Anecdotal Records, for example, to a higher

level of clarity. However, given the careful attention the teachers gave to the completion of these records, they turned out well; even in this short semester. Given monthly inservices, over the course of a year, practice could be offered in the refinement of the anecdotal records.

13. Complete reading of the strategy booklet prior to the opening of school might further enhance the usefulness of the booklet.

14. It might be useful, throughout the inservices, to clarify, with good and poor examples, the intent and implementation of the strategies.

15. Consideration might be given to providing a "training caboose" for inexperienced teachers, a **time** when they could ask questions or discuss results without their experienced colleagues.

16. As indicated in preceding recommendations, it might be useful to provide teachers with brief descriptions of how teachers in preceding projects **implemented the strategies.**

17. Given the current emphasis on family and intergenerational literacy we find it quite heartening that the **parent reactions** were so positive. We would recommend a direct overtures to parents early in the project, perhaps a letter and a booklet to let them know how they might best support the CONSULT-I® Reading recommendations during and after the project.

18. Teachers identified several **"best parts"** of the project. Therefore, simply sharing these findings with new participant teachers should be encouraged.

19. **Good ideas for future projects** included: "to have scheduled time during the week to do small group activities or to tie-in with ESEA (Elementary and Secondary Education Act) [instruction] ." (#67).

As to **time of initial orientation**, we agree that a week or so before school starts is desirable.

Paperwork for the project, although accomplished by most teachers in less than an hour per week, was a trial for some. One possibility for minimizing repetition in anecdotal records would be to code responses. For example, when a teacher does the same thing with several children, or with one child over several sessions, she might give the description a number or letter the first time, with subsequent codings qualified as necessary.

Reading Practicum Center personnel responses to anecdotal records during and following classroom observations should help to make teacher entries more effective and efficient.

20. Busy teachers take short cuts in recording their victories as well as their defeats. We heard many more success stories than we read in the anecdotal records. To track the full effect of using the CONSULT-I® Reading recommendations we might provide tape recorders for teacher recording of oral observations. These recordings might then be transcribed and returned to the teachers for editing and highlighting. This approach has the added benefit of maximizing the input of a large number of teachers who may be more comfortable working in an oral rather than a written tradition. The reports would be richer. However, the project would have to bear the cost of a full time transcriber.

Conclusions

Once again, we have found that flexible, open, receptive, willing-to-experiment teachers see fine results using CONSULT-I® Reading. These teachers working with children in the midst of life and death situations, many of whom have had little expectation of a life of quality for their students, have had their hope restored. Teacher training institutions should recruit potential teachers with these characteristics as assiduously as the Bobby Knights of the basketball court search for their next stars.

If teacher observations regarding their own learning such as those recorded in this project could be replicated nationally we could revolutionize the experience of the so-called low group child. For, at last, there is a scientific, data-based means of individualizing instruction. Individual children's characteristics can be matched to instructional strategies which will be most likely to succeed using the CONSULT-I® Reading program. The inefficient and ineffective "trial and error" method of choosing appropriate instructional strategies for the individual learner can be left behind and truly individualized instruction can be carried out. Even in a one semester situation, though certainly preferable in two, **teachers** can be helped to be more **efficient and effective** in bringing about positive changes in learners.

One of the authors, conducting longitudinal studies of children who were low group in first grade, found that the variables of model, motivation, interest, perseverance, and positive pressure were significant in the turnaround of these children's experience as adults (Newman, 1978, 1980, 1985). These findings are once again corroborated in the experience of the Cincinnati project, as, indeed, they were last year in the Ohio project (Newman & Metz, 1992), both of which dealt exclusively with inner-city children. This project has shown that it is possible to accomplish **positive changes** in affect, attitude, and success with most likely to fail **inner-city children**, all of whom in this project were minorities, and many of whom were from single parent families. These children can come to feel good about themselves as readers and in the

process improved self-concept becomes a product.

Interest continues to play a key role in engaging these urban children whose life experiences cry for the release offered in methodologies such as the language experience approach.

When engaged meaningfully and early in the process, **parents** are interested and willing helpers and can continue to be the long term supporters so desperately needed by these children. And thus is the circle of parent, child, and school completed. The next step surely must be consideration of family literacy in which parents are included as learners in order to break the cycle of illiteracy.

CONSULT-I® Reading Cincinnati Project

Reference List

Bruce, Deborah A. (1992). Urban demonstration project results for the 1991-92 school year: Evaluation report. Cincinnati, OH: Research and Development Section, Department of Quality Improvement, Cincinnati Public Schools.

Newman, A. P. (1978). Twenty lives: A longitudinal study of the effects of 5 variables on the lives of 20 students who were low readiness in first grade (1964-1976). Bloomington, IN: Indiana University.

Newman, A. P. (1980). Twenty lives revisited: A longitudinal study of the impact of literacy on the occupations and schooling of students who were low reading readiness in first grade (1964-1976) - with special attention to model, motivation, interest, perseverance, and pressure. Bloomington, IN: Indiana University.

Newman, A. P. (1985). Twenty lives nineteen years later: A longitudinal study (1964-1983) of the impact of literacy on the occupations, schooling, and educational growth of young adults who were low reading readiness in first grade with special attention given to model, motivation, interest, perseverance, and pressure as aspects of background and mental environment. Bloomington, IN: Indiana University.

Newman, A. P. & Metz, E. M. (1989). A field study in the application of CONSULT-I® to the problem of inconsistency in diagnosis and treatment of reading difficulties, final report, Proffitt grant study. Bloomington, IN: Indiana University School of Education.

Newman, A. P. & Metz, E. M. (1988). Individualizing language strategies using CONSULT-I®. Bloomington, IN: Indiana University Reading Practicum Center.

Newman, A. P.,, Metz, E. M., & Patrick, E. (1992). CONSULT-I® reading Ohio project: Final report. Bloomington, IN: Indiana University Reading Practicum Center.

Reid, H. C., Jenkins, B., Newman, A. P., & Parr, B. (1981). Writing: A language arts booster in the primary grades. Cedar Rapids, IA: Write Way.

Ward, C. (1993). "Test score down again." In Rochford Register Star. Rochford, IL: Gannett.

CONSULT-I (R) READING CINCINNATI PROJECT
TEACHER INSERVICE
October 1, 1993
8:30 am - 2:30 pm
AGENDA

A. Classroom Visits

B. Lunch - Vernon Manor

C. Inservice

1. Teacher information sheets

update and collect from new teachers

2. 1993 Findings

Results

Recommendations

3. Goals

Project

Teacher

4. Anecdotal Records

Examples - good and bad

Revision????

Reading of during class visits

5. Interest Inventories

6. Calendar

Set inservice dates

End May 1

7. Learner profiles

Due October 15

Recommendations returned by November 1 or earlier

8. Expectations before next inservice

9. Time with new teachers

CONSULT-I (R) READING CINCINNATI PROJECT
TEACHER INSERVICE
November 19, 1993
8:30 am - 2:30 pm
AGENDA

A. Classroom Visits

1. Take Pictures

2. Read Anecdotal Records

B. Lunch

C. Inservice

1. Teacher questions, sharing

2. Anecdotal records

3. Affect, attitude, success matrix

4. Tulips Lessons

5. Materials list

6. Spring 1993 recommendations

7. Expectations before next inservice

8. Next site visit/inservice - February 25, 1994

CONSULT-I (R) READING CINCINNATI PROJECT
TEACHER INSERVICE
February 25, 1994
8:30 am - 2:30 pm
AGENDA

A. Classroom Visits

1. Observation

2. Read Anecdotal Records

B. Lunch

C. Inservice

1. Teacher questions, sharing

2. Anecdotal records

3. Affect, attitude, success matrix

4. Tulip lesson follow-up

5. Discovery Garden: An integrated curriculum

6. Book orders

7. Expectations before next inservice

8. Next site visit/inservice - April 15, 1994

CONSULT-I (R) READING CINCINNATI PROJECT
TEACHER INSERVICE
April 29. 1994
8:30 am - 2:30 pm
AGENDA

A. Classroom Visits

1. Observe activities

2. Read anecdotal records

B. Lunch

C. Inservice

1. Review comments on anecdotal records, AAS matrix

2. Parent contacts

3. Sharing

4. Comenius on educational reform

5. Assessment

a. Learner

b. Program

6. Due date

May 15. 1994

Program assessment
Learner assessments
Anecdotal records
Affect. attitude. success matrices

7. Award certificates

INFORMAL INTEREST INVENTORY (III)
Example for Grades 1-6

Name _____ Birth date _____ Age ____
Grade _____ School _____ Sex _____ Date _____

PLAY AND OTHER ACTIVITIES

1. What do you like to do in your free time? _____
2. What do you usually do after school? _____ On weekends? _____
3. What are your favorite games? _____
4. Do you like making things? _____ If so, what? _____
5. What special tools or playthings do you have at home? _____
6. Is there a tool or plaything you wish you had? _____ If so, what?
7. Do you have pets? _____ If so, what? _____
8. Do you collect things? ____ If so, what? _____
9. Do you take private lessons (piano, tennis, etc.)? _____ If so, what?
10. If you could have 3 wishes, what would they be? a. _____ b. _____ c. _____
11. Did you ever wish you were someone else? _____ If so, who? _____
12. Are you afraid of some things? _____ If so, what? _____
13. About how many hours a day do you watch TV during the week? _____ On weekends? _____
14. What TV programs do you like? _____
15. About how many hours a day do you listen to the radio during the week? _____ At other times? _____
16. What type of radio programs do you like? _____
17. How often do you attend movies? _____
18. What movies have you liked? _____
19. Do you play with computers? _____ If yes, explain _____

READING

20. Do you like being read to? _____ If so, what? _____
21. Do you enjoy hearing a story told? _____ If so, by whom? _____

22. Do you like to read? _____ If so, what kind of reading? _____

23. Do you like comic books? _____ If so, which ones? _____

24. Do you like magazines? _____ If so, which ones? _____

25. Are there books or stories you especially liked? _____
If so, what ones and why? _____

26. Do you have books of your own? _____ If so, about how many? _____
27. Do you use the school library? _____ If so, about how often? _____

28. Do you use the public library? _____ If so, about how often? _____

29. Which of the following do you enjoy, and are there special preferences?

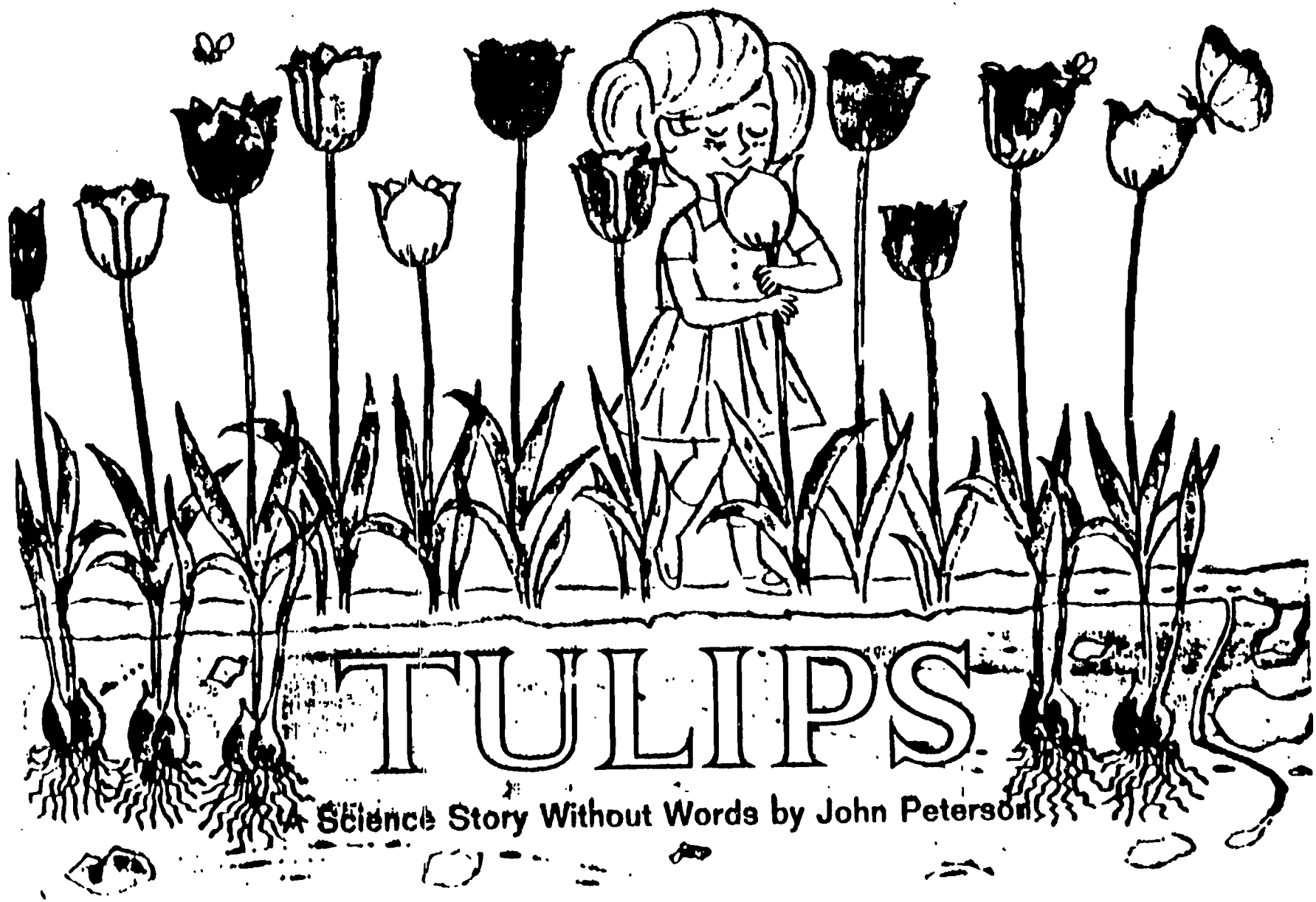
a. Reading _____
b. Being read to _____
c. Writing _____
d. Attending movies _____
e. Listening to the radio _____
f. Watching TV _____
g. Participating in sports _____
h. Playing computer games _____
i. Other (playing piano, dancing, sewing, etc.) _____

Adapted from an inventory by Paul A. Witty, Robert Sizemore, Ann Coomer, and Paul Kinsella for use in Northwestern University - U.S. Office of Education Interest Inventory.

30. Do you like to write? _____ If so, what kind of writing? _____

31. Do you like to share your writing? _____
32. Do you like to talk with your friends? _____
33. Do you like to listen to your friends? _____
34. Do you like to talk to your class? _____
35. Do you like to listen to your classmates? _____

COMMENTS



BEST COPY AVAILABLE

LESSON NUMBER 36

TITLE OF BOOK--TULIPS
PURPOSE OF LESSON--Developing readiness and interest in the subject matter of the book
SKILLS TO BE DEVELOPED--Picture reading, visual perception and discrimination, sensory perception and discrimination, oral language
VOCABULARY--Oral--tulips, bulbs, stem, leaves, flower
Written--TULIPS
INTRODUCTION

When the children come to class they will bring their boxes of crayons and place them on the floor under their chairs.

The teacher will bring to class an artificial tulip and, if possible, a real flower which is in season. She will first show the artificial tulip, asking if anyone knows what it is. If the children respond with "a flower", question them further to determine if anyone knows the kind of flower. If not, the teacher may supply the name and have the children repeat it. Some children may recognize it as a flower they have seen in their yards, and will spontaneously offer information concerning it. All children will be given an opportunity to feel and perhaps handle the artificial tulip. The real flower may then be shown and its name may be said. All children will be given a chance to touch and handle the real flower.

The teacher will then ask what differences there are between the two flowers, emphasizing not the difference in their names, but the fact that one is real and one is artificial. Elicit responses dealing with the differences of texture, fragrance, the fact that a real cut flower will not live if it is not put in water, etc. It may be explained that a real tulip was not brought to class because they are not blooming now, they had flowers last spring, but they died long ago.

On each of the flowers the stem and the leaves may be noticed and discussed. The teacher will tell the children that part of each flower's plant is gone, and will ask if anyone knows what part is missing. Elicit responses about roots or bulbs or the fact that part of the plant is in the ground, coming to a conclusion that the part beneath the surface of the ground is the bulb.

READING AND INTERPRETATION

The book may be shown, and immediately the children will recognize the tulips on the cover. The teacher may show where the title is, and ask what they think this word might be. What would be a good word to use for a title? She may wish to have each child whisper his idea in her ear. The teacher may then read the title, TULIPS. As the book is opened wide so both the front and back of the cover can be seen, the children will be certain to see the many other details of the picture. Someone will surely notice that part of the picture shows what is happening under the ground. These things may be discussed, emphasizing the tulip bulbs. The children will want to discuss other things about the cover--the beautiful colors of the tulips, how they smell and feel, personal experiences related to tulips.

Now turn to the inside of the cover and examine the enlargements of the underground area.

Turn to the title page and have the children "read" the title. If the children cannot perceive that the tulip is the letter U, explain or demonstrate this. They will be delighted with it.

At this time explain that there will not be time during this class to read the entire book, but that during the next class, each child will receive a book of his own and may "read" it at that time.

DEVELOPMENT OF SKILL: PRESENTATION OF ART WORK

Have the children again look at the tulips on the cover of the book. From a box of crayons which she has brought to class, the teacher may have five or six children choose beautiful colors which could be used for drawing tulips. If desired, these colors may be located on a color chart. The children may then take their own boxes of crayons from under their chairs and choose the same beautiful colors for tulips. Some may wish to choose other variations of these same colors.

The children, being movitated by the beauty of the tulips, will now be ready to make their own illustrations of a garden full of tulips. When completed, the pictures may be displayed by the children on their individual bulletin boards.

LESSON NUMBER 41

TITLE OF BOOK--TULIPS
PURPOSE OF LESSON--Making plans for planting tulip bulbs
SKILLS TO BE DEVELOPED--Teacher-pupil planning, Hearing and understanding directions, Visual perception
VOCABULARY--Oral--spade, soil, trowel, bulb

INTRODUCTION

Have the children bring to class the pictures they made showing the materials needed for planting tulips and the manner in which to plant them. Discuss the pictures and compare with the "October" picture in TULIPS. Arrive at a definite conclusion concerning the materials needed. If desired, these may be listed on the chalkboard. They will probably include: spade, bulbs, trowel, soil.

DEVELOPMENT OF SKILLS

If the principal sent a written reply to the letter written during the last class period, it may be read at this time. If the principal has chosen to reply in person, arrange to have him come at this time.

After permission has been granted, the children will be eager to make final plans for planting the bulbs. It is suggested that the directions on the package of bulbs be read to the children and interpreted by the teacher, using the illustration for TULIPS to visualize the process. Each teacher will have her own method of teacher-pupil planning, and may carry through in this method. However, she may wish to use some or all of the following suggestions:

(1) Make a chart showing the correct depth to plant the bulbs, according to the directions on the package. The children may be shown a ruler, and the ruler may be marked to coincide with the depth shown on the chart.
(2) A map of the area may be drawn on the floor with chalk, and the spots where the bulbs are to be planted may be marked. This will help the children to visualize and understand the distance between the bulbs. If desired, a ruler may again be used.
(3) Demonstrate the correct way to place the bulbs in the ground.
(4) From a factual book, read information about planting bulbs.
(5) Dramatize planting the bulbs, making certain each child understands and can do his particular task. If possible, have a bulb for each child.
(6) Utilize the flannelboard in any way desired for clarification of any part of the process. Perhaps bulbs could be cut of Kling-Tite paper for use in dramatization or charting.
(7) Show and identify the tools to be used. Demonstrate the correct way to handle.

The teacher and children together will plan the time which will be most convenient for the planting, perhaps the next recess.

PLANT THE BULBS AT THE DESIGNATED TIME.

EXTENDED ACTIVITIES

When the children return to their desks, they too may draw maps of the "tulip garden". They may wish to show how it will look today, then make another illustration showing how it will look when the tulips are blooming.

Items provided to teachers

Award certificates

3x5 index cards

Manila paper

Construction paper

Books

Troll

1st grade 25 book library

4th grade 25 book library

The Wright Group

Sunshine level 1 fiction, Sets A, AA, BB, CC, DD

The Story Box, Sets A & B

The Big Hill

Twig emergent readers, Set E

Twig read-together pupil books

Wishy-washy day

Sunshine safety books

Level 2 Story Box

Level 3 Story Box

DISCOVERY GARDEN

AN INTEGRATED CURRICULUM

FOR GRADES KINDERGARTEN THROUGH THREE

HOPE ELKINS
DENISE JACOBS
LAURA ROBINSON-LONG

1989

TABLE OF CONTENTS

	Page
Introduction	1
Learning Activites	
Flowers	8
Insects	26
Vegetables	35
Weather	51
References	66
Appendices	
Poetry Forms	71
A Guide to Hands-On Science	89
Bug Parts	90

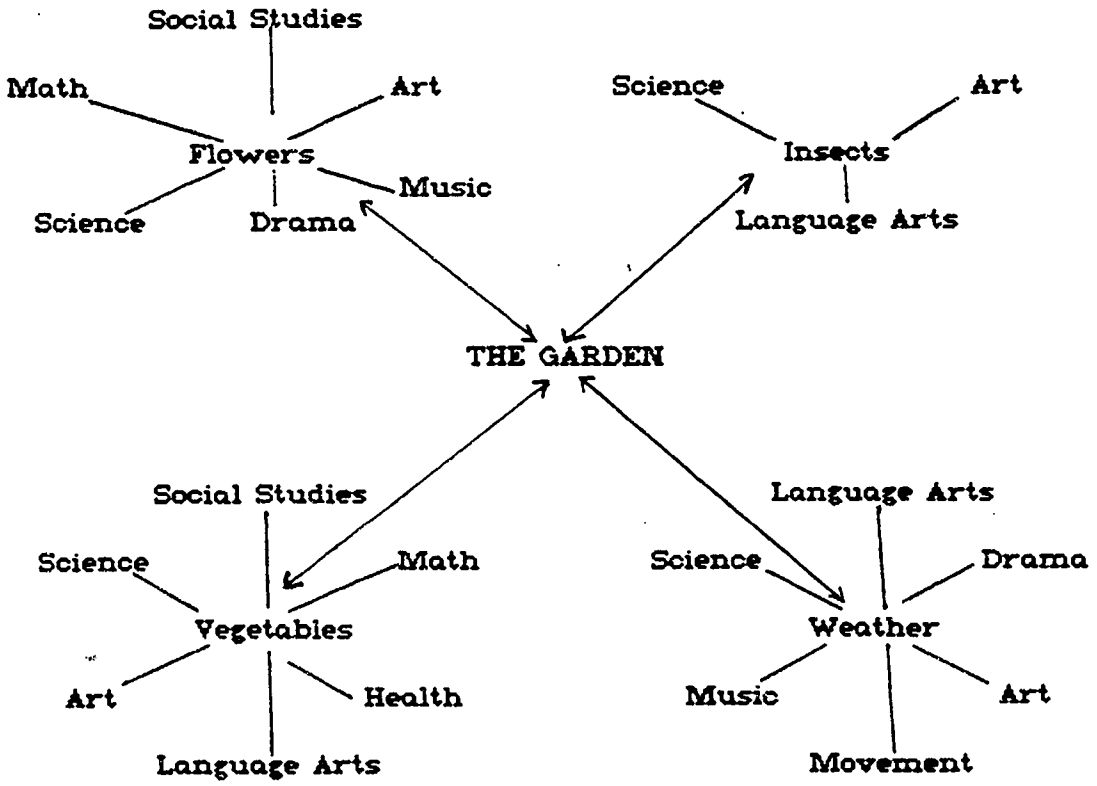
Unit Description

The idea of gardening upon which this curriculum is built is expressed in four subject components:

Flowers
Insects
Vegetables
Weather

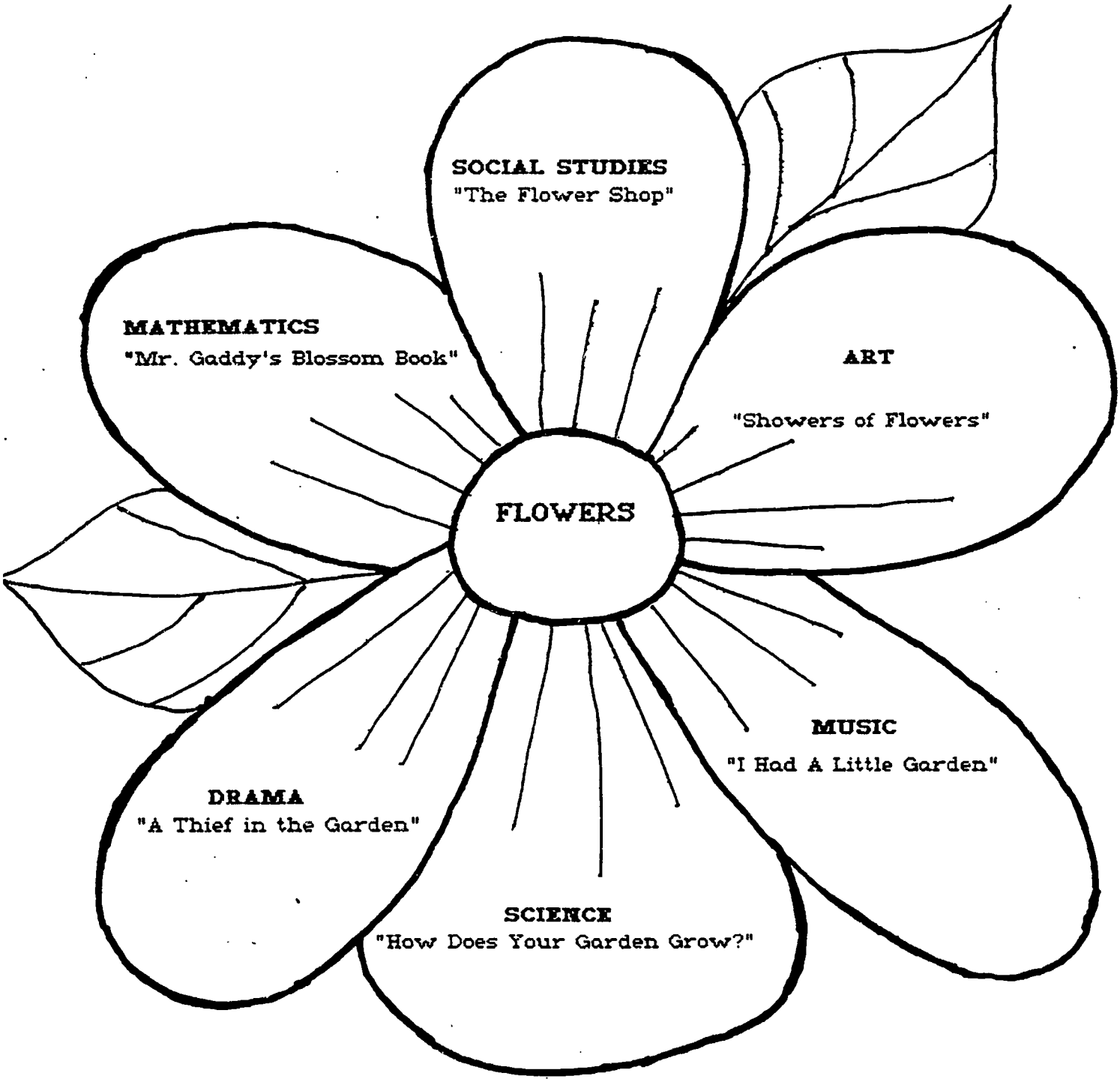
Each component is made up of a number of lessons from various curriculum areas. The lessons are organized in such a way that the teacher can teach an entire component, can take individual lessons from a component, or can "mix and match" lessons from all four components.

The following figure shows how the components are organized:



The center of the figure represents the main theme. The lines with arrows lead to the four major components. The spokes of the curriculum areas are individual lessons included in each component.

FLOWERS


SOCIAL STUDIES
"The Flower Shop"
MATHEMATICS
"Mr. Gaddy's Blossom Book"
ART
"Showers of Flowers"
FLOWERS
MUSIC
"I Had A Little Garden"
DRAMA
"A Thief in the Garden"
SCIENCE
"How Does Your Garden Grow?"

Question 1: How did the CONSULT-I® Reading project make you more aware of your learner's needs and interests?

360 The computerized assessments helped me specify lessons and target exact needs. I learned how to teach toward the student.

361 CONSULT-I® provided a model to show me how to reach the uninterested child. The problem areas were made clearer.

362 First, I was able to find out what they wanted to know about and then I used what they were motivated to work on and know about to increase or improve skills they needed.

365 It helped me to become aware of various ways to motivate the learners.

366 The inventory helped me learn a lot more about each child so that I could pattern those interests to each individual need to help motivate and build self-esteem.

367 CONSULT-I® made me more aware of all the available resources for my learners to read. The breakdown of the learner's needs and interests was the perfect guide to helping me help my student.

368 Through the taxonomy and learner profile sheet and recommendations.

369 The interest inventory was helpful. The strategy book is excellent and most helpful.

Question 2: How did the CONSULT-I® Reading recommendations assist you in focussing your instruction for the individual learner?

360 They showed me exactly what areas to teach and how best to help my students.

361 The CONSULT-I® Reading Program tailored a special program for each child. I didn't waste my time trying to implement hundreds of concepts that may not help the child.

362 The recommendations helped me to build a background of instruction, i.e., a framework that I could begin with, then add to after gaining successes, and then create a positive focus for instruction and progress.

365 The recommendations helped me to become more creative with the pupils, focusing on their interest.

366 It made me more aware of each individual need and the strategies to turn to, to focus on more successes and achievements.

367 The recommendations assisted in my being able to focus in on the special needs my learners had although I had an idea in what areas my learners needed help. The recommendations hit specifics such as functional language.

368 They helped me to know in what area to assist the learner.

369 The book of strategies had great ideas. The computer zeroed in on an exact approach.

Question 3: Give the average amount of time spent each week in carrying out the recommended strategies.

360 1 1/2 hours / student

361 Usually I worked with each child after school for 2 1/2 hours initially twice a week. Then I began working one hour during the special class times.

362 I spent approximately sixty minutes or more per week on strategies.

365 The time spend in carrying out the recommended strategies were 2 to 3 times a week in group, and on a regular basis during class instruction time.

366 Approximately 4 - 4 1/2 hours.

367 Average time spent was 30 to 45 minutes.

368 20 minutes each day at least 3 days a week.

369 For the 3 second graders, 2 hours per child. For those not in my class 1/2 hour. I would not recommend taking someone longer in class. It is difficult to coordinate.

Question 4: How has your instruction changed this year as a result of the CONSULT-I® Reading project?

360 I teach more individualized lessons.

361 My instructions has changed somewhat. I always used hands on learning experiences, but with CONSULT-I® I am now a believer that hands on experience produces better results. Also, listen to the child.

362 My instruction is now built on student interest first and then focusing on various skills to create the improved reader. I can do this because I am in the Resource Center.

365 This project helped me to become more creative, using hands-on and concrete materials.

366 Yes. I am writing more little books containing the text's vocabulary which leads to more successful reading.

367 CONSULT-I® changed my instructions this year by increasing reading time in my class.

368 Gave me the opportunity and time to do one-on-one teaching.

369 It probably didn't change but I was more aware of the strategies and how helpful they were. I also thought, oh, this idea is good and acceptable.

Question 5: What were parent reactions to the CONSULT-I® Reading project?

360 Positive but uninvolved.

361 The parents were very excited to receive special help for their child. They were willing to do almost anything I asked to get their child reading.

362 My parents were curious when I contacted them about their children taking field trips.

365 Parents were very glad to see the improvement made by learners and to see their creative ability in their interest.

366 The parents were very enthused to the point of one parent taking videos and one parent calling me at home to seek more advice of how to help her daughter at home.

367 Parents' comments on the improvement in reading skills as well as the learner's desire to read.

368 Very positive.

369 Two of the five were very pleased and supportive. The others did not respond.

Question 6: How did the supplies (paper, books, award certificates, etc.) influence your instruction in the project?

360 Somewhat - most of what I used I supplied myself.

361 Every child received an award after reading a book. The parents and children loved the certificates. The supplies were great for making books and art projects for tulips. Thanks.

362 The kids enjoyed the paper as well as the award certificates and were very pleased when I gave them an award certificate.

365 Very good for motivation and self-esteem building.

366 I loved all the nice supplies. The little books have really encouraged these children to the point they are begging to read to the class and they feel so successful with the books.

367 The supplies allowed me to be more creative by drawing and adding art to the reading assignments.

368 Supplies helped a great deal.

369 All were very helpful. We used everything extensively -- made books, bulletin boards. Everyone appreciated the certificates, concentration game, and the books you gave us.

Question 7: How did the unit suggestions (Tulips, Discovery Garden) influence your instruction in the project?

360 Little - great ideas but not at grade level.

361 To my complete amazement children didn't know very much, if anything, about flowers. Consequently, the tulip lesson was a great success. Parents loved it also.

362 I did not use them.

365 I incorporated this unit with the lesson on "Showers of Flowers."

366 They really built up my science lessons on plants and the children have learned and enjoyed watching tulips grow. They pulled out creativeness in writing and art as well.

367 (no answer)

368 Did not use.

369 The units were terrific and had many good ideas. I and my kids were enthusiastic about weather and seeds. I shall use tulips in the fall.

Question 8: How did the site visits/inservices by Indiana University personnel help you?

360 Helped me understand what to do, clarified questions.

361 I needed help to complete the anecdotal records correctly. The materials for tulips and comic book ideas were also very helpful. I am an experienced teacher but I still learned a lot from the Indiana personnel. Thank you! P.S. Visits to the classrooms provided additional insight for me.

362 What was once mud to me and frustration, due to my misunderstanding, later became crystal clear as I made honest attempts to use the program.

365 Very helpful in giving suggested ways of teaching in helping to build the learner's self esteem and motivating them.

366 I loved always having something new to turn to to build instruction. The gifts were wonderful and very useful. The extra lessons were wonderful to incorporate into my curriculum. The visits always seemed to boost me and uplifted me to the point I couldn't wait to get back and teach.

367 The inservices always motivated me to do more with the learners. The inservices also helped me focus on what I was to be doing and how to record it correctly.

368 The site visits were very helpful. I got a better understanding of how the recommendations related with the strategies.

369 The graciousness of the ladies was delightful. We teachers and children all need positive feedback and we received it. The enthusiasm was contagious.

Question 9: The best parts of the CONSULT-I® Reading project are:

360 Seeing the progress in the children and learning how to individualize lessons.

361 The interest inventory in the tan notebook. The learner profile sheet with percentages. Getting parents involved with the child's learning process.

362 The informal interest inventory, then the learner profile worked well for me. Then the anecdotal records helped me to see improvement and a change in the attitude of kids to reading.

365 The best part of the CONSULT-I® Reading Project are the recommendations given to help the learner improve in areas of weakness, and the suggested things that can be done with the learners to see improvement and enhance their learning abilities; also, the interest inventory.

366 Receiving new ideas and special gifts. The next part is watching each child grow and master skills and building his self-esteem so he wants to participate in class and be proud of himself at the same time.

367 Improving students interest in reading. The recommendations for each learner. The supplies received.

368 The ability to have time to do one-on-one teaching.

369 The ladies were exceptional. The strategy book excellent. The supplies were marvelous.

Question 10: Suggestions for CONSULT-I® Reading project are:

360 More ideas for intermediate and more whole class lessons/tie ins

361 Keep spreading the good news and please find a way to provide me with at least two learner profile sheets next year.

362 1. Provide activities in numerical order that fall under each area that has been the most successful for students to change attitude, interest, motivation or skill mastery. 2. Work more closely with teachers who are not performing or using strategies correctly.

365 (no answer)

366 None.

367 More inservices. A way to incorporate into classroom.

368 More hands on activities.

369 It is probably not a good idea to use a teacher other than a classroom teacher. I was quite enthusiastic and eager to work with the children but the homeroom teachers had difficulty scheduling me a time to see the children. I set up times both before and after school for all of them and I was always available. The morning folks were late and the afternoon boys sometimes forgot to come.

Question 11: From my experience with the project, I have learned:

360 How much progress my students can make when lessons are personalized and catered toward them.

361 Many things about children at the first grade level. Working one-on-one using a child's area of interest can produce a positive learning experience.

362 First, that I need to work with students in my area(s) of expertise, i.e., work with intermediate students. I know little or nothing about primary and I did not feel as if I could do anything with primary but give one-on-one attention. Also, I should work with fewer students so that I can make the most impact.

365 I have learned that all students can learn and show improvement if the focus is on the learner's interest, motivating them and building their self-esteem.

366 That once you combine a child's interest with the weak factor that child has in reading and devise everything around his interest level, there will be more success and achievement. Children will want to participate more and volunteer to do more in groups. There is a higher interest for success when the child can read his own work.

367 Even though I knew the importance of individualized instruction, my experiences in CONSULT-I® reinforced this belief. It has been a very difficult year for individual instruction, however, this program guided me on how to be specific meeting the needs of individual students.

368 To evaluate a described strategy through recommendations which come from interest inventories.

369 That I was already doing many of the strategies prescribed, however, keeping individualized records of the children is a great idea. It's neat to reread and note progress.

Question 12: On scale 1 - 5 (Agree - Disagree)
The recommendations were practical.

360 2

367 1

368 2

369 1

Question 13: On scale 1 - 5 (Agree - Disagree)
The strategy booklet was useful.

360 2

367 1

368 2

369 1

Question 14: On scale 1 - 5 (Agree - Disagree)
The strategy explanations were easy to understand.

360 1

367 3

368 2

369 1

Question 15: On scale 1 - 5 (Agree - Disagree)
There were adequate explanations of the project in the inservices.

360 1

367 2

368 1

369 1

Question 16: Do you prefer the 1 semester or 2 semester format for the CONSULT-I® Reading project? Explain.

361 1 1/2 semesters. We need time to work with students, yet implement additional skills, projects, and celebrations. It's difficult to say how much time is needed. I did enjoy two semesters better.

362 2 semesters - I had more time to made a decision on who to choose and why.

365 2 semesters

366 2 semesters - The longer we have to identify and diagnose, the longer we have to find the right prescription and make that child meet success sooner.

Question 17: Was it easier to implement and document the recommendations and instruction this year after a semester of experience last Spring?

361 Yes. I felt better about documentation, so much so that I didn't look at the brown manual. I discovered that using the manual is a must to follow recommendations in order to help the child progress.

362 Yes. I think last year I really wanted to do the project, but I just didn't follow the plan and I got behind.

365 Yes. I had more time to work with the learners. I didn't feel rushed.

362 Yes. Because we have been through the program before, things seemed to fall into place faster.