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THE UNIVERSITY OF ALBERTA

LITERACY LEARNING : A CASE STUDY IN INTERVENTION

by

Janice Coles

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND

RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF ELEMENTARY EDUCATION

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Literacy Learning : A Case Study in Intervention", submitted by Janice Coles in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

Supervisor

External Examiner

Date : 21st April, 1989.

DEDICATION

This thesis is dedicated to the memory of Tony (Anthony) Baumber, an entirely human Assistant Superintendent - Principal - Educator who gave students and teachers growing space, and to Jed and Pam who reminded me that an authentic and collaborative relationship is a vital cornerstone in the learning-teaching process.

ABSTRACT

Western society values literacy, thus scholars research literacy learning avenues and schools view reading and writing fluency as being fundamental to academic growth and independence in adulthood. Whilst many children gain control over print with apparent ease, some do not. This study describes the literacy learning journey of a boy who was identified as an 'at risk' reader.

Concomitant with regular schooling, Jed attended an individualized intervention program at the University of Alberta's Reading and Language Center. Adopting ethnographic techniques, I 'shadowed' Jed during Reading-Language interactions across school and clinical contexts. My specific purpose was to determine whether reading strategies learned during intervention sessions were generalized to the school context.

Verbal mediation of effective print processing strategies at the Center, combined with the use of instructional level predictable books, enabled Jed to gain control over print. Once he perceived himself to be a reader, Jed attended to the controlled vocabulary books provided in his school context and borrowed predictable books from the Center to read / listen to at home. The Center's Reading Processes approach was explained to Jed's parents and teachers and they adopted strands of the approach that made sense to them. Jed began to generalize effective reading strategies across contexts and his literacy learning escalated accordingly. After the conclusion of clinical intervention Jed's attention to

print diminished as his teacher's demands for exactitude precluded the engagement of holistic monitoring strategies. Nevertheless, information available one year later evidenced that Jed continued to activate effective reading strategies.

This study demonstrates how one 'at risk' child's reading difficulties were ameliorated when instruction designed to meet his specific needs was implemented. Furthermore, it encourages re-examination of personal literacy teaching philosophies and [illegible] styles and highlights the importance of positive and continuous cross-contextual communication about literacy learning.

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All of the participants in this study; especially Jed and Pam whose collaborations demonstrated - beyond a shadow of doubt - that the literacy learning process can be exhilarating and joyful. I owe you both a debt that can never be repaid.

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Anne Brailsford (the last, but not least, member of my Canadian family). Our constant and evolving dialogues, actions and reflections spanning literacy learning, broad-based perspectives for reading assessments, the lifeworlds of kids and dogs and recalcitrant snow blowers, how to grow luscious tomatoes in a greenhouse that refuses to stand upright, and even how to format for lasering, form a large portion of the fabric of my life. If I 'had to do it all again', Anne, I wouldn't change one iota !

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CHAPTER ONE

DEFINING THE LITERACY PARAMETERS OF THE STUDY

> .. considering the phenomena of education as a mutual activity of educator and learner, we see that this activity in either case has for its basis one and the same thing - the tendency of man toward equalized knowledge (Tolstoy,1862, p.189).

Cultural Attempts to Equalize Access to Knowledge

In describing the "ascent of man", from humankind's primordial lifeworlds to the complex nature of lifeworlds in the second half of the twentieth century, Bronowski issues a plea for "democracy of the intellect" (1973, p.226). He suggests that democracy of the intellect may only be achieved when "..knowledge sits in the homes and the heads of people with no ambition to control others" (p.266). We cannot ensure that access to knowledge will translate into reflection and action which match democratic ideals (Kozol,1980). Clearly, however, many cultures are committed to providing opportunities for **accessing** knowledge.

Opportunities for the sharing of knowledge within a culture are multi-faceted. We absorb the patterns of our culture as we go about our daily living. At times the absorption occurs at a subconscious level. At other times it derives from dynamically conscious interaction. Whatever the channel of absorption, distinct and interrelating dimensions are present which may serve to enrich our growing understanding of the

cultural milieu in which our lives take shape. We listen to stories of the past and reach towards an expanding awareness of our current stance within the web of relationships extending back through history and forwards into an increasingly nebulous future. Despite our lived cultural awareness, we may perceive ourselves to be culturally **disadvantaged** unless we acquire a level of print-literacy which enables us to access knowledge which is not readily available via non-print avenues. Literacy enhances human beings' search for knowledge and furthers opportunities for a person "..to become a conscious agent and master of himself" (Faure, Herrera, Kaddoura, Lopes, Petrovsky, Rahnema, & Ward,1972, p.141).

The state of literacy is not a hard fact, an absolute. It is a nebulous concept which fluctuates according to arbitrary decisions which are grounded within the holistic cultural context of the era and country in which they are determined. The difference between a culture's **actual** and **desired** level of literacy for its members, the literacy gap (Harris & Hodges,1981), appears to reflect the pervasive economic and political climate prevailing in a given culture during a particular period of time (Resnick and Resnick,1977). Historically, the pendulum of literacy competence has swung from a position where the acquisition of literacy has been available only to "the elite", to one where a low level of literacy might be attained by all, through to the western hemisphere's "..contemporary expectation [of] high levels of literacy for the entire population" (Resnick & Resnick,1977, p.370). Literacy has been variously

defined as : the ability to pronounce often heard a[illegible]emorized words, phrases, and sentences; the ability to sign one's name on a marriage certificate; the completion of a specified number of years' exposure to school-learning; and the self-reported ability to read and write a simple message (National Institute of Education,1979).

Thus, literacy standards have gradually changed to meet the needs of evolving cultural expectations. In Canada, literacy competence, i.e. functional literacy, has been diversely equated with five years of formal education during the nineteen-sixties, eight years during the nineteen-seventies (Cairns,1977), and nine years during the present decade. In **pragmatic** terms, speculation has emerged which queries whether nine years of formal education sufficiently equips an employee to meet expanding technological demands, e.g. during a Canadian Broadcasting Corporation television broadcast of The Journal (February 11th,1986), a garage owner stated categorically that his mechanics required a minimum of twelfth grade education for reading advanced technical manuals with enough comprehension to ensure that expensive computerized equipment was not damaged. Despite theoretical and practical expectations, there is no guarantee that a stipulated number of years (i.e. quantity) spent in an educational setting translates directly into task-appropriate literacy competence (i.e. quality). The only certainty, in the western hemisphere, is that expanding technologies have directly influenced expectations in terms of print-literacy. As expectations change, a culture's threshold of acceptance regarding what it is that

constitutes functional literacy modifies accordingly. From a 1971 UNESCO study emerges a culture-specific definition of literacy wherein the latter is equated with the acquisition of :

> .. essential knowledge and skills which enable [man] to engage in all those activities in which literacy is required for effective functioning in his group and community (in Cairns,1977, p.1).

The definition seems open-ended enough to accommodate future modifications.

The Acquisition of Literacy Competence

Schools, as "transmitters of culture" (Wilcox, in Spindler, 1982, p.271), are intrinsically aware of the societal value placed on literacy competence and of their role in helping to equip the child for independence in adulthood. Since today's knowledge will be tomorrow's history by the time a current youngster leaves school :

> .. **how** he learns becomes even more important than **what** he learns ... Independence as an adult depends not so much on knowledge already acquired, but on knowing how to obtain and use information as and when it is required (Yardley,1973, p.9).

Thus, the ability to process print fluently becomes of paramount importance whether the reader's source is a book, newspaper, bulletin, airplane ticket, or text on a computer screen. Most children attain literacy competence prior to concluding their formal education. In their case, the meshing of within-child and within-school factors affords the possibility that those students leave the subculture of school to enter the larger

culture as functionally literate, independent beings. Their literacy competence has resulted, in varying degrees, from mediated interactions across home, environmental, and school contexts. Unlike products which leave the factory floor as perfectly uniform samples of their genre, children :

> .. travel many different paths to achieve the same goal and take varying lengths of time over the journey (Fryer,1970, p.106).

Whilst literacy competence is indeed attained by many during their school years, still there remains an appreciable number of children whose daily contacts with print result in frustration and an awareness of personal failure (Kirk, Kliebhan & Lerner,1978). It is with a child such as these, that this study is concerned.

Background of the Study

Children who have not attained literacy competence, relative to age and-or grade level expectations, have been studied extensively across the present century. They have been termed variously as less able readers and as children "at risk"; they have been studied in diverse ways over the years, with varying results emerging.

Early in the twentieth century Hinshelwood (1904) and Orton (1928) theorized that neurological dysfunction lay at the root of many children's processing difficulties. During the nineteen-thirties there was strong support for Morphett and Washburne's claims (1931) that the child's attainment of a specific mental age, prior to beginning reading instruction, would eradicate the phenomenon of reading failure. Jensen

(1969) proposed that genetic factors resulted in some children demonstrating a low-ceiling I.Q. that was largely non-amenable to change; if such were the case, instruction should be tailored to fit limited expectations. Language differences (Bereiter & Englemann,1966), inappropriate instructional approaches (Rist,1973), self-fulfilling prophecies and concomitant reduction of self-esteem (Torgesen,1979) have all been theorized as having some bearing on what it is that distinguishes "at risk" children from their more able peers. Some of the theories must hold true for some children, by the law of averages. There is, however, no universal truth. There is no single, simplistic explanation for a problem of such high complexity (Gillespie-Silver,1979).

How, then, do these children fare in general, when regular school mediation has not promoted literacy competence ? In the case of elementary school children, the traditional route has been largely to channel the "at risk" child into some form of remedial programming. Such programming may occur within the regular classroom context or within the setting of a resource room on a withdrawal basis.

The Remediation of Processing Difficulties : Schools' Praxis

Within-school remediation programs offered at the elementary school level tend to vary in nature, depending on the training and philosophies of the teachers concerned. Of the approaches used across North America, the skills' approach is by far the most prevalent (Gillespie-Silver,1979). The skills' approach operates from the baseline assumption that the efficient learning of a hierarchy of subskills will lead to

appropriate letter and word identification, through to comprehension, and hence to literacy competence. Since this is the approach most often adhered to in regular classrooms, and its initial mediation fails to promote expected progress for some children, its application as a remediation device implies that the "at risk" child must accommodate to meet program requirements rather than vice versa. The underlying implication is that the child's inappropriate information processing, which resulted in initial lack of progress, should be amenable to change via remediation using the same materials and methods which were applied in the first instance. Such an implication is clearly open to question.

Remedial programs which adhere to a skills' orientation generally result in short-term gain (Malicky,1983, p.2), but do not tend to demonstrate long-term processing competencies. One explanation for these results has been explicated partially in Harris' (1977) description of skills' development through diagnostic-prescriptive remediation.

> The [teachers'] temptation to stress highly specific goals which are easy to test sometimes distorts the program into a great **overemphasis on decoding** ... There is a strong temptation to go by the number of correct answers and not inquire **how** or **why** the child made his errors, so that **diagnostic thinking is at a very low level** (p. 33, emphasis added).

Clearly there are diagnostic-prescriptive programs which encourage children to reflect on their print-processing strategies at a metacognitive level (Strang,1970), but such programs appear to be the exception rather

than the rule. If one accepts Thorndike's conceptualization of the fluent reader as an active thinker who uses reasoning abilities in order to " ..select, repress, soften, emphasize, correlate, and organize..." incoming information (1917, p.329), then it becomes readily apparent that the type of program described by Harris (1977) is neither likely to promote long-term gains nor literacy competence. Alternatively, what do non-print remediation programs have to offer with regards to promoting print-literacy ?

Non-Print Remediation of Processing Difficulties : Praxis and Theory

Within the elementary school environment, the non-print remediation of print-processing difficulties has tended to focus on the training of visual perceptual abilities at the primary level (e.g. Frostig & Horne,1964) and perceptual motor abilities to a lesser extent across the elementary grades (e.g. Kephart,1971), focii generally unaccompanied by instruction in actual reading activities. Both programs operate from the underlying premise that the child's developmental progress is delayed relative to chronological age expectations; thus training which stimulates progress in target areas is required in order to "close the developmental gap". Neither Frostig and Horne (1964) nor Kephart (1971) suggest that their programs, used in isolation from print, will ensure progress in reading (Gillespie-Silver,1979); such an unwarranted conceptual leap seems to have emerged within some schools through lack of understanding of both the authors' claims and holistic processing needs. Given the latter, however, it is not surprising that research findings

generally report lack of significant improvement in reading achievement following isolated training in either program (Bortner,1974; Hammill, Goodman & Wiederholt,1974).

An alternative non-print approach, grounded in Luria's work with brain damaged adults (1966) and elaborated in Das, Kirby and Jarman's model of simultaneous and successive cognitive processing strategies (1979), has focused on facilitating the conscious engagement of task-appropriate processing strategies by children who do not " .. apply efficiently those abilities or capacities which are present" (Torgesen, 1977, p.34). As noted by Brailsford (1981), the effectiveness of information processing depends on the manner in which the information is " .. integrated and utilized" (p.35) in the part of the brain which is responsible for reasoning; for manipulating the ".. coded information and determining the best possible plan for action" (Das et al,1979, p.50). Short-term strategy training remedial programs based on Das et al's model have resulted in low-achieving children demonstrating improved reading comprehension (Brailsford, 1981) and word recognition performances (Kaufman,1978; Krywaniuk, 1974) following intervention. At the time of writing, there is no information regarding the maintenance of initial gains after termination of the intervention programs. One factor common to all three strategy training programs merits specific note. Students were encouraged to verbalize their thoughts whilst processing diverse tasks, i.e. they engaged in verbal mediation. The latter has been defined variously as " ..talking to oneself in relevant ways" (Jensen, 1966,

p.101), as being a useful " ..problem solving strategy" (Flavell, 1970, p.195), and as being the metacognitive " .. diagnostic thinking" factor (Harris,1977) absent from many reading skills remediation programs. Fluent readers " .. have some awareness and control of the cognitive activities they engage in as they read" (Brown,1982, p.29). Growing awareness and control via verbal mediation have been demonstrated, also, by less able adult readers enrolled in adult literacy classes (O'Brien,1981). Thus, verbal mediation seems to be a vital factor in promoting the growth of active and effective processing strategies

Reading Processes : A Child-Centred Diagnostic - Remedial Approach

The diagnosis of ineffective print-processing strategies should lead directly to remediation which meets the needs of the individual child, to best ensure that the potentially symbiotic relationship between cognitive processing, in a holistic sense, and reading, specifically, is effectively harnessed. The Reading Processes approach tailors a program to suit the child, rather than vice versa, and attempts to facilitate the meshing of within-child cognitive and print processing strategies. Aided by initial diagnosis and ongoing observations regarding **how** the child attempts to process print, child-centred remediation of processing difficulties seeks to :

(1) change those processes which do not appear to be facilitative;

(2) further develop those processes which are effective; and / or

(3) develop other processes which appear necessary for effective,

efficient reading (Malicky,1983, p.6).

Building on Fagan's 1983 schematization of the three major variables that characterize efficient reading as a communicative process, i.e. Input, Cognitive Processes, and the Reader's Knowledge, Malicky (1983, p.10) operationalized the Reading Processes Model for use as a scaffolding from which diagnosis **should** lead directly to appropriate remediation.

It has been demonstrated that when proficient readers enter into a dialogue with text INPUT they appear to PROCESS the print in a highly KNOWLEDGEable and interactive manner (Rumelhart,1977). They appear to synthesize information about letter features, letters, letter clusters and their sequence, and to attend to both syntactic and semantic details at the word, sentence and discourse levels with a high degree of automaticity (Adams,1980) which falters only when meaning becomes distorted. Should the latter occur, fluent readers tend to monitor previous processing and / or check ahead in the text to locate and self-correct the problem and, subsequently, resume the flow of processing. Whilst less able readers demonstrate similar strategies when processing text which matches their independent and instructional reading comprehension levels (Brake,1981; Coles,1983), it is apparent that they will likely encounter processing difficulties stemming from one, two, or all of the three variables should they be required to read grade placement level reading materials (Kavanagh,1981).

With less able readers in mind, and addressing the interactive view of reading noted above, Malicky (1983, p.14) suggests that clinical

remediation of processing difficulties should focus on promoting : development of knowledge sources, awareness of which source is most pertinent for a specific context, and knowledge regarding how to apply the information gleaned. The operationalized Reading Processes Model reflects one or more of the areas in which less able readers may experience processing difficulties (p.15) :

INPUT	PROCESSES	KNOWLEDGE
letters	attending / intending	world
words	analyzing	language
sentences	associating	structural
discourse	synthesizing	print
	inferring / predicting	
	monitoring	

Beyond pretest and posttest data collected at the University of Alberta's Reading and Language Center, few data are available which document the effectiveness of intervention provided in this framework (Beebe & Malicky,1982). No data are available to delineate whether what is learned in the clinical context is generalized to print processing which occurs in alternate contexts.

Purpose of the Study

The specific purpose of this descriptive study of one "at risk" boy's progress towards literacy competence across regular classroom,

resource room, and clinical contexts, is to examine whether print processing strategies learned in the clinical context are generalized to his reading at school. Relative to the reading approaches to which he is exposed across a timespan encompassing the last six months of second grade, his engagement of processing strategies constitutes the central focus which highlights the effectiveness of mediation and remedial intervention.

Jed

The current study recounts segments of the lifeworld of Jed, who celebrates his eighth birthday mid-way through the observation period. In addition to his regular classroom and resource room reading instruction, and following diagnosis by a graduate student / teacher who is trained in the processes' approach, Jed participates in an extra-curricular ten hours' course of process-based reading instruction at the University of Alberta's Reading and Language Center. As I invite the reader to reflect on Jed's progress towards literacy competence, I am aware that his story cannot be generalized to encompass all "at risk" children. However, Jed's story offers general and specific insights into the complex interplay of variables which have direct bearing on the attainment of literacy competence.

CHAPTER TWO

DOCUMENTING LIVED CULTURE : DESIGN AND METHODOLOGY

> ... we are entering a period when culture counts more than ever, and culture is not something frozen in amber; it is what we create anew each day (Toffler,1983, p.157).

Becoming Acquainted with Facets of Jed's Lifeworld

Whenever we examine a painting, a sculpture, a recording of the human voice, a piece of writing, or the transcribed protocols from a child's Reading Assessment, we reflect on a composition that is "frozen in amber" unless we have some knowledge of its creator and of his or her lifeworld prior to and during the 'composing' period. If we possess some awareness via second hand knowledge, we still remain distanced from the subtle nuances of that person's lifeworld, and from the thoughts, actions and words that accompany the 'composing' because we are not physically present to witness events personally as they unfold. Proximity affords opportunities for the accurate documentation of whatever transpires, and hence for the subsequent emergence of informed inferencing about the 'whys and wherefores' of occurrences. In order to fulfill the purpose of this study I place myself in cl[illegible]ximity to Jed for periods of time and assume, initially, the mantle of the bard who chronicles, without influencing, as much as hu[illegible] of

whatever occurs within the cultural contexts studied during finite timespans The bard, as a participant observer :

> ... must stand in the centre of the tribe, observing and remembering, letting the existence of [her] people flow through [her] like a river. But [she] must also stand outside, so [her] own involvement does not dye [her] perception of the truth (Llywelyn,1984, p. 30).

The Research Begins : Availability and Access

The current study's design and methodology facilitated my attempts, as a participant observer researching reading interactions, to "walk in the shoes" (Spradley,1979, p.34) of an "at risk" primary school child across a timespan of six months. Jed was in second grade at a rural school located within one and one half hours' driving distance of the University of Alberta's Reading and Language Center, to which he had been referred for the diagnosis and remediation of reading difficulties. Permission to follow his progress had been granted by his parents, teachers, principal, Director of the Reading and Language Center, and the clinician who was to work with him as a part of her University course work. With the exception of Dr. Malicky, the Center's director, participants understood that identities would be masked as much as possible. All of the participants accepted that verbal feedback about the study would be available at prearranged times.

Bracketing out Personal Perceptions

Any attempt to "walk in the shoes" of other human beings carries with it the inherent danger that the bard-like impartiality of a participant observer may erode due to personal biases which are liable to surface as the interactions of those being observed gather momentum. That danger must be averted as closely as possible via the externalizing, or conscious "bracketing out" (Bogden & Biklen,1982), of personal perceptions.

There are many reasons for the selection of a specific area to research intensively, one of which is a personal and abiding interest which grows across years of steadily accumulating exposure to theoretical concepts and practical experience. The current study arose from just such a foundation. Hence, it was incumbent upon me to delineate the route which led me to focus on Jed in a manner which, although I had not met him previously, ensured that I could not assume an entirely naive research role, nor could I totally extinguish the professional "language and perceptual habits" (Kemmis,1980, p.108) that undergirded my involvement with "at risk" children.

I had worked with many such children as a regular classroom teacher spanning grades two through eleven, and as an elementary school resource room teacher who tended to combine ongoing observation and intuition with diagnostic-prescriptive procedures in attempts to ameliorate processing difficulties. Additional training in the diagnosis and remediation of processing difficulties at the Reading and

Language Center that Jed was to attend, followed by two years' experience as a reading specialist, were further variables which ruled out naivety. I, therefore, entered each of the research phases with a constant and "conscious attitude" (Spradley,1979, p.4) of attempting to observe ongoing interactions with the deliberate detachment and 'fresh eyes' that "bracketing out" (Bogden & Biklen,1982) aims to facilitate.

The Research Observation Phases

The study encompassed three consecutive observation phases.

Phase One : I observed Jed during Reading and Language classes in his regular classroom (90 minutes per week) and resource room (70 minutes per week) contexts, for two hours and 40 minutes per week across four weeks. In totality, 10 hours and 40 minutes of school-context observations were documented prior to the onset of clinical intervention.

Phase Two : Observation in the school context was continued across eight weeks, totalling 21 hours and 20 minutes. During that timespan I also observed Jed across the10 hours of his individualized remediation program at the Reading and Language Center, for one hour per session. Observation spanned 31 hours and 20 minutes overall. Resource room instruction was terminated two weeks prior to the end of Phase Two. Permission to observe Jed's processing strategies during Social, Science, Math

and Music classes in the time slots previously allocated for resource room observation was granted.

Phase Three: The final phase entailed classroom observations of Jed across one and one half hours per week of Reading-Language instruction, plus one hour and 10 minutes per week of content areas' instruction (24 hours in totality) for nine weeks.

In situ research across Phases One through Three, therefore, included 66 hours' direct observation of Jed's processing strategies across 21 weeks of his second grade year in school.

Foreshadowing : Focusing and Refocusing

> One begins fieldwork not with a tabula rasa but with a foreshadowed problem in mind ... Because one is attempting to understand a system in its own terms, according to its own criteria of meaningfulness, one cannot predict in advance which aspects of the system will have significance or the kind of significance they will have (Wilcox,1982, p.459).

Jed's processing difficulties constituted the initial research problem, and his regular classroom, resource room, and clinical remediation setting were defined as the contextual systems within which various interactions would occur. Focusing questions emerged which were perceived to be

applicable within and across the contextually bound phases. Outlined below, with indications of the major information gathering techniques used in each case, they were :

A. What was the nature of the reading problem ?

1. How did Jed perceive his reading problem ?] Interview
2. How did significant others perceive the reading problem ?] Interview
3. How was the reading problem rev aled in the classroom ?] Documents, Observation
4. How was the reading problem revealed in the resource room ?] Documents, Observation
5. How was the reading problem revealed at the Reading and Language Center ?] Documents, Observation
6. How had the reading problem been defined over time ?] Documents

B. What instructional and learning strategies were used to promote reading progress ?

1. Literacy Environment :

   What programs and materials were used to promote reading progress ?] Documents, Observation

2. Human Factors :

   a. What were the child's and his significant others' perceptions regarding the strategies, programs, and materials used ?] Interview

b. What child and significant others' interaction strategies could be observed over time, i.e. Phases One through Three, and across contexts, i.e. classroom, resource room, clinic ?] Observation

I recognized fully that, whilst delineating initial and ongoing points of reference and providing a skeletal structure around which the flesh of the research might grow, the above questions were not 'written in stone'. As the story of Jed's journey towards literacy competence unfolded, I anticipated that initial questions might change form and that new questions would undoubtedly emerge. Thus, figuratively speaking, I needed periodically to "climb a very tall tree [to] gain a broad perspective" (Spradley,1980, p.35) of the journey in order to review the paths already traversed, and the events previously set in motion which continued to evolve in varied directions. Fieldwork, which permitted the researcher to "descend into detail ... to encounter humanity face to face" (Geertz, 1979, p.48) also required detachment; thus, surfacing in the treetops' breeze from time to time facilitated greater clarity of thought and observation.

Cross-Contextual Observation of Ongoing Interactions

> Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument (Bogden & Biklen,1982 , p.27).

The three natural settings within which direct observation of Jed's reading-language interactions occurred (Figure 1) were : A Jed's classroom, B the resource room, and C the Reading and Language Center's remediation 'clinic' room. The fourth observational setting, D, was the context where the Center's Director and Jed's reading clinician met regularly to talk about his ongoing progress. The dialogue that ensued minus Jed's presence within that context had direct bearing on subsequent remedial interactions.

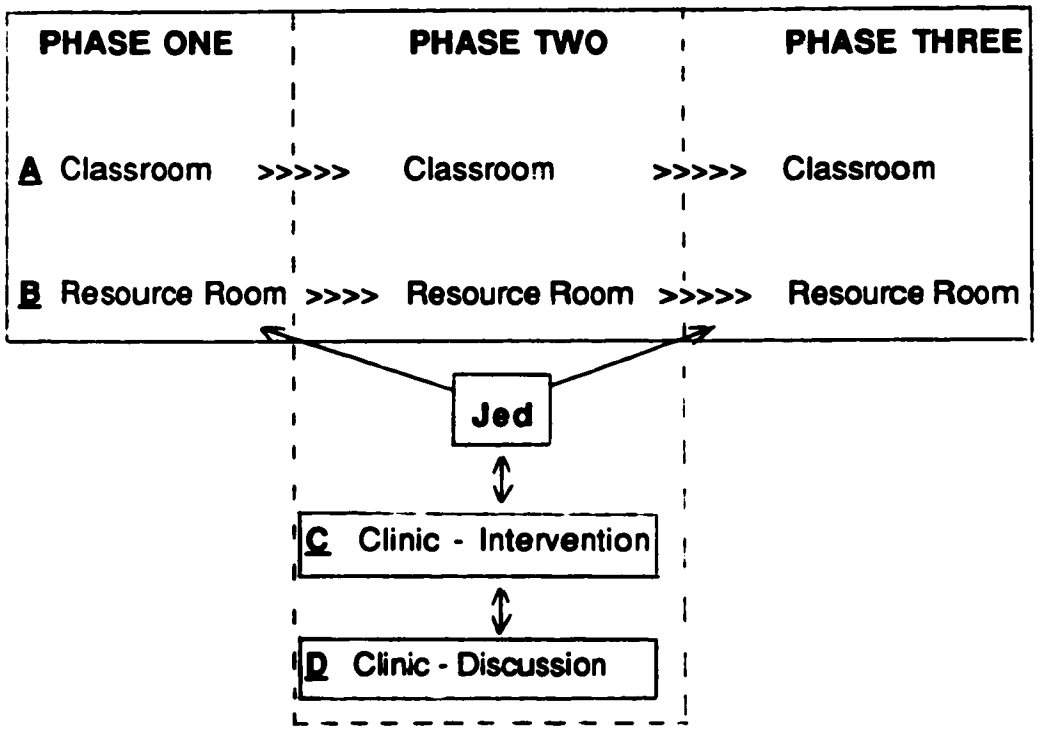

Figure 1 : Reading-Language Interactions Across Contexts

My physical presence across contexts, as a participant observer who

assumed a non-intervention "privileged stranger" role (Freilich,1970, p.2), undoubtedly placed initial strain on the people observed and, thus, on the atmosphere in general. As anticipated, however, the less-than-natural atmosphere reverted largely to its natural state over time as those observed became acclimatized to my being there (Stubbs,1976).
Whilst Jed was the central focus of observation throughout the duration of the study, it was clear that every person who interacted with him - in a manner which had direct or indirect bearing on matters of literacy - would become an integral participant in the actions observed, since everyone and everything :

> ... has the potential of being a clue which might unlock a more comprehensive understanding of what is being studied (Bogden & Biklen,1982, p.28).

Record Keeping

Intensive fieldnotes, written in situ with direct speech recorded verbatim when possible, constituted the steadily accumulating record of observations as the study progressed. Those notes were complemented by audiotaped clinical interactions, my written and audiotaped introspective journal (Spradley,1979), sketches of changing seating arrangements, diagrams of chalkboard information, lists of printed materials available across contexts A through C, documents available for photo-copying across all four contexts, and photographs of the contents of pertinent bulletin boards, chalkboards, and display tables. Permission

to take photographs greatly simplified "the collection of factual information" (Bogden & Biklen,1982, p.107). Care was taken to photograph solely non-human data thus preserving, as closely as possible, participants' anonymity. The use of a tape recorder to complement contextual observations was a normal procedure within the clinical setting; its use in the school context, for recording instructional interactions, was viewed with some apprehension by both teachers. The audio-taping of school interactions was therefore accomplished when conditions appeared conducive on specific occasions, and permission was granted. Every tape was transcribed. Video-taping of one clinical interaction occurred as a regular procedure to enable the clinician to critically evaluate her own teaching; hence, a video-tape of that session's interactions was available for "triangulating" (Adelman, Jenkins & Kemmis,1980) the data from directly observed and audiotaped interactions at a more leisurely pace.

As anticipated, accumulative observations of interactions across all the instructional contexts "..elicit[ed] from the people observed the structures of meaning which inform and texture behavior" (Wilcox,1982, p.458). With the passing of time, individual slices of the interaction observed ".. beg[a]n to fall into recognizable patterns of activity " (Spradley,1980, p.41).

Interviews

Interviews adhered to Spradley's (1979) description of ".. a series of friendly conversations into which the researcher slowly introduces new

elements to assist informants to respond" (p.58). The "new elements" evolved from questions I posed following observation of ongoing interactions, initial and subsequent interviews, and perusal of collected documents. They also evolved as natural extensions of the issues that surfaced as each interview unfolded. I pursued, initially, responses regarding the perceptions which Jed and each of his significant others (i.e. parents, teachers, the clinician and, indirectly via the clinician's coursework interviews, the Center's Director), held regarding Jed's processing difficulties. Interviews adhered to an unstructured, open-ended format (Spradley,1980) whether they occurred spontaneously (e.g. during recess breaks at school), or by pre-arranged appointment with individual participants. Interviews were tape recorded to ensure verbatim transcription of verbal interactions. When tape recording was not feasible (e.g. during spontaneous conversations in the hallway at school, the University elevators, phone calls), details were written down as soon as possible following each interaction, with slices of verbatim speech preserved alongside the paraphrased essence of each conversation. As anticipated at the onset of the study, beyond eliciting initial and final perceptions of Jed's processing strengths and difficulties, interviews with his parents were minimal. Other occasions did emerge, however, for opportunities to communicate with them spontaneously.

Given the naturalistic nature of the research I was aware that unforseen problems could arise at any time, and remained alerted for the possible emergence of two anticipated areas of difficulty which - if they

arose - would require careful, ongoing monitoring on my part. In the first instance, the parameters of the study demanded that I guard against influencing participants' perceptions, teaching and learning styles, either directly or indirectly. It was imperative, therefore, that leading questions which might evoke within-participant changes should be avoided. It was equally imperative, for the same reason, that my non-verbal reactions concerning my ongoing "fears, mistakes, confusions, breakthroughs, and problems "(Spradley, 1979, p.76) be masked behind a stance of non-involved interest in the interactions which evolved. The second instance concerned two language issues (Spradley,1979) that could have some bearing on the study. First, it was conceivable that the person being interviewed and I might give and / or receive mixed messages due to individual differences in our understanding of what specific terms conveyed. It was incumbent upon me, therefore, to be aware of the potential for miscommunication and to paraphrase or request repetition whenever communication did not appear congruent. Second, the language problem most likely to occur, especially with Jed's teachers and clinician, was what Spradley (1979) referred to as a tendency of those being interviewed to "translate" their knowledge into terms which they believed were the most appropriate to suit the "researcher's requirements". If translations occurred, they could mask underlying realities. Every effort was made, therefore, to channel **possible** translations into more spontaneous verbal interaction.

The interview situation was, potentially, the most fragile facet of the study's methodology for two reasons; one of them anticipated and accounted for as closely as possible, and the other catching me unawares. Before the onset I acknowledged that my interviewing style as a reading specialist had developed to the point where I delved gently beneath surface verbal and nonverbal communications to unearth factors which **might** have some bearing on a child's past, present and future progress. In so doing, I posed leading questions and reciprocated by sharing any relevant information I had to offer. Although reciprocity was a necessary component for concluding interactions with feelings of mutual wellbeing (Wax,1971), it was clear that the **ongoing** reciprocity permissible in a reading conference situation would contaminate naturalistic research data. Leading questions must now be avoided. Setting aside my working world's 'agent of change' role, I stepped warily through the minefield of past habits and attempted to establish a touch light enough to release whatever lay below the surface structures (Ashton-Warner,1958). However, my lack of direct questions and answers, and my concomitant avoidance of unguarded reciprocity, slowly revealed a potential problem. Verbal and / or non-verbal reactions from Jed's father and his resource room teacher suggested that they were occasionally anxious **because of** my lack of direct comments. Their reactions occurred despite my preliminary and, of necessity, ongoing explanations of what my role would be, and despite their knowledge that reciprocity would occur at prearranged times. Although the atmosphere

during those few occasions became somewhat uncomfortable, the troubling potential for communicative difficulties did not escalate. As might be anticipated, it disappeared entirely when I was finally able to offer complete reciprocity without reservation.

Documents Collection

The steadily growing record of actions, events and verbalizations in my fieldnotes formed a bridge between observed contexts and the ongoing and final analyses of interactions which transpired (Spradley,1980). That bridge would have been incomplete without the inclusion of "documents"; the paperwork which offered alternative perspectives on the participants and contexts observed (Bogden & Biklen,1982). Perusal of Jed's exercise books, worksheets, and projects displayed on walls and bulletin boards revealed clues which helped to explicate both how he processed print and some of his teachers' educational philosophies. Teachers' anecdotal notes, records of test results, report card comments and the contents of cumulative records offered a wealth of additional information that enhanced the overall picture of Jed and the contexts being studied. Clinical data, which included an initial referral sheet, tests' protocols from pre- and post-assessment batteries, accumulative details of the teaching materials used and the strategies Jed engaged as he processed print, and written reports, were a dense source of "thick description" (Geertz,1979) which added further dimensions to the bridge building process.

Introducing Major Participants and Contexts

Jed and his Family

Jed was seven years and ten months old at the onset of the study. With **one brother** attending high school and **two sisters** attending junior high, he was viewed as the 'baby' of the Matthews' family according to his parents (Fieldnotes, 9th June), teachers, and Principal (Fieldnotes,10th November). **Mrs. Matthews** had been employed as a clerk since Jed started school, and **Mr. Matthews** was a trucker. The Matthews lived on an acreage in a subdivision located within half an hour's school bus' driving distance from the children's schools' complex.

Jed's Teachers and School

Mrs. Shipley was Jed's second grade teacher. She had taught grade two children for a number of years, and held clearly verbalized beliefs regarding the quality of literacy competence her students should attain in order to be promoted to third grade at year's-end. **Mrs. Morgan** accepted Jed into her resource room program on December 1st, one month prior to clinical intervention, and implemented a remedial reading program with him which concluded on March 9th. She lived in the small town in which the school was located and had worked at Jed's elementary school in excess of fourteen years, teaching regular and Special Education classes. Nearing completion of her Bachelor of Education degree, Mrs. Morgan noted that she attended Summer School sessions at the University of Alberta and spent many evenings and weekends during the school year working on University-level

Correspondence courses. **Mrs. Baxter**, Jed's Principal, had also lived and taught in the town for many years. During the course of the research she and Jed had direct contact when he ignored a school rule, and when he and his parents were invited to attend a year-end conference discussing the issue of whether retention or promotion would best facilitate Jed's ongoing progress.

Jed's Reading Clinician, her Supervisor, and the Clinical Context

Prior to entering the Master of Education program of studies, **Pam** was an experienced elementary school classroom and resource room teacher. Like all of Dr. Malicky's clinicians, Pam had recently completed courses which focused on the theoretical aspects of Reading Processes and the Diagnosis and Remediation of Reading Problems. She was about to embark on the final course in the trilogy, which encapsulated the **practical application** of diagnosis and remediation grounded in the Reading Processes' philosophy. **Dr. Malicky**, the Director of the Reading and Language Center, had two central objectives. Complementing her primary objective of training reading specialists for possible school and private systems' employment, she provided indirect community service by monitoring reading-language diagnosis and remediation programs administered by her clinicians for - by and large - children who came from school systems that did not employ reading specialists. Dr. Malicky generally attempted to broaden graduates' past experiences by linking them with students from an age range they had not taught previously. In the case of Jed and Pam, the latter consideration

was dispensed with when perusal of Jed's referral form revealed that he was considered to be a "behavior problem". Although experience had proved that 'labels' could be misleading and unproductive, Dr. Malicky's immediate focus was to **maximize** the opportunities for growth in both tutor and tutored. Accordingly, she matched Pam with Jed because she perceived that Pam was mature, unthreatened and flexible enough to minimize any behavioral difficulties that **might** arise.

Jed's Shadow

Knowing the parameters of the area I wished to research, and the methodologies I intended to apply, I discussed the feasibilty of the study with Dr. Malicky. She provided the names of three of the children who were to be tutored during the upcoming term. Jed's name was the first on my list of 'people to be contacted'. When my proposal was accepted by Jed's parents, Jed, his teachers and reading clinician, I became Jed's participant **observer** shadow.

Reciprocity

It had always been my intention that my participant observer role in the classrooms across contexts A through C would follow the route of zero (or minimal, when absolutely unavoidable) interaction in naturally occurring procedures for the majority of the study. Such a stance was vital for ensuring that the interactions I observed would adhere, as closely as possible, to what generally **might** emerge for children who

received clinical intervention. As such, opportunities for mutual reciprocity with those who shared their worlds with me were equally minimal. During negotiations for gaining access into each of the research contexts, some parameters for ultimate reciprocity (noted chronologically below) were formed.

Reciprocity with Jed's Reading Clinician

As part of her training, the reading clinician was required to prepare a final, written report which would be monitored by the Director who was privy to all the pertinent diagnostic and remedial factors. The report included descriptions of Jed's processing strategies and offered recommendations for school implementation. My reading of the final rough draft of that densely comprehensive report lay within the "documents' collection" facet of my research methodology. As agreed previously, once the clinician had followed the format normally required of her by the Center's Director, I shared with her all of my perceptions arising from observations and interviews that might prove to be beneficial to Jed's progress at school. I hoped to reciprocate thus, at the end of Phase Two, by helping to translate research findings into the potential for aiding praxis. The clinician was at liberty to incorporate into her report, or decline, any suggestions I offered. Finally, the draft report was checked by the Director prior to being typed and mailed to Jed's school.

Reciprocity with the Director

Reciprocity with the Director was complex. She taught clinical procedures, participated in context C indirectly, context D directly, and

was responsible for the clinician's final grades. She was also my advisor. We agreed that we would not communicate about any of the research data until the conclusion of Phase Two when the clinician had received her final course grade. Should I need any advice prior to that time I could call on other members of my supervisory committee, thus avoiding the potential for "contaminating" the regular flow of clinical interactions. Reciprocity in this case, therefore, was anticipated to occur via "thick description" shared during the writing of this dissertation, and via any benefits which may accrue for clinical purposes as a result of the research.

Reciprocity with Parents and Teachers

It had been established at the beginning of the research that, once the clinician's contacts with parents and teachers were formally concluded and Phase Three was well underway, I would meet with Jed's parents and teachers in individual information-sharing sessions. Our subsequent discussions focused on the effective processing strategies that Jed had developed over the past five months, on clarifying aspects of the clinician's written report as required, on highlighting areas where Jed's significant others had facilitated literacy growth, and on the recent post-clinical intervention reading assessment that I had administered. Reciprocity in this case emphasized positive factors which, if adhered to consistently, could enhance Jed's ongoing progress towards literacy competence.

Reciprocity with Jed

Unlike his significant others who would possess varying understandings of the potential usefulness of educational research, Jed would possibly not realize the richness of his offerings as a "source of data", nor that I would have learned a great deal from him (Spradley, 1979). I owed him a debt of gratitude which could only be reciprocated indirectly through the reciprocities noted above with all of his significant others.

Interpretation of the Data

As the observed, written, taped, and photographed record of Jed's journey towards literacy competence evolved, some coherence emerged from the stories of the lifeworlds which unfolded. "Multiple realities" (Bogden & Biklen,1982) began to surface within and across contexts; some of their own accord through the sheer density of their repeated appearance over time, and some that needed to be "teased" to the surface like a fisherman "tickles" an elusive trout onto the riverbank without recourse to rod and bait. According to Spradley (1980) what the people observed do (i.e. their behavior), use (i.e. their artifacts), and say (i.e. their speech messages) leads the researcher to make inferences which - whilst not being foolproof - may ".. lead to an adequate cultural description" (p.10). Culture is viewed from a "multiplicity of perspectives" (Adelman et al,1980, p.55). Participants and non-participant readers of

this study will approach the research data and interpretations from their own, particular perspectives. Participants will process the text, informed primarily by first-hand knowledge of their own experiences. Non-participants' introspections will be informed via their knowledge of human nature and the contexts described. If my reporting and inferencing about everything that I saw and heard during the research phases is internally consistent to the reader, I will have provided at least adequate descriptions of slices of the lives of the participants and myself across six months. By juxtaposing the "outsider's view" (i.e. my view) with the "insiders' views" (i.e. the views of those studied) of all that lay within the research parameters, I offer description which is, hopefully, " .. deeper and [illegible] than that of the ordinary outsider, and broader and less culture-bound [illegible] that of the ordinary insider" (Wilcox,1982, p.462).

Journeys : A Conclusion...and a Beginning

In the search for enhanced understanding of various aspects of culture, humankind has devised many methodologies for plumbing depths and exploring breadths. Given my central focus of more fully understanding the nature of the processing difficulties of one "at risk" child, naturalistic research methodologies provided apt parameters and pinpointed the beginning of the maze (Adelman et al, 1980; Bogden & Biklen,1982; Freilich,1970; Geertz,1979; O'Brien, 1981; Spradley,1979 &1980; Stubbs,1976; Wax,1971; Wilcox,1982). They also added a previously unexplored dimension to our "ways of looking" at children who

do not seem able to meet the culturally prized attainment of literacy competence. If what emerges from this study speaks to "substance and truth" (Geertz,1979), the conclusion of the research portion of the journey will have justified the means, since :

> If we want to discover what man amounts to, we can only find it in what men are: and what men are, above all other things, is various. It is in understanding that variousness - its range, its nature, its basis, and its implications - that we shall come to construct a concept of human nature that ... has both substance and truth (Geertz,1979, p.47).

CHAPTER THREE

PRIOR TO CLINICAL INTERVENTION

> We shall have to pay very much attention to the empirical anthropology of children's way of existence. Among other things we have to elucidate the value of being a child, which can not be reduced to what it will be later on; we have to pay more attention to the value of the here and now (Beekman, cited in Bleeker et al,1986, p. 6).

Perceptions About Jed's Reading Difficulties

Any attempt to understand the "variousness" of mankind (Geertz, 1979), embedded within a valuing of the "here and now", must take into account diverse perceptions and philosophies. Jed's evolving perceptions of himself within the context of his schooling lifeworld, and the perceptions regarding that lifeworld which his significant others held, became of paramount importance. Differences in perception did not, of course, emerge from a vacuum. They arose from the multifaceted worldviews and philosophical approaches regarding the acquisition of reading competency that had developed within participants according to the contexts they had inhabited in the past, lived through at the present time, and forecast for themselves and others in the future. The veritable network of perceptions observed during Phase One of the study, as

understood via my own perceptions, illustrated the complexities of the tangled webs that were woven as the adults strove to promote greater independence for Jed; strivings which often served unwittingly to foster higher degrees of dependence or rejection. The adults, focusing ostensibly on the present, were patently aware of "later on". With the best intentions in the world, their thoughts of the future impinged on Jed's lifeworld "here and now" (Beekman,1972).

When kindergarten repetition had been suggested, Jed's parents decided to place him in first grade. At the end of first grade his teacher recommended repetition but, due to a large intake of new grade one students and the number of expected repeaters (Fieldnotes, 8th March), he progressed to his current second grade placement. Early in the school year his second grade teacher wrote ".. some of his reading skills are below grade one standard - if he does not improve he will not pass this year" (recorded November, in the Psychological Assessment report). With those words in mind, Jed's parents requested resource room assistance for their son; assistance which, they were informed, would be available only if the results of Psychological and Reading Assessments suggested that such assistance would be beneficial. Since Jed's County did not employ psychologists or reading specialists, his mother - on hearing about the University's assessment facilities from a family friend - filed applications for the assessments to the pertinent departments at the University (with his teacher and principal co-signing) on 3rd October. Jed's "journey" now converged with mine.

Before I met Jed, I had talked with his mother, teachers and Principal on the telephone and afterwards, including his father, in person. Pam, the reading clinician who worked with Jed, often updated me on conversations she had with his parents and teachers. Their commentaries were also recorded on the assessment application forms. All were in agreement that, as far as learning to read was concerned, Jed was experiencing difficulties. Perceptions regarding why such was the case varied.

Jed's Mother

According to her comments on the Reading and Language Center's information form, Mrs. Matthews perceived Jed's total development as being average relative to his age-peers.She provided an affirmative response to a query about whether Jed displayed " .. any evidence of emotional tension, fear, irritation or lack of confidence", and elaborated " He often says he can't do something. Sometimes just because he doesn't want to do it" (Documents' Collection). Whilst she was aware that Jed was experiencing difficulties learning to read, Mrs. Matthews' comment (Fieldnotes, 10th November), "You ask him to write McDonald's .. you know, for Hallowe'en candy .. and he does it right off", suggested that she believed he **could** read - given sufficient motivation.

In general, Mrs. Matthews indicted both herself and the school with regards to Jed's reading difficulties. She had concentrated on being a homemaker, she said, whilst her three older children were attending elementary school. None of them had the slightest problem learning to

read. When she examined the home environment, attempting to discover whether there had been any contextually different variables at play for Jed, she felt some degree of self-recrimination because she had taken a job outside the home when he first started school. Knowing how he had relished their special times together, and that he tended to "just mooch around" unless she was there, she expressed guilt that her decreased presence around the house may have contributed to the difficulties Jed was experiencing now. Mrs. Matthews would have been relieved to discover, with regards to this single variable, that children with working mothers are no more 'at risk' in terms of literacy learning than are their peers whose mothers stay at home. Researching the lifeworlds of six kindergarten children, Brailsford found that :

> ...the interactive dynamics within the homes and the attitudes and intentions of the caregivers during the limited times that they all [had] available to spend with their children (1985, p. 544)

were more indicative of literacy learning than single-variable myths such as 'the working mother syndrome'. Mrs. Matthews' twinge of guilt was minor, however, compared to the double injustice she perceived to have occurred during Jed's first year of elementary schooling.

According to Mrs. Matthews (Fieldnotes, 9th June) Jed thoroughly enjoyed the first six months of the grade one program. "He just loved that teacher and would do anything she asked him to do." The relationship between student and teacher changed during the latter half of the year. Jed was "banished to a desk at the side of the room and the teacher

wouldn't teach him. She just gave him work pages to do." Jed, it seemed, had become a "behavior problem" and Mrs. Matthews was given to understand that the isolation factor served a dual purpose; it gave Jed the opportunity to concentrate on his work and it removed him, as a potentially disrupting influence, from the main body of students. Although Mrs. Matthews was unhappy about Jed's changed status she believed that "the teacher knew best" and she didn't, therefore, explore possible reasons for Jed's behavior. At the present time, some eighteen months later, she believed that the onset of "banishment" had signalled the end of formal reading instruction for Jed. Clearly a child would not learn to read, she noted, if he was not receiving reading instruction; thus the isolation factor had been unjust. She now believed that an additional 'injustice' had been the major variable that had deterred reading progress and propelled Jed towards disruptive behavior.

> You know, he may have done poorly in grade one because his teacher was from India. She **sounded** different when she taught them phonics.... he couldn't make sense of the sounds, I think (Fieldnotes, 10th November).

Mrs. Matthews' scepticism about accent differences didn't diminish when I told her about Canadian children who had left my resource room program **reading** with my distinctly Yorkshire (England) production of vowel sounds.

Given that retrospection about the duration of timespans may be inaccurate, it seemed possible that the undertones of a partial

explanation regarding Jed's lack of reading progress lay within Mrs. Matthews' reasoning. The initial portion of grade one reading instruction had focused on 'readiness' activities emphasizing auditory and visual discrimination. It would seem reasonable to infer that Jed's difficulties may have begun to emerge at the point where whole class 'readiness' activities concluded and, with the teacher utilizing a skills approach, all the children were introduced formally to basal reading materials. We cannot know why Jed encountered reading difficulties when, it may be presumed, almost two-thirds of his peer group did not (Fieldnotes, 8th March); based on the latter, however, it would seem reasonable to eliminate teacher-child accent differences as a major variable. We do know that Jed did not become a fluent reader and that he was perceived to be a behavior problem within the classroom context. As I observed Jed across the three research phases it was readily apparent that, when he was engaged in success- facilitating interactions with significant others, each success engendered additional involvement and effort on his part. It was equally apparent that when his efforts were noted as resulting in incomplete or inaccurate assignments, he either withdrew from active participation or became disruptive.

> When individuals feel that those people who are significant regard them as incompetent, they attempt to counteract this appraisal ... They may hide or disguise their lack of ability, deny the importance of the activities, or make it clear that they have extended no effort. To publicly admit that one has made every

> effort with important activities and then failed is out of the question (Quandt & Selznick,1984, p.4).

Thus, it may well have been that behavioral problems ensued as the teacher he "loved" began to question why he was not making progress in reading. Perceived negation of ability and / or effort, to Jed, would surely have been akin to negation of himself. For a young child with great pride, a display of nonchalence would be clearly preferable to admitting that he had 'tried and failed'. It seemed, thus, reasonable to hypothesize that Jed's reading difficulties **may** have led to the disruptive behavior which induced "banishment" and continued lack of reading progress.

Jed's Father

With the exception of transporting Jed to and from his tutorials at the University, Mr. Matthews' day to day interactions with his son were less extensive than those of his wife. He noted (Fieldnotes, 9th June) that Mrs. Matthews was primarily responsible for caregiving since his city-based job kept him away from home across most of the day. When he was at home, he professed, he tended to "spoil the kids". He perceived Jed to be a "bright child who baulked at doing homework" and who was making no effort to progress academically. Before clinical intervention began, both Mr. and Mrs. Matthews had attempted to shame Jed into an active learning stance by labelling him as "dumb, stupid and silly". They hoped that he would rise to their overt challenge and demonstrate the inherent academic competence they believed he possessed. Whilst it seemed likely that the challenge would have been noted by Jed, the

reaction anticipated by his parents had not surfaced. Accordingly, Mr. Matthews firmly believed that repetition (at the kindergarten, grade one or grade two stage) would teach his son that he couldn't "... get away with doing minimal" work throughout life. With both Mr. Matthews and Jed's kindergarten teacher suggesting repetition, it appeared that Jed's mother had made the **ultimate** decision regarding his promotion to first grade, and that his first grade teacher and Principal had placed him in second grade with reluctance since the high-density grade one intake precluded the inclusion of ten repeaters. Talking with Pam, after he drove Jed to the University for the initial Reading Assessment (Fieldnotes,14th January), Mr. Matthews noted somewhat wryly that Jed had "a reading problem and a behavior problem ... but we're working on it ... mostly at school". He also suggested that Jed was "perhaps hyperactive" (Fieldnotes,18th January). The term "hyperactive" was not mentioned again by either parent. It seemed to have been employed as a 'popular' descriptor for an often lively child, rather than as a medical definition.

Jed's Grade One Teachers

Cumulative records named two teachers during first grade. The first teacher,who appeared to have left within the first month of school, had noted average performances from Jed on the Metropolitan Readiness Tests administered at the beginning of the school year. His second teacher, originally "from India", was responsible for the class during the remainder of the year. She no longer taught at the school thus it was not possible to clarify what perceptions she had held regarding

Jed. Given the absence of verbal or written anecdotal commentary, it seemed reasonable to suppose that her perceptions were reflected formally in year-end cumulative record entries. With average grades in Social and Science, and below average grades in Reading, Language, Printing and Math, Jed was "promoted" rather than "passed" to second grade. I wondered, as I examined the records, what the descriptors signified.

Jed's Principal

Mrs. Baxter explained (Fieldnotes, 8th March) that children who coped appropriately across a given grade level were awarded a "pass" to the next grade. Children like Jed who, for whatever reason(s), were perceived to be experiencing learning difficulties but who were not being retained in the same grade for a second year, were "promoted" and placed on "continuous progress". The latter appeared to incorporate two variables of significance. Firstly, at the beginning of the ensuing academic year, the child would start work in the basal reading series at the exact point where reading was discontinued with that child in June. Secondly, it was highly likely that the year of continuous progress would culminate in retention the following year, unless there was appreciable academic and / or maturational growth.

When I gained research entry the previous November, and asked for her perceptions regarding Jed's progress in reading, Mrs. Baxter commented :

It's Jed's attitude, probably. He's the youngest in the family and

he's spoiled. He'd read if he **really** tried (Fieldnotes,10th Nov.). Two and a half months later, when I was talking with Jed's teacher in the staffroom (Fieldnotes, 26th January), Mrs. Baxter elaborated her original premise as she passed through on her way to a classroom. She cautioned me that whenever I observed Jed, I should "keep in mind" that all of the children in the family (4 in totality) had lacked discipline in as much as they had tended to by-pass school rules. She remained uncertain as to whether the discipline lapses were "deliberated or just their natural way".

Jed's Classroom Teacher

When Mrs. Shipley completed the Reading and Language Center's School Information Sheet in December prior to clinical intervention, she estimated Jed to be reading materials effectively at the level expected of the average mid-grade one child. She reported, from a skills' based philosophical stance :

> He does not remember words (sight). He can sound words out one by one but this is a slow process and not all words are phonetic .... printing is very poor (Documents' Collection).

Jed, she continued "... does not try hard in any areas, therefore he is achieving very poorly." She painted a picture of a child who was often "off-task", was "constantly out of his desk", and inclined to guess responses in order to complete assigned work as rapidly as possible. That picture provided an accurate depiction of Jed in the classroom context, according to pre-tuition fieldnotes' entries. In situ observations,

as noted across six months of fieldnotes, ascertained that Mrs. Shipley's first priority was an orderly and disciplined room full of children who demonstrated independent work habits and followed set routines without needing constant reminders about what to do next. Independent work habits were prerequisites for learning for Mrs. Shipley. Her perceptions about Jed were summarized concisely during my research-entry 'phone call when she commented "Jed is lazy ... that's why he's not reading well yet" (10th November).

Three reading groups were in evidence when I began classroom observations on January 5th. Group membership adhered to the categorizations of students demonstrating above average, average, and below average ability as denoted by the teacher at the end of first grade (Fieldnotes, 26th January). Seven students who were perceived to be competent readers with independent work habits were in Group Three. Group Two consisted of eight students who, whilst not being fluent readers, were perceived to be able to cope with lower / mid-grade two reading materials and demonstrate a high degree of self-reliance. Group One was comprised of nine students who were perceived to be experiencing reading difficulties in conjunction with lack of independent work habits. Jed was a member of Group One. Regarding the latter, Mrs. Shipley told me :

> I'll be splitting that group .... It's too big to get round. And they'll be starting a harder book ... all of them. But not by ability ... more by whether they can get the work done on their own without wasting

time (Fieldnotes, 5th January).

Whether by coincidence or design, the change did not occur until after Pam contacted Mrs. Shipley by 'phone on February 8th (Phase Two) and discussed Jed's pre-test results and the types of materials and strategies that he had been exposed to during two tutoring sessions. At the onset of fieldwork, Mrs. Shipley's perceptions regarding Jed's level of reading achievement and his capacity for self-discipline placed him squarely at the bottom of the hierarchical framework composed of positive-to-negative achievement and work ethic attributes.

On January 19th Mrs. Shipley explained that she had arranged for volunteer parent aides to help in the classroom during Language Arts' instruction. She anticipated that they would deal with "the little questions" (Fieldnotes,19th January) such as requests regarding how to spell a word and whether a trip to the bathroom was necessary. It was clear that, in her perceptions, the arrangement would be especially beneficial with respect to accommodating and mediating Jed's continued dependence on adult assistance. She would also accrue extra instructional time when she did not need to attend to "the little questions" which issued primarily from Jed. On this occasion, the fifth school day after pre-testing had occurred at the University and - since pre-testing - the second day of classroom observations during which I had noted specifically that Jed appeared to be attempting to meet his teacher's expectations, Mrs. Shipley added :

See how Jed flowers with more individual attention. It's hard,

> because that's what happens at home and they wonder why it's not happening all the time at school ... but you can't be answering every little question every other minute, can you ? (Fieldnotes, 19th January).

As I read my fieldnotes that evening, and listened to segments of my tape-recorded introspective Journal, it seemed to me that the **amount** of individual attention elicited by / given to Jed had remained unchanged across classroom observations to date. What **had** changed across the last two observation periods was the **quality** of individual attention' interactions. Jed had demonstrated some degree of independence in meeting Mrs. Shipley's expectations. She had noted that his attention-to-task was more focused and, as positive interactions increased, there was a concomitant decrease in verbal and non-verbal interactions of a less positive nature.

By the end of the month, the change was so obvious that Mrs. Shipley was clearly perplexed. She attributed Jed's changed stance, tentatively, to the fact that he was now "paying attention" and to the possibility that his parents were "pushing him a little more." Mixed emotions emerged as she mused somewhat ruefully :

> He could have been pulling the wool earlier ... not trying ... suddenly he can read .. other kids are noticing. I feel like a fool because I think I've been fooled (Fieldnotes, 26th January).

Mrs. Shipley was a pragmatist. The notion that she may have "been fooled" did not rest easily with her, but it was not in her nature to bear

grudges. Jed had displayed the ability to give undivided attention to the tasks in hand and she would ensure that he continued to do so. What concerned Mrs. Shipley, at a more personal level, was that she couldn't isolate any **definitive** variables that might explain the change. One possible variable was clearly weighing heavily on her mind as she said :

> Jed's improvement didn't come ... after... the first time he went to the University ... it was before that ... the first time he went would have been two weeks or so ago and it's been about that long now since things have improved. It ... you know, to me ... it's not that session at the University .. it's something else (Fieldnotes, 26th January).

I could not discern any way of unravelling the ambiguity which ensued in Mrs. Shipley's statement, without laying open what I inferred might be her unspoken thought that Pam had **somehow** located 'the key' to activating Jed along positive channels (Ashton-Warner,1963); a 'key' that had eluded Mrs. Shipley across the past five months.

As Phase One concluded, Mrs. Shipley's perceptions about Jed's ability to read had altered radically juxtaposed against her awareness that the boy whom she had considered to be "lazy" was beginning to demonstrate independent work habits. She now believed that Grade One repetition would have been "giving him the easy way out", that his ability was "starting to show through", and that he might pass to third grade given his continued momentum towards increased self-reliance.

Jed's Reso[illegible]om Teacher

Mrs. [illegible]gan was responsible for teaching children on a withdrawal-from-the-classroom basis, in what was termed variously as the learning disabilities or resource room program. Across six months, I was unable to establish firm criteria regarding how children were selected for inclusion in the program. In Jed's case, according to his parents (Fieldnotes, 9th June), inclusion depended upon their accessing external Psychological and Reading Assessments; a factor that I wasn't able to triangulate via the teachers' responses to my queries in this regard. What was certain, was the fact that many resource room children had entered the program following some form of assessment by the County's psychometrician. The latter route did not appear to have been available for Jed.

During my initial 'phone contact on 10th November (Fieldnotes), Jed's principal referred me to Mrs. Morgan as a person whose verbal consent I would need prior to beginning in situ observations. I assumed, therefore, that Jed was **already** receiving resource room assistance. In fact, Jed entered the resource room program on December 1st (Fieldnotes, 5th January). His mother, teacher, and principal had signed the Reading and Language Center's Application for Admission form on October 3rd, and official notification that the application had been accepted was dated December 9th. When Jed's Psychological Assessment concluded on November 7th, the student clinician informed

Jed's parents that he would recommend resource room assistance (Journal, personal communication with the clinician in January). Jed's parents would surely have relayed the information rapidly to school personnel. It seemed reasonable to infer, therefore, that resource room assistance for Jed became acceptable to the school once relevant staff members were assured that his parents' intentions to seek help for their son were serious. They had arranged for external assessments and 'the University' had confirmed the parents' belief that resource room assistance was required. Prior to any external agencies' direct involvement, Mrs. Morgan's November 10th comment that "He doesn't really work at it (i.e. Reading)" seemed, thus, to have been based on factors other than first-hand experience since Jed was not yet receiving resource room assistance.

There were times when Jed was the only child present in the resource room. On other occasions three or four children from varied grade levels were also present, working on individualized Reading, Math or Spelling activities. Jed's attention to task was maintained most closely when he had Mrs. Morgan's undivided attention. Working from a skills' based philosophy Mrs. Morgan attempted to boost Jed's sight vocabulary by requiring him to learn isolated words, utilizing the 1936 Dolch Basic Sight Vocabulary prepared on Language Master cards. The sessions I observed appeared to adhere to a format that had been established during the month of December. On entering the room with other students present Jed was asked to collect a stack of Dolch Language Master

cards, to sit at the Language Master station and systematically work through the stack over and over again until the buzzer signalled that the period had ended (Fieldnotes, Phase One). Mrs. Morgan divided instructional time between all the children who were present and, in addition, focused on Jed whenever she perceived his attention to be wandering. On one occasion, which particularly explicated Mrs. Morgan's Phase One perceptions of Jed, he was working on the machine with the headphones attached. He, alone, was able to hear the pre-recorded voice intoning the words printed on each card (Fieldnotes,12th January).

Jed (verbalizing) ...Him / him...going / going...again / again... fly / fly (He wobbled the card as it moved from right to left along the top of the machine, smiling to himself as he listened to the effect his wobbling must have induced in the taped message) ask / ask...has / has...from /from...and / and ... (Huddled over the machine, wearing the headphones and a grin that would have done justice to an episode of Snoopy and the Red Baron, Jed zoomed the next card into the slot .. aptly) fly / fly ... (Arm arced, he zoomed in the next card) just / just..

Mrs. Morgan (noticing the extraneous movements) Cut out the clowning !

Jed Okay. (He stacked the cards into a pile, flapped them in the air and tapped the stack on the desk) Can I get a drink, Mrs. Morgan ?

Mrs. Morgan No ! No more clowning. You have something to do. (He resumed work, using the repeat button to return cards to the right of the machine in a manner that suggested he was attempting to introduce some variety into the activity. Before long the cards were discarded and

he was twisting a pencil from one hand to the other. Mrs. Morgan had a quiet chat with him and he resumed the activity, soon wobbling cards back and forth as they traversed the slot).

Jed Again / again... ask / ask...from / from ... Mrs. Morgan ! Can I go to the washroom ?

Mrs. Morgan (sounding strained) No.

Jed Mrs. Morgan ! I found the tape ! (He held up a strip of tape that had detached from a card - helped along, possibly, by the manner in which it had recently been manipulated. Somewhat dubious, but not having seen the latter, Mrs. Morgan redirected his attention to the task in hand and left to work with another student. Less than a minute later his second washroom request was denied. Jed began to push cards upside-down through the slot).

Mrs. Morgan Jed, what **are** you doing ?

Jed Nothing. I need the bathroom.

Mrs. Morgan No. **That** you ask each time you come. It's just an excuse. No. Now back to work. (Until the buzzer sounded five minutes later Jed pushed cards through the machine, forcing each card with the next until it dropped out of the left hand side of the slot with a slight plopping sound).

The episode that spanned moments of disembodied instruction, sporadic attention to task, inventive but destructive self-diversions, and an overt power struggle elucidated Mrs. Morgan's perceptions of Jed through most of Phase One. She considered him to be of average or above average intelligence, to be something of a "know it all" who was

"spoiled at home" and had poor work habits because he "likes to talk". She noted that his sight vocabulary recognition and reading comprehension were reasonable **when** he could "read the words"; hence the Language Master work plus Dolch (1936) flashcards for homework. Once sight recognition showed consistent improvement, Mrs. Morgan intended to give Jed a storybook to read. It was clear that Mrs. Morgan liked Jed as a person. Following the Language Master episode recounted above, and after Jed had left the area, she shook her head and noted with a despairing smile that he'd had a "rough day." Having raised children of her own and having taught for many years, Mrs. Morgan was able, I am sure, to smile again when she told Pam during a 'phone call later in the day that Jed was "all boy" (Fieldnotes, 12th January).

Following a resource room session towards the end of Phase One, and almost two weeks after Jed had visited the University for pre-testing, Mrs. Morgan's perceptions of Jed changed appreciably. With two other students present Jed had spent the entire period reading a book orally, sometimes to himself and part of the time to the teacher. Just before the end of the recess break which followed the session, Mrs. Morgan moved over to join me in the staffroom. She noted that, despite having to concentrate especially hard due to the overly loud oral reading of one of the other students, Jed had "worked very well." She believed his changed stance was largely due to "extra pressure and attention at home" (Fieldnotes, 26th January). Despite future lapses in Jed's

attention-to-task, Mrs. Morgan retained largely positive perceptions for the remainder of the time that she and Jed worked together.

Jed's Psychology Clinician

Bob assessed Jed on 26th October and 7th November, prior to Phase One commencement of the current study. His perceptions, as follows, were gleaned from his written Assessment Report (Documents' Collection) and triangulated via a brief conversation during early January. Bob found Jed's cognitive functioning to be within the average range, with his Wisc-R Verbal scale significantly more well developed (33 points discrepancy) than his Performance scale. Bob noted that non-verbal reasoning and the ability to deal with part-whole relationships were specific areas of concern which were ".. very likely be related to his difficulty with reading and other school subjects." Analysis of quantitative measures, combined with observations made during the two sessions, prompted Bob to report that Jed demonstrated good potential. Low self-esteem, avoidance behaviors, frustration and anger were factors which surfaced largely when Jed was asked to read the first grade passage of the Safran Rapid Oral Reading Test. The activity was punctuated by Jed's numerous requests for a bathroom break or a drink.

Bob's perceptions regarding how ongoing academic and affective progress might be facilitated for Jed were listed in the Recommendations section of his report. The first recommendation suggested that Reading, Vision and Auditory Assessments should be pursued (Bob was aware that a Reading Assessment had been scheduled). In recommending

resource room assistance, Bob stipulated that instruction in "basic reading skills" should be emphasized. Jed's parents should ".. help him work through stories that [were] simple yet interesting to him, [giving] him constant encouragement throughout." Sequencing and categorization activities via print, pictures, and oral input were suggested with specific emphasis being given to developing auditory discrimination facility. The development of fine-motor control and spatial orientation were also addressed. Additional recommendations focused specifically on boosting self-value independent of academic success, and academic self-esteem by assigning " .. tasks or activities he [was] sure to do well at, [which would] provide him with challenge, but at his level."

Jed's Reading Clinician

Prior to the initial assessment Pam had managed to ascertain Mrs. Morgan's perceptions, as noted above to January 12th, during a telephone conversation. She assumed from the main referral form, through lack of alternate information, that assessment and tuition had been organized by Jed's Principal. Pam and Jed met for the first time when she administered the battery of tests that she judged would give her basic information regarding his current instructional levels and the types of processing strategies he engaged on varied tasks. She noted Jed's extraneous 'bathroom requests' and that he conversed readily between tasks (Fieldnotes,14th January). Her perceptions, which emerged during tutorial discussions with Dr. Malicky regarding the "hard data" issuing from test results and as she pondered further on certain

aspects to me, were thus based on the contents of the referral forms, on her 'phone contacts with Jed's parents and teachers, and on impressions she had gleaned from one-to-one interaction with Jed.

Course requirements demanded that Pam analyze quantitative and qualitative aspects of Jed's capabilities as measured by specific assessment instruments. Her evolving perceptions, as they appeared in her draft report and in her pre-tutoring discussions with the Director, were thus based on those measures and tempered by her own observations as an experienced teacher. Quantitative results issuing from the Standard Reading Inventory, Form A (McCracken,1966) demonstrated that Jed's contextual word recognition capabilities, and his understanding of the short passages of connected discourse that he was asked to read, were akin to the level that might be expected of the "average" lower grade one student. His recognition of isolated words was competent at the mid-grade one level. The results of additional assessment in potentially correlating aspects of Jed's auditory and non-print visual processing gave no clues regarding why he was experiencing reading difficulties. Pam noted that Jed became readily distracted and mused, briefly, on whether the onset of reading difficulties had causal repercussions which emerged from Jed as socially non-acceptable behaviors at school, or vice versa. Dismissing the musings as being unproductive, Pam turned her attention to the qualitative aspects of Jed's engagement with print. Thus began an in-depth study of **how** he had approached text and of the **kinds** of cognitive processing strategies

he had accessed. Pam used the model that had been developed by Fagan (1983) and clinically operationalized by Malicky (1983) as outlined on pages 10 through 12 of this research study. Since the strategies Jed activated will be discussed in detail in a subsequent chapter, it is sufficient at this stage to present a skeletal overview to highlight Pam's initial perceptions. A global picture emerged for Pam of a boy who was unaware that the stories he was reading or listening to should make holistic sense. The types of strategies he engaged did not facilitate sensemaking, nor did they suggest that his knowledge of story schema (Anderson et al,1977; Mandler,1978; Mandler & Johnson,1977) was well developed. His reading speed, when he was processing both words in context and isolation, suggested a tendency towards impulsivity; a factor which led to Pam's tentative hypothesis that, on occasion, Jed may be attempting to mask his lack of reading fluency by offering rapid-fire responses. When he attended to print in a more focused manner, Jed analyzed single letters within words and / or processed in an almost staccato word-calling manner. His attempts to recall passage information verbatim, during Reading and Listening Comprehension activities, demonstrated clearly that Jed did not expect **personal sensemaking** to ensue as he processed stories.

Combining what she now knew via assessment and diagnosis, with the input from Mrs. Morgan who viewed the attainment of isolated word recognition skills as being prerequisite to the ability to process text, Pam perceived that Jed's processing strategies reflected the way in

which he was being taught at school. She hypothesized that the complexity of print that Jed was exposed to at school more than likely exceeded his current capabilities. If such were the case, his lack of reading fluency would likely continue unless he worked with instructional level materials and was taught more effective strategies. Pam's **global** objectives were to promote reading as a meaningful, pleasurable and important activity with Jed, and to facilitate oral reading fluency and focused attention for print during silent reading activities. She planned accordingly that, during the ensuing ten hours of the remediation program, Jed would read between 50 to 60 books selected to match his current instructional reading comprehension level. She anticipated fostering concomitant growth in reading competency and self-esteem.

Operating now from a series of interconnecting perceptions grounded in theory and praxis, and using selected storybooks as the major vehicle (**input**), Pam would attend to **specific** objectives as Jed processed the texts. Diagnosis and interpretation according to the Reading Processes Model (Malicky,1983) evidenced that Jed needed to learn how to use his **internalized knowledge** (Fagan,1987) of the world and oral and written language conventions as he processed print, i.e. he needed to be aware at a metacognitive level (Brown, 1975) that he must bring those knowledge sources to bear in order to become an **active participant** in the reading process. In Pam's perceptions, the **cognitive processes** Jed should learn to apply throughout his interactions with print were focally those of analyzing, predicting /

inferring, synthesizing and monitoring. The input, knowledge and cognitive processes were not viewed by Pam as separate entities; rather, they were viewed as major interdependent facets necessary for supporting symbiotic growth towards reading competency for Jed (Fieldnotes, tapes & Documents' synthesis, 12th - 30th January).

Director of the Reading and Language Center

Dr. Malicky's first encounter with Jed was disembodied, i.e. it was the occasion when she examined assessment protocols whilst she listened to the tape recorded interactions between Jed and Pam during his initial assessment session (Fieldnotes, mid-January). Her perceptions of Jed, which emerged during three pre-tutoring meetings with Pam (Fieldnotes & audiotapes,18th, 25th & 30th January), were congruent with Pam's as noted above. As I maintained my role of passive observer throughout tutorials and listened to the vitally interactive dialogue that ensued, a high degree of teaching and learning reciprocity emerged with Dr. Malicky grasping the "teachable moments" to highlight Pam's externalizing of the processes approach philosophy as she worked her way through sheets of data. Dr. Malicky added that, given his limited sight vocabulary, Jed engaged largely analyzing and associating processing strategies when attending to single letters and blends respectively, but he had not yet developed the ability to synthesize his analyses nor associate with reference to context. Overall, Dr. Malicky perceived that Jed was more intent on attending to form than on making sense of what he read; a factor that she hypothesized was likely due to minimal reading

of passages at school. As noted by Fagan (in a presentation at the IRA 's 8th Transmountain Regional Conference, October 1987), excessive attention to form readily detracts from the reader's potential for holistic sensemaking. Such was clearly the perceived case with Jed.

As Phase One drew to a close Dr. Malicky judged that there were three factors that could make an **immediate** difference for Jed, if addressed by Pam with sensitivity. Firstly, when Pam had been discussing oral cloze sentences that she intended to use with Jed (Fieldnotes & audiotape, 30th January) she noted, " I'll explain to him, predicting or guessing or whatever." Dr. Malicky's process-based, "teachable moment" response was " No guessing. He'll have been told so many times .. **don't guess** .. Use a big fancy word [i.e. predicting] and he'll think he's doing something special." Secondly, Dr. Malicky suggested that the school be informed that Jed should be processing reading materials which matched **his** instructional reading comprehension level and, thirdly, that his behavior during the assessment session had been appropriate. All three factors were subsequently addressed by Pam.

Jed

Jed's perceptions of his academic and social standings in school were personified as much by non-verbal, as by verbal, behaviors. When I first observed him in the classroom context (Fieldnotes, 5th January) he spent most of the Reading-Language period glowering around the room with shoulders hunched, slamming his books down on his desk with

resounding slaps ignored by teacher and students alike. I found out later that he was due to spend the noon break in Principal's detention because he had been downtown, "out of bounds", the previous lunchtime. The smouldering anger I observed on that day only took precedence over attending to class assignments, and it was clearly directed towards everything that embodied "school". As the period ended and morning recess began, I introduced myself to Jed as the person his parents had told him would be observing in Reading-Language classes at both school and University. The smouldering look disappeared as he queried when University sessions were to begin and whether he would be working with "that man" again (i.e. Bob, the Psychology student). His eagerness didn't dissipate when I told him a lady would be helping him to improve his reading, although there was a hint of speculation in his eyes when I was unable to tell him whether the books he was to use at University were the same as those at school.

He didn't engage with classroom reading books and workbooks unless urged to do so by his teacher. A typical observation (Fieldnotes,10th January) during Phase One was of Jed sitting at his desk with tousled hair, feet swinging back and forth, and his head resting heavily on his hand as he made no attempts to focus on assigned work but, rather, attended to what everyone else in the room was doing. His frequent requests for trips to the bathroom, in both the classroom and resource room contexts, or to the pencil sharpener and - usually aimlessly - various book shelves, suggested that he perceived mobility

to be preferable to attending to assigned reading and writing tasks. Unless Jed's group was receiving direct instruction his attention-to-task, which occurred largely via teacher prompting from a distance, was miniscule relative to the time available.

> Schools ... require a degree of self-management, conscious effort, and the sacrifice of immediate pleasures for the possibility of future goal attainments ... such sacrifice is improbable if a person entertains doubts about his own potential effectiveness (Lefcourt,1982, p. 82).

All of the verbal and nonverbal cues observed suggested that Jed avoided reading and writing whenever possible, because he had "doubts about the potential effectiveness" of his interactions with print.

I talked with Jed briefly near the onset of Phase One, in an attempt to discover what his perceptions about himself as a 'reader' entailed (Fieldnotes & audiotape,12th January). The episode was relatively unproductive due to the 'passive stance' I had assumed in order to collect 'uncontaminated' data. Some relevant factors did emerge, however. Jed maintained that it was easy to read when he knew (i.e. recognized) the words, such as " .. go .. in .. for." He had difficulties, he said, with :

> .. the little ... print that our teacher asks us to read. I can't read that. Uh, there's sort of a poem, like, when we were doing the giant ... Jack and the Beanstalk ... it had little print saying (Jed built up speed and rhythm) "Fee, fie, foe, fum, I smell the blood of an

> Englishman", and I couldn't read that, that good .. and it said ... um ... (he took a deep breath and built up speed and rhythm again) "Fee, fie, foe, fum, I smell the blood of an Englishman. Be he be dead, be he alive ... I'll grind his bones to make my bread."

The "little print" in this case entailed a poem designated by his reading book's publisher to be "teacher-read". Despite some scrambling of rhyming refrains, the poem had clearly caught his attention enough for him to commit it to auditory memory. Before we parted company, Jed asked to hear the tape recording of our conversation. I asked him to select one part, due to time constraints, and he chose ... Jack and the Beanstalk. The delight he demonstrated as he listened and re-verbalized the refrain in tandem with his taped version, suggested that here was a student who could become motivated to learn to read - given successful experiences built on personal competencies. Pam's attempts to glean Jed's overt perceptions of himself **as a reader** were equally 'muddy'. He professed to be "so-so good" at reading, and shrugged his shoulders when asked to detail what it was about one of his friends that made Jed describe him as a "good reader" (Fieldnotes,14th January).

The January 14th visit to the University became a 'milestone' in my mapping of Jed's journey towards literacy competence, although I didn't recognize it as such at the time. Across the remainder of Phase One, and much of Phase Two, Jed's attention to print became focused and channelled. Mrs. Morgan specifically noted his perseverance in the resource room on January 19th. I observed his rapt attention when

listening to Mrs. Shipley read a story to his class on January 24th, and I saw his pride on January 26th when he showed a resource room classmate the first book he was to read in that room (Fieldnotes, mid-end January). If Jed's perceptions of himself as a reader had been previously unclear, the signals emerging from him after January 14th suggested that he had gained enough optimism to perceive that he **could** become a reader. As early as January 17th, when writing an "ongoing thoughts" Journal entry following transcription of the day's fieldnotes, I mused about the changes I had observed in Jed. Had his experiences at the University, alone, opened the channel for personal optimism ? Did he perceive that the 'extra attention' from the known and new adults in his schooling lifeworld (parents, teachers, Pam, and myself at a distance) equated with the possibility that **they** believed he could learn to read ? Were **multiple** factors combining in a manner that led him towards a renewal of the optimism that seemed to have deserted him mid-way through first grade ? No ready answers emerged from my solitary musings but it was clear that something(s) significant to Jed had occurred wherein he now perceived that, whatever was to happen during the ensuing weeks of tutoring, the pervasive aura of cumulative 'failures' was being nudged aside by renewed motivation and hope.

Summarizing Perceptions About The Nature Of Jed's Reading Problems

Everyone, including Jed, was vitally aware that a reading problem existed. Within the school context, relevant administrative, first and

second grade, and resource room staff members appeared to concur that within-child personality variables and lax discipline in the home context had produced a child who had the **ability** to learn to read, but who was insufficiently motivated to exert any effort in the endeavor. Jed's parents' perceptions about his ability and motivation mirrored those verbalized at school. At that point, however, school-based and home-based perceptions diverged somewhat. Whilst Mr. Matthews supported teachers' suggestions that repetition of a grade would focus Jed's 'intent' to learn, his wife viewed Jed's difficulties as stemming largely from inappropriate (Indian accented phonics) and inconsistent (banishment to the sidelines in grade one) instruction. Neither parent viewed home discipline as being lax. Across both home and school contexts, Jed issued strong verbal and nonverbal distress signals about his lack of progress in reading. The nonverbal signals could be 'read' variously as, "If I'm not interested I don't have to do this" and / or "If I don't attempt much, you're [and perhaps "I'm"] not really going to know whether I'm capable or having difficulties." Conceivably, Jed **could** have been thinking, "Since grade one, nothing you can do or say can hurt me."

The 'external' perceptions of Bob, Pam and their supervisors concurred with those emerging from home and school contexts, that Jed demonstrated good potential. Two common and crucial factors, expressed in philosophically different terminologies, were highlighted in the diagnostic interpretations issuing from Jed's Psychological and Reading Assessments (Documents' Collection). Jed attended to "parts"

(e.g. single pieces of a jigsaw, letters within words, single words within sentences), but he did not link those parts to form "wholes" in a manner that demonstrated an ability to recognize and synthesize relational details en route to holistic sensemaking. The clinicians and their respective supervisors believed that he could be taught to do so, given specific instruction coupled with the use of independent and instructional level texts. He needed to be taught how to apply his internalized knowledge of the world and language whilst processing print and, it seemed, radical changes in the teachers' instructional approaches would be required since :

> A highly structured instructional system that focuses on mastery of one rule or skill before another loses sight of the complexity of learning written language. It oversimplifies what children really do learn and focuses some insecure children on insignificant and often erroneous principles about language (Y. Goodman, 1984, p.109).

Bob's written report was mailed to the school where, he hoped, the teachers would implement his recommendations. Bob's liaison with Jed, as required within the parameters of his current University course work, was then finalized. Pam's report was also mailed to Jed's school. In conjunction with extensive qualitative and quantitative details about his performances within the Reading Assessment, Pam noted Jed's immediate need for instructional level predictable reading materials, and informed the school that she would identify "successful teaching

strategies" and appropriate program materials across the ensuing ten hours of tutoring sessions (Documents Collection).

Promoting Literacy Development Within and Across Contexts

> Poor readers ... often cannot infer conceptual meaning from surface-level information, have poorly developed knowledge about how the reading system works, and find it difficult to evaluate text for clarity, internal consistency, and compatibility with what is already known ... Instead, they often believe the purpose of reading is errorless word pronunciation and that good reading includes verbatim recall of text (Duffy, Roehler, Sivan, Rackliffe, Book, Meloth, Vavrus, Wesselman, Putnam, & Bassiri,1987, p.p. 348-349).

Duffy et al (1987), based on their own and others' research, describe the "poor readers" consequence that may accrue for some children when explicit instruction focuses on form, and functional sensemaking remains buried in all the layers of implicit understanding that many adults have internalized as 'given'. Across the majority of my observations of Jed's teaching-learning interactions within the school context, explicit instruction focusing on form and verbatim recall of text was paramount. The results of that instruction were demonstrated clearly

by the manner in which Jed processed text during his initial Reading Assessment administered just prior to the conclusion of Phase One. He attended primarily to form and verbatim recall (Documents Collection). He had internalized the messages issuing from **surface**-level instruction. As noted by Smith (1984) :

> ...the enormous and continual learning capacity of children [makes] them vulnerable. They are always likely to learn that which is demonstrated to them. Thus, if it is demonstrated that reading and writing are nonsensical, purposeless, or painful activities, that is what they will learn (p.152).

Jed was clearly "vulnerable" in terms of his literacy development and concomitant self-esteem. He had learned "that which had been demonstrated" **on the surface** (Smith,1984). It appeared likely that, consciously or subconsciously, many of his peers had engaged in **relational** processing which enabled them to link explicit with **implicit** knowledge about print processing with a greater degree of success. Jed, it seemed, had not delved beneath the surface structure of classroom and resource room Reading-Language instruction.

Observation of Jed's verbal and nonverbal communications suggested that he often experienced lack of sensemaking and pragmatic purpose during his tenuous engagements with reading and writing activities (Smith,1984). He was patently aware, moreover, of his peers' more positive interactions with print. How do children cope with the knowledge that instruction which **seems** purposeless and meaningless

to them appears to be purposeful and meaningful to significant adults and most of their peers ? Jed coped, overtly, via withdrawing from print-related activities when unchallenged and via passive aggression when challenged.

Teaching and Learning Strategies in Jed's Literacy Environment

> While there are as many ways to teach children as there are ways to do most other things, teachers do not employ the whole range of available approaches. Rather, they select some approaches and reject others. The basis for their decision is a set of assumptions about **how** children learn and a set of values concerning what they think children **should** learn ... Teachers select methods that are consistent with their philosophy of teaching (Schickedanz,1983, p. 2).

At the onset of this study, Jed was a reluctant member of three formal literacy environments : his class and resource room contexts at school, and home where instruction mirrored what occurred at school. Across all three settings, the pervading "set of assumptions about **how** children learn" to read was encapsulated in the teachers' observed and verbalized beliefs that children learn best when they work from parts to wholes. Those beliefs were echoed in home reading instruction, which adhered to Jed's mother's personal knowledge of skills-based 'learning-to-read' methods and which seemed to depend solely on the types of

materials the teachers sent home. They all demonstrated that **"children should"** acquire mastery of a hierarchically appropriate set of reading subskills.

Having learned previously to recognize individual letters, some blends, letter sounds, and some isolated words, Jed was now required to attend largely to sight word identification and phonetic analysis strategies in the classroom. In the resource room, Mrs. Morgan attempted to focus Jed's attention on isolated sight words recognition in the hopes that the attainment of an increased sight vocabulary would enable him to climb the hierarchical ladder towards processing connected discourse in high interest-low vocabulary reading materials. His mother, with some inconsistency, was responsible for ascertaining that Jed attended to homework from both school contexts (Fieldnotes & Documents' Collection, 5th to 30th January). The home-school alliance was fragile and by no means atypical within a "reader at risk" framework.

> Typically ... reading programs are slowed down, broken into smaller and smaller fragments of skills, and high-interest low-level reading materials are used ... When parents ... are asked to aid in this process, they are expected to continue and to reinforce the classroom practices ... In many cases, the result of imposing this formal structure on parents is that the experience is fraught with feelings of inadequacy and frustration, and little measurable academic gain is realized for their children (Heath,1980, p.130).

At various times and to varying degrees, "feelings of inadequacy and

frustration" emanated from Jed, his mother, and his teachers. To the best of my knowledge, however, none of the adults considered that their philosophical stance towards reading instruction did not meet **Jed's** needs. The adults were patently unaware that their focus on surface fragments of print and their requirement for word-by-word accuracy could result in confusion and concomitantly lowered self-esteem for Jed (Duffy et al,1987; Goodman,1984; Smith,1984). The adults' personal philosophies about the teaching and learning of reading appeared to be 'written in stone'. Since most children **had** learned to read via this route there was every reason to suppose that Jed would eventually do likewise. Juxtaposed with those philosophies, was the school policy that children **must** progress through all of the grades one through six basal reading books and accompanying workbooks (Ginn, & Co.,1977), across the duration of their elementary schooling. The publishers' skills-based step-by-step suggestions for using the selected materials were congruent with the adults' philosophical approaches. Overall, on the basis of all that I saw and heard during Phase One of the study, if change was to occur it must clearly do so via Jed.

Classroom Literacy Expectations : Environmental Clues

I entered Jed's classroom for the first time on 5th January, and automatically scanned the walls and shelves for 'first impression' indications regarding the atmosphere in which most of Jed's formal literacy learning was occurring. Teacher-prepared bulletin boards covered every available stretch of wall and one side of the mobile

chalkboard that was used to divide reading group students from the rest of the class. Presented on green, brown, yellow and blue backing paper were : giraffe head cutouts displaying various students' Math achievements, the month's calendar with moveable discs for signifying the passing of time, wall-pockets of Math activities, a collage of signs pertaining to a Social Studies unit on "Our Community", a chart demonstrating the "es" suffix, a "Once upon a time" cloze story of Jack and the Beanstalk with pockets of completion words available, students' Social Studies' creative story-writing booklets about a "Land Without Rules", upper and lower case alphabet letters (Aa, Bb, etc) above the chalkboard, students' "Signs of Winter" chalk drawings, "Super Spellers" charts, and an "Our Best" caterpillar-shape of all the students' "We all Pull Together" copies of "This is ! printing." (The sentence being copied four times per student). Jed's printing sample was the only piece of his work displayed. Throughout the research observation period during the times I was in the classroom, as in Brailsford's (1985) kindergarten study, the occupants rarely attended to the slowly changing displays; they may have done so at other times. Shelving contained : dictionaries, basal reading books, booklets and folders of worksheets to accompany the basal readers, students' keytabs, a handful of old library books which were used during my classroom observations once by one student, Reading-Language activity cards (i.e. Schoolhouse Word Attack Reading Lab. #1A, SRA.; Reading Skills Development, Learning Skills Inc.; and teacher-made cards) accompanied by students' record booklets

in which the children noted which cards they had completed, Spelling texts, a listening centre capable of accommodating two students per sitting, a filmstrip viewer, and glue. Twenty-four students' desks (6 per row, 4 rows), the teacher's desk, a filing cabinet, and cupboards completed the classroom landscape (Fieldnotes & photographs for January).

The environmental clues noted on my initial visit suggested that literacy expectations were encapsulated within a focus on form and accuracy. That emphasis remained relatively intact across Phases One through Three.

Mrs. Shipley's Reading-Language Instructional Framework

Reading-Language instruction occurred once per day in Mrs. Shipley's classroom. As noted previously, there were three reading groups and Jed was a member of the group (#1) which was perceived to be the least competent in terms of literacy development. Since Mrs. Shipley worked with each group in turn every day, daily instructions were printed on the chalkboard to focus the children's attention regarding what they were required to do when not working directly with her, e.g.12th January :

1 ["Low" group]	2 ["Average" group]	3 ["High" group]
Oral 68-71	Printing	Printing
New Words	SRA	Bdwk
Wkbk 102, 103, 104	Folder 69, 70, 70A	Wkbk 75, 76, 77, 78

1 ["Low" group]	2 ["Average" group]	3 ["High" group]
Printing	Folder Correct	SRA
Silent 72-75	Bdwk	

Key : Oral = oral reading during group instruction time ... iting = copying the words or sentence Mrs. Shipley had designated ... ne day, i.e. on Tuesday,12th January each group was required to copy the second line of print from the week's selection (printed one bel... the other) of :

M[onday] One, two, three T[uesday] Four, five, six

W[ednesday] Seven, eight, nine T[hursday] Ten girls run.

F[riday] We were well.

New Words = isolated words about to be newly introduced in the text to be read; SRA = carded Reading-Language activities published by Science Research Associates; Bdwk = assignments printed on the chalkboard. On the 12th, the assignment for groups 2 and 3 was :

Write the short form : [printed one below the other]

1. do not 2. I will 3. have not 4. they are 5. we have 6. he will

7. she is 8. could not [the examples : should not / shouldn't, we have / we've, were printed close by]. An extra assignment for group 3 was :

<u>They are</u> leaving now / <u>They're</u> leaving now [example], followed by eight sentences requiring one contraction per sentence; Wkbk = workbook pages to be completed; Folder = worksheets stored in a folder; Silent = silent reading.

The 'Key' categories noted on the 12th January remained largely the same throughout the study. The order in which they were to be done

rotated and, of course, the content changed as the students progressed through the assigned Reading-Language activities.

Mrs. Shipley's Reading-Language Speech Messages

> People everywhere learn their culture by making inferences. We generally use three types of information to make cultural inferences. We observe what people do (cultural behavior); we observe things people make and use ... (cultural artifacts); and we listen to what people say (speech messages) .. (Spradley,1980, p.10).

Slices of Mrs. Shipley's cultural behavior and artifacts were described above, respectively under the descriptors of "Instructional Framework" and "Environmental Clues". Glimpses of the students were apparent in those descriptions. The living culture of the classroom, with regards to literacy development specifically, emerged further when the children were present via what Spradley (1980) termed "speech messages". Mrs. Shipley's speech messages about reading were entirely congruent with her skills-based philosophy and the organizational framework of the basal reading materials being used. At this stage of their learning the children's responses-during-reading speech messages, as might be expected, mirrored those of their teacher.

Whilst my observations focused on Jed it was possible to ascertain at a **surface level**, without the advantages of in-depth whole class observational (Rist,1973) and /or statistical (Browne,1971) analyses, that Mrs. Shipley's reading processes strategies' speech messages

remained constant regardless of which group she was working with at a given time. My 'reading specialist's ear' tuned in to group oral reading interactions whilst my eyes followed Jed, and it was clear that accurate contextual word recognition was required of every student in every group. Thus, sense-retaining substitutions were corrected (e.g. "a" for the, "home" for house, and vice versa), non-recognized words were analyzed letter-by-letter and, if the reader wasn't able to synthesize the letters to form the word, another student was asked to contribute. In general, once a word had been analyzed/synthesized accurately, reading continued without discussion until the next miscue occurred. As a result, oral reading tended to be fragmented to the point where ongoing **comprehension** likely eroded for some children. It was evident, judging by the number and nature of their miscues, that some of the children in each group were processing frustration-level text. The text seemed to be appropriate for others, as measured by the ease with which they completed accompanying workbook pages accurately (Fieldnotes, January-May). Puro and Bloome (1987) state :

> Teachers and students may say what needs to be said and in so doing they may act out their parts perfectly. It is not clear in such cases what relationship exists between procedural display and cognitive engagement in the academic substance of the lesson (p. 29).

Since my primary purpose was to track **Jed's** processing strategies, I was not able to attempt triangulation of **group** observations with

additional measures. As such, I was unable to determine to what extent procedural displays related to the students' **actual** cognitive engagement (Puro & Bloome,1987).

Storybooks and Workbooks : Minor and Major Resources

When Mrs. Shipley completed the Reading and Language Center's referral form in mid-December, she wrote that Jed was currently processing the upper first grade basal reading book Mr. Mugs is Lost (Ginn,1977). After the brief appearance on 5th January of a lower-mid second grade text, entitled Happy Days for Mr. Mugs (Ginn,1977), the former was again used in Jed's group from the 12th - 24th January. Only two of the nine children in the group appeared to be reading Happy Days for Mr. Mugs with any degree of automaticity (Fieldnotes, 5th January). The general lack of fluency likely prompted the return to Mr. Mugs is Lost for the next reading period. Sharing Time (Ginn,1977), which Mrs. Shipley provided each September for the group of second grade students whom she considered to be 'average' readers, was introduced to Jed's group on January 26th. Regardless of which basal reading book was currently being used by any group, it appeared to be utilized largely during group oral reading sessions. Workbooks proved to be **the** major classroom reading resource in quantitative usage terms. with some children acting upon Mrs. Shipley's advice to read pertinent sections of their basal reading books silently prior to completing related workbook responses. Many children only referred to their reading books when checking responses that had been marked inaccurate on their workbook

pages (Fieldnotes, January - May).

Reading-Language Instructional Strategies : Jed and Mrs. Shipley

Predicting and Monitoring Strategies. Numerous researchers have noted that, throughout Reading-Language interactions, predicting and monitoring strategies which activate **prior knowledge** (e.g. Clay, 1979 a & b; Cullinan, 1987; Forester,1986; Hayden,1985; Holdaway, 1979; Langer & Smith-Burke, 1982; Neyrinck,1986) and facilitate **ongoing sensemaking** (e.g. Buchanan, 1980; Clay,1979 a & b; Cochrane et al,1984; Goodman,1986; Harste et al,1984; Holdaway,1979; Smith,1975 &1978; Wells,1981 &1986) are crucial if the reader is to understand the gist of the author's message. During Phase One of this study Mrs. Shipley focused Jed's attention, to a minimal degree and peripherally, on **contextual prior knowledge** and **sensemaking**.

On one observed occasion only, Mrs. Shipley activated Jed's **world knowledge** as he struggled to process text during a group oral reading session

Jed (reading) Jan .. and .. Mommy .. were .. in .. the .. boat .. The boat ... was .. going ... very ... fast. ... Jan . and . Mommy .....

Mrs. Shipley Laughed.

Jed .. when .. the .....

Mrs. Shipley What would be around the boat ?

Jed .. water .... splashed . up . on . them. "This . is . fun" said Jan.

Mrs. Shipley Good. Now, page 2. (Fieldnotes, 24th January).

Jed's response had been accurate, and no discussion regarding **how** he

had arrived at that response ensued, i.e. he may have associated from boat to water without needing to check the print. Alternatively, he may have attended to the word's initial consonant cue and then made the association.

A single episode, wherein Mrs. Shipley required Jed to **make sense** of what he was processing **via his knowledge of written language syntax and conventions**, occurred when she was checking Jed's workbook responses on the 12th January (Fieldnotes).

Mrs. Shipley What does this say ? (I couldn't hear what Jed read). That doesn't make sense to me.

Jed (in a matter of fact tone) It does to me.

Mrs. Shipley Go check your reader. The sentences are in there and it'll help you to check. (He returned to his desk, scanned some pages of his reading book, closed the book, looked at his written response, questioned a neighbour and listened to her response, looked up as the teacher arrived) Jed, there's a clue there. (She pointed somewhere on the workbook page). Which word has a capital ? (Jed pointed out a specific word). Yes. I suggest you start with that one. (The teacher moved on. Jed looked at the page, stretched his arms and legs, and raised his hand. The teacher returned. He appeared to verbalize what he intended to write). Sounds good to me.

A short while later I wandered round the room, scanning what various students were doing. Jed was just completing the sentence he had begun some twenty minutes earlier. He had been required to re-

sequence the text : the help She'll nutcracker. Printed laboriously over numerous erasures, his final response was accurate. I don't know what combination of words had prompted his earlier response of "It does [make sense] to me." Whilst the end result clearly made **more holistic** grammatical sense than any other possible response, the focus in this instance had not highlighted a **sensemaking** strategy. Mrs. Shipley had focused Jed's attention on grammatical convention, i.e. a sentence begins with a capital letter. She had pointed him in the 'right direction', without discussion regarding **why** a capital letter could be used as a 'clue'. Having been given a definite starting point, it was **possible** that Jed's knowledge of written language paved the way for accurate completion. Once again accuracy requirements had been fulfilled, thus the interaction was finalized.

The cognitive engagements described above demonstrate that elaborative verbal mediation about effective processing strategies was minimal and that Jed may have learned, largely, that accuracy resulted in endgame confirmation. In Yardley's (1973) terms of cumulative and self-generative learning, Jed had supplied **"what"** was required, but he had not been invited to explore metacognitively **"how"** he had fulfilled requirements. Had the "how" of learning occurred ? If so, was Jed sufficiently aware of Mrs. Shipley's **implicit** messages to enable him to generalize those messages as needed on other occasions ? Observations across the episodes noted above suggested that the answer was "No" in both cases.

Attending / Intending Strategies. With the exception of direct interactions between himself and his teacher, Jed paid minimal attention to print. Given his attention via external teacher-control, print analysis and association processes emerged next on Mrs. Shipley's agenda.

Analyzing and Associating Strategies. Attention to analyzing and associating reading processes, as noted previously, was paramount in the direct instructional interactions observed. It was equally pervasive in the 'learning-to-read' word identification strategies Jed demonstrated as I observed in the classroom, and triangulated via Pam's and Dr. Malicky's initial diagnoses (Fieldnotes and Documents' Collection, Phase One). Clay (1979 b) notes that, "Words are smaller units than children are used to dealing with." (p.92). Focusing on continuous discourse at or within the single word level, Mrs. Shipley's initial responses to Jed's (and other children's) Phase One reading miscues tended to be "Try again" or "No" (which, judging by Jed's response, was the implicit equivalent of "Try again"), and "Sound it out" or "Just as it sounds". During this Phase, the teaching of 'long and short vowels' was focal. When accurate word recognition did not ensue Mrs. Shipley might note, "It's a long 'a' [or 'e'] sound", "You forgot an 'a' [letter name]", "H..ow", "What sounds make the long 'e' ?", "You're listening for a long or short vowel", "It has an 'or' sound", "It's 'w.i.t.h' [letter names]", "That's two 'e' s." Time and time again continuous discourse was reduced, via analysis and association, to the processing of isolated words and letter names / letter sounds within words. Students were being provided " .. with a prepackaged kit of rules"

(Holdaway,1979, p. 99). In Jed's case, the "kit" did not facilitate literacy development.

When Newman (1985) talked to a group of teachers about the kinds of processing strategies they engaged personally when encountering an unfamiliar word in text, their comments spanned the use of context clues, re-reading, and reading ahead (p.55). Their expectations about the kinds of strategies their students should engage in the same situation echoed those of Mrs. Shipley as noted above. The teachers appeared to believe that children who are in the process of learning to read cannot, as yet, engage 'adult' reading strategies effectively.

> When their students come to something they don't know, teachers seem to direct students' attention to the unknown itself as the source of the needed information rather than shifting their attention away from the unfamiliar to the text as a whole to clarify meaning (Newman,1985, p.55).

The teachers, and therefore the children, were operating within the hierarchy-of-reading-skills framework which suggests that comprehension cannot occur unless analysis and association within words, and word identification are correct. Jed had learned the procedure well. When I asked him, "What do you do in Reading at school ?" he told me precisely what I had observed him doing whenever he actually attended to text.

> Uh ... I just .. um .. sound all the words out. I .. and if I can't .. um .. I

> ask the teacher and .. sometimes she tells me to sound 'em out more but .. I .. if I sound 'em out then I get 'em and .. er .. that's all (Fieldnotes,12th January).

That was all, during the oral reading performances observed. Jed's opportunities to learn, across the interactions described, seemed to be constrained within the perception that " .. learning occurs when correct responses are 'stamped in' and when wrong ones are 'stamped out' .. " (Donaldson,1978, p.106).

Resource Room Literacy Expectations : Environmental Clues

Mrs. Morgan's resource room was situated at one end of the library which occupied an open area in the middle of the school. Since there were classrooms on two sides of the open area, small dividers were used to delineate where library space ended and 'hallways' leading to classrooms and other areas of the school began. The resource room floor space boundaries consisted of one floor-to-ceiling wall, two 'walls' of small dividers, and one of taller dividers and mobile chalkboards. When the buzzer signalled period, recess and lunchbreaks, the sheer throng of children moving through the narrow hallways made it extremely difficult to hear verbal interactions in the resource room. More than once Mrs. Morgan hinted that she and her students would be provided with room space that ensured freedom from external distraction if "remedial work" were more appreciated by the staff (Fieldnotes, e.g. 5th January,14th February). Bright red cut-out letters greeted those who

entered her room with the message RESOURCE ROOM FOR SPECIAL PEOPLE.

Above the stationary chalkboard were commercial upper and lower case alphabet letters, in both regular print and cursive writing styles. Row upon row of commercial charts displayed on the walls demonstrated 'families' of blends and vowel combinations in isolated words' examples. The blends and vowels were highlighted in each word. Two more commercial charts provided messages about long and short vowels, e.g. "Long a says a [capped by its diacritical mark] in acorn" [followed by a drawing of an acorn]. There were teacher-made charts that were records of which child had done which exercise in Spelling, Phonics Lessons and Phonics Reviews. One chart, Stars 'n Smiles, displayed a star for each child who had done well in Math. The last two charts, taped to the chalkboard, proffered the words : (1) through, thought, though, many, any, some, does; (2) went, want, what, that, who, which, why. On a number of occasions during Phase One, children were referred to a particular wall chart to encourage some degree of independence in finding out what it was that they wanted to know.

Bookshelves were laden with Reading-Language and Math kits and games, High Interest-Low Vocabulary reading series, various dictionaries, and folders of individual children's work. A huge rectangular table surrounded by chairs occupied most of tne central floor space. One student's work carrel was offset against the outer wall as a 'private' work-space. Two more carrels to the left of the chalkboard housed the

Listening and Language Master Centres respectively. Mrs. Morgan's desk, which was used largely as a repository for writing materials and students' completed work, edged up against the library divider (Fieldnotes & photographs, Phase One).

The environmental clues in the resource room suggested that Mrs. Morgan's literacy expectations encompassed a skills approach for the remedial teaching of Reading-Language, complemented by "mastery learning" in "subskills" areas. Across the six observation periods in Phase One of the study, the processing patterns which emerged from Mrs. Morgan's speech messages echoed those of Mrs. Shipley. She expected verbatim oral reading and letter-by-letter analysis of non-recognized words (Fieldnotes, Phase One, January). The environmental clues had reflected, succinctly, the kinds of interactions which occurred routinely in the resource room context.

Mrs. Morgan's Reading-Language Instructional Framework

During the periods that Jed attended resource room, he was either the only student present or there were one to three additional students from various grade levels amongst whom Mrs. Morgan shared direct instructional time. Each child was attending to an individualized program of Reading, Spelling or Math. Peer interactions were confined to an occasional smile or whisper. As the children arrived at the resource room they collected personal work folders, received brief initial instructions from Mrs. Morgan, and attended to whatever the day's assignments entailed. Mrs. Morgan spent time with each child and responded to the

others' queries - and diversions, in Jed's case - as the need arose.

Reading-Language Instructional Strategies : Jed and Mrs. Morgan

All of the interactions observed on the 5th, 12th, and 17th January centred on Mrs. Morgan attempting to add 'high frequency function words' (Dolch Basic Sight Vocabulary,1936) to Jed's sight word recognition memory bank. Jed had been working on the latter since entering the resource room program one month earlier. When working independently, Jed passed the Dolch word cards through the Language Master machine. When he was accompanied by Mrs. Morgan, both the machine and a typed list of the words being studied were utilized. When Jed had left the room on the 17th January, Mrs. Morgan commented that since he seemed to be "getting bored on the Language Master", she would likely "put him on to a book" the next day (Fieldnotes,17th January). Jed was reading a high interest-low vocabulary book when I returned to the resource room two days later.

Attending / Intending. Jed's attention to print was focused intermittently during the times he was required to work independently at the Language Master. He appeared to be more intent on exploring how he could induce the machine to operate in a manner other than the 'prescribed' way that Mrs. Morgan demonstrated after both she and I had been mildly startled to hear a 'groan of protest' issuing from the machine; Jed had been inserting cards at the centre of the slot (Fieldnotes,17th January). Whilst her 'phone conversation with Pam on the 12th January may have prompted Mrs. Morgan to consider "put[ting] him on to a book"

in the near future, the final catalyst for change was likely her perception that boredom not only reduced Jed's attention to the task in hand - it could also result in the demise of costly materials. Whatever her reasoning, the boredom she had perceived during the Language Master interactions was replaced by rapt attention to print when Jed was provided with a book.

Analyzing and Associating Strategies. Whenever Mrs. Morgan worked directly with Jed, his attention focused on print. Given intact attention, analysis and association were the reading processes that Mrs. Morgan promoted throughout Phase One. As Jed worked through the Language Master cards, it was clear that he had memorized many of the presented words accurately. His consistent misassociations for the words 'eat' / 'ate', and 'there' / 'that' / 'they', suggested that Jed was attending to some graphic features whilst 'tuning out' the machine's auditory input (Fieldnotes, 5th January). If he had indeed 'tuned out' auditorially, the absence of supportive semantic and syntactic cueing systems left him relying solely on graphophonic cues containing high degrees of similarity. His associations on the basis of insufficient analyses of the latter were thus explicable. With Mrs. Morgan monitoring his performance, Jed analyzed and synthesized e.g. "w..ill - will, w..ent - went (Fieldnotes, 5th January), a..n..d - and" (Fieldnotes,17th January) appropriately. When he miscued, she focused his attention on either phonetic or graphic features, e.g. (Fieldnotes, 5th January, condensed) :

Jed Come..must..now

Mrs. Morgan New ... n..e..w (providing letter names) is new.

Jed ..Saw..there(corrected to) that

Mrs. Morgan What sound does that make, huh ? Th..ey ?

Jed They..w-ent / went..(Mrs. Morgan pointed to an earlier word) want

Mrs. Morgan 'Want' and 'went' are almost the same aren't they ? Except for the 'a' and 'e' (letter names), so you need to look for that (Fieldnotes, 17th January, condensed).

Jed Big..our..at

Mrs. Morgan Uh uh.

Jed Are .. did .. she

Mrs. Morgan No. This (pointing ahead) is 'she' . S..ay..

Jed Say .. she .. this .. do .. went

Mrs. Morgan No. It's an 'a'.

Jed Want. . what .. wait .. will ..... etc.

As I observed the 'learning to read' interactions reported above, I wondered whether the time Jed was spending attending to the Language Master words and Dolch word lists was productive in terms of ongoing and generalizable learning. Some **print processing strategies** were activated, i.e. attending / intending, analyzing and associating. From a skills' based perspective, Jed was engaged in **reading**, albeit with varying degrees of success. It was not possible at those times to discern whether actual **learning**, generalizable or otherwise, issued from Jed's engagements with print.

Throughout the last three sessions observed during Phase One Jed sat at a carrel with book in hand, attending to the print with fierce concentration whether processing alone or with Mrs. Morgan. He appeared to be processing systematically from cover to cover. As he finished reading one book he was given the next instantly and, without discussion, repeated the entire process until the period ended. From my non-involved participant observer vantage point, the sessions were initially reminiscent of those described by Carson (1979). Across her classroom observations of first grade students during Language Arts' periods, she had observed reading interactions that led her to infer that there seemed to be largely " .. the narrow purpose of completing the task at hand" (p.74). As my observations continued across the second and third sessions, it became clear that Jed was so proud to be actually reading **real books**, that - for him - the purpose was anything but narrow.

Monitoring : The Need to Make Sense is Submerged. I wondered what was happening for Jed in terms of making sense of the text. On one occasion only, when reading orally to Mrs. Morgan, Jed monitored on the basis of semantic and / or syntactic cues, e.g. realizing that something was amiss with "The bus .. is no ..... fire", he demonstrated ongoing monitoring in his reading of the subsequent sentence "It . is . **on** . fire" (Fieldnotes,19th January). On another occasion he attempted to glean relevant information from picture clues, but Mrs. Morgan's "Never mind that, just keep going" routed him back to the text (Fieldnotes, 24th

January). Although I heard Jed monitoring when he read alone two days later (e.g. "The ..... lion .... must ... be ... in ..... " corrected to "The ... lion ... must ... be .. near."), when he read to Mrs. Morgan his strategic processing matched the types of strategies that were being demonstrated to him. Jed's ongoing sensemaking strategy was submerged, during those times, by instruction which omitted the global and narrowed in on the specific. As Vygotsky (1962) states, we may infer what is occurring internally if there is some way of externalizing the thought processes. Had my observations been confined to Jed / Mrs. Morgan reading interactions, I would have missed the subvocal externalizations which showed that Jed's repertoire of processing strategies was more extensive than it appeared to be during formal instruction.

The lack of languaging about what he was reading, during both class and resource room time, was noteworthy. Sanders (1987), writing about her daughter "gaining control" of text, noted :

> ..she acquired a good deal of new knowledge about history and geography, about people and life, during the course of her reading of literature and our subsequent discussions (p.632).

Human beings, by their very nature, are "meaning makers" (Wells, 1986) whether they are attempting to "gain control" over their own verbal and written output, or over the verbal and written output of others. With previous and current instruction emphasizing attention to graphophonic cues, what was Jed gleaning from the semantic and syntactic cues that were the very fibre of the text, with no opportunity to talk about the

meanings being created in his mind ? If he was concerned, it didn't show. Jed had no school or, it seemed likely, home languaging-about-reading expectations. With a book in his hand, he perceived that he had finally joined the "community of readers" (Hepler,1982, in Huck & Kerstetter, 1987) and he was, for the time being, contented (Fieldnotes,19th - 26th January).

Jed's excited "Jan ... Jan .. I might be coming to University in the evenings" comment as he entered the room on January 19th (Fieldnotes), signalled the first Reading-Language period observed during which his total attention was absorbed for the duration of the session. With three other children sitting around the central table, Jed collected his folder and elected to sit at the carrel near the entrance. The high interest-low vocabulary book that he withdrew from the folder was The Treat Truck and the Fire (Benefic Press, 1974). Page by page he ran a small card under the text that he was processing, lips moving continuously. He examined a picture on the left-side page with great care, then moved on to read the text on the right. With the exception of one quick glance in Mrs. Morgan's direction, Jed attended to the print and picture cues for fourteen concentrated minutes before reaching the final page and closing the book. Mrs. Morgan joined him immediately and asked him to read to her.

Jed's oral reading, which spanned ten minutes, was a staccato, word-by-word procedure and the overt focus of both reader and teacher was largely one of word-by-word accuracy. Having ensured that Jed

dispensed with his print-tracking card and, the next moment, finger tracking, Mrs. Morgan moved into her instructional routine. The following examples are typical of all the oral reading heard and observed between the 19th and 26th January :

(a) Reading The Treat Truck and the Fire (Fieldnotes,19th January).

Jed Jeff .. is .. going .. to the .. bus .... There ..

Mrs. Morgan That's (letter) 'w'.

Jed Where .. (indistinguishable) ... He .. cap .. (asked Mrs. Morgan :) What's that word ?

Mrs. Morgan Cover the ending.

Jed (covering part of the word) ..goes .. to .. the bus .... Will

Mrs. Morgan Uh uh (i.e. incorrect, try again)

Jed It . was . too . little ...

(b) Reading The Treat Truck and the Dog Show (Fieldnotes, 24th January).

Jed Some .. have .... dogs ..... to show ..

Mrs. Morgan Okay. You can read it without using your fingers.

Jed .. Mary .....

Mrs. Morgan Look again.

Jed .. Many ..... come .... with ... big dogs ... They ... come ... with ... litt .. le ... dogs ...

After seventeen minutes of highly similar interaction, and having moved on to The Treat Truck and the Big Rain with two minutes of the period left :

Jed (pointing to a word) What's that ?

Mrs. Morgan Melinda.

Jed .. Melinda ..... ran .... to ... the ... treetruck (He had collapsed Treat Truck to treetruck some time back, with no teacher comment). Mr. What

Mrs. Morgan Woods. (Since Jed was taking the book home to read, it seemed important that he should recognize at least the characters' names in this text that clearly bordered on frustration level processing for Jed).

Jed ... Woods ..... was ... one ... of .. the ... men ... (indistinguishable) We .. can ... stop .... working .. to ..... eat ..... They is

Mrs. Morgan Uh uh.

Jed .. That is .... a .... big ... (indistinguishable) .. said Mike.

Within seconds, the recess buzzer sounded and Mrs. Morgan told Jed to read ahead before the next day. His happy query of "What if I go all the way ?" pleased her - and left me marvelling at Jed's resilience which, to my mind, demonstrated beyond a shadow of doubt his desire to be print literate. The print interactions observed on the 26th January, when Jed was reading The Treat Truck and the Lucky Lion (having left The Treat Truck and the Parade at home), mirrored those noted above, with Mrs. Morgan adding "Sound it out" when Jed paused at the word "ate", and verbalizing "sss" to help him self-correct "children" to "circus" (Fieldnotes, 26th January).

Summary of Strategic Print Interactions in the School Context

At the onset of Phase One of this study, Jed was depicted by his teachers as "a behavior problem". He was viewed as a boy who, despite having ability, lacked the motivation to focus on school tasks. The Reading-Language interactions observed provided significant clues in these regards. Being required to attend to text which prompted frustration level processing, or to isolated words whose 'functional nature' weakened the notion that words in print are meaningful, Jed avoided close attention to print unless supervised by a teacher. Direct instruction focused on accuracy at the single word level. Given the latter, analysis, association and sight recognition were emphasized to the point where discourse processing in the classroom became a word recognition task. Comprehension was not yet an issue since his teachers were adhering to the skills' philosophy which views comprehension as **the** final and discrete skill to be learned.

Change occurred mid-way through the month, after Jed's initial Reading Assessment session at the University and after he was "put on" to reading a book in the resource room. Suddenly, he began to attend to print without being urged to do so. The teachers' Reading-Language instructional strategies remained constant, consistent with their beliefs about how reading should be taught, and Jed's teacher-requested oral reading performances demonstrated that he **had** internalized much of the instruction to which he had been exposed. He was now "motivated"

and no longer considered to be a "behavior problem". 'Eavesdropping' from a distance, whilst Jed haltingly subvocalized text when reading on his own, I noted his tendency to monitor within-sentence miscues. The tendency was submerged during teacher-guided oral reading performances. He had renewed his desire to be 'a reader' and his personal inclination was to attempt to make sense of text. As noted during Pam's 30th January tutorial with Dr. Malicky, in order to facilitate literacy progress Jed now needed collaborative (Freire,1983) teaching-learning interactions which would focus on showing him how to generalize what he already knew, and which would help him to develop processing strategies that he had not demonstrated during his Reading Assessment with Pam.

CHAPTER FOUR

TEACHING AND LEARNING STRATEGIES DURING CLINICAL INTERVENTION

> ..the interactive processes orientation focusses on the learner as a doer, rather than on the product or outcome. That is, the teacher takes the cues from the learner and structures the learning experience so that the learner activates those cognitive processes, engages in those strategies, and utilizes necessary knowledge which will make for a successful reading experience ... the focus is on helping the reader become an independent learner who can apply productive strategies regardless of the particular context (Fagan,1987, p.6-7).

There can be no doubt that, in their Reading-Language interactions with Jed, all of the significant adults in his lifeworld were focusing on the common goal of facilitating the growth of independent, effective learning strategies. The skills-materials bound philosophy which the teachers followed in Jed's school context led quite naturally into teachers emphasizing "product" and being seemingly unaware of and, therefore, unconcerned about the processes he engaged en route. Conversely, allying with Fagan's (1987) philosophy as noted above, the "interactive processes orientation" that Pam was exposed to at the University's Reading and Language Center de-emphasized product and

focused on **how** Jed attended to print, i.e. Pam had been taught to "take the cues from the learner" and to "structure learning experiences" which best facilitated the emergence of "productive strategies". Just prior to the onset of Phase Two of this study, Pam had collated and interpreted initial cues from home and school information sheets and from diagnosis of his processing strategies during his Reading Assessment. With Dr. Malicky's support, Pam had then designed tentative structures for the forthcoming learning experiences; 'tentative', since one " .. key to the success of any lesson is flexibility" (Malicky,1983, p.176). Judgements concerning 'what works and what doesn't' during ongoing and successive remedial sessions should be continuous. Phase Two, wherein I 'shadowed' Jed across both school and clinical contexts' Reading-Language interactions, was about to begin.

Teaching and Learning Strategies in the Clinical Context

> Teaching is essentially a matter of facilitating learning, and where that learning depends on communication between the teacher and the learner, the same principles apply as in any successful conversation. The aim must be the **collaborative** construction of meaning, and negotiation to ensure that meanings are mutually understood (Wells,1986, p.101).

In Jed's school context, "learning" seemed to be viewed as a one-way transmission process from the teachers to Jed. In the clinical context, the major thrust was to create teaching-learning sessions which invited the participants to collaborate and negotiate the ongoing construction of meanings that can evolve during structured learning experiences. The collaborations and negotiations that I observed between Pam and Jed across ten remedial sessions did just that and, concomitantly, largely engendered enthusiasm on the part of both participants. The same can be said of the interactions observed between Pam and Dr. Malicky, as they collaborated to facilitate the emergence of 'Jed-Pam-Dr. Malicky reciprocal teaching-learning loops'.

Speech Messages Between Pam and Dr. Malicky

The only Reading-Language 'products' that were discussed by Pam and Dr. Malicky, were Jed's instructional levels with regards to comprehension, words recognized in context, and isolated word recognition during his pre-remediation (31st January) and post-remediation (23rd March) Reading Assessments. Their speech messages on all other occasions dwelled largely on - and delved deeply into - the types of text processing strategies Jed engaged, and the kinds of interaction needed to empower his activation of more effective strategies (Note preliminary descriptions in Chapter Three). When their attention focused on minutiae, as noted below, their collaborative speech messages invariably resulted in the construction of meaning that

demonstrated reciprocal teaching-learning, a reciprocity that extended to Jed.

"I couldn't see the woods for the trees". When one pays close attention to small fragments of information, whether adhering to a reading skills or reading processes philosophy, the danger of submerging the picture of the 'whole' child is ever present, as Pam realized just before tutoring commenced. She had spent so much time analyzing Jed's strategies that, momentarily, the issue of his holistic needs had become clouded. She commented :

> I really found I'd been looking at these little things without looking at the whole - [going round in] these little circles - without looking at .. you know .. **what has he said ?** .. I couldn't see the woods for the trees (Fieldnotes, 30th January Tutorial).

The 'trees closed in' occasionally during remediation when Pam misjudged Jed's verbal or nonverbal messages, and during tutorials with Dr. Malicky when what she knew intuitively was not clearly expressed in lesson plans. However, her natural propensity for "taking cues" (Fagan, 1987) from - and negotiating meanings with - Jed and her supervisor, meant that she was generally able to 'step out of the trees and locate the woods' without losing her sense of direction. She knew which direction she and Jed should take. The routes would be flexible and invitational. Pam's speech messages always mirrored the reading processes orientation. In the weeks that followed, as I observed her interactions with Jed, I realized that clinical training and praxis were consolidating and

broadening a processes orientation that she had lived and breathed in the classroom prior to beginning graduate training. She **know what** she was doing. The reading processes orientation courses offered at the University provided the theories which explained **why** what she was doing worked, and enabled her to incorporate those theories into her current theoretical base and refine praxis.

"He should always **know why** he's doing **what** he's doing". As Pam already demonstrated a processes orientation and, thus, needed to make only minor adjustments within the clinical context, perhaps the most crucial speech messages from Dr. Malicky to Pam were "He should always **know why** he's doing **what** he's doing" and "..he **has** to be successful" (Fieldnotes, 30th January). As I listened from the sidelines, it was clear that metacognition - in this case, awareness by readers of why they select one strategy over another at any given time - was a vital component in the reading processes philosophy. The ongoing experiencing of success was equally important. There were no mythical distinctions between appropriate processing strategies for those who are/ are not print literate (Newman,1985). As Pam brought **her** deepening understandings to a level of consciousness, she realized that she must help Jed to do likewise in an atmosphere that propagated the critical awareness-success cycle of literacy development. On the day prior to Jed's first remedial session (Fieldnotes, 30th January), Pam and Dr. Malicky's collaborative and negotiated speech messages signalled their common perception that, given predictable instructional level texts and

explicit and integrated processing strategies instruction, literacy development should be greatly facilitated for Jed.

Clinical Context Literacy Expectations : Environmental Clues

Predictable books pave the way. With the exception of the first session which was held in a small classroom at the University, and the final session at Jed's school, remedial tutoring occurred in one of the seminar rooms attached to the University's Reading and Language Center. Materials could not be left in a room from one session to the next, therefore the environmental clues were transitory. Pam brought in materials for each lesson and I recorded them in ongoing observation fieldnotes and photographs whilst she escorted Jed from the Center when the lesson ended. Pam had access to print resources from the Center's library, the University's Curriculum Library, and the school from which she was currently taking a professional leave of absence. She supplemented these with books from her personal library, home-made charts and wall pockets. An overwhelming majority of the books she selected for Jed were written in a predictable language pattern format. On the subject of predictable books, Goodman (1986) noted :

> Their familiar content and structure, and the often repetitious, cyclical sequencing make them predictable... It's easy for kids to get a sense of where the book is going and to predict what is coming next (K. Goodman,1986, p.47).

Based on her working knowledge of previous child-predictable books interactions, Pam intended to cultivate Jed's activation of effective and

integrated processing strategies by showing him, initially, how he would be naturally inclined to make appropriate predictions during verbal sensemaking interactions (e.g. "Last night Wayne Gretzky scored another __ "). She anticipated that, with the aid of predictable books, he would be encouraged sufficiently to generalize from verbal to print sensemaking strategies (Fieldnotes, 30th January). The predictability would 'give him a sense of where the book was going and what might happen next' (K. Goodman,1986).

Does it sound right ... make sense ... check out ? One home-made chart, which was used during every remedial session, became a crucial variable in Jed's literacy development. The cloud-shaped chart contained three questions which Pam taught Jed to ask himself whenever he attempted to predict unrecognized words whilst processing text : Does it sound right ? Does it make sense ? Does it check out ? i.e. did the text, read with logical predictions inserted, sound **grammatically** and **semantically** appropriate, and did the **graphic features** of the predicted word(s) match those in the text ? Those three questions are the cornerstones of the psycholinguistic philosophy of reading proposed by scholars such as Clay (1979 a & b), K. Goodman (1970), Goodman and Goodman (1979), Holdaway (1979), and Smith (1975 &1978), cornerstones that have since been adopted by many researchers and / or practitioners who adhere to the same orientation, e.g. Buchanan et al (1980), Cochrane et al (1984), Lynch (1986), and Malicky (1983). Pam had incorporated the questions and their underlying philosophy into her

teaching 'baggage' prior to beginning graduate training (Conversation, October 1987), likely via attending professional development inservices and reading the written thoughts of Buchanan et al (1980) and Holdaway (1979).

Pam's literacy expectations, as mirrored in environmental clues, were stated very clearly. She wanted Jed to internalize the philosophy that Reading was a sensemaking activity, and that the sensemaking strategies he had learned to apply in his world and oral / aural language knowledge interactions could be generalized - by him, with help -to interactions with print.

Operationalizing Metacognitive Print-Processing Strategies

> As Sawada and Pothier (1986) indicated, "living systems are neither deductive nor linear; only our linguistic descriptions sometimes suffer in this way" (p.6). The printed transcripts [of my data] .. portray an "incomplete picture" of the conversations they describe. No dialogue throughout the whole experience possessed the linear characteristics the structure of the transcripts imply (A. G. Anderson,1987, p.29).

Anderson (1987) was concerned that written and, largely linear, description would diminish the holistic nature of interactions observed within her research group, and Pam momentarily 'lost the woods whilst

concentrating on the trees' when she analyzed Jed's processing strategies. In this section, which attempts to describe the densely interwoven interactions that Jed and Pam created, the same inherent danger holds true. Each of the following vignettes, from my mental videotape of those largely dynamic interactions which remain crystal clear in my mind, reflects the essence of the 'whole picture' of Jed in the clinical context. By analyzing what occurred **during** those vignettes, I am well aware that I draw the reader's attention to 'parts' and risk diminishing the 'whole'. My dilemma parallels those noted above and is echoed in Dr. Malicky's description of a reader processing a piece of print and a reading clinician analyzing data; neither can attend to everything at once (Malicky,1983, p.19). In the strategic processing descriptions which follow, the reader is enjoined to be aware that whilst different processes are highlighted in my writing at any given time :

> .. each process interacts with all others, and indeed, at times there [is] considerable overlap between processes .. [since] .. reading is a 'wholistic process' (Malicky,1983, p.19).

Jed and Pam "wrote their own texts" (Friere,1970, p.25) in a manner that interlaced dense strands of cognitive interaction into a "living system" (A. G. Anderson,1987). I can but hope that my text retains enough of the living system that unfolded across ten remedial sessions to allow the reader to view the strands without losing sight of the holistic weaving that emerged.

Intentionality and an old routine. Jed was greeted by a table full of books as he entered the room for his first tutoring session (Fieldnotes, 31st January). Whilst he and Pam chatted about school library books he had borrowed, he picked up one book after another and then began to read aloud from Happy Easter Dear Dragon. He signalled, distinctly, his intention to be an **active participant** in the literacy development process.

> When one believes that hope is possible, that there is some opportunity to act in one's own behest, then he becomes more "determined" and "alive to all his own powers and resources", or in a word, vital (Lefcourt,1982, p.185).

The clinical context, and Pam and her teaching-relating style and routines, were virtually 'unknown' variables to Jed. Nevertheless, or perhaps **because** the unknown offered new possibilities, hope and vitality were present and Jed demonstrated intentionality and a desire to initiate. He had leaped in to deliver 'product', but Pam's agenda required 'process'.

Pam Slow down there ! Okay ... I'm going to have you listen to some sentences, first of all .. and I'm going to miss out a word in the sentence

Jed (giving her no chance to finish) Like we do at school ?

Pam Maybe. I'm not sure (tone invites elaboration).

Jed Oh .. work, where we have to print in the sentence, but not [print the **sentence**.. we have to] .. print in the [cloze] word.

Here was a routine with which he was intimately familiar in the school

context, a 'workbooks' routine that involved first 'talking through' each assignment, then remembering the answers well enough to commit them later to paper. He avoided the second half of that routine relentlessly at school. Would his hopeful intentions of developing print literacy be dashed by the perception that Pam was about to mete out the same kinds of materials and instruction ? Would he now, I wondered, react as he did at school ? Pam's momentum quashed the moment of doubt that must have flashed through his mind, as she worked with him to establish new and more meaningful cloze dimensions which were qualitatively different from those offered in the school context via the old routine.

Jed and Pam create new routines. Launching immediately into a highly interactive and collaborative teaching-relating style, Pam elicited from Jed the verbal, most likely prediction that :

Pam Last night Wayne Gretzky scored another ...

Jed (definitely) Goal !

She then established a routine that was designed to encourage Jed to engage interactive metacognitive processing strategies, whether he was making sense of his lived world or of text that connected with that world. Extensive transcriptions (Fieldnotes, 31st January) of the manner in which the routine was introduced and extended are offered, since they demonstrate the laying of strong foundations which helped to promote Jed's subsequent literacy development.

Pam Great ! What made you think of 'goal' ? How come goal fits in ?

Jed 'Cause it sounded good.

Pam It sounded g... Oh, that's a good answer ! Why ? What else ?

Jed 'Cause it's hockey.

Pam Oh, right ! You couldn't, er, maybe ... could you say, er... "Last night Wayne Gretzky scored another .. touchdown ?"

Jed Um, that's a football, football player.

Pam Right. So when we talk about .. [Gretzky] .. you know that it's to do with **hockey** and that it **sounds** right, and it helps you to make a good ... now listen to this word .... it helps you make a good **prediction**.

Jed (softly) Sounds good.

Pam Pred**ict**ion is when you use what you know up here (taps her head) ... about hockey, and you know it **sounds** right. You use all that information that you just sorta **know** up here, to make a good ... **pre** .. **dict**ion. Look at that word ! I'll put it on the board for you (does so) It's a really **fancy** word.

The natural movement from verbal sensemaking to print was not designed to be subtle. It fulfilled a pragmatic need for both Jed and Pam. The length of the printed word evoked echoes of school for Jed. As Pam reminded him how he had achieved verbal clozure, focused his attention on the printed word, circled the 'predict' chunk, and elicited his pronunciation of the whole word, he mumbled "It's hard .. Like, at school, I didn't try a long .. er .. um .. words .. like er spelling test .. I got all .. er.. all of them wrong." A year and a half of 'failure' could not be eradicated via one accurate verbal clozure and the possibility of collaborative, as opposed to teacher-dominated, learning.

As before, Pam's desire to link his **functional** sensemaking to text - whilst promoting **success laden** interactions - gave the momentum for her to acknowledge his school association with a quiet "Mm" before launching into the next verbal cloze.

Pam Listen to this sentence. "Supper is ready. Set the .....?

Jed Table.

Pam's use of the singular 'sentence' prior to her delivery of **two** sentences didn't create "cognitive confusion" (Downing,1970) for Jed. His attention was focused on predicting meaningful closure and he was engaged in a way that I had not observed across a month of school group or individual print interactions. Grammatical labels, used accurately or otherwise, were irrelevant at that moment. Pam clicked her thumb and second finger like castanets and said :

Pam Fantastic ! Well, how did you figure out table ?

Jed (looking wonderingly at her) You're in a good mood tonight.

Pam Oh, I sure am. Aren't you ?

As Jed nodded assent somewhat uncertainly, I wondered if, in his mind, he was comparing Pam as 'teacher' with 'other teachers he had known / knew'. It occurred to me, also, that the self-contained Pam who administered his Reading Assessment (Documents Collection & audiotapes,14th January), in accordance with clinician-in-training and noncontaminated data expectations, was not the collaborative and exuberant Pam he saw now. Collaborative and enjoyable 'formal' learning seemed to be a new experience for Jed. Was he wondering

whether the 'good mood' would last, once 'the lesson' was well underway ? Neither he nor I had much time to ponder because Pam surged on.

Pam Okay. How did you figure out 'table' ?

Jed Because you said "Set .. " Oh, I forgot what you said (rueful laugh).

Pam Well, would you say "Set the lake" ? ... How come you couldn't say that ?

Jed (losing track) Set the lake, with the table ?

Pam Can you say "Set the lake" or "Set the river" ? (Jed shook his head). Why not ?

Jed 'Cause it's stupid.

Pam Um huh ? ... It doesn't make any ...?

Jed Sense.

Pam That's right. It doesn't make any sense. So .. You worked from up here (tapped her head) just by .. Usually when you say "Set the .." it means "Set the .. ?

Jed Table.

Pam Table, and you've guessed it correctly. Very good prediction !

Jed understood rapidly, it seemed, that Pam's teaching style was different from those he experienced at school. In the latter context he would have waited, automatically, for the next question. In this instance he elaborated with another associative prediction.

Jed I could've also said "Set the co..." You could've said "Set the ....." and I could've said "coffee table".

Pam (reflectively) Could you set the coffee table ? Yeah ! Right ! That would've fit in real good ! Right ! Um huh.

Jed (pressing the point) Sometimes Chinese people use coffee tables.

Pam (verbalizing his schema) A lower table. Sometimes. Um huh. Good. Sometimes ... there's more than one answer that could fit in, and it's only by listening further ... by, if you're reading, only by going further in the reading ... you find out if you're right. Here's another one ... Yesterday I shovelled the ... ? What could you shovel ?

Jed Dirt.

Pam Dirt ! (slight questioning tone, then thoughtfully :) That might be..

Jed (rethinking, perhaps, via the season) Snow.

Pam Snow.

Jed (thinking of alternate predictions) **Not** water. Pig muck ...

Pam Okay. Now, listen. I sorta tricked you in here, because that's not the end of the sentence. I'm gonna read the rest of the sentence I had [written] down here. Yesterday I shovelled the ..... from the sidewalk. **Now** what could it be ?

Jed (decisively) Snow.

Pam Probably. **Would** you shovel dirt from the sidewalk ?

Jed (uncertainly) Yes .. because sometimes, I ride my bike .. a whole bunch of dirt gets on the sidewalk, then I need to shovel it off.

Whilst Pam was willing to accept Jed's first prediction as **possible**, the reached the conclusion that "snow" was probably a more **logical** prediction. Had Pam known more about Jed's home context, she would

surely have given both predictions equal weight. When I visited Jed's acreage home for a concluding interview with his parents during the following summer, the house, yard and garden were in varying stages of 'construction' - the compressed dirt on the temporary walkway would clearly require the services of a shovel ! His third prediction of "pig muck" was just as logical with respect to a neighboring farm where pigs meandered happily around the perimeter of the farmhouse, and his rejection of "water" hit the bullseye for clarity of reasoning. Within Feuerstein et al.'s paradigm, the entire interactions noted above had transcendent qualities (Feuerstein, Rand & Hoffman,1979). Jed was engaged. He was moving beyond the 'here and now' and activating his world knowledge schemas exuberantly within the collaborative framework of teaching-learning that Pam was working to establish during their first 'instructional' encounter.

Riddles are kin to predictions. In the school context, where teachers' talk was predominant, students rarely initiated or elaborated; to do either of the latter without prior invitation was to risk being ignored or reprimanded, as Jed was well aware. Pam's invitational and collaborative approach opened up new possibilities for Jed. The context for instruction that she provided was unlike any other he had encountered. In a comparative sense, "..this wasn't an instructional setting in his eyes.." (Meek Spencer,1987, p. 6). Accordingly, as his thoughts took an associative leap from Pam's oral guidance into the newly (to Jed) acceptable world of predictions, he assessed correctly that

he could risk revealing where his thoughts about prediction had taken him.

Jed I got a .. good one for you.

Pam Okay. You give me one.

Jed Er ..... (making doubly sure) ... Okay ?

Pam Okay. Tell me what.

Jed Why did the lemon cross the road ?

Pam (thinking hard) Oh ! I don't know ... (using the occasion to fortify what she wanted Jed to focus on) .. What can I use about lemons to help me predict ? ..... Tell me.

Jed (glancing shyly at Pam, anticipating her reaction) It didn't have enough juice !

Pam (laughing) That's good !

In terms of predictive responses Jed's riddle was 'wide open' to interpretation. It didn't matter to either of them that Pam had 'failed' in life's "..art of drawing sufficient conclusions from insufficient premises" (Butler, in Toffler,1983, p.159). Via her open and invitational communicative stance, Pam had tacitly offered Jed Sheckley's challenge, "Come in here ! You have nothing to lose but your preconceptions" (in Toffler,1983, p.159) of what 'should' constitute teaching-learning interactions. The challenge had been accepted, Jed's existing schemas had been primed, and Pam judged that now was the optimum moment for generalizing from lifeworld knowledge to knowledge about print.

Pam Okay. Now ... you know, when we read we can use those same things ... to help us figure out the words. But .. we have even **another** clue when we read, 'cause we can look at the word and look at the letters to help us ... (reaching for a Big Book) .. Let's see how we do with this one.

From lifeworld predictions to predictions with print. Pam had selected the text One Elephant, Two Elephants (Class Size Books Ltd., 1982) for Jed's first formal instructional interaction with print at the Reading and Language Center. The shared reading that emerged demonstrated with clarity that :

> ..learning to read is an interactive give and take affair that is strongly influenced by the social context of which it is a part; it is not a uni-directional process (J. Anderson,1987, p.33).

The social context, in this instance, consisted of a teacher who continued to learn, self-evaluate and mediate within a strong reading processes' teaching orientation, a student who was eager to learn and who thrived on the "give and take" of highly verbal interaction, and reading materials that - enabled by Jed and Pam's orientations - invited :

> The warm, human sharing that occurs when parents [and teachers] read and reread ... familiar and favourite books to their children, ... [sharing which] forms an association that creates in them intuitively, a desire to gain control of the books for themselves (Doake,1987, p.13).

Jed was familiar with some of the books Pam selected. She **nurtured**

familiarity and 'favourites' by establishing a routine whereby Jed took newly introduced predictable books home to read to his parents, or for them to read to him. Within those books, more often than not, Pam had 'masked', i.e. covered with a moveable flap of paper, the most predictable words once the opening lines had helped establish the rhythm and rhymes of the text's patterned language. Her first objective was to encourage Jed to assimilate the rhythm and rhymes to the point where he would predict the masked words successfully. Jed began to read immediately, needing no more encouragement than Pam's opening the book to the first page.

Jed (enthusiastic) One elephant went ..... to

Pam (simultaneously) ..... went out to play upon a spider's web one day.

Pam's fingers tracked along under the line of print as she read, in an implicit statement which fortified the importance of print itself.

Jed (pointing to the picture) Look.

Pam Um huh. (intent on establishing the patterns then, continuing reading) He had such enormous fun that he called for another elephant to come.

Jed (anticipating the next page) Two [elephants].

Pam (turning the page) Two elephants went out to play upon a (taps the masking flap) .. What's gonna be there ?

Jed (confidently) Spider's web.

Pam Maybe. Let's check. Upon a ... let's read the rest of the sentence.

(fingers tracking the print) Upon a (clicks thumb and finger to signal the masked word) ...

Jed & Pam ..web one day.

Pam Let's see if it's right. We always have to check to see if we're right ... go back ... then we look (she lifts the flap).

Jed (peers at the word, then with Pam's emphasis) Spider's.

Pam (confirming tone) Spider's web ! Okay, let's read it again .... Two .. elephants .. went out to play .. upon a

Jed & Pam ..spider's web

Pam ..one day.

Jed Oh, I shoulda looked at that one (taps masking paper) .. spider.

Pam They had such e

Jed & Pam .. normous fun

Pam that they

Jed & Pam called for another

Jed (masked word) elephant

Pam to come.

The entire introduction to a shared book experience was orchestrated subtly as Pam gave and withdrew support as needed. Sometimes she read alone, sometimes slightly ahead of Jed, sometimes a fraction of a second behind him. She always paced her reading so that Jed could 'chime in' and take over whenever he felt confident enough to do so. Jed began to monitor his responses via the expected patterning and by tracking the print, self-correcting e.g. "Three .. elephants .. went to .. went

out ..", and was able to distinguish between different words with similar graphic features when Pam substituted "plant" for "play". She gave Jed enthusiastic positive re'nforcement whenever his predictions were accurate, or inaccurate but logical, and ignored non-masked substitutions that retained sensemaking. At one point, Jed noted conversationally :

Jed Do you know what it [i.e. the wording] should be ?

Pam What ?

Jed (long pause) Four elephants went out to play .. upon .. upon a spider's web ... and um .. they had such .. they had so much fun .. they called for .. two other elephants .. (tails off, realizing he's lost the numerical pattern).

Pam Well ! You just about have it the way it's in here. You're just changing it a bit to make it your own. That's great !

Here was a potentially tricky situation. Jed was used to the demands of word-by-word accuracy in his school and home contexts. Those demands fragmented reading to the point where holistic sensemaking eroded rapidly. Here was Pam saying that it was alright to paraphrase as long as sensemaking was retained. I wondered whether his still tenuous attention to print would falter, now that he had been granted 'ownership' of his authoring substitutions. My silent query was soon answered. In the knowledge that his responses would be given serious yet flexible consideration, Jed renewed his attention to the print and picture clues. When Pam asked him how he knew a word said "enormous", Jed

responded "Cause that's what it always says ... And it **says** 'enormous'. Look here [taps on the page]." A new page greeted Jed after the dialogue about 'enormous'. The first word, denoting the number of elephants, was masked. Jed simply counted the number of elephants in the illustration and read "Five elephants went out ... Five elephants .. went out .. to play .. up-o-n a spiter's web .. one day." The spacing he left between groups of words suggested that, rather than having processing difficulties, he was introducing the sing-song element often found in a rhyme. His substitution of "spiter's" for "spider's", an Albertan 'd' for 't' and sometimes vice versa variation, carried no meaning change. The final phrase of the rhyme read " ... but there were no more elephants left to come." Jed noticed the three dots at the beginning of the phrase.

Jed I wonder why he put that there ?

Pam You know **why** he put that there ? Because, in all the other parts - "They had such enormous fun that they called ...." - All of a sudden, it's not saying that. The pattern's broke - breaking. And they put those little dots there to **tell** you .."Hm. Something's gonna be different ..."

That exchange led to a discussion of the unknown author's writing techniques and the illustrator.

Up to this point during the first tutoring session on January 31st, as noted in my fieldnotes and Journal, Jed had moved from his school stance of avoiding text to eager listening to / visually attending to / tracking text. He had moved from giving **any** response to risking a **calculated** response based on his knowledge of language. He had

moved from word-by-word processing to processing meaningful chunks of print, and the absence of a demand for accuracy allowed him to monitor his responses according to meaning and language pattern expectations. Via her tracking modelling, Pam had given him tacit permission to **finger**-eye-voice match the words processed. Finger-tracking was discouraged at school. She had interacted with Jed on a collaborative partnership level (Hochachka, 1987, p.194) that was rich in opportunities for mutual growth. His involvement during the interactions already described, followed by his "Oh, good !" response when Pam replaced One Elephant, Two Elephants with the book Night Time (from The Story Box series, Ginn & Co,1984 reprint), demonstrated wholehearted engagement with Pam **and** with the reading process. Right from the beginning, Pam laid the foundations whereby Jed could learn to :

> .. direct, regulate and monitor [his] own learning .. [since] In order to be able to be **left in control** of their own literacy learning processes, children have to be supplied with access to large chunks of meaningful and memorable written language with which to do so (Doake,1987, p.13, emphasis added).

Night Time presented print and illustrations depicting animate and inanimate objects in their night time environments, using one page for each object-environment combination. The text on the first page read "The horse is in the (masked)."

Jed The . horse . is . in . the (lifts the flap, looks at the word) barn.

Pam Oh, don't peek [before predicting] ! Okay. It could be barn. Now, we've always got to check to see if we're right.

Jed (uncertainly, associating on the basis of the object rather than the 'masked' environment) Hen ?

Pam (smiling) Could you say "The horse is in the hen." ? (Jed laughs). Could you ?

Jed (signifying "No") 'Cause (laughing) it sounds silly.

Pam Yeah. It doesn't make sense (lifts the flap). Does that say "barn"? Does that start with a "b" [sound] ? (Jed shakes his head). Uh uh. "The horse is in the ....." ?

Jed Stall ! I forgot [to check graphic features] !

Pam Could be "stall". But this time it's .. "stable".

Pam proceeded to print "stall" and to show Jed shared and different graphic features within "stall" and "stable". She commented on the fact that both words made sense in the given context, and concluded "That's why we always have to go back and **check** the word, but ... a good prediction !" Shortly following the latter exchange, Jed read :

Jed The (masked) is in .. the sky.

Pam Oh. You know what made me **really** happy ..

Jed (accurately predicting the masked word) Moon.

Pam (completing her thought) ..to ..e ?

Jed (interested) What ?

Pam That you read right to the end of the sentence, because if you just said "The" .. and then tried to guess, you wouldn't have very many clues

would you ? It's pretty tricky to make a good prediction but, by going to the end of the sentence, it helped. Good ! You're **really** getting that. Given the likelihood of accurate predictions via ongoing exposure to the repetitious, patterned language structure (i.e. "The **object** is in the **environment**."), Pam had then masked both verb and preposition on subsequent pages. She had thus, across the activity, highlighted the fact that readers can make - and monitor - predictions on the basis of picture, context, graphic features, and language clues. When Jed read "The dog is in (< masked) the sh-ed .. shed" he predicted on the basis of the expected language pattern (e.g. "in"), and analyzed (e.g. "sh-ed") and synthesized (e.g. "shed") a non-recognized word. He was then enjoined to check whether his response of "in" matched the masked word, thus engaging a monitoring strategy.

Reading must make sense ; Use all available clues. Pam asked Jed to switch on the overhead projector and, with sparkling eyes, he asked if he could turn off the lights. They read the title of the short story that appeared on the screen, Does Anyone Live Here ? (author unknown), in unison. There were no picture clues, and Pam had masked **parts** of words. She covered the story, exposing one sentence at a time. Given the pronunciation of "bear", Jed was able to read :

Jed Little bear had (text : has) no house. She said (text : says) "I want a house (masked). I have to find a house."

Pam re-read the text without commenting on Jed's miscues which retained sensemaking, they discussed what might happen next, then Jed

continued reading.

Jed Little bear was a .. way .. l-og .. log.

Pam Now, "Little bear **was** a log" ? Does that make sense ? That can't be ! ("Hamming it up" for emphasis). There's something wrong. It's gotta make sense. Let's go back and look .. [Look] on the screen and I'll point to the letters I want you to look at. Okay ? Up there [on the screen]. "Little bear.." Look at this one (points to the first letter of "saw").

Jed **Saw** a log !

Pam Right ! Now, does that make sense ? (Jed nods). Right. If you'da said "Little bear was a log" .. well, it didn't make sense did it ? It's gotta make sense.

Following further elaboration on how Jed "usually" confused "was / saw" and how they'd rectified the confusion on the basis of sensemaking, Jed resumed reading.

Jed She .. (masked) .."Does .. anyone .. live here ?" She **asks** "Does anyone live here ?"

Pam **Fantastic !** .... You know what the **nicest** thing you did in that sentence was ?

Jed (smiling and confident) Read it up .. to the end.

Pam You bet ! That's great ! .. And that was a clue . Oh boy ! Are you ever good at this ! Okay. Let's see what happens next.

With Jed at an enthusiastic 'neophyte' stage of accessing effective processing strategies, and Pam determined to ensure that this first tutoring session facilitated both appropriate strategies usage and an

awareness of personal processing success for Jed, the collaborative interaction continued. The collaboration faltered only on two occasions. Pam guided Jed through strategy stages to ascertain whether his response of the partially masked "squirrel" had been a good prediction. It had, but the fact that Pam seemed to be querying the response confused Jed for awhile. Also, Pam's brisk tempo during unison reading resulted in his somewhat plaintive verbalization "I can't keep up with you." Pam's rueful "I'm sorry" restored equilibrium. They continued processing the patterned sentences and generated some compound words - using "anyone" from the passage as the starting point. Although I didn't realize it at the time, Pam ended the activity before 'completion'. The lesson plan evaluative comments that she wrote for herself and Dr. Malicky contained the notation "This passage seemed too difficult - I did not finish it - too much of the same thing - time to try something different" (Documents Collection, 31st January). Indeed, as an observer, I had noticed that some of the intensity and momentum accumulated across the first two activities had diminished. In retrospect, the judgement call seemed timely.

Generalizing effective print processing strategies. In my job as a reading specialist I have encountered teachers who are delighted at the reading progress their young students have made whilst working with patterned language materials. I have also heard some teachers comment that many children who process patterned language are not **reading**; they are **reciting** text they have **memorized**. When those children are

asked to read an isolated word that they have processed accurately in the **patterned language contextual** format, or to read the word in different text, they are unable to do so. The comment is invariably correct, in the instances I have observed 'on the job', on three counts. Firstly, those children have been **taught to imitate** verbally the rhythms and rhymes their teachers chanted. Secondly, neither they nor their teachers have tracked the print during 'recitations', and thus eye-voice matching has not been established and the print itself is insignificant. Lastly, print processing **strategies** have not been addressed. The children have no thought processes **model** which encourages them to generalize from their knowledge of the spoken language to print, nor from the print of one text to another. They have accomplished the equivalent of learning to sing the 'alphabet song' without being able to recognize individual printed letters and, perhaps, with no knowledge regarding how the alphabet's sounds and symbols relate to their daily language usage.

In the current study, Jed and Pam had made the transition from spoken language to print, they had eye-voice matched across lines of text, they had discussed and used print processing strategies. Those actions, alone, did not **guarantee** that Jed was able to attend strategically to the graphic features well enough to become an independent reader, as Pam was well aware. Consolidation and generalization were required to refine, affirm, link and extend prior lifeworld knowledge and newly acquired knowledge. Pam moved

smoothly towards consolidation and generalization by focusing Jed's attention on the chart

Does it sound right ?

Does it make sense ?

Does it check out ?

Pam I must say, I'm **very** pleased about the predictions you made. And these (pointing to the chart) are some of those reasons that you told me .. why certain words

Jed (interrupting, reading slowly) Does ... it ...

Pam (finger-tracking under the print) Does it **sound** right ? Sometimes you've **told** me it sounds right.

Jed (tracking the next line) Does it

Jed & Pam make sense ? Does it check

Pam out ? Remember, we'd go back to see if it checked out ? (Jed nods). Okay ... Here's Brown Bear, Brown Bear (Martin, 1983)

Although Pam told Jed that she would read the book to him, presumably to establish the predictability of the language patterns, he joined in reading immediately. Pam accepted his decision without comment and the ebb and flow 'support-withdraw' patchwork of shared reading that had been established earlier resumed, with a noticeable increase in unison - or choral - reading occurring. Whenever Jed's voice faded momentarily, it was largely because he was chuckling at the culturally unusual visual images the text evoked (e.g. redbird, purple cat) and checking those images with the illustrations that appeared **overleaf**.

Buchanan (1980) would likely place this particular text within the "interlocking story" category (pp.91 - 94), i.e. the language pattern is introduced on the first two pages, and the content of the second page reappears overleaf on the third page of text as the pattern unfolds again (e.g. Page 1. Brown Bear, Brown Bear, What do you see ? [bear illustrated across pages 1 and 2]. Page 2. I see a redbird looking at me. Page 3. Redbird, redbird, What do you see ? [bird illustrated across pages 3 and 4]. Page 4. I see a yellow duck looking at me. etc). After reading the text, Jed needed to flip the page to ascertain whether the animal he had predicted matched the illustration. Given his high degree of success, Pam changed the format for the second reading. She did so with sensitivity and ingenuity. Jed would read the text on the left-hand side of the opened book and she would read the right-hand side text which introduced the 'new character' without the benefit of picture clues, thus giving him an advance organizer (Ausubel,1960) before his 'turn' arrived again. After starting to read in a 'normal' voice, Jed began again - this time introducing a sing-song chanting vocalization which matched the rhythm of the text he was reading. The vocal quality reminded me of his Jack and the Beanstalk rendition (Fieldnotes, 5th January) which had suggested, at the time, that rhythm and rhyme could be 'a way in' to reading for Jed.

The 'shared' reading was an unmitigated success. Was he regurgitating the text largely on the basis of auditory memory ? Time would tell. Both he and Pam were clearly delighted about much of the

interaction which had transpired to this point. As I recorded my observations, I reflected on the fragility of self-concept. Jed's perception of himself as a reader in the school context - stumbling along from word to word - was low, as noted previously. Here and now, with a collaborative teacher who was addressing **his** processing needs, Jed was euphoric. He perceived himself as a competent reader and he had " **possessed** the text.." (Meek Spencer,1987, p.7). Thus, when he looked straight at me and grinned after his reading of "Green frog, green frog, What do you see ?" , and when Pam did likewise a second later, I responded spontaneously with answering smiles - then groaned inwardly. Across the remainder of the session I ensured that I was never looking directly at either Jed or Pam whenever I sensed they might glance in my direction. Within the parameters of my passive observer stance, the natural instinct to celebrate something that evoked joy - and to share that instinct with participants - must be placed on the back burner to avoid 'data contamination'.

Focusing attention on print. As Jed and Pam moved across to two abutting pocket charts taped on the wall, Jed intoned rhythmically "Brown Bear, Brown Bear, What do you see ?" His total 'engagement' was tangible. Pam's positive reinforcement of "Yeah ! Right ! Great !" was a bonus. They were about to continue activating print processing strategies using approaches which focused attention on print itself, with memory for text slowly becoming a supporting factor. As Pam placed individual word cards and 'character' pictures into the pockets Jed verbalized the words

in a words insertion-matching staccato rhythm a microsecond later (monitoring repetition and insertion underlined).

Jed Brown bear .. Brown bear, what do you see? I see a redbird .. a redbird looking at me (bird picture ends line). Redbird (Pam : Right !) redbird, what do you see ? (Pam : Oh !). I see .. a .. little yellow duck looking at me (picture inserted).

His insertion of "little" seemed to be a second attempt at 'ownership', rather than lack of eye-voice matching.

Pam What's gonna happen next ? ..... What's gonna happen next ?

Jed (decisively) Blue... (i.e. the next 'character') ... Yellow duck, yellow duck, what do you see ? I see a yellow .. I mean, I see a blue horse looking at me.

Whilst Jed had attended to the accumulating text previously he had relied on auditory memory for his rendition of the last two sentences, looking away from the cards as he verbalized. Without comment, Pam removed them from the pocket chart, shuffled the individual words out of sequence, and asked Jed to re-arrange them. Taking Pam's suggestion of laying the cards out on the floor he selected one after the other, subvocalizing throughout. He placed the cards in the pockets with confidence and total absorption, modelling Pam's earlier actions and rhythm exactly. His re-arrangement read :

yellow duck Yellow duck what do you see I see ?
a blue horse looking at me.

He took a step back, surveyed the result of his efforts, and looked mightily

pleased with himself.

Pam Okay ! Let's go look at it.

With Pam tracking the print, Jed read the refrain orally.

Pam Bravo ! You've only got one little thing to do. Okay ? This (points to 'yellow') is the beginning of a sentence. Okay ? What happens at the beginning of a sentence ?

Jed Oh, it's wrong ! **That** one (points to 'Yellow') should be there.

Pam Why ?

Jed (changing the cards) 'Cause it has a capital letter.

Pam Great ! **Now** look at it. **Yellow duck, yellow duck, what do you see ?** Look at this '**see**' (points to **see ?**).

Without a word Jed removed the card she had pointed to, his eyes scanning the refrain.

Pam Right ! Where should it go ?

He switched **see / see ?** while Pam intoned "Yellow duck, yellow duck, what do you see ?"

Pam Hey, great ! .... Super ! .... You did a good job of that, Jed ! Looks great. Wanna read it through ? (he shakes his head). No ? Getting tired ? ... Are you ? (another shake of the head).

As Jed and I watched Pam lay the first six refrains of Brown Bear, Brown Bear (now printed on chart paper) on the floor, I reflected on the different ways in which Mrs. Shipley (helping Jed to sequence the workbook sentence about the nutcracker - Fieldnotes,12th January) and Pam drew Jed's attention to the grammatical convention of print which required a

capital letter at the beginning of a sentence. Whereas Mrs. Shipley pointed to the capitalized word saying only "I suggest you start with that one", Pam asked Jed to verbalize **why** "Yellow" was more appropriate for the beginning of a sentence than "yellow". She checked out the possibility that he may have performed a 'thoughtless' mechanical action via association (and elected not to do likewise for the "see / see ?" interaction), and she elicited a metacognitive response that demonstrated sound reasoning.

> Learning to read is a combination of what the young can teach themselves by behaving like readers and drawing on their knowledge of language and the world, and the teacher's ability to understand what kind of interaction and intervention can be helpful (Spencer,1986, p.58).

From the moment Jed arrived for tutoring, Pam focused on enabling him to 'behave like a reader'. She demonstrated that his global "knowledge of language and the world" could be utilized to elicit sensemaking when he processed print. She knew, across practical and theoretical dimensions of knowing, the types of "interaction and intervention" that were most likely to be helpful. From the stance of Spencer's (1986) mediational descriptions, Pam demonstrated sound pedagogical practice. Viewed from within Freire's collaborative framework (1983), she demonstrated "authenticity" as she and Jed evolved as teachers-learners "**together** in the common effort to understand the reality which they [sought] to transform" (p. 8, emphasis added).

Without reference to picture clues, Pam asked Jed to read the six refrains (from "Brown bear" to "Purple cat") that she had arranged sequentially on the floor. Keeping time with the rhythm that Pam established by clicking her finger and thumb, Jed 'read' the text as he paced backwards along the row of charts. Was he attending to the text, or was he relying on rote memory ? Pam 'checked it out'. She shuffled the charts, telling him she was going to "trick" him with a "very tricky" task, and asked him to re-arrange them in sequence. With a delighted laugh and "Oh boy !" Jed launched into the activity with gusto. The following record of what transpired, with his **reading** of text highlighted in bold print, demonstrated clearly that attention to print was still sporadic.

Jed (confidently sorting the charts) No, it's not [tricky]. (subvocalizing) Brown bear .. (using the initial letter cue, he places "Blue horse" on the floor) ... there we are ... Brown bear >>> Redbird ... (looking for the redbird chart, he picks up Brown bear). **Brown bear** ... (looking from the chart in his hand to the one on the floor) What was that one [on the floor]? Brown ..... Brown, what ?

Pam Turn it the right side up, okay ? You['re] kinda look[ing] at it upside down. Maybe that'll help you.

Jed **Brown .. bear ..** (trades it for the "Blue horse" chart)

Pam Ah ! Good !

Jed **Blue horse** ... not yet. **Redbird, redbird, What do you see ? I see a ..** yellow duck ! (finds the **"Yellow duck"** chart, checks it against the last one) Yeah, and ... then next the horse (checks the picture cues on

the wall behind him).

Pam Duck ... Okay ! What's another way of figuring out what comes next ? C'mere, I want you to look at

Jed (intent on leafing through the original text) Dog.

Pam (moving to the charts) Oh, look what it says here. You're taking the easy way out (i.e. checking pictures' sequence) instead of reading it. It says (tracking print) Blue horse, blue horse, What do you see ? I see a - ? green frog. It tells you right there. You don't have to go back to the book. Okay ? Okay, look .. what comes next ? (Jed lays down the "green frog" chart). How do you know ? There's only one left ... [indistinct] ... How else could you tell ?

Jed Look [at the print] ? **I see a purple cat** (tracking the end of the refrain on the previous chart).

Pam Right ! Super ! .... Okay !

"Rome wasn't built in a day". Jed was at the emergent stage of behaving like a confident reader (Brailsford,1985; Spencer,1986) and progress had occurred.

The print-authoring process : "Knocked out cold". The hour-long tutoring session was nearing completion. Pam asked Jed to verbalize what was happening in the wordless book The Bear and the Fly compiled by Paula Winter. The illustrations depicted the attempts of a family of bears to swat an intrusive fly. The fly landed on each member of the family in turn and, as the fly swatter descended, flew elsewhere. As the story unfolded Jed made inferences about what each illustration

depicted. He predicted what might happen next and roared with delight when, one by one, the bears were - in his words - ".. knocked out cold !" by the fly swatter as the fly vacated its resting place. Having intended to use Jed's descriptions as the basis for a Language Experience story, Pam told him that she would write his dictated account of the story events. He was dismayed. The slapstick quality of the illustrations, which bordered on black humour, had captivated him entirely. He wanted to write the story himself. Within a Language Experience framework his "key phrase" (Ashton-Warner, 1963) of **knocked out cold** virtually demanded instant and personal attention. With very little tutoring time remaining, Pam weighed the odds and decided to capitalize on Jed's enthusiasm. With his attention focused on **creating** print, and Pam's encouragement to approximate spellings he was unsure of, Jed settled down to write.

Jed subvocalized continuously as he printed, muttering e.g. "ch .. cat-ch", "Oh, I spelled 'the' wrong", and "..out .. out .. cold ... cold." Pam invited him to read what he had written, when he paused for thought after three minutes of concentrated writing. Having laboured over the spelling of most of the words, Jed's memory for his own text had decayed a little; one reason, perhaps, why Pam had initially requested that the story be dictated. Once Pam had deciphered the second word, Jed read :

Jed He tried to catch the .. fly but he did not catch the fly, but he knocked his wife cold (monitored and self-corrected to >) .. out cold. (Following positive reinforcement from Pam >) I got a lot of 'he's in here.

Pam Who's 'he' referring to ?

Jed He's ... father bear.

Jed continued to write without pause for an additional four minutes then drew an illustration to accompany the text. He read the story to Pam, monitoring his oral reading miscues and inserting a sense-retaining word omitted during writing. The text (bold print) read :

He trid to keth the fel but He ded not keth the fel.

He tried to catch the fly but he did not catch the fly.

and He not hes wif out colde and He not hes BaBy out colde.

and he knocked his wife out cold and he knocked his baby out cold.

and He not hes dog out colde.

and he knocked his dog out cold.

and He not him hisself out colde to.

and he knocked him hisself out cold too. (Documents Collection)

Given that Jed's written sound-symbol associations mirrored his 'apprentice' reader-writer status, and that his approximated spellings remained stable, four additional factors were worthy of note. Firstly, with appropriate stimulation he perceived himself to be a writer. Secondly, given minimal support he could read his own text. Thirdly, he noted the profusion of 'he's, clarified verbally whom 'he' referred to, and did not feel constrained to vary the pronoun. Finally, his last line inclusion of 'him' and 'hisself' foreshadowed what was to become a recurrent theme, over the next two months, of Jed insisting that 'hisself' sounded much more appropriate (across conversation, reading and writing) than 'himself'.

There was no doubt in my mind that Jed had identified closely with the main character in much the same way as Sanders' (1986) daughter, Claire, had identified with Cleary's Ramona some time later. There was a common link between Pam and Sanders, also. Whilst Jed worked on his story Pam busied herself collecting charts and books together, feeling patently uncomfortable in the absence of other students with whom she could interact. Commenting on her own reading-writing interactions with Claire, Sanders noted :

> It took me some time to realize that this was, in fact, a collaborative activity and that I was there to support rather than "teach" (1986, p.130).

In her post-tutoring comments to Dr. Malicky, Pam berated herself thoroughly in this regard.

> I wasn't pleased with my reaction to it after [I thought about it]. I interrupted, "Well, do you want to read about it ?" "No." He wanted to keep writing. And that's all he needed ... an old lady hanging over your shoulder and bugging you while you're trying to write (Fieldnotes & audiotapes, 2nd February).

It was clear that she, like Sanders (1986), adhered to the philosophy that ".. critical reflection on .. praxis is absolutely indispensable" (Freire,1983, p.125). Via reflection, both Pam and Sanders realized that the support they offered must be invitational but unobtrusive. They became aware that their natural instinct to mediate, without being asked to do so, must be "tamed" into an attitude of quiet vigilance (de Saint-Exupery,1962).

Pam quietly mediated Jed's print authoring in her written dialogue response to him the next week : Poor **papa bear** ! He never did **catch** that **fly**. I'm glad you weren't there or you would have been **knocked out cold too** ! (Documents Collection, emphasis added to denote referential and spelling mediation). Written dialogue was to become an important and highly pragmatic route via which Pam focused Jed's attention on print. In the meantime Jed's request that Pam read his fly story to him, and the look of rapt attention and delight on his face as he listened to her dramatization and watched her changing facial expressions, signalled that - indeed - print might become a focal point in his lifeworld.

Consolidating strategies and looking ahead. With Jed about to rejoin his father for the journey home, Pam synthesized the "key things" she wanted him "to remember", the first one being :

Pam How to make some ... ... ? (tracking chunks of the word on the board).

Jed (responding to each tracking sweep) Pre .. dic .. tions.

To her delight, Jed pointed to the pink chart when Pam asked him how they'd made predictions.

Pam (laughing) You're right. We asked ourself, does it .....?

Jed & Pam (Jed slightly ahead) sound right ?

Pam Does it make ..... ?

Jed sense ?

Pam (affirming) Does it make sense ? Yeah.

Jed And, does it check ...

Pam out ? When we look back, does it check out ?

Jed's new metacognitive knowledge of print processing strategies, arising from and linked to his lifeworld via Pam's mediations, was as consolidated as possible given the relatively short but time-intensive tutoring session. Pam then attempted to ensure that effective print processing strategies were a part of Jed's lifeworld across the days that would pass before they met again. She gave Jed six books to take home and, with Jed's help, demonstrated shared book reading techniques to his father. Jed had already read the three (One Elephant, Brown Bear, Night Time) that he was to reread to his parents with, Pam hoped, confidence and joy. The three books that Pam wanted his parents to read to Jed (The Three Bears, The Great Big Enormous Turnip, The Little Red Hen) would become stories that he would read to Pam during the next tutoring session; thus she combined the vital component of encouraging and enhancing shared storybook interactions in the home (Brailsford, 1985; Doake,1981; Hayden,1985) with providing advance organizers (storyline, language patterns and rhythms) for the next tutoring session (Fieldnotes, 31st January).

Pam and Dr. Malicky met two days later to discuss first tutoring session interactions and to decide, in view of the latter, which print processing strategies needed to be highlighted during the second session (Fieldnotes, 2nd February). At this stage Dr. Malicky had listened to sections of the audiotaped interactions and had seen Pam's lesson

notes and post-lesson comments. Dr. Malicky's global reaction, written on the lesson notes (Documents Collection), was :

> Where's his behavior problem ! Course, it isn't just him - it would be difficult for him not to be enthused about what you are doing. This was a really good first lesson with him.

The superordinate reaction incorporated a number of interrelated factors that facilitated a clearer understanding of Jed and of the myriad variables that could positively or negatively affect learning/teaching interactions. Dr. Malicky did not perceive Jed to be a "behavior problem" in the clinical context. If, indeed, the "behavior problem" noted at school had emerged as Jed's defence against constant failure, Pam had evaded its potential appearance by applying theoretical and pragmatic insights effectively when " .. determining [his] .. level of success and adjusting the educational tasks accordingly " (Holdaway,1979, p.169). She had focused on instructional strategies, approaches, and materials that matched his current needs. By so doing, she had helped Jed to transform his school-context "disruptive restlessness" into the "constructive energy" (Hunter-Grundin,1979, p.120) that Dr. Malicky described as enthusiasm. The enthusiasm Jed demonstrated across all of the shared activities incorporated the distinct possibility that, for this timespan at least, he perceived himself to be interacting with competence. Dr. Malicky's notation that it wasn't "just him" acknowledged the collaborative nature of the interactions and gave Pam the positive reinforcement that Pam had accorded to Jed.

The ensuing discussion, which highlighted the print processing strategies Jed had largely engaged to date (predicting, synthesizing and monitoring), exemplified pedagogical reasoning which :

> .. is as much a part of teaching as is the actual performance itself. Reasoning does not end when instruction begins .... Teaching itself becomes a stimulus for thoughtfulness as well as for action (Shulman,1987, p.17).

The Jed-Pam-Dr. Malicky feedback loop grew directly from negotiated interactions, and from **reflection about** those interactions. Since Jed had responded so positively to the initial superordinate objective of "using context to predict, to synthesize, to monitor over and over again" (Pam, Fieldnotes & audiotape, 2nd February), the objective and approach would remain constant for the next session and some basic routines would thus be established. In the meantime, and notwithstanding Pam and Jed's post-tutoring demonstration and explanation to Jed's father regarding how to facilitate the engagement of effective processing strategies during shared book interactions, both Pam and Dr. Malicky voiced some trepidation about whether home context reading interactions would maintain "the same positive kind of situation" (Dr. Malicky, Fieldnotes & audiotape, 2nd February) that Jed and Pam had created. Their concern was not without foundation.

Communicative dilemmas and differing philosophies. The next time she talked with Mr. Matthews (Fieldnotes & audiotape, 4th February), Pam attempted to discover, with regards to Jed's school and

clinical contexts' literacy development, who was the prime caregiver at home. It was clear that Mr. Matthews was responsible for driving Jed the three hours round trip to and from the University, and he worked with Jed on school reading assignments when Mrs. Matthews "needed a break". He reported that he and his wife "had a big argument about reading" after he and Jed demonstrated shared reading for her. She was concerned about the different approaches for facilitating literacy development that were issuing to her indirectly from the clinical context and directly from the school and, presumably, her own schooling experiences. The situation was ripe with possibilities for continued conflict. Jed apparently "pack[ed] up his books and hit the sack", with his home reading program in danger of disintegrating in infancy. His parents appeared to perceive that they were trapped in a proximity-related double bind, with Mrs. Matthews being answerable to Jed's teachers and Mr. Matthews to Pam, as evidenced in Mr. Matthew's declaration that :

> .. we gotta get through, at home, all those books he's got so much trouble with at school and .. the books that he brought home from **school** .. she said **NO** ..... he's to sit down and figure out the words himself, eh ? You know, like these .. long words in the poem and the hard words at the back of the book ... which I didn't agree with. I said ... do it **this** way. Do it the way he's supposed to [as recommended by Pam]. He started to read [predictable books] and do the words like in the books that they're giving him in **school** .. I just don't think he can do that (Mr. Matthews,

Fieldnotes & audiotape, 4th February).

Pam noted that she would be 'phoning Jed's teachers the following week, to explain the kinds of interactions Jed was experiencing at the University. When she offered to 'phone Mrs. Matthews to explain shared reading interactional strategies, Jed's father left the offer dangling in limbo by deciding that his wife would focus on Jed's school reading assignments and he would attend to the books Jed brought home from the University. The decision, made in all sincerity, was rarely operationalized. As it later transpired, Pam and Jed's shared reading demonstration had been presented to the parent least likely to be involved in storybook interactions.

Doake (1987) reasons that the "safety netting conditions" of a "positive atmosphere" and a "sense of trust in them as learners" are prerequisites for enabling children :

> ..to experiment and explore, to approximate and test their hypotheses and to continue as risk takers in their written language learning (p. 34).

When Jed "pack[ed] up his books and hit the sack" (Mr. Matthews, Fieldnotes & audiotape, 4th February), the atmosphere was less than positive. The possibility that he could be 'trusted as a learner', more than likely, never crossed his parents' minds. They placed their trust in teachers, and the latter seemed to be offering mixed messages. In effect, Jed and his parents were swaying in the breeze of differing philosophies and interrelated cross-contextual communicative dilemmas. At this

precarious stage in his literacy development, Jed's "safety netting conditions" were intact only when he was physically present in the clinical context.

Reinforcing Metacognitive Print-Processing Strategies

Across the next eight tutoring-learning sessions and for part of the ninth (4th February-23rd March), the reading processes' foundations that had been laid on January 31st in the clinical context were reinforced continuously. Pam and Jed worked within the parameters of three major objectives. Jed would : (1) "use meaning context to predict words in context, synthesize information and monitor responses; (2) experience pleasure in the sounds and rhythm of language; and (3) analyze larger than single letter units" (Documents Collection). In pragmatic terms the objectives were rarely discrete. Whenever an activity **focused** on predicting, synthesizing, and monitoring during Jed's processing of contextual materials, he invariably needed to analyze "larger than single letter units" of non-recognized words. Conversely when an activity **focused** on letters' analysis within single words, he was required to synthesize and monitor his response on the basis of sensemaking. If the analysis had occurred in a minimal cues' message, Jed's predictions, syntheses, and monitoring were all involved in successful task completion. With rare exceptions noted, i.e. generally when Pam asked him to attend to isolated word analysis as a distinct activity, Jed "experienced pleasure in the sounds and rhythm of language", and he

was learning that "Reading can be fun" (Pam's lesson plan notation, 4th February, Documents Collection).

Using context to predict, synthesize and monitor. According to Dr. Malicky, as noted in the text utilized by all of her student reading clinicians, research and praxis highlight :

> .. two reading process variables hypothesized to differentiate good and poor readers .. **monitoring**, with good readers making more corrections than do poor readers; and **predicting**, with a higher proportion of miscues made by good readers being meaningful (1983, p.111, emphasis added).

Fagan (1987) labels monitoring as "the watchdog process" (p.54) wherein readers assess whether what they are reading retains ongoing sensemaking and, if sensemaking has eroded, they reprocess the text and / or read ahead with heightened attention for semantic, syntactic, and grapho-phonic cues. Given appropriate comprehension of text, readers may be considered to have engaged predicting, synthesizing, and monitoring strategies in an effective manner. With the appropriate comprehension of text as her implicit **superordinate** objective, Pam worked to facilitate Jed's **conscious** engagement of the processing strategies which he needed to activate in order to further his literacy development.

Pam loaned 'read / listen to' books for Jed to take home, thus ensuring that predictable books were **available** to him outside the clinical context; the word 'available' is chosen deliberately, since there

were occasions when the books were returned unopened. By and large, however, access to those materials in his 'home books program' gave Jed prior knowledge expectations of content and language patterns across 82% of the texts processed during tutoring sessions at the clinic (Documents Collection). Many became familiar books across the second through ninth tutoring sessions, and some favourites were subsequently sent home for Jed to keep due, largely, to Pam's concern that Jed's interest in books might wain when the tutorials ended.

Familiarity with and particular preferences for stories play a vital part in the development of literacy awareness, as noted by practitioners and researchers such as Brailsford (1985), Clay (a.1979), Doake (1987), Goodman (1986), Hayden (1985), Holdaway (1979), Meek Spencer (1987), and Wells (1981 & 1986). Having studied 27 kindergarten children's joint book interactions with their parents, Hayden (1985) contends specifically that :

> ..the rereading of familiar or favourite stories is **central** to the development of literacy awareness ... [rereading] allows the child to focus upon different facets of the text, to seek deeper meaning and to explore different concerns as familiarity increases (p.184, emphasis added).

When one is familiar with the content and language of a specific text, it may be argued that any subsequent reading is a 'prepared reading'; the 'baselines' of content and language patterns are established, thus freeing the reader to attend in such a way that " .. every reading yield[s]

something more" (Meek Spencer,1987, p.7). Pam didn't verbalize that she was attempting to familiarize Jed with the texts they would share; rather, the strategy emerged as a pattern as the weeks unfolded (Documents Collection).

Having processed Brown Bear, Brown Bear (Martin,1983) during his first session, then having taken the book home to read to his parents, it was indeed a familiar and 'prepared' story for Jed when next encountered (Fieldnotes & audiotape, 4th February). Although he never declared it to be a 'favourite', his entire demeanor during the oral re-reading exuded confidence and competence. He began reading rapidly, with his head bobbing up and down as his eyes virtually 'stabbed' across the lines of print to mirror the rhythm of his verbalizations. With largely accurate predictions he monitored initial miscues effectively, e.g. "robin" for redbird, and on completion both he and Pam were clearly delighted.

During the same session, Pam produced the unfamiliar and non-rhyming story Ten Little Bears (Gage, Expressways) and reminded Jed that :

Pam When we're reading this book, we're going to remember about pre..... ?

Jed & Pam ..dicting !

Pam And, when we predict ... a word ... we have to say .. Does it .... sound (Jed, a moment later : "sound ...") right ? (Jed : "right ?").

Realizing that Jed was searching his last session's memory for the text, Pam drew his attention to the print on the cloud-shaped strategy

questions chart, and they read :

Jed & Pam Does it

Jed make sense ? Does it ch..check out ?

Left to his own devices, Jed's 'unprepared' reading of Ten Little Bears, demonstrated marginal activation of the processing strategy questions noted above, e.g. he read "The ni .. the ninth little bear w... were li.. le..ft .. left at home" (i.e. Then nine little bears were left at home). As Pam refocused his attention on the three cueing systems, using the text and Jed's responses to elicit and / or demonstrate the sound-sense-check sequence, the effectiveness of Jed's strategies increased, e.g. he read "One little bear went .. for a (masked, prediction >) car .. in a jeep." Starting to laugh, he monitored and synthesized his response to ".. a **ride** in a jeep" and self-mockingly guffawed "**Car** in a jeep !" In response to Pam's query, he laughed again and said that the latter "didn't make sense".

Notwithstanding the considerable processing progress noted as the session unfolded, Jed's unprepared processing of the text prompted Dr. Malicky's suggestion, after she had listened to an audiotape of the session, that prepared in-clinic reading might prove beneficial (Documents Collection, fieldnotes & audiotape, 8th February). Both she and Pam were well aware that, even with texts that matched his instructional oral reading comprehension level, Jed's prepared oral reading performances were superior to those that were unprepared. Moreover, diagnosis of pre-test protocols had ascertained that Jed's

silent reading facility was relatively undeveloped. Thus, it was agreed that prepared reading undertaken in the clinical context might exploit an area of relative processing strength and simultaneously foster progress towards the growth of effective silent reading strategies (Fieldnotes & audiotape, 8th February). The latter was put into effect during Jed's third tutoring session (Fieldnotes & audiotape,11th February).

When Jed entered the room with Pam on the 11th February, print processing was clearly on his mind as he told her that one of his sisters had read that week's 'listen to' books to him. Shrugging out of his jacket he noticed that Pam had attached the strategy questions poster to a chair and commented, with a smile, that he'd better not cover it with his jacket. Clearly, he was beginning to anticipate that some routines were in the process of being established. His eagerness to begin reading was precipitated, no doubt, by Pam's added incentive that he would receive a small prize once he had read "the magic number" of ten books. The seven books he had read to date were noted on the envelope in which Jed carried them home. Commenting, "Oh, then all I need is three", Jed knew exactly where he stood in relation to "the magic number".

He had brought along his own copy of A Bag Full Of Pups (Gackenbach, 1981). His conversation, which interspersed the prepared reading, revealed that he was especially interested in this book because the pups resembled his own dog. Additional associations, which led to inferences triggered by the storyline and grapho-phonic cues, further punctuated the reading, e.g. reading of a pup that was given to a fireman,

Jed recalled a fire in his experience that had smelled like "burnt butter"; examining an illustration of a lady offering a cookie to a pup, with the caption "Mommie has a cookie for Precious", he remarked "Precious is one pup's name"; reading that a policeman would take a pup, Jed accurately monitored the miscue to policewoman and implied that he had been alerted to the miscue because the latter was "longer" and therefore fit the length of the word in the text. As on previous occasions Pam gave and withdrew support as needed and, when Jed had finished reading, her praise was absolutely genuine when she enthused "Everything made **sense**, and it **sounded** right, and I saw you checking things out if it didn't make sense, by going back. That's what reading's all about ... making sure it makes sense" (Fieldnotes & audiotape, 11th February). According to Meek (1983) :

> To learn to read, the learner must gradually take over the act of reading from the teacher whose role is to mediate the responsibility for it to the learner until his experience and skill are sufficient for him to 'go it alone' (p. 3)

With Pam's mediation, and the addition of prepared reading, Jed was indeed assuming more and more strategically informed responsibility for print processing.

After a change of activity Jed was asked to read The Little Red Hen Song (Class Size Books Ltd.,1982), which he said his sister had read to him during the previous week. As usual Pam had masked some words to encourage Jed to predict, synthesize and monitor whilst he

processed the text. In accordance with Pam and Dr. Malicky's decision about prepared reading, he was to read each page silently, then orally. Observation of Jed's silent reading strategies evidenced some subvocalization, some eye-voice matching, some regressions inferred to demonstrate monitoring, and some 'checking out' as he peeped under masking flaps (Fieldnotes,11th February). His subsequent oral readings suggested that, by and large, he was beginning to require fewer reminders to activate the three cueing systems. On the whole, Pam's verbalizations tended to recognize, confirm and consolidate the strategies he had engaged with a reasonable degree of processing accuracy.

On this particular day, the total absorption that Pam encouraged and Jed delighted in was beginning to take its toll. At some stage earlier Jed had mentioned that he had a headache. As he continued to focus all of his attention on the print, eyes scrunching to accommodate the nagging ache, there was no doubt that he was experiencing considerable discomfort. Pam modified her pre-planning accordingly. She asked Jed to resequence a stack of seven word cards. He complied, then monitored one misplaced card and read orally Who will help me plant ..the wheat ? His jubilant "Hey, I put 'em in order !" signalled that, despite his headache, he remained engaged. He then resequenced "Not I," said the dog. "Not I," said the cat. "Not I," said the mouse with the big black hat. As a finale, Pam mis-sequenced the 'action' words of

plant, tend, cut, grind, bake and eat. After she and Jed recapped what the, to him, unfamiliar word tend meant, Pam asked Jed to resequence the words according to the storyline. With Pam 'setting the scene', Jed laid out sequentially plant, cut, grind, tend, bake and eat.

Pam After it was all ground up into flour, how was she going to tend it ? (Jed picked up tend and silently monitored the sequence). Okay. Take care of it. (He placed tend between cut and grind). Now, after she's cut it all down, how is she gonna look after it ? (Again, Jed monitored the sequence and placed tend in the right spot). There we go ! Just that one out of order. Good show !

Jed (eyes sparkling momentarily) If I didn't have this headache I could probably concentrate better.

Signifying that she understood how he felt and saying ".. there's been just such an improvement in the way you've been predicting words," Pam ended the session with a 'shared' singing of Once Upon A Time and The Other Day, rhymes about bears. Jed's self-chosen major contributions for the first song were to provide four thumb and finger 'castanet clicks' at the end of each line (he monitored Pam's omission of a click on one occasion) and to add a toe tapping rhythm. In addition, he predicted "my little chair" for my chair and chimed in for the concluding phrase, three bears. For the second rhyming song, he verbalized the required echo at appropriate times. In both cases, whilst he may have monitored his predictions **visually** by following the motion of Pam's hand tracking along the lines of print, it seemed more likely that he was predicting

largely on the basis of his closure expectations for language patterns that he was processing **auditorially**. As Pam noted on her lesson plan later (Documents Collection), Jed's physical discomfort during the session had prompted her to modify dynamically interactive mediation to the extent where she had curtailed assessing just how closely he had actually engaged in synthesizing with, e.g. The Little Red Hen Song action words' resequencing. Clearly, however, he had engaged **predicting** and **monitoring** strategies when attending to print and, likely, auditory stimuli.

Pam was always aware that the total tutoring time of ten hours was, relatively speaking, a drop in the ocean in terms of the time needed to facilitate the forging of cohesive links in Jed's "cultural literacy chain" (Brailsford,1985). On this occasion only, she had partially subjected Jed and herself to the kinds of 'external time-limit' pressures that, she now discovered, he seemed to be experiencing at home, e.g. noting Jed's atypical mounting alarm as she packed books for him to take home, Pam asked him when he had read to his sister. His somewhat elliptical response of "All in one day" (Fieldnotes & audiotape,11th February), alerted Pam to the possibility that Jed's carefully planned home program of reading / listening to stories on a daily basis might, in actuality, consist of a 'crash' course prior to his being driven to the University. Clearly the twin spectres, of how 'crash' processing might waylay the growth of effective processing strategies and prompt a reluctance on Jed's part to engage with print, weighed heavily on Pam's mind as she spoke to his

father about the importance of **daily** interactions with print (Fieldnotes, 11th February) at the conclusion of the session. Brailsford's (1985) research demonstrated vividly that literacy development was enhanced most when all of a child's links in the "cultural literacy chain" were operating 'with one voice'. The evidence available at this time seemed to suggest that the three links in Jed's "cultural literacy chain" - his home/school/clinical contexts - were not yet connecting, and those of his home and the clinical contexts were currently thrown into sharp relief. Pam's attempts to facilitate the bonding of cohesive literacy contexts' links are addressed in a later chapter.

When Jed entered the room for his fourth tutoring session (Fieldnotes & audiotape,18th February), it was evident that, although none of his family had signed the books' envelope to signify that Jed had read to them, his reading of <u>What Is Big ?</u> (Wing,1963) was clearly a 'prepared reading'. His few miscues were either monitored accurately or made sense, e.g. he read, "An elephant is bigger than me" (for <u>An elephant is bigger than I am</u>), and he was wholly engaged, as his 'aside' comment to Pam, "The elephant is bigger than **every**thing [alive today]" demonstrated. Moreover, his synthesized understanding of the essence of the narrative was evident in his processing of two 'punchlines'. His voice swelled as he read "A dinosaur is .. (taking a deep breath) **IS THE BIGG...EST THING ... I KNOW**," and dwindled to a whisper for "A ladybug .... is the smallest thing I know." Pam's whispered response of "Great !" left them both chuckling, and Jed felt sufficiently

accepted and comfortable enough to comment "Oh, not this chicken one again," when Pam produced The Little Red Hen Song. His subsequent, enthusiastic reading of the story belied the intensity of his initial 'protest' and demonstrated increasingly effective activation of print processing strategies, i.e. eye-voice matching, predicting and monitoring on the basis of the text's 'sounding right, making sense, and checking out'. As on previous occasions, Pam praised Jed's strategies' usage either by eliciting, from him, examples of the kinds of processing decisions he had made whilst reading, or by verbalizing what she had seen and heard him do. She was gradually extending his ability to engage cognitive processes - when attending to print - towards a state where, she hoped, mediation focusing on **meta**cognition (Brown,1975; Fagan,1987; Malicky,1983) would facilitate concomitant automaticity and greater processing independence.

Ten days later (Fieldnotes & audiotape, 28th February), at the onset of Jed's fifth tutoring session, Pam explained that he was "..getting very good at making predictions," and that she really liked his growing tendency of monitoring "..to make sure ..[the text] made sense." She was interested to know whether Jed used the same strategies when reading at school. His response was electrifying.

Jed Well, we don't read [like we do here]. Well .. um ..I don't know how to put it ... We read .. We read and we write down sentences .. and .. and we try and fill in the blanks but .. that's like predicting, but there's no cards (i.e. masking strips) there.

Jed's discerning comment demonstrated that, in spite of the different processing philosophies modelled by his teachers and the vastly differing texts that they provided, he was beginning to "know how to know" (Brown,1975). He was beginning to connect the similarities between school and clinical contexts' reading activities on a metacognitive level. However even though he perceived, during this moment of reflection, that the school context's "fill in the blanks" workbook pages required him to do something "like predicting", as yet he gave no indication that - without mediation - he would be able to **generalize** that knowledge, operationally, from the clinical context to the school context. Pam acknowledged his insight immediately, discussed it in terms of his generalizing the strategies when reading at home and school, and made concerted efforts to facilitate the transfer during the next two tutoring sessions (Fieldnotes & audiotapes, 3rd &10th March).

From the pile of books Jed had taken home to read at the end of the fourth session, he selected The Carrot Seed (Krauss & Johnson, 1945) to read to Pam. Jed's oral reading demonstrated increasing automaticity and his engagement of effective predicting and monitoring strategies, e.g. he read, "Every day the .. little boy pulled up the .. weeds around the carrot .. the **seed** and .. sprinkled the ... grass .... **ground** with water." Following her established routine of clarifying, confirming and consolidating Jed's **metacognitive** awareness of the strategies he was engaging, Pam enthused, "Great ! Would grass have made sense

there?" When Jed shook his head she continued, "No .. What you were doing.. you were predicting and then you went back and checked it out. You monitored it to make sure it was right. Great !" In terms of Pam's stated objective, Jed was also synthesizing at the sentence level and, as the following example shows, across sentences to glean a holistic understanding of the full ramifications of the story. It seemed likely that Jed had identified personally with the little boy in the story, who believed that his carrot seed would grow into a carrot despite his family members' prophecies to the contrary, e.g. after reading, "And then one day .. a carrot .. came up," there was a look of immense satisfaction in Jed's eyes as he examined the illustration depicting the small boy dwarfed by the carrot. He commented with a laugh, and deliberate understatement, "What a **baby** carrot ! They were **all** wrong !" Pam's major emphasis to date had been to focus Jed's attention explicitly on predicting and monitoring strategies. The focus was demonstrated clearly in the progress Jed had made in those areas. As she noted in her next tutorial with Dr. Malicky (Fieldnotes & audiotape, 2nd March), she would extend that focus to teach synthesis in a manner that was equally explicit.

During Jed's sixth tutoring session (Fieldnotes & audiotape, 3rd March), two vital factors were uppermost in Pam's mind, juxtaposed against continuation of all the routines she and Jed had established to date. She intended to **show** him how predicting and monitoring strategies could be applied directly in his classroom context's "fill in the blanks" print processing format. Furthermore, she hoped to help Jed

externalize, i.e. bring to a level of consciousness, his story schema knowledge to highlight story-level synthesis.

1. "Filling the blanks" via predicting/monitoring strategies

Pam had prepared a "fill in the blanks worksheet", consisting of four unrelated sentences which required the insertion of single word responses to effect closure, e.g. #Tim likes to ____ in the pool, and # The little red hen _____ "Who will help me _____ the wheat?" She showed the sheet to Jed, saying :

Pam ..You were telling me that, at school you fill in the blanks. Well, I want to show you that fill in the blanks is just like when we mask the word. The only thing [different] is you can't check it out [by looking under the masking flap], can you ? But you can check it out to see if it makes sense and sounds right.

Jed scanned the page rapidly and noted that, unlike on his worksheets at school, there was no list of words from which to select his cloze responses.

Jed We want words to choose from.

As Pam printed the words out of sequence at the bottom of the page, their interaction continued.

Pam Even if you have words to choose from, it still has to ..... ?

Jed & Pam Sound right.

Pam And it still has to ... make ...?

Jed (definitely) Sense.

Starting to read the first sentence silently, as soon as Pam had

completed writing the cloze selection, Jed verbalized "swim."

Pam Okay. Now we have to say, "Does it sound right ?"

Jed (definitely) Yes.

Pam Does it make sense ?

Jed (definitely) Yes .. (reading >) Tim wants to .. swim in his pool .. (monitoring one miscue >) Tim likes to swim in his pool !

Pam (ignoring the other sense-retaining miscue) Oh, right.

As she watched Jed cross out the word swim, at the bottom of the page, so thoroughly that it was no longer readable, Pam offered the pragmatic possibility that the word may need to be legible for later monitoring. Jed noted that, at school, he checked by reading the cloze words he had printed in the sentences. Pam agreed that the latter was "one way to go" but suggested that "a better strategy" would be to circle, or signify via a check mark, the words selected from the cloze choices. As I listened to their totally interactive discussion through to completion of the activity, I was reminded yet again that in the process-oriented instructional context that Pam offered, rather than being told **what** to do (a product orientation), Jed was being invited constantly to consider **why** some strategies might be more effective than others and he was being **shown**, via both inductive and deductive reasoning, **how** those strategies could be operationalized. Total immersion in, and understanding of, the processing "journey" (Yardley,1973) took clear precedence over an accurate, but perhaps non-comprehended, 'final product'. In attempting to help Jed make connections, even as the activity concluded, Pam's

reiteration of :

Pam The reason we did this, Jed, is I wanted to show you that, even when you're doing this kind of activity .. it's the same kind of thing we've been doing when we mask words. We still have to check if it **sounds** right and if it **makes sense**. Okay ?

demonstrated that she was reinforcing the consistent message that "..it is not the answer that enlightens, but the question" (Ionesco, in Sheldon,1986). Within the school context final product accuracy was **assumed** to infer comprehension, and process was rarely queried. In the clinical context, process was paramount.

2. Consciously engaging synthesizing strategies

Pam gave Jed eight mis-sequenced illustrations which depicted the story of The Three Bears, and asked him to ".. put them in order.."

Jed (sing-song 'text') First Goldilocks came to the forest, then she came in. No ! First that (places card), then that (places another card), then she tried the chair, then she tried the porridge .. no .. first she tried the porridge, then .. she tried the chair, then .. she tried the beds, then .. the bears came home.

The first instance of monitoring (triangulated via Dr. Malicky's written comments after hearing the audiotape, Documents Collection) occurred when Jed realized that two pictures of the bears - the first leaving home and the second heading off through the forest - preceded Goldilocks' arrival. His resequencing of the porridge and chair episodes' illustrations was clearly monitored via his prior knowledge of the storyline. Pam now

taped three signs on the wall : Beginning, Middle and End, and asked Jed to re-arrange the illustrations according to their occurrence in the 'timeline' she had imposed. Once again, he verbalized the storyline as he clustered the cards under the appropriate headings. Clearly Jed's previously synthesized knowledge of the story enabled him to monitor and sequence the cards rapidly and accurately across both activities, a factor that Pam had obviously considered. As on previous occasions Pam had engineered activities that built new dimensions into what was already known, and she concluded with explicit statements which aimed to facilitate the growth of Jed's **metacognitive** processing knowledge.

Pam Okay. So when we [i.e. people] write stories, there's a (pointing to each sign in turn) **beginning**, there's a **middle**, and there's an

Jed & Pam **End**.

Pam And often, at the beginning of the story, it tells you where the story's taking place .. and here .. (pointing to the cluster of illustrations under Middle) we have a problem in the middle [of the story] .... and at the end - often you have - "So, how's the problem solved ?" In this case, the problem was solved by ... ?

Jed When the bears came home.

The concept of the beginning, middle and end of a story was reinforced later, with text, after a shared reading of Henny Penny (Galdone,1968) which one of Jed's family members had read to him recently.

On the wall Pam had taped pictures of the story's characters, arranged in the order of their appearance in the text, and she had placed

the Beginning, Middle and End signs on the floor below the pictures. She gave Jed ten large strips of card on which she had paraphrased the story, and asked him to resequence the cards according to whether the text depicted beginning, middle or end scenarios. Yet again, she was requiring him to process via **relatively** (i.e. he invariably confused two of the characters whose names shared graphic similarities, Cocky Locky and Goosey Loosey) strong prior knowledge of the storyline and, given that her final objective was story synthesis, the cognitive and metacognitive processes by which that synthesis was to be reached were of prime importance, as noted by Cochrane et al. (1984), Forester (1986), Goldman, Cox and Ripp (1986), Holdaway (1979), Meek (1983) and many other writers.

Pam What started this whole story going ?

Jed Henny Penny got hit with an acorn ...

Subvocalizing "Henny Penny", "No", and "This one !" as he scanned the cards, Jed selected the introductory card which announced **An acorn fell on Henny Penny's head. She thought the sky was falling.**

Pam Okay. **Then** what happened ? .... After she thought the sky was falling, what did she think she should do ?

Jed (reads a few cards silently) This One ! **Henny Penny ... didn't (i.e. decided) .. to go and tell the king** (Jed is aware that something is wrong, Pam pronounces **de..** and masks **cided**) **de..cide.. Henny Penny decided to go and tell the king.**

Pam Right ! Okay ! Now, that's the beginning of the story. What

happened after ? (Jed flips through the book) Who did she meet first of all ?

With the exception of his usual confusion about Cocky Locky and Goosey Loosey, Jed's strong memory for story details enabled him to recall verbally the sequence in which the animals appeared in the story. Reading each card silently, he sequenced the stack and placed the cards confidently on the floor beneath the signs; two at the Beginning, four in the Middle, and four at the End. Given two mis-sequenced cards that had Foxy Loxy's family ecstatically remembering their meal **before** they had eaten it, Jed's decisions on Beginning, Middle and End vignettes showed a relatively well developed knowledge of story structure and **print-based** final synthesis; that knowledge was reinforced further during the seventh and eighth tutoring sessions, with Jed processing different reading materials (Fieldnotes & audiotapes, 10th & 14th March).

Experiencing pleasure in the sounds and rhythm of language.

Across more than two decades of teaching / working with children, many of them "at risk" in terms of print literacy, I have not encountered a single student who was not captivated by the sounds and rhythms of language and / or a good storyline when "..the social conditions and surroundings.." (Meek Spencer,1987, p.3) were favourable. Eight year old Jed, who loved reciting "Fee fie foe fum" from Jack and the Beanstalk (Fieldnotes & audiotape,12th January), and who vowed that he was "going to be a singer" (Fieldnotes & audiotape,10th March), was entranced by sounds and rhythms. The predictable and patterned

language materials that Pam invited him to engage with gradually helped him to focus attention more closely on print. As noted previously, and triangulated across January - March Fieldnotes and audiotapings, Jed's enjoyment of the sounds and rhythm of language was evidenced whenever he introduced a sing-song storying element into his processing. Typical examples of sing-song storying occurred as he worked with the The Three Bears non-captioned illustrations (3rd March) and Down By The Bay (17th March), and whenever he watched and listened whilst Pam dramatized a story. His eyes sparkled as he listened to her rendition of the "Knocked out cold" story he wrote on the 31st January, and both he and I 'jumped out of our skins' when - after her voice had gradually decreased to a 'spooky' whisper as the conclusion of Bill Martin's The Haunted House approached - she boomed the finale "**I WAS THERE !** " (4th February). We had succumbed to what Meek Spencer calls "the shock of novelty" (1987, p.9). He copied the technique when he was reading to his sister and later to Pam (Fieldnotes & audiotape,11th February); both were 'suitably shocked'. His enjoyment and cumulative understandings were enhanced as he examined and commented on illustrations such as the elephant on the spider's web (31st January) and authors' attention-alerting print devices like the dots that meant the language pattern was about to change (18th February). Harste, Woodward and Burke (1984), writing of the "relationship between linguistic constraints and linguistic resources", note "Alter these constraints and you unleash new resources" (p. 227). For Jed, in the

clinical context, linguistic constraints assumed new dimensions and his linguistic resources were unleashed as process took clear precedence over product and his verbalizations were encouraged.

1. Identifying with the author's message, and ownership

The pleasure that Jed experienced in his book-encounters was in evidence when, e.g. he identified with the little boy's seed-to-carrot 'miracle' in The Carrot Seed (28th February), and related text to personal experience as he pointed out pups like his own dog Misty, in A Bag Full of Pups (11th February). It was demonstrated further in his attempts to 'own' portions of text, as noted in his 31st January rephrasing of a One Elephant, Two Elephants manza, and in his desire for **personal** copies of Ten Bears in My Bed (28th February) and The Gingerbread Man (23rd March). He epitomized Meek Spencer's (1987, p.6) description of a reader becoming "..both the teller (picking up the author's view and voice) and the told (the recipient of the story, the interpreter)". The single episodes of pleasurable identification and ownership seemed, momentarily, to be especially validated for Jed when Pam presented him with "something very, very special" at the beginning of their seventh session together (Fieldnotes & audiotape,10th March). It was a black, hard-bound exercise book of lined pages, in which his accumulating record of 'books read and listened to' was recorded. From Pam's point of view the book would be far more durable than the envelopes on which previous titles had been listed, and she hoped that Jed would be encouraged to continue reading and recording after her time with him

concluded. With a huge grin and querying, "I get to keep it ?", Jed's eyes sparkled as Pam read out the books already listed.

The written acknowledgement of his accomplishments - given an air of importance and permanence lodged between the stiff black covers - was a short-lived source of joy for Jed. When Pam elaborated on how his family members could maintain the record "Way next year and the year after", Jed's delight turned into alarm. The "very, very special" suprise showed signs of turning into a long-term chore ! His next and successive comments of, "**That** long ?" and "..sometimes I just read [these books to my parents] to make 'em feel better", suggested that reading would not be a personal and / or first choice future activity for Jed outside the extended clinical context. In his eyes, it seemed, enjoyment and ownership of the stories **and** the black book warranted control **by** the owner; i.e. himself. He would rather write songs in the book - in preparation for his singing career - than be externally controlled by it for the next two years ! Pam's enthusiasm across previous interactions had certainly been contagious, but her desire to ensure that Jed continued reading in the future had been communicated at a stage where shared reading with his mother could not be assumed to follow collaborative routes (Fieldnotes & audiotape, 23rd March). Pam was unaware of that specific factor as yet. The enjoyment of reading, and concomitant personal 'identifications and ownerships' that Jed experienced, were people-specific, i.e. when he and / or Pam initiated the reading and, it seemed, when the same occurred with his brother and sisters, positive

interactions were largely paramount. Such was not necessarily the case when reading took place with his mother. Thus, for Jed, the black book lost its "very, very special" status and became merely a substitute for the original recording envelopes. As the session gained its normal momentum and then came to a close, it remained clear that the 'black book' dialogue had not dampened his enthusiasm for reading and, as the following episode demonstrated, for owning books. When Pam packaged books and some stapled texts that she had compiled, to be used at home prior to the next session, she told Jed that the stapled books were his to keep. His excitement was palpable as he felt-penned his name on the front page of all except one. The latter was about beans, which he professed to hate. Both Pam and I found it difficult to control smiles as he noted tentatively, "I just won't put my name on that. I'll just forget it here by accident." Ownership had its privileges, and the freedom to choose was a privilege that Pam did not deny as she allowed her laughter to surface, and retorted "It's not too much of an accident ! You've let me know !" The book about beans remained on the table and she told him, as she wrote titles in the black book, that she would find "another little book" for him to write songs in. With Jed chattering excitedly about the books he was taking home that week, as Pam took him to join his father when the session concluded, it seemed clear that - despite his 'black book' trepidation - print **was** becoming an enjoyable part of his lifeworld, when the enjoyment came variously through collaborative reading and listening, and through the anticipation of future

song-writing. Supplemented by the regular flow of predictable books going into his home, the continuous and largely pleasurable clinical interactions with print were emitting the same powerful message to Jed that Brailsford's (1985) "high-print aware" kindergarten children seemed to have internalized at an earlier age; the vicarious enjoyment that comes from shared and collaborative interactions with written language, for the "teller and the told" (Meek Spencer,1987), is well worth pursuing.

2. Print processing, and making lifeworld connections

In order to help Jed bridge the gap between lifeworld and print sensemaking, Pam used what Harste, Woodward and Burke (1984) term children's ".. most powerful language learning strategy : namely ... the kind of involvement which demands that they bring to bear all they currently know about language to test yet another new hypothesis (p.22)". Across later sessions Jed made connections **from** print **to** his lifeworld. Those connections suggested that **print** sensemaking was becoming an **integral part** of his lifeworld.

During the sixth tutoring session (Fieldnotes & audiotape, 3rd March), as Jed was reading about the fox in Henny Penny telling the other animals about a "shortcut" that would lead them unawares to his dinner table, Pam noted that "shortcut" was a compound word. Jed's immediate response was "Short .. as, I'm short .. you're tall .. and .. cut off your finger", and he continued reading, unphased by the 'incidental teaching aside'. He demonstrated implicit understanding of the concept of 'compound word' and, more importantly, of what the words "short",

"cut" and "shortcut" could imply in his lifeworld and the soon to be curtailed lifeworld of the animals in the story. His inferences that "Goldilocks is a nuisance !", as he re-organized paraphrased segments of The Three Bears story into Beginning, Middle and End categories (Fieldnotes & audiotape,10th March), and that if you played with the dinosaur in Danny and the Dinosaur (Hoff,1958) "You'd get **stepped** on" (Fieldnotes & audiotape,17th March) evidenced clearly that he was :

> ... bring[ing] to the text a store of cultural and personal knowledge, assumptions and values similar to those of the writer, on which he [could] draw in interpreting the meaning encoded in the text" (Wells,1981, p.244).

During their last session, in the school context, non-interactive reading assessment activities culminated in a return to collaborative reading. As Jed, with assistance from Pam as required, read Alexander and the Terrible, Horrible, No Good, Very Bad Day (Viorst, 1972), it seemed to me that he identified strongly with Alexander. He had evidenced discomfort at the onset of the session, I perceived, **because** they were meeting in the school setting and particularly in what he called derisively "..**that** room", i.e. a small room in the Office complex that was used for assessment and counselling purposes. His discomfort had increased when assessment criteria necessitated the withdrawal of the support that prepared reading and Pam's routine collaborations normally provided. Jed relaxed visibly as he read about Alexander's exploits and he and Pam discussed how Alexander was feeling. He stated in a definite voice,

"I can add something onto that." His addition, delivered with a fiendish gleam in his eyes, was the heartfelt "Terrible, horrible, no good, very bad, **rotten** day !" Pam's rueful smile acknowledged that she knew exactly how and why Jed's lifeworld connection with the text had arisen. He had externalized his feelings of ambivalence after formulating ".. a conceptual relationship" (Wells,1986) that fused the inferential messages of the text he was reading with his "inner storying" (Wells,1986). The fusion of text and self had a bibliotherapeutic effect that stayed with him to the end of the session (Fieldnotes & audiotape, 23rd March).

3. Familiarity doesn't necessarily breed contempt

As Jed "experienced pleasure in the sounds and rhythm of language", and as accumulative interactions engendered increased self-confidence and positive perceptions of himself as a reader, he was intermittently fascinated with the idea that what he was verbalizing and / or doing was being preserved on audiotapes and, occasionally, on videotapes. In some intangible sense the tapes seemed to validate Jed's perception that whatever occurred during the sessions was valued and, by extension, that **he** was valued. On a more tangible level he understood that the tapes offered Pam the opportunity to re-assess the 'what and how' of her teaching and his learning, and my audiotaping of the interactions seemed to have been accepted by Jed as an extension of Pam's need to maintain an exact record of whatever transpired. The audiotaping, in particular, did not constitute an intrusion for Jed. He loved to listen to short excerpts from the tapes whilst Pam was collecting books

together at the end of sessions, and he helped to maintain routine operation on many occasions by flipping Pam's tape once the first side was full. During one session, as the latter occurred when he was reading Henny Penny with noticeable fluency (Fieldnotes & audiotape, 3rd March), he asked if he might stop reading until the taping was reactivated. The 'performance' was clearly worth preserving in his estimation.

After she had listened to an audiotape of the ninth session, Dr. Malicky's notation on Pam's 17th March lesson notes (Documents Collection) exclaimed "He is really enjoying the books !" Indeed he was. He had been enthralled as he tracked the print whilst listening to a recording of Seven Little Rabbits , wholly engaged as he read Mouse Looks for a House, There are Trolls, Down By The Bay (Class Size Books Ltd.) and Danny and the Dinosaur, and animated as he talked about "this cute little book" (i.e. One Little Kitten) that he had borrowed from the school library that week (School & Clinic Fieldnotes' triangulation,13th &17th March). Pam had not **introduced** Jed to the enjoyment of books. Rather she had **extended** his enjoyment of stories via invitational and collaborative dialogue and via the provision of books that, independently or with some assistance, he could read. The only occasions when books were not enjoyable for Jed, in the Clinic, occurred when familiar books offered unfamiliar text.

During their seventh session (10th March, Fieldnotes & audiotape) Pam produced a copy of The Gingerbread Man, a story which Jed

professed to like, and which he wanted to read without Pam 'joining in'. He began to read, enthusiastically and confidently.

Jed Once upon a time there was ..... (petulantly) **There's** no **children** ! (continuing to read) ..an old man and an old woman and a little boy ... (defeat and disgust mingle in his tone of voice) .... Oh, I can't read this (two words on tape indecipherable) .. cos there **isn't** a little boy in this story !

Pam explained that various writers penned different versions of folk stories. Jed acknowledged that such was the case and, tacitly implying that he may have difficulty reading unfamiliar text, stated definitely "We'll **both** read it !" Pam accepted the request and told hir talk about the version he knew on completion. Interactive shared reading ensued with Jed attending to text and illustrations, and predicting what might happen next. He was not wholly convinced, however, that this unfamiliar version of the story was worth pursuing. When Pam read that the gingerbread man ran " .. down the steps and into the road .. ", his eyes sparkled and his voice tone suggested self-righteous indignation as he exclaimed :

Jed **Oh ! Into** the road ! **That** don't make sense.

Pam What could it be ?

Jed On.

Pam (gently, knowing dignity was at stake) **On** the road. **That** would [make sense]. Sure. That would be better.

Seven days later, as he and Pam began their ninth session

singing/reading of the book Down By The Bay (Fieldnotes & audiotape, 17th March), Jed enquired somewhat tentatively " .. do you got your own little rhymes .. in here ?" He was much relieved to discover that the text he was processing was identical to the text in the version his school Music teacher used. Donaldson (1984) states :

> .. when a story is familiar, children may begin to be annoyed by any departures from the words they have come to expect, but what this implies about the extent of their understanding is far from clear (p.175).

The alarm Jed evidenced, when faced with unfamiliar text in a familiar story, may have surfaced from any one or more of an indeterminate number of variables. Unfamiliar text may have undermined his sense of 'ownership' and the concomitant sense of security that 'ownership' conveys. Elkind (1987) describes such an occurrence as a "frame violation", wherein the structure that children have come to expect alters to the point where it breaks " .. the order on which they begin to depend for security in a changing and often frightening world" (p.131). Alternatively, Jed may have perceived that diminished reading fluency would likely occur, since his memory for text could not be engaged with any degree of certainty. There was also the possibility that he had not yet realized that some books contained fiction, as opposed to fact, e.g. When Pam wondered (Fieldnotes & audiotape, 10th March) whether the fox in The Gingerbread Man would be " .. very sly .. very sneaky .. very tricky " like the fox in Henny Penny, Jed said "Maybe it's the **same** fox ... Yeah !

Look !" If "the extent of his understanding" (Donaldson,1984, p.175) incorporated the belief that every story he heard or read offered descriptions of **real** characters and events then, in his mind, unfamiliar text for familiar stories must surely have been penned by very unscrupulous writers ! Jed's contempt of the 'textual liberties taken' was tangible.

His interactions with, or conversations about, 'alternate' texts were rare. On the whole there was no doubt that Jed experienced "pleasure in the sounds and rhythm of language" that he encountered in the books which he and Pam shared in the clinical context (Cross-sessions' Fieldnotes / audiotapes & Documents Collection).

Analyzing larger than single letter units. When Pam first worked with Jed (Initial Reading Assessment,14th January, Documents Collection), her diagnostic interpretation of the manner in which he processed print ascertained that Jed had a tendency to analyze non-recognized words letter-by-letter. The tendency diminished as he learned to predict and monitor masked words on the basis of semantic and grammatical clues. Clearly, however, some predictions can distort the author's message appreciably whilst being both meaningful and grammatically appropriate. Jed needed to learn how to analyze and synthesize non-recognized words more effectively. As described previously in this chapter, Pam encouraged Jed to ask himself "Does this [prediction] check out ?" by focusing his attention on letter blends and clusters in the predictable and / or patterned language stories he read

and listened to. His attention for print was similarly focused across minimal cues messages she wrote to him and, to a lesser extent, across the analysis / synthesis of some isolated words and selected words at the single sentence level.

1. Minimal cues messages

Hi Je_,

I am hap_._ to see y_._.

Today w_ wi_._ read some b_._ks, s_ng and write.

We w_ll h_ve f_n.

L_ve, Pam (Documents Collection)

As soon as Pam placed the above minimal cues message on the table, Jed read :

Jed Hi Jed.

Pam (laughing) Ho ! You already know ! I don't even have to tell you what it's gonna be about ! What'd I do here ?

Jed You left some things out ..... (begins to read and pencil in letters) ... I am hel ... happy (Pam Great !) to see you ..... Today .. we will .. write some ... some b..a.. b..s.. books (Pam Good) ... sing ... and ... write. We will .. have fun (Pam points to 'fun' and asks "What can go here ?") 'u'. (Pam Great !) ... Love ..... Pam.

Pam That's good ! Let's read it through again. "Hi ...

Jed Hi Jed. I am happy to see you.

Pam (smiling) Sure am.

Jed Today .. we will .. write ..

Pam Let's look at this one (i.e. 'read') a little more ... carefully.

Jed Read (Pam smiles and clicks her finger and thumb) some books, ... sing and write ... We will have fun ... Love .. Pam.

Pam Right ! Sometimes we don't have to listen to ... know all about the word. Even if there's some there that you're not sure of, just try to know what the whole thing is about. We do that a lot, when we read too, because sometimes we've got problems with a word. And then we have to check and see if the rest makes sense. It always has to make sense, Jed. (Fieldnotes & audiotape, 4th February).

After some "incidental teaching" (Pam's notation, Documents Collection), which corsisted of focusing on the word segments 'to-day' and 'hap-py', the interaction concluded and Pam introduced another activity.

The personal minimal cues message for Jed became an expected part of the session-by-session routine and, in fact, continued in some exchanges of like messages between Jed and Pam well beyond their last clinical collaboration. Jed initiated the notion of exchanging messages during their next session (Fieldnotes & audiotape, 11th February). Pam's message (with Jed's insertions noted in bold print) read, "Good morning Jed, It's good to see you ! I love working with you. Did you scare your dad when you read The Haunted House? Love Pam". Jed quickly printed "N_ I b_dent." He didn't scare his Dad because he'd read the story, instead, to both of his sisters who had been suitably scared. Whilst Pam worked out Jed's first message with relative ease, some of the cues in his subsequent messages to her were so

minimal (e.g. did **you** like **the weekend;** Documents Collection, 28th February) that Pam needed a fair amount of assistance to understand and complete them ! On those occasions, Jed modelled the collaborative communication style that Pam normally accorded to him.

Overall, the messages fortified the notion that print can be a highly pragmatic form of communication. There was a purpose for reading and writing, and for responding in kind, and much 'incidental teaching / learning' was accomplished en route. From the interactions which ensued as Jed worked with the message presented above, 'teaching / learning' samples **typical** of those that occurred on other occasions were readily available for perusal. They spanned holistic sensemaking, whilst simultaneously attending to segments of words and isolated letters within words. When Jed couldn't read the word "scare", Pam encouraged him to read silently to the end of the sentence.

Jed (after reading ahead) Oh, **scare !**

Pam Well good for you ! How did you figure out "scare" ?

Jed Cos it says Haunted House ... at the end.

Jed's response **sounded right** and **made sense**. He **may** have **checked out** the graphic cues. Jed inserted vowel combinations and isolated letters accurately, and told Pam about the strategy his teacher had taught him for dealing with 'e/i' short vowel confusions (triangulated in a conversation between Pam & Mrs. Shipley, Fieldnotes & audiotape, 23rd March). Whenever he was doubtful, he asserted, he subvocalized his name and listened for the vowel sound produced. If the 'sound' in his

name correlated with the 'sound' in the anticipated input word, he inserted an 'e'. If no correlation occurred, he inserted an 'i'. Engaging the strategy of auditory correlation or elimination, Jed had figured out the spellings of "with", "did", "when", and "Haunted" in Pam's message. Just prior to completion, Pam verbally reinforced the holistic manner in which he had verbalized the final segments of the words "morning" and "working", e.g. Jed had subvocalized " .. morning .. that's (spelling >) i-n-g."

In addition to initiating the activity in order to accent the pragmatic value of having a distinct purpose for reading, Pam was well aware that :

> In working with children we must set up reading activities which encourage children to use the cueing systems in a balanced fashion. Too often the reader overuses one system at the expense of the other two and fluency and comprehension in reading may be lost (Cochrane, Cochrane, Scalena and Buchanan,1984, p.160).

Jed's comprehension of minimal cues messages depended on his active and "balanced" engagement of effective processing strategies. The only occasion on which the activation of balanced strategies and total comprehension faltered was when Pam's syntax (i.e. "I missed not seeing you last Tuesday ...") included a colloquial negative form with which Jed was unfamiliar (Fieldnotes & audiotape, 28th February). With that single exception, his processing of minimal cues messages fortified and extended his engagement of predicting, associating, analyzing,

synthesizing and monitoring strategies in a 'balanced' and largely effective manner.

2. "He obviously doesn't like work with isolated words"

When Pam and Dr. Malicky examined the processing strategies Jed had engaged during his initial assessment, they realized that school instruction likely emphasized the processing of isolated - as opposed to contextually embedded - words. Both perceived that Jed required major instructional emphases on reading for meaning / writing for a purpose, and that analysis at the single word level should occur incidentally as the need arose during contextual processing. However both were keenly aware of the time limitations afforded across ten hours of tutoring, and the awareness prompted Dr. Malicky's caution that "If he continues to operate with very small units it [i.e. analysis] may have to be more in-depth than you'd like it to be" (Fieldnotes & audiotape, 30th January).

Pam and Jed attended to analysis in the context of **storybooks** across three hour-long sessions, prior to Pam's introduction across two sessions of 'in-depth' activities that focused on the strategy in a less holistic manner. During their fourth and fifth tutoring sessions (Fieldnotes & audiotapes,18th / 28th February), Pam encouraged Jed to generate isolated words containing letter blends that had occurred in some of the words in the predictable stories he had read. After each of the words generated had been printed, Pam asked Jed to verbalize some of them in sentences and printed his responses. As Jed read the isolated words and related sentences, with a high degree of accuracy, he

often provided actions which mirrored the verbalizations, e.g. his hand mimed an aerobatic flip as he verbalized "flip", he clicked his finger and thumb as he read "click", his hand swooped through the air as he cued in to "fly". The latter action reminded me of his Language Master interactions in the resource room context at school (Fieldnotes,12th January). Despite the high-energy level that Pam attempted to foster and maintain in Jed during these activities, my rapidly scribbled 'aside' in my fieldnotes (18th February), that "This segmenting section [is] at times slow / laborious & both [Jed and Pam] show signs of losing impetus", reflected the adage that 'actions speak louder than words'. Since Jed was a highly verbal child, he eventually noted that he was "getting tired" of the activity. Pam curtailed what she had planned by having him re-read four sentences they had worked on earlier. She reinforced his clustering of letter blends in order to confirm his engagement of an effective processing strategy. and to complete the activity on a positive note. Triangulation, which corroborated the distinct possibility that attending to small units of print information was not Jed's favourite activity, was complete when Dr. Malicky listened to the tape of the session. She wrote on Pam's lesson plan / self-evaluation, "He obviously doesn't like work with isolated words" (Documents Collection). Pam finalized the 'in-depth' analyzing activities the following week and, at that time, Jed demonstrated that - given attention specifically focused on the task - his letter blending strategies were effective. When Pam asked him, "Do you know what **really** made me happy to hear you say ?", Jed was

able to nod and pinpoint with exactitude, "I didn't go p..l..a..n..t (smiling now) ... I went pl..ant." (Fieldnotes & audiotape, 28th February).

During his post-Reading Assessment session (Fieldnotes & audiotape, 23rd March) Jed demonstrated a temporary reduction in effective analyzing, synthesizing, predicting, and monitoring strategies and in his enjoyment of reading. The possible reasons for his reduced print processing effectiveness and loss of enjoyment are offered later in the current chapter. The temporary nature of the 'lapse' is evidenced in the next chapter, where documentation is presented which delineates Jed's print processing strategies as detailed by another reading clinician one year later (Documents Collection).

Teaching and Learning Strategies in the Home Context

In the school context, across more than one third of the current research timespan, Jed's teachers and Principal believed that home discipline and reading assistance were sporadic and ineffective (Fieldnotes across Phase One). By the mid-point of Phase Two, when both resource room and clinical interventions were well underway, they then perceived that increased parental involvement had contributed considerably to Jed's ability to demonstrate competence with print processing tasks (Fieldnotes, 28th February). In the clinical context Pam had introduced Jed and his father to the cueing systems reading strategies embedded within the reading processes approach (Fieldnotes & audiotape, 31st January), and she anticipated that subsequent

parental daily reading in the home context would promote Jed's increased activation of those strategies.

Speech Messages in Jed's Home Learning Context

On the 4th February, alerted by Mr. Matthews' anxious comments concerning the family quarrel about how Jed 'should' be taught to read (Fieldnotes & audiotape), Pam wondered whether she should contact Mrs. Matthews by 'phone in order to clarify possible confusion about how to operationalize the reading processes approach during home shared reading interactions. Since **Mr.** Matthews was her primary contact, and since the home-teaching situation was clearly delicate, Pam bided her time and finally spoke with Jed's mother on the 21st February (Documents Collection). Until that time, Mrs. Matthews was more than likely in the unenviable position of fulfilling the role of a teaching 'Jack of all trades and master of none' whilst feeling answerable to all and sundry.

As inferred from fragments of Jed's clinical context conversations (Fieldnotes & audiotape, 3rd March) and confirmed later by his mother (Fieldnotes,17th March), **Mr.** Matthews remained peripherally involved in Jed's reading interactions and **Mrs**. Matthews, gradually attempted to accommodate both the skills and processes approaches as **parallel** variables that must operate concurrently, i.e. she attempted to compartmentalize home-based teaching by adhering to the skills approach for school activities, and to the processes approach for clinical activities. The "cognitive confusion" (Downing, 1970) that both she and

Jed must have experienced by that stage, via their own and others' verbal and nonverbal messages, appeared to result in instruction and learning that might best be described as being a hybrid combination of skills and process-based strategies.

Speech messages between Mrs. Matthews and Pam. Pam grasped the opportunity of contacting Mrs. Matthews by telephone on the 21st February when, due to scheduling difficulties, there was a gap of ten days between the fourth and fifth tutoring sessions (Pam's anecdotal notes, Documents Collection). Across the half hour contact Pam discussed Jed's pre-test performances with his mother, talked about the print processing growth she had observed across the past four sessions, explained why she was not demanding spelling exactitude in Jed's writing, and gradually led the conversation towards "how he approached reading at home." Mrs. Matthews commented that she and Jed worked together in the timespan between his return from school and supper and, although he seemed "to relish this special time," he was "sometimes reluctant" and didn't attend to the school-assigned tasks "unless she was there." When Pam described the shared reading strategies that she and Jed were using, and especially when she detailed how Jed was learning to use context clues to figure out non-recognized words, Mrs. Matthews responded, "What a good idea. I've always asked him to sound it out." The response confirmed Pam's initial and ongoing trepidations about how reading was approached in the home, and it provided triangulation that confirmed inferences emerging from Jed's pre-test print processing

strategies and from comments made by himself and his father (Fieldnotes & audiotapes, Phase Two).

The telephone conversation established the much needed connection between Jed's primary home and clinical print-mediators. It allowed Pam to explain Reading / Language learning in process terms, and to stress the importance of reading with / to Jed on a daily basis. It gave Mrs. Matthews a preliminary understanding of **how** Jed was engaging with print in the clinical context, whilst it simultaneously reduced - but did not eradicate - her confusion about **Pam's** approach to facilitating Jed's reading progress. Mrs. Matthews took the opportunity to express her concern that, according to Jed's teacher, there was "little likelihood of him passing" to third grade at the end of the school year. A retrospective review of that comment might suggest that Jed's mother had already decided 'to render unto the school that which **the school** deemed necessary for ongoing reading progress.' With the exception of her rather bleak recording of the latter information, Pam's written notes of the conversation evoked feelings of accomplishment and optimism.

Pam and Dr. Malicky's speech messages about home reading.

Pam was concerned enough about the incongruities emerging between Mrs. Matthews' telephone responses and the reading interactions that **actually** seemed to transpire in the home (Fieldnotes & audiotape, 28th February) to pursue the matter at some length when she and Dr. Malicky met for a tutorial to discuss Jed's ongoing progress (Fieldnotes & audiotape, 2nd March). She already knew from Jed that he did not go to

school if he was tired and that, on one occasion, he had been absent from school on a day when he arrived - in good health - for clinical tutoring soon after supper time (Fieldnotes & audiotape, 31st January). She would have been exceedingly disappointed, had she known at that time, that Jed went to bed close to midnight on the evening before her final, post-assessment session with him because he "didn't know it was school the next day" (Fieldnotes & audiotape, 23rd March). Despite her calm overtures with Jed and his parents, Pam was clearly questioning just how committed Mr. and Mrs. Matthews were in terms of their contribution to Jed's ongoing academic progress.

As Pam and Dr. Malicky dialogued, equilibrium was restored. They acknowledged that Jed's parents had initiated and carried through his referral for clinical intervention. They were aware of the time commitment required to ferry Jed back and forth between his home and the University, and well aware that Mrs. Matthews would feel constrained to focus primarily on Jed's completion of workbook pages that his teacher sent home and expected back the next day. It was clear, they perceived, that Jed's parents **cared** about him and **were** concerned about his academic progress. They conjectured that the demonstrated incongruities painted a picture of parents who were harried and inconsistent in their approach to school and clinical context learning. They decided that the best option open to Pam would be for her to explain the approach to reading that she and Jed were using to Jed's teachers, in the hopes that the **quantity** of work sent home from school

would diminish and Mrs. Matthews would receive fewer mixed messages about what constituted effective reading interactions. Not being entirely certain that the latter would have the desired effect, Pam determined that she would invite Mrs. Matthews to observe one of Jed's clinical reading interactions. One demonstration, Pam believed, was worth any number of telephone conversations.

Jed's speech messages about reading at home. Pam was utterly dismayed on the 28th February when she discovered that Jed's home reading program wasn't operating according to the guidelines she had established with his mother one week earlier, i.e. there were no signatures on the "Books Read" and "Books Listened To" envelopes to signify whether or not the books had been used and, if so, who had read with / to Jed. He professed, somewhat defensively, that his oldest sister had heard him read. Such may have been the case, but his subsequent reading of **some** of the books suggested otherwise to Pam (Fieldnotes & audiotape, 28th February). It seemed that whenever Pam explained the reading processes approach to **the** person who professed to read with Jed at home, another member of the family emerged as his reading 'buddy'. The only certainty was that over time, and somewhat sporadically, every member of Jed's family both read to him and listened to him read (Fieldnotes, audiotapes & Documents Collection across Phase Two).

Mrs. Matthews' print processing teaching strategies. As Mr. Matthews noted on the 4th February, and his wife corroborated on the

21st February (Fieldnotes, audiotape & Documents Collection), Mrs. Matthews insisted that Jed "sound out" words he didn't recognize in books borrowed from school and the clinic. Her insistence was understandable because, in her experience, that was the sole approach one used when learning to read. Her telephone conversation with Pam, on the 21st February, convinced her that she should attempt to promote the approach Pam had described whenever Jed read the predictable books Pam sent home with him. Accordingly, at some stage between the telephone call and Jed's sixth tutoring session on March 3rd, Mrs. Matthews operationalized her understanding of the process approach in shared reading interactions with Jed. The ramifications of her understanding were revealed as Jed and Pam started to read Henny Penny together, close to the beginning of his sixth tutoring session.

Pam (reading) Goodness gracious me, said Henny Penny, the sky is falling ! I must go and tell the

Jed (reading) King. .... (then conversationally >) Do you know what Mom does ?

Pam What ?

Jed She takes the book ... (Pam Uh huh ?) and she reads it this way ... (he turned the book away so that the print was not visible) ... and I have to guess what the next word is. I don't like that !

Pam wasn't too happy about it either, although she gave Jed no indications of what she must have been feeling. Mrs. Matthews' understanding of Pam's 'how to encourage predictions' explanation

removed one of the three cueing systems that Pam was encouraging Jed to use every time he processed print, i.e. with the removal of the grapho-phonics system, he was reduced to using his memory for cues emerging from the text's context and syntax; it was guesswork, indeed. Pam was delighted, therefore, when Jed noted at the end of the session that his Mom visited his Grandma in the city whilst he attended Saturday sessions at University. Telling Jed that she'd like to meet his Mom some time, she made a mental note to arrange for his parents to visit the University so that they could both see how she and Jed collaborated during shared reading interactions (Fieldnotes, audiotape & Documents Collection, 3rd March).

When Pam next met with Dr. Malicky on the 7th March she had 'phoned Jed's mother to arrange the visit for the 17th March (Fieldnotes & audiotape). According to Pam, she had mentioned Jed's description of the manner in which Mrs. Matthews asked him to predict words. She had attempted to clarify, with Mrs. Matthews, her established predictions' routine with Jed. Mrs. Matthews had expressed concern that, **with the print available, he'd be able to read the words !** The implication Pam gleaned was that 'surely that couldn't be what Pam had in mind ?' As Dr. Malicky noted between spasms of laughter, "Just fine ! Just fine, you know - that's exactly what we want [him] to be doing." The laughter relieved Pam's evident frustration at her own inability to describe the reading processes approach with sufficient clarity that it could be understood and put into practice by Mrs. Matthews 'sight unseen'. When

Pam finally met Mrs. Matthews (Fieldnotes,17th March), and demonstrated how Jed engaged effective processing strategies during a shared reading interaction, Mrs. Matthews burst out laughing and said with heartfelt relief, "At least I'm on the right track then." Her subsequent question, about what she should do if any of Jed's predictions were inaccurate yet didn't really alter the story, encouraged Pam to talk about monitoring for meaning on the basis of context and language cues then continuing to read, leaving the checking of grapho-phonic cues for later. Jed aided the discussion by bringing the cueing strategies' chart to his mother's attention. Mrs. Matthews was especially pleased to hear Pam's response since, she indicated, the description meshed with the way she had read with Jed since Pam's second 'phone call.

Jed expects to attend to print during reading interactions. By and large it would seem reasonable to infer that, across many of his home context's reading interactions prior to 7th March, Jed perceived ".. the process of reading not as a collaborative effort but as an adversary process .." (Bruner,1984, p.200). Pam and Jed's collaborative print interactions to that date had, more often than not, resulted in Jed experiencing print processing competence because Pam had exploited his "natural astuteness as [a] problem solver" (Bruner,1984, p.195) in a wholly supportive learning environment. She had gradually introduced him to the three print cueing systems and had provided books written in language patterns he could relate to, written at a level of complexity with which he could cope. When Pam explained predicting and monitoring

strategies first to Jed, then to his father and finally to his mother, she introduced them to "a psycholinguistic guessing-and-checking game" (Hunter-Grundin's 1979, p. 5 extension of Kenneth Goodman's 1970 term "a psycholinguistic guessing game"). It was due solely to Jed's growing awareness of the processing variables that constituted personal 'reading success' that Pam became aware of Mrs. Matthews' incorporation of the "guessing" (predicting) strategy into shared storybook interactions, and of her unwitting sabotage of the concomitant print "checking" (monitoring) strategy. From my 'distanced' researcher stance, as I observed Jed's verbal indignation and Pam's nonverbal concern about his mother's hybrid teaching strategies, I realized - and triangulated the realization later - that not only did Jed now **expect** to attend to **print** when reading, but that he had also **generalized** that expectation across contexts (Fieldnotes & audiotape, 3rd March). Jed was beginning to assume personal, and in this case effective, responsibility for his own progress towards literacy competence. He had internalized Pam's (verbalized, implicit, and written) print processing objectives to the point where they had become vital, but not yet necessarily stable, factors in his cross-contexts lifeworld.

Teaching and Learning Strategies in the School Context

> ..the considerable minority of children who fail to make a satisfactory start, and whose progress resembles that of a

> downward spiral, is probably suffering a great deal from the consequences of too abstract an approach [i.e. skills] to beginning reading (Hunter-Grundin,1979, p.18).

Numerous researchers and practitioners, some noted below, who adhere to the reading processes philosophy delineate the reading skills model as being too abstract in approach to facilitate ease of progress towards fluent reading. Whilst they would likely concede, as does Hunter-Grundin (1979), that the children who experience difficulties learning to read via the skills approach constitute a minority in **general** terms, the **specificity** that **ten** such children in Jed's first grade class weren't considered proficient enough readers to 'pass' into second grade (Fieldnotes, Phase One) offers credence to their stance. The 'bottom line' of that stance is reflected in Oberg's (1984) summary of the, largely, process versus skills approaches dialogue and papers which emerged from The University of Victoria Symposium on Children's Response to a Literate Environment, during October,1982. One of Oberg's synthesis statements reads, "For children who fail [to become fluent readers], schools could be said to have impeded literacy" (Oberg,1984, p. 220). Whilst the statement may be true in the case of some children and some schools, "impeded" is clearly too strong a term in a **global** sense. It is equally clear, however, that educators who expect **all** children to learn to read via a single approach - **regardless** of the approach chosen - are building stumbling blocks for some.

Advocating a process rather than skills focus in Reading-Language instruction and learning, Harste, Woodward and Burke (1984) inject a note of humility which softens the impact - but not the viability - of Oberg's (1984) statement.

> .. as preschool and elementary teachers we engaged in some of the [skills approach] practices we no longer condone. Our only justification is that, given what we knew **at that time**, such activities made sense (p. X1X, emphasis added).

When I observed Jed in his classroom context during Phase One, prior to clinical intervention, it was clear that Mrs. Shipley was wholly committed to providing Reading-Language skills-based activities which made sense to her within the parameters of her knowledge sources and belief systems **"at that time."** As noted previously, those activities highlighted print analysis which resulted in sparse and fragmented reading. In the resource room context, during the same timespan, Mrs. Morgan had followed a similar format until she decided that Jed should attempt to read a book. Whilst her approach continued to focus on analysis, she demonstrated an awareness that she had made a positive change with regards to Jed's ongoing progress and self-concept (Fieldnotes, Phase One). As was the case with Mrs. Shipley, Mrs. Morgan's approach was internally consistent with **her** current knowledge and belief systems.

The sporadic telephone dialogues, initiated by Pam with Jed's teachers, were sources of "thick description" (Geertz,1979) with respect to Pam's constant and consistent message that Jed was learning to

ensure that whatever he read "made sense, sounded right and checked out" (Documents Collection). Contact with Pam, albeit disembodied, likely prompted the teachers to reflect on the winds of change issuing from the educational world beyond the school's immediate community. Whilst Phase Two school observations evidenced Reading-Language skills approach instruction which remained largely unchanged, the brief contact with Pam clearly accounted for some process approach instructional "speech messages" in Mrs. Shipley's classroom context dialogue.

Mrs. Shipley Explores the Reading Processes Approach

On February 14th, four school days after a telephone conversation with Pam, Mrs. Shipley had implemented her January 5th plan to subdivide Reading Group One into Groups One A and B. Jed was placed in Group A (Documents Collection). The amount of time that Mrs. Shipley then spent with each of the four (as opposed to three) reading groups decreased accordingly within the finite timespan allocated for daily Reading periods. However, individual interactions between Mrs. Shipley and Groups One A and B students increased in length of duration, and three of her "speech messages" to Jed's group suggested that she considered some of Pam's input to be viable in the classroom context.

For the first time since my observations began, Mrs. Shipley asked Jed's group to read a section from their workbooks silently and to "choose a word that fits ... **makes sense**" prior to giving verbal responses. When Jed's turn arrived during the subsequent round robin

oral reading, she noted his initial omission of a non-recognized word and commented, "Good. Always read it to yourself first and be sure **it makes sense**" (Fieldnotes,14th February, emphases added). My fieldnotes on the 14th and 21st February document the two occasions during which I heard Mrs. Shipley direct Jed to engage a **checking out** strategy by attending to picture clues in his workbook in order to monitor print predictions. Finally, my fieldnotes for March 6th detail an activity which required students in Jed's group to read four mis-sequenced workbook sentences silently, then to resequence the sentences orally prior to numbering them sequentially on their respective workbooks' page. One of the boys read the sentence that he had chosen as the introductory statement. When Mrs. Shipley asked the remaining three group members if they agreed with his selection, Jed and another boy gave positive affirmations. Mrs. Shipley produced the reading book that accompanied the workbook, read the story to the children, and commented "We find out if it's right by looking at [i.e. reading] the story." They all agreed that the sentence selection had been accurate. This was the sole occasion across fourteen classroom observation to date, wherein the children in Jed's group had been encouraged to use their reading books as the source of print information **from which** workbook exercises issued. They had been shown how to **check out** print **predictions** by **monitoring** original text. Although **meta**cognition had not been tapped in the segments noted above, echoes of **process** approach "speech messages" had interspersed skills approach "speech messages" in a

manner that implied Mrs. Shipley was willing to explore the facets of Pam's instructional routines that made sense to her "at that time" (Harste, Woodward & Burke,1984, p.X1X, emphasis added). Jed greeted all three of the new-to-the-classroom strategies "speech messages" with enthusiasm, and showed no surprise on encountering their fleeting presence in the classroom context. He was wholly engaged and activating largely effective processing strategies whether reading independently or within the context of his Reading group.

Reading-Language Interactions in the School Context Reflect Change

Jed's attitude towards reading changed radically after his first visit to the Reading and Language Center (Pre-Reading Assessment, 14th January). With Pam as the catalyst, Jed moved from Phase One school context reading avoidance to Phase Two reading enjoyment across all three contexts. His enjoyment and self-confidence as a reader were undoubtedly enhanced via reading / listening to the independent and instructional comprehension level predictable books that Pam sent home with him following every intervention session. After his third session with Pam (11th February), and concomitant with Mrs. Shipley's first process approach "speech message", Jed began to engage effective processing strategies in the school context. Each of the many successful Reading-Language interactions generated positive reinforcement from his teachers, and created a 'boomerang effect' of mutual acceptance which further facilitated his ongoing progress towards literacy competence. Many positive school context Reading-Language interactions were

evidenced during Phase Two juxtaposed with the equally positive interactions issuing from clinical intervention at the Reading and Language Center.

Reading-Language Interactions in the Resource Room. Nine resource room observation sessions were documented across the first five weeks of Phase Two. During the third session, Jed was reading the high interest-low vocabulary story Ally Alligator and the Fire (Benefic Press,1974) to Mrs. Morgan (Fieldnotes & audiotape,14th February). He had taken the book home to read the previous evening, thus his oral reading performance was 'prepared'. Jed's reading and Mrs. Morgan's responding maintained the previously established patterns of letter-by-letter analysis and word-by-word processing whenever Mrs. Morgan focused on exactitude. However, as the story unfolded, a pattern that was familiar during clinical - but not resource room - sessions emerged. Jed began to comment on the characters as the story engaged him. For example, he noted the first time that Ally Alligator appeared in an illustration before he was mentioned in print. He echoed the concern of one of the forest ranger characters, that Ally was too young to be near a forest fire, when he told Mrs. Morgan very seriously, "Yeah, he is. 'Cause if the truck was there - just like that one - they could've just ran him over !" Mrs. Morgan accepted each of his comments with an "Uh huh" for Jed, and a smile in my direction which reminded me of Pam's initial reactions when she knew that Jed had identified with story characters and events.

Jed's total engagement captivated Mrs. Morgan. During Phase One she had dismissed most of his 'asides' in order to maintain his attention on each printed word. Now that she knew Jed's attention was riveted to the story, she welcomed his comments and reciprocated by elaborating portions of the text that she felt may not be part of his background knowledge, e.g. she extended his understanding of the responsibilities of forest rangers, and explained the concept of back fires being set to contain larger fires. From Mrs. Morgan's philosophical viewpoint, Jed was focusing attention consistently on print and - even though his sight vocabulary of high frequency words was not as extensive as she would have wished - he was clearly 'ready' to be introduced to the 'higher level skill' of comprehension. The pattern of collaborative chapter-by-chapter dialogue that emerged on February 14th was maintained whenever Mrs. Morgan was able to spend uninterrupted time with Jed (Fieldnotes & audiotapes, Phase Two).

As Mrs. Morgan relaxed - but didn't relinquish - her expectation of word-by-word accuracy, Jed began to engage the processing strategies that Pam encouraged in the clinical context. He checked picture clues to verify print predictions and analyzed and synthesized non-recognized words, for example "the trap .. trapper (16th February). He monitored previously processed text and / or read ahead when his ongoing understanding of what he was reading prompted him to comment, "that don't make sense" (Fieldnotes and audiotapes, 16th & 28th February; 8th March). He reread text when he was unsure of his initial written

responses to questions at the end of each chapter (Fieldnotes,14th & 28th February) and, when Mrs. Morgan queried what he should do whenever he was in doubt, he answered with assurance, "Go back and check" (Fieldnotes, 28th February). He had **generalized** what he was learning about reading and writing in the clinical context to his processing in the resource room.

The positive nature of the interactions fluctuated somewhat when Mrs. Shipley began to ponder whether she should withdraw Jed from the resource room program. Mrs. Morgan informed me of the likelihood on February 21st and Mrs. Shipley verified the possibility later that day (Fieldnotes). Anticipating that Jed would soon be leaving her, Mrs. Morgan had accepted a new child into the program during Jed's one-on-one time slots. Whenever she focused attention on the 'new boy', she expected Jed to work independently. He was not yet ready to do so, especially since the book he was reading with Mrs. Morgan's support was - in my perceptions - too difficult for him to process independently. Faced with less attention from Mrs. Morgan, and a task that strained his current processing competencies, Jed stopped 'preparing' chapters at home and read so haltingly to Mrs. Morgan that exactitude resurfaced as her prime concern. He returned to his former avoidance routines of leaving the book at home and requesting bathroom breaks (Fieldnotes,1st March).

Mrs. Shipley had finalized the decision to withdraw Jed from the program when she commented on the resurfaced avoidance routines,

then volunteered her perception that his increasingly "independent work habits" in the classroom context signalled that resource room instruction was no longer required (Fieldnotes, 6th March). On March 8th Jed told Mrs. Shipley jauntily that his principal had 'phoned his mother with the news that "I was working lots better and I don't get to go to Mrs. Morgan any more." Mrs. Shipley clarified that his final session would occur the next day. When I talked to the principal later, Mrs. Baxter reported that Mrs. Matthews had accepted her message that Jed no longer needed resource room assistance because Mrs. Shipley thought "his attitude and work habits were much improved and his reading was better" and Mrs. Morgan perceived "she'd done all she could in that regard" (Fieldnotes). As Jed noted to Pam when he told her his resource room program had ended "a long time ago" (Fieldnotes & audiotape,17th March), he believed that withdrawal signalled the possibility that he "might get an A [for Reading]" on his year-end report. His willingness to engage with resource room activities had thus revived when he entered the resource room on March 8th with only two periods of instruction remaining.

Jed worked feverishly on end-of-the-chapter resequencing and "True or False' activities, paying limited attention to text as he focused on completion. When Mrs. Morgan asked if he could "prove" the validity of his written responses, he noted :

Jed Uh huh. It's easy. I didn't even have to read them. 'Lightning (a horse) did not know how to swim.' False !

Mrs. Morgan How do you know ?

Jed Because he could swim.

Mrs. Morgan Maybe it wasn't very deep and he just walked across.

Jed He swam alright !

Mrs. Morgan's spontaneous chuckles surprised Jed, since he knew she was aware that he had not attended to text to verify his responses. As I listened, watched, scribbled my final resource room fieldnotes on the sidelines and wrote a Journal entry later that day, I reflected on the growth in mutual respect and collaborative reciprocity I had observed in that context. I wondered how Jed would fare in classroom context Reading-Language interactions without continued resource room support, once clinical intervention finalized two weeks hence.

Reading-Language Interactions in the Classroom. The attention-to-task that Jed had demonstrated in the classroom context towards the end of Phase One was maintained across Phase Two. There were many occasions when he completed assigned workbook and Reading-Language kit activities accurately, and with a high degree of independence. In effect, he had finally accommodated Mrs. Shipley's baseline agenda by being wholly attentive and organized. Mrs. Shipley noted the changes demonstrated and began to give Jed indirect positive reinforcement tasks by asking him, for example, to hand out and collect books (Fieldnotes, 6th March). When Pam phoned her on March 7th, Mrs. Shipley's opening comments were that Jed seemed to be settling down more and his work habits were improving, but they were still working on that aspect. She observed that when he paid attention he could do well,

making very few mistakes in the assigned work (Documents Collection). Mrs. Shipley offered direct positive reinforcement whenever Jed's oral responses during group workbook activities were accurate (Phase Two fieldnotes), and boosted his self-esteem greatly when she elaborated "Jed, you did good boardwork today and got it finished" (Fieldnotes, 22nd March). In an earlier chapter I recorded my Phase One perception that if change were to occur in the school context it must be initiated by Jed. It was clear that each discrete classroom Reading-Language :

> 'performance' [did] not depend on ability alone, but on the complex interrelationship between the participants, the task, and the context in which it [was] embedded (Wells,1986, p.126).

Within the contextual parameters of Mrs. Shipley's global classroom expectations, by Phase Two Jed had merged with the rest of his peers who attended to assigned tasks in a purposeful and orderly manner.

With regards to the primary instructional focii of analysis and association, Jed's print processing successes across Phase Two (Fieldnotes,16th, 21st & 23rd February;1st,13th, 20th March) were epitomized in his performances on February 16th. He attained 100% accuracy on written workbook and carded exercises which required : the phonemic analysis of glided and unglided vowels, the selection of appropriate ee or ea vowel digraphs to effect isolated words clozure, decisions regarding which word - with two available - would ensure appropriate sentence completion, and sentence level cloze exercises which required the accurate insertion of gr / br consonant blends. During

the two sets of sentence level exercises noted above, it was possible that Jed also engaged holistic predicting, monitoring and synthesizing strategies.

Instances wherein Jed activated predicting, monitoring and synthesizing strategies were sparse due to their low profile and the workbook orientation in the classroom context. Those which did occur were observable during group oral reading activities. The first occurred on March 6th, as described in the section about Mrs. Shipley's process approach "speech messages" (Fieldnotes). On March 13th Jed's class had a substitute teacher, Mrs. Cooper, who was concurrently enrolled in Special Education courses at the University in order to complete a Bachelor of Education degree. Mrs. Cooper's teaching style was one of collaboration as she adhered to the lesson plan and boardwork notations that Mrs. Shipley had left for her. She mediated portions of the workbook text when she perceived that the children may be unfamiliar with, for example, butter making in pioneer days, and she encouraged children to "read to the end of the sentence" in order to "figure out" non-recognized words. When Jed was required to add either "s" or "es" at the end of a word in a workbook sentence she accepted his omission of the word as he read "Tom ..... home every day" and applauded his decision when he effected clozure with "Tom rushes home every day." Following the collaborative atmosphere that had developed in the group situation, Jed appeared to continue to predict and monitor reading book text when he moved on to independent workbook activities (Fieldnotes,13th March).

On March 15th Mrs. Shipley accepted Jed's monitoring of "To .. **Tommy** helped Maria do sharing .. sharing .. **something** for sharing time", asking only that he repeat the sentence, then admonished him for "guessing" before he had time to monitor a miscue in the following sentence. When the aide came along during seatwork activities a few minutes later and told Jed "Get your reader out. It'll help [you respond to the workbook exercises]" he gave the unexpectedly surly rejoinder "I don't need it." The nature of the rejoinder **may** have reflected his confusion concerning Mrs. Shipley's seemingly ambiguous "speech messages" about prediction. His equilibrium was restored when, five days and one tutoring session later, he attempted to demonstrate how one could predict print in the face of uncertainty. He held up a flashcard, ensuring that the last two letters were masked, and said "Let's see if Suzie can get this." Suzie scrutinized the four visible letters, "peop", and offered "people". Jed's smile invited shared understanding about the process of prediction as he commented "Good. She got it without the ending." Mrs. Shipley curtailed the possibility of further dialogue by asking Jed to distribute folders (Fieldnotes. 20th March).

The over-riding teacher emphasis on form and accuracy was pervasive, and the children in general continued to pay more attention to workbook - as opposed to reading book - print as they worked to meet Mrs. Shipley's boardwork agenda. Across Phase One through Three observations I documented one occasion, outside the scheduled Library period, when a child elected to read a book as an after-boardwork activity

(Fieldnotes, 23rd February). Jed eventually reached the stage of selecting one of the 'structured free time' activities that Mrs. Shipley provided for children who completed boardwork assignments before the end of the Reading period. He was delighted when he was able to choose a 'Winnie the Pooh' question card from the wall-pocketed set that had appeared in the classroom on February 28th, and he didn't miss a beat when he asked for a 'Winnie the Pooh' folder and Mrs. Shipley told him that - like his classmates- he had one that "might be right at the bottom [of the pile]" (Fieldnotes, 8th March).

Elaborating on their premise that "There is no such thing as decontextualized print" (p.151), Harste, Woodward and Burke (1984) write :

> From past encounters with language in a particular context ... language users bring with them an anticipatory frame for how language works in this particular context (p.155).

Jed, as a language user, was no exception. As the examples documented throughout this chapter evidence, he appeared to have internalized the parameters of "how language worked" in the school and clinical contexts. However, when he began to **generalize** clinic-facilitated processing strategies in the school context it was clear that he started to think about the mediating adults' varying perceptions regarding what it is that actually constitutes "Reading" - as measured by their "speech messages" and the types of materials they provided.

Mrs. Shipley intercepted me as I was photographing wall displays in the classroom on March 8th.

Mrs. Shipley You know what he told that lady at the University ?

Jan Pam ?

Mrs. Shipley Yes. I was talking to her the other day .. and he told her we don't read in school (she laughed). Of course, she knew that wasn't so !

When Mrs. Shipley had made her point she went to supervise children in the playground, and left me pondering on the holistic ramifications of the message. Mrs. Shipley focused on reading form and exactitude, whilst Pam focused on reading process and meaning. Jed's "anticipatory frames" allowed him to function within the "Reading" parameters of each context, but he had clearly decided that 'real reading' was what occurred when he and Pam interacted with print. Pam may have relayed Jed's comment in the hopes that Mrs. Shipley would realize that engagement with skills exercises which involved reading was qualitatively different to engagement with reading itself (Fieldnotes, 8th March). Regardless, it was interesting to note that one week later, when Mrs. Shipley invited me to observe content area lessons in the classroom in lieu of finalized resource room observations, she said "It's not just Reading, you know [where reading occurs]. It's all **across** [the day] that reading happens" (Fieldnotes, 15th March).

Summarizing Cross-Contextual Teaching-Learning Strategies and Interactions

> The most helpful thing to any learner is the belief by his teacher[s] that he can learn (Holdaway,1979, p.171).

Mrs. Shipley, Mrs. Morgan and Jed's mother never doubted that he **could** learn to read. However, because they were concerned that Jed's seeming unwillingness to maintain attention on print processing tasks translated into **lack** of learning within the parameters of their instructional expectations, their "speech messages" and non-verbal communication likely left Jed with the perception that they didn't believe he **would** learn to read. When Jed returned to school two days after his January 14th Pre-Assessment at the Reading and Language Center, he attended to print with intense concentration that was largely maintained across the remainder of Phase One. At that stage, his teachers' "speech messages" and non-verbal communication left Jed in no doubt that they believed he **could** and **would** learn to read (Phase One fieldnotes & interviews); Pam echoed those verbal and non-verbal messages when she and Jed first activated **shared** Reading-Language interactions on January 31st (Fieldnotes & audiotape). Of equal or greater importance, due to Pam's approach and her careful selection of reading materials, was the fact that Jed left the January 31st remedial session **knowing** that he could read. His journey towards literacy competence had begun.

During this phase of the research, Jed was exposed to two philosophically different approaches to the teaching-learning of reading; his mother, Mrs. Shipley and Mrs. Morgan followed the skills approach whilst Pam adhered to the processes approach. Given the skills based format of the materials with which he worked in the school context, and his teachers' relatively constant requirement of word-by-word exactitude, by and large Jed activated reading **skills** in order to complete assignments successfully. During his reading interactions with Pam, his inclination to activate reading skills gradually faded as he learned to engage cognitive **processing strategies**. Glimpses of a third approach emerged after Pam attempted to explain to Jed's mother and teachers, via telephone, the kinds of Reading-Language interactions that she had designed to meet Jed's specific needs. The third approach, used often by Jed's mother and tentatively by Mrs. Shipley, might best be described as a 'hybrid skills-processes' composition wherein skills remained focal and Jed's opportunities for engaging processing strategies thus tended to be neutralized. Luckily, Jed's disgruntlement at his mother's attempts to accommodate the processes approach was vociferous enough to alert Pam that further home-clinic communication was needed. Despite the confusion that Jed undoubtedly experienced when faced concurrently with three different approaches to reading, he began to generalize processing strategies across contexts. The generalization process was aided, no doubt, by the fact that - at that stage - he was reading

storybooks in the clinical and resource room contexts. He was keenly aware that reading per se was a sensemaking activity.

Juxtaposed with the ambivalence Jed must have experienced initially with regards to the instructional philosophies to which he was exposed, was the ambivalence of different interactional styles. Whilst Mrs. Shipley and Mrs. Morgan tended to 'transmit' knowledge when they focused on exactitude, Mrs. Morgan's style changed to one of collaboration once Jed moved into storybook reading and she was assured that he was engaged and his attention was focused on print. On first encountering Pam's collaborative teaching-learning style, Jed had been pleased but somewhat bemused. When he encountered collaboration later, with Mrs. Morgan and a substitute teacher, he treated it as a natural turn of events. Based on my ongoing observations, there was no doubt in my mind that Jed's naturally collaborative learning style was best accommodated when he interacted with collaborative adults (Fieldnotes, Phase Two).

When clinical intervention concluded at the end of Phase Two it was clear that Jed was actively engaged in the long-evolving process of 'becoming a reader', and that his activation of effective cognitive processing strategies demonstrated encouraging - but not yet stable - progress. Noting Jed's continued tendency to be attentive and acknowledging his concomitant reading progress, Mrs. Shipley withdrew Jed from the resource room program two weeks prior to the end of his liaison with Pam. I wondered, with a lingering sense of foreboding, how

Jed would fare in the classroom context once supportive and informed processes approach interactions curtailed and the collaborative interactions he had enjoyed with Pam and Mrs. Morgan faded.

CHAPTER FIVE

TEACHING-LEARNING STRATEGIES AND INTERACTIONS AFTER THE CONCLUSION OF CLINICAL INTERVENTION

> Reading involves both cognition and affect. Not only is reading a form of thinking but it is also a form of feeling. Reading as thinking is subject to the constraints of the reader's affective state and the affective environment within which reading occurs (Sakari,1986, p.23).

A Post-Reading Assessment culminated the clinical sessions. Just prior to the assessment Pam anticipated that Jed's oral and silent instructional reading comprehension levels would evidence progress, relative to Pre-Reading Assessment results ten weeks earlier. Furthermore, she hoped that he would demonstrate the engagement of the effective cognitive processing strategies that had been in evidence during most of their remedial sessions (Fieldnotes & audiotape, March 20th). She opted to administer the assessment in his school context because she planned to show his teachers the kinds of materials he had been working with, and to use the materials to demonstrate for them the types of processing interactions that she and Jed had shared.

As mentioned previously, Pam's decision to administer the assessment in his school context produced mixed blessings (Fieldnotes & audiotape, March 23rd). On the positive side, she and Jed's teachers were able to exchange information in person. On the negative side, Jed was clearly disconcerted by Pam's presence in the contexts of the school and - in particular - the school's assessment / counselling room. His discomfort increased when Pam's customary collaborations ceased as she began to administer the Reading Assessment in a neutral tone of voice. Both Pam and Dr. Malicky had anticipated that, relative to his **prepared** reading performances during most of the remedial sessions, Jed would be disadvantaged during his final assessment by reading text **sight unseen** (Fieldnotes & audiotape, March 3rd). They had not anticipated his discomfort with the physical contexts in which the assessment would occur, nor with Pam's assessment-context change from a collaborative to a neutral interactional style. The contextual variables at play during the assessment undoubtedly affected Jed's "ability to demonstrate" (Wilcox,1982) **consistently** the effective cognitive processing strategies that he had learned to engage to date. **Weighed** in the balance, Pam's collaborative-to-neutral interactional style change was likely the contextual variable that affected Jed the most. Pam's nonverbal reactions reflected her awareness of the latter early in the assessment; nevertheless, she maintained her neutral stance as expected within assessment constraints (Fieldnotes, March 23rd). Despite the undoubted trepidations experienced by both Jed and Pam,

Jed's performances evidenced that excellent progress had occurred across the past ten weeks (see Figure 2 below).

Jed's Instructional Level Interactions With Text During his Reading Assessments

Pam administered Form A of The Standard Reading Inventory (McCracken,1966) for Jed's January 14th Pre-Reading Assessment, and Form B of the same instrument for his March 23rd Post-Reading Assessment. For comparative purposes both pre- and post-instructional levels for reading comprehension and contextual word recognition are noted in Figure 2.

	Pre-Assessment	Post-Assessment
Comprehension (Oral Reading)	Beginning Grade One	Beginning/Mid-Grade Two
Comprehension (Silent Reading)	Below Instructional level basal	Upper Grade One
Words in Context	Beginning Grade One	Beginning/Mid-Grade Two

Figure 2 : Pre- and Post-Assessment Instructional Levels

The quantitative 'ways of knowing' (Figure 2) provided useful sources of information from which decisions could be made regarding the levels of textual complexity Jed might be anticipated to be able to cope with in January and March respectively. They added a further dimension to the

story of Jed's interactions with text within the formal assessment context. The remainder of the story emerged when Pam compared the quality of Jed's January and March instructional level contextual processing (Figure 3), within the parameters of the Reading Processes Model charted in Chapter One of this study.

	Pre-Assessment (Beg. Grade One)	Post-Assessment (Beg. / Mid-Grade Two)
Attending/Intending	ΔΔ	ΔΔ
Analyzing	ΔΔ	ΔΔ
Associating	ΔΔ	ΔΔ
Synthesizing		
- within words	ø	ΔΔ
- within sentences	ø	Δ
- across sentences	ø	Δ
Inferring/Predicting		
- within words	ø	ΔΔ
- within sentences	ø	Δ
- across sentences	ø	Δ
Monitoring		
- via context clues	ø	Δ
- via language clues	ø	Δ

ø some activation Δ increased activation ΔΔ consistent activation

Figure 3 : Strategies Activated During Pre- and Post-Assessments

As might be anticipated from the results of earlier research pertaining to instructional level processing (Brake,1981; Coles,1983) Figure 3 evidences that Jed activated the same kinds of cognitive processing strategies across his January (beginning grade one) and March (beginning/mid-grade two) instructional level performances. Furthermore, Jed's March performance clearly demonstrated his increased activation (noted as Δ and additional ' in the post-assessment column of Figure 3) of the synthesizing, inferring / predicting and monitoring processing strategies which had received the most attention during tutoring (Documents Collection).

Whilst Pam was delighted with Jed's overall progress she was concerned that, in the assessment context, he had not engaged effective processing strategies with the same degree of consistency noted during tutoring sessions. My in situ cross-contextual observations pinpointed five variables that undoubtedly contributed to Jed's decreased consistency. It was clear that assessment within the school context, compounded by the absence of both student-teacher collaboration and prepared reading of predictable texts, precipitated Jed's high level of discomfort and decreased the possibility of consistency. His tiredness following a late night left him less able than usual to cope with the changes.

Pam's Plans for Facilitating Ongoing Progress

Pam's major worry when her final session with Jed concluded was that, without continued intervention, the progress gained to that point

would not be maintained. In the privacy of my journal I shared her concerns. By the time Pam left the school on March 23rd she was exhausted and despondent (Fieldnotes & Journal). Her meetings with Jed's teachers, both collectively and individually, had spanned vast territories. Pam had used her tutoring materials to highlight the predictable language of texts which had facilitated progress for Jed. She had demonstrated the collaborative framework within which Jed had used those texts and had learned to engage effective processing strategies, and she had given the teachers a verbal overview of his pre- and post-assessments performances. She had suggested that Mrs. Shipley implement a school-to-home Reading Program to ensure that Jed continued to be exposed to a large variety of books, and she had arranged to send the librarian a list of predictable reading materials. She had suggested that Jed be re-admitted to resource room Reading-Language sessions in the hope that the progress he had made to date would be consolidated. Whilst the teachers had been attentive to her input and clearly interested in the materials, had asked some pertinent questions and had received with interest her offer to return to the school to give an informal inservice at a later date, Pam perceived that scant change - if any - would occur in the school context. As my final two months of school observations verified, she was right (Fieldnotes, April and May).

Collaborative teaching-learning didn't emerge as Mrs. Shipley continued to **administer** 'the program' **to** the children whilst maintaining

her print processing focii on association, analysis and accuracy. She implemented the school-to-home Reading Program on April 5th (Fieldnotes,13th April), allowing Jed to borrow extra books from the school library specifically for that purpose. According to Mrs. Shipley no record was returned of books read / listened to and she and Jed never talked about the books he had selected (Fieldnotes, 22nd May). Before the end of April, because Jed had not been returning the extra library books on the dates stipulated, he was allowed to borrow only the usual number of two library books during his weekly class library period. Mrs. Shipley sent home a controlled vocabulary basal reading book, May I Come In ? (Ginn), in lieu of the library books. It was interesting to note that when Jed asked if he could do a book report on May I Come In ?, Mrs. Shipley responded that she would read his report but commented "..that's not a book" (Fieldnotes, 3rd May). When Jed returned the weighty book on May 22nd, he was given the next book in the series, The Dog Next Door, to take home. By the time my school visits concluded at the end of May there was no indication that the predictable books on Pam's lists had been ordered and, well into the following school year, Pam informed me that the teachers had not contacted her with a request for further 'inservicing' (Fieldnotes, 27th November).

Although Mrs. Morgan was willing to continue working with Jed, he was not re-admitted to the resource room program. Mrs. Shipley had decided that the oral reading that had occurred in the resource room could be continued at home (Fieldnotes, 23rd March), and she noted that

the program served the needs of "learning disabled" children rather than children with "attention problems" such as Jed. She would attend to the latter in class (Fieldnotes, 29th March). Her comments echoed what Mrs. Baxter (principal) had said initially to Pam on the 23rd March. Since Jed's parents were delighted with his progress to that stage, and since Jed had complained that he missed interesting things such as class science experiments and a "Winnie the Pooh" movie while he was attending resource room, they had accepted Mrs. Shipley's decision without question (Fieldnotes, home interview, 9th June). Pam's plans for helping others to facilitate Jed's ongoing Reading-Language progress after her direct involvement concluded were eroding rapidly.

Post-Intervention Classroom Reading-Language Interactions

My name is Jed. I can read a book.

(Documents Collection, 27th March).

When I entered Jed's classroom on March 27th the first thing that caught my peripheral attention was a new bulletin board display entitled "We stand on our own two feet !" Each of the twenty-one children present had glued painted feet shapes onto the top two thirds of individual sheets of backing paper, and their writing on the small piece of paper glued at the bottom followed the regular pattern of : "My name is ___ . I can _____ ." The contents of the children's writing, other than Jed's, reflected their pride in what they were able to accomplish independently in their home contexts, e.g. "I can : bale hay ... babysit ... drive a tractor ... wash the dishes." Jed's proud statement of "I can read a book" seemed to

me to transcend contexts, and serve as a personal and public proclamation of Jed's progress towards literacy competence. My 'shadow on the wall' role precluded my asking Jed why he had selected that particular statement above all other possibilities. His subsequent actions (Fieldnotes,18th May, detailed later in this chapter) demonstrated that he had invested a great deal of pride in declaring his accomplishment. Using Mrs. Shipley's trade book - as opposed to reading series - definition of 'book', from the end of March across the remainder of my sojourn at the school the only 'books' that Jed read were the relatively limited number that he borrowed from the school library and those that Pam added to his personal library via my non-interactive 'courier service' on the12th April (Fieldnotes).

Some Changes Occur in Reading-Language Interactions

Jed maintained totally focused attention during the eight Reading-Language classes I observed from March 27th through to May 3rd. Prepared reading was introduced as a formal component of reading groups' instruction time and, whilst attention on associating and analyzing strategies remained focal across every Reading-Language period, Mrs. Shipley's verbalizations to Jed and other children began to take sensemaking into account. Her comments to Jed implied that, by and large, his cloze responses made sense. Initially those responses were based on non-textually constrained experiential knowledge of context and / or language clues, following the "makes sense / sounds right" format that Pam had initiated prior to the addition of "checks out"

during clinical intervention. When Mrs. Shipley told Jed that his responses did make sense but only workbook choices were acceptable he responded with a huge shrug that seemed to imply quiet resignation, and his subsequent compliance acknowledged that Mrs. Shipley's ground rules were applicable in the classroom context. Her primary requirement was that his written sentences didn't "have to be long ... just **right**" and when Jed printed the plausible workbook option "She sat on her pleat" Mrs. Shipley directed him to do his corrections noting, "Well, she **could** [sit on her pleat] but **seat** would be better." As I observed their interactions and listened to their verbalizations, Jed's definite nods seemed to signal his acknowledgement that Mrs. Shipley was 'finally on the right track' with respect to verbally mediating an effective processing strategy that he could connect with (Fieldnotes, 27th March). The teacher's aide nodded her assent to Jed's "This one **sounds** right" (3rd May) and she was heard to query "Does that make sense ?" (18th May). The major print processing strategies that Pam had taught Jed to use, and that she had explained with such thoroughness to his teachers, were beginning to emerge sporadically. **Collaborative elaborations** continued to be noteworthy via their absence.

Mrs. Shipley Acknowledges Jed's Progress

In her typically non-demonstrative fashion, Mrs. Shipley was delighted with Jed's Reading-Language progress. On the 29th March (Fieldnotes) she made a point of telling me about an incident that had occurred the previous Friday when the children were given their report

cards to take home. As was generally the case, she noted, all the children had thumbed through the pages of their reports until they located the place where her comments signified whether they were to repeat the grade. Some of the children wanted to know "Is anybody failing". When Mrs. Shipley's response was "No" a child asked "What about Jed?" Mrs. Shipley had retorted "No. Jed is progressing and, anyway, you should worry about yourselves - not Jed." She hadn't glanced over at Jed during the exchange and hadn't, therefore, noted his reactions.

Pam Maintains Long Distance Literacy Collaborations With Jed

Pam remained an unobtrusive but powerful force in the background of Jed's lifeworld during and after the post-clinical intervention research timespan. Periodically she contacted him at home by telephone to chat about the books she hoped he was reading. She was dismayed when he told her that he hadn't been reading any books at home (Fieldnotes, 5th April). Eight days later, having allowed as much time to transpire between 'phone calls as she could bear, Pam 'phoned Jed's mother to 'recharge the family batteries'. Her dismay turned to outright concern when Mrs. Matthews commented that Jed had worked so hard across the past three months that she was "giving him a rest from reading" (Fieldnotes,13th April). Masking her concern, Pam chatted about the importance of maintaining continuity in the home reading-for-enjoyment 'program'. She was thus delighted when Jed insisted on reading Hoff's Sammy the Seal from cover to cover during her next

'phone contact, evidencing excellent monitoring strategies and initiating collaborative dialogue about the story and its illustrations (Fieldnotes, 30th May). Her long distance telephone bills for both months must have been colossal ! The 'phone contacts were interspersed with notes (6th and 12th April), books (12th April), and a Garfield eraser prize for reading 60 books (24th May) - all of which Pam entrusted me to deliver - plus letters that she sent via Canada Post (26th April and 22nd June). On the 19th April Jed asked me to deliver a letter to Pam. Using her letter of the 6th April, he had changed "Dear Jed" to "Dear Pam" and "Love, Pam" to "Love, Jed". He had completed (bold script) Pam's postscript minimal cues question, "How are you doing ?" and had composed a minimal cues message for her to complete, "I am do_ _ _ f_ _ _ P_ _ Lo_ _ J_d" (Documents Collection).

Jed's Enthusiasm Begins to Falter

Jed seemed alternately listless and restless when I observed classroom interactions on May 7th during a Social Studies period. He noticed me mid-way through the lesson, searched through his desk and found a piece of folded paper which he brought over to where I was sitting writing fieldnotes. Accepting my smile and nod to his query "Can you look at this, Jan ?" he returned to his desk to resume colouring a 'Community' map. I examined the paper as the children were getting ready to go to the school library. It was one of Jed's Math Quiz response sheets. Marked by another child, as was customary in the class, Jed's 25/25 total score was delineated clearly. Returning the paper to him as

he scurried to be first in the library line-up, I commented "That was pretty good, Jed." His eyes lit up as he stuffed the paper into a pocket. With a quick nod in my direction he led the line of children through the hallway to the library. I followed and, seating myself at an empty table on the outer rim of the library, began to jot fieldnotes. Jed selected a book rapidly and was soon sitting in the chair next to mine. As I continued to write without acknowledging his presence, two more children settled at the table. Jed's patterned language book, Yes and No, was written at a level that most upper first grade children could read without difficulty. His subvocalizations demonstrated the activation of effective monitoring strategies and his enjoyment was evident when, having caught my attention, he read the text "whisper and **SHOUT**" with text-appropriate voice tones. After we exchanged smiles, no doubt both remembering a similar episode in a text that he and Pam had shared, Jed completed reading the book then spent the rest of the period wandering restlessly between tables and shelves without reading anything else. As the children made their way back to their classroom, he made a point of asking me whether I would be seeing Pam at the University during the following week and - if so - he might ask me to deliver something to her. Murmuring my assents I berated myself silently, once more, for selecting a research area that demanded minimal involvement and communication (Journal & fieldnotes, 7th May).

It seemed to me that Jed was now balancing precariously on the brink of the precipice that both Pam and I had foreshadowed six weeks

earlier as clinical intervention culminated. With his memories of Pam's flexibility and collaborative approach still sharply etched in his mind, Jed sat through daily classroom interactions which were vastly different. His propensity for **initiating** learning, which Dr. Malicky had suggested that Pam include as a positive trait in her written report to the school (Fieldnotes,11th April), remained submerged beneath Mrs. Shipley's expectations regarding what constituted an 'orderly classroom ambience'. His sporadic attempts to communicate with me, as one of his remaining links with Pam, were clearly sadly lacking in terms of 'normal' reciprocity. My audiotaped Journal entry at the end of the school day on May 7th recorded my perception that Jed's classroom interactions were on the verge of deteriorating towards the state in which I first observed them on January 5th, four and a half months earlier.

The Downward Plunge Gathers Momentum

Throughout the Reading-Language period on May 9th (Fieldnotes), Jed hugged his stomach and shook his head as though he were attempting to diminish stomach and head aches. His facial expression was totally woebegone as he struggled to complete a page of workbook contractions. On May 15th during a Science class (Fieldnotes) his attention-to-task was engaged only when he was required to respond verbally to Mrs. Shipley's queries about the 'Organisms and their habitats' unit the class was working on. On May 18th (Fieldnotes) Jed made a point of sending clear non-verbal signals in my direction which qualified unequivocally his current perceptions about his schooling

lifeworld in general and Reading-Language interactions in particular. The children had been given their completed Reading and Math workbook pages, their identical booklets on an 'Air and Water' Science unit, and their WE STAND ON OUR OWN TWO FEET posters to take home at the end of the day. Although my eyes were directed towards my fieldnotes and my head inclined away from Jed, peripheral vision verified that Jed was heading towards the garbage can with his arms full of the 'take-home work'. He dropped everything into the can, except for his poster which declared "My name is Jed. I can read a book." His eyes burned holes in the side of my head as he dropped the poster into the can. Continuing to stare at me, his tenuous link with Pam, he retrieved the poster and held it poised above the can. I glanced up from my fieldnotes and appeared to focus on children who were working at the side of the room most distanced from Jed and the garbage can. He called my name. Had I ignored that call my action would have been pointless and inhumane. As I looked in Jed's direction, he dangled the poster above the garbage can, shrugged, and - with eyes as large as a startled deer - allowed the poster to drop into the can. His non-verbal signals stated very clearly that the time for optimism had ended, and that classroom Reading-Language interactions - in his perceptions - were valueless.

Whilst my facial expression remained impassive, I couldn't hide the distress in my eyes from Jed. He asked if I would like the poster. Throwing 'neutrality' to the winds, and knowing that the observational

part of my research was nearing completion, I said "Yes." His obvious pleasure, as he retrieved the poster, was totally unguarded and I realized that he would be even more pleased if the poster went to Pam who had offered unfettered reciprocity. Jed was delighted when I suggested that I could make a photocopy of the poster for myself and give the original to Pam.

Mrs. Shipley Struggles With Ambiguities

The episode, and perhaps its significance, had not escaped Mrs. Shipley's attention. After the children left the room for morning recess she commented that Jed was becoming "real lippy - challenging", that he'd "been like that for awhile now", and she believed that the garbage can episode was an "extra show" that he'd engineered for my benefit. Changing the topic, which was really a monologue interspersed with my nods and head shakes, Mrs. Shipley expressed disappointment with the grade 21 instructional reading comprehension level that Pam had accorded Jed in her written report. Her interpretation of 21 was that Jed comprehended text at the level one might expect of a child who had spent one month in a second grade program. Even when I clarified that 21 signified a beginning to mid-grade two range, Mrs. Shipley perceived that Jed's reading comprehension was "better than that." Notwithstanding, she wondered why Pam's report hadn't addressed whether Jed should be in second or third grade the following year, and she commented "Maybe he should repeat [grade] two .. but it'd really knock his confidence and I wouldn't want that to happen. Does Pam think

he should repeat ?" I was left with the distinct impression that if 'The University' even mused about the possibility of repetition, given Jed's current lack of attention and his reportedly accelerating 'lippiness' Mrs. Shipley would feel justified in changing Jed's status from continuous progress to repetition. I was able to respond that, whilst the Reading and Language Center had a policy of not making grade placement recommendations for tutored students, Pam had been so delighted with Jed's reading progress that she would likely view third grade - with **instructional** level reading materials and a focus on **strategic** processing - as being an appropriate placement for Jed during the ensuing year. Given my comments, Mrs. Shipley noted that she felt "justified" for having opted for continuous placement and she urged me to tell Pam that the written report "**should** have" addressed the progress / repetition factor and Pam "**shouldn't** have been too careful about the wording." As I left the school for the day Mrs. Shipley agreed with my parting comment, "Keep in mind the incredible progress Jed **has** made." With two school visits remaining, and having already allowed my neutral stance to slip somewhat during the poster episode with Jed, I felt little harm could accrue from my tipping the balance scales a fraction in Jed's favour (Fieldnotes & Journal,18th May).

I lingered in the hallway before entering Jed's classroom on May 22nd because Mrs. Shipley was reprimanding Jed in tones that were distinctly audible through the closed classroom door. During the silence that ensued I moved quietly into the room and sat down close to the door.

Only Mrs. Shipley noticed my arrival. Finalizing her reprimand with "Sit down ! Sit still ! Get your work done, Jed !" she began to move up and down the aisles, checking children's work. Across the thirty minutes' observation period Jed was unaware of my presence. He was variously 'lost in thought', passively resistant to Mrs. Shipley's attempts to focus his attention on the tasks at hand (e.g. slumping / squirming on his chair, tossing a Kleenex towards the garbage can / missing, audible yawns, two washroom requests), and genuinely confused and embarrassed when Mrs. Shipley's patience wore thin enough for her to retort "Do the question yourself [without any further help from me !]" when he finally focused attention on the workbook page.

As I wrote a Journal entry in the school library during the lunch period, Jed arrived at my table and sat down to complete a work card that he had begun during the morning's Reading-Language period. Once we had exchanged greetings I volunteered to move elsewhere to avoid taking his mind off his work. Turning down my offer and stating that he wouldn't chat, Jed worked in silence across the ten to fifteen minutes that transpired before Mrs. Shipley caught my attention by beckoning between two room dividers. When I joined her as she headed towards the staffroom, Mrs. Shipley commented on Jed's declining behaviour with embarrassed laughter. She perceived that his behaviour was appropriate during Reading-Language periods. He was disruptive in general during content area lessons, she added, but seemed to escalate the disruptions when I was observing. Almost as an afterthought, she

asked me when my observations would conclude. I reminded her that, with her continued permission, my next and final observations would occur two days hence when I hoped to observe Reading-Language interactions until morning recess, then conclude with a one-to-one processing strategies and reading comprehension mini-assessment with Jed before lunchtime. I would share the mini-assessment results with her, Mrs. Morgan and Mrs. Baxter when we met finally on May 31st, as previously arranged. Mrs. Shipley's relief was evident on both counts. She was especially pleased about the mini-assessment because she believed the results would reveal that Jed's instructional reading comprehension level was "higher" than that attained during Pam and Jed's post-assessment session. Our conversation concluded with Mrs. Shipley expressing her frustration that Jed's parents were not "pulling their weight" nor "taking responsibility" for helping Jed to maintain the progress he had already made (Fieldnotes, May 22nd).

Pam Offers Support to Both Mrs. Shipley and Jed

Given Dr. Malicky's assent, Pam contacted Mrs. Shipley by telephone on May 28th to support the teacher's initial decision that third grade placement in September should be appropriate for Jed. Some of Pam's notations, following their conversation, highlighted the philosophical and pragmatic cross-contextual ambiguities which Mrs. Shipley was attempting to accommodate :

- She's decided to pass him conditionally. Said if parents don't work with him over summer & he regresses according to tests given in fall he

will go back to grade 2. (how sad !!!!!!!!!!) She'll be sending work home for him over the summer.

- She's upset with poor work habits. "What will gr. 3 teacher think ? .. he can't work independently. I have to be over him all the time."
- Sensed a real frustration on her part with lack of support from parents re read[ing] at home.
- Overall I guess I'll just have to keep my fingers crossed. The 'phone call left me rather depressed. I don't really see much chance of things changing there. What a shame (Documents Collection).

Two days later Pam's depression eased somewhat when Jed's reading of Sammy the Seal during their telephone contact evidenced "Many, many examples of monitoring & interacting with print - lots of asides, comments - [Jed] explained pictures & signs" (Documents Collection). When Pam told Jed that he was "remembering well ... Does it sound right ? Does it make sense ?" his response was "Yes. And does it check out ?" At Jed's request, and with some feelings of trepidation, Pam gave him her home telephone number. On the one hand she felt a strong urge to 'be there' for him as the need arose, and to bolster his desire to read. On the other hand she was well aware that she was now on the outer fringe of Jed's lifeworld and that cross-contextually encompassing progress was not likely to occur if Jed remained largely dependent on her continued support (Fieldnotes of 'phone calls between Pam and myself, 24th & 30th May).

Sakari's (1986, p.23) hypothesis, that "Reading as thinking is subject to the constraints of the reader's affective st e and the affective environment within which reading occurs", reflected what my direct observations of Jed - and Pam's written and verbal comments about their long distance contacts - had revealed every step of the way. Jed's affective state, as a reader and as a human being in general, was most positively engaged when the affective environment invited collaboration and when his initiations were used as stepping stones in the learning processes of both the teacher and the taught.

My Last Day as Jed's Shadow

My final observations during ay 24th's Reading-Language period evidenced that Jed was ge ne ly on task and responsive. After his morning recess and a schedu f sical Education period, he joined me in the room that he and Pam had occupied for their post-Reading Assessment. The feelings that he had exuded about the room and non-collaborative reading on that occasion (23rd March) had not changed. As before he relaxed his guard slowly then attended to the stories that I asked him to read from Form A of the Standard Reading Inventory (McCracken,1966); A being the form which Pam had used during her 14th January pre-Reading Assessment almost nineteen weeks previously. The instructional reading comprehension level that he attained, and the processing strategies that he engaged, were identical to those noted by Pam after their final session nine weeks earlier.

In the brief time left before lunch, I asked Jed if he was using - in class - any of the reading strategies that he had learned during his time with Pam.

Jed Uh huh ... That little sign that says Does it sound right ? Does it check out ? Does it ..... make sense ?

Jan Uh huh ? How's that helping ? Remembering that ?

Jed Because ... if it doesn't **sound** right you know it's wrong.

Jan Okay. So what do you do at that stage ?

Jed I start it over and .. um .. pretend that word wasn't there, and I **read** it first .. the sentence .. and it .. and you might know the word.

Although his reflections about the strategies he engaged during reading lacked clarity, Jed's mini-assessment reading had evidenced his activation of the predicting and semantic / syntactic monitoring strategies on which the 'Does it make sense, sound right, check out ?' routine focused.

With a wide grin and the proud comment "May I Come in ? had **128** pages !", Jed told me that he had read May I Come in ? and most of The Dog Next Door to his mother. I was thus able to perform my final act as Pam's 'courier'. Having now read what Pam and I estimated to be the **equivalent** of sixty books since the onset of clinical intervention, Jed 'qualified' for Pam's 'sixty books prize'. Our delight was mutual as Jed's frantic unwrapping of the prize revealed a fiendish-looking-Garfield eraser ! (Fieldnotes & audiotape, 24th May).

My Final School Visit : Reciprocity With Jed's Teachers and Principal

As promised at the onset of my observational research in Jed's school context I met with Mrs. Shipley, Mrs. Morgan and Mrs. Baxter on May 31st. All three acknowledged the considerable progress that Jed had made since January, but Mrs. Shipley and Mrs. Baxter remained concerned about his inappropriate behaviours and the lack of support from his home context. Offsetting the risk of alienating both ladies, who were clearly worried about Jed's continued demands for attention and his lack of independent work habits, I stressed some of the positive factors that I had gleaned as "an observer with no responsibility to meet the needs of **all** the children in Jed's class." I gave concrete examples, from the latter portion of his time in the resource room and from his classroom in the period immediately following the conclusion of clinical intervention, which demonstrated how Jed's attention-seeking behaviours had diminished when his Reading-Language initiations were accepted and appreciated and collaborative interactions occurred. Whilst agreeing that Jed's parents seemed to provide solid support for academic matters with a fair degree of inconsistency, I suggested - in light of Pam's experiences - that regular and positive contacts from the school to boost Jed's home Reading / Listening program would likely facilitate increased consistency and concomitant progress for Jed. I reinforced the need for implementation of Pam's verbal and written recommendations and reminded them of her offer to provide an informal

'approaches and materials' inservice if requested. Finally, after I had expressed appreciation for the considerable observation time allowed and Mrs. Shipley had asked for my 'phone number to contact me "at a later date if necessary", we parted company (Retrospective fieldnotes, 31st May).

Reciprocity With Jed's Parents

Mr. and Mrs. Matthews invited me to visit their home on June 9th to talk about my observations of Jed's progress across the past five months. Whilst Jed's older brother remained outside working on his truck, Jed and his sisters popped in and out periodically. From her vantage point beneath the kitchen table his small dog kept a close watch on my ankles !

We discussed the qualitative and quantitative results of Jed's three Reading Assessments. We talked about the positive interactions that I had observed across Jed's school and University sessions and expressed our joint pleasure about the progress evidenced. With some degree of discomfort Mrs. Matthews commented that Jed had been refusing to read to or with her for quite awhile. The last time he had been heard to read at home was when he read Sammy the Seal to Pam via the telephone on May 30th. I suggested that Jed's interest in books might be rekindled at home if his parents began routine bedtime story readings and adhered to the invitational and collaborative approach that Pam had demonstrated for them. We concurred that Pam's introduction, and their implementation, of the home Reading / Listening program had greatly facilitated Jed's reading enjoyment and his amply demonstrated

progress. We agreed that continuation of the same routine via liaison with Mrs. Shipley should prove beneficial - if Jed remembered to collect his school books from the bench near the back door on a daily basis without "nagging reminders" from his mother. Mrs. Matthews wondered whether continued University tutoring or private tutorials with Pam could be arranged. I advised her to contact Dr. Malicky and Pam in this regard. At his parents' request I agreed to administer a further Reading Assessment in six months' time if they were still concerned about Jed's progress.

Both of Jed's parents commented on his current "anger and resentment" against "the school". When they had queried his "negative feelings" he had responded that Mrs. Shipley no longer selected him to answer the questions she posed despite the fact that he raised his hand many times. Mr. Matthews noted with conviction "There's no damned way he'll bother trying anymore." Jed's anger was being felt in yet another context. His school bus driver had recently complained that Jed had thrown his schoolwork papers out of the bus window; an action that was both disruptive and potentially dangerous. At this point I re-emphasized the positive aspects that had occurred across contexts during Clinical intervention, when Jed and everyone who worked with him had maintained supportive learning environments. I talked about the need for mutual trust, consistent expectations and open communication between home and school. Mrs. Matthews professed some confusion that, whilst Mrs. Shipley's recent 'phone calls had all been "negative", she was

currently awarding Jed a star for every piece of written work that was "well done" and sending a note home with Jed at the end of each week describing "positive" interactions. Mrs. Matthews wrote responses which Jed delivered to Mrs. Shipley each Monday. I explained the practical applications of positive reinforcement and its intended outcome, then asked whether Jed was aware of the notes' contents. He was not. It transpired that the exchange of notes enabled Mrs. Shipley and Mrs. Matthews to "keep track of what Jed was doing." I urged Mrs. Matthews to share positive communications with Jed. He may well have believed that the sealed notes contained negative comments. Had he been aware of their positive nature his disruptive behaviour might not have escalated to its present status.

Our two hours of dialogue, which concluded soon after Jed and his sisters joined us at the table, ended on a positive note. I urged Jed to be proud that once he had learned to monitor that his reading made sense, sounded right and checked out, his progress across ten weeks had been greater than the progress he had made between starting first grade through to the early part of grade two. Oblivious to the fact that my statement would return, in an abridged version, to haunt me at a later date I joined Jed for a fifteen minutes guided tour of his garden. Finally, minus 'role constraints', we communicated like normal human beings about his carrots and last year's caterpillar cocoons that were clearly visible inside curled up leaves (Retrospective fieldnotes, June 9th).

Thirteen Days Later : A Conditional Pass Includes Summer Tuition

When I 'phoned Mrs. Matthews on June 22nd, responding to her earlier query about pre-University courses for Jed's brother, she told me that she, her husband and Jed had been asked to meet with Jed's teachers and principal. At the meeting it had been explained that Jed would only progress into third grade at the beginning of the next school year if he was tutored twice a week, for two hours per session, across all except two weeks of the Summer vacation. After hearing "everything he **couldn't** do / **should** do" Jed was "very upset, confused and deflated ... Even when his father promised to buy him a mini trail bike if he passed grade three next year, despite that being his number one dream, he was too upset to be encouraged." Mrs. Matthews was alternately angry with the teachers and concerned about the time and money ($12.50 per hour) needed for school-demanded tuition. She worried that Jed clearly perceived Summer tuition by a school-recommended tutor to be a punishment, and she believed that he would not willingly "work for anyone except Pam".

I attempted to alleviate some of her concerns. I had observed Jed interacting with Mrs. Cooper, the tutor whom the school had suggested, when she substituted for Mrs. Shipley on one occasion. Their Reading-Language interactions had been collaborative and mutually satisfying. If Summer tuition was unavoidable, Mrs. Cooper and Jed would - more than likely - attain a relatively amiable and beneficial working

relationship after a predictably rocky start. Feeling that four hours of tuition per week across approximately eight weeks was excessive, I offered to provide verbal support if requested for a reduction to six weeks tuition at one hour per week. Mrs. Matthew's relief was almost tangible. After a pause for reflection, she noted that she was "a little worried that Jed wanted to continue 'phoning and writing to Pam." She was concerned that Jed may come to rely on the continued contacts to the extent where he wouldn't see "a need to relate to others." I reassured her that the strong bonding was to be expected, especially in light of Pam's unconditional acceptance of Jed and his concomitant enjoyment and progress during the times they had worked together. When she repeated her previous queries with respect to continued tutoring by Pam or someone else from the Reading and Language Center, I again advised her to contact Pam and / or Dr. Malicky. Our conversation closed with Mrs. Matthews sounding relatively calm as she invited me to "drop in for coffee whenever I was in the area" (Reconstructed fieldnotes, 22nd June).

Although, by sheer luck, I was able to keep track of some of Jed's Reading-Language progress to April of the following year, I didn't see or hear from Jed or his parents again.

Tying up Loose Ends : Year-end Commentary and a Chance Encounter

As promised, Mrs. Shipley forwarded notations of Jed's year-end status as follows :

Language Skills	48%
Reading	36%
Edmonton Spelling	2.4 [grade equivalence]
Math Test	67%
Metropolitan L.A.	2.2 [grade equivalence]
Math	2.3 [grade equivalence]

Jed was placed into grade three. He was to be tutored this summer. She concluded her note with the request :

> I'd still like to get together with you, about my classroom (in general) your impression as an outsider (?). It could be helpful. Hope to see you soon.
>
> Margaret (Documents Collection addition, 31st August).

Although I mailed a letter by return post, asking Mrs. Shipley to contact me by 'phone so that we could meet at a mutually acceptable time, no response was forthcoming.

When we encountered each other by chance, in a shopping centre towards the end of February of the following year, Mrs. Shipley reiterated - with some embarrassment - her desire for us to dialogue "about the classroom". She had my telephone number and would contact me later, as soon as the currently hectic pace of schoolwork slowed down. Our paths never crossed again. However, before we went our separate ways we chatted about Jed. She told me that, although she didn't know with certainty whether Jed's Summer tuition had actually occurred, she felt sure that his mother would have implemented the school's tutoring

recommendation. Jed's continuous progress into grade three had proved to be "rocky because his behaviour had not improved". Jed and his family had recently moved into the city. I was able to tell Mrs. Shipley that Jed had just begun a second University tutoring session with a different reading clinician, and that pre-assessment data evidenced that solid Reading-Language progress had occurred. Her initial surprise and subsequent pleasure were entirely genuine (Final Journal entry).

Postscript : Jed's Ongoing Reading-Language Progress

The reading clinician who worked with Jed throughout his second group of tutoring sessions at the Reading and Language Center was one of my graduate student colleagues and a personal friend. Pam had been a mutual acquaintance during the previous academic year. Since both Pam and I had lost contact with Jed, we were delighted that a new opportunity had emerged wherein we could track - albeit vicariously - his ongoing progress from time to time. After the sessions concluded I was granted renewed access to Jed's file which now contained updated raw data and a Final Reading Report (Documents Collection, April addition).

According to the background information included in the clinician's final report, which is extensively quoted and paraphrased in this Postscript, Jed's mother had requested further tutoring because she perceived "that he had regressed somewhat over the year." Mrs. Matthews had not informed the third grade teacher at his new school about Jed's past difficulties, nor about the previous or current tutoring. The clinician noted that, due to his earlier experiences at the Reading

and Language Center, Jed entered into the tutoring sessions with a highly positive attitude. The words of commendation and reinforcement that I had spoken to Jed at our final meeting now sprang out of the report's pages, abridged and changed with the passage of time just enough to haunt me for a brief timespan. Jed had commented with an air of confidence, "I learned more reading in 10 lessons here last year than I learned in three years [of kindergarten through second grade schooling]." The haunted feeling ceased when I realized that Jed's version not only 'made as much sense' as did the original; it also 'sounded right, and checked out'. Moreover it had clearly become one of the personal talismans that had helped to bolster Jed's self-esteem to the point where he could approach further clinical tutoring with optimistic enthusiasm.

Administration of Form A of the Standard Reading Inventory (McCracken,1966) on the 4th February ascertained that Jed entered the sessions with the ability to process lower/mid-third grade texts effectively, despite his continued low automaticity with respect to word recognition. Form B administration during his final tutoring session on April 1st evidenced his increased engagement of effective processing strategies and upper third grade oral / lower fourth grade silent instructional reading comprehension levels.

Tutoring sessions had reinstated and maintained the home and clinical contexts routines that Pam had established one year earlier. Particular attention had been paid to specific factors following initial diagnosis and interpretation of the test data. Prepared oral reading

activities, which focused on the "Does it sound right ? Does it make sense ?" monitoring strategies, facilitated progress in silent reading comprehension and improved the quality of Jed's subsequent oral reading performances. An increased focus on contextual structural analysis, which highlighted the "Does it check out ?" analyzing, synthesizing and monitoring strategies, facilitated enhanced automaticity across reading and writing activities. Exposure to narrative texts was maintained., and Jed had also been introduced to the types of expository text used for content areas instruction to ensure that typical Social, Science and Health schemas might be added to his repertoire. As per his initial tutoring sessions with Pam, Jed was always "advised of the purpose of each activity prior to its commencement .. to ensure that he knew what was expected of him". Ongoing and constant verbal mediation about strategic processing retained its superordinate metacognitive status.

Jed's reported Reactions to Tutoring mirrored those that I had observed during his interactions with Pam. The clinician, another 'seasoned' and flexible collaborator who was generally able to channel Jed's diversions and initiations along positive routes, declared that he had been "a delightful child to work with." Since Jed's school remained "officially not aware that Jed ha[d] been receiving tutoring" her post-tutoring recommendations were specific to his home and home environment contexts although, of course, any benefits that might accrue from their hoped for implementation should generalize into the schooling

context. She recommended membership in the local public library and interactive family dialogue about the books read, to promote Jed's interest in reading for both enjoyment and information. She suggested that family members exchange pragmatic written messages with Jed, encompassing such areas as chores to do, people and places to visit, and topical events. The messages should include the minimal cues format that he still enjoyed more than one year after its introduction by Pam. The clinician's last session provision of a diary complete with key, which Jed had wished for on a number of occasions, accorded him the opportunity to express his thoughts in written form; the privacy which a lock and key ensured might well have resulted in writing which had a bibliotherapeutic effect for Jed (Personal conversations & Documents Collection).

Synopsis of Post-Clinical Intervention Reading-Language Interactions

> A child who gets out of synch with the [school] system can't learn from it (Clay,1984, Reading Specialists' Seminar).

Verbal and written comments about Jed's schooling lifeworld from kindergarten through to the end of second grade ascertained that, in both qualitative and numerical terms, Jed had spent a great deal of time being "out of synch with the system" (Documents Collection, fieldnotes and Journal entries). The 'system' that Pam and Jed had created in the clinical context could be categorized as supportive, wherein parameters

had been designed to meet Jed's individual needs as a reader. With instructional level predictable books, collaborative interactions, and a strong focus on talking about print processing strategies, Pam had enabled Jed to correlate reading with thinking to the point where no distinctions were made between the two (Sakari,1986); reading and thinking in the clinical context had shared a symbiotic relationship. The environment and his self-esteem had been positive. He had been affectively 'in synch' with the system and able, with Pam's help, to generalize what he had learned **from** clinical interactions **into** his interactions in the school system. As such, Jed **became** 'in synch' with the school system.

After the conclusion of clinical intervention his classroom Reading-Language interactions maintained their positive momentum for six weeks (27th March - 3rd May Fieldnotes). Jed met Mrs. Shipley's classroom expectations, and Mrs. Shipley incorporated the sensemaking strategy that Pam had explained to her into her Reading-teaching repertoire. In effect, clinical intervention had radically altered Jed's perceptions about reading, and how Jed and Mrs. Shipley perceived themselves and each other. Harmony prevailed - but it did not do so for long.

In the absence of collaborative interactions, and with his text-related initiations being deemed inappropriate when they did not fit Mrs. Shipley's agenda of 'getting on with the job', Jed's positive affect began to wither (Fieldnotes, 7th May). Two days later he returned to his stance of being 'out of synch' with, and withdrawing from, the system. Support

from both home and school declined accordingly. He began the downward plunge that resulted in the school's demand for Summer tuition as a pre-condition to his progression to third grade (Fieldnotes, 9th May - 22nd June).

After a move to the city during February of the following year, a second round of clinical intervention with pre- and post-tuition Reading Assessments ascertained that Jed's journey towards literacy competence had maintained its momentum. In the absence of continued cross-contextual in situ observations for verification, his comments to the reading clinician indicated that - at that point in his lifeworld - he perceived himself to be 'in synch' with systems once more.

CHAPTER SIX

ON TAMING KITES ... AND RELEASING TETHERS : JED'S LITERACY LEARNING JOURNEY

> A kite is a victim you are sure of. You love it because it pulls gentle enough to call you master, strong enough to call you fool .... and you can always haul it down to tame it in your drawer (Cohen,1964, p. 37).

At the onset of this study the demonstration of appropriate classroom behaviours on Jed's part had been **the** paramount issue as far as his teachers were concerned. Jed, like Cohen's (1964) kite, had been reined in whenever his reading-avoidance manouevres threatened to disrupt the orderly transmission of Reading-Language instruction across his first and second grade classrooms contexts. Jed's teachers clearly believed that literacy learning would occur via skills based Reading-Language instruction once his behaviours were sufficiently modified to enable him to focus. Mid-way through second grade, with his teacher considering second grade repetition for the following year, Jed's mother accessed resource room instruction for her son in the school context and arranged tutoring for him at the University's Reading and Language Center.

During his first visit to the Reading and Language Center Jed's reading comprehension was assessed as being close to the level anticipated of many first grade students following a few months of formal reading instruction. The processing strategies that he engaged reflected the skills based instruction to which he had been exposed at home and school (Fieldnotes & Documents Collection). After ten weeks of literacy learning in the clinical context, with 'spin-off' benefits making inroads across school and home contexts' literacy learning, Jed was able to comprehend upper first grade silently read texts. His oral reading comprehension was intact when he processed lower grade two texts and his processing strategies, whilst not yet stable, had increased in effectiveness. Jed's focused attention for literacy learning faltered somewhat after his clinical and resource room collaborations ceased, and the continued emphases on skills and teacher-to-child transmissions in the classroom context signalled the return of his diversion tactics. However, data available one year later evidenced his continued activation of the processing strategies learned during clinical interactions **plus** a level of print literacy that meshed with third grade placement expectations (Fieldnotes & Documents Collection).

Had the kite finally been tamed, in the wholly acquiescent sense that Cohen's (1964) verse implies ? Jed's energetic nature surely precluded the possibility of total acquiscence. Any 'taming of Jed' that occurred would be akin to that of the fox in Saint-Exupery's (1962) The Little Prince. The fox invited collaboration; 'taming' which recognized the

unique individuality and authenticity of each participant, and the right of each participant to advance and withdraw according to individual needs. Jed, like the fox, would collaborate when conditions were mutually acceptable. All that I can state with any certitude is that, based on my in situ observations, Jed and Pam's mutually acceptable and authentic collaborations had freed the kite's tethers long enough for Jed to assume some **personal** control over his encounters with print. The timbre of his 'one year later' collaborations would suggest that the personal control had gained depth and breadth with respect to literacy learning. Collaboration and authenticity were pivotal aspects in the three-dimensional jigsaw of Jed's literacy learning lifeworld.

Collaboration and Authenticity

> When literacy learning is made active, central and pervasive ... and every effort has been made by the teacher to leave the control of the learning in the students' hands, "learning how to mean" becomes possible. Communication and learning go hand in hand, trust and confidence interact productively ... Students learn how to learn ... Language, and especially written language ... provides the vehicle through which vital, human sharing and expression can take place (Doake,1987, p.47).

Crawford (1987) wrote that "While we are consciously and unconsciously 'reading' our students ... our students are also 'reading'

us" (p. 21). Jed and Pam's 'readings' of each other, resulted in an entirely **authentic** relationship (Heathcote,1984) that was mutually warm and trusting. Whilst Heathcote was commenting about adult-as-teacher authenticity her thoughts were applicable to **both** Jed and Pam. Both saw, accepted and valued each other "... as they really [were] **demonstrating** themselves to be" and each had a well defined "... **personal 'something'**, a philosophy, a belief, a creed ... to stand for, from **within** [themselves]" (Heathcote,1984, p.175, emphases added). There was no doubt that the teaching-learning that ensued in the clinical context was a **two**-way process (Freire,1983). Moreover, it seemed highly likely that the authentic collaborations in that setting paved the way for like collaborations in Jed's home and resource room contexts. The interweaving of collaborative communication styles **accessed** "active, central and pervasive" literacy learning (Doake, 1987, p.47) for Jed. Pam's focus on learning processes, with 'products' as related but secondary concerns, enabled him to follow his natural inclination of attempting to make sense of print via reciprocal communication in the clinical, home and resource room contexts..

Written Language as a Vehicle for Human Sharing

Written language is a "... vehicle through which vital, human sharing and expression can take place" (Doake,1987, p.47) **if** the reader can connect with the author's message. Jed had not been able to connect with the isolated word recognition activities and frustration level

controlled vocabulary texts provided in his school and home contexts. The only message he received via those print channels was one of academics-encompassing personal failure. The collaborative and authentic relationship forged with Pam was not, in and of itself, a sufficient condition to promote cross-contextual literacy learning for Jed. He desperately needed to experience success in all of his interactions **with print**. Accordingly, based on her knowledge of research and praxis, Pam provided him with **instructional** level reading materials (Coles, 1983; Kavanagh,1981; Malicky,1983) and numerous **predictable language** books (Buchanan et al,1980; Doake,1987; K. Goodman, 1986; Holdaway,1979; Lynch,1986). She organized opportunities for Jed to read and be read to, knowing that **enjoyable book interactions** would focus his attention more closely on print and further his desire to 'be a reader' (Brailsford, 1985; Buchanan et al,1980; Holdaway, 1979; Meek Spencer,1986; Newman,1985; Schieffelin & Cochran-Smith,1984; Wells,1986).

These crucial elements underpinned effective home and Clinic contexts collaborations. Overall they empowered Jed with a sense of his own competence which enabled him to access collaborative interactions with Mrs. Morgan in the resource room context. His renewed self-confidence allowed him to meet Mrs. Shipley's agenda in the classroom for a far greater length of time than I had anticipated. For the first time since the beginning of first grade, he experienced success in the school context despite his teachers' continued focus on accurate word

recognition in controlled vocabulary basal and high interest-low vocabulary texts. Across a scant few weeks following the conclusion of his interactions with Pam, written language remained a 'vehicle for human sharing' (Doake,1987) for Jed. The positive feelings engendered by the cross-contextual sharing clearly helped to maintain Jed's powerful desire to 'be a reader', despite his resigned discarding of his poster proclamation that "My name is Jed. I can read a book" and his rejection of all that embodied 'school' across the last month of second grade.

Learning how to Learn

> The old idea that knowledge is power is now obsolete. To achieve power today you need knowledge about knowledge (Toffler,1983, p.109).

In his school context, the plethora of isolated words and phonics rules that Jed was required to memorize in order to 'learn how to read' undermined his intrinsic need to make sense of print. Pam enabled Jed to **be** a reader via her provision of instructional level predictable books, her 'support-withdraw-support-as needed' teaching style, her willingness to "negotiate meanings" (Wells,1986), and her modelling and verbal mediation of Clay's (1979 a) 'Does it sound right / make sense / check out ?' **monitoring** strategies. With Pam's consistent encouragement, Jed's increasing activation of those metacognitive queries gradually transferred "... control of the learning in[to his] hands" (Doake,1987, p.47).

He had learned basic strategies which, with respect to reading, gave him key insights into "knowing **how** to know" (Brown,1975, emphasis added). As such, he had gleaned some "power" (Toffler,1983) over print and his self-confidence was restored to the point where he was also, for a time, willing and eager to read in home and school contexts.

The Effectiveness of Clinical Intervention

The express purpose of this study, at its onset, was to attempt to determine whether print processing strategies learned in the clinical context were generalized in the school context. Jed had learned previously, in the latter, how to associate and analyze. He demonstrated his clinically acquired knowledge of **holistic** print processing strategies most clearly when he added effective synthesizing, predicting/inferring and monitoring strategies to his usual repertoire during resource room reading sessions as Mrs. Morgan relaxed her word-by-word accuracy expectations (Fieldnotes & some audiotapes,14th,16th,18th, and 28th February, 8th March). Whilst occasions for generalizing in the classroom context were rare, due to Mrs. Shipley's emphasis on skills transmissions, Jed signalled his clinically acquired knowledge when he acknowledged Mrs. Shipley's fleeting engagements of the sensemaking strategy (Fieldnotes,14th & 21st February) and when he demonstrated the prediction via cloze procedure to his peers (Fieldnotes, 20th March). Jed generalized the procedural aspects of what he had learned with Pam to **home** context reading, as evidenced by his condemnation of his

mother's unusual 'hide the text' approach to eliciting predictions during shared book interactions (Fieldnotes, 3rd March).

With specific reference to **Jed and Pam**'s interactions, there was no doubt that print processing strategies learned in the clinical context were generalized across his school and home contexts. When Jed arrived at the Reading and Language Center for tuition the **following** year, the extent of literacy learning he evidenced resulted in large part - more than likely - from the quality of his earlier interactions with Pam followed by his "self-improving system" (Clay,1979 a) of continuing to engage effective processing strategies.

Specific Implications Emerging From the Study

Generalizations do not issue readily from a single case study,yet slices of Jed's lifeworld as described within these pages will 'make sense' relative to readers' own experiences, observations and reflections as children and - variously - parents, teachers and researchers. Wherever the ensuing implications result in sensemaking connections for the reader, some degree of generalization will be present.

Literacy Teaching Methodologies

Brailsford (in press) suggests that four literacy teaching methodologies are currently being employed by educators. Writing for preschool childrens' parents, she describes the educators - parents and teachers - as being either "builders", "gardeners", "chameleons" or

"weavers" who - respectively - employ building blocks, nourishment, ever-changing, or holistic methodologies.

In my post-preschool extension of Brailsford's analogy, the builders adhere to the Skills philosophy, as do Mrs. Shipley and Mrs. Morgan, by teaching alphabet recognition (laying the basement foundation) prior to teaching sound-symbol relationships (erecting the body of the house) and, finally, teaching comprehension (raising the roof). Their philosophical stance is deeply entrenched, especially so since many of their students have become fluent readers.

The "gardeners" and "chameleons" seem reminiscent of educators who have adopted some of the surface structures of the Whole Language philosophy without a clear understanding of what that philosophy entails. Using predictable language materials, surface Whole Language "gardeners" ('let children develop naturally' proponents) and "chameleons" (eclectics) provide children with brief encounters with print that are too uni-dimensional to facilitate the development of memory for text and / or attention for the print itself. The "chameleons", covering all possible bases, add phonics workbooks, basal readers, and auditory and visual discrimination activities to their teaching materials repertoire.

Pam clearly mirrors Brailsford's "weaver" who has thoroughly internalized and externalized, via Whole Language theory and praxis, the Reading Processes philosophy which provides support for children as they extend their natural propensity for making sense during non-print social languaging interactions, into their interactions with print (Brailsford,

in press). The "weaver" offers verbal mediation which helps children to **integrate and monitor all available clues** on their literacy learning journeys.

Clearly, many children have become fluent readers via their print processing interactions with - variously - "builders", "gardeners", "chameleons" and "weavers". Some have not. As noted by Clay (1979 b) :

> The bright child and the high progress reader can transcend the limitations of our teaching. The poor readers may be the captives of our methods (p. 250).

Literacy **teaching** does not necessarily equate with literacy **learning**. Whenever children encounter print processing difficulties, they are almost invariably "captives" of the teaching methods being employed. The methods, as opposed to the children, must be scrutinized carefully and those which are found to be dysfunctional for particular children must be changed to meet the **children's** needs rather than vice versa. The Reading Processes approach, which is child-centred and meaning-based, proffers "instructional activities ... [which are] natural and functional parts of the children's exploration of reading and writing as they use written language to explore their world" (Harste et al,1984, p. 205). "... **No** reading programme is foolproof and each produces **some** reading failure" (Clay,1979 b, p.9, emphases added). However, teaching-learning collaborations which are undergirded by the "weavers" Reading Processes approach must surely facilitate enhanced literacy learning

journeys for many children because the approach tailors the program to meet individual needs. If such is indeed the case, the 'end results' may be reduced numbers of 'at-risk' readers in our schools and less functionally illiterate adults in our communities.

Literacy Learning Pragmatics

Shulman (1987) writes that "... teaching necessarily begins with a teacher's understanding of what is to be learned and how it is to be taught" (p.7). The 'what and how' of Reading-Language teaching have been alluded to above, but there are additional baseline understandings that parents and educators should consider before the 'first book of the school year' is opened.

The most fundamental, cross-contextual understanding required of parents and educators, is that the vast majority of children become readers via the processes of reading and being read to. We know, via a solid body of research and praxis issuing from people such as Brailsford (1985), Clay (1979 a & b), Doake (1987), Goodman (1984), Hayden (1985), Holdaway (1979), Smith (1984) and Wells (1981, 1986), that 'early' print mediation offers enhanced opportunities for literacy learning. During my sojourn in Jed's classroom, Mrs. Shipley read one story to the class. Mrs. Morgan occasionally read fragments of stories in order to establish accurate word recognition. The number of books that the members of Jed's family read and listened to during Jed's clinical intervention timespan likely far exceeded those processed from the time when Jed's oldest sibling was born to the onset of clinical intervention.

Parents and teachers must stimulate literacy learning at every opportunity.

One baseline understanding pertains to basal reading programs. Mrs. Shipley, like many newly trained and experienced teachers that I have worked with, demonstrated by words and deeds that the teacher's manual which accompanied the classroom's basal reading series was her primary resource for instructional guidance. Her heavy reliance on the manual gives credence to Goodman, Freeman, Murphy and Shannon's (1987) assertion that "The basal is so dominant that it has become the reading curriculum in many schools" (p.1). Even now, when publishers have produced new primary reading programs which reflect the current day focus on teaching holistic print processing strategies, the programs' manuals continue to be the **major** - if not only - Reading-Language teacher resource found in many classrooms. It may well be that the manuals, with their explicit scope and sequence instructions, are perceived to be of more immediate use and less esoteric than curriculum guides. If the contents of the Language Arts curriculum guide are not internalized by teachers as being integral to their own literacy learning-teaching philosophies, then both the teachers and the taught will become 'captives' of the publishers methods.

Another baseline understanding necessary for promoting literacy learning concerns the need for teachers to be aware of the crucial distinctions between the labels 'grade placement level', 'independent level', 'instructional level' and 'frustration level'. A decreasing but still

substantial number of teachers believe that if a student is placed, for example, in second grade the student must attempt to read the materials that readability formulas designate as being suitable for that grade level.

Mrs. Shipley and Mrs. Morgan understood that Jed could not - and therefore should not - attempt to process grade placement level reading materials, i.e. materials designed to cognitively engage 'average reading ability' second grade students. Mrs. Shipley adhered to the school's continuous progress philosophy which stipulated that 'below average reading ability' students such as Jed would resume reading, in September of second grade, the controlled vocabulary text that they were reading in the final month of first grade. Mrs. Morgan provided Jed with high interest-low vocabulary texts. In both contexts he was, theoretically, attending to instructional level materials. However, his teachers' continued emphases on accurate word recognition, combined with the stilted language that controlled vocabulary text produces, meant that - more often than not - Jed was unable to maintain ongoing sensemaking without a great deal of teacher support. In practical terms, therefore, his oral reading performances balanced precariously between instructional and frustration level processing.

Based on the Reading Assessment results, Pam introduced Jed to instructional level processing. She provided predictable books, designated by publishers as being suitable for kindergarten and first grade students, and exploited Jed's love of rhythms and rhymes to help him develop auditory memory for the texts. Her verbal mediation of

effective print processing strategies gradually focused his attention on the print itself. Pam's mediations aimed directly for Jed's "zone of proximal development" (Vygotsky,1962), the instructional level stage wherein she offered just enough support to enable him to gain control of the text. As his familiarity with the texts expanded, some became independent level reading materials for Jed, i.e. he could process the texts effectively without Pam's support.

Clinical intervention definitely enabled Jed to be a reader and, across his home and school contexts, it accessed parental and teachers' exposure to current materials and methodologies as it concomitantly opened enhanced opportunities for personal literacy learning philosophies to develop (Brailsford, 1985). Gaining access did not guarantee that the knowledge gleaned was understood and / or accepted wholesale by the adults, nor did it guarantee that enhanced 'new' baseline understandings would be stable enough to expand personal philosophies about literacy learning. Within the parameters of the clinical context Pam's cross-contextual communications had been exemplary in quality, quantity and duration. They had enabled Jed's parents and teachers to perceive him to be a reader and had thus provided him with enough 'space' in which to consolidate what he had learned. However, post-clinical intervention occurrences across Jed's home and classroom contexts evidenced that both his parents and Mrs. Shipley reverted to many pre-intervention literacy teaching strategies and habits within a few weeks of Pam's final communications. It was

clear that, once their contacts with Pam were curtailed, they didn't maintain or extend what they had learned c ring the intervention period.

Cross-contextual communication surfaced as a vital factor in this study thus closer examination is warranted with respect to current communicative parameters as practised at the Reading and Language Center specifically, and by reading specialists / consultants employed by school boards and private practices in general. An implication for teachers emerging from Brailsford's (1985) study of emergent readers alerts us to the possibility that :

> We may presently be expecting teachers to stimulate literacy acquisition when they have been inadequately prepared, have had limited exposure to materials and methodologies, and more importantly have been provided with few opportunities for the development of personal philosophies about literacy learning (1985, p.637).

Further discussion is clearly required regarding the implications which emerge for consideration by educators who engage in clinical praxis, and who possess the knowledge base for heightening parents / teachers understandings.

Implications for Future Clinical Intervention

All that is needed is an enriched literacy-oriented environment where reading and writing are used joyfully, purposefully and

> meaningfully, where children are invited quite naturally to learn to share in its use. We trust them as learners and this sense of trust is conveyed to them empathetically (Doake,1987, p.p.15 -16).

Doake's comments, regarding how literacy learning might best be encouraged, capture explicitly the slice of Jed's lifeworld that I was fortunate enough to witness in the Reading and Language Center context. As the study unfolded Pam attempted to communicate the implicit details of that lifeworld with Jed's parents and teachers by means of telephone conversations, print (i.e. numerous predictable books, Home Reading Program record book, assessments reports), and some in situ (i.e. clinic and school) modelling of Clay's (1979, a) print monitoring strategies.

As Pam worked through initial and sometimes continuing confusions, some breakthroughs were noted. Mrs. Morgan decided to permit Jed to read a book, with the result that their interactions became less teacher-dominated and more collaborative. Mrs. Shipley began to verbalize that reading should make sense and Jed reciprocated by silently acknowledging that he could connect when a classroom teaching strategy also made sense. Jed's mother finally learned how to elicit predicting and monitoring strategies from Jed as he read a book, and his teachers evidenced more than polite interest when Pam showed them predictable materials and demonstrated how Jed had learned to predict and monitor text in order to maintain ongoing sense. Each breakthrough was crucial, but the ones that had the most impact were

those which involved in situ modelling where Pam could be explicitly invitational or directive without seeming threatening.

If we examine those breakthroughs in the light of long-term carryover, their impact did no more than scratch the surface of the caregivers' personal philosophies. Without Pam to bind all of the tenuous threads together classroom interactions reverted from positive to negative within a matter of weeks as Jed and Mrs. Shipley lost the mutual trust they had begun to forge, as home reading interactions faded and died, and as home-school conflicts reappeared. As Stratton (1986) comments :

> Contrary to popular conviction, teachers [parental and trained educators] are human. To cling to what has always been done is human; to move on to what will surely work but will take effort to implement is exceptional (p.107).

Although Jed's home-school caregivers may have been exceptional in other facets of their lives, none had "**depth** of knowledge in the processes of learning and teaching" (Pinnell,1987, p. 51, emphasis added) thus it was unlikely that they would be able to maintain and fortify what they had learned via Pam's communications. Only Jed, who had experienced the literacy learning interactions **directly**, maintained and extended what he had come to know with Pam's support.

The major implication surfacing from the above observations is a reminder to **all** educators that literacy learning occurs most readily via **direct and collaborative** participation in the learning process, with

'mentors' whose "depth of knowledge" surpasses that of those 'apprenticed'. Today's classroom teachers, increasingly, are being viewed as 'Jacks and Jills of all trades' as they attempt to accommodate curriculum changes and expansions whilst also assuming, of necessity, roles such as counsellor, speech and language therapist and social worker. By the end of a regular school day many are exhausted to the point where 'updating', by attending after hours inservices and / or University courses and reading current professional literature, is not a viable option. With some changes in the organization and praxis of 'support services' offered by reading clinicians, specialists and consultants, the presently unmanageable load carried by classroom teachers may be alleviated. The following suggestions offer some possibilities for enhancing cross-contextual knowledge sharing and literacy learning.

Within the **Reading and Language Center**, consideration could be given to inviting parents to observe some Reading-Language interactions and participate directly in others. During the final third of clinical intervention student clinicians could remediate in the school context, modelling the types of strategies and materials that best meet their individual student's needs. Within the broader framework of the University's **Language Arts Department**, student clinicians who hope to be employed as reading specialists / consultants could be guided towards options whose contents have further **direct** implications for classroom praxis. They could thus, hopefully, enter subsequent employment with a knowledge base which focuses on the particular of

literacy learning and on the 'whole child' within and across home, school and community contexts.

Due to the relatively small number of reading specialists and / or consultants presently employed in comparison with the rapidly increasing numbers of 'at risk' students' referrals, current **schools-based clinical praxis** offers scant opportunity for cross-contextual communication. Brief contacts occur via telephone conversations with parents and external agencies, via snatched conversations with teachers during recess and lunch breaks, by means of written reports, and during parent-teacher conferences and occasional 'after hours' inservices for parents and / or teachers. Those brief encounters are too fragmented and exhausting to have the long-term impact that prolonged interactions may elicit. Within **school board** parameters, given currently high pupil-teacher ratios, superintendents may consider increasing the number of reading specialists / consultants employed to ensure that time is available during school hours for the development and long-term follow-up of classroom / inservice collaborative literacy learning interactions. Jed's progress surely pinpoints the positive ramifications of what 'might be', given collaborative relationships amongst all those who share students' literacy learning journeys.

Global Implication Emerging From the Study

From our lived experiences in the realm of human relationships, we are deeply aware that some are more personally satisfying than

others. The relationships that we wish to perpetuate are those which encompass mutual authenticity, respect and caring. They survive misunderstandings because we can "negotiate meanings" (Wells,1986) in an atmosphere of trust and share some common philosophies and agree to disagree about others. They are collaborative in that we learn from each other as we dialogue, observe, and reflect. They colour our relationships with others as we generalize, across other contexts, the interwoven strands of what we know, what we are learning and what we wish to explore in greater depth. Within academic environments, Jed and Pam developed a relationship which could be defined in the terms noted above and Jed and Mrs. Morgan's relationship was evolving along similar channels before Jed was withdrawn from the resource room program. The timbre of those relationships was positive and clearly supportive of ongoing affective and academic growth. Relationships such as these offer a global implication for what can be achieved in schooling contexts when teacher dominated talk and the philosophy that the child must change to accommodate 'program' demands are replaced by collaborative dialogue and attempts to meet a child's individual needs.

Future Research

I locked myself within a passive, participant observer role for the duration of this study because my specific purpose was to determine whether print processing strategies learned in the regular clinical context generalized to the schooling context across a finite timespan. My stated

purpose precluded interaction. Future researchers in the field are urged to examine the long-term effects of ongoing literacy learning as interactive participants in the learning process. Whilst I learned a great deal as I shadowed Jed across contexts, I am well aware that collaborative interactions with Jed and his caregivers would have opened the doors to 'deeper and broader' understandings of all that transpired.

Final Words

The final words in this dissertation were penned by the person who made this study possible. They reflect the pride and joy of a child who knew, as he wrote, that his literacy learning journey was alive and well.

"My name is Jed. I can read a book."

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