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CHANGES IN BEHAVIOR AND SELF-CONCEPT IN

AN INDIVIDUALIZED READING PROGRAM

by

JOYCE P. THAIN GOODALL

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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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
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CONCEPT IN AN INDIVIDUALIZED READING PROGRAM submitted by
JOYCE THAIN GOODALL in partial fulfilment of the requirements
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ABSTRACT

This action research study was designed primarily to observe and describe changes in the responsible, independent and decision-making behavior of a selected group of children and to compare these different behavior changes to each child's developing self-reference. The study was part of a project that was based in an early childhood education setting and was responsible for preparing the environment and structuring the learning centres for the individualized reading program.

The reading behavior of eight children was observed for three sixty-minute periods during two three-week periods of time, separated by a three-week interval in the prepared environment. Two specially constructed instruments, a Self-Reference Measure and an Observable Behavior Chart, were used to collect and analyze the data.

The results of the study showed that changes did occur in the four variables using the particular instruments and observational techniques designed for this study. All of the children spent more time in reading and related behavior during the second round of observation than they had during the first, and for each child more time was spent in self-choice activities than in all other activities.

Conclusions were made regarding the direction of change for each of the four variables and implications for practice and further research are noted.

ACKNOWLEDGMENTS

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF ILLUSTRATIONS

CHAPTER 1

THE PROBLEM, ITS NATURE AND SIGNIFICANCE

Introduction

Educational literature has shown that children can learn at an

early age that each one is able to influence his own destiny. Acceptance

of this belief is one of the factors necessary to release the great

human potential within each individual (Berreta, 1970; Widmer, 1970).

A child needs experiences that help him respect and value him-

self. The emotional security and self-esteem reflected in the feelings,

"I am important" and "people like me" are essential to the academic,

as well as the social, success of the child. He must feel confident

of his own value in order to reach out and try new things regardless of

success or failure.

This sense of belonging and of importance is termed self-

concept. It is a construct or linking mechanism used by psychologists

to represent the organization within the individual's perceptual and

phenomenal field (Snygg and Combs, 1949).

> The self-concept is both object and process, and the individual
> is seen to behave according to how he perceives the situation
> and himself at the moment of his action. (Combs, 1963, p. 470)

Hence the self-concept by this definition is not open to direct obser-

vation. Investigators must infer its nature by behavior and statements

about the self that are made by the individual who is being studied.

Snygg and Combs (1949) define the phenomenal field as the universe of

experience open to the individual at the moment of his behavior.

A complex blend of different environments can be achieved only if the child is free to select his own materials in keeping with his interests. Hilgard (1956, p. 353) suggested that it would be highly desirable for someone to follow a child or children around to discover the circumstances under which he learns. Piaget's work has become the basis for such studies. His name stands above all others due to his revealing observations of early child development as an ongoing process of interaction between the child and his circumstances. Sibeson (1970, p. 461) says that a positive concept can be actualized only if appropriate experiences occur. Significant adults need to reinforce positively a child's decisions, selected from available alternatives (Rogers, 1951, p. 503). Fabun (1968) suggests that these decision-making processes or "motivated acts" can be affected by the child's realization of the possible outcomes of his decisions. It is quite probable that it is a combination of these facts which make up a maximal part of any learning situation.

The interplay between the factors of interest, motivation and self-direction on the one hand, and the development of the self-concept on the other hand, needs to be carefully studied in order to more fully meet individual needs for learning, and to further the satisfactory emotional development of the child.

The Significance of the Study.

Heavy importance has been placed on individualizing the curriculum according to the needs and interests of the pupils. This indicates the necessity for action research in the areas investigated in this study. Knowledge of the responsible independent behavior patterns of

children and their developing self-concept should provide valuable information for classroom teachers who wish to work with learning centres, particularly in an individualized reading program.

In this study the selection of reading as the context was an arbitrary one and was of secondary importance to the behavioral observation. Many of the observed and identifiable patterns of independent behavior could possibly have occurred irrespective of the subject area. Barbe (1961, p. 19) quotes Jacobs (1959) as saying

Individualized reading starts not with procedures but with a creative, perceptive teacher--one who believes that children want to learn; who thinks with children rather than for them; who basically respects the individual behavior of every youngster; who works with children in orderly but not rigid ways.

The Purposes of the Study

The main purpose of the study was to observe changes in the child's responsible independent decision-making behavior and to compare these different behavioral changes in relation to his developing self-reference. It is hoped that, through basing the study on reading activities, certain behavior patterns which encourage participation in freely chosen activities might be identified. Finally, teachers may obtain some direction and guidance in planning structured centres, specifically in reading, which may assist the child in improving reading ability and making independent choices in the selection of activities.

The Statement of the Problem

The problem investigated in this research was to identify, describe and analyze selected aspects of independent decision-making behavior and teacher-directed behavior within an individualized reading

program, in order to determine the changes in self-direction, and to

relate these to changes in the development of the child's self-reference

as a reader.

Research Questions

     In order to investigate the problem, four main research questions

were prepared:

1. What observable changes, if any, occurred over a nine-week

   period of time in the decisive behavior of the child during

   the individualized work period in reading in the specially

   prepared environment which included the pupil-teacher conference

   in reading?

2. What observable changes, if any, occurred over a nine-week

   period of time in the independent behavior of the child during

   the individualized work period in reading in the specially

   prepared environment which included the pupil-teacher conference

   in reading?

3. What observable changes, if any, occurred over a nine-week

   period of time in the responsible behavior of the child during

   the individualized work period in reading in the specially

   prepared environment which included the pupil-teacher conference

   in reading?

4. Accompanying the above observed behavioral changes, what

   changes, if any, occurred over a nine-week period of time

   in the self-reference of the child toward reading as indicated

   by a Self-Reference Measure?

Definition of Terms

For the purposes of this study the terms used are defined as follows:

Decisive behavior: those activities chosen and performed freely by the child without receiving teacher direction or other instruction.

Independent behavior: those activities selected by the child in which he spends a sustained uninterrupted period of time.

Responsible behavior: for this study responsible behavior is taken to mean only any actual reading behavior.

Individualized reading: an approach which utilizes the reading interests and aspirations of children and permits them to select their own reading materials in keeping with those interests and aspirations, thus providing opportunity for self-selection, self-pacing, seeking behavior, and self-evaluation.

Pupil-teacher conference: a scheduled period of approximately three to ten minutes duration in which the teacher, using Veatch's questioning techniques and Rogers and Combs' philosophy, attempts to guide the child into effective individual choice behavior.

Individualized work period: a period of time provided within the language arts program in which the children could make choices of activities from the materials within the classroom or from the library, while the classroom teacher was engaged in teaching small group directed reading, conducting a pupil-teacher conference, or giving individual instruction.

Prepared environment: commencing with the traditional classroom setting, change will gradually bring about a more flexibly structured room using a learning centre program in order to provide opportunities for pupil-selection of materials and for the individual pupil-teacher conference.

<u>Self-reference</u>: the expectancies a child has for himself as a
reader, his sense of personal value as a reader and his perception of
how his friend and his teacher see him as a reader as indicated in the
Self-Reference Measure.

Limitations and Assumptions

Although the case study technique has been used extensively in
the clinical study of disturbed children, little use has been made of
it to study individual behavior within the ordinary classroom situation.
Sears and Sherman list three specific advantages to the case study
method:

  1. The researcher is able to look at many characteristics of
      the single child.

  2. A study may be made of the interaction between the charac-
      teristics.

  3. The influence of the personal and situational environment
      on each child may be examined (Sears and Sherman, 1964).

In addition to these three general advantages, for this particular study,
the relationship of the individual behavior patterns will also be
related to the developing self-reference of each child.

Group study methods produce information about children which
can be generalized to other children, and can then be replicated with
further samples of other children's behavior using systematically
controlled variables; case study methods on the other hand have a
limited amount of generalizability because the study of each child is
unique. Children do, however, have many similarities and some aspects
of the growth and the behavior of each child may be recognized in another
child or in other children.

Replicability of the research findings of case studies is difficult to obtain because no child's life repeats exactly that of another. However, children with like characteristics and similar ways of reacting to a situation will appear. Knowledge of one child's behavior changes and the changes in that child's self-reference in the prepared learning environment may enable teachers to become more sensitive to other children who resemble each other in various ways.

It is recognized that pertinent and sufficient data are difficult to obtain from the complex behavioral situations or settings involving child development in this study. Maximum consistency was sought in coding the observational data; however, the limitations of the instruments must be recognized.

Summary

This chapter has provided an introduction to, and a preview of, the study. It includes a definition of the problem, the terms used, the research questions presented and the limitations and underlying assumptions to be considered. The purpose of the study is tied to the description of independent behavior within an individualized reading program. It stresses the need for the description of child behavior, the relationship between behavior and self-concept, and notes that a greater understanding of individual self-direction combined with good environmental experiences may provide the maximal learning situation. The hope is expressed that this study may be useful to teachers in situations other than reading in which independent activities are an integral part.

CHAPTER 2

A REVIEW OF THE RELATED LITERATURE

AND RESEARCH

Introduction

Success achieved through individual choice activities has been proposed as a corollary to self-concept. The purpose of this chapter is to review the literature and to bring together the relationships of three factors which affect the development of a child: first, the relationship of reading success to the developing of self-concept; second, the principles and strategies of individualized learning applied to reading and the integral part the teacher plays in this relationship; third, some methods of looking at behavior and the, at least implied, relationship of self-motivation to the self-concept. Mention is made of the difficulties encountered in obtaining data about the self-concept of the young child. Observable behavior in the classroom is seen as one method of obtaining a partial measure of the self-concept.

RELATIONSHIP OF SELF-CONCEPT THEORY
CONSTRUCT TO READING

Self-Concept Theory

Theories regarding the development of the self-concept in children are generally the result of inferences drawn from the study of the self-concept in adult behavior. That self-concept is a developing process, and that the child's early experiences are a prominent factor in its development, is a generally accepted theory. Snyder (1965) and

Pigge (1970) both report that the majority of work in the study of self-concept has been conducted over the past two decades, and that the concerns have involved development of measurement instruments and the analysis of self-concept change following specific treatments, such as psychotherapy or group counselling or both. Caplin (1968, p. 435) says that "the self-concept is an organization within the individual's perceptual or phenomenal field, which is not open to direct observation." This definition is in keeping with that of Combs (1963) and Snygg and Combs (1949). Hence, to study the self-concept, one must infer its nature from observed behavior along with projective techniques or ascertain it from the child himself by individual reports. Strong and Feder (1961) reviewed the three major methods of evaluating self-concept as rating scales, free response methods and checklists. These authors point out the limitations of each method.

Mead (1956) maintains the growth of the self-concept is dependent on learning from others and on viewing one's self as an object. This, Mead says, can only take place by communication with others in social interaction. Jackson and Strattner (1964, p. 513) make this proposition:

> Learning effectiveness is enhanced by the possession of particular psychological strengths, such as positive attitudes toward school, realistic achievement goals and feelings of self-confidence. The child's personality organization can be seen as not only a motivating, but also a selecting factor in how he behaves toward school.

From the point of view of Rogers (1951), Snygg and Combs (1949) and the perceptual humanistic psychologists, the major motivating force for the child is the maintenance, growth and enhancement of his already "becoming" personality organization or self. Hamachek defines self-concept

according to Combs' explanation and adds the perceptual point of view

which is that

> . . . behavior is influenced not only by the accumulation of
> our past and current experiences, but more importantly it is
> influenced by the personal meanings we attach to our perceptions
> of those experiences (Hamachek, 1971, p. 32).

Both Allport (1961) and Rogers (1951) maintain that the sense

of "not self" develops before the sense of "self." Jersild further

states that

> . . . awareness of the distinction between the "me" and the
> "not me" is the result of the infant's discovery that his own
> activity produces changes in the environment (Jersild, 1960,
> p. 117).

Therrien (1969), in her conceptual thesis, defines self-concept

operationally as "an area of human functioning comprised of all those

activities related to the perception and evaluation of one's self" (p.

57). She goes on to say that a child's self-concept affects his behavior

in the way he perceives his environment in which the teacher is an

important element. She states, "self-concept reinforces itself" (p. 58).

"Self-evaluation as a part of the total self-concept affects the

individual's behavior" (p. 59). Therrien further maintains that this

behavior affects the reaction of others. In turn the child perceives

these reactions and incorporates the newly acquired information into

his self-evaluation. Thus the process reinforces itself.

Reviewed in this section of the related literature were the

opinions of authorities in psychology and in education along with the

findings from the self-concept study carried out by Therrien. In

summary this review indicates that a child's concept of himself is a

very personal perception, formed partially by how he perceives himself

as really being, partially through how he views himself as ideally wanting

to be, and partially through the expectations he perceives that others
have for him. These are complex interrelated perceptual processes no
one of which is more important than the other. Depending on the
individual, each of these three perceptions contributes more or less
to his feelings of selfhood.

Relationship of Self-Concept
to Achievement

Within the past ten years much research has been done in the
general area regarding the relationship of self-concept to achievement.
Jones and Strowig (1968) on the basis of 317 grade twelve students
concluded that the students' self-concept was effective as a predictor
of academic achievement. Wattenberg (1964) reports Brück's 1957 findings
in which 300 students in grades three to six and grade eleven were
tested, revealing that a positive and significant relationship existed
between self-concept measurements and general achievement. Thomas and
Patterson's 1962 study reported by Lamy (1962, p. 8) of 1050 grade
seven students showed that academic achievement and self-concept of
ability are positively and significantly correlated. These researchers
also believed that specific concepts of ability, which are related
to specific areas of academic role performance, are in some subjects
significantly better predictors of specific subject achievement than
the general concept of ability. Vankoughnett and Smith (1969) draw from
Gramles 1964 research the conclusion that a child with a negative self-
concept will not profit much from school. Shaw and Alves (1963) say
that bright academic underachievers have more negative concepts than
achievers.

Relationship of Self-Concept
to Reading

Lamy (1962) suggested that there is a positive relationship between the reading achievement of first grade children and the perceptions of the adequacy of these children in kindergarten and the first grade. She further hypothesized that the combined I.Q. and perception ratings in the kindergarten and in the first grade would have a higher relationship to their first grade achievement than either of the sets of scores separately. Her study involved 52 children in the first grade attending the University of Florida Laboratory School during 1961-62. Lamy found a positive relationship between those children's perceptual concepts of themselves and both their kindergarten environment and their subsequent reading achievement in grade one. Therefore, the child's self-concept (Lamy, 1962, p. 49) seems to be a causal factor for reading achievement. In addition, success in reading comprehension was more closely related to self-concept than to intelligence. She discovered that boys' perceptions of adequacy have less relationship to achievement in reading than do girls. Lamy suggests that the child's reading achievement can be predicted from his self-perceptions even before entering school. Lamy points out that a most important preparation for reading lies in the kinds of experiences for children which will promote perceptions of personal adequacy.

Wattenberg's (1964) study investigated poor self-concept and reading disability. To achieve his results he tested the mental ability and self-concept of the children of two kindergarten classes in Detroit, and two and one-half years later he obtained measures of their progress in reading and their self-concept. He found self-concept to be significantly

predictive of progress in reading and to be significantly related to
mental test scores. Wattenberg concluded by making both of the following
statements:

> Even as early as kindergarten, self-concept phenomena are
> antecedent to and predictive of reading accomplishment (Wattenberg,
> 1964, p. 466).

> The self-concept in kindergarten has greater influence in the
> development of reading skill than the reading experience has upon
> the self-concept (Wattenberg, 1964, p. 465).

The findings of these studies would indicate that there is
evidence to show that self-concept can be a predictive measure in terms
of subsequent reading success at least at the beginning level.

Guiliani's (1968) studies of 366 kindergarten children in sixteen
classes in the New York Public School District found a positive relation-
ship between reading readiness and self-concept. He said that as self-
concept increased reading readiness increased directly.

Lumpkin (1959) studied the relationship of 50 under or over-
achievers out of a total of 251 fifth grade students. He concluded that
overachievers showed a higher positive self-concept while underachievers
perceived themselves negatively (Lumpkin, 1959, pp. 328-329).

The relationship between self-concept and reading is the focus
of a study by Cummings (Pigge, 1970, p. 112). Pigge reports that
Cummings' findings indicate that positive concepts are found to be
related to adequate reading achievement. Students scoring lowest in
reading were rated the lowest in self-concepts. A similar study by
Sopis (1965) involving children from grades two to five yielded similar
results.

Implications for this Study

The first part of this chapter has attempted to look at the relationship of self-concept theory construct to reading. It has shown that self-concept is a complex construct and difficult to ascertain. The few studies that have been done suggest a relationship between reading success and a positive self-concept, however, they are too few to be conclusive. This portion of the chapter can best be summarized by Berretta (1970) who claims that we recognize the importance of good mental health, yet emotional development is rarely an intentional part of a teacher's reading program. Self-concept is as important a factor in reading success as is intelligence or mastery of basic skills. The action research involved in this study will attempt to describe a program which integrates reading instruction and the development of positive self-perceptions which more adequately meet the individual and personal needs of the child. Since a child's self-concept combines many parts of his behavior this study will limit the description to the child's view of himself as a reader.

PRINCIPLES AND STRATEGIES OF INDIVIDUALIZED LEARNING APPLIED TO READING

Introduction

In light of the probable positive relationship between reading achievement and self-concept, which has been reported, it now seems important to refer to the literature which describes the nature of self-choice activities in an individualized reading program. The paucity of research which relates reading achievement to an individualized program is obvious; however, the connection between the two is evident and the role of the teacher is paramount.

Encouraging Seeking Behavior, Self-Selection and Pacing

Individualized reading is an approach which utilizes the interests of children and permits them to select reading materials in keeping with those interests rather than confining them to the devised and restrictive materials of basal readers or any of the other more traditional sequenced materials in reading.

Lazar (1957) may be considered the spokesman for individualized reading when the concept was in its infancy. This is probably due to her studies from which she reported that childrens' preference in reading varies not by the child's intelligence but rather by the accessibility of materials. Lazar summarized a number of methods and devices to encourage more and better reading. New York City seems to have been the main centre of concern for an individualized reading approach. Gertrude Hildreth, Sam Duker, Leland Jacobs and Alvina Treut Burrows, all from New York, were strong supporters of individualized reading and their ideas spread by their proteges to other parts of the country (Aukerman, 1971). Hildreth (1958) says that the reality of individual differences had to be dealt with. One result was that those who needed to go slower were allowed to go at their own pace. Those who could go faster were put into a group that "covered the material" more quickly. This widespread range of differences in children was perhaps more noticeable to concerned teachers in metropolitan New York than anywhere else.

Lazar's original studies were in the area of self-selection of reading and arithmetic materials which indicate the natural desire for growth appropriate to the child's ability and interests and his needs (Lazar, 1957). In an individualized program a child proceeds at

his own rate (Smith, 1963; Veatch, 1966). He chooses his own materials (Wolf, 1969; Veatch, 1966). The program is not entirely isolated where the child works solely by himself, as in some programmed instruction, but rather, the structure works through pupil-teacher interaction with the goals decided upon jointly by the child and the teacher (Baker and Goldberg, 1970). The teacher holds conferences with each child (Veatch, 1966; Smith, 1963; Wolf, 1969). Normally these conferences are held at the child's request for a period of about five to seven minutes. The main value in these interviews is that they provide for direct interaction between teacher and child on a one-to-one basis, as well as other values serving a diagnostic and guidance function.

Olsen (1959) wrote that:

> The healthy child is naturally active and he is engaged almost continually while awake in an active exploration of his environment. He seeks from the environment those experiences that are consistent with his maturity and his needs (p. 89).

The results of Olsen's studies are synthesized into three terse terms, "seeking behavior, self-selection and pacing" (p. 89). Olsen describes "pacing" as:

> . . . the acts on the part of the teacher . . . to provide . . . materials upon which he can thrive . . . and to foster . . . the attitude which expects from the child only that which he can yield at his stage of maturity (p. 94).

In order to provide for as many individual differences as possible, it is essential to have a wide variety of materials. There must be materials at different levels of difficulty and of various interests. Materials should not only include books but also such things as magazines, films and tape recorders (Grieco, 1964; Martin, 1969; Arkley, 1969). Children must be given the opportunity to interact with these materials (Ray, 1964).

Probably the single most important proponent and advocate of the original individualized reading program is Jeannette Veatch. Veatch (1965) utilizes the three basic ideas of seeking behavior, self-selection and pacing to structure an individualized reading program which accompanies the dynamic principle of individualized learning. In Veatch's individualized reading program the child proceeds at his own rate and chooses his own materials, both of which foster and support self-motivational learning. "This wanting to do something is the basis for human motivation" (Suchman, 1959, p. 31).

The Reading Conference

The conference takes place in a chosen period of time, from five to seven minutes, during which the teacher can help to develop positive self-perceptions as well as diagnose reading interests, ability, and needs (Veatch, 1966). For the conference the child usually meets at his own request and reads something he has selected. The teacher observes both oral and silent reading skills to check the child's understanding of word meanings and his sight vocabulary (Veatch, 1966, pp. 159-160). Checks are made of his comprehension by questioning or discussion and immediate instruction in skills given if it is necessary. Direction to group activity or further expansion of skills is given whenever immediate instruction is not necessary. Barbe (1961, p. 48) recognized the potential of the individual conference as something more than reading instruction. He wrote:

> The individual conference is essentially a counselling session. The classroom teacher who has no formal training in counselling, as such, would do well to examine some of the literature on counselling techniques, as well as spend some time in in-service training developing this particular skill.

The individual conference provides the teacher with an opportunity to establish a warm and accepting relationship with the student. Through the individual conference the teacher and the child can develop a mutual trust and respect. It gives her an opportunity to relate to the child in a way that will help him develop a positive self-image. Rogers (1962) stated that it is the quality of the helping-relationship that is most growth producing. While the teacher is listening attentively to the child read she is not only reinforcing his motivation, but is communicating positive values to him as well. The child responds by thinking he is a valuable person, worthy of being heard, and that what he has to say is important (Rogers, 1962).

Independent Work Period

An independent work period must plan materials and instructions so carefully that children can learn at their own rate according to their own learning style. This approach frees the teacher to circulate around the room, to be involved in small groups, individual and conference instruction. Veatch (1966) summarizes the independent work period by saying that this time should do the following things:

1. free the teacher to teach individuals and groups;

2. allow children to explore a classroom proposition or project in depth;

3. allow children to develop increasing ability to think and work independently;

4. allow children the privilege of privacy to develop personal activity of creative nature without the glare of unwanted sharing;

5. allow children the necessary time for each to perfect a skill that has already been taught;

6. encourage the sense of ethical behavior and concern for others, not because a teacher mandates such respect but because it is built into the situation;

7. encourage the development of inquiry, curiosity, and creativity in the course of the activity;

8. promote observational skills in all possible areas;

9. check or test childrens' proficiency on some aspect of a learned ability;

10. develop the concept that learning is a highly personal act, and works best when the purpose lies within the learner (Veatch, 1966, p. 119).

The reading conference may also be summarized by Veatch who says that its basic philosophy is that individual differences cannot be met unless the teacher frequently meets with each child separately. The child must choose a representative sample of his reading and the teacher must conduct an effective conference in a brief period. Directions for further learning are worked out by pupil and teacher together. Veatch gives a full account of conference procedures which include the examination of the mechanics of silent and oral reading and the development of value judgment, and of pupil insight into his personal identification with material chosen. Suggestions for closure and record keeping are also made (Veatch, 1966, p. 165).

Interaction and the Trust Bond

Phillips (1964, p. 107) reports on Staines' (1958) findings that teachers can be differentiated according to the number and type of self-referent remarks they make to children. Staines found that the ordinary run-of-the-day comments made by teachers which invoked status situations could have serious emotional impact on the child. Chadwick (1967) attempted to replicate Staines' work and to see if teachers would

incorporate self-concept theory into their teaching and, if they did incorporate the theory, what its effect on the students' self-concepts might be. He found that, even though teachers did incorporate self-concept theory into their teaching roles, the measured changes in pupil self-concept were not significant. Hogan and Green (1971) report procedures similar to Chadwick's. They too found no measured changes in pupil self-concept.

Vankoughnett and Smith (1968), working with a group of pupils from Pontiac, Michigan, who ranked lowest in measured self-concept and lowest in socio-economic status showed that, by positive grading and continued in-service for teachers on self-concept theory, these children began to view themselves as more competent learners than did members of a control group. Vankoughnett and Smith (1968, p. 198) finally stated that "teachers implying a positive approach, and providing positive reinforcement can enhance the self-concepts of students."

The results of Project Impact are reported by Trowbridge (1970). She says that the teachers received a one year program directed at humanizing and individualizing the activities of the classroom in an effort to encourage creativity and freedom of expression in their classrooms. She concluded that the results "may indicate that the teacher's behavior in terms of classroom activities in some way improves the child's concept of himself" (Trowbridge, 1970, p. 304).

Henson (1970, p. 252) makes a much more positive statement. He maintains that a concept of self must be self-achieved. The teacher cannot give the student a feeling of adequacy. The teacher's role is to arrange experiences for each child which can provide opportunities for success.

Kuntz (1968, p. 118) refers to a study done by Davidson and Lomy in which they examined the self as influenced by a classroom setting. She reports on an examination of the relationship between children's perceptions of their teacher's feelings toward them and their perceptions of themselves with regard to academic achievement and classroom behavior. On all three measures there was a positive correlation. The investigators concluded that the teacher's feelings of acceptance and approval are communicated to the child and perceived by him as a positive appraisal. The teacher's positive feelings cause the child to strive for further approval of his behavior.

Dyson (1967) examined the use of ability grouping and its affect on self-concept. By studying heterogeneous and homogeneous groupings of grade seven students, he concluded that grouping procedures do not significantly affect acceptance of self or academic self-concept. Rather, it is success in school which significantly influences the academic self-concept, regardless of the procedure used. It is the insights, abilities and determination of the local professional staff who work with the student, not the classroom organization alone, which determines the students' success. Pietrofesa (1969, p. 39) says simply that teachers should:

1. see each student as a person of worth and dignity;

2. provide an educational atmosphere characterized by warmth, respect and safety;

3. be sensitive as to how the student sees things;

4. convince each student that he is capable of coping with the school's expectations.

Rogers says that the students' desire to learn can be trusted and then significant learning will be maximized. Ellsworth (1967, p. 56) has

very aptly noted that "we teach our own self-concepts far more often than we teach subject matter."

Implications for this Study

In this portion of this chapter a brief report was made of the research and literature dealing with the principles and strategies of individualized learning as applied to reading. The underlying principle of seeking, self-selecting and pacing, or taking individual responsibility for learning, is seen as an important part of all self-motivational learning. The reading conference is reviewed along with the nature and need for an independent work period. Pupil-teacher interaction and the development of a trust bond between pupil and teacher and its possible effect on the self-concept is also reported as described in the available literature.

One of the purposes of the study will be to describe the nature of the independent work period and the use of the materials and the organization by the teacher and pupils during that time. Changes in the materials provided within the prepared environment will also be described. The study will also relate the pupil-teacher conferences as they occur. Pupil-teacher interaction will be described as observed. The teacher will receive support and positive feedback, and the study will attempt to report on this as well.

CLASSROOM BEHAVIOR OBSERVATIONS AND THE IMPLIED
RELATIONSHIP OF SELF-MOTIVATION TO
THE SELF-CONCEPT

Classroom Behavior Observation

Most research studies deal with large groups of children in a subject area and use methodological variables. Measures are then taken of the treatment effects and results are reported in terms of averages and significant correlations with other variables. In contrast, behavior observations typically involve the description and analysis of specific behaviors during a given period of time.

Since the early studies in pupil behavior done by Anderson (1939) little research has been done to report on complex classroom programs or to try to identify behaviors and interactions which affect pupil development. These observational studies are sometimes referred to as anthropological field studies, because they attempt to describe whole programs and their settings. Medley and Mitzel (1970) report on the role of observation in Research as a method of providing data in the four following ways:

1. measure change in pupil behavior;

2. reveal teaching process and its relationship to pupil learning;

3. show teacher repertory of behavior to be effective (personality characteristics);

4. identify patterns and changes of behavior which differentiate effective and ineffective teaching.

Burger (1972) writes that gathering on-the-spot data in the natural classroom setting in which learning and interaction take place are the conditions under which interactional behavior should be observed, described and analyzed. Medley and Mitzel (1970) go on to say that a behavioral

observation study must code any behavior as it occurs and then record it in categories. The records must be scored so as to faithfully reflect differences in behavior.

Flanders (1965) and Medley (1968) detail sequences of classroom behavior as an observation technique. The relationship of teacher behavior to child learning is charted by Hunt and McLachlin (1969) as they report on the Harvey, Hunt and Schroder Conceptual System's Matching Model. Finally, Lipe, Stern and Quirk have developed "A Student Observation Scale for Individual Instruction." This scale has seven categories ranging through working alone, interaction in a group, interaction with a teacher, interaction with a peer, planning strategies, transitional behavior and non-productive behavior. These categories are then broken down into smaller behavior variables.

Implied Relationship of Self-Motivation to Self-Concept

The final portion of this chapter will deal with the implied relationship between self-motivation and the self-concept. The motivation for learning is basic to the teaching-learning process and knowledge that each child is an individual in interests and drives is paramount to identifying that motivation.

Holt (1964), Bruner (1966) and Maslow (1968) all discuss intrinsic forms of motivation such as curiosity, competence, reciprocity, risk taking and identification. Maslow's theory in particular says that we make choices "out of pure spontaneity, from within outward" because they give us satisfaction. He further states that this is the way in which we discover the "self." He continues that if we enhance the attractiveness and minimize the dangers of growth the child will naturally go forward

making choices and enhancing his self-concept. Hamachek (1968) states
that no one stays motivated by any experience which produces more failure
than success and that we must recognize that education is a complex
blend of different environments, attitudes, aspirations and our self-
concept.

Emmy Widmer joins self-concept and self-motivation very closely
together. She says that the key to successful achievement and personal
satisfaction is found in the wholesome, positive, personal relationships
and interrelationships one establishes. One must believe that he can.
He must have small positive reinforcements of self-acts in achievement
of academic and social goals and these will become a useful technique
to develop self-direction and independent activity (Widmer, 1970).
Adult feedback is essential for the growth of the self-concept in a child
and more important is the need for acceptance, warmth, control, consis-
tency and a caring response when one is sought out (Rogers, 1969;
Hamachek, 1965).

Rogers further says that there are two types of learning,
cognitive which involves a body of knowledge and has little if any affect
on the learner; and experiential which is significant or meaningful.
He defines experiential learning as having the following elements of
importance to the self-concept:

1. It contains a quality of personal involvement.

2. It is self-motivated.

3. It makes a difference in the behavior of the learner.

4. It is evaluated by the learner.

5. It has an element of meaning to the learner in its involvement
   (Rogers, 1967).

Rogers sums this up by saying that the teacher as a facilitator should attempt to develop a quality of climate, a quality of materials and a quality of personal relationship with his students which will encourage these natural behaviors to come to full growth.

Implications for this Study

The foregoing report of studies involving observations of child behavior relationships are far too few to draw any conclusions. However, implications from these studies suggest further observations would be useful to identify interaction between pupil and teacher and between pupil and materials. Therefore one of the purposes of this study will be to try to identify and record patterns of child behavior within this prepared environment. It would also appear from the reported readings that there is indeed a strongly implied relationship between self-motivation and the self-concept. Hence, another aspect of this action research field study will attempt to identify a relationship between self-motivation as found in decision-making behavior and the self-concept of the child.

In light of the few research studies and the theory discussed, concerning self-concept, behavioral observations, interaction during a pupil-teacher conference, and the implied relationship of self-motivation to the self-concept, it appears that much research is necessary to show the relationship of these factors. Some authors have titled this research as anthropological studies (Kagan, 1971; Lutz, 1969), because they attempt to describe and analyze many aspects of behavior within a given setting. Hence the following action research attempts to identify and observe specific behaviors within a prepared environment to determine

the nature and direction of the changes which may occur over a given period of time.

SUMMARY

This chapter reviewed some of the literature relevant to the present study. The interaction among the factors of reading achievement, self-concept, individualized learning, the pupil-teacher trust bond, and self-motivation, are all various aspects of observable behavior in a given setting. The intertwining of these components is noted in each of the three sections.

In the first section research has provided the probable positive relationship between reading achievement and the self-concept. Mention is made of the difficulties involved in studying and obtaining the self-concept and observation and description of behavior is seen as one way of obtaining a measure.

The principles and strategies of individualized learning as applied to reading were discussed in the second part of the chapter. As well as the reading conference, interaction between the pupil and the teacher and the trust bond as described by Rogers and others was looked at in light of the necessity for teachers to consider each child as an individual. This too is seen as being discernable by observation of behavior.

Research findings and theory reported in the final section of this chapter provide evidence to show the necessity for more anthropological studies which will report behavior change in a particular setting. Self-motivation and independent decision-making is seen as

one factor which may possibly affect the self-concept.

Implications for this study are drawn from the related literature and are stated at the end of each section of the review.

These three sections all give direction toward the thesis in the hope that teachers will then be better able to select the methods, the materials and the programs for instruction which will improve the possibilities of reading achievement, and most enhance the self-perceptions of the child.

CHAPTER 3

DESIGN OF THE STUDY

NATURE OF THE ENVIRONMENT AND SETTING

The Design

This study was part of the Cooperative Early Childhood Education

Project (C.E.C.E.P.), an ongoing project in action research. The project

involved two schools, one from each of the Edmonton city systems. The

study consists of a description and analysis of changes in independent

decision-making behavior and the self-reference of eight children,

selected from one of the grade two classrooms involved in the project,

where innovation in individualized reading was in progress. A ninth

child was chosen for the study and the first round of data was collected.

Karl subsequently contacted chicken pox, and he was dropped from the

study.

Setting and Activities

The setting of any observational study pertains to the milieu that

suitably provides the environment in terms of the time, place and facili-

ties in which the child operates and the observed behavior which takes

place. It is the physical provision and support for the necessary program.

The activities are the patterns of constituent performances

associated with the program materials. They are the states of affairs

that arise within settings comprising the momentary conditions of the

individual child and his environment. In short, the activities are the

relevant person-environment context of a particular action at a particular time.

The setting for this study was a grade two classroom where innovation in individualized reading was in progress. The floor plan of the classroom was as shown in Illustration 1.

The original classroom setting was neat and traditionally arranged. A small alcove was being used as a small group teacher-directed reading corner. It contained a large rectangular table and benches (see Illustration 5). The other black and white photos show the four perspectives of the classroom with the photographer proceeding in a clockwise fashion around the room.

As part of the ongoing project, trapezoid tables and chairs were added to the classroom and were arranged in various patterns to suit the needs of the children and the teacher.

Interest Centres

During the early stages of the project three interest centres were set up to provide opportunities and incentives for self-selected activities during the independent work period. These activities were designed for the following purposes:

1. To claim and absorb the child's attention so there was no disturbance to himself or the teacher while she worked with another child or children.

2. To provide open-ended problems in which children did not start and finish at the same time.

3. To be self-educative and self-assigning.
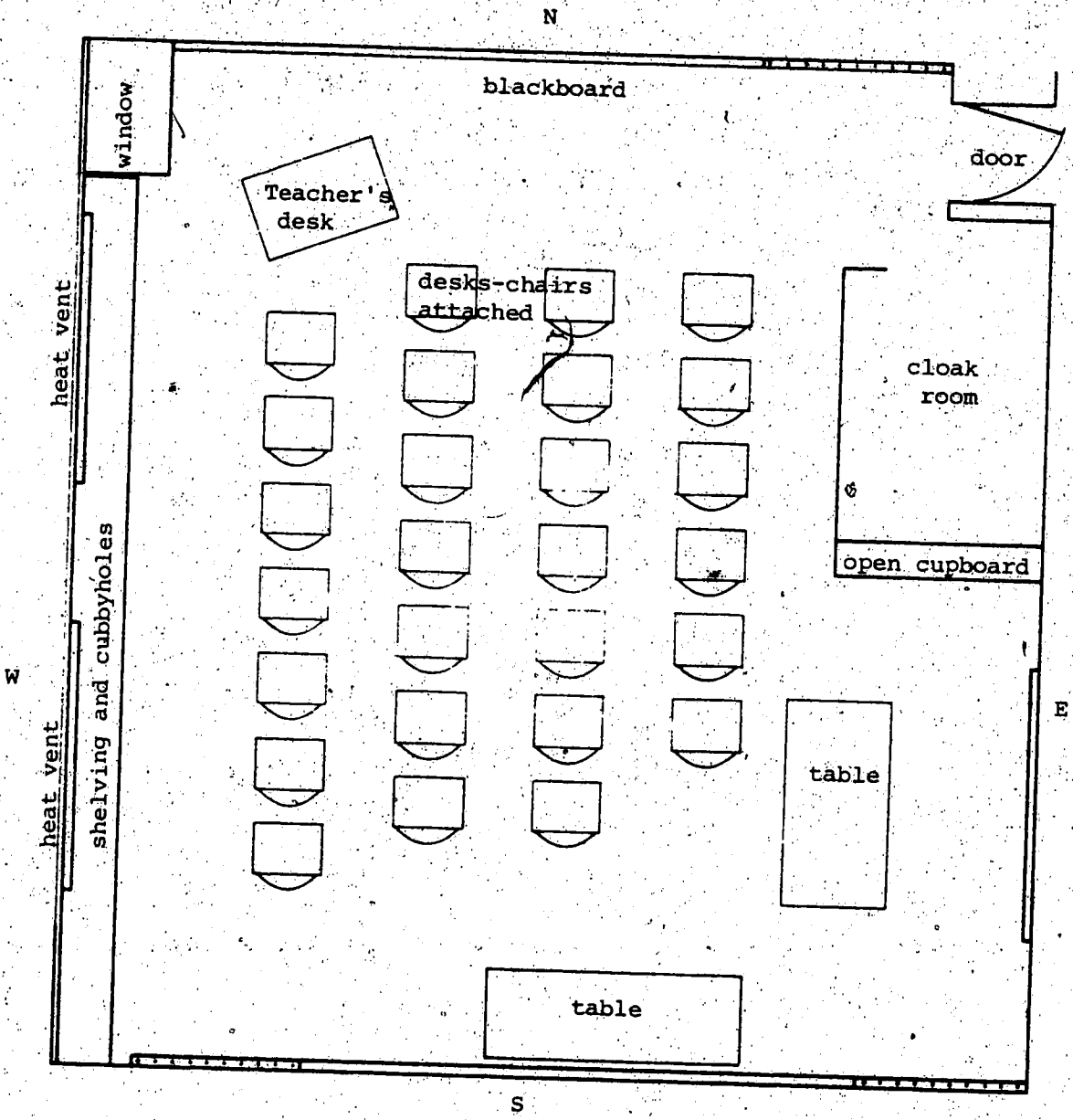
Illustration 1

Floor Plan of Classroom
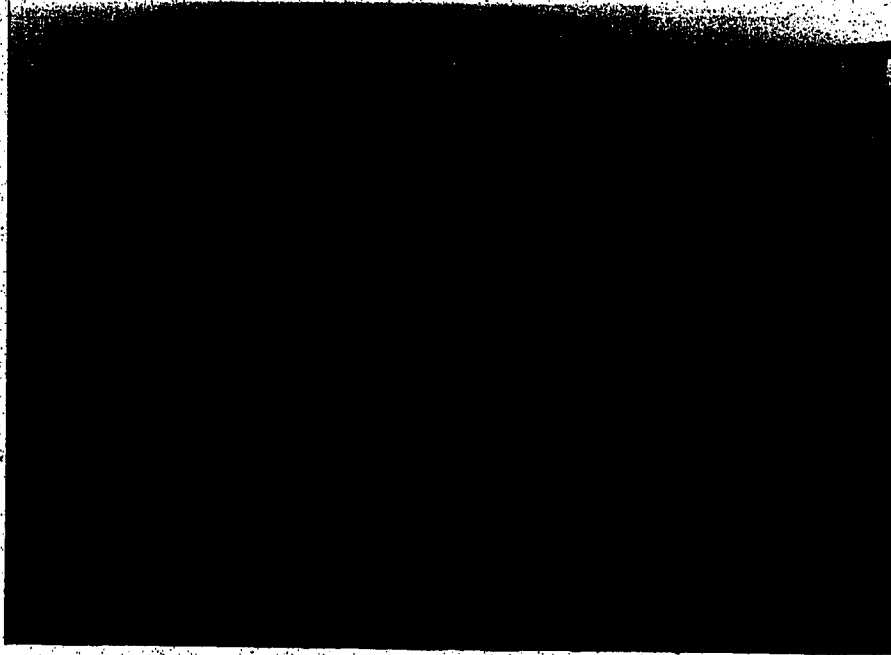
Illustration 2

Original Classroom Looking Southwest
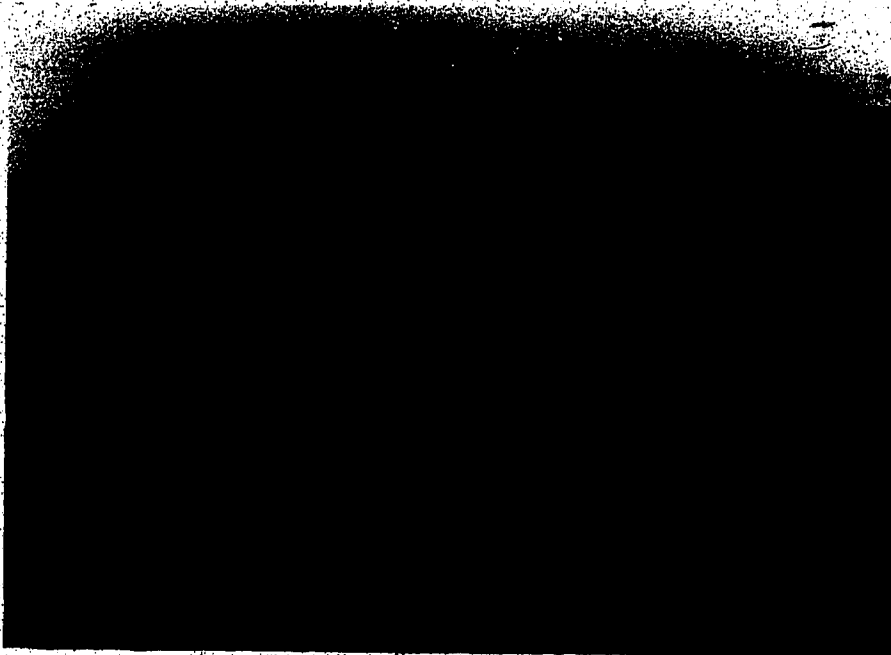
Illustration 3

Original Classroom Looking Northwest
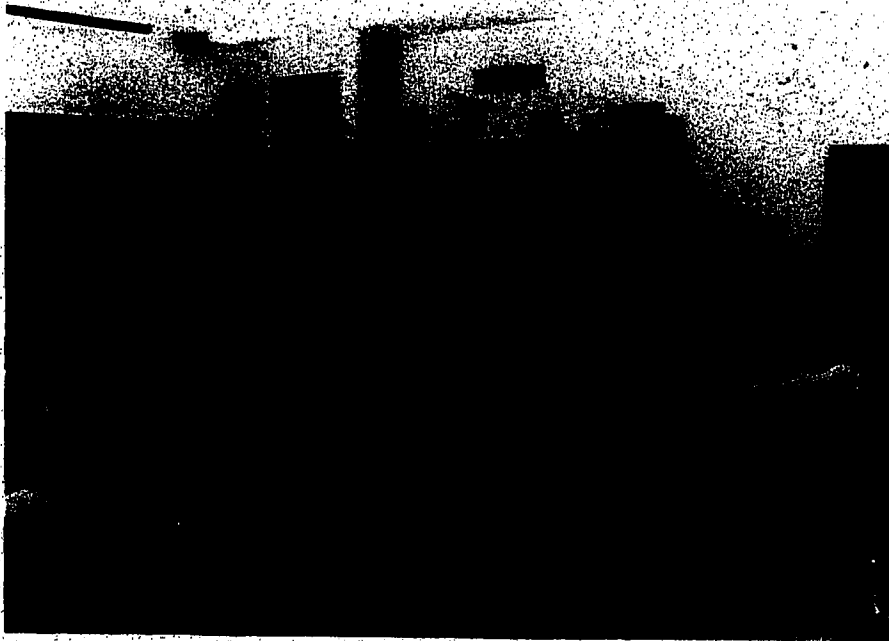
Illustration 4

Original Classroom Looking Northeast

Illustration 5

Original Classroom Looking Southeast

4. To be mainly self-checking but to allow also for as much
   teacher-approval as time permitted.

5. To encourage initiative, originality, creativity and inventive-
   ness.

6. To be regarded by children as "fun" activities, even though
   the learning or skill involved might normally have been con-
   sidered a chore.

The centres which were designed for independent work activity
freed the teacher to concentrate fully on teaching. Self-choice allowed
the child to gain a sense of responsibility and achievement on his own.
It taught him both the extent of his ability and the limit of his ability.
These centres encouraged the child to take responsibility for his own
learning and to be inventive and resourceful hence to learn something
he couldn't be taught otherwise.

The science centre. The teacher arranged, along one side of
the room, materials for a science centre and a variety of animal life
was present. These included an acquarium, a seven inch sand turtle,
three snakes and a gerbil. Various plants were growing and magnifying
glasses were available to examine them and other things. The materials
provided were changed throughout the year. Devices were provided to
discover magnetism, power, energy, bouyancy, and displacement. Seasonal
changes were also in evidence, in the form of rocks, sand and soil,
flowers, seeds and grains, fruits, vegetables, and leaves in the fall,
a slough culture, mosses, lichens, fungi and growing seeds in the spring.
Books pertaining to the devices or material were placed on a shelf with
the display (see Illustration 6).
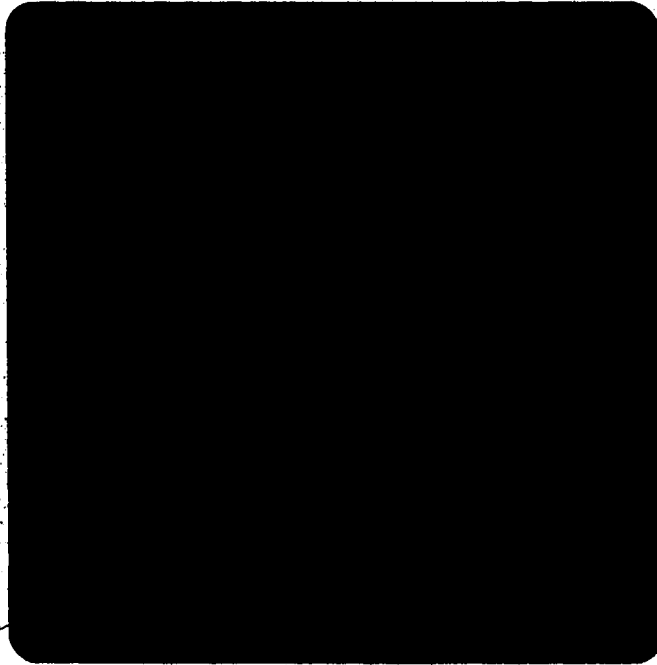
Illustration 6

The Science Centre, Marie and Grace

The writing centre. A small table and chairs formed an informal
writing centre. Activities and suggestions for writing descriptions,
stories, poems and letters were on a shelf in the alcove behind the table.
A typewriter, paper in various sizes and colors, colored pencils and
pens were on the self also. Later these writing activities and materials
were incorporated into the reading centre but divided from it by the low
shelf. The top of the shelf was used for book displays which also helped
to divide the area (see Illustration 7).

The book centre. The teacher had collected many books of various
interests and levels of ability. These were arranged on a table and on
a shelf behind it. Here also were reference books, pictionaries,

Illustration 7

The Writing Centre, Trapezoid Tables
have been Installed

dictionaries and a set of children's encyclopedia. Later in the project

the book centre was incorporated into the larger reading centre.

The reading centre. The structuring of these materials was the

combined effort of the teacher and the researcher. The centre was set

up in the alcove of the classroom which contained a wall blackboard.

It was equipped with dividing shelves, a long reading table, a small

individual table, a filmstrip projector, hand puppets, games, books,

two reading kits, and other activity devices. A space was provided for

the portable listening centre and a table for the "Language Master" (see

Illustrations 8, 9, 10 and 11).
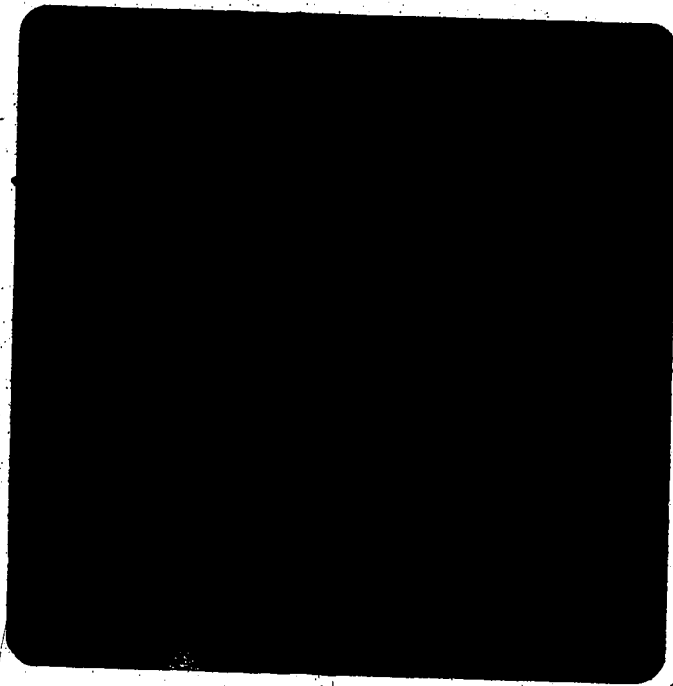
Illustration 8

The Reading Centre Showing the Use of Shelving and
the Periodicals and Pamphlets Rack (Victor and Grace)
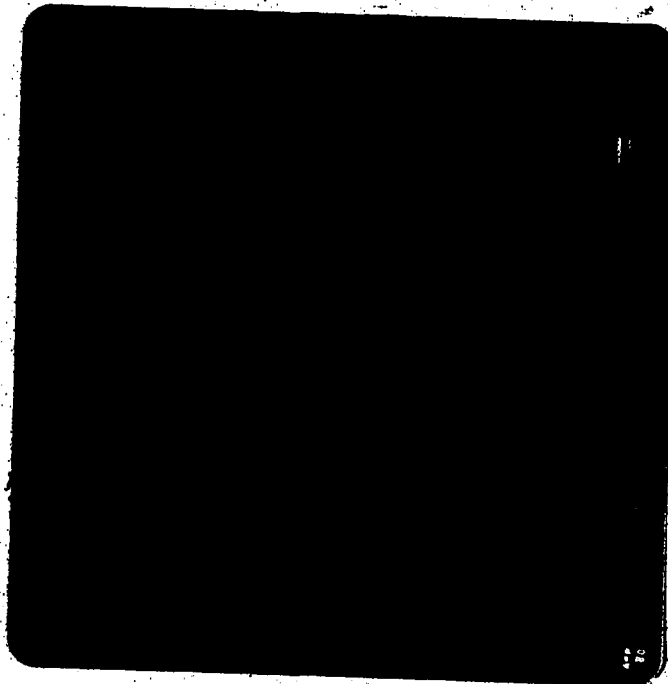
Illustration 9

The Reading Centre--Leslie Using the Language Master
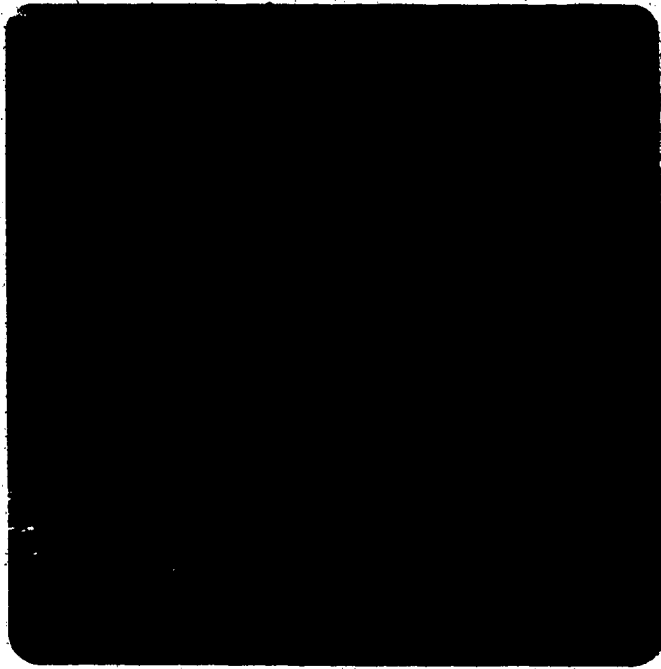
Illustration 10

The Use of Reading Games
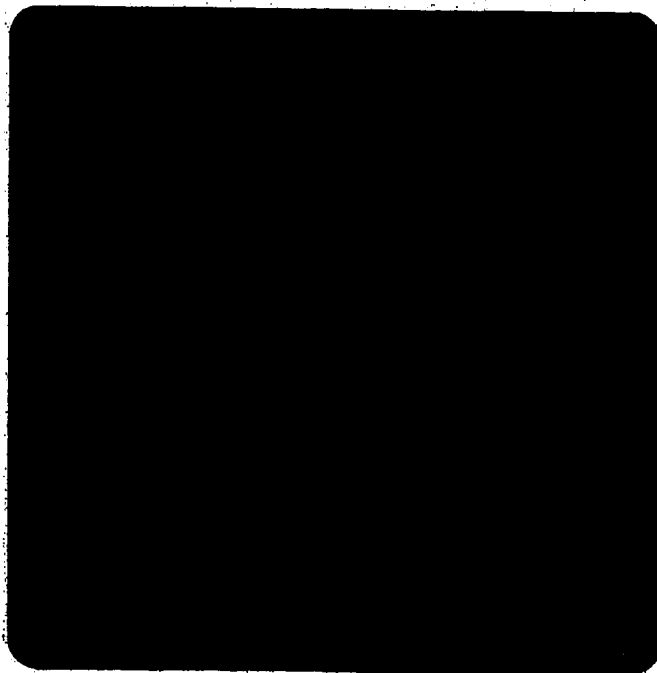
Illustration 11

Children Using Self-Selected Reading Activities

This centre was structured to provide incentives and control for the independent work period, and to allow each child self-selection of reading material and independent related reading activities.

Twenty-six types of materials, games and activity suggestions at different levels of difficulty were provided in the reading centre. Over seventy books and two complete reading kits were available. The current pamphlets and two periodicals were available as published, as well the teacher capitalized on the children's interests that were brought to school and other stimulating materials which she provided. Daily and weekly changes in exercises and seasonal workpages to develop specific skills were also provided for the children's use in self-selection. Lists of the activities, the materials and the books are found in Appendices A and B. Appendix C contains the collection of reading activity cards which were offered by the researcher to the teacher for her to draw on in making her own cards. The teacher color coded these for easy reference, adapting and adding to them as necessary.

Individual Conferences

The basic pattern for the individual conferences used by the teacher followed closely wherever possible the strategies and techniques outlined in Veatch (1966) and the philosophy of Rogers (1971). They were conducted, in the main, at the child's request and lasted for a period of from three to ten minutes.

The Durrell Analysis of Reading Difficulty and an Interest Inventory were given to each child to provide the teacher with a greater knowledge of his ability, needs and interests in order to guide him during the conference. Many of the questions for the individual conferences

were based on, or taken directly from, the conference suggestions given

in Veatch (see Appendix F).

It was recognized that not all children are equally self-

motivated during the same time period on every day. When this important

component seemed to be lacking, the teacher encouraged and guided the

child into a previously indicated interest. A copy of the interest

inventory given is included in Appendix M.

After the beginning of the study conferences were held only at

the individual child's request, which he made by placing his name on a

list on the blackboard. All the conferences were tape recorded, trans-

cribed and analyzed using the questioning techniques of Veatch (1966)

as a guide, and also the positive interaction and reinforcement philosophy

of Rogers (1971) and Combs (1963). A reduction of Veatch's questioning

techniques and a summary of Rogers and Combs' philosophy may be found

in Appendices E and F.

An attempt was made to provide supportive feedback to the

teacher immediately after the transcription of the tapes. Discussions

between the teacher and researcher were held regarding questioning and

conference techniques in the light of the philosophy and strategies

set forth in the aforementioned Appendices E and F. The strategies

operating in micro-teaching practices were also employed by the teacher.

The general attitude is quoted from Rogers, Person to Person (1971) as

follows:

> The client comes to value an openness to all his inner and
> outer experiences. Sensitivity to others and acceptance of
> others is positively valued. Finally deep relationships are
> positively valued (Rogers, 1971, p. 18).

This develops a commonality of value as indicated by Rogers in the following:

These common value directions are of such kinds as to enhance
the development of the individual himself (as well as) of others
in his community (Rogers, 1971, p. 18).

The Subjects Observed

The nine children chosen for observation were from the grade two

class with which the researcher was involved in assisting the teacher to

develop an individualized reading program. These children were chosen

by the teacher and the researcher on the basis of achievement as rated

by the Gates McGinitie reading test and supported by teacher observation

and evaluation. The children were selected so that there were an equal

number represented in each of the three common achievement groups

usually designated as high, average, and low. Initially there were four

girls and five boys so distributed (see Table 1).

Table 1

Subjects of the Study

| Child | C.A. | I.Q. | Gates McGinitie Primary B Form 1, Jan.11 | | |
			Primary Vocab.	Comp.	Teacher Evaluation
Roy	8-2	107	5.0	5.4	High
Marie	8-3	114	3.9	5.1	High
Amy	7-6	111	3.7	4.0	High
Dolly	8-2	111	4.3	4.0	Average
Dave	8-0	105	2.5	3.4	Average
Victor	8-4	110	2.5	2.7	Average
Karl	7-3	122	2.7	2.1	Low
Leslie	7-5	105	2.5	2.1	Low
Grace	7-5	106	2.3	1.9	Low

THE PROCEDURES IN COLLECTING
OBSERVATIONAL DATA

Observational Techniques and
Specimen Records

These records are the scheduled and continuous observations and
narrative recordings of a child's behavior, and of the materials of the
prepared environment relevant to that behavior. Each specimen record is
a lasting account of all the events observed in a defined situation
during one period of time.

Through analysis of the records one can identify successive units
and conditions of behavior. As well as this, analysis permits intensive
study of sequence relations in the behavior. Employment of various
unitization and coding procedures permits quantification comparisons
between variables of situation or behavior, or both, to be obtained
from the recorded data on individual children (Baker and Wright, 1949).

Instrumentation and Observations

The instruments for the collection of observational data were
chiefly paper and pencil and a timepiece. A running diary was kept of
the classroom behavior of the observed child during the independent
reading period. Changes in behavior were identified as they occurred.
Observations were made three or four times weekly. Not more than two
children and, on three occasions, three children were observed at a
given time on a one hour per day schedule. The observational schedule
is shown in Table 2. A complete specimen record of the observed behavior
of two children is found in Appendix K.

Table 2

Observation Schedule

Time of Observation	April 4-April 25	April 26-May 17	May 18-June 8
Observation Period	9:30-10:30 a.m. 3 or 4 times weekly	No Observation	9:30-10:30 a.m. 3 or 4 times weekly

All scheduled individual conferences were tape recorded and some were video-taped for the purpose of micro-teaching.
All observations were done by the investigator.

Construct of the Instrument

The instrument for measuring independent choice behavior was developed by the researcher and a specialist in reading instruction. Later it was scrutinized by a specialist in the instruction of Early Childhood Education.

All the behavior of each child was observed and recorded. Later it was classified. The behavior that was particularly observed was that behavior which was termed "independent choice." Independent choice behavior was taken to mean "any act which, to all appearances, involved an individual decision on the part of the child"; this includes any choice in reading materials, expressive activities, skill building devices, cooperative or organizational plans, transitional behavior and disruptive behavior that was classified into a level five or a level four slot on the matrix. The complete instrument is found in Table 3.

Table 3

Observable Behavior in an Individualized Reading Program

Level Quality	Reading and Related Activities			Organizational Activities		Other Activities
	A. Reading Behavior	B. Expressional Behavior	C. Practicing Skill - Developing Behavior	D. Organizational Behavior	E. Transitional Behavior	F. Uncertain or Disruptive Behavior
5.	Reading for information; for pleasure Purposeful scanning and skimming Using encyclopedia	Creative writing Creating plays or puppet plays Writing a/letter Assisting peers	Oral reading to each other self-selected material Using dictionaries Categorizing words.	Planning own work Keeping logs Planning; sharing time Preparing for interviews	Locating, organizing materials Waiting turns work or peer.	Withdrawing Apparent inactivity
4.	Reading magazines, newspapers, comics, etc. Group reading Conference Setting up interview	Questioning teacher. Spontaneous interview Writing stories. Writing summaries Storytelling Making group charts Discussing work with a group Creating filmstrips, timeline, murals or frieze	Locating places on globe or map Using index, table of contents, etc. Playing group games	Choosing and planning group work Check own work Making corrections Checking work with peer Taking an independent test	Replacing materials Attending to body needs Attending to maintenance (paper, pencils, books, etc.)	Small random motor activity Socializing with a peer.
3.	Using language labs or task cards	Combining phases Building sentences Discussing work with a peer Oral reporting Keeping a diary Participating in "show & tell" Asking assistance from peer or teacher Volunteering answers to question	Using programmed material Taking individual tests Viewing films, filmstrips or viewmasters Listening to tapes or records Watching others or animals Using self selected work sheets	Taking a group test under supervision Correcting a group test Correcting group work	Wandering Undefined purpose	Gross random motor activity Socializing with a group
2.	Reading texts or other programs	Answering Questions Factual or open-ended Learning plays Contributing to Participating in choral speech	Using skill work sheets as directed Using listening center Using language master Listening to teacher Viewing teacher Looking at displays or posted work Watching teacher demonstrate Using skill devices or game Using word lists for spelling	Waiting for correction of materials Waiting for materials to be signed Picking up assignments	Staring Pausing-looking	Teasing Annoying
1.	Reading teacher selected material	Answering repeating teacher questions eg. Yes. No Repeating sentences	Teacher directed practice e.g. filling blanks, worksheets; etc.	Sitting at desk apparently inactive	Resting, watching, idling Responding to teacher request	Hostility - Peer Hostility - Teacher

Self-Selected

Partly Teacher Directed / Partly Self-Selected

Teacher Directed or Programmed

The instrument is designed on a graduated scale beginning at the top with a value five behavior and a falling to the bottom through the numerals to a value one behavior. Likewise in this way all the behavior changes pertinent to this study are recorded on a left to right scale. The behaviors on the left have a designation A. Each of the behaviors to the right change through the letters to a designation of F.

Predictive Value of the Instrument

Validity. The advice and guidance of a specialist in the field of reading instruction and the inspection of a specialist in Early Childhood Education instruction has already been discussed with regard to the construction of the instrument. In this sense the instrument has content validity.

Throughout the Pilot Study the instrument was discussed with the teachers and other independent behaviors were identified. The classroom teacher and researcher determined through inspection and trial that the behaviors were observable in a grade two classroom. To this extent the instrument has validity as an observational technique. Its use is not totally dependent on a reading environment or reading activities.

Reliability. In order to establish reliability of the observed behavior, on two separate occasions a second recorder observed, recorded and classified behavior independent of the researcher. When the identified behavior of the second recorder and the researcher were compared it was found that the researcher used more words to describe the behavior than the verifier; however, the length of time of the involvement and the nature of the activity were consistent. For example:

The researcher reporting on Marie:

9:52--takes sleeve chart to teacher to check. Teacher
gives verbal encouragement to try something more
challenging. Marie returns to table--gets paper
towel and erases sleeve.

9:54--returns magic card to box--wanders aimlessly,
returns to table--more apparently aimless wandering.

9:55--chooses workbook, returns to table, begins to read
"Stories to Study B" (enrichment part of Language
Experience Program).

10:03--gives peer help, stands by chair a minute, returns
to her work.

Second observer reporting on Marie:

9:52--confers with teacher, walks about a bit, returns
to seat, cleans the sleeve and places it back in
the box.

9:54--returns to table, walks up to teacher's desk,
returns to table, sits, goes to shelf, selects a
workbook "Stories to Study B", returns to her
seat, reads.

9:55--reading.

10:03--appears to be helping little girl to her right.

The children were quite accustomed to adults in the classroom.
They were particularly used to the researcher who had been in the class-
room on a weekly, and occasionally bi-weekly, basis since the beginning
of the project which had started in the late fall term.

THE PROCEDURES IN COLLECTING
SELF-REFERENCE DATA

Construction of the Instrument

The Self-Reference Measure was developed by the researcher in
consultation with an Educational Psychologist specializing in child

development, a specialist in Reading instruction, and a specialist in the instruction of Early Childhood Education. The free response method was chosen to measure the child's value of himself with regard to reading and his ability to make his own decisions. In selecting this method, the researcher was influenced by a critique of the three methods of evaluating self-concept by Strong and Feder (1961), and the recommendation of the Educational Psychologist.

The Self-Reference Measure was given orally to individual children. All answers were tape recorded and later transcribed by the investigator. A copy of the Self-Reference Measure is found in Appendix I.

Predictive Value of the Instrument

Validity. The three specialists examined each of the stems of the specially designed measurement instrument for self-reference to insure its content validity. During the pilot study the Self-Reference Measure was administered to both a high achieving child and a low achieving child. The low achiever replied, "I don't know" or shook his head to five parts of the six, three part, free response stems. The high achiever filled all eighteen stems. In addition to this the high achieving child exhibited control over a larger vocabulary and had more positive responses than the low achieving child. The Self-Reference Measure discriminated in the expected direction and in that sense it can be said to have concurrent validity. In the sense that it supports the underlying self-concept theory it has a measure of construct validity.

Reliability. In order to establish reliability, the Self-Reference Measure was administered during the pilot study to two children on two

occasions, namely before and after a forty minute lapse of time. One of

the children was a high achieving girl and the other a low achieving boy.

The high achiever filled all three parts of the six free response blanks

in the same manner on both occasions. The low achiever filled three

parts of four of the response blanks in the same manner and two parts

of each of the other two in the same manner on both occasions. Likewise,

at the beginning of the study, the Self-Reference Measure was re-administered

to two boys, one an average and the other a low achiever, immediately

following the first administration. At this time one boy answered five

full statement responses in the same manner and two of the three parts

of another statement in a similar manner. The second child responded

to four of seven statements in the same manner, two parts of each of two

other statements in a similar manner, and one part of a final statement

in a like manner. This control indicated a high degree of retest

reliability.

THE PILOT STUDY

The pilot study was carried out in classrooms in four Edmonton

City Public Schools which were using individualized reading methods.

Here the researcher was able to observe various interpretations of

different aspects of individualized reading as they applied to this

research.

The Instrument

The Self-Reference Measure was administered to two children

during the pilot study to observe the reactions of both the teachers and

the children in order to test and revise the instrument.

The Observations

To establish a satisfactory method for observations, children were observed in each of the pilot classrooms. The observer began with a pre-arranged time schedule based on five minute intervals. This proved unsatisfactory. Changes were then recorded on a one-half minute basis as they occurred, which was the method then adapted for the study.

The Conference

Several conferences were observed and taped in order to arrive at the best method for the individual conference. Because the nature of the conference depends on both individual teacher personality and the classroom setting, the pilot observations and tapes were used only to further identify some independent choice activities.

Independent Work Activities

Settings and independent activities were identified and recorded as observed in each of the pilot schools. Some of the independent activities were adapted by the teacher and added to her program of activities.

PROCEDURES FOR REPORTING
AND INTERPRETING DATA

Techniques for Reporting Observations
on Behavioral Change

Following the observation and recording of data the researcher analyzed the behavior by coding and timing each act as follows:

    10:01--to the teacher to check work (2d 2 min.)

    10:03--work checked, returns book to cupboard (4e 1 min.)

    10:04--talks to peer (4f 1 min.)

A specimen record of one child's behavior for one complete observation coded and timed may be found in Appendix K.

Tables were drawn up for each child's coded behavior in each round so that any changes in independent choice activities could be recognized. Changes were reported on three continua: Indecisive to Decisive; Dependence to Independence; Irresponsible to Responsible.

The length of time involved in each act was looked at on a decreasing continuum of concentrative to disjunctive behavior.

A description of each child's behavioral changes follows each individual table. Individual sequence relations are noted. Patterns involving situation and behavior are described.

Techniques for Reporting Observations on Conceptual Change.

The tapes for the oral Self-Reference Measures were first transcribed and each child's two measures placed together. The two measures of Amy may be found as an example in Appendix J. Answers for each response stem were compared for more positive reference to the self. Depth of expressed understanding of the self in each response was also examined. A description of each child's changes in conceptual development follow the behavioral descriptions. Changes in independent behavior were related to the Self-Reference Measure for each child and added to the description. Finally any identifiable changes in group behavior or self-reference of the group is reported.

SUMMARY

This chapter has shown the field research procedure for the study of independent choice behavior and its relationship to the self-reference.

First, the outline of the setting and activities of the program which formed the independent work period was described along with the method involved in and the preparation for the reading conference. Then the method used in selecting the nine subjects for the study was reported. The instruments constructed by the researcher and used in the collection of data were shown and described. The construction and administration of the Self-Reference Measure was outlined including methods for determining its predictive value and validity. The observational procedures and methods for observing and recording data in specimen records were described. The method for developing and validating the coding and rating instrument was related along with the instrument itself. A description of the procedures used in the pilot study and its use in the design in the reporting of the coded data were outlined. Methods used for reporting behavioral change and conceptual changes were specified, and the plans to report the relationships between any behavioral change and any conceptual change which may occur in this prepared environment finalized the chapter.

CHAPTER 4

PRESENTATION AND INTERPRETATION

OF THE DATA

Introduction

An individualized reading program rests mainly on the independent activities of the child in seeking, self-selecting and self-pacing behavior (Veatch, 1966). In order to identify these independent behaviors and the apparent child involvement in each behavior, three research questions were asked. The fourth research question related the observable independent behavior to the child's self-reference in reading. This chapter presents the observation and test data, and interprets it in the light of the research questions. These results are then related to findings from the fourth question which involves the Self-Reference Measure. All the behavior is examined by comparing the recorded behavior in the first round of observations with the recorded behavior in the second round of observations. Tables are used to illustrate this comparison. A description of each child's behavioral change follows each child's individual tables. Individual sequence relations and patterns involving situation and behavior are described when possible.

Changes are reported separately for each of the research questions stated in Chapter 1. The clarifying remarks which follow the research questions are discussed for each child in turn. So that identification of activities and sequence patterns may be recognized and more readily utilized, in the analyses of the remaining children,

an indepth report is made of the first child's behavior.

Following the individual reports, a compilation of the time each member of the group was involved in each of the different types of activities is reported in tabulated form. The tables compare the total time involved in different categories of activities in the second round of observations with the total time involved in the same categories in the first round of observations.

The eight children are reported in order of ability as rated by the teacher, taking into consideration the Gates McGinitie reading test and other factors she considered important (see Table 4).

Table 4

Order of Children as Reported in the Study

Child	CA	MA	Voc. RG	Comp. RG	Average Read. Grade
Marie	8.3	9.5	5.2	5.4	5.3
Amy	7.6	8.4	4.9	4.7	4.8
Dolly	8.2	9.1	4.9	4.7	4.8
Roy	8.2	9.1	4.9	4.7	4.8
Victor	8.4	9.2	3.7	4.5	4.0
Grace	7.5	7.9	4.1	3.6	3.8
Leslie	7.5	7.8	3.5	3.4	3.45
Dave	8.0	8.4	2.8	2.8	2.8

Research Questions Restated

Question 1--Decisive Behavior

What observable changes, if any, occurred over a nine-week period of time in the decisive behavior of the child during the individualized work period in reading in the specially prepared environment which included the pupil-teacher conference in reading?

Ratings of decisive behavior were based on the number of self-directed activities which the child attempted in each of two three-week periods of observations separated from each other by a three-week interim period. Decision-making behavior was determined by reporting the number of self-directed activities and comparing them to the total number of activities attempted. Changes were computed in percentages.

Question 2--Independent Behavior

What observable changes, if any, occurred over a nine-week period of time in the independent behavior of the child during the individualized work period in reading in the specially prepared environment which included the pupil-teacher conference in reading?

To determine independent behavior this procedure was followed: the length of time involved in self-directed activities was compared to the length of time involved in teacher-directed activities. Changes were computed in percentages.

Question 3--Responsible Behavior

What observable changes, if any, occurred over a nine-week period of time in the responsible behavior of the child during the individualized work period in reading in the specially prepared environment which included the pupil-teacher conference in reading?

Responsible behavior was determined by comparing the length of time spent in reading activities to the length of time spent in disruptive activities. Changes were computed in percentages.

Question 4--Self-Reference

Accompanying the above observed behavioral changes, what changes, if any, occurred over a nine-week period of time in the self-reference of the child toward reading as indicated by a Self-Reference Measure?

The Self-Reference Measure used appears in Appendix I and the complete responses of two children to the measure are found in Appendix J. The changes in self-reference were determined by comparing each child's two self-reference responses with regard to four factors. These included the more positive reference to the self, the ability to verbalize interest, and the expressed knowledge of both his peers and his teacher's views of him as a reader and an independent worker.

In addition, the non-verbal behavior of each child was described, as observed during the administration of both the first and second Self-Reference Measures.

Table 5 shows the procedure followed in data analysis in order to answer each of the four research questions.

Table 5

Terms for Comparisons of Behavioral Data Analysis

Question 1 Decisive Behavior	Question 2 Independent Behavior	Question 3 Responsible Behavior	Question 4 Self-Reference Measure & Behavior
Number of Self-Selected Activities	Time Spent in Self-Selected Activities	Time Spent in Reading Activities	Number and Value of adjectives used.
Total Number of Activities Involved	Total Time Spent	Total Time Spent	Quantity of expression-- number of words used.
		Time Spent in Disruptive Activities	Investigator's evaluation of non-verbal behavior.
		Total Time Spent	

ANALYSIS AND DESCRIPTION OF
EACH CHILD'S DATA

Marie

Post-testing and teacher evaluation rated Marie as the child

highest in reading in this study (see Table 4).

Marie was rated by the teacher, even at the beginning of the

study, as a responsible child. It was she who had the first pupil teacher

conference (see Table 6). Marie's total behavior for each one hour

individualized work period, as observed, identified and timed, appears

in Table 6 for Round I and in Table 6.1 for Round II. The Observed

Behavior and Time Involvement tables are based on Table 3, the Observable

Behavior Chart, which places the behaviors in quality levels from one

to five. Levels 5 and 4 reflect self-choice activities. Level 3 shows

partly teacher-directed and partly self-directed activities while Levels

1 and 2 are made up of teacher directed activities.

Question 1: Decisive behavior. The number of decisions Marie

made and the number of decisions her teacher made on her behalf appear

in Table 6.2. Level 4 and Level 5 activities of the table are considered

to be self-choice activities while Levels 1 and 2 activities are con-

sidered to be teacher-directed activities. Level 3, which appears on

the table as partly teacher-directed and partly self-selected, is used only

to obtain the total number of activities involved; nevertheless it is

important as it may be a transitional time before becoming either more or

less independent. An example of a Level 3 activity is the use of the

dictionary. The child was given words to look up and had been taught

how to do this but each child performed the task independently when under

observation.

Table 6

Observed Behavior and Time Involvement for Marie--Round I

Behavior	Quality	Reading	Sub-Total	Expressing	Sub-Total	Skill Practicing	Sub-Total	Organization	Sub-Total	Transition	Sub-Total	Disruption	Sub-Total	Total
Observation 1	5	1 6	1	1 5 29 37	1.5			9 2	9	5 5 31 34	1			12.5
	4	Conference 10 10	10	1.5 1.5 5 11 14 20 2 1 26 28	6.5	1 1.5 8 10	2.5	2 5	2	1 5 5 4 12 30 1.5 32	3.5			24.5
	3	1.5 9.5 5 16 18 21	11.5	1 1 .5 1 7 9 17 19 1 5 1 20 23 25	7									18.5
	2					5 1 15 27	1.5	2 22		2	2			3.5
	1									5 5 13 33	1			1
Sub-Total			22.5		15		4		11		7.5		0	60
Observation 2	5	23 18	23							5 1 6 17	1.5			24.5
	4			2 2.5 .5 9 11 13 10.5 15	15.5					5 3 1 5 8 16	4.5	5 12	.5	20.5
	3	9 7	9	5 2	.5									9.5
	2							1 4	1	5 10	.5			1.5
	1			1.5 2 7 3	3.5					5 14	.5			4
Sub-Total			32		19.5		0		1		7		0	60
Observation 3	5	46 2	46							1 1	1			47
	4									5 3	.5	2 2 6 8 10	6	6.5
	3									2 1 7 9	.5			3
	2									1 5	1			1
	1							5 4	.5	2 11	2			2.5
Sub-Total			46		0		0		.5		7.5		6	60
TOTAL			100.5		34.5		4		12.5		22		6.5	180

Code: Bottom number--activity sequence. Top number--time involved in activity.

Table 6.1

Observed Behavior and Time Involvement for Marie—Round II

Behavior	Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	B Transition	Sub-Total	P Disruption	Sub-Total	Total
Observation 1	5	7 / 23	7	1.5 1 / 8 10 19	2.5					1 1.5 / 6 13 22	2.5			12
	4	7 3.5 3 2 / 7 9 11 17 20	18.5	2 / 12	2					.5 .5 / 4 21	1			21.5
	3			1 1 / 3 16 18	3	2 17 / 1 15	19			.5 / 5	.5			22.5
	2							1 3 / 2 14	4					4
	1													
Sub-Total			25.5		7.5		19		4		4			60
Observation 2	5	20 .5 3 12 13 / 1 2 4 9 14	47.5								4			47.5
	4			2 / 15	2	1 / 8	1					.5 2 1 /	3.5	6.5
	3			1 / 7	1			2.5 / 11	2.5			2 .5 /		3.5
	2	2 / 12	2											2.5
	1									.5 / 10	.5			2.5
Sub-Total			49.5		3		1				2.5		.5	60
Observation 3	5	35 / 1	35							.5 / 6	3.5			60
	4									1 1 /	1	1 /	1	36
	3									1 1 / 3		1 1 / 2	1	2
	2					20 / 5	20							20
	1									2 / 6	2	2 /	2	2
Sub-Total			35		0		20		0		2		3.5	60
TOTAL			110		10.5		40		6.5		8.5		4.5	180

Code: Bottom number--activity sequence. Top number--time involved in activity.

Table 6.2

Number of Activities Performed by Marie at Different Levels

Round/ Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	Total
ROUND I								
Observation 1	6	13	19	11	3	2	5	35
Observation 2	3	8	11	2	2	3	5	18
Observation 3	2	4	6	2	2	2	4	12
Total Round I	11	25	36	15	7	7	14	65
ROUND II								
Observation 1	7	8	15	6	2	0	2	23
Observation 2	5	5	10	2	0	2	2	14
Observation 3	2	2	4	1	1	0	1	6
Total Round II	14	15	29	9	3	2	5	43
Percentage Change			+12.06	-2.14			-9.90	

As observed in Table 6.2, Marie engaged in a total of 65 different activities in Round I. Of these activities, 11 were Level 5 activities, and 25 were Level 4 activities for a total of 36 self-selected activities. The total of teacher-directed activities, Level 1 and Level 2, was 14. In Round II Marie engaged in a total of 43 activities. Of these, 29 were in Levels 5 and 4, and five activities were teacher-directed activities as shown in Levels 1 and 2. The remaining nine were Level 3 activities.

The percentage of increase in self-directed activities from Round I to Round II is 12.06 percent which is the difference between the percentage for the first round of observations and the second round of observations. Similarly Marie shows a 9.90 percent decrease of teacher-directed activities from Round I to Round II. A decrease in the total number of activities between Rounds I and II can be interpreted as an increase in decisive behavior as well because as Marie became more involved in Reading Behavior whe performed no other activities during that time.

Question 2: Independent behavior. The amount of time spent by Marie in the different levels of activities in Round I and the levels of activities in Round II is shown in Table 6.3. Marie spent 135.5 minutes in self-choice activities in Round I, while she spent 13.5 minutes in teacher-directed activities. The total time spent in activities in the individualized reading period in each round was 180 minutes.

In Round II Marie spent 125.5 minutes in self-choice activities and 28.5 minutes in teacher-directed activities.

Time spent in self-choice behavior in Round I was 75.21 percent.

Table 6.3

Minutes Spent by Marie in Activities at Different Levels of Independence

Round/ Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	
ROUND I								
Observation 1	12.5	24.5	37	18.5	3.5	1	4.5	60
Observation 2	24.5	20.5	45	9.5	1.5	4	5.5	60
Observation 3	47	6.5	53.5	3	1	2.5	3.5	60
Total Round I	84	51.5	135.5	31	6	7.5	13.5	180
ROUND II								
Observation 1	12	21.5	33.5	22.5	4	0	4	60
Observation 2	47.5	6.5	54	3.5	0	2.5	2.5	60
Observation 3	36	2	38	0	20	2	22	60
Total Round II	95.5	30	125.5	26	24	4.5	28.5	180
Percentage Change			-5.55	-2.78			+8.33	

Time spent in self-choice behavior in Round II was 69.72 percent. This shows a decrease of 5.55 percent in time spent in self-selected activities. Teacher-directed activities increased from 7.5 percent in Round I to 15.83 percent in Round II, an increase of 8.33 percent. Level 3, which are partly self-selected activities and partly teacher-directed activities, decreased by 2.77 percent. Examination of Table 6.1 and the raw data shows that Marie spent 20 minutes involved in Level 2 activities in Category C, Skill Practicing Behavior, working on a calendar work sheet which had been provided by the teacher. This activity had been freely chosen but the nature of the sheet was directed blank-filling and then coloring the accompanying picture. This was a very independent performance on a, directed by reading, Level 2 worksheet.

Question 3: Responsible behavior. Table 6.4 reveals the time spent by Marie in reading and disruptive activities. Time spent in reading represents responsible behavior. She spent 100.5 minutes out of a total of 180 minutes in Round I in reading and related activities and 6.5 minutes in disruptive activities. In the second round she spent 110 minutes in reading activities and 4.5 minutes in disruptive activities. Again, the total time involved was 180 minutes. This is an increase of 5.28 percent in reading behavior and a decrease of 1.1 percent in disruptive behavior.

Question 4: Self-reference. The Self-Reference Measure appears in Appendix J.

A resume of the phrase expressions and the number of words Marie used for the Self-Reference Measure appears in Table 6.5. The reference

Table 6.4

Minutes Spent by Marie in Reading and Disruptive Activities

Round/Observation	Reading	Disruptive
ROUND I		
Observation 1	22.5	0
Observation 2	32	.5
Observation 3	46	6
Total	100.5	6.5
ROUND II		
Observation 1	25.5	0
Observation 2	49.5	3.5
Observation 3	35	1
Total	110	4.5
Percentage Change	+5.28	-1.1

directorate and lead adverb are supplied for each statement. The state-
ments are reduced to their direct interest probe. A sample of one com-
pleted Self-Reference Measure for Round I appears in Appendix K and for
Round II in Appendix L. Simple scrutiny of Table 6.5 shows the increased
quantity of expression used in Round II as compared to Round I.

Table 6.5

Phrase Expressions and Number of Words Used by Marie
in the Self-Reference Measure

Referent	Lead Adverb	Round I	# of words	Round II	# of words
STATEMENT I--Level of Reading					
Self	usually	pretty hard	2	harder books like Gr. 3	5
Teacher	always	pretty good	2	very good	2
Friend	often	pretty good	2	really hard books	3
STATEMENT II--Choice of Reading Activity					
Self	sometimes	a story book	3	I don't know, maybe science or something	7
Teacher	never	real easy books	3	Gr. 1 books or real easy ones	7
Friend	most of the time	work it out	3	ask her or work it out	6
STATEMENT III--Seeking Assistance					
Self	often	ask teacher	2	ask the teacher, work on it maybe	7
Teacher	usually	sound it out	3	sound it out	3
Friend	sometimes	work it out	3	ask her or work it out	6
STATEMENT IV--Working with Others					
Self	never	talk	1	talk	1
Teacher	often	talk	1	talk	1
Friend	usually	talk a lot	3	talk (very relaxed, Marie really laughed here)	1
STATEMENT V--Direction of Interest					
Self	usually	arithmetic	1	recess	1
Teacher	sometimes	reading	1	reading a book	3
Friend	often	I don't know	3	reading	1
STATEMENT VI--Depth of Interest					
Self	never	can finish it	3	want to put it away	5
Teacher	always	should work	2	like to read it right away	6
Friend	sometimes	I don't know	3	thinks I read too much	5
STATEMENT VII--Projected Interest					
1. When I grow up I will usually read . . .		stories about people 'cause I like those stories	8	I don't know. I guess lots and lots of books	10
2. Will they be hard books?		pretty hard	2	Kind of hard, but I'll read them anyway	8
3. Will you like to read?		yes	1	yes, very much. I'm sure I'll always like to read.	10
Total Number of Words Used in Round I			52		
Total Number of Words Used in Round II					98

<u>Quality of expression</u>. Although the adjectives used by Marie were frequently the same for Round II as they were for Round I, Statement I, Part 1 appears to show positive change. The common expression "pretty" does not reveal as much depth of understanding of the self as the more specific remark "harder books like Grade III," or as does the remark "really hard books" as supplied to Part 3 of this question. Statement V shows an increased knowledge of Marie's friend Donna's feelings about her direction of interest. In Round I Marie stated "I don't know" in response to "Donna thinks your best time in school is _____." In Round II Marie stated "reading." Statement VI, Part 3, also reveals this increase of understanding of her friend's feelings. This statement concerned the depth of interest shown when reading an interesting book. Marie stated, in Round I, "I don't know," as compared to Round II in which she said "She thinks I read too much." With regard to change in the knowledge of her teacher's attitude, more words are used in the responses and increased understanding seems to be shown in Statement VI. In completing the statement "When I find a very interesting book my teacher thinks I always _____," Marie supplied "should work" in Round I. In Round II Marie replied "like to read it right away." This might indicate that Marie thought she knew that the teacher understood how she felt about reading, whereas Round I only indicates that Marie thought she knew what the teacher wanted her to do.

<u>Quantity of expression</u>. As mentioned earlier the increase in quantity of words is very obvious. Two examples are: in response to all the parts of Statement VI in Round I, Marie used eight words, in Round II she used 16 words. Regarding Projected Interest, Statement VII,

to answer all parts Marie used 28 words in Round II as compared to 11 words in Round I.

Non-verbal behavior. Marie appeared to be much more relaxed in Round II as compared to Round I. The investigator had identified her as "giggly and rather wiggly" in Round I but in Round II as "giggly but aware of me and herself." After Question II, Parts 2 and 3, in Round I, the investigator had written, "hopped up and down, put finger in mouth--h'm-um, scratched left leg with right hand, puckered lips and made facial contortions." After Question VI, Round I, the investigator wrote, "fidgety, hopped up and down, shifted weight from one foot to the other, leaned against me and the desk." In Round II the data indicates one recording, after Statement IV, which she completed three times in a row with the single word "talk"--"Marie laughed very hard here, seemed very relaxed." Marie seemed to think it was funny to have supplied "talk" three times in a row. Also she seemed to be laughing at herself which might indicate a very high level of self-concept and a high degree of understanding of the relationship between her behavior and her self-concept. Following Statement V, Part 3, the investigator wrote "Marie leaned against me slightly, looked up and giggled, then stood straight again, appeared relaxed." Marie showed herself to be a very happy, self-contained little girl. Observations during the study indicated that she gained in assurance and understanding of herself and others during that time.

Summary of Behavior Change for Marie

As shown in Illustration 12, Marie increased by 12.06 percent in decisive behavior. This is a very positive change since, prior to the study, Marie had already been making self-choices and her decision to be involved in sustained, uninterrupted reading left her little time to make other choices. Marie decreased in independent behavior by 5.55 percent however the decrease in this amount of time is entirely taken up by the amount of time spent in Category C, Level 2, which was a teacher-prepared worksheet on which she worked totally independently, reading and following the prepared instructions.

Decisive
Behavior
.+12.06

Independent
Behavior
-5.5

Responsible
Behavior
+5.28

Self-Reference
Behavior
Increasing

-10 -5   0   +5 +10
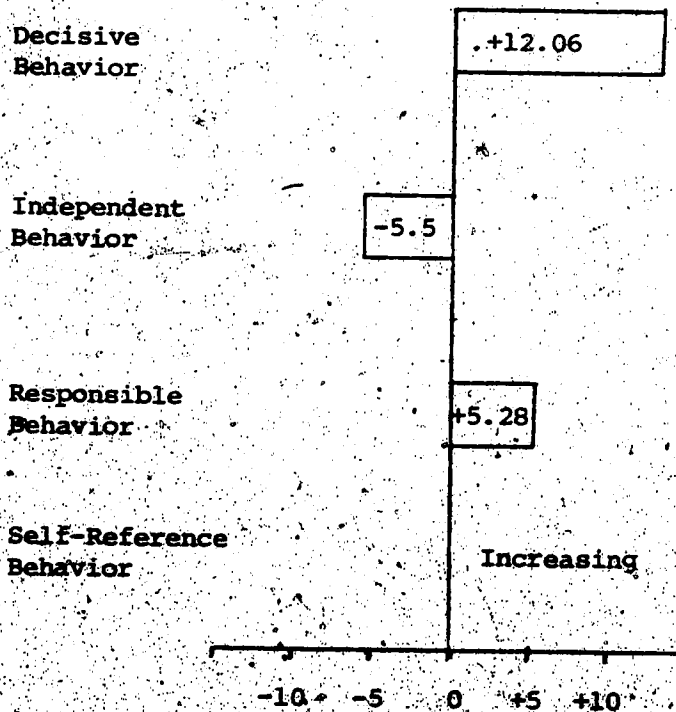
Illustration 12

Behavior Changes in Direction and Percentage for Marie

Indepth Description of Marie's Behavior
  and the Reading Materials Used

Tables 6 and 6.1 indicate all of the behavioral activities and the length of time Marie spent in these activities, in each of Rounds I and II. The raw data, a sample of which appears in Appendix K indicates as well the materials used for that behavior and the sequencing involved in time changes. The investigator will identify the materials used by Marie during those behavior times indicated in Table 6 keeping in mind the four research questions and identifying change in those behaviors when possible.

Indecisive to decisive behavior. A progressive increase is shown in Marie's ability to make decisions throughout the nine week period. In Round I, Observation 1, Marie spent 36 minutes in self-directed activities and 14 minutes in teacher-directed activities. In Round II, Observation 1, Marie spent 29 minutes in self-directed activities and 5 minutes in teacher-directed activities. In examining Round II, Observation 1, Marie's patterns read as follows: she first chose a skill practicing activity (tabulated 1-C, Level 3). This was a blank filling exercise containing "bl" and "cl" blends on a "magic card" (see Appendix N). It was not challenging to her and she completed it in two minutes. She waited for one minute for checking by the teacher (activity 2-D, organizational behavior, Level 2). The teacher checked her card and encouraged her to try something more difficult. This is recorded as expressing behavior (activity 3-B, Level 3) for one minute. Marie used a paper towel to erase her "magic card." She then put it away, which is identified as transitional behavior and recorded as activity 4-E, Level 4;

this took one-half minute. Marie's repetitiveness demonstrated in this
activity is obvious in all of her behavior. What appears next in the
raw data as aimless wandering and is tabulated as activity 5-E (transi-
tional behavior Level 4) for one-half minute, may have been Marie's way
of making a choice in activity 6, Level 1. This is recorded in the data
as choosing a workbook "Stories to Study B." This is a high level
comprehension type workbook containing short stories and questions.
Activities 7, 9 and 11, which were reading from this workbook, were
interrupted by the assistance she gave to a peer recorded as activities
8 and 10. She then had a spontaneous interview with the teacher who
provided encouragement and reinforcement for two minutes. This is recorded
as activity 12, Level 4-B. Following the interview, Marie chose to do
the comprehension questions which followed the story. This choice is
recorded as activity 13. Marie watched while the teacher spent the next
three minutes preparing the worksheet in a non-destructable form (activity
14). She removed the sheet from the workbook and covered it with a
plastic sleeve. Time was not usually spent in this manner in the class-
room, however, there was only one copy of this book. Marie then spent
an uninterrupted 17 minutes doing the comprehension and vocabulary
building exercise. Marie then placed the sheet sleeve in the correction
box (activity 16). While returning to her desk she assisted a peer for
one minute which is expressing behavior, activity 17-B, Level 3. She
then began reading another story in "Stories to Study B," which she read
for three minutes (activity 18-A, Level 4). A peer came to ask her for
help which took one minute (activity 19-B, Level 5). She returned to her
story and read for two minutes (activity 20). The story did not interest

her so she put it away which took one-half minute (activity 21-E, transitional behavior, Level 4). She then chose a reading book for one-half minute (activity 22-E, Level 5). She began reading Happy Holiday 7a Lady Bird Series, and she was still reading when the observation period ceased (activity 23). Her total transitional time was four minutes. She spent four additional minutes organizing her activities. This includes three minutes waiting time for teacher preparation of materials. Though the teacher encouraged her in her decision to do the comprehension exercise it was Marie's choice.

Dependent to independent behavior. Marie increased in independent behavior throughout the study. In the first round, Observation 1, she was observed doing 35 activities. In Observation 2, Round 1, she performed 18 different activities and in Observation 3, Round I, she performed 12 activities. This is a steadily decreasing record but to off-set this Marie spent an undisturbed 22.5 minutes in reading in Observation 1 as compared to more than twice that amount, 46 minutes, in undisturbed reading in Observation 3. In Round II, Marie spent 25.5 minutes in reading in Observation 1 and 49.5 minutes in Observation 2. In Observation 3 Marie spent only 35 minutes in self-directed reading time as she worked with the teacher, reading and using the dictionary for 20 minutes, which appears as teacher-directed time for it was a teaching lesson period. It was therefore not possible for her to spend as much time as before in self-selected activities. In Round II Marie performed 21 different activities in Observation 1 as compared to only six activities in Observation 3. Two of these observed activities were putting away her reading book and collecting her materials for the dictionary

work.   The teacher-directed activity recorded as Level 1-E, transitional behavior, appears on all of the children's behavior tables, just prior to the recess break. This is a two, or sometimes three, minute wash-room period which must be recorded occasionally in order to make up the 60 minutes observational time. The investigator began observations immediately following opening exercises which varied slightly in length of time. When observations commenced before 9:30 the washroom break period was not recorded as the final activity in the 60 minutes of observation.

Irresponsible to responsible behavior. Marie was rated by the teacher, even at the beginning of the study, as a responsible child. It was she who had the first pupil-teacher conference (see Table 6, activity 1). When she requested the interview the teacher scheduled it for ten minutes later. Marie chose an S.R.A. Kit sheet and returned to her desk. She did not begin to do the sheet however. She located her book for the interview, The Story of Captain Cook by L. Dee Garde, her reading exercise book and an activity card based on relating pictures to the story. She placed these articles on the corner of her desk. This total time is recorded as activity 1-D, Level 5 and took nine minutes. She then began to do the S.R.A. Kit sheet (activity 3-B) for three minutes. She was doing the sheet when the teacher called for her interview. This is recorded in Table 6 as conference in which she was involved for ten minutes. The teacher's questions during the conference motivated Marie to use the globe to locate Tahiti, Australia and Tasmania. Marie then returned to her desk to record some parts of the conference in her exercise book. Following her writing she took up the S.R.A. sheet again

and began to complete the activity. This recorded as activity 16-A

Level 3, which is reading and using a language lab. She continued in this

act for ten minutes, interrupted twice to give assistance to her peers.

Marie usually replaced her completed materials and placed her

finished worksheets in the correction box. This appears in the data as

activity 4-E and its repetitiveness is evident.

The third transitional behavior is the previously reported

washroom break which ends the observation period. From this analysis

Marie's independent activity increase is evident.

This description of responsible behavior ends the indepth

description of Marie's behavior. The following pages contain the results

of the data analyses for the other seven subjects in the study.

Amy

Amy rated second in reading ability and teacher evaluation (see

Table 4). Amy's behavior, for each one hour of the individualized work

period, appears in Table 7 for Round I and Table 7.1 for Round II.

Question 1: Decisive behavior. Decisions made by Amy and

decisions made by her teacher on her behalf appear in Table 7.2. During

the time Amy was observed she performed a total of 87 activities in both

rounds. She made 61 decisions by herself and was assisted or teacher-

directed 16 times. Level 3 shows those activities which are considered

neither self-directed nor teacher-directed and accounts for the ten other

activities shown in the table.

A further look at Table 7.2 reveals that Amy was involved in 38

different activities in Round I. She performed 28 self-choice activities

and eight teacher-directed activities. 73.68 percent of Amy's activities

Table 7

Observed Behavior and Time Involvement for Amy--Round I

Behavior Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	E Transition	Sub-Total	F Disruption	Sub-Total	Total
Observation 1	Conference 1½ 15	6							2, .5 1	3.5		0	9.5
		15							1, 4	.5			13.5
	7, 24 5, 9	31							3				31
							2 7	2	10	2		0	.2
													2
Sub-Total		52		0		0		2		6		0	60
Observation 2	Conference 7 5	7	11 10.5 8 7	23.5	11 11 10 11	22			1.5 3.5 1 4 9 12	3.5		0	27
									3 5 3.5 3 6 8 11	2			9
									2	2.5			22
													2
Sub-Total		7		23.5		22		0		7.5		0	60
Observation 3	16 9	16	8 12	8	2 3	2			.5 .5 .5 2 7 9 8 11	2			26
	2		1.5 2 1	4.5					.5 .5 7 10 13	1.5			6
	16 5 4 7	25							1	1			27
													1
Sub-Total		41		12.5		2		0		14		0	60
Total		100		26		24		2		18		0	180

Table 7.1

Observed Behavior and Time Involvement for Amy--Round II

Behavior	Quality	A Reading	Sub-total	B Expressing	Sub-total	C Skill Practicing	Sub-total	D Organiz-ation	Sub-total	E Transition	Sub-total	F Disruption	Sub-total	Total
Observa-tion 1			14								3.5			13.5
Sub-Total			36.5		1		8.5		0		8.5		5.5	0
Observa-tion 2					20									60
														21
														1
Sub-Total			22		41		15		0		2		0	37
Observa-tion 3														0
														60
														41.5
														0
														15
														3
Sub-Total			15		62		0		0		3		0	60
TOTAL			73.5				24.5		0		14.5		5.5	180

Codes: Bottom number--activity sequence. Top number--time involved in activity.

Table 7.2

Number of Activities Performed by Amy at Different Levels

Round/ Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	
ROUND I								
Observation 1	4	2	6	2	1	1	2	10
Observation 2	6	5	11	0	2	1	3	14
Observation 3	6	5	11	0	2	1	3	14
Total Round I	16	12	28	2	5	3	8	38
ROUND II								
Observation 1	7	17	24	7	3	0	3	34
Observation 2	2	3	5	1	2	0	2	8
Observation 3	1	3	4	0	1	2	3	7
Total Round II	10	23	33	8	6	2	8	49
Percentage Change			-6.33	+11.06			-4.72	

in Round I were self-directed; 21.05 percent of Amy's activities were teacher-directed. In Round II Amy performed 49 different activities, of which 33 were clearly self-selected while eight were teacher-directed. Amy's activities were 67.34 percent self-selected while 16.22 percent were teacher-directed. These figures show a decrease in both self-selected and teacher-directed activities. The percentage decrease is 6.33 percent in self-selected activities while the decrease in teacher-directed activities is 4.72 percent. During Round II more activities were neither self-selected nor teacher-directed, as Amy was working on a self-choice activity card. Looking again at Table 7.2, Amy was engaged in eight Level 3 activities in Round II while she was engaged in only two Level 3 activities in Round I. Examination of Tables 7 and 7.1 revealed these activities to be the use of a self-choice card, which was interrupted by peer questions. The raw data showed this activity to be the teacher made activity card #36 (see Appendix G).

Question 2: Independent behavior. The amount of time spent by Amy in the 38 activities in Round I and the 49 activities in Round II is shown in Table 7.3. Table 7.3 reveals the time spent by Amy in Round I in self-choice activities to be 93 minutes, while time spent in teacher-directed activities was 56 minutes. In Round II her time spent in self-choice activities was 93 minutes while her time spent on teacher-directed activities was 69.5 minutes. Total time for both rounds was 180 minutes. Amy shows no change in time spent in self-selected activities between Rounds I and II, while teacher-directed activities in Rounds I and II have increased by 7.5 percent. Level 3, partly teacher-directed activities, decreased by 7.5 percent.

Table 7.3

Minutes Spent by Amy in Activities at Different Levels of Independence

Round/Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	Total
ROUND I								
Observation 1	9.5	15.5	25	31	2	2	4	60
Observation 2	27	9	36	0	22	2	24	60
Observation 3	26	6	32	0	27	1	28	60
Total Round I	62.5	30.5	93	31	51	5	96	180
ROUND II								
Observation 1	17.5	11.5	29	16.5	14.5	0	14.5	60
Observation 2	1	21	22	1	37	0	37	60
Observation 3	.5	41.5	42	0	15	3	18	60
Total Round II	19	74	93	17.5	66.5	3	69.5	180
Percentage Change			No change	-7.5			+7.5	

Question 3: Responsible behavior. Table 7.4 discloses the responsible behavior shown by Amy. She spent 100 minutes in Round I in reading activities and 0 minutes in disruptive activities. In Round II she spent 73.5 minutes in reading activities in 5.5 minutes in disruptive behavior. This is a 14.72 percent decrease in time spent in reading activities and a 3.05 percent increase in time spent in disruptive behavior during the 180 minute observation time.

Table 7.4

Minutes Spent by Amy in Reading and Disruptive Activities

Round/Observation	Reading	Disruptive
ROUND I		
Observation 1	52	0
Observation 2	7	0
Observation 3	41	0
Total	100	0
ROUND II		
Observation 1	36.5	5.5
Observation 2	22	0
Observation 3	15	0
Total	73.5	5.5
Percentage Change	-14.72	+3.05

Question 4: Self-reference. The phrase expressions and number of words used by Amy in response to the Self-Reference Measure appear in Table 7.5. Examination of Amy's table does not appear to give concrete evidence of growth in most cases. In fact, her total number of words used in Round I is considerably higher than in Round II. In question V, she possibly anticipated that the examiner was anxious to receive an answer regarding reading. However, this might also indicate she had gained more knowledge of her teacher over the observation time.

Responses to Statement II, though in much less quantity, do perhaps appear to have a greater knowledge and a more precise vocabulary. The response "special reading" would encompass S.R.A. and R.F.U. and any other special reading Amy wanted to do. The second and third response to Statement II might also be a more generalized response for a higher level of understanding of herself.

Amy's non-verbal behavior in both rounds appeared to be very relaxed but controlled. She "umhummed," and hesitated several times and bit her lip before responding to Statement VI. Her replies to that question might possibly indicate a greater depth of interest in reading also as all of the responses indicate reading in the second round, whereas in Round I "forget" might not be directed toward reading.

Summary of Behavior Changes for Amy

Amy decreased in decisive behavior by 6.33 percent. She showed no change in independent behavior, or in self-reference behavior. Amy was the one child who seemed the most independent at the beginning of the study. She was described as being steady and relaxed. She decreased by 14.72 percent in responsible or actual reading behavior.

Table 7.5

Phrase Expressions and Number of Words Used by Amy
in the Self-Reference Measure

Referent	Lead Adverb	Round I	# of words	Round II	# of words
STATEMENT I--Level of Reading					
Self	usually	easy and hard books	4	well	1
Teacher	always	sort of well	3	hard books	2
Friend	often	good	1	hard books	2
STATEMENT II--Choice of Reading Activity					
Self	sometimes	S.R.A.-R.F.U. (the same as S.R.A. only it's some different)	10	special reading	2
Teacher	never	She thinks I choose everything	5	easy books	2
Friend	most of the time	S.R.A. and R.F.U.	3	hard books	2
STATEMENT III--Seeking Assistance					
Self	often	ask the teacher	3	ask my teacher or my friend	6
Teacher	usually	talk to my friends for help	6	ask her or my friend-- sometimes read	7
Friend	sometimes	make mistakes	2	ask the teacher	3
STATEMENT IV--Working with Others					
Self	never	talk	1	talk	1
Teacher	often	make mistakes	2	talk	1
Friend	usually	work together	2	talk	1
STATEMENT V--Direction of Interest					
Self	usually	Gym and Art	3	reading	1
Teacher	sometimes	Art	1	Art	1
Friend	often	Gym and Art	3	Art	1
STATEMENT VI--Depth of Interest					
Self	never	know how	2	sometimes I read	3
Teacher	always	forget	1	read easy books	3
Friend	sometimes	forget	1	forget to play	3
STATEMENT VII--Projected Interest					
1. When I grow up I will usually read . . .		When I grow up? Hard books.	2	Mystery stories	2
2. Will they be hard books?		Some of both	3	Probably	1
3. Will you be able to read them?		Yes	1	I'm sure	2
4. Will you like to read?		Yes	1	Very much	2
Total Number of Words Used in Round I			60		
Total Number of Words Used in Round II					49

Decisive
Behavior   -6.33

Independent
Behavior   no change

Responsible
Behavior   -14.72

Self-Reference
Behavior   no change

-10   -5   0   +5   +10
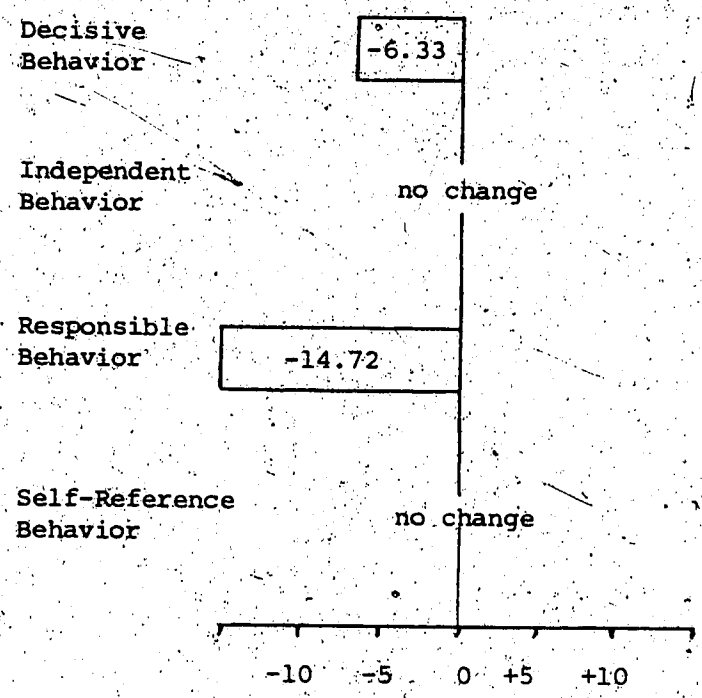
Illustration 13

Behavior Changes in Direction and Percentage for Amy

Although 14.72 percent seems like a significant amount, it is actually a difference of 26.5 minutes in reading time. It should be noted that Amy has transferred 26.5 minutes of reading behavior to 26 minutes of expressing behavior and one-half minute to skill developing behavior. The total time involved in organizational, transitional and disruptive behavior remained exactly the same. Therefore Amy actually showed the least change of any of the children since expressing behavior is likewise a very responsible behavior. Indeed, written activities are usually more difficult for a child than are reading activities, however, .this study restricted responsible behavior to actual reading activities, hence Amy is recorded as having decreased by 14.72 percent in responsible

behavior. This summary of her behavior changes in decisive, independent and responsible behavior concludes the presentation and interpretation of the data for Amy.

Dolly

Third rating in reading ability according to teacher evaluation and the Gates McGinitie reading test was given to Dolly (Table 4). Tables 8 and 8.1 disclose her behavior for each one hour individualized work period in Rounds I and II.

Question 1: Decisive behavior. The number of decisions made by Dolly and the number of decisions made by her teacher on her behalf appear in Table 8.2. Over the period of observation Dolly performed a total of 82 tasks. In the first round Dolly performed 17 self-selected tasks (Levels 5 and 4). In the second round she performed 20 self-selected tasks. This shows an increase of 16.28 percent in self-selected activities from Round I to Round II. The teacher made 24 selections on her behalf in Round I and 12 selections on her behalf in Round II. This is a 20.9 percent decrease in teacher-selected activities.

Question 2: Independent behavior. Table 8.3 represents the amount of time Dolly spent at each of the levels in Round I and Round II during the 180 minute observation period. Dolly spent 36.5 minutes in self-choice activities and 111.5 minutes in teacher-directed activities in Round I; while in Round II she spent 74.5 minutes in self-choice activities and 79.5 minutes in teacher-directed activities. This indicates a 21.11 percent increase in involvement in independent activities from Rounds I to II. Time spent in choices made by the teacher on her behalf decreased

Table 8

Observed Behavior and Time Involvement for Dolly--Round I

Behavior	Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	E Transition	Sub-Total	F Disruption	Sub-Total	Total
Observation 1	5													2
	4									1 1 / 3 5	2	5 1 1 / 13 19 21	2.5	3.5
	3													0
	2	12 7 1 5 1 / 4 6 8 10 12 / 8 4.5 1.5 / 14 16 18 / 4 3 / 20 22	47	1 / 1	1			1 5 / 7 17 · 5 5 / 11 15	1.5					50.5
	1									2 2 / 9 23	4			
Sub-Total			47		1		0		1.5		8		2.5	60
Observation 2	5	11 / 5	11			4 6 / 9 11	10			5 5 5 / 4 6 8	1.5			22.5
	4			2 / 1	2					5 / 3	.5			2.5
	3					13 3 14 / 7 10 12	30							30
	2	5 2	5											5
	1													0
Sub-Total			16		2		40		0		2		0	60
Observation 3	5													0
	4									1 4 / 2 4	5	1 / 6	1	6
	3			2 / 9	2									2
	2	24 16 3 6 / 3 5 7 10	49					1 / 1	1					50
	1							1 / 8	1	1 / 11	1			2
Sub-Total			49		2		0		2		6		1	60
TOTAL			112		5		40		3.5		16		3.5	180

Code: Bottom number--activity sequence. Top number--time involved in activity.

Table 8.1

Observed Behavior and Time Involvement for Dolly--Round II

Behavior	Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	E Transition	Sub-Total	P Disruption	Sub-Total	Total
Observation 1	5	7 / 9	7	1 2 / 2 4	3					5 / 8	.5			10.5
	4			4 2.5 4.5 11 / 5 11 13	11					5 / 7	.5			11.5
	3													0
	2	15 10 9 / 1 3 6	34											34
	1	1.5 / 12	1.5							.5 2 / 10 14	2.5			4
Sub-Total			42.5		14		0		0		3.5		0	60
Observation 2	5	21 / 8	21							1 / 7	1			22
	4			6.5 / 10	6.5							11 / 2.5	2	8.5
	3							6 / 11	6	11 / 4 6	2			.8
	2	18 3 / 1 5	21											21
	1									.5 / 9	.5			.5
Sub-Total			42		6.5		0		6		3.5		2	60
Observation 3	5					19 / 4	19			5 .5 .5 / 3 6 10	1.5			20.5
	4									.5 .5 / 2 5 9	1.5			1.5
	3	12 / 11	12			6 / 7	6							18
	2	15 / 1	15			3 / 8	3							18
	1									2 / 12	2			2
Sub-Total			27		0		28		0		5		0	60
TOTAL			111.5		20.5		28		6		12		2	180

Code: Bottom number--activity sequence. Top number--time involved in activity.

Table 8.2

Number of Activities Performed by Dolly at Different Levels

Round/ Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	
ROUND I								
Observation 1	2	4	6	0	14	2	16	22
Observation 2	6	2	8	3	1	0	1	12
Observation 3	0	3	3	1	5	2	7	11
Total Round I	8	9	17	4	20	4	24	45
ROUND II								
Observation 1	4	4	8	0	3	3	6	14
Observation 2	2	3	5	3	2	1	3	11
Observation 3	4	3	7	2	2	1	3	12
Total Round II	10	10	20	5	7	5	12	37
Percentage Change			+16.28	+4.63			-20.9	

Table 8.3

Minutes Spent by Dolly in Activities at Different Levels of Independence

Round/ Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed Level 3	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total		Level 2	Level 1	Sub-Total	
ROUND I								
Observation 1	2	3.5	5.5	0	50.2	4	54.5	60
Observation 2	22.5	2.5	25	30	5	0	5	60
Observation 3	0	6	6	2	50	2	52	60
Total Round I	24.5	12	36.5	32	105.5	6	111.5	180
ROUND II								
Observation 1	10.5	11.5	22	0	34	4	38	60
Observation 2	22	8.5	30.5	8	21	.5	29.5	60
Observation 3	20.5	1.5	22	18	18	2	38	60
Total Round II	53	21.5	74.5	26	73	6.5	79.5	180
Percentage Change			+21.11	-3.33			-17.78	

by 17.78 percent. Table 8.3 reveals a rather large amount of time spent at Level 2 activities in both rounds. Inspection of Tables 8 and 8.1 and the raw data disclosed this to be a small group teacher-guided reading lesson. During this 60-minute observation time the teacher also taught a small group reading lesson. Since she did not know which two of the eight children the investigator was observing, sometimes the child or children being observed participated in a guided reading lesson during the 60 minutes.

Question 3: Responsible behavior. Responsible behavior for Dolly is shown in Table 8.4 as the amount of time Dolly spent in reading activities as compared to the amount of time she spent in disruptive activities. She spent 112 minutes in reading and 3.5 minutes in disruptive behavior in the first round and 111.5 minutes in reading and 2 minutes in disruptive behavior in the second round. This is a decrease of 0.27 percent in reading activities and a decrease of 0.83 percent in distruptive activities.

Question 4: Self-reference. Table 8.5 gives evidence of the phrase expressions and the number of words used by Dolly in replying to the Self-Reference Measure. Although Dolly has used considerably more words in all of the responses in Round II, the two phrases which appear to contain the most growth are the responses to her knowledge of the teacher's understanding of her. Dolly was a very shy, quiet girl. The researcher has written on her Self-Reference Measure, "very shy and quiet--no apparent discomfort." The response to Number IV, "Mrs. B thinks I often like to be quiet," appears to be an indepth perception of her knowledge that the teacher understood her. Dolly repeated the lead-in

Table 8.4

Minutes Spent by Dolly in Reading and Disruptive Activities

Round/Observation	Reading	Disruptive
ROUND I		
Observation 1	47	2.5
Observation 2	16	0
Observation 3	49	1
Total	112	3.5
ROUND II		
Observation 1	42.5	0
Observation 2	42	2
Observation 3	27	0
Total	111.5	2
Percentage Change	-.27	-.83

statement, hence this appears only as four words , those which follow

the adverb "often." Statement VI possibly reveals growth in all three

responses. The statement, "When I find an interesting book--'I read

on in it'" is a higher level than the ending "forget." My friend thinks

I always "read" may also show more understanding than "don't work"

although they may mean the same thing. The response "forget to play"

is an excellent response whereas in Round I Dolly made no response at all.

As revealed, Dolly showed considerable change and probable increase in

her self-reference in reading behavior.

Table 8.5

Phrase Expressions and Number of Words Used by Dolly
in the Self-Reference Measure

Referent	Lead Adverb	Round I	# of words	Round II	# of words
STATEMENT I--Level of Reading					
Self	usually	hard books	2	books in the middle	4
Teacher	always	work hard	2	I don't know	0
Friend	often	skip a word	3	I don't know	0
STATEMENT II--Choice of Reading Activity					
Self	sometimes	hard books	3	homes and homeland	3
Teacher	never	always choose everything	3	I don't know	0
Friend	most of the time	easy books	2	I don't know	0
STATEMENT III--Seeking Assistance					
Self	often	ask Mary Anne	2	ask my friend	3
Teacher	usually	ask her	2	look it up for myself or I ask Mrs. B.	10
Friend	sometimes	ask her	2	ask her	2
STATEMENT IV--Working with Others					
Self	never	no response	0	read out loud	3
Teacher	often	no response	0	Mrs. B. thinks that I often like to be quiet	4
Friend	usually	no response	0	I don't know	0
STATEMENT V--Direction of Interest					
Self	usually	recess	1	Reading	1
Teacher	sometimes	Reading	1	Arithmetic	1
Friend	often	Reading	1	Maybe Reading	2
STATEMENT VI--Depth of Interest					
Self	never	forget	1	read on in it	4
Teacher	always	don't work	2	read	1
Friend	sometimes	no response	0	forget to play	3
STATEMENT VII--Projected Interest					
1. When I grow up I will usually read . . .		Reader's Digest	2	Reader's Digest maybe	3
2. Will they be hard books?		No, easy	2	No	1
3. Will you be able to read them?		no answer	0	Yes	1
4. Will you like to read?		Yes	1	Yes	1
Total Number of Words Used in Round I			32		
Total Number of Words Used in Round II					47

Summary of Behavior Changes for Dolly.

Decisive
Behavior
+16.28

Independent
Behavior
+21.11

Responsible
Behavior
-.27

Self-Reference
Measure
Increase

-20 -15 -10 -5 0 +5 +10 +15 +20
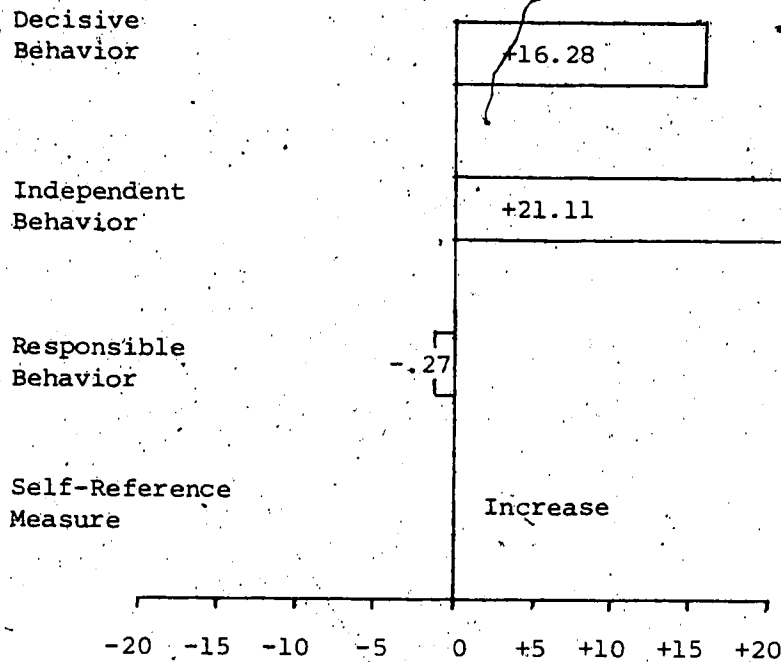
Illustration 14

Behavior Changes in Direction and Percentage for Dolly

Dolly increased in decision-making behavior by 16.28 percent while she decreased in teacher-made decisions by 20.9 percent. Independent behavior for Dolly increased by 21.11 percent and she showed a 17.78 percent decrease in dependent behavior. In responsible, reading, behavior Dolly had decreased by .27 percent. However, disruptive behavior also decreased by .83 percent. Dolly's time taken from actual reading behavior, and considerably more time, went into expressing behavior as she was engaged in writing a book summary. Expressing behavior is also a very responsible behavior and the arbitrary decision to use only reading behavior as responsible behavior must be considered as a limitation of this study.

Dolly revealed change and possible growth in the responses made to the Self-Reference Measure. This concludes the presentation and interpretation of the data collected on Dolly.

Roy

Table 4 shows Roy as the fourth subject of the study. Although he rated higher in actual testing than the two previous subjects, his general ability and work habits placed him fourth in the study. Roy's reading activities are shown for the observation periods in Rounds I and II in Tables 9 and 9.1 respectively.

Question 1: Decisive behavior. The number of decisions made by Roy and the number of decisions made by his teacher on his behalf appear in Table 9.2. Roy performed a total of 51 activities in Round I. Of these 22 were decisions made by himself, while 14 were decisions made by his teacher on his behalf. In Round II he performed a total of 64 activities; of these his teacher made 18 decisions on his behalf while he made 26 self-selected decisions. These figures show a decrease of 2.52 percent in self-choice activities and an increase of 0.67 percent in teacher-made decisions. Roy's tables show a large number of activities at Levels 4 and 2 in expressing behavior. Examination of the raw data shows that Roy was working on a caption film strip for Beauty and the Beast which is a Level 4 activity, while the Level 2 activities were revealed to be time spent in a teacher-guided small group reading lesson.

Question II: Independent behavior. Table 9.3 shows the amount of time spent by Roy at each level of independence in Rounds I and II. Roy spent 73 minutes in self-choice activities in Round I and 75 minutes

Table 9

Observed Behavior and Time Involvement for Roy--Round I

Behavior	Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	E Transition	Sub-Total	F Disruption	Sub-Total	Total
Observation 1	5	4 5 / 16 18	9	1 1 1 / 4 6 17	3					1 / 15	1			13
	4			3 2	3					1 .5 .5 / 1 12 14	2			5
	3	10 7	10	7 4 / 9 11	11									21
	2	3 12 2 / 3 5 13	17											17
	1	2 / 10	2							1 1 / 8 19	2			4
Sub-Total			38		17		0		0		5		0	60
Observation 2	5	12 / 19	12							1 .5 / 1 18	1.5			13.5
	4									.5 / 17	.5	1 1 / 13 15	2	2.5
	3	8 16 2 / 4 6 8 10 / 3 11 2 / 12 14 16	33	1 1 / 3 5	2									35
	2	5 5 / 2	5											5
	1									2 1 1 / 7 9 11	4			4
Sub-Total			50		2		0		0		6		2	60
Observation 3	5			5 / 12	5									5
	4			5 24 3.5 / 1 3 5	12.5					1.5 2.10	1.5		1.5	34
	3					7 / 6	7	7 4 / 6 8	4					11.5
	2	4 2.5 / 9 11	6.5	1 1 / 7	1					.5 / 4	.5			7.5
	1									2 / 13	2			2
Sub-Total			6.5		38.5		7		4		2.5		1.5	60
TOTAL			94.5		57.5		7		4		13.5		3.5	180

Table 9.1

Observed Behavior and Time Involvement for Roy--Round II

Behavior	Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	E Transition	Sub-Total	F Disruption	Sub-Total	Total
Observa-tion 1	5			1 2 13 / 8 10 19	16					5 2 / 4 17	2.5			18.5
	4			.5 / 12	.5					5 1 / 2 16	1.5	.5 / 6	.5	2
	3	19.5 1.5 3 3 / 5 7 9 11 2.5 5.5 / 13 15	35	35		1 / 18	1	.5 / 7	.5					36.5
	2					1 / 3								1.5
	1									.5 1 / 14 20	1.5			1.5
Sub-Total			35		16.5		2		.5		5.5		.5	60
Observa-tion 2	5			2 / 19	2					1 / 1	1			3
	4			2 / 9	2	.5 / 14	.5			3 / 27	3	1 4 .5 5 2 .5 / 4 6 11 13 23	5	10.5
	3			1 2 1 / 16 27 26 6 / 30	10	1 2 / 8 20	3							13
	2	3 10 1 2 .5 / 2 5 7 10 12 3 3 2 2 / 15 17 25 29	26.5	1 / 16	1									27.5
	1									1 2 2 1 / 3 22 24 28	6			6
Sub-Total			26.5		15		3.5		0		10		5	60
Observa-tion 3	5									.5 / 3	.5			.5
	4			3 18 6 / 4 6 8 4 6 / 10 14	37			3.5 / 12	3.5	.5 / 2	.5	3 / 5	3	40.5
	3													4.5
	2	11 / 1	11	1 / 7	1									11
	1	2 / 11								.5 1 / 9 13				3.5
Sub-Total			13		38				3.5		2.5		3	60
TOTAL			74.5		69.5		5.5		4		18		8.5	180

Code: Bottom number--activity sequence. Top number--time involved in activity.

Table 9.2

Number of Activities Performed by Roy at Different Levels

Round/Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	Total
ROUND I								
Observation 1	6	4	10	3	3	3	6	19
Observation 2	3	3	6	9	1	3	4	19
Observation 3	1	5	6	3	3	1	4	13
Total Round I	10	12	22	15	7	7	14	51
ROUND II								
Observation 1	5	3	8	2	8	2	10	20
Observation 2	2	8	10	6	10	4	14	30
Observation 3	1	7	8	2	1	3	4	14
Total Round II	8	18	26	10	19	9	28	64
Percentage Change			-2.52	-13.79			+.67	

Table 9.3

Minutes Spent by Roy in Activities at Different Levels of Independence

Round/ Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	
ROUND I								
Observation 1	13	5	18	21	17	4	21	60
Observation 2	13.5	2.5	16	35	5	4	9	60
Observation 3	5	34	39	11.5	7.5	2	9.5	60
Total Round I	31.5	41.5	73	67.5	29.5	10	39.5	180
ROUND II								
Observation 1	18.5	2	20.5	1.5	36.5	1.5	38	60
Observation 2	3	10.5	13.5	13	27.5	6	33.5	60
Observation 3	.5	40.5	41	4.5	11	3.5	14.5	60
Total Round II	22	53	75	19	67	19	86	180
Percentage Change			+1.10	-27.0			+25.83	

in self-choice activities in Round II. He spent 39.5 minutes in activities chosen by his teacher on his behalf in Round I and 86 minutes in activities chosen by his teacher in Round II. These figures indicate an increase of 1.1 percent in time spent in independent behavior and an increase of 25.83 percent time spent in teacher-made choices on his behalf. This time was taken from Level 3 activities which were partly self-selected and partly teacher-directed and was used in both observations 1 and 2 of Round II for teacher-guided small group reading lessons.

Question III: Responsible behavior. Table 9.4 reveals the amount of time spent in reading activities as compared to the amount of time spent in disruptive activities. As arbitrarily ruled, only reading activities represent responsible behavior. Roy spent 94.5 minutes in such responsible behavior and 3.5 minutes in disruptive behavior in Round I and 74.5 minutes in reading activities and 8.5 minutes in disruptive activities in Round II. This is a decrease of 11.11 percent in reading behavior and an increase of 2.77 percent in disruptive behavior. Table 9.1 and the raw data show again a heavy concentration of time on the teacher-directed reading lesson Level 2: The time spent in Level 4 activities, expressive behavior, reveal that Roy was spending time making a filmstrip with captions for the book Beauty and the Beast which he had been reading.

Question IV: Self-reference. The phrase expressions and number of words used by Roy in completing the Self-Reference Measure are shown in Table 9.5 for each of Rounds I and II.

Roy's non-verbal behavior is described as somewhat wiggly, hands clasped and unclasped, head shakes for both negative and affirmative responses.

Table 9.4

Minutes Spent by Roy in Reading and Disruptive Activities

Round/Observation	Reading	Disruptive
ROUND I		
Observation 1	38	0
Observation 2	50	2
Observation 3	6.5	1.5
Total	94.5	3.5
ROUND II		
Observation 1	35	0.5
Observation 2	26.5	5.0
Observation 3	13	,3
Total	74.5	8.5
Percentage Change	-11.11	+2.77

Roy has used many fewer words in Round II in completing the state-
ments for the Self-Reference Measure. He seems somewhat less sure of
his teacher's and his friend's understanding of him. There is, however,
evidence of growth in Statement IV, "When working with others in reading
I never like to -- 'talk'" may show an assumption of more self-respon-
sibility over the response "be bothered" which is an act for his peers
rather than for himself. Likewise in Statement VI, "When I find a very

Table 9.5

Phrase Expressions and Number of Words Used by Marie
in the Self-Reference Measure

Referent	Lead Adverb	Round I	# of words	Round II	# of words
STATEMENT I--Level of Reading					
Self	usually	easily	1	well	1
Teacher	always	good	1	well	1
Friend	often	good	1	I don't know	0
STATEMENT II--Choice of Reading Activity					
Self	sometimes	books	1	a story--fairy tale	3
Teacher	never	She thinks I choose everything	5	I don't know	0
Friend	most of the time	nature stories	2	fairy tales	2
STATEMENT III--Seeking Assistance					
Self	often	go to my friends	4	ask my Mother	3
Teacher	usually	work hard	2	go to a friend	4
Friend	sometimes	don't need help	3	don't ask him	3
STATEMENT IV--Working with Others					
Self	never	be bothered	2	talk	1
Teacher	often	work and help others	4	work	1
Friend	usually	work hard and help others	5	read	1
STATEMENT V--Direction of Interest					
Self	usually	work time	1	work time	1
Teacher	sometimes	S.R.A.	1	I don't know what she thinks	1
Friend	often	recess, I think	1	S.R.A.	1
STATEMENT VI--Depth of Interest					
Self	never	read	1	play	1
Teacher	always	read	1	read	1
Friend	sometimes	play	1	read	1
STATEMENT VII--Projected Interest					
1. When I grow up I will usually read		about nature	2	about science	2
2. Will they be hard books?		yes	1	yes, hard	2
3. Will you be able to read them?		yes (I'll still like it)	5	yes, anyway	2
4. Will you like to read?		no answer	0	yes	1
Total Number of Words Used in Round I			46		
Total Number of Words Used in Round II					33

interesting book" the response "play" in Round II is a very suitable response to the lead adverb "never" while the response "read" in Round I doesn't suit never at all. Perhaps Roy was more attentive and heard the adverb "never" in Round II, or indeed his self-reference may have increased enough for him to know he would never play if he had found an interesting book. Roy was very interested in Fairy Tales. His response for Statement II, Round I, was simply "books" but Round II reflects that interest in the response "a story--fairy tale." He seems to have gained considerably more knowledge of himself though perhaps not yet of his teachers or his peers.

Summary of Behavior Changes for Roy
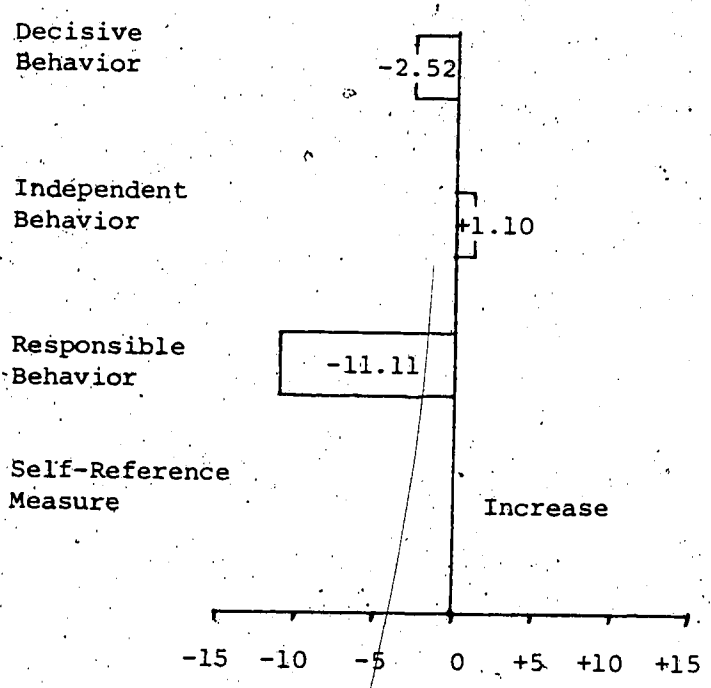
Illustration 15

Behavior Changes in Direction and Percentage for Roy

Roy decreased in self-choice or decisive behavior by 2.52 percent. He increased in choices made by his teacher on his behalf by 1.12 percent. In independent behavior Roy's time increased by 1.1 percent and his time spent in teacher-made decisions increased by 25.83 percent. Level 3 activities, which shows those activities which are partly self-selected and partly teacher-directed, have increased by 27.0 percent. This time, in partly self-selected and partly teacher-directed activities, has gone into the small group teacher-directed reading lessons, Level 2, and 1.1 percent of Roy's time involvement has gone into self-selected activities as expressional behavior. Roy's responsible behavior decreased by 11.11 percent and his irresponsible behavior increased by 2.77 percent. Roy appeared to show a positive change in self-reference behavior. Although Roy scored higher on test results than his peers, he did not work well independently. The teacher recognized this and gave him much direction and guidance in his activities, hoping to increase his responsible and independent behavior by involving him in making a captioned film strip which is also a very high level responsible behavior, though it was not identified as such for this study. This summary of Roy's changes in behavior completes the presentation and interpretation of data collected.

Victor

Fifth in reading ability and teacher evaluation was Victor (Table 4). Tables 10 and 10.1 disclose his behavior for each one-hour individualized work period in Rounds I and II.

Question 1: Decisive behavior. The number of decisions made by Victor and the number of teacher-made decisions are shown in Table 10.2. During the time of observation Victor was involved in 117 activities. In

Table 10

Observed Behavior and Time Involvement for Victor--Round 1

Behavior	Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	E Transition	Sub-Total	F Disruption	Sub-Total	Total
Observation 1	5									.5 7	.5			.5
	4			19 6 14 8	25			2.5 11	2.5	.5 .5 1 6 10 15	2			29.5
	3	11 26 5 1 3 9	19	2 5	2							.5 13	.5	21.5
	2							4 1 2 4	5					5
	1									.5 3 12 16	3.5			3.5
Sub-Total			19		27		0		7.5		6		.5	60
Observation 2	5									.5 .5 1 3 8 16	2		.5	2
	4			3.5 21	3.5			2 12	2	.5 .5 1 1 2 7 10 13	4	1 14	1	10.5
	3	8 7 5 9 11 17	20	11 20	11					.5 5 18 22				31
	2	3 7.5 4 6	10					1 1	1					11.5
	1									.5 2 .5 5 5 15 19 23	5			5
Sub-Total			30.5		14.5		0		3		11		1	60
Observation 3	5			1 1 5 18	2					1 .5 1 16	1.5			3.5
	4			9 8	9					.5 .5 .5 11 13 15	1.5	1 3	1	11.5
	3	2.5 6 17 18	8.5											8.5
o	2	14 1 4 2 2 4 6 9	21			4 4 10	4							25
	1					6.5 2 12 14	8.5			1 2 7 20	3			11.5
Sub-Total			29.5		11		12.5		0		6		1	60
TOTAL			79		52.5		12.5		10.5		23		2.5	180

Code: Bottom number--activity sequence. Top number--time involved in activity.

Table 10.1

Observed Behavior and Time Involvement for Victor--Round II

Behavior Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	E Transition	Sub-Total	F Disruption	Sub-Total	Total
Observation 1													
5			8 / 3	8					1 / 1	1			9
4			6 / 7	6									6
3	21 6 13 / 2 4 10	40											40
2													0
1	1.5 1.5 / 6 8	3							5.5 1? / 5 9 11	2			5
Sub-Total		43		14		0		0		3		0	60
Observation 2													
5	2 3 3 10 / 11 20 21 29	18							1 1 / 10 13 19 .5 .5 2 / 23 25 28	6			24
4			3 1 / 8 15	4					2 1 1.5 / 2 6 17 22	5	1 1 1.5 / 12 21 24	2.5	11.5
3			4 / 16	4					5 / 27	1			5
2	1 3 / 3 5	4			2 2 4 3 .5 11.5 / 7 9 14 2 6	11.5			1 / 18	1			16.5
1			1 / 4	1					2 / 20	2			3
Sub-Total		22		9		11.5		0		15		2.5	60
Observation 3													
5			3 / 15	3					1 .5 .5 / 1 11 14	2			5
4			4 / 6	4					1 .5 / 9 13	1.5	2 / 10	2	7.5
3			3 / 5	3									3
2	24 7 5 3.5 / 2 4 8 12	39.5							1 2 / 3 7	3			42.5
1									2 / 16	2			2
Sub-Total		39.5		10		0		0		8.5		2	60
TOTAL		104.5		33		11.5		0		26.5		4.5	180

Code: Bottom number--activity sequence. Top number--time involved in activity.

Table 10.2

Number of Activities Performed by Victor at Different Levels

Round/ Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	
ROUND I								
Observation 1	1	6	7	5	2	2	4	16
Observation 2	3	9	12	4	3	4	7	23
Observation 3	4	5	9	2	5	4	9	20
Total Round I	8	20	28	11	10	10	20	59
ROUND II								
Observation 1	2	1	3	3	0	5	5	11
Observation 2	10	10	20	2	8	2	10	32
Observation 3	4	4	8	1	6	1	7	16
Total Round II	16	15	31	6	14	8	22	59
Percentage Change			+5.09	-8.47			+3.39	

Round I he performed 28 self-selected activities at Levels 5 and 4. In Round II Victor performed 31 self-selected activities. This shows a slight increase of 5.09 percent in the number of self-selected activities from Round I to Round II. There is likewise a 3.39 percent increase in the number of teacher-directed activities. The number of partly self-selected and partly teacher-directed activities decreased by 8.47 percent.

Question II--Independent behavior. Table 10.3 represents the amount of time Victor spent at each of the activity levels in Rounds I and II during the 180 minutes of observation time. Victor spent 57.5 minutes in self-choice activities at Levels 4 and 5, and 61.5 minutes in teacher-directed activities at Levels 1 and 2. In Round II he spent 63.0 minutes in self-selected activities and 69.0 minutes in teacher-directed activities. This indicates an increase of 3.05 percent in self-choice activities between Rounds I and II. Time spent in the activities chosen by his teacher on his behalf also increased by 4.16 percent.

Question III--Responsible behavior. Responsible behavior is shown in Table 10.4. This indicates the amount of time Victor spent in reading activities and the amount of time he spent in disruptive activities. He spent 79 minutes in reading and 2.5 minutes in disruptive behavior in the first round and 104.5 minutes in reading and 4.5 minutes in disruptive behavior in the second round. This is an increase of 14.16 percent in time spent reading; it is also an increase of 1.11 percent in time spent in disruptive behavior.

Question IV: Self-reference. Table 10.5 discloses the phrase expressions and the number of words used by Victor in reply to the Self-

Table 10.3

Minutes Spent by Victor in Activities at Different Levels of Independence

Round/ Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	
ROUND I								
Observation 1	.5	29.5	30	21.5	5	3.5	8.5	60
Observation 2	2	10.5	12.5	31	11.5	5	16.5	60
Observation 3	3.5	11.5	15	8.5	25	11.5	36.5	60
Total Round I	6	51.5	57.5	61	41.5	20	61.5	180
ROUND II								
Observation 1	9	6	15	40	0	5	5	60
Observation 2	24	11.5	35.5	5	16.5	3	19.5	60
Observation 3	5	7.5	12.5	3	42.5	2	44.5	60
Total Round II	38	25	63	48	59	10	69	180
Percentage Change			+3.05	-7.22			+4.16	

Table 10.4

Minutes Spent by Victor in Reading and Disruptive Activities

Round/Observation	Reading	Disruptive
ROUND I		
Observation 1	19	0.5
Observation 2	30.5	1.0
Observation 3	29.5	1.0
Total	79	2.5
ROUND II		
Observation 1	43	0
Observation 2	22	2.5
Observation 3	39.5	2
Total	104.5	4.5
Percentage Change	+14.16	+1.11

Reference Measure. Victor used less words in Round II than Round I. Most of the responses were very similar. The green book referred to in response to Statement II, Round I, and his friend, may be the same book referred to in Round II which seems to be an encyclopedia. Victor's deep interest in science is very apparent throughout the whole measure. The only remarks regarding non-verbal behavior in both rounds were recorded as "steady and relaxed, quiet and thoughtful." Victor's responses bear out this thoughtful nature. Because most of the responses are so similar there seems to be no change in the self-reference.

Table 10.5

Phrase Expressions and Number of Words Used by Victor
in the Self-Reference Measure

Referent	Lead, Adverb	Round I	# of words	Round II	# of words
STATEMENT I--Level of Reading					
Self	.usually	good	1	good	1
Teacher	always	pretty·good	2	pretty good	2
Friend	often	good	1	good	1
STATEMENT II--Choice of Reading Activity					
Self	sometimes	S.R.A. First color's easy. No I'm on blue; it's harder.	10		
Teacher	never	Science--not·hard but she thinks I choose harder books	10	Science stories	2
Friend	most of the time	The green book--it's hard but we like it.	9	bees and wasps	3
				A book that tells you how to find out things; experiments and how to understand everything about birds.	19
STATEMENT III--Seeking Assistance					
Self	often	try my best	3	go to my teacher or friend	6
Teacher	usually	try my best--talk or ask somebody after I've tried	10	go to somebody or else think for myself	8
Friend	sometimes	try my best	3	go to teacher	3
STATEMENT IV--Working with Others					
Self	never	talk--because then I would waste time	8	play around	2
Teacher	often	talk	1	read	1
Friend	usually	do science, but we like it, it's pretty hard	9	work hard	2
STATEMENT V--Direction of Interest					
Self	usually	afternoon--spelling	2	morning--do reading	3
Teacher	sometime	in the morning	3	afternoon--soccer	2
Friend	often	afternoon	1	morning	1
STATEMENT VI--Depth of Interest					
Self	never	read	1	play around	2
Teacher	always	read	1	read	1
Friend	sometimes	read	1	read	1
STATEMENT VII--Projected Interest					
1. When I grow up I will usually read		Science	1	all Science--stories about Science	5
2. Will they be hard books?		no	1	Yup, I like doing hard stuff	6
3. Will you be able to read them?		yup	1	yes	1
4. Will you like to read?		yes	1	yes	1
Total Number of Words Used in Round I			80		
Total Number of Words Used in Round II					73

Summary of Behavior Changes for Victor

Decisive
Behavior   +5.09

Independent
Behavior.   +3.05

Responsible
Behavior   +14.16

Self-Reference
Measure   No change

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-15  -10   -5    0   +5   +10  +15
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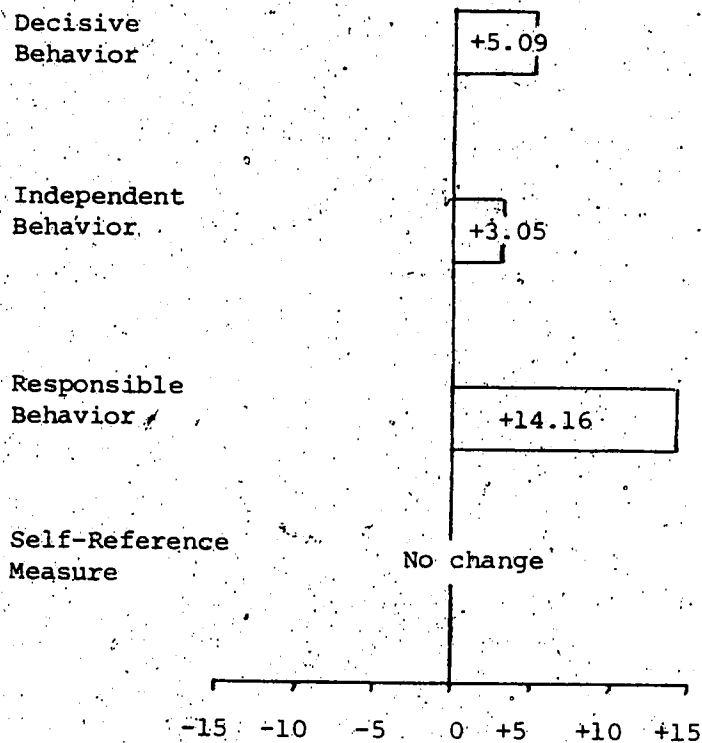
Illustration 16

Behavior Changes in Direction and Percentage for Victor

Victor increased in decisive behavior by 5.09 percent. He in-
creased in teacher-directed behavior by 3.05 percent. Victor's time
spent in independent behavior increased by 3.05 percent while his dependent
behavior time increased by 4.16 percent. This increase in both indepen-
dent and dependent activities is possible because time came from Level 3,
partly teacher-directed and partly self-selected activities, which has
decreased by 8.79 percent. Responsible or reading behavior increased by
14.16 percent. Victor, who was a very quiet boy, deeply interested in
science, appears to have made no change in self-reference. This summary
completes the interpretation of the data which was collected and recorded
for Victor.

Grace

Table 4 lists Grace as the sixth subject in the study. Grace's reading and related activities are evidenced for each of the observation periods in Tables 11 and 11.1.

Question I: Decisive behavior. The number of decisions made by Grace and the number of decisions made by her teacher on her behalf appear in Table 11.2. Grace performed 157 activities of which 87 were decisions made by herself while 49 were decisions made by her teacher on her behalf. In Round I she made 59 decisions while in Round II she made 28 decisions. This is a decrease of 15.56 percent in the number of self-choice activities. Grace's teacher made 49 decisions on her half, 31 in Round I and 18 in Round II. This is a decrease of 2.78 percent in decisions made by her teacher on her behalf. This decrease is actually a positive change since Grace spent a great deal more time in reading behavior. Her decision to be involved in sustained uninterrupted time in reading behavior allowed her no time to make other decisions. Hence, the length of time in self-selected activities was more significant than the number of decisions made.

Question II: Independent behavior. Table 11.3 shows the amount of time spent by Grace at each level of independence in Rounds I and II. Grace spent 94.5 minutes in self-choice activities in Round I and 33 minutes in self-choice activities in Round II. She spent 79 minutes of time in activities chosen by her teacher on her behalf in Round I and 107 minutes in activities chosen by her teacher on her behalf in Round II. These figures indicate a decrease of 34.17 percent in independent behavior

Table 11

Observed Behavior and Time Involvement for Grace--Round I

Behavior Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	E Transition	Sub-Total	F Disruption	Sub-Total	Total
Observation 1													
5	10 1 1 4.5 / 5 12 16 38	16.5	.5 / 15	.5					.5 2 1 .5 / 2 4 6 10	7			24
4			12 4 / 9 23	16	1 1 / 26 31	2	1.5 .5 / 20 35		.5 .5 .5 / 14 19 22 .5 .5 .5 / 32 34 37 .5 / 5 13	4.5	1 1 .5 / 8 11 27	3.5	29.5
3					2 / 7	2			.5 .5 / 21 24 28				2
2					1 .5 .5 / 3 17 25	2			.5 .5 / 30 32 36		.5 .5 / 29 33		2
1									.5 2 / 30 39	2.5			2.5
Sub-Total		16.5		16.5		6		3.5		14		3.5	60
Observation 2													
5									1 .5 / 19 21	1.5			1.5
4			5 3 5 / 2 5 26	13					.5 .5 1 / 8 12 18	5.5	.5 1 1 2 / 9 11 14 16	4.5	23
3									2.5 / 22 27				0
2			1 / 1		.5 .5 / 20 23	14	1 / 25	1					16
1	2 / 3	2	1.5 3 2.5 13 / 7 10 13 2 4 / 15 17						1 .5 1 / 1 6 24 2 / 28	4.5			19.5
Sub-Total		2		14		27		1		11.5		4.5	60
Observation 3													
5									.5 / 19	.5			.5
4			3.5 1 2 / 8 11 13	12					.5 .5 / 3 18	1	2 / 1 5	3	16
3			4.5 1 / 15 25 .5 .5 2 / 12 14 17	4.5									4.5
2	2 3 2.5 5 / 2 4 6-16	12.5	.5 1 / 21 23 .5 / 10	.5	7 3.5 5 / 20 22 24 6 / 26	21.5							34.5
1					2 / 9	2			.5 2 / 7 27	2.5			4.5
Sub-Total		12.5		17		23.5		0		4		3	60
TOTAL		31		47.5		56.5		4.5		29.5		11	180

Code: Bottom number--activity sequence. Top number--Time involved in activity.

Table 11.1

Observed Behavior and Time Involvement for Grace--Round II

Behavior Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	E Transition	Sub-Total	F Disruption	Sub-Total	Total
Observation 1													
5			1 14	1					.5 .5 .5 1 12 11	1.5			2.5
4													
3	11 1.5 1.5 2 6 9 11 15 17	27	1 1 13 16	2					.5 .5 .5 2 5 8 10 18	2			29
2	20 20	20					2 2 4 7	4				24
1									.5 2 3 21	2.5			2.5
Sub-Total		47		3		0		4		2.5		0	60
Observation 2													
5									1 .5 2 9	1.5			1.5
4			3 .5 1 12 14	4.5	5.5 6	5.5	.5 7	.5	1 .5 .5 1 5 7	2	.5 8	.5	13
3			.5 11	.5									.5
2	16 24 3 4	40	1 10	1	2 13	2							43
1													
Sub-Total		40		6		7.5		.5		2		.5	60
Observation 3													
5									2 15	2			2
4			2 1	2			8 23	8	.5 .5 .5 14 19 22	5.5			1.5
3			.5 .5 13 7 11 13 .5 .5 17 18	2.5	8 20	8			.5 .5 2 16	1	.5 .5 .5 3 5 21	1.5	12.5
2	7 5.5 5.5 4 6 8 2.5 2.5 10 12	23	10 15						.5 9	.5			33.5
1													
Sub-Total		23		6		8		8		2		.5	60
TOTAL		110		23.5		15.5		12.5		16.5		1.5	180
		14.5		8				8		5		2	

Code: Bottom number--activity sequence. Top number--time involved in activity.

Table 11.2

Number of Activities Performed by Grace at Different Levels

Round/ Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	
ROUND I								
Observation 1	15	20	35	1	3	2	5	41
Observation 2	2	12	14	0	4	10	14	28
Observation 3	1	9	10	5	9	3	12	27
Total Round I	18	41	59	6	16	15	31	96
ROUND II								
Observation 1	4	4	8	8	3	2	5	21
Observation 2	2	8	10	1	4	1	5	16
Observation 3	3	7	10	6	7	1	8	24
Total Round II	9	19	28	15	14	4	18	61
Percentage Change			-15.56	+18.34				-2.78

Table 11.3

Minutes Spent by Grace in Activities at Different Levels of Independence

Round/ Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	Total
ROUND I								
Observation 1	24	29.5	53.5	2	2	2.5	4.5	60
Observation 2	1.5	23	24.5	0	16	19.5	35.5	60
Observation 3	.5	16	16.5	4.5	34.5	4.5	39	60
Total Round I	26	68.5	94.5	6.5	52.5	26.5	79	180
ROUND II								
Observation 1	2.5	2	4.5	29	24	2.5	26.5	60
Observation 2	1.5	13	14.5	.5	43	2	45	60
Observation 3	1.5	12.5	14	10.5	33.5	2	35.5	60
Total Round II	5.5	27.5	33	40	100.5	6.5	107	180
Percentage Change			-34.17	+18.88			+15.55	

and an increase of 15.55 percent in teacher-made choices on her behalf. This decrease in time is mainly shown in Level 2 activities as a small group teacher-directed reading lesson.

Question III: Responsible behavior. Table 11.4 reveals the amount of time spent in reading activities compared to the amount of time spent in disruptive activities. Reading activities represent responsible behavior. Grace spent 31 minutes in responsible behavior and 11 minutes in disruptive behavior in Round I and 110 minutes in reading activities and 2 minutes in disruptive behavior in Round II. This is an increase of 43.88 percent in reading activities and a decrease of 5.0 percent in disruptive behavior.

Question IV: Self-reference. The phrase expressions and number of words used by Grace in completing the Self-Reference Measure are shown in Table 11.5 for each of Rounds I and II. Grace has used fewer words in Round II than in Round I. The responses to Statements I and IV probably show a greater understanding of the questions and possible growth in Grace's knowledge of her teacher and her friend. The responses to Statement V, although not keeping to reading, may reveal some growth in Grace's knowledge of her own ability. Grace was using English as a second language and was better in Math than Reading. The answer to Statement VII, part 3, is rather interesting in its consistency. Grace's interest in nurse books, and that she didn't seem to think they were very hard, is shown in the response, "nurse books" in both rounds, and "I'll be able to read them."

Table 11.4

Minutes Spent by Grace in Reading and Disruptive Activities

Round/Observation	Reading	Disruptive
ROUND I		
Observation 1	16.5	3.5
Observation 2	2.0	4.5
Observation 3	12.5	3.0
Total	31	11
ROUND II		
Observation 1	47	0
Observation 2	40	.5
Observation 3	23	1.5
Total	110	2
Percentage Change	+43.88	-5.0

Summary of Behavior Changes for Grace

Grace decreased in decision-making behavior by 15.56 percent. She showed a decrease in teacher-made decisions of 11.32 percent. However, this decrease is a very positive change since Grace spent a great deal more time in reading behavior and much less time in transitional behavior. Grace decreased by 34.17 percent in independent behavior and increased by 15.55 percent in time spent in teacher-made choices. The independent work period, for those children not receiving individual or small group

Table 11.5

Phrase Expressions and Number of Words Used by Grace
in the Self-Reference Measure

Referent	Lead Adverb	Round I	# of words	Round II	# of words
STATEMENT I--Level of Reading					
Self	usually	stories with expression	3	hard stories	2
Teacher	always	I don't know	0	better than last time	4
Friend	often	I don't know	0	read nice	2
STATEMENT II--Choice of Reading Activity					
Self	sometimes	a bood and read it	5	games, sometimes checkers	3
Teacher	never	hard books	2	puppets	1
Friend	most of the time	in between	2	books	1
STATEMENT III--Seeking Assistance					
Self	often	just try to figure it out for myself	9	miss it and then go back to it	8
Teacher	usually	I don't know	0	go to a friend	4
Friend	sometimes	I just try to figure it out for myself	10	call her	2
STATEMENT IV--Working with Others					
Self	never	bother them	2	bother them	2
Teacher	often	help them	2	read stories	2
Friend	usually	help people when they are stuck	6	read stories	2
STATEMENT V--Direction of Interest					
Self	usually	recess	1	arithmetic	1
Teacher	sometimes	reading stories	2	reading	1
Friend	often	reading stories, storytime	4	arithmetic	1
STATEMENT VI--Depth of Interest					
Self	never	read	1	play	1
Teacher	always	read	1	read	1
Friend	sometimes	play	1	read it	2
STATEMENT VII--Projected Interest					
1. When I grow up I will usually read . . .		nurse books	2	nurse books	2
2. Will they be hard books?		yes, hard books	3	no	1
3. Will you be able to read them?		I'll be a good reader so the nurse books will probably be easy	13	yes	1
4. Will you like to read?.		yes	1	yes	1

Total Number of Words Used in Round I		70		
Total Number of Words Used in Round II				45

Decisive
Behavior | -15.56

Independent Behavior

-34.17

Responsible
Behavior | +43.88

Self-Reference
Measure | Increase

-35 -30 -25 -20 -15 -10 -5 0 +5 +10 +15 +20 +25 +30 +35 +40 +45
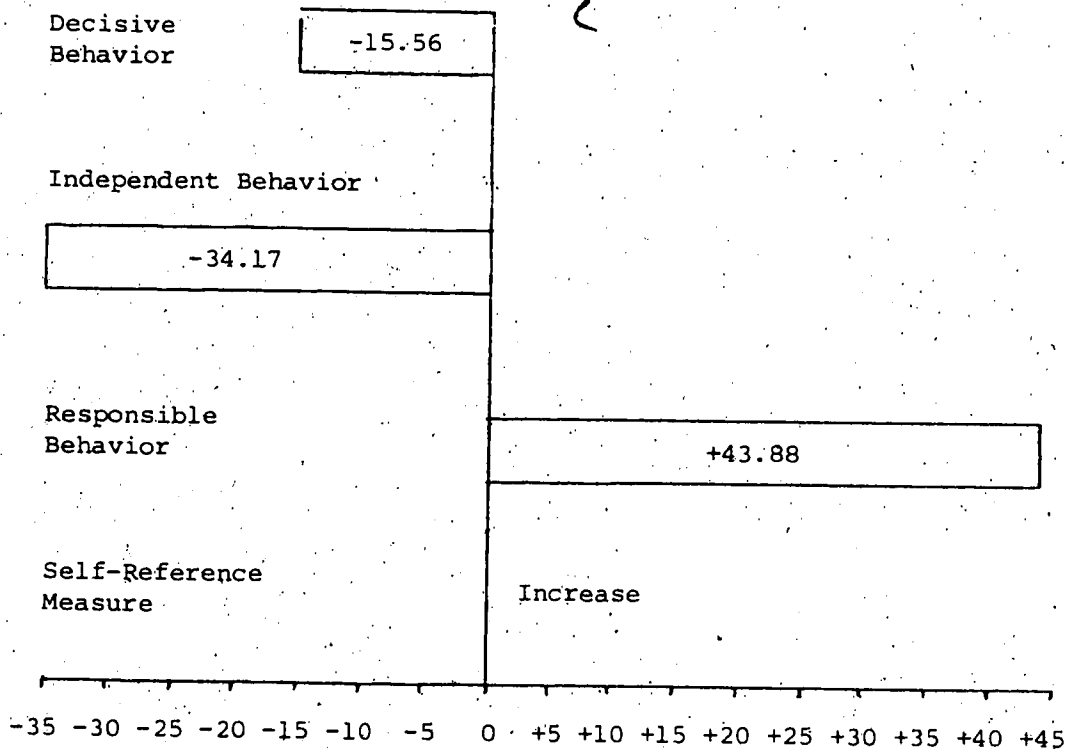
Illustration 17

Behavior Changes in Direction and Percentage for Grace

reading instruction, was the time during which the researcher observed.
The teacher was never aware which children were under observation. Grace,
who was one of the lower achieving children, received small group instruc-
tion at some time throughout each of the observations in Round II. Hence
her reading and dependent behavior time increased while her independent
time decreased. Grace's actual reading time, which for this study is
responsible behavior, increased by 43.88 percent and disruptive behavior
decreased by 5 percent. Grace also showed an increase in her self-
reference toward reading. Although reading achievement was not used as

a measure and was not considered as a significant part of this study, Grace did increase in reading achievement very much by the end of the study.

The reporting and interpretation of the data for Grace is completed with this summary. Reporting the data continues with the account of Leslie.

Leslie

Leslie placed seventh in reading and teacher evaluation as shown in Table 4. His behavior for each observed 60 minute individualized work period appears in Table 12 for Round I and in Table 12.1 for Round II.

Question I: Decisive behavior. The number of decisions made by Leslie and the number of teacher-made decisions are shown in Table 12.2. During the time of observation Leslie performed 41 activities in Round I and 44 activities in Round II. In Round I he was involved in 20 self-selected activities and in Round II he was involved in 22 self-selected activities. This shows an increase of 1.22 percent. He was involved in 19 teacher-selected activities in Round I and 22 teacher-selected activities in Round II. This is likewise an increase of 3.66 percent in selections his teacher made on his behalf. Level 3, partly self-selected and partly teacher-directed activities, has increased by 24.66 percent which may show that Leslie is in the process of learning to be more decisive.

Table 12.

Types of Behavior and Time Involvement for Leader Round 1

Behavior Modality	Reading	Sub-Total	Attending	Sub-Total	Skill Practicing	Sub-Total	Organiz- ation	Sub-Total	Transition	Sub-Total	Description	Sub-Total	Sub- Total
Observa- tion 1													
								2		1			
4								12			.13	1.5	19
3			0										3
2								1		1			4
1	11			1 9 13	09	1		4					14
Sub-Total		.6		29			2	3 15		1		1	6
Observa- tion 2													
5								3 10 13	1.5	11	1	7
4					7		4 12 16	1.5	1.5 9	1.5	7
3											0
2			3 12 4 2 4 11 7 1 14 16	43	1 5 7	7					50
1											0
Sub-Total		3		43		11		3.5		3.5	2.5	60
Observa- tion 3												
5					1 5 2 5	10.5	1 5 2 5	1.5		1.5	13.5
4		.6			.0.5 3		1 2 5 7	3			16
3	.6	.6									16
2			2 17 3 8	29							29
1											0
Sub-Total		.6		29		10.5		4.5	2	0	60
TOTAL		18		111		24.5		13.5		4	180

Code: Bottom number—activity sequence. Top number—time involved in activity.

Table 12-1

Observed Behavior and Time Involved for Leslie--Round 11

Behavior	Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	E Transition	Sub-Total	F Disruption	Sub-Total	Total
Observation 1	5			1 3 / 5 7	4					.5 / .3	.5			4.5
	4							2 / 1	2	.5 / .2	.5			2.5
	3	17 16 9 / 4 6 8	42	10 / 10	10									52
	2													0
	1									1 / 9	.1			1
Sub-Total			42		14		0		2		2		0	60
Observation 2	5	18 / 17	18	2 / 10	2					.5 / 8	.5			20.5
	4			6 1 3 / 6 9 11	10					.5 / 7	.5			10.5
	3			4 3 5 / 3 5	4.5									9.5
	2	15 / 1	15											15
	1	2 / 4	2	2						9 2 / 2 13	2.5			4.5
Sub-Total			35		21.5		0		0		3.5		0	60
Observation 3	5	4 / 11	4	3 4 / 12 15						.5 .5 / 6 20	1			5
	4							3		5 4 / 5 9 17 .5 / 19	2.5			10.5
	3			1 2 4 / 1 10 16		8 10 10 5 11 / 1 4 7 16	.11							40
	2			3 / 14										0
	1	2 1.5 / 11 13	3.5		2		.13			.5 / 1	.5			4.5
Sub-Total			7.5		4.5		.13		1		4		0	60
TOTAL			84.5		20		.13		3		3.5		0	180

Code: Bottom number--activity sequence. Top number--time involved in activity.

Table 12.2

Number of Activities Performed by Leslie at Different Levels

Round/Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	
ROUND I								
Observation 1	1	4	5	1	2	7	9	15
Observation 2	4	6	10	0	8	0	8	18
Observation 3	2	3	5	1	2	0	2	8
Total Round I	7	13	20	2	12	7	19	41
ROUND II								
Observation 1	3	2	5	4	0	1	1	10
Observation 2	3	4	7	2	1	3	4	13
Observation 3	3	7	10	7	0	4	4	21
Total Round II	9	13	22	13	1	8	9	44
Percentage Change			+1.22	+24.66			+3.66	

Question II--Independent behavior. Table 12.3 represents the amount of time Leslie spent at each of the activity levels in Rounds I and II during the 180 minutes of observation time. Leslie spent 36 minutes in self-choice activities and 127 minutes in teacher-directed activities. In Round II he spent 53.5 minutes in self-selected activities and 15 minutes in teacher-directed activities. This is an increase of 9.72 percent in self-selected activities between Rounds I and II. Time spent in activities chosen by his teacher on his behalf in Round I was 127 minutes while in Round II it was 15 minutes. This is a decrease of 62.22 percent. There is, in this observation as well, a large amount of time spent on Level 3 activities which were neither self-selected nor teacher-directed and may be a transition period toward becoming more independent.

Question III: Responsible behavior. Responsible behavior for Leslie is shown in Table 12.4. This reveals the amount of time Leslie spent in reading activities and the amount of time spent in disruptive activities. He spent 84.5 minutes reading and no time in disruptive behavior in the second round and 18 minutes reading and 4 minutes in disruptive behavior in the first round. This is an increase of 36.94 percent in reading behavior and a decrease of 2.22 percent in disruptive behavior. This is a very large increase in reading, or responsible behavior, as defined by the paper.

Question IV: Self-reference. The phrase expressions and the number of words used by Leslie in response to the Self-Reference Measure appear in Table 12.5. Leslie used less words in Round I than in Round II

Table 12.3.

Minutes Spent by Leslie in Activities at Different Levels of Independence

Round/Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	Total
ROUND I								
Observation 1	1	10	11	1	4	44	48	60
Observation 2	3	7	10	0	50	0	50	60
Observation 3	1.5	13.5	15	16	29	0	29	60
Total Round I	5.5	30.5	36	17	83	44	127	180
ROUND II								
Observation 1	4.5	2.5	7	52	0	1	1	60
Observation 2	20.5	10.5	31	9.5	15	4.5	19.5	60
Observation 3	5	10.5	15.5	40	0	4.5	4.5	60
Total Round II	30	23.5	53.5	101.5	15	10	25	180
Percentage Change			+9.72	+46.94			-62.22	

Table 12.4

Minutes Spent by Leslie in Reading and Disruptive Activities

Round/Observation	Reading	Disruptive
ROUND I		
Observation 1	2	1.5
Observation 2	0	2.5
Observation 3	16	0
Total	18	4
ROUND II		
Observation 1	42	0
Observation 2	35	0
Observation 3	7.5	0
Total	84.5	0
Percentage Change	+36.94	-2.22

Table 12.5

Phrase Expressions and Number of Words Used by Leslie
in the Self-Reference Measure

Referent	Lead Adverb	Round I	# of words	Round II	# of words
STATEMENT I--Level of Reading					
Self	usually	books	1	simple books	2
Teacher	always	reading books	2	little books	2
Friend	often	I don't know	0	I don't know	0
STATEMENT II--Choice of Reading Activity					
Self	sometimes	interest centres	2	magic cards--this slip of paper--and this thing you slip the paper in and you use special kind of pens	2
Teacher	never	She thinks I choose everything except phonics	7	I don't know. No, maybe hard books	4
Friend	most of the time	this card with sounds on it	6	I don't know	0
STATEMENT III--Seeking Assistance					
Self	often	tell teacher	2	go to the teacher or to my friends	8
Teacher	usually	I don't know--go to my friends or her	6	go to my friends	4
Friend	sometimes	I don't know	0	go to the teacher	2
STATEMENT IV--Working with Others					
Self	never	Arithmetic--Spelling too	3	do Arithmetic	2
Teacher	often	I don't know	0	I don't know	0
Friend	usually	correct	1	read books	2
STATEMENT V--Direction of Interest					
Self	usually	recess	1	recess	1
Teacher	sometimes	recess	1	recess	1
Friend	often	recess	1	gym	1
STATEMENT VI--Depth of Interest					
Self	never	no answer	0	work	1
Teacher	always	no answer	0	I don't know	0
Friend	sometimes	read	1	read to him	3
STATEMENT VII--Projected Interest					
1. When I grow up I will usually read		usually read	2	books	1
2. Will they be hard books?		just books	2	I don't know	3
3. Will you be able to read them?		no answer	0	Yah, real good	3
4. Will you like to read?		maybe	1	yes	1
Total Number of Words Used in Round I			38		
Total Number of Words Used in Round II					43

in response to the Self-Reference Measure. Leslie was a very quiet child, quite dignified, very steady. He was slow to respond to most of the statements with the exception of number five, which referred to his best time. In both rounds he signified recess, and the responses were very quick. Several times he did not respond and frequently responses were accompanied by shrugs. The investigator feels that the responses to Statement VII may show growth between Rounds I and II. On examining the stems and responses we see that Number 1 in Round I "usually read," was probably a simple repetition of the statement, while the word "books" is a fill-in for the statement. In this same statement the response for Number 2, Round II, i.e., "I don't know" seems to show more understanding than the response "just books." For Number 3 he supplied "yeah, real good" which is more positive than no answer at all in Round I. The fill-in "yes" is likewise a more positive answer than "maybe" for Statement 4. However most of the responses are very similar and the slight evidence of growth could be attributed to Leslie's increased comfort with the researcher.

Summary of the Behavior Change
for Leslie

Leslie increased by 1.22 percent in decision-making behavior. He increased by 9.72 percent in independent behavior and 35.94 percent in responsible behavior. Leslie appears to have made only slight, if any, change in self-concept.

This concludes the analysis and description of Leslie's reading activities during the two rounds of observation time. The final subject of this study was Dave with whom we continue.
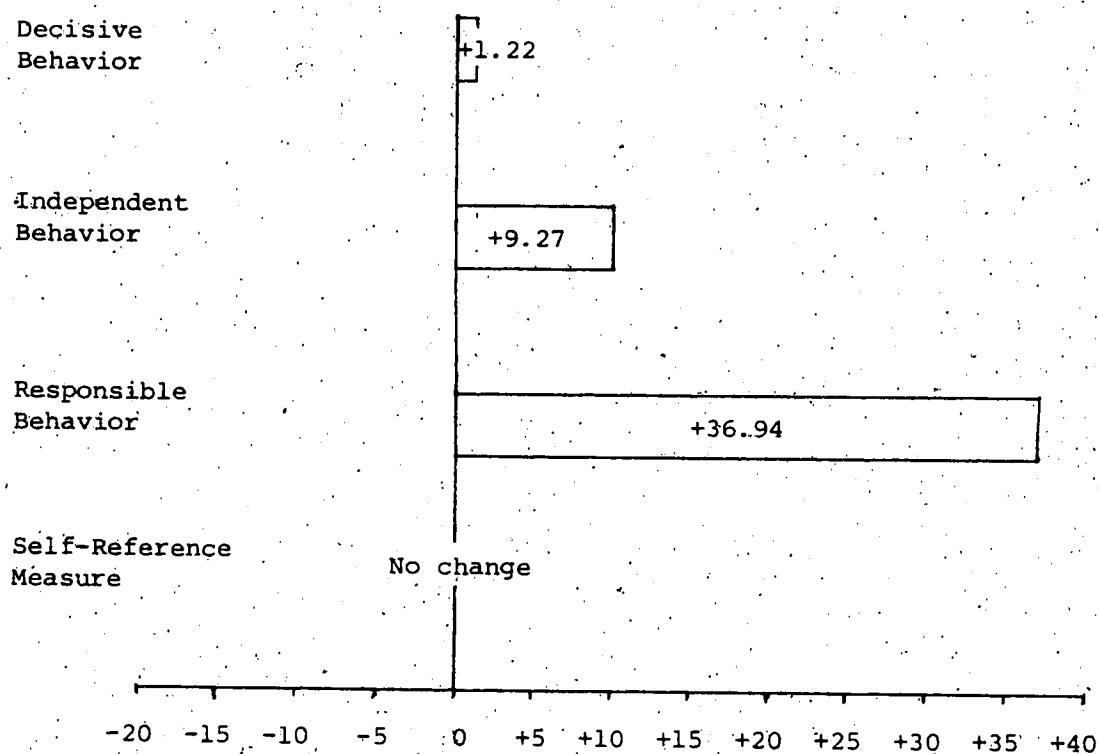
Illustration 18·

Behavior Changes in Direction and Percentage for Leslie

Dave

Post-testing and teacher evaluation rated Dave as the child lowest in reading ability in this study (see Table 4). Dave's total behavior for each individualized work period as identified and timed appears in Table 13 for Round I and Table 13.1 for Round II.

Question I: Decisive behavior. The number of decisions made by Dave and the number of decisions made by his teacher on his behalf appear in Table 13.2. Dave was engaged in a total of 44 activities in Round I of which 15 were self-selected and 17 were teacher-directed activities. In Round II Dave engaged in 48 activities of which 24 were

Table 13

Observed Behavior and Time Involvement for Dave--Round I

Behavior	Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	E Transition	Sub-Total	F Disruption	Sub-Total	Total
Observation 1	5			2 1 / 11 13	3									4
	4											2 1 / 2 4	3	3
	3									1 / 6	1			1
	2	14 4 4 2 8 10 / 7 3 5 7 10 / 7 10 / 12 14	49											49
	1									3 / 8	3			3
Sub-Total			49		3		0		0		3		3	60
Observation 2	5									2.5 / 1 6	2.5			2.5
	4									.5 .5 / 7 14	1			1
	3	1 4.5 2 / 9 11 15	7.5			3 1.5 32.5 37 / 2 4 6		8 / 12	8					52.5
	2			.5 / 13	.5	.5 .5 / 3 5				.5 / 10	.5			2
	1									2 / 16	2			2
Sub-Total			7.5		.5		18		8		6		0	60
Observation 3	5			2 / 6	2					1 1 / 1 10	2			2
	4											3 1 1 1 / 3 5 9 12	4	4
	3	14 21 7 / 1 4 7	42			1 6 / 11 13				1 / 8	1			43
	2			2 / 6	2					2 / 14	2			9
	1													2
Sub-Total			42		2		7		0		5		4	60
TOTAL			98.5		5.5		43		8		16		7	180

Code: Bottom number--activity sequence. Top number--time involved in activity.

Table 12.1

Observed Behavior and Time Involvement for Dave--Round II

Behavior	Quality	A Reading	Sub-Total	B Expressing	Sub-Total	C Skill Practicing	Sub-Total	D Organization	Sub-Total	E Transition	Sub-Total	F Disruption	Sub-Total	Total
Observation 1	5			1 5	1					1 3	1			2
	4													0
	3													0
	2	15 19 4 13 1 6 9 11	51	1 7	1					1 1 3 1 2 4 8 10	6			52
	1													6
Sub-Total			51		2		0		0		7		0	60
Observation 2	5	8 7	8							5 5 1 7 6 14	2			10
	4			2.5 5 9 11	7.5	3 16	3			5 1 5 13	1.5			12
	3	14.5 12 2 4	26.5	1 3	1									27.5
	2					5 15	5							5
	1	2 10	2							5 1 2 8 12 17	3.5			5.5
Sub-Total			36.5		8.5		8		0		7		0	60
Observation 3	5	3 7 16 19	10	1 5	1			5 10	5	5 1 9 15	1.5			12.5
	4	18 7	18							5 5 5 5 4 8 11 13	2	5 1 1 2 6 18	2.5	9.5
	3													18
	2					9 1 3 17	10	4 12	6	2 14	2			18
	1									2 20	2			2
Sub-Total			28		1		10		11		7.5		2.5	60
TOTAL			115.5		11.5		18		11		21.5		2.5	180

Code: Bottom number--activity sequence. Top number--time involved in activity.

Table 13.2

Number of Activities Performed by Dave at Different Levels

Round/ Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	
ROUND I								
Observation 1	3	2	5	1	7	1	8	14
Observation 2	2	2	4	7	4	1	5	16
Observation 3	2	4	6	4	3	1	4	14
Total Round I	7	8	15	12	14	3	17	44
ROUND II								
Observation 1	2	0	2	0	5	4	9	11
Observation 2	4	5	9	3	1	4	5	17
Observation 3	5	8	13	1	5	1	6	20
Total Round II	11	13	24	4	11	9	20	48
Percentage Change			+15.91	-18.94			+3.03	

were self-selected and 20 were teacher-selected. Self-selected activities, which indicate decisive behavior, increased by 15.91 percent. Teacher-directed activities also increased by 3.03 percent. The number of activities chosen from Level 3, partly teacher-directed and partly self-selected, decreased by 18.94 percent. Hence, Dave showed quite an increase in decisive behavior.

Question II: Independent behavior. Table 13.3 shows the amount of time spent by Dave at each different level of independence in Rounds I and II. Dave spent 16.5 minutes in self-choice activities in Round I and 46 minutes in self-choice activities in Round II. He spent 67 minutes in activities chosen by his teacher on his behalf in Round I and 88.5 minutes in such activities in Round II. This is an increase of 16.38 percent in time spent in activities chosen by himself, or independent behavior, and an increase of 11.94 percent in time spent in activities chosen by his teacher. In both rounds Dave spent a large amount of time in skill-practicing behavior, Level 3, however this level of activity, partly teacher-directed and partly self-selected, also decreased by 28.34 percent. It would appear that Dave made some very positive changes in choosing independent activities.

Question III: Responsible behavior. Table 13.4 reveals the amount of time spent in reading activities as compared to the amount of time spent in disruptive activities. Reading activities represent responsible behavior. Dave spent 98.5 minutes in reading activities and 7 minutes in disruptive activities in Round I and 115.5 minutes in reading and 2.5 minutes in disruptive activities in Round II. Dave's reading

Table 13.3

Minutes Spent by Dave in Activities at Different Levels of Independence

Round/Observation	Self-Selected Activities			Neither Self-Selected nor Teacher-Directed	Teacher-Directed Activities			Total
	Level 5	Level 4	Sub-Total	Level 3	Level 2	Level 1	Sub-Total	Total
ROUND I								
Observation 1	4	3	7	1	49	3	52	60
Observation 2	2.5	1	3.5	52.5	2	2	4	60
Observation 3	2	4	6	43	9	2	11	60
Total Round I	8.5	3	16.5	96.5	60	7	67	180
ROUND II								
Observation 1	2	0	2	0	52	6	58	60
Observation 2	10	12	22	27.5	5	5.5	10.5	60
Observation 3	12.5	9.5	22	18	18	2	20	60
Total Round II	24.5	21.5	46	45.5	75	13.5	88.5	180
Percentage Change			+16.38	-28.34			+11.94	

Table 13.4

Minutes Spent by Dave in Reading and Disruptive Activities

Round/Observation	Reading	Disruptive
ROUND I		
Observation 1	49	3
Observation 2	7.5	0
Observation 3	42	4
Total	98.5	7
ROUND II		
Observation 1	51	0
Observation 2	36.5	0
Observation 3	28	2.5
Total	115.5	2.5
Percentage Change	+9.45	-2.5

activities increased 9.45 percent while his disruptive behavior decreased
by 2.5 percent. Tables 13 and 13.1 show a large amount of time in
reading behavior at Level 3. This time was spent in using the S.R.A.
Language Lab.

Question IV: Self-reference. The phrase expressions and number
of words used by Dave in completing the Self-Reference Measure are shown
in Table 13.5 for each of Rounds I and II. Dave used more words in Round II

Table 13.5

Phrase Expressions and Number of Words Used by Dave in the Self-Reference Measure

Referent	Lead Adverb	Round I	# of words	Round II	# of words
STATEMENT I--Level of Reading					
Self	usually	kind of good	3	fine	1
Teacher	always	good	1	good	1
Friend	often	good	1	fine	1
STATEMENT II--Choice of Reading Activity					
Self	sometimes	books--library books	3	read good	2
Teacher	never	She thinks I choose everything	5	good books, that I don't pick bad books	8
Friend	most of the time	good	1	fine	1
STATEMENT III--Seeking Assistance					
Self	often	ask the teacher	3	go to the teacher	4
Teacher	usually	find out for myself	4	go to her	3
Friend	sometimes	make mistakes	2	go to him	3
STATEMENT IV--Working with Others					
Self	never	help them	2	talk to them	3
Teacher	often	help others	2	read	1
Friend	usually	no answer	0	read	1
STATEMENT V--Direction of Interest					
Self	usually	doing work	2	recess	1
Teacher	sometimes	no answer	0	recess	1
Friend	often	reading books	2	recess	1
STATEMENT VI--Depth of Interest					
Self	never	do work	2	want to work	3
Teacher	always	no answer	0	get it from the library	5
Friend	sometimes	read	1	read it	2
STATEMENT VII--Projected Interest					
1. When I grow up I will usually read		books--library books	3	good books	2
2. Will they be hard books?		hard books	2	yes	1
3. Will you be able to read them?		I'll find them easy	4	yes	1
4. Will you like to read?		yes	1	yes	1
Total Number of Words Used in Round I			44		
Total Number of Words Used in Round II					47

than in Round I. Upon examination of the phrase expressions it appears
that there were three instances of no response during the first round
in Statement IV regarding his friend and in Statements V and VI regarding
his teacher, which may indicate a greater understanding of his teacher's
feeling toward him as a reader. Dave's best friend was Karl, the boy
who contacted chicken pox. Dave was quite worried about him. Twice
during the second round Dave mentioned Karl. Unfortunately, the recorder
has put in no explanation for "hard books," the completion phrase for
Statement VII, Number 2, so it is unknown whether this was a repetition
or an affirmation of the kind of books Dave would be able to read when
he grew up. For Statement IV, working with others, Dave supplied "help
them" to the lead adverb "never" which is not as suitable a response as
"talk to them" which was the response in Round II. Although the completion
phrases were very similar for many of the statements, there seems to be
some evidence of growth in Dave's self-reference in reading.

Summary of Behavior Changes for Dave

As shown in Illustration 19, Dave increased in decisive behavior
by 15.91 percent. He increased in independent behavior by 16.38 percent.
His time spent in responsible behavior reveals an increase of 9.45 percent
and in self-reference in reading he seems to show a slight increase in
behavior as well.

The interpretation of Dave's data completes the individual des-
criptions of behavior. The researcher will now compare the changes for
the whole group in of the behavior categories.

Decisive
Behavior · | +15.91 |

Independent
Behavior | +16.38 |

Responsible
Behavior | +9.45 |

Self-Reference
Behavior | Increase

-20 -15 -10 -5 0 +5 +10 +15 +20
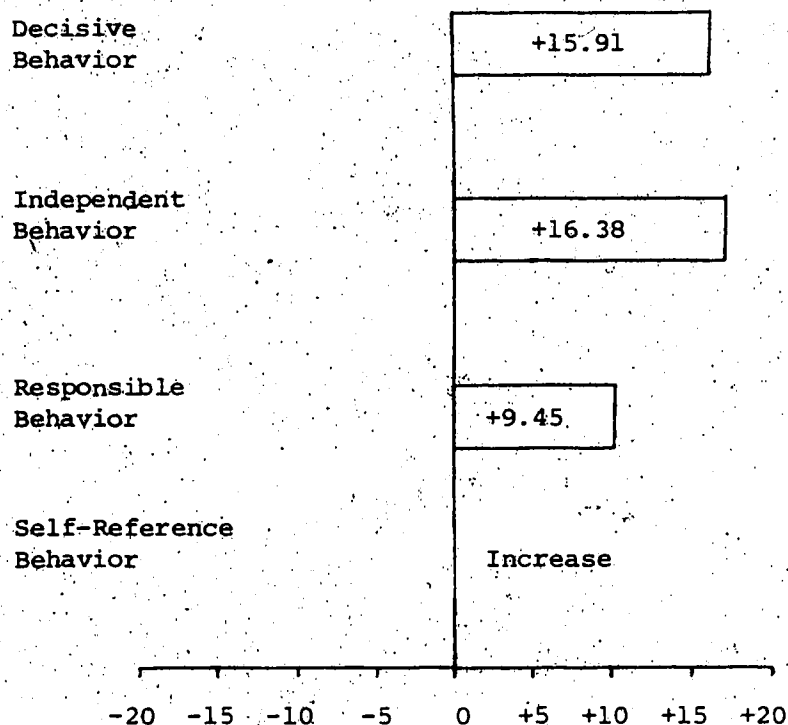
Illustration 19

Behavior Changes in Direction and Percentage for Dave

ANALYSIS AND DESCRIPTION OF OBSERVED
BEHAVIOR FOR THE GROUP

Out of a total group time of 1,440 minutes, the eight children

spent 633.5 minutes in reading behavior in Round I and 784 minutes in

reading behavior in Round II (see Table 14). The whole group increased

by 10.45 percent in time spent in reading activities.

On looking at expressing behavior the total time the group was

involved during Round I was 247.5 minutes while in Round II the group

spent 280.5 minutes. These figures show an increase of 2.29 percent in.

expressing behavior. For the whole group, each of the other behavior

Table 14

Minutes Spent and Percentage Change for the Group in Each Observed Behavior, Rounds I & II

Child	(A) Reading Behavior Round I	(A) Round II	(B) Expressing Behavior Round I	(B) Round II	(C) Skill Practising Behavior Round I	(C) Round II	(D) Organizational Behavior Round I	(D) Round II	(E) Transitional Behavior Round I	(E) Round II	(F) Uncertain or Disruptive Behavior Round I	(F) Round II	Total Round I	Total Round II
Marie	100.5	110	34.5	10.5	4	40	12.5	6.5	22	8.5	6.5	4.5	180	180
Amy	100	73.5	36	62	24	24.5	2	0	18	14.5	0	5.5	180	180
Dolly	112	111.5	5	20.5	40	28	3.5	6	16	12	3.5	2	180	180
Roy	94.5	74.5	57.5	69.5	7	5.5	4	4	13.5	18	3.5	8.5	180	180
Victor	79	104.5	52.5	33	12.5	11.5	10.5	0	23	26.5	2.5	4.5	180	180
Grace	31	110	47.5	23.5	56.5	15.5	4.5	12.5	29.5	16.5	11	2	180	180
Leslie	18	84.5	9	50	111	33	24.5	3	13.5	9.5	4	0	180	180
Dave	98.5	115.5	5.5	11.5	45	18	8	11	16	21.5	7	2.5	180	180
Group Total	633.5	784	247.5	280.5	300	176	69.5	43	151.5	127	38	29.5	1440	1440
Percentage Change	+10.45		+2.29		-8.61		-1.84		-1.70		-.49			

categories decreased. Skill practicing behavior decreased by 8.61

percent; organization behavior decreased by 1.84 percent, transitional

behavior decreased by 1.70 percent and disruptive behavior decreased by

0.49 percent. Since the group increased in reading behavior and expressing

behavior and all other categories decreased, this is a very important

positive change. Time taken from transitional and disruptive behaviors

is directly reflected in responsible or reading behavior. Organizational

and skill practicing behaviors also decreased but it is quite possible

that these two behaviors might increase at some other time, depending

on the teacher's need for direct teaching and for drill or other sustained

practice. Likewise, organizational behavior might increase somewhat

due to the difficulty an individual child might have in collecting and

organizing his materials for a specific task.

Direction and percentage change in the four behaviors observed

is shown for the whole group in Table 15.

Question I: Decisive Behavior

Five children, Marie, Dolly, Victor, Leslie and Dave increased

in decisive behavior, while three children, Amy, Roy and Grace, decreased

in decisive behavior which indicates in general a positive direction of

change for the group as a whole (see Illustration 20). When a child

who had been making many decisions and, when the responsible reading

behavior increased, a decrease in decisive behavior becomes a very

positive change also. When a child is continuously involved in sustained

reading it is not possible to make other decisions. Hence an increase

in responsible behavior, if it was directly reflected in a decrease of

decisive behavior, was also a positive change as shown in the description

of the behavior observed for Roy and Grace.

Table 15

Direction and Percentage of Change in Each Type of Observed Behavior for the Group

Child	Decisive Behavior		Independent Behavior		Responsible Behavior		Self-Reference Behavior
	Increase	Decrease	Increase	Decrease	Increase	Decrease	
Marie	12.06			5.55	5.28		Increase
Amy		6.33	No change			14.72	No change
Dolly	16.28		21.11			0.27	Increase
Roy		2.52	1.10			11.11	Increase
Victor	5.09		3.05		14.16		No change
Grace		15.56		34.17	43.88		Increase
Leslie	1.22		9.72		36.94		No change
Dave	15.91		16.38		9.45		Increase
Percentage	3.26		1.45		10.45		
Direction of Change	Increase		Increase		Increase		Increase

Marie   +12.6

Amy   -6.33

Dolly   +16.28

Roy   -2.52

Victor   +5.09

Grace   -15.56

Leslie   +1.22

Dave   +15.91

-20 -15 -10 -5 0 +5 +10 +15 +20
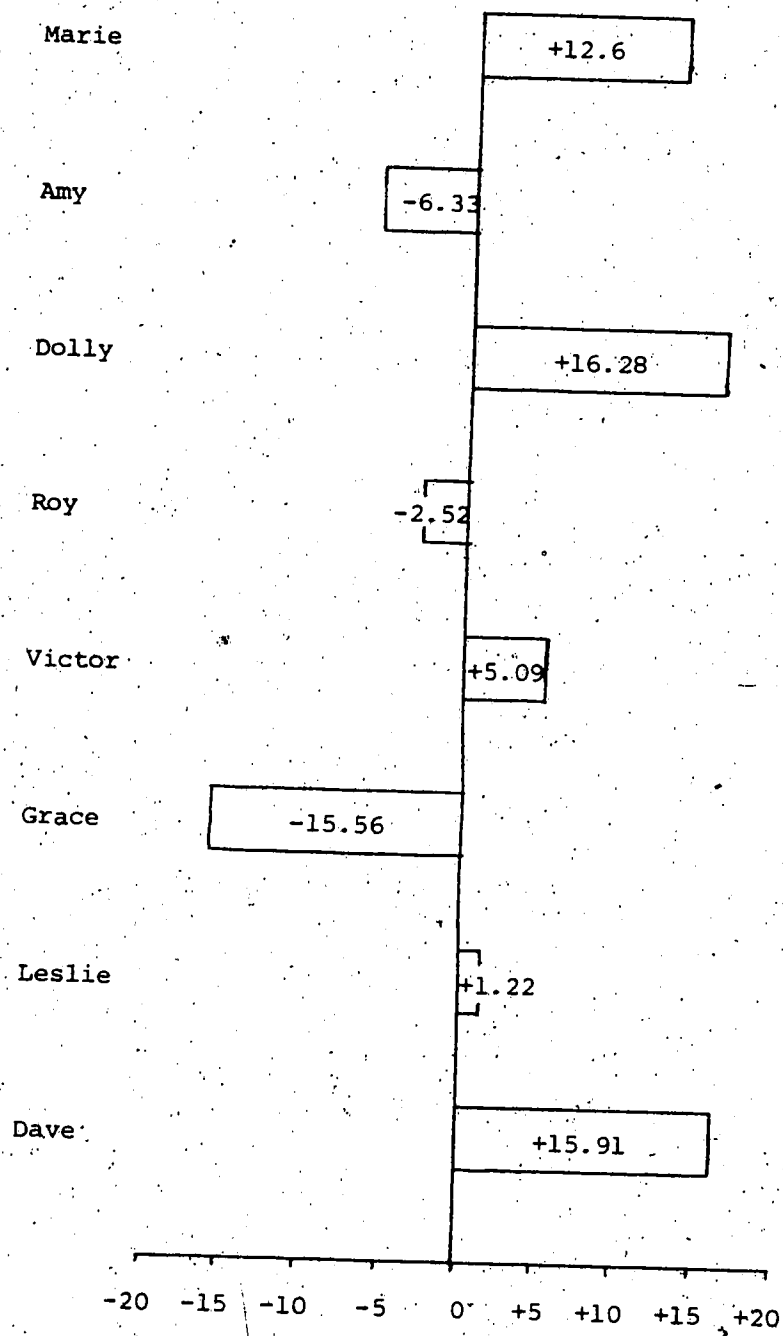
Illustration 20

Direction and Percentage Change in Decisive Behavior
for the Group

Question II: Independent Behavior

Five children showed an increase in independent behavior while two showed a decrease. One child, namely Amy, showed neither an increase nor a decrease (see Illustration 21). This analysis indicates generally a positive direction of change in independent behavior for the whole group. Much of Grace's time was taken up in small group teacher-directed reading lessons, hence she was unable to behave in an independent manner.

Question III: Responsible Behavior

The group as a whole appeared to show an increase in responsible behavior as five children, Marie, Victor, Grace, Leslie and Dave, increased and three children, Amy, Dolly and Roy, decreased in their percentage ratings (see Illustration 22). However, there is also a much greater total percentage of increase or a very positive change towards more responsible behavior than away from it. This study, by arbitrary decision, considered only reading as responsible behavior and Amy, Dolly and Roy transferred much time in Round II to expressing behavior (see Table 14), which is equally as responsible a behavior but by definition could not be included in this study.

Question IV: Self-Reference

The test results for five of the children, Marie, Dolly, Roy, Grace and Dave, indicate some increase in their self-reference while three children, Amy, Roy and Victor, appear to have made no change (see Illustration 23). In addition, the test results on the Self-Reference Measure for each of the children indicate that all the children felt that their teacher had more knowledge of their ability in reading than she had prior
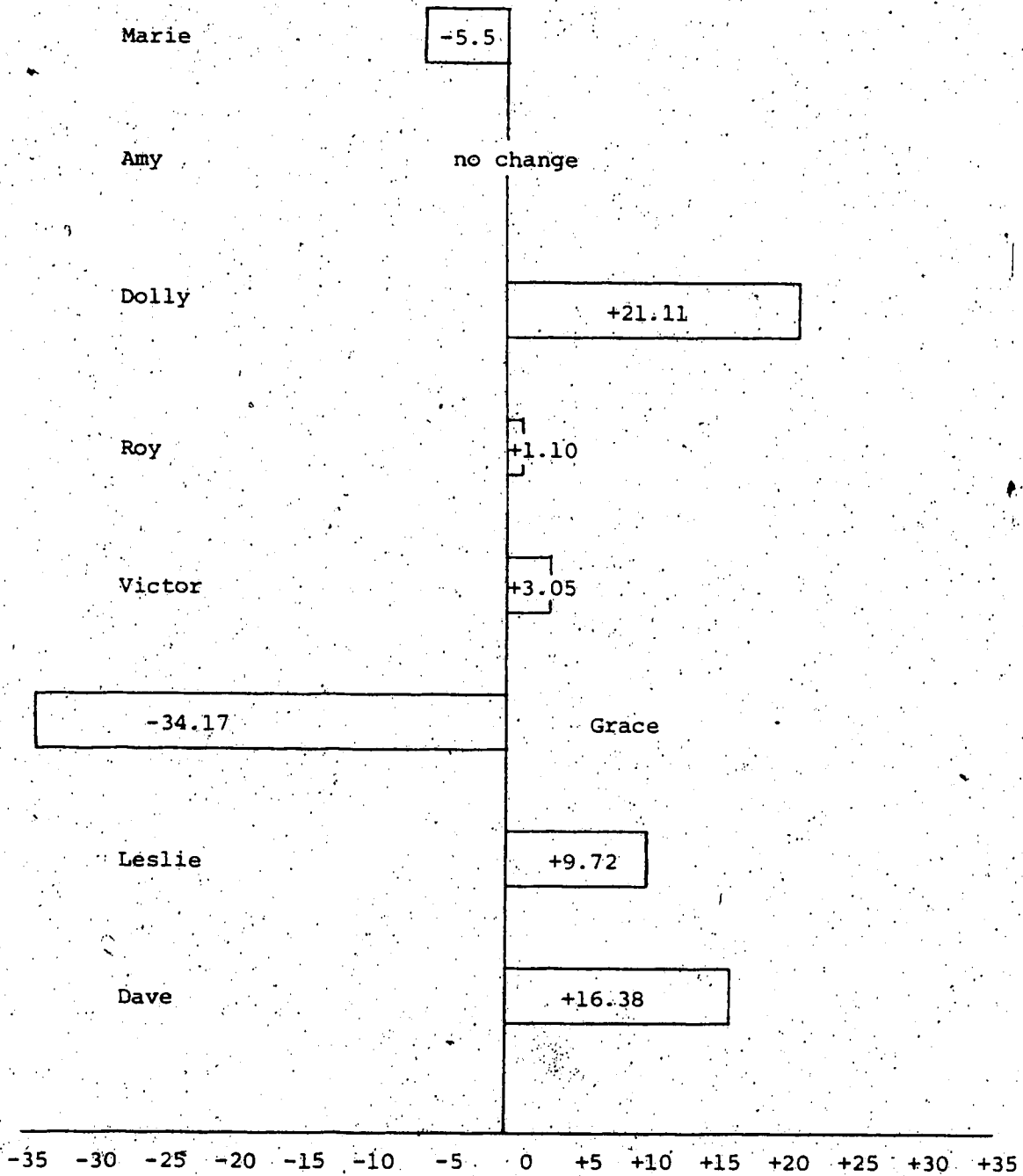
Illustration 21

Direction and Percentage Change in Independent Behavior
for the Group
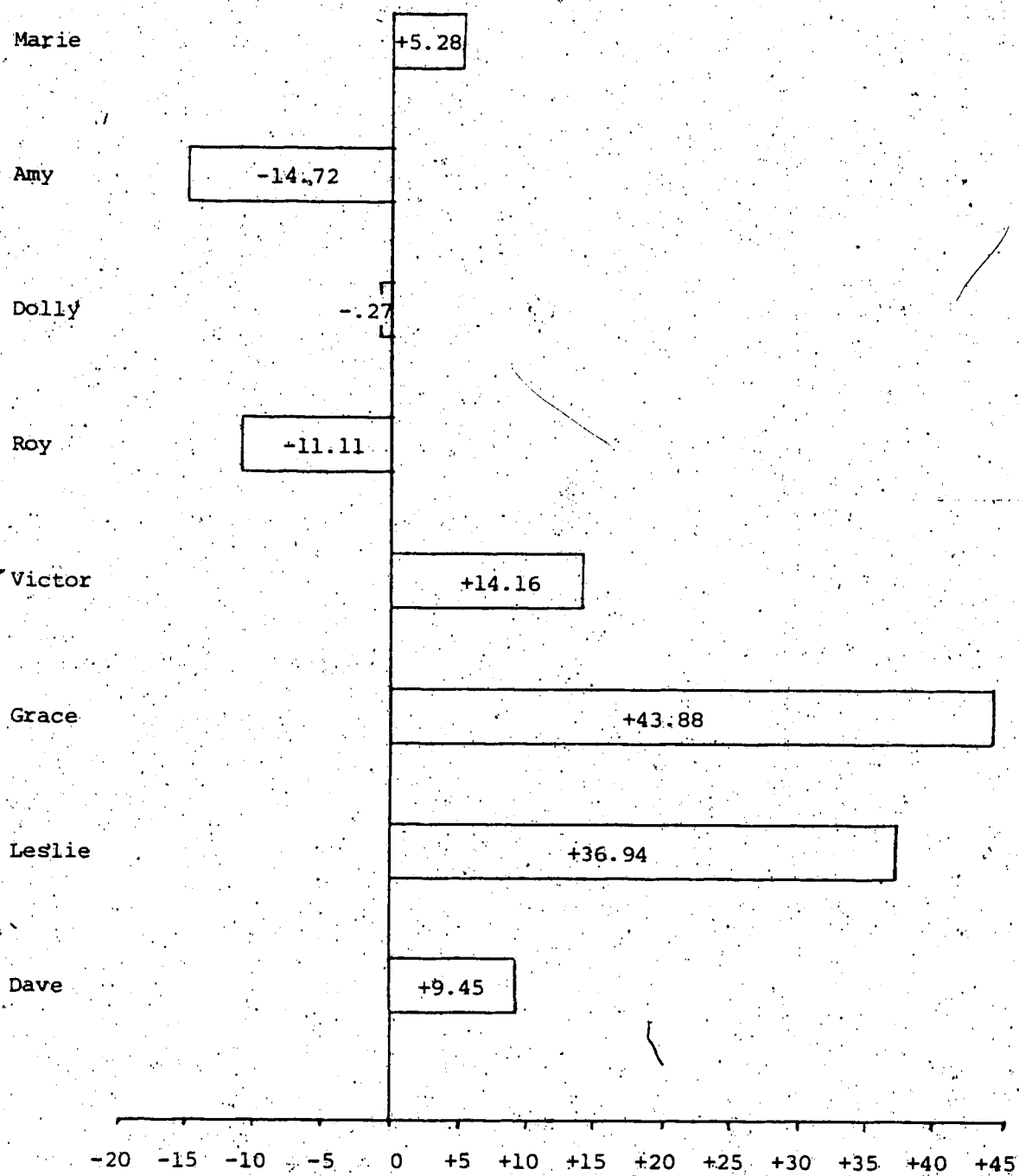
Illustration 22

Direction and Percentage Change in Responsible Behavior
for the Group

Marie | Increase

Amy | No change

Dolly | Increase

Roy | Increase

Victor | No change

Grace | Increase

Leslie | No change

Dave | Increase

Negative (-)   Positive (+)
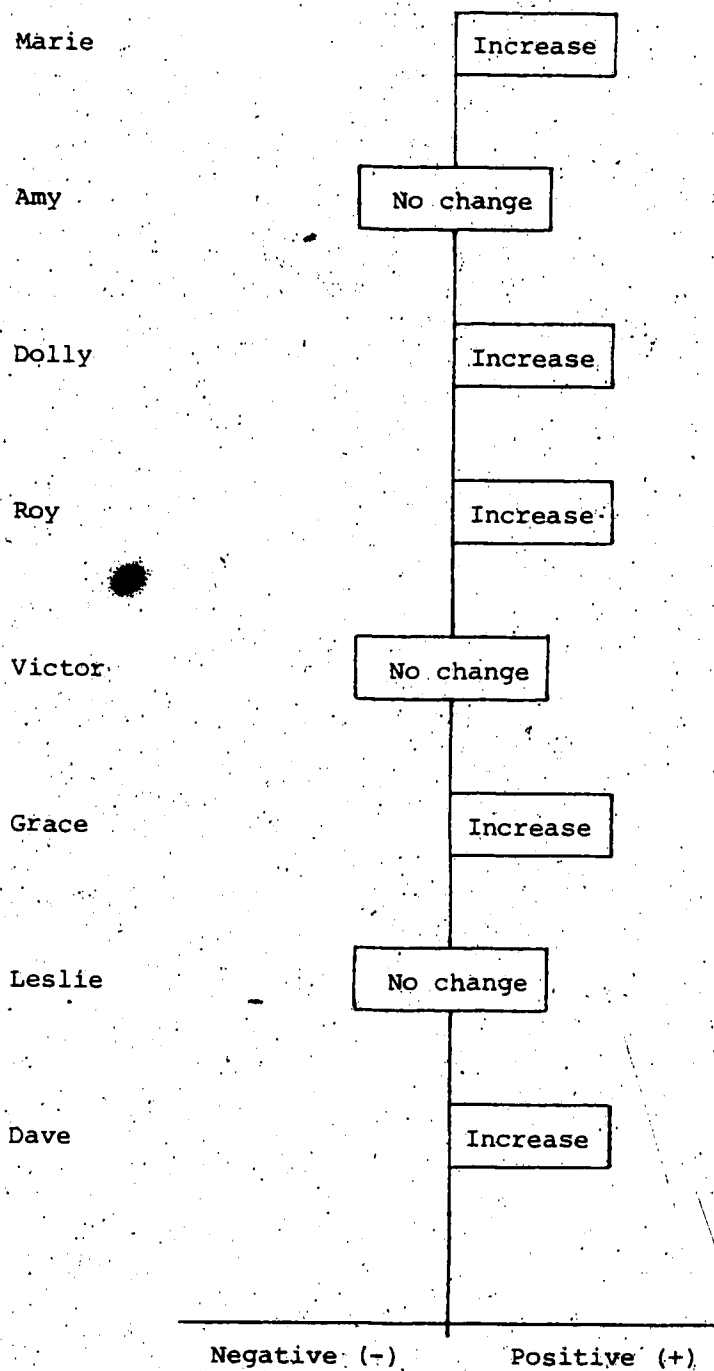
Illustration 23

Direction of Change in Self-Reference Behavior
for the Group

to the study. The self-reference, which is a relatively stable behavior, was difficult for the researcher to analyze. Many of the responses were very similar. As well the period of time was too short to reveal any great changes in the behavior measured. Likewise, the decision to use quantity of words was not suitable for some children who appeared to become more precise in wording but used fewer words in their response.

An analysis of each of the behaviors for the group reveals an increase in decisive behavior and an increase in responsible behavior accompanied by a very slight increase in independent behavior. All of the children except Roy and Amy decreased in time spent in organizational or other activities. This time was transferred to reading and related activities. While this might indicate that the Hawthorne effect, or the children's growing awareness that they were part of a group which was under study or observation, was in affect, it might also be attributable to actual changes which occurred in their behavior as a result of the establishment of the structured reading environment, which provided for self-choice activities, and as a result of the use of positive reinforcement and questioning technique in the conference.

The relating self-reference, a relatively stable behavior, has not made significant change for the group but each child does seem to have grown more aware of his own knowledge and of the teacher's knowledge about himself as a reader. Averaging eight behavior observations does not prove anything but it does reveal some general patterns for eight children who were exposed to the same prepared environment.

SUMMARY

This chapter contains the results of the investigation in relation
to the four research questions for each of the children of the sample.
The answers to the questions are dealt with in tabulated form followed
by a verbal description of changes for each child. The analysis and
description of Marie, the first child discussed, has been in an indepth
manner so that behavior patterns and materials used in the classroom
might be more readily recognized. When a time change affected any of
the behaviors being discussed by falling into either expressive behavior
or skill practicing behavior, which were not under direct discussion,
this was explained. Indeed these categories may have other implications
which were not discussed. Teacher-directed activities, as when working
in small group instruction, were also discussed and possible relation-
ships were drawn.

Hypothesis four, involving the related self-reference, is
reported in verbal and in a quantitative form for each child. Likewise,
non-verbal behavior has been reported when it was observed. Finally,
the chapter closes with a brief description, and graphs, of the changes
in observed behavior for the group in each of the research questions.

A summary of the findings and the implications for practice
and research arising from the foregoing descriptions will be discussed
in the next chapter.

CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS AND

SUGGESTIONS FOR FURTHER RESEARCH

This chapter will provide a summary of the purposes and design
of the study, the procedures followed, the findings and the conclusions.
Some implications for practice and recommendations for further research
will conclude the chapter.

Summary of the Study

The interplay between the factors of interest, motivation and
self-direction on the one hand, and the development of the self-concept
on the other hand needs to be carefully studied in order to more fully
meet individual needs for learning. This observational study was designed
primarily to observe and describe changes in a child's responsible,
independent and decision-making behavior, and to compare these changes
to his developing self-reference. The variables selected in order to
identify these behavior changes were:

1. decisive behavior

2. independent behavior

3. responsible behavior

4. self-reference in reading behavior

The study was concerned with the description and analyses of
independent decision-making behavior and the degree of self-involvement
during an independent work period following the pupil-teacher conference
within an individualized reading program. However, the reading context

used was of secondary importance. Many of the observed and identifiable patterns of independent behavior could possibly have occurred irrespective of the subject area.

The eight Grade two children observed were selected from a classroom within the Edmonton Separate School system, in which the Cooperative Early Childhood Education Project (C.E.C.E.P.), an ongoing project in action research, was in progress. The children were chosen mainly by teacher evaluation supplemented by the results of the Gates McGinitie reading test.

The eight children were observed for three sixty-minute intervals over a three-week period of time. After a three-week lapse, the eight children were again observed for three sixty-minute periods during a three-week period. A specially constructed Self-Reference Measure was administered prior to the observations and again after the observations were complete.

Both of the instruments used for this study, the matrix for observable behavior and the Self-Reference Measure, were developed by the researcher and their limitations must be considered when discussing the findings of the study.

Summary of the Findings

The findings were presented and interpreted in relation to the four research questions, for each of the four selected behavioral variables.

Decisive behavior.

Question 1: What observable changes, if any, occurred over a nine-week period of time in the decisive behavior of the child during the individualized work period in reading in the specially prepared environment which included the pupil-teacher conference, in reading?

The findings from all of the observations of the eight children revealed that five increased in decisive behavior while the other three decreased in decision-making behavior. Since decisive behavior was based on the number of independent activities, a decision to sit still and read or a longer time involvement in a single uninterrupted reading or related language arts activity decreased the child's percentage of decision-making. He simply had no time to make other decisions. This was the case with all three children who decreased in decision-making behavior. For two of the children this lack of decision-making was directly reflected in responsible behavior. While they were involved in sustained reading, no decisions could be made. However, for one child the apparent lack of decisive behavior was accounted for by involvement in activities that were partly self-directed and partly teacher-directed. This kind of involvement was not directly reflected in any of the three behaviors reported.

In the long run, Level 3 activities might have an affect on all three of the other behaviors. This would be particularly important if the child was in a time change and was moving toward becoming more responsible and independent in decision-making. The study design that proposed to count these activities as decisive behavior had not taken into account time spent in sustained activity. Perhaps providing a scale of values given to responsible decisions as opposed to transitional or disruptive decisions might have been a more valuable approach.

Independent behavior.

Question 2: What observable changes, if any, occurred over a nine-week period of time in the independent behavior of the child during the individualized work period in reading in the specially prepared environment which included the pupil-teacher conference in reading?

Five of the children increased in independent behavior, two
children decreased in independent behavior, and one child showed no
change. Thus, more children made a positive change in this behavior
than in any of the other three behaviors.

Responsible behavior.

Question 3: What observable changes, if any, occurred over a
nine-week period of time in the responsible behavior of the child
during the individualized work period in reading in the specially
prepared environment which included the pupil-teacher conference
in reading?

Five of the children increased in responsible behavior while
the other three decreased. Since, in this study, responsible behavior
was considered only in terms of reading behavior, no other behaviors
could be included. Two children transferred reading behavior to related
language-expressional behavior which is, in the long run, another form
of "responsible" behavior. Similarly, another child's reading behavior
was transferred to skill-practicing behavior, yet another form of
responsible behavior, and at Levels 5 and 4 must be considered self-
selecting behavior as well. The total percent of increase for the
group was very high, which shows a very positive change toward more
responsible behavior.

Self-reference behavior.

Question 4: Accompanying the above observed behavior changes, what
changes, if any, occurred over a nine-week period of time in the
self-reference of the child toward reading as indicated by a Self-
Reference Measure?

None of the children appeared to show a decrease in self-reference
behavior. Of the eight children, five increased in their self-reference
while the others appeared to have made no change. The decision by the

researcher to use quantity of words as a measure of growth was not

suitable for all of the children observed because some children had

reached the stage in which growth is shown by becoming more precise

rather than more verbal in language expression. Hence, quality of

expression proved to be a more valuable criterion than quantity.

The lead adverb and phrase responses might very well have been further

analyzed and assessed in different ways by some more sophisticated means

than were provided in this research. Since self-concept is a relatively

stable construct, it seemed wise to adhere to a simple and conservative

approach to assessing change in setting up this study. All of the

children seemed to feel that their teacher had gained more knowledge of

each of them as a reader during the time of the study.

The findings of this study do not seem to reveal any direct

relationship between the changes in the decisive, the independent and

the responsible behavior and the changes in self-reference in this study.

Conclusions

Within the limitations of this study, conclusions have been

drawn regarding direction and percentage of change for the eight children

observed. It seems significant that changes could be observed over a

nine-week period of observation time. The averages for the eight behavioral

observations reveal some general patterns for all the children who were

exposed to the same prepared environment.

All of the children did spend more time in reading and related

expressional behavior during the second round than they did during the

first round. While, in some cases, this may have been a result of the

added attention they were receiving, it should not be discounted that the

increased structure in the learning centres and other environmental stimuli may also have had an effect.

More time was spent in self-choice activities, by every child, than in all other activities combined. This included Level 3 activities which were partly self-selected and partly teacher-directed. Immediately following a pupil-teacher conference the children were more able to work independently. The children received direction and guidance during the interview but some of their increased independence seems to be attributable to the positive reinforcement and trust bond being formed with the teacher at this time. All but two of the children decreased in time spent in organizational or other activities. This time was transferred to reading and related activities.

The Observable Behavior Chart, for looking at individualized reading in a classroom, proved to be very limited. Category three, partly self-selected and partly teacher-directed, would probably be best distributed into each of the other categories. As well, the teacher-directed activities in the categories of organizational behavior (D), transitional behavior (E) and other activities (F), are not accurate in their description. These categories need to be examined and redefined.

In conclusion, although few changes are observable in the self-reference, the eight children in this study made some changes in decisive behavior and independent behavior accompanied by a great change in responsible behavior.

Implications for Practice

Since the nature of this study was action research, many implications seem evident and would appear to offer some direction for both

prospective and experienced teachers.

1. Since the provisions of an environment conducive to self-selection of reading activities is essential to making choices, some of the suggested materials and setting explanations may be of help to both beginning and experienced teachers in organizing learning centres.

2. Listening and talking with a child, guiding, clarifying and giving support, seem to increase ability to make choices and perform independent activities. These practices in the form of conferences or spontaneous interviews, should be more generally practiced within a classroom setting.

3. Providing for an independent activity time within the language arts timetable, along with the necessary support, encouragement and direction, should assist in developing feelings of competence and satisfaction in making choices.

4. Success in reading, or any other academic area, seems to be in providing opportunities for involvement in the kinds of experiences which will promote perceptions of personal adequacy. Teachers should learn how to provide for these experiences for children and practice techniques to reinforce the perceptions of the child.

5. The nature of the responsible behavior findings seems to indicate the value of an integrated language arts program where a child may perform expressive language tasks or other related activities in which he is interested, knowing that he is working in the same subject area.

6. Observation as a teaching skill seems to be a worthwhile method

of understanding behavior in the classroom. Teachers should
develop this skill and observation assignments should be a part
of the early requirement for practice teaching.

7. Observing the general classroom behavior of both the teacher
and the pupils would seem to be a valuable means of learning
about the interplay of motivation, interest and self-direction
and to some extent the development of the self-concept. Hence
teachers and prospective teachers should be given guidance in
how and what to observe in recognizing this interaction.

8. The individualized reading techniques used in this study may
be transferrable to any subject by a teacher wishing to set up
an individualized program in that area.

9. Questioning techniques are invaluable to guide, develop and
extend the child's thought. Teachers should practice questioning
for specific purposes and at different levels.

10. The Self-Reference Measure used in this study may be of help
to teachers in determining a child's feelings about himself as
a reader. Likewise, the lead statement could be transferred to
other subject areas.

11. The patterns of behavior which involve the interest of a child
are evident in the study. Teachers may find the simple interest
inventory useful in working with children.

Recommendations for Further Research

1. The approach used in this study appears to offer a valid way of
examining children's behavior. A replication of the study might
help to establish the importance of some of the behavior patterns

identified in this study. A similar type of study over a longer

period of time might reveal some more positive changes and a

longitudinal study might reveal changes and growth in the self-

reference.

2. A similar study might be done with children at a different age

    or grade level in order to reveal different levels of ability

    to make decisions, gain independence and act in a more responsible

    manner.

3. This study could be replicated with revised, modified or changed

    measures. It might be advisable to look only at the amount of

    time spent in self-selected activities as opposed to the amount

    of time spent in transitional and/or disruptive activities.

4. A similar study might be done using a different prepared environ-

    ment as a control.

5. Further studies could be undertaken using the Self-Reference

    Measure, to test its usefulness as a tool in measuring a child's

    knowledge of himself as a reader.

6. This type of observational study produces masses of data, hence

    many different aspects of child behavior could be studied by

    looking at children in the light of the Observable Behavior Chart.

7. An Observable Behavior Chart could be developed for any of the

    subject disciplines and changes in behavior examined in light of

    the new instrument.

8. Although not specifically identified in the findings of this

    study, there does appear to be sufficient data from the observa-

    tion records to suggest a relationship between interest,

motivation and self-direction and the development of the self-concept that would warrant further investigation.

Concluding Statement

The findings, conclusions and implications discussed in this study are offered in full recognition of the limitations of the small sample, the lack of refinement of the two instruments and the recognition that the classroom teacher is the single most valuable factor in creating change in children's behavior.

Nevertheless, it does pave the way for further studies in observation of behavior for researchers and offers for the classroom teacher some direction in planning structured centres which will aid in the development of reading and in independent choice activities. It also identifies, for teachers in general, certain behavior patterns which encourage children to participate in freely chosen activities.

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APPENDICES

APPENDIX A

ACTIVITY LIST

ACTIVITY LIST

SOME SUGGESTIONS FOR WORKING WITH AN
INDIVIDUALIZED READING PROGRAM

You and the children have decided that you would like to try

some individualizing in the language arts program. From this will arise

many specific ideas for reading. When we look at the individual activi-

ties, you and your class would like to try, we can develop specific

behavioral objectives and some overall objectives as well. By allowing

some choice among these possibilities, it is probable a greater enthusiasm

for reading and its many related subjects will be achieved.

PHYSICAL ARRANGEMENTS

Perhaps you can arrange your classroom so that you have a special

place for a reading centre. This is easier if you have tables or an

extra table and some moveable shelves which can be arranged around a

portion of blackboard or at least an easel blackboard. This centre could

include a tape recorder, a typewriter, your language laboratory, an

easel (blackboard on one side, felt board on the other if necessary), a

film strip projector if possible, some tack board and lots of different

kinds of books.

1. A shelf or shelves of books written or typed by yourself, your

    aid, or by the children. These books should be well illustrated

    by the children's own art and/or cut-out pictures.

2. A shelf for factual books, i.e., encyclopaedias, dictionaries, science and social studies and other non-fiction books.

3. A shelf of basal readers, about 5 or 6 copies of as many publishers and levels as possible.

4. A shelf with a variety of as many fiction story books, at about your childrens' levels as you can provide.

Caution--Hold back a few books from both fiction and non-fiction as these may act as real motivation from time to time when you add them.

NUMBER OF CHILDREN

To begin perhaps not more than six children are enough to work simultaneously at this centre. If you have an aid you might work there yourself and could structure more activities for more children at one time.

GOALS AND OBJECTIVES

It seems to this writer that an open discussion, with the children, regarding the purposes of the centre is advisable. It might also be of value to discuss the amount of teacher guidance they can expect while they are at the centre. You will probably also talk about care and operation of special equipment, i.e., the tape recorder or the strip projector. If you should put into practice a contract teaching plan, i.e., Helen Bumphrey "Learning is Fun" The Manitoba Teacher, V. 45, No. 4, January 1967, then you will want to develop your own skill sequence as well. It would seem to this writer that these areas, for the present, might be handled better by small group and large group directed activities. It might also be advisable to use a few model lessons of performance by

some students, especially when introducing new activities. The children should on the whole develop their own standards and goals. You and they can then work together for individual evaluation of their achievement.

MATERIALS

Some items which might be utilized in the reading centre might include:

- books of all kinds
- riddle games and books
- reading games, child made, teacher made and commercial
- book reports
- character sketches
- posters of all kinds
- a periodical, i.e., "My Weekly Reader"
- a newspaper
- comic books
- work cards for phrase and sentence building
- T.V. strips of stories with missing words
- dioramas and peep-boxes showing story scenes
- feltboard stories in picture and written symbol
- magazines to cut pictures for story making and sequence building
- information banks, i.e., *how to tell or write a story,
   a poem, a report, a game

PROJECTS AND ACTIVITIES

These will of course vary. Some activities may not work with your class and you can only experiment to find out. Of course there are some activities both mentioned and not mentioned which are seasonal.

1. Newspaper: We have already discussed making a simple newspaper for reporting to the parents, some of the activities of the school and/or of specific children. Miss Therrien also suggested some art work and notices, etc.

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*The results of these activities might be placed on the book shelves for a time.

2. _Picture Dictionary_: Cut-out pictures from magazines to illustrate words you select, or that you have collected and recorded from the needs of the children. Paste these on a small piece of construction or cardboard. File on large rings. Add the word and if possible their own definition. This then can be added to throughout the whole year.

3. "An Essential Vocabulary" Wilson The Reading Teacher, November 1963 (p. 94-96) has some very good suggestions for using basic words for discussion, cartooning, story writting, and sign making.

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│                  │
│    KEEP OFF      │
│    THE GRASS     │
│                  │
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4. _Letter Writting_: Children love to write real letters. Utilize a sick or hospitalized child. If you have a chance to exchange letters with another class this is even better. I think I could arrange this if you would like to do it. The children should mail their own letters, perhaps a trip to the letter box or even a sub-post office might be arranged.

5. _Dictionary Use_: Select five different words from one of the stories you are now reading. Look up the words in the dictionary and be able to explain their meanings. Then scramble the letters and try to unscramble them.

6. _Service Dictionary_: Children can use a service dictionary very well. Large cupboard sheets 9 x 12, one for each letter on which

you put the words they need the most. Then combined in groups
to make (A-F), (G-M), (N-S), (T-Z) and numbered 1, 2, 3, 4.

7. <u>Categories</u>: Living Room Words. Make a list of all the words in
a particular story that might be found in your living room. Then
draw a picture that depicts or describes each one. This is a good
activity for categorizing, and the topics are endless.

8. What's the opposite? Write a word that means about the opposite
of these words (antonyms):

together	strong
more	sad
helpless	enemy (Make up a different
death	beauty list each week)

9. Write a rebus story based on your favorite selection from one
of your basal readers.

10. Present a panel discussion after four or five children have read
the same book in the Reading Centre. Perhaps they will be able
to develop two sides to an issue or problem. Then have the class
evaluate their discussion. Try this later with a tape recorder
to see the growth of childrens' understanding and attitudes.

11. Distribute pictures to the children in the Reading Centre. Have
them relate the pictures to particular characters in one of
their reading books. Next have them cooperate in writing a
paragraph about each picture.

12. Develop story sequence. Have children divide a sheet of paper
into four, six or eight parts (depending on reading maturity).

Cut out each story sentence. Decide which sentence came first in the selection and paste it in the first block. Continue until all blocks are filled.

13. Story Buzzing. Have four children sit on the floor with the teacher and quickly discuss one of the stories you have just finished reading. Then have the teacher begin telling the story that has just been discussed. After a minute or two, ring a small buzzer and have one of the children in the group continue the story. When all of the children have participated, the teacher may either complete the story or have the children continue until the story has been told.

14. Discussing emotions and feelings. After you have read a story, select four words to describe how you felt as you read the story. Write the words on a sheet of paper. Explain why you felt that way. This is a good beginning for a discussion of emotions and feelings.

15. Organize a Library. Children can be responsible for checking-out and returning borrowed books.

16. Birthday Books. To celebrate a birthday, a child may want to purchase an inexpensive book to be placed in the Reading Centre for the class.

17. Use the bulletin board to make special announcements about Book Week or other important dates. You might post the titles of books that your class considers the favorites for that particular week.

It might also be used to announce new arrivals.

18. Puppet Show. Let two or three children in the Reading Centre prepare a puppet show. You may use the dialogue as it is written in one of your stories--or perhaps the script will be original. Puppets may be very simple sticks with paper characters or more elaborate hand puppets or clothespin puppets.

19. Independent Library Study. Your superior readers and your more self-directed children could be given the privilege of using the school library on their own. Make arrangements with the librarian or teacher-in-charge for these children to have access to the library when it is not being used by large class groups.

20. Make a cartoon book of one of the stories you have read. Show the important things that happened in the story.

21. An exciting telegram! Pretend you are sending a telegram to a friend about an exciting book you have been reading. From a box of words cut from magazines you may select up to twelve words. Paste them on a sheet of paper and read your telegram to your classmates or post it on the bulletin board in the Reading Centre.

22. Appeal. To make the Reading Centre as appealing to children as possible, you might include a rocking chair, a cuddly stuffed animal for younger children, and a rug.

23. Travelogues. When you have read a travel book, plan a talk using photographs, slides, or pictures from a travel magazine or travel

agency brochure. Tell the class why you would like to travel to that "breathtaking" spot. Can also be used successfully after one child's trip.

24. Alphabet alliteration stories. Assing a letter of the alphabet to each child when he is at the Reading Centre. One child may write a story about "fabulously fat Frankie and his funny fruit frappe." Compile all these stories into one huge alphabet story.

25. Record some of your favorite stories on the tape recorder.

26. Concentrate on descriptive passages by copying eight or ten of your favorites from a book. Try to illustrate each one in tempera paint or water color.

27. Present an illustrated talk on a science or historical book you have read. Include a map, picture or poster, and perhaps a time line to make the talk interesting.

28. Record one of your own stories on tape to be evaluated for oral reading. Compare your tapes several times during the year.

29. For sequential development of reading skills you may want to concentrate on the SRA Reading Laboratory and the Random House Reading Pacemakers.

30. Daily Worksheet. For your children you may want a daily work-sheet--or tasksheet--similar to this:

NAME	READING CENTRE
1. SRA Reading. Lab Red #3 Or?	2. Listen to cassette tape from Sights and Sounds. Write one sentence giving the main idea of the story.

3. Some Directed Activities.

EVALUATING THE CHILD'S WORK

How you evaluate the child's work depends on your own philosophy. The evaluation can be as formal or informal as you want it to be. If the child becomes a questioning, self-directed person, you are helping to develop a more independent child and, hopefully, a more creative person.

The Reading Centre can be considered successful if children frequent it often. If they develop their own reading activities, and if they show a genuine love for reading and thinking.

APPENDIX B

MATERIALS USED

APPENDIX B

MATERIALS USED

1. Books

2. Magic Cards (use plastic covering)

3. Reading Activity Cards

4. SRA kit

5. RFU (Reading for Understanding) Kit by SRA

6. Sequence Card Set

7. Puzzles (crossword)

8. Reader's Digest Books

9. Games: 1) Word Bingo; 2) Scrambled Letters; 3) Compound Cards

10. Phonics Drill Cards: 1) Sight words; 2) Flip cards (blenders and endings); 3) Pictures and words

11. Word wheels

12. Puppets

13. Arithmetic Cards: 1) Self checking; 2) Drill cards; 3) Small cards to make stories

14. Language Master

15. Filmstrips and Viewer

16. Sensory Booklets

17. Our Story Book (collection)

18. Color Book (collection--cool, warm colors, etc.) to add to

19. Creative Writing Centre: 1) Themes change: now "Golden Horse-hoe." 2) Character and setting cards

20. Periodicals, i.e., Jand Jill, Mine 2

21. Poems--mounted

22. Dictionaries (at various levels)

23. Magazines--for picture and word collections

24. Aquarium

25. Recorder

26. Listening Centre

APPENDIX C

BOOKS IN THE CLASSROOM

APPENDIX C

BOOKS IN THE CLASSROOM

Title	Author	Publisher	Year
Animals Every Child Should Know	Dena Humphreys	Grosset & Dunlap, N.Y.	1968
All Ready for Summer	Leone Adelson	David McKay Co., N.Y.	1955
Pony Ring	Sarah Derman	Benefic Press, USA	1957
Petunia	Roger Duvoisin	Alfred A. Knopf, N.Y.	1950
About Penguins	Mabel Harmer	Melmot Publishers, Chicago	1964
Digging for Dinosaurs	Edwin H. Colbert & William A. Burns	Childrens' Press, Chicago	1960
Jungle Animals	Frank Buck	Random House, H.Y.	1945
Animals Everywhere	Ingri & Edgar Parin D'Aulaire	Doubleday & Co., N.Y.	1940
Animals in the Zoo	Feodor Rojankovsky	Alfred A. Knopf, N.Y.	1962
Tico and the Golden Wings	Leo Lionni	Pantheon, N.Y.	1964
The Biggest Bear	Lynd Ward	Houghton Mifflin, Boston	1952
The Animal Book	Dorothy Childs Hogner and Hils Hogner	Henry Z. Walck Inc., USA	1942
Science (2)	Herbert A. Smith	Laidlaw Bros. Ill.	1966
Poems to Grow on	Jean McKee Thompson	Beacon Press, Boston	1957
Bees and Wasps	Jay Heavilin	Rutledge for MacMillan	1964
Animals of the Sea and Shore	Illa Podendorf	Childrens' Press, Chicago	1956

Title	Author	Publisher	Year
Reptiles	Lois Ballard	Childrens' Press, Chicago	1957
Angus and the Ducks	Marjorie Flack	Doubleday & Co. N.Y.	1930
Elephants	Herbert S. Zim	William Morrow & Co. N.Y.	1946
Now we are Six	A.A. Milne	McClelland & Stewart	1927
The Littles have a Wedding	John Peterson	Scholastic Book Ser. N.Y.	1971
Growing Up	Jean Fritz	Rand McNally & Co., Chicago	1956
Frederick	Leo Lionni	Pantheon Books, N.Y.	1967
The Camel who Took a Walk	Jack Tworkov	E.P. Dutton & Co. N.Y.	1951
Momo's Kitten	Mitsu & Taro Yashima	Viking Press, N.Y.	1961
The Circus Mouse	Elly Demmer	Rand McNally, Chicago	1963
The Story of Ferdinand	Munro Leaf	Viking Press, N.Y.	1936
Learning About our Neighbours	Kenneth & Frances Wann	Allyn & Bacon, Chicago	1964
Zoo Babies	William Bridges	William Morrow & Co., N.Y.	1953
Angus Lost	Marjorie Flack	Doubleday & Co., N.Y.	1932
Angus and the Cat	Marjorie Flack	Doubleday & Co., N.Y.	1931
So Small	Ann Rand	Harcourt, Brace & World, N.Y.	1962
Friendly Farm Animals	Esther K. Meeks	Follett Pub. Co., USA	1956
The Picture Dictionary for Children	Garnette Watters & S.A. Courtis	Grosset & Dunlap, N.Y.	1938
May I Bring a Friend?	Beatrice Schenk De Regniers	Atheneum, N.Y.	1970
The Happy Lion	Louise Fatio	McGraw-Hill, N.Y.	1954

Title	Author	Publisher	Year
Insects	Sy Barlowe	Maxton Pub., N.Y.	1952
Animal Talk	Robert Leydenfrost	Golden Press, N.Y.	1960
My Second Picture Dictionary	Ginn & Co.	Ginn & Co., Toronto	1968
Let's go to the Seashore	Harriet E. Huntington	Doubleday & Co., N.Y.	1941
Animals in Winter	Henrietta Bancroft	Thomas Crowell Co., N.Y.	1963
Lady Bird, Quickly	Juliet Kepes	Little Brown & Co., Boston	1964
My Picture Dictionary	Hale C. Reid	Ginn & Co. Toronto	1963
A Child's Garden of Verse.	Robert Louis Stevenson	Platt & Munk, N.Y.	1961
The Story of Captain Cook	L. Du Garde Peach	Wills & Hepworth, Loughborough, England	Ser. 561 1958
The Story of the First Queen Elizabeth	L. Du Garde Peach	Wills & Hepworth, Loughborough, England	Ser. 561 1958
Christopher Columbus	L. Du Garde Peach	Wills & Hepworth, Loughborough, England	Ser. 561 1958
King Alfred the Great	L. Du Garde Peach	Wills & Hepworth, Loughborough, England	Ser. 561 1958
Our Friends	W. Murray	Wills & Hepworth, Loughborough, England	1964
Happy Holiday	W. Murray	Wills & Hepworth, Loughborough, England	1964
Adventure at the Castle	W. Murray	Wills & Hepworth, Loughborough, England	1967
Red Riding Hood	Gilda Lund	Wills & Hepworth, Loughborough, England	1958
The Wise Robin	Noel Barr	Wills & Hepworth, Loughborough, England	1950
Mick the Dis- obedient Puppy	Noel Barr	Wills & Hepworth, Loughborough, England	Ser. 497

Title	Author	Publisher	Year
The Little Red Hen	Vera Southgate	Wills & Hepworth, Loughborough, England	1966
Jack and the Beanstalk	Vera Southgate	Wills & Hepworth, Loughborough, England	1965
Puss in Boots	Vera Southgate	Wills & Hepworth, Loughborough, England	1967
The Gingerbread Boy	Vera Southgate	Wills & Hepworth, Loughborough, England	1966
The Elves and the Shoemaker	Vera Southgate	Wills & Hepworth, Loughborough, England	1965
The Princess and the Pea	Vera Southgate	Wills & Hepworth, Loughborough, England	1967
Dolphins	Mickie Compere	Scholastic Book Services, N.Y.	1964
The Magic Fish	Freya Littledale	Scholastic Book Services, N.Y.	1967
The Tiny Little House	Eleanor Clymer	Scholastic Book Services, N.Y.	1964
Ghosts who went to School	Judith Spearing	Scholastic Book Services, N.Y.	1966
The Secret Hide-Out	John Peterson	Scholastic Book Services, N.Y.	1965
Morris the Moose Goes to School	B. Wiseman	Scholastic Book Services, N.Y.	1970
The Lion's Tail	Joe Szeghy	Scott, Foresman & Co., Atlanta	1971
My Little Pictionary	Marion Munroe	W.J. Gage, Toronto	1963
Birds	Isabel B. Wasson	Follett Pub. Co., Chicago	
Pretty Bird	Sarah Derman	Benefic Press, USA	1957
On the Farm	Edward W. Dolch	Garrard Pub. Co., Ill.	1958

S.R.A. COLORS

Aqua

Purple

Orange

Olive

Blue

Brown

Green

Red

Tan

Gold

APPENDIX D

PHILOSOPHY FOR AN INDIVIDUAL
CONFERENCE FROM VEATCH

APPENDIX D

PHILOSOPHY FOR AN INDIVIDUAL
CONFERENCE FROM VEATCH

1. Philosophy and criteria for a successful conference: supportive, trusting, encouraging, accepting.

2. Time allotments and limitations.

3. Principles of Questioning: comprehension skills, personality adjustment selection, mechanical skill, ability to hold audience.

4. Setting (physical) for the conference.

5. Judgments and recording: skills, comprehension, details.

APPENDIX E

PHILOSOPHY FOR POSITIVE INTERACTION
FROM COMBS AND ROGERS

PHILOSOPHY FOR POSITIVE INTERACTION
FROM COMBS AND ROGERS

Basic acceptance that the human is always developing.

1. The individual's self is a recognized part of the curriculum.

2. Need for positive reinforcement.

3. Provide for individual differences.

4. Self actualization in every experience.

5. Try to look from the same point of view as the child, sensitive

   to his view.

6. Trust the child, encourage him to be open.

APPENDIX F

VEATCH'S QUESTIONING TECHNIQUES

VEATCH'S QUESTIONING TECHNIQUES

Questioning for Central Thought

What kind of a story is this?

What is it mainly about?

Does its setting make a difference?

Does its time (of year, in history) affect the story?

Does this book remind you of any other book?

Did you think it a happy (sad, frightening) story?

Could you describe this in a few words?

Inferences and Critical Reading

Do you think the story is really about . . . . . .?

Is there something here that isn't actually said?

Is there a lesson to be learned in this book? What?

Was there anything in the story that was not the same as you've heard

somewhere else?

Do you think you can believe what it says? Why? or Why not?

What is the problem of . . . (a character) in the story?

Questioning for Value Judgments

Do you agree or disagree with this story?

What is your opinion about . . . . . in the story?

Is this something everyone should read? Why?

If only a few people should read, whom would you choose?

Is the story making fun of us all?

If you could pass a law, or have your own wish, would this book influence

you?

Do you trust what you read?

Is it right for someone (writer, publisher, organization, etc.) to print

only part of a whole story (event, argument, etc.)?

Do you believe everything you read? Why?

Do all of your friends believe what they read? Should they? How can you

change that if you would want to?

Can you trust what this author (publisher, newspaper, magazine) says?

Why? or Why not?

If you cannot find out whether or not a story is true, what could you do

that would help somewhat?

Author Purpose

Who is this author?

What do you know about his family (home, etc.)?

What other books of his do you know about?

What do you feel he is trying to tell people in his stories?

If you could talk to him, what would you tell him?

Do you think he has children of his own?

Does he like animals (nature, etc.)?

What ideas are you sure about when you read him?

Necessary Plot Sequences

Tell me (us) the story.

After   .   (an incident) what happened next?

Tell me (us) what happened first, then.

If such-and-such happened before so-and-so, does it make any difference in the story?

If you could, would you change the story around at all? Why?

What was the best part of the story to you? Was this best part in the beginning, middle, or end of the story? Would you have any idea why that part was where it was?

Insight into Personal Interest in Story

Was this a good story?

Why did you choose this book?

Did you ever have an experience like this?

Would you like to be just like the person in the story?

What about this story or material made you angry (sad, laugh, etc.)?

If you could become one of the characters in this story, which one would suit you just fine?

Which character are you sure you would not like to be?

If you could, would you wave a magic wand and live in this time (place, house, etc.)? Why?

Talk to me about your feelings when you read this story.

Do you know anyone like this character?

If you could change anything about this story, what would you change? Why?

Awareness of Peer-Group Reaction

Who do you know that likes this type of book?

Would they like this one?

Are you going to tell them about it?

Do you like to have those friends tell you about books?

Do you ever read books with someone esle? What books were they?

Insight into Possible Personality
Behavior Changes

Did you have a problem like this person in the story? Did you get some

   help with your problem from reading it?

Does this story make you feel like doing something? What?

Did you see something about yourself after you finished this story that

   you didn't know before? Tell me about it.

Is there something here you didn't like and never would do yourself?

   What.

APPENDIX G

INDIVIDUAL TASK CARDS

INDIVIDUAL TASK CARDS

Book Reporting

1. What is the title of this story?

2. Who wrote it?

3. In two or three sentences tell what happened in the story?

4. Draw a picture to illustrate the part you liked best.

___

Book Reporting

1. Find out the publisher of your book.

2. Pretend that you are a salesman for the publishing company and that you are trying to "sell" the book. Prepare an oral book talk to explain why you think the book is worthwhile. Tell about the main idea, characters, illustrations, and general appearance.

3. Present your talk to the class.

___

Book Reporting

1. Make a book jacket for your book. Print the title and author clearly on the front cover. Draw or paint an illustration.

2. Write a short summary of the story on the book flap.

Vowels

1. List the words in this story which have vowel diagraphs. Underline the vowel diagraphs.

2. After each word write the pronunciation symbol for the sound of the vowel diagraph: Example: head (e) reach (e)

Cause and Effect

Read an adventure story.

1. Tell something exciting that happened to the main character.

2. What caused this exciting thing to happen?

3. What was the outcome of this adventure?

4. What do you think the story character learned from this experience?

Comparing and Contrasting

1. Read two stories from the same unit in a reader.

2. In what ways were the stories alike?

3. In what ways were they different?

4. Tell which of the two stories you like best. Explain why.

5. Were these stories make-believe or true-to-life?

Comparing and Contrasting

1. Read two stories which deal with the same subject.

2. Make a chart to show how the stories were alike

characters	_____	_____
setting	_____	_____
time	_____	_____
main idea	_____	_____
plot	_____	_____
information	_____	_____

Comparing and Contrasting   7

1. Read a story about a famous person.

2. In what ways was this person different from most famous people you have read about?

3. Does this famous person remind you of any other famous person? Whom?

4. In what ways were the two people alike?

5. In what ways were the two people different?

6. Check in the encyclopedia for more information about these famous people.

7. Write a report about what you have learned.

Comparing and Contrasting   8

1. Where did this story take place? Would you have to make any change in your daily life to live in a setting such as this? Make a list of the changes you would make.

2. Choose one character from the story. Tell how the character is the same as one of your friends. Tell how the character is different from your friend.

Drawing Conclusions   9

1. What was the main problem of the story?

2. How was this problem solved?

3. Do you believe it was solved in a good way?

4. Would you have solved it differently? Explain your answer.

5. What do you think might have happened to the main character after the end of the story?

Drawing Conclusions.   10

1. Choose a story character which you would like to have as a
   friend.
   Tell why you believe this character would make a good friend.

2. Name a story character which you would not like to have as a
   friend. Tell why.

3. Write a paragraph to tell how you expect a friend to act.

Drawing Conclusions   11

1. Did the actions of the story seem true-to-life or make-
   believe? Give good reasons for your answer.

2. Did you learn anything from this story that you can use
   in your daily life? Write a paragraph to tell what you
   have learned.

Figures of Speech   12

1. Animal names are sometimes used to tell us about a person,
   such as,
           He is as smart as a fox.

   Can you think of some other sayings that use the names of
   animals to tell us about people? Write them down.

2. Explain why you think they are said.

3. Read a story to find some of these sayings.

Figures of Speech 13

1. Sometimes authors use special language to help you understand what is happening. Perhaps you have read or heard the saying
   · "It is raining cats and dogs!"
   Try to find other sayings of this kind. Make a list of them.

2. Try to explain what they mean.

3. Read a story to find some of these sayings.

4. Draw a picture to illustrate your favorite one.

Judging Ideas 14

1. Find five sentences in a story or article which give true facts.

2. Find five sentences that you think show the opinion of the author and may or may not be true facts.

3. How can you tell whether or not a statement is true?

Judging Ideas 15

1. Read a biography or informational article or story.

2. Look for more about the subject in other books.

3. Can you find anything to add to what the author has said on this subject?

4. Would you change anything the author has written?

5. Write a paragraph to explain what you discovered.

Judging Ideas   16

1. Find an article or story which is written for the purpose
    of persuading someone to believe something or do something.

2. How can you tell what purpose the author has in mind?

3. Does the author use good arguments to support his ideas?

4. Do you argee with the author? Why or why not?

Judging Ideas   17

1. Read a story or article that deals with something you
    know about.

2. List three statements which you know are true.

3. List any new ideas you learned from reading this article.
    Try to find out whether these statements are true.

Judging Ideas   18

1. Find a story or article that tells about a place where
    you have visited.

2. Give the name of the story and the name of the place.

3. Can you find any statements about this place which you think
    are incorrect. List the statements and explain.

Judging Ideas   19

1. Read the Letters to the Editor in your newspaper.

2. Find a letter which you think contains a good idea. Tell
    why you think it is a good idea.

3. Find a letter with which you disagree. Tell why you disagree.

Making Generalizations   20

Read some stories about famous people.

1. What was there about each man or woman you read about that
    helped to make him or her famous?

2. Can you name one characteristic which all of these individuals
    had in common?

3. Do you think that characteristic had anything to do with their
    success?

4. What are some characteristics which you think would help to
    make a person famous or successful?

5. Do you think most famous people make the world a better place
    in which to live? Explain your answer.

Making Generalizations   21

Read some stories about pioneers.

1. Give some reasons why you think pioneers moved to new lands
    to make their homes.

2. Name some stories which you have read that tell why people
    chose to move to new, undeveloped places.

3. What are some of the problems that pioneers faced?

4. Do we face similar hardships in Alberta today?

5. Check the meaning of "pioneer" in a dictionary. Are there
    any pioneers anywhere today? Name some if you can.

Making Generalizations 22

Read some stories about modern machines.

1. List some machines which:

    a) Make work easier
    b) Make us more comfortable
    c) Help us to learn
    d) Help us to have fun

2. Make a booklet about different kinds of machines. Cut out
    pictures from magazines or draw pictures of your own. Write
    a caption for each picture.

Noting Details 23

1. Read a description of something. Think carefully about
    the details.

2. Make an illustration to fit this description. Use any
    materials you wish: clay, chalk, fingerpaint, cloth,
    crayons, paper, cardboard, string.

3. Make a label to fit your illustration.

Oral Reading 24

1. Reread a favorite part of a story. Choose the words you
    think are the most important.

2. Practise reading this part orally, emphasizing the words
    you have chosen.

3. Read the part aloud to the class.

Oral Reading

1. Practise reading a poem aloud. Be sure to observe all punctuation marks.

2. When you have learned to read it well, record your poem on tape.

3. Listen to the tape recording. What improvement can you make?

4. Retape your poem and play it for the class.

Organizing Ideas 26

1. Read a story. List the main events as they happened in the story.

2. Draw several pictures in comic strip form showing the events as they happened. Write a caption for each picture.

Organizing Ideas 27

1. Make four pictures to show what happened in the story.

2. Arrange the pictures in order.

3. Write a sentence under each picture to tell what is happening.

4. Clip the pictures together to make a book.

Organizing Ideas   28

1. List the important events of the story in order.

2. Write a paragraph telling about one of these events.

3. Did this event occur in the beginning of the story, in the middle, or at the end?

Organizing Ideas   29

1. Write the names of the characters in the order they came into the story. Number them in this order.

2. Write one speech for each character. In each quotation, tell who is speaking. Arrange these speeches in the order they were given.

3. Copy the first quotation in the story.

4. Copy the last quotation in the story.

Outlining   30

1. Divide the story into its main parts.

2. Make a sub-title for each part.

3. Make a sentence outline of the things that happened in each part.

Outlines

1. Write down in order the different times and places where the main events of the story took place. Use words or phrases from the story.

2. Make an outline from your list. Check to see that you are using the correct form for an outline.

3. Prepare a short oral report from your outline. Be sure to tell all the events in the correct order.

Phrase and Sentence Meaning

List words or groups of words from a story that tell:

1. Where

2. When

3. How

4. Which

5. What kind

6. How many

Phrase and Sentence Meanings

In our language there are certain "sayings" which have special meanings. Sometimes you will find these phrases or sentences in the stories you read. It will help you to understand the story if you know the special meanings of these sayings.

Try to answer these questions:

1. Have you ever been a thorn in the side of one of your friends? How?

2. Have you ever cried crocodile tears? Why?

3. Have you ever looked for a needle in a haystack? Did you find it?

4. Look for some other sayings and make a list of them.

Play-Acting   34

1. Choose a story with interesting conversation.

2. Invite classmates to join with you in taking the
   speaking parts.

3. Practice with your classmates until you think you know your
   parts. Try to sound just like the characters would sound.

4. Present your play to the class.

Play-Acting   35

1. Find some examples of plays and decide how they are
   different from stories.

2. Write your story in the form of a play.

3. Have some friends choose the parts they will act and
   practice your play.

4. Build a background and bring the props you need.

5. Present your play to the class.

Reading Between the Lines   36

1. Make a list of things you learned from the story by
   reading "between the lines."

2. Make a list of the things shown in the pictures but not
   directly stated in the text.

3. Why do people read "between the lines?"

Reading in Science   37

1. Explain a science experiment you have read.

2. Where did you read about this experiment?

3. Tell how the experiment should be carried out.

4. Draw diagrams to illustrate each step in the experiment.

Reading in Science   38

1. Give the name of your book or article.

2. How many pages did you read?

3. What important ideas did you learn?

4. Do you think the facts are correct? Why or why not?

5. Was the material helpful? Why or why not?

Reading in Science   39

1. Give the name of your science book.

2. On what page is an experiment described?

3. Does the experiment have a title? If so, what is it?

4. List the materials and equipment used in the experiment.

5. Tell, step by step, how the experiment should be carried out.

6. What is the expected outcome? What science principle is shown?

7. Tell the experiment on your own.

Reading in Spelling   40

1. List the words in your spelling lesson in alphabetical
    order.

2. List each word in the lesson that names something. These
    words are nouns.

3. List each word in the lesson that beings with a consonant
    diagraph.

4. List each word in the lesson that begins with a consonant
    blend.

5. List any words in the lesson which begin with capital letters.

6. Tell why each of these words should be written with a capital.

7. List any words in the lesson which have more than three
    syllables.

Reference Skills   41

1. Prepare a scrapbook of additional material on the subject
    of this book or story.

    Include in your scrapbook pictures and articles from old
    newspapers and magazines. Also put in some pictures you
    have made yourself.

2. Be sure to put in captions and labels so that one can tell
    what each thing is. Do as much research as possible.

Reference Skills   42

1. Read an informational article or story. What is the
    subject of this article or story?

2. Look in the room library or in the school library for
    other books or stories on this same subject.

3. Write down the title of each book and the author. Then
    give the number of the page where you found more informa-
    tion on this subject.

Relating Ideas to Personal Experience   43

1.   Read a story about an inventor.

2.   Did his invention cause any change in your way of living?
     If so, how did it change?

3.   Why do you feel there was a need for this invention at
     that time?

4.   Describe something you have considered inventing.

Relating Ideas to Personal Experience   44

1.   Read a story about an animal.

2.   Do you think this animal has any value for you or your
     town? Why, or why not?

3.   How does this animal compare to your pet or your friend's pet?

4.   Write a story or poem about the animal and draw a picture to
     illustrate it.

Relating Ideas to Personal Experience   45

1.   Read an adventure story.

2.   Have you had an adventure of this kind?

3.   List the ways in which your adventure was like the adventure
     in the story.

4.   In what ways was your adventure different from the one in the
     story?

5.   Which do you think was more exciting--your adventure or
     the story adventure?

Relating Ideas to Personal Experience   46

1. Read a story about a wild animal.

2. Describe this animal, using as many different descriptive words as you can.

3. Have you ever seen an animal like this?

4. If you have, tell when and where you saw it.

5. If you have not seen one, tell some ways in which it is like an animal that you have seen.

Relating Ideas to Personal Experience   47

1. Read a story about a person in another country.

2. Tell some things he or she does that are different from things you do.

3. Tell some things he or she does that are similar to things that you do.

4. Would you like to visit his country? Pretend that you have a chance to take a trip to his country. Write a story about your experience.

Relating Ideas to Personal Experience   48

Read a story about a pioneer.

1. Compare the pioneer ways of travelling with that of your own.

2. What problems did these people have?

3. Do we still have these problems?

4. Would you like to trade places with this person? Why or why not?

5. Pretend that you lived long ago. Write a story about your life as a pioneer.

Relating Ideas to Personal Experience   49

1. Think of something from the story which you have seen or
   done yourself.

2. Write a paragraph telling about it. How was your own
   experience different from the one in the book?

Relating Pictures to the Story   50

1. Look at each picture in the story.

2. Choose one picture and study it. Give the book title and the
   page number of the picture you have chosen.

3. Pick out the words and phrases on the page or pages near the
   picture which tell what is happening in the picture. Make a
   list of the words and phrases which relate to the picture.

Relating Pictures to the Story   51

1. Study carefully the pictures which go with the story you
   have read.

2. Use a sentence or a part of a sentence from the story to
   make a label or caption for each picture.

3. Write down each caption and give the page number of the
   picture that it matches.

Relating Pictures to the Story   52

1. Choose one of the pictures which illustrate this article
    or story. Tell what page it is on.

2. Tell three or more things that you learned from this
    picture.

3. Draw a picture of your own to illustrate one of the main
    events described in the text.

4. Make a label for your illustration.

Remembering   53

1. From memory describe in detail the main event in the story.

2. Re-read that part of the story.

    Do you think you have a good memory.

Remembering   54

1. From memory, list all the characters in the story. As you
    list each one tell something that he did.

2. Check your work by re-reading the story.

Remembering   55

1. From memory list the important parts of the story in the
   order that they happened.

2. Check your work by re-reading the story.

Summarizing   56

1. List each main event in the story in the order in which
   they occurred.

2. Write one sentence about each event. Read your sentences
   to see if they tell enough about the story.

3. Rewrite your sentences into a short paragraph.

Summarizing   57

1. Divide the story into three main parts:
   the introduction, the plot, the ending.

2. Give each of these parts a name or sub-title.

3. Re-tell the story briefly in your own words following
   these main parts in correct order.

Thinking Ahead   58

1. Read the first half of a mystery story or an adventure
    story. Then close your book.

2. Pretend that you are the author. Finish the story the way
    -you think the author would finish it.

3. Read the rest of the story.

4. How well did you guess what the author would write?

5. Which clues helped you guess what would happen?

Thinking Ahead   59

1. Read the first half of a myster story or an adventure
    story. Then close your book.

2. Draw three pictures to show what you think will happen
    in the rest of the story.

3. Finish reading the story.

4. Which of your pictures show something that happened in
    the story?

Thinking Ahead   60

1. Read the title of a new story.

    Study the first picture and read the introduction. Then
    close your book.

2. Now--tell what you think will happen in the story. Put
    your ideas into good sentences.

3. Finish reading the story.

4. How many of your ideas were correct?

5. Which clues helped you guess what would happen?

Thinking Ahead   61

1. Read the introduction of a new story. Then close your book.

2. Tell who you think the main character is.

3. Tell what kind of person you think this character is.

4. Tell what you think he will do in the story.

5. Finish reading the story.

6. Draw a line through each of your statements which was incorrect.

Understanding Characters   62

1. Tell what kind of person the main character is.

2. Copy several sentences from the story to prove your statements.

3. What can you find in the story pictures to help prove your statements.

Understanding Characters   63

1. Write a few sentences about each of the characters in the story. Use exact words from the story to tell the kind of person each character is.

2. Underline the words you have taken from the story.

3. Which character do you admire the most? Explain why.

Understanding Characters 64

1. List the main characters in the story.

2. Which character do you think plays the most important part?

3. Could he have done everything that was done in the story by himself or did he depend on others?

4. What did others do to help the main character solve his problem?

Understanding Characters 65

1. Read a fiction story.

2. Describe one of the important events.

3. Tell what the main character did during this time.

4. Tell why you think he behaved as he did.

5. Would you have behaved the same?

Understanding Characters 66

1. Read a biography.

2. Choose one of the important events in the life of the main character.

3. Describe how you think the person felt about his important event in his life.

4. Copy some sentences from the story to support your answer.

Understanding Characters   67

1. Think about two characters in the story. Write sentences
    to describe what kind of person each of these characters is.

2. Tell whether you think these characters would make good
    neighbors. Give reasons for your answer.

3. Write a story of your own about one of the characters.

Understanding Characters   68

1. Choose one of the characters in the story:

    a) How did he feel at the beginning of the story? Why?

    b) How did he feel in the middle of the story? Why?

    c) How did he feel at the end of the story? Why?

2. Draw or paint a picture of your character.

Understanding Characters   69

1. Study the pictures in a storybook. Find and give the
    page number of a picture showing someone who looks:

    a) very happy

    b) sad

    c) anxious or worried

    d) excited

    e) angry or displeased

    f) frightened

2. Choose one of the pictures and explain why the character
    feels the way he does.

Understanding Characters

1. Chose an interesting character in your story and write a character description of him.

2. Make an illustration of your character. Choose your own way to do it.

   You may make him out of clay.

   You may make him out of cloth.

   You may paint him.

   You may put him on the flannel board.

   You may design him with fingerpaint.

   You may draw him with charcoal.

   JUST MAKE HIM!!!

Understanding Main Ideas

1. In most stories the main ideas are told in a few key sentences. Copy four or five key sentences which cover the main events in the story.

2. Draw a picture to illustrate the main events.

Understanding Main Ideas

1. Write sentences which tell the most important things which happened in the story.

2. Arrange your sentences in the order that the events happened.

3. Which of these events was the most important? Explain why.

Understanding Main Ideas   73

1.   Read the story, then answer the four questions in good
     clear sentences.

     a)   Who did something very important in the story?

     b)   When did this happen?

     c)   Where did it happen?

     d)   Why did it happen?

2.   Draw or paint a picture to show the important happening.

Understanding Main Ideas   74

1.   Look at some examples of comic strips.

2.   Draw a comic strip on cardboard to show the main things
     that happened in the story.

3.   Print the title clearly. Remember to show what the
     characters are saying or thinking.

4.   Tack your comic strip on the bulletin board.

Understanding Main Ideas   75

1.   Pretend that you are going to change a certain story
     into a play. Give the title of the story.

2.   List the characters you will need for the play.

3.   Tell what scenes you will need.

4.   Which scenes will be most important? Explain why.

5.   Write this scene for your play and plan to present it
     to the class.

Understanding Plots   76

1. What is the main problem in the story?

2. Which character has this problem?

3. Tell how the character solved this problem.

Understanding Plots   77

Answer the following questions:

1. What was the story about?

2. Where did the story take place?

3. When did the story take place?

4. Who were the chief characters?

5. What part of the story did you like best? Why?

6. Plan a filmstrip story. Be sure to show what happened at
    the beginning, middle, and end of the story.

Understanding Settings   78

1. List as many words and phrases as you can find in the
    story which tell where the story took place.

2. Write a paragraph describing the setting of the story
    in your own words.

3. Would you like to visit the setting? Why or why not?

4. Draw or paint a picture to show the setting.

Understanding Settings   79

1. Describe the setting of the story.

2. Compare the setting with your own neighborhood.

3. Pretend that you suddenly found yourself in this setting.
   Write a story about something that might happen to you there.

Understanding Settings   80

1. Make a map to show where the characters went in this story.

2. Put labels on the map to show what happened in each place.

3. If the setting is a real place, use atlases and encyclo-
   pedias to help you plan your map.

Understanding Time   81

1. Make a time line to fit the story. Start with the time at
   the beginning of the story and tell the important things
   that happened.

   Tell the next time that something important happened. Tell
   what happened next. Go on until you finish the main events
   of the story.

2. Draw pictures on your time line to show the main events.

Using the Five Senses 82

1. Authors often choose words which will help the reader to "see" or "hear" what is happening in the story. Sometimes they use words which help the reader to "smell," "feel" or "taste" something in the story.

   Make a list of words in this story which helped you see, hear, smell, or feel or taste, something.

   Why do you think authors want us to use our five senses?

2. Find a poem which makes you use several of your five senses. Say it or read it for the class.

Visual Projects 83

Decide on the important events in the story. Plan a mural, to show the main ideas. Use paint, chalk, oil pastels, or construction paper. Give your mural a title.

Visual Projects 84

Choose several of your favorite characters and make mache book figures.

1. Start with a wire skeleton to hold up the figure.

2. Crumple dry newspaper and tie it onto the frame.

3. Cover with strips of torn newspaper soaked in paste.

4. As each layer dries, add another.

5. Paint your character.

Word Meanings 85

1. Make a list of the words which are new to you in the story you have read.

2. Start a dictionary of hard words.

3. Enter each word in your dictionary. Give the pronunciation symbols and the meaning of the word which fits the context of the story. Examine a school dictionary to help you decide how to set up your own dictionary.

Word Meanings 86

1. Pick out the words, phrases and sentences which make a good word picture of an event in the story.

2. Write a story of your own using phrases and sentences to make a word picture which will fit your own story.

Word Meanings 87

1. Make a list of words from the story which you did not understand. Look up their meanings in the dictionary.

2. Use each word in a sentence which will help to explain its meaning. Draw a line under the word that you are explaining.

Word Meanings   88

1. List the words from this story which have prefixes and
   suffixes.

2. Underline the root words.

3. Give the meaning of the prefix and suffix.

Word Meaning   89

Make a chart to show words from the story which have prefixes
and suffixes:

Word from the story	Prefix or Suffix	Meaning of Prefix or Suffix	Root Word	Meaning of Word
1.				
2.				
3.				

Accents   90

1. List ten interesting words from your story. Each word
   should have more than one syllable.

2. Divide each word into syllables and mark the accented
   syllable.

3. Check your work by using a dictionary.

Alphabetical Order

1. Reread your story and find a word that beings with each letter of the alphabet.

2. Make a list of these words in alphabetical order.

3. Scramble the words.

4. Then ask a friend to arrange them in order.

5. Check the list.

Alphabetical Order

1. Find ten words from your story that begin with "b".

2. Arrange the words in alphabetical order.

3. Make some rules about alphabetical order.

Consonants

1. List all the words in the story which have consonant blends.

2. Circle the blends.

3. Make your own list of words that contain consonant blends.

Structure of Words

94

1. List as many words as you can from this story which are formed by adding one of these endings to a root word. Underline the ending.

     s   es   d   ed   ing

2. Find or make some rules about word endings.

Structure of Words

95

1. List all the words you can find in this story which are made up of a prefix and a root word. Underline the prefix.

2. List all the words you can find in this story which are made up of a suffix and a root word. Circle the suffix.

3. List the different contractions which you can find in this story.

4. List the compound words which you can find in this story.

Syllables

96

1. List five words from your story with one syllable each.

2. List five words with two syllables each. Divide these words into syllables.

3. List two words with three syllables each. Divide these into syllables.

4. Find a word with four syllables. Divide into syllables.

Vowels

1. List all the words you can find in this story which have diphthongs.

2. Draw a line under the diphthongs.

3. After each word write the pronunciation symbol for the sound of the diphthong.

Vowels

1. Make a list of words from this story which have long vowel sounds.

2. After each word write the pronunciation symbol for the vowel sound in that word.

3. Find or make some rules about long vowels.

Vowels

1. Make a list of words from this story which have a schwa sound.

2. Check the pronunciation of each word in the dictionary to be sure about the schwa sound.

3. Underline the letter or letters in each word which makes the schwa sound.

<u>Guide Sheet--Page 1 and 2</u>

Comprehension Skills

    Book Reporting - 1, 2, 3

    Cause and Effect - 4

    Character - 62, 63, 64, 65, 66, 67, 68, 69, 70

    Comparing and Contrasting - 5, 6, 7, 8

    Drawing Conclusions - 9, 10, 11

    Figures of Speech - 12, 13

    Judging Ideas - 14, 15, 16, 17, 18, 19

    Main Idea - 71, 72, 73, 74, 75

    Making Generalizations - 20, 21, 22

    Noting Details - 23

    Oral Reading - 24, 25

    Organizing Ideas - 26, 27, 28, 29

    Outlining - 30, 31

    Phrase and Sentence Meaning - 32, 33

    Play Acting - 34, 35

    Plots - 76, 77

    Reading Between the Lines - 36

    Reading in Science - 37, 38, 39

    Reading in Spelling - 40

    Reference Skills - 41, 42

    Relating Ideas to Personal Experiences - 43, 44, 45, 46, 47, 48, 49

    Relating Pictures to the Story - 50, 51, 52

    Remembering - 53, 54, 55

    Settings - 78, 79, 80

APPENDIX H

READING SKILLS INDIVIDUAL CHECKLIST

231

APPENDIX H

READING SKILLS   Name_____

INDIVIDUAL CHECKLIST

Task	Card #	Teacher Comment
1. Book Reporting		
2. Cause and Effect		
3. Characters		
4. Comparing and Contrasting		
5. Drawing Conclusions		
6. Figures of Speech		
7. Judging Ideas		
8. Main Ideas		
9. Making Generalizations		
10. Noting Details		
11. Oral Reading		
12. Organizing Ideas		
13. Outlining		
14. Phrase and Sentence Meaning		
15. Play-Acting		
16. Plots		
17. Reading Between the Lines		
18. Reading in Science		
19. Reading in Spelling		
20. Reference Skills		
21. Relating Ideas		
22. Relating Pictures		

Task	Card #	Teacher Comment
23. Remembering		
24. Settings		
25. Summarizing		
26. Thinking Ahead		
27. Time		
28. Using the Senses		
29. Using Visual Projects		
30. Word Meanings		
31. Word Structure and Usage		

APPENDIX I

THE SELF REFERENCE MEASURE

234

APPENDIX I

THE SELF REFERENCE MEASURE

The child's reference to himself with regard to reading.

Administrative Directions.

This is an oral measure. The beginning statements and remarks should be tape recorded. Transcription should follow as soon as possible. Apparent non verbal behavior should be identified and recorded. Use the child's name whenever possible. Ask the child for his best friend's name. Use the friend's name for the third part of each statement.

Directions to the Child

Ask--What is your best friend's name? _____ (Record the name)

Say--All of the statements I am going to say to you are about reading.

(Start to tape record).

Ask--How well do you think you read? A short, informal conversation should follow, to make clear that all the statements are to do with reading.

Say--Try to remember that each statement is about reading. Each time I stop talking you say what you think.

I. Level of Reading

Say:

Some people read very well and some read not so well:

1. I can usually read _____.

2. My teacher thinks I can always read _____.

3. When (use friend's name) hears me read, he thinks I can often read _____.

II. <u>Choice of Reading Activity</u>

Say:

1. When I make my own choice of activity in reading I sometimes choose _____.

2. My teacher thinks in reading I never choose _____.

3. Most of the time (friend) thinks I choose _____.

III. <u>Seeking Assistance</u>

Say:

1. When I need help in reading I often _____.

2. My teacher thinks when I need help in reading I usually _____.

3. (Friend) thinks when I need help in reading sometimes _____.

IV. <u>Working with Others</u>

Say:

1. When working with others in reading I never like to _____.

2. My teacher thinks that when I'm working with others in reading I often like to _____.

3. (Friend) thinks that in working with others in reading I usually like to _____.

V. <u>Direction of Interest</u>

Say:

1. My best time in school is usually _____.

2. My teacher thinks my best time in school is sometimes _____.

3. (Friend) thinks my best time in school is often _____.

VI. Depth of Interest

Say:

    1. When I find a very interesting book I never _____.

    2. My teacher thinks when I find an interesting book I always _____.

    3. (Friend) thinks when I find an interesting book I sometimes _____.

VII. Projected Interest

Say:

    1. When I grow up I will usually read _____.

    2. Will they be hard books?

    3. Will you be able to read them?

    4. Will you like to read?

Thank you very much.

APPENDIX J

RESPONSES TO SELF REFERENCE

FOR AMY, ROUNDS I AND II

APPENDIX J

RESPONSES TO SELF REFERENCE FOR AMY, ROUND I

Statement I: Level of Reading

Some people read very well and some read not so well.

1. I can usually read easy and hard books.

2. My teacher thinks I can always read sort of well.

3. When (Friend) hears me read, he thinks I can often read good.

Statement II: Choice of Reading Activity

1. When I make my own choice of activity in reading I sometimes
    choose S.R.A. or R.F.U. It's the same as S.R.A. only it's
    some different.

    Do you find them easy or hard? As you go on it gets harder.

2. My teacher thinks in reading I never choose--she thinks I choose
    everything.

3. Most of the (Friend) thinks I choose S.R.A. and R.F.U.

Statement III: Seeking Assistance

1. When I need help in reading I often ask the teacher.

2. My teacher thinks when I need help in reading I usually talk to
    my friends for help.

3. (Friend) thinks when I need help in reading sometimes make
    mistakes.

Statement IV: Working with Others

1. When working with others in reading I never like to talk.

2. My teacher thinks that when I'm working with others in reading
    I often like to make mistakes.

3. (Friend) thinks that in working with others in reading I usually like to work together.

Statement V: Direction of Interest

1. My best time in school is usually Gym and Art.

2. My teacher thinks my best time in school is sometimes Art.

3. (Friend) thinks my best time in school is often Gym and Art.

Statement VI: Depth of Interest

1. When I find a very interesting book I never know how.

2. My teacher thinks when I find an interesting book I always forget.

3. (Friend) thinks when I find an interesting book I sometimes forget.

Statement VII: Projected Interest

1. When I grow up I will usually read mystery stories.

2. Will they be hard books? Hard or easy? Some of both.

3. Will you be able to read them? Yes.

4. Will you like to read? Yes.

RESPONSES TO SELF REFERENCE FOR AMY, ROUND II

Statement I: Level of Reading

1. I can usually read _____. How do you think you read Amy? Sorta good and sort of bad. Umhum. With regard to what you read how would you say I usually read well.

2. My teacher thinks I can always read hard books.

3. When (Friend) hears me read, he thinks I can often read hard books.

Statement II: Choice of Reading Activity

1. When I make my own choice of activity in reading I sometimes choose special reading.

2. My teacher thinks in reading I never choose easy books.

3. Most of the time (Friend) thinks I choose hard books.

Statement III: Seeking Assistance

1. When I need help in reading I often ask my teacher or my friend.

2. My teacher thinks when I need help in reading I usually ask her or my friend; sometimes read.

3. (Friend) thinks when I need help in reading sometimes ask the teacher.

Statement IV: Working with Others

1. When working with others in reading I never like to talk.

2. My teacher thinks that when I'm working with others in reading I often like to talk.

3. (Friend) thinks that in working with others in reading I usually like to talk.

Statement V: Direction of Interest

1. My best time in school is usually reading.

2. My teacher thinks my best time in school is sometimes Art.

3. (Friend) thinks my best time in school is often Art.

Statement VI: Depth of Interest

1. When I find a very interesting book I never--sometimes I read.

2. My teacher thinks when I find an interesting book I always read easy books.

3. (Friend) thinks when I find an interesting book I sometimes
   <u>forget to play.</u>

<u>Statement VII: Projected Interest</u>

1. When I grow up I will usually read <u>hard books</u>.

2. Will you be able to read them? <u>Probably.</u>

3. Will you like them? <u>Umhum, very much.</u>

APPENDIX K

RAW DATA, OBSERVATION 1,

ROUNDS I & II—MARIE

243

RAW DATA, OBSERVATION 1, ROUND 1

CHILD—MARIE   April 10

Time	Behavior

9:25   Finishing teacher directed writing activity (1b). Books in cupboard (4e, 1 min).

9:30   Went to speak to Mrs. B. (3b, 1 min). Mrs. B. gave consent for interview at 9:40. Back to table looking through book (5d, 9 min).

9:40   Brought book—S.R.A. kit sheet, and went for interview (regarding book, Captain Cook). Much nonverbal. Shook her head, looked puzzled—Mrs. B. stated words for her movements sometimes (beautiful nonverbal interaction) (4a, 10 min).

9:50   Interview finished—to table—reading (4e, 1 min). Making corrections (4d, 2 min).

9:53   Went to side of room to read book (5a, 1 min). Returned to Mrs. B. for help. Given help with her difficulty—establishing meaning to making "claim" to a country (3b, 1 min).

9:55   Marie went to globe to look up Australia and Tasmania from conference (4c, 1 min).

9:56   Karl came to talk with her. Then Dave came, Karl left (3b, 1 min.). Dave stayed a minute. Marie stayed on looking at globe (4e, 1-1/2 min)—went to desk—took reading exercise book and wrote out review of specific parts (4b, 1-1/2 min).

Time	Behavior
	Dave came t talk to a neighbour which bothered Marie for a second (1e, 1/2 min). Then she continued to work diligently (4b, 1-1/2 min).
10:02	Took S.R.A. sheet (2c, 1-1/2 min). Reading steadily (3a, 1-1/2 min).
10:04	Asked peer for help (3b, 1/2 min). Talked only a second then back to work (3a, 3-1/2 min).
10:08	Looking puzzled and fidgety but still working. Worked steadily--some facial expressions. Reading to self, erasing, etc., but working steadily (3a, 6 min).
10:14	Went to peer for help (3b, 1 min)--joined by other peer (4b, 1/2 min)--who soon left--Marie got help (3a, 1 min)--back to work (3a, 1/2 min).
10:17	Gazing into space--chewing thumb--probably thinking about work (2e, 1 min).
10:18	Glanced at book, then back into space (2e, 1 min). Went, (3b, 1/2 min) to Mrs. B. for help, waited in line (2d, 1/2 min).
10:19	Mrs. B. gave help directed to read again--helped with difficult comprehension--about no one caring (3b, 1 min)--word meaning. Marie back to desk and reading--talked to by peer-- no response--writing steadily standing by table. Then sat down after work finished (4b, 2 min).
10:21	Looked up but did not stop working--looking for word help-- got it from list on board--continued working (2c, 1 min; 4b, 1 min).

Time	Behavior

10:23   Approached by Amy but answered only one or two words--
continued to work (5b, 1 min).

10:24   Returned S.R.A. to kit (4e, 1/2 min). Went to box correc-
tion list--answer sheet (5e, 1/2 min). Placed it and open
book on Mrs. B. desk. Left room (4e, 1 min).

10:26   Returned (4e, 1/2 min). Sitting for minute (1e, 1/2 min).
Then to cupboard (5e, 1/2 min) for exercise book and
Readers' Digest blue reader. Took it and book off Mrs. B.
desk--back to table--began to work checking own work.
Finished about 10:29 (4d, 1-1/2 min).

10:29   Returned answer sheet to box and prepared for recess (4e,
1/2 min). As leaving told Mrs. B. quietly she forgot some-
thing on her blackboard--an 's' on gift (5b, 1/2 min).

RAW DATA, OBSERVATION 1, ROUND II

CHILD--MARIE

June 1

Time	Behavior

9:30   Sleeve chart with all the cl-bl blends (3c, 2 min).

9:32   Took sleeve chart to Mrs. B. to check (2d, 1 min). Mrs. B.
gave her encouragement to try something more challenging--
returned to desk--got paper towels--erased word (3b, 1 min).

9:34   Returned Magic card to box (4e, 1/2 min)--some aimless
wandering--returned to table--some more aimless wandering
(3e, 1/2 min).

9:35   Chose workbook--returned to table (5e, 1 min). Reading
"Stories to Study B" (4a, 7 min).

Time	Behavior

9:43   Gave peer help--stood by her chair about 1 minute--returned

          to work (5b, 1 min).

9:47   Spoke to same peer (4a, 3 min)--again stood for moment by

          her desk giving help (5b, 1/2 min).

9:51   Mrs. B. came to talk to her (4a, 3-1/2 min) about reading

          (4b, 2 min)--Isn't that interesting? What part did you like?

          Reinforcement and spontaneous conference. Then Mrs. B.

          trying to cover worksheet with sleeve for her--obviously

          something she chose to do (5e, 1 min). Waiting by Mrs. B.

          desk for her to fix in chart form.

9:55   Still waiting. Mrs. B. returned to table making chart--

          on cardboard backing (2d, 3 min).

9:58   Took chart to table to work on it (blank-filling, working

          steadily, word builder comprehension story) (3c, 17 min).

10:15   Handed worksheet in to correction box (   ).

10:19   Talked to peer (4a, 3 min). Stood up, went to Amy, then

          back to table to work--reading another story in "Story to

          Study B" from language exercise program (4b, 1 min).

10:23   Peer came for help--got it (5c, 1 min). Marie continued to

          work (4a, 2 min). Then put it away (4e, 1/2 min). Chose

          book (5e, 1/2 min) "Happy Holiday," 7a Ladybird Series

          (5a, 7 min).

10:30   Marie did not go to the washroom but continued to read.

APPENDIX L

CONFERENCE WITH AMY

April 17

CONFERENCE WITH AMY   April 17

T.   Amy what is the story you have chosen?

A.   Nick the Disobedient Puppy.

T.   What kind of story is it Amy?

A.   This little puppy. He doesn't obey them and he went to training school and he obeyed them, because he doesn't like getting spanked.

T.   So it was mainly about a little dog. What kind of dog was he? Was he a special breed?

A.   No, I don't think so.

T.   Why did you choose this book Amy?

A.   Because I like animals.

T.   Alright. If you could talk to the author, the person who wrote this book, what would you say to him?

A.   Umm, that the book was very good.

T.   If you could become one of the characters in the book which one would you like to become?

A.   I'd like to be the one who takes care of Nick.

T.   OK. Why would you choose that one?

A.   Because I like to play with animals.

T.   You're not allergic to dogs are you?

A.   No.

T.   Do you know anyone else in the room who likes that kind of book?

A.   No.

T.   No one else who likes animal stories?

A.   No one I can think of.

T.   Did you have any words in your story book that you didn't understand or that you didn't know?

A. No.

T. Do you know what this word is on the cover? What is it?

A. Disobedient.

T. What does disobedient mean?

A. He doesn't do what he's told.

T. OK. What is your root word in disobedient?

A. Ahh. Disobedient. No?

T. Is that your root word then? Can you find a prefix or a suffix
    on the word? A little part at the beginning or a little syllable
    at the end?

A. I'm so embarrassed, I don't know what it is.

T. OK. then we're going to take a little look at some root words Amy
    to help you with that, because you knew the word and you didn't
    have any trouble with any of the others eh?

A. Humum (no).

T. I think with your work Amy we'll do some work on root words, because
    you seem just hesitant about that. Did this story just tell about
    Nick going to training school? Or?

A. No!

T. I just saw from a picture. What happened to make this so exciting?

A. Nick ran away from training school and he slipped in while no one
    was looking and he went to sleep, and when he woke up, because he,
    and he sniffed when he smelled something really wierd.

T. What was it?

A. A fire burning on the mat of the _____.

T. Of where? Where was he at this time? ~

A. Well when he smelled it he was in the sitting room.

T. Of his house. "Yeh." Of his master's house?

A. Yeh!!.

T. OK Amy we'll just take a look at your record here and we'll choose
    a card for you to do.

FOLLOW UP CONFERENCE WITH AMY   April 19

T.   OK Amy. You had to list all the words in this story that are made
     up of a prefix and a root word. Could you show me that? Which
     prefixes did you find?

A.   Disobedient.

T.   What was the prefix though?

A.   Dis

T.   Alright what does dis mean?

A.   Well he did not--he didn't.

T.   Dis means?

A.   Not.

T.   Alright you were also to find words with a suffix and a root word.
     What is a suffix Amy?

A.   It's the end of the word like ly or ed or es.

T.   It's a syllable we add to the end of a word, right? Which suffixes
     did you find? Remember Amy you have to have a root word and an
     ending. OK because a suffix is a syllable that we add onto the end.
     As you check your words can you see some in which the part that you
     circled is not really a suffix--y, on.

A.   Birthday.

T.   Is the "y" on birthday really a suffix?

A.   No.

T.   Why not?

A.   Because it's just an ending.

T.   It's just part of the word day isn't it?

T.   What about Peter? Could you say that the er is a suffix?

A.   Yes.

T.   Why?

A.   Because er is an ending.

T.   Yes, but isn't the er here just part of the word Peter?

T.   Here's a very good one you have.

A.   Asked.

T.   Asked, your suffix is?

A.   ed.

T.   Your root word is?

A.   Ask.

T.   There, that's good this one is?

A.   Sitting.

T.   Good, and your suffix?

A.   Sit, no ing.

T.   And your root word?

A.   Sit.

T.   Good. Now this one?

A.   Picking.

T.   Good, What about very, does it have a suffix?

A.   No.

T.   Daddy?

A.   No.

T.   Over? Can you say that er is a suffix.

A.   No.

T.   And this one?

A.   Lively.

T.   And your suffix?

A.   ly.

T.   Patrick's group is doing some work today on endings. Someone who
     catches is a _____.

A.   Catcher.

T.   And your suffix on that would be?

A.   er.

T.   Good. You can do that sheet with Patrick's group. You were also to list some different contractions that you could find in your story. OK, would you read them?

A.   I'd.

T.   OK. What does that stand for?

A.   I did.

T.   I'd my work today is that what you mean? I'd like to go. What does that mean?

A.   I would.

T.   Good, I would or I had. I'd better go do you hear it there. I had better go.

A.   Yes.

T.   This is?

A.   Wasn't.

T.   And?

A.   Peter's.

T.   What's that short for?

A.   Peter's, um Peter's mother.

T.   You're thinking of when it belongs to someone. Is that a contraction? (trust, smiling) (voice confident).

A.   No.

T.   We use that apostrophe to show when it belongs to someone too don't we? and this one?

A.   She's.

T.   Good and this?

A.   D'you.

T.   D'you was that in your story? What does that stand for?

A.   Umm, you better.

T.   D'you means?

A.   Umm a.

T.   Do you I think: It's not a very common one and I think it just happened in your story. And this one?

A.   It's.

T.   What does it stand for?

A.   It is.

T.   Good. You were to find compound words too. What were they?

A.   Milkman and breakfast.

T.   And that's all you found in your story eh? That's good. Alright Amy would you like to do another activity from this story. Since you liked the story so well.

Amy nodded.

T.   Well, we'll get your folder and then we'll look for another card.

APPENDIX M

INTEREST INVENTORY

APPENDIX M

INTEREST INVENTORY

(Oral, all taped, transcribed and recorded)

1. I have a pet _____.

2. I like to read about _____.

3. My favourite book or story is _____.

4. I like to collect _____.

5. I have visited _____.

6. I like movies or films about _____.

7. My favourite T.V. program is _____.

8. About how much do you watch T.V.? _____.

9. My favourite sport is _____.

10. My favourite subject in school is _____.

11. My worst subject in school is _____.

12. My best friend is _____.

13. We like best to play _____.

14. At home I like to _____ and _____.

15. If I had three wishes I would wish for _____.

16. _____.

17. _____.

18. My favourite game is _____.

19. When I grow up I will be _____.

20. When you grow up what do you think you will read _____.