

Focused instruction in using self-management strategies together with the revision of word reading strategies with struggling readers in Year Six improves self-efficacy as a reader.

ABSTRACT

Some students in the senior primary grades have struggled with reading because they have limited reading strategies, which hindered their ability to read independently and gain comprehension. As a consequence they have experienced failure and setbacks in their reading. This has resulted in a poor self-perception of their reading ability. As a consequence, these students lacked motivation to read and persistence to meet challenges in their reading. Their level of self-efficacy as a reader was low.

Improving a student's self-management strategies enables him to read independently and achieve success in reading. As a result the student develops a better self-perception of himself as a reader and shows more persistence in reading more challenging texts. Consequently his level of self-efficacy also improves.

This research involved teaching a Year Six student self-management strategies to use before and during his reading and revision of word reading strategies to use when reading. No control group was established as there were no students of a similar level in the Year Six cohort. The focused strategies were written on a bookmark to use as a cue and were articulated by the student at the start of each lesson. The student was instructed on how and when to use each one. At the conclusion of his text reading the student articulated the reading strategies he had used. Others that were observed by the researcher were also discussed. Each session started and ended with the participant indicating his feelings about reading the text and his confidence level was noted.

The results indicate that the participant started to use self-management strategies when reading, improved the level of text he was reading and showed improvement in his level of self-efficacy as a reader. Hence, confirming the prediction.

INTRODUCTION

Some students in the senior primary grades have limited reading strategies to help them read independently. They do not monitor their reading and lack self-management strategies. For a variety of reasons such as school absence, stress, illness, and family values associated with reading, these strategies have not been learnt or are not used automatically. As a result the students have experienced failure and setbacks in their reading. This has continued throughout their primary schooling and as a consequence they have developed a poor perception of their ability as a reader.

This negative perception effects students' motivation to read and their persistence to meet challenges when reading. A student's level of self-efficacy appears to effect reading ability and as a consequence some students, particularly in the senior primary grades reveal significant difficulties in their reading performance. McCabe and Margolis (2001) support this and state that " it is critical to help struggling readers develop an accurate belief that they *can* do well in reading if they make the effort to learn and apply what they are taught" (p.45). It is therefore clear that in order to improve a student's ability to be a positive reader, teachers need to focus on improving the student's self-efficacy in this area.

Self-efficacy is defined as "people's beliefs about their capabilities to produce designated levels of performance that exercises influence over events that effect their lives" (Bandura 1994. p.1). It plays an important role in one's ability to tackle tasks and therefore affects a student's learning. Albert Bandura (1994) found that people with a low level of perceived self-efficacy avoided tasks they thought were difficult. When confronted with a challenge they lacked commitment and focused on their own inadequacies rather than concentrating on how to perform the tasks. He stated, "Self-efficacy beliefs determine how people feel, think, motivate themselves and behave". (Bandura, 1998. p.1) This relationship between self-efficacy and learning therefore has important ramifications on teaching and learning in schools.

Many students learn new concepts and strategies easily, enjoy a challenge in their work, experience successes and as a result develop a high level of self-efficacy. In contrast, other students take more time to process information and for one reason or another, experience failure or setbacks in their work and form a negative self-image. Learners who experience continued difficulty in a curriculum area often develop a self-perception that they cannot complete tasks in that subject and hence the negative self-perception becomes imbedded. Bandura (1994) found that “successes build a robust belief in one’s personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established.” (p.2). As struggling students move through primary school their perceived sense of efficacy declines and their willingness to take risks decreases. They exhibit low self-efficacy not only in the subject where they have difficulties but it often transfers to other areas of the curriculum.

Research in the area of reading has highlighted the strong correlation between a positive self-perception and reading efficiency. Efficient readers have developed a range of effective reading strategies, are fluent, use expression and comprehend what they read. They see themselves as good readers and are prepared to take risks when reading. Schunk and Zimmerman (1997) found that students with high self-efficacy worked hard to master challenging reading tasks. These students “participate more readily, work harder, persist longer when they encounter difficulties and achieve at a higher level.” (Schunk and Zimmerman, 1997, p.36). However, students with low self-efficacy when challenged in reading “slacken their efforts and give up quickly in the face of difficulties” (Bandura, 1994. p.1)

Low self-efficacy in reading is demonstrated in many ways. The student may be reluctant to read and may use avoidance strategies when confronted with a reading situation such as “refusal to start or complete work, off-task dawdling, unthoughtful, careless responses, distractibility and fidgetiness” (Margolis & McCabe 2003, p.63). They may also give up quickly when faced with

challenging material and may also have a tendency to develop a reliance on other people when reading.

To read independently a student needs to develop self-management strategies to monitor his/her own reading. Munro (2004) stated that students using self-management strategies

“frame up reasons or purposes for reading....plan how they will read,initiate corrective action, decide when to re-read, self-correct...monitor how their reading is progressing, take remedial actions if necessary and, having read, review and self-question to see whether goals achieved, review or consolidate what they have read and organise the information gained from reading to fit purpose for reading”.(p.15)

Knowing how and when to use these strategies is essential if readers are to read independently and gain comprehension from text. In reading, students need to be taught strategies and given support to practice them until they become *automatic*.

Improved reading skills and a development in positive self-perception go hand in hand. If the student feels confident he will attempt more challenging texts. McCabe & Margolis (2003) stated that the key to linking new work to success is to give “learners moderately challenging work they can succeed at if they make a moderate effort” (p. 4). Tasks need to be sequenced from easy to difficult and the student must succeed on every task. Therefore text levels must be at the student’s independent level (above 95% accuracy) or with teacher guidance at the instructional reading level (between 90-95% accuracy).

When students are young extrinsic rewards play an important part in motivating struggling readers to read. However, in contrast older students do not rely on rewards such as stickers and are more responsive to the intrinsic motivation. Senior students need to focus on their achievements, experience success, receive frequent and immediate feedback and be praised for using “effort, persistence and appropriate use of strategies” (McCabe & Margolis. 2001. p.47) If they set goals for themselves, which they can achieve due to the use of independent or moderately challenging instructional level texts then their self-efficacy is enhanced. Students can become goal oriented if

they are given the opportunity to complete “self-monitoring checklists that describe what they need to do on specific tasks”. (McCabe & Margolis. 2001. p.47)

Students need their learning to be scaffolded so that they can build on the knowledge they already have. The Vygotsky (1978) theory suggests that students be assisted and guided through the use of verbal and non-verbal cues, explanations and modelling. Repetition of instructions and desired practices as well as specific questioning need to be scaffolded into the program to make it effective. Casteel et al. (2000) confirmed the idea of using explicit cues in teaching struggling learners. They found value in providing these students with reference cards that stated the steps of a reading strategy in ways they could easily comprehend.

The setting of the reading intervention also impacts on the student's learning. According to Schunk (2001), peer modelling plays an important role in showing struggling learners how to use strategies. In order for peer modelling to occur intervention should ideally be undertaken in a classroom setting within a small withdrawal group. Unfortunately, in higher grades there are often limited numbers of students at a similar standard. Therefore, to ensure specific strategies are learnt, withdrawal from the classroom is often necessary. Subsequently, if intervention is undertaken within a withdrawal setting it is important that all learning is transferred across environments and is seen in the reading behaviours used in the classroom situation. This is supported by research by Margolis and McCabe (2003) who found that struggling learners needed support by different teachers in all environments and situations in order for them to ensure they are using the focus strategy correctly.

Planned intervention must consider all these factors to have a positive impact on the reading ability of students who are struggling readers. Very little research appears to have been done in the area of reading self-efficacy with senior primary students as most studies seem to relate to younger students or those in secondary school. Struggling readers in the senior primary grades have experienced

difficulty and set backs throughout their school life with reading. They use ineffective word reading strategies and have not developed good self-management strategies. Consequently they have poor self-efficacy. This in turn effects the way these students approach reading challenges. The present investigation aims to extend the earlier research by examining the influence of increased self-management strategies and improved decoding skills in reading on self-efficacy.

Prediction: Focused instruction in using self-management strategies together with the revision of word reading strategies with struggling readers in Year Six improves self-efficacy as a reader.

DESIGN

The design of this research used the OXO design – assess, teach, assess. A range of assessments and surveys focusing on self-efficacy, reading age, rime recognition and reading accuracy were undertaken initially so that a strategic plan of action could be devised. This was followed by the intervention, which focused on developing reading self-management strategies and word decoding skills. At the conclusion of the intervention the pre assessments were readministered.

PARTICIPANT:

This study was conducted in a primary school in the Western Suburbs. The student chosen to participate in this project is a twelve year-old Year Six student. The student has struggled throughout his primary school years, repeating the Year One level. He has found the literacy area particularly challenging and has a history of reading difficulties. He did not take part in the Reading Recovery Program, as this was not available at his school at that time. In Years Four and Five the participant was part of the Corrective Reading Program and completed both the A and B1 Reading Course and also had seventeen lessons on the B1 Comprehension Program. In the pre-testing this student presented at a reading age of 6.5-7.5 years on the Prose Reading Observation Behaviour and Evaluation of Comprehension (PROBE Test.)

The class teacher commented on the participant's reading behaviour before the intervention started and noted that he tried to memorise what had previously been read to him. During his silent reading time the participant often sat with his book open but did not read the text or he would flip through the book, again not reading it. When choosing his own reading material he selected texts that were too difficult for him to read. These were usually texts that the more proficient readers in the class were reading. He was very reluctant to use strategies to decode text and would burst into tears if confronted by unknown text. Also he would not participate in class discussions unless specifically asked a question.

The participant had very low level of self-efficacy. He became emotional if presented with literacy work he perceived as difficult. He displayed greater confidence in the numeracy area but had difficulties when required to read in order to decipher a question or when required to solve a mathematical problem. When given a test the participant would get very upset and start crying. This would happen whether he was on his own or in a group situation.

A control group was not established, as there were no other students in the Year Six cohort at a comparable level in either literacy or self-efficacy.

MATERIALS USED

1. Probe Student Assessment Sheet
2. RIME Units Test
3. AlphaAssess Reading Assessment Kit and P.M. Benchmark Kit 2 for taking running records
4. Self-Efficacy Survey and drawing task (Project 21)
5. Chapman and Tunmer Self Efficacy Scales
6. A range of independent (95-100% accuracy) and instructional (90-95%) level reading texts.
7. Bookmark on which the student wrote strategies to use when reading.
8. Cardboard number line with the markings from 1-5.

TEACHING PROCEDURE

Each Session followed the same format: -

1. SESSIONS 2-10 -Revisit previous session – discuss strategies used
2. Number line assessment
3. Checklist of self-management reading strategies identified by the student – revisit those on the bookmark
4. Revision of a specific word reading strategy
5. Coaching, modelling of self-management strategies
6. Read and discuss the text
7. Feedback regarding strategies used, number line assessment
8. Running records were taken after sessions three, six and eight to monitor progress.

The teaching sessions were conducted in the Resource Room, a small room near the student's classroom. Each session lasted 35 minutes. The sessions were held three times each week at 2pm (start of the afternoon school session) during the class Uninterrupted Sustained Silent Reading (U.S.S.R.) time. For the first week of the sessions other children left the class at the same time to take part in a modelled reading partner program with some Year One children. This time was chosen, as it would not be obvious to classmates that the participant had left the room, which was important to avoid questioning by other students.

Texts used in this study were levelled according to the Reading Recovery standards or graded on the Fry Readability Scale. These texts were chosen because of their content and physical appearance so that the topics were appealing to a Year Six student and did not look too 'babyish' for a boy in Year Six.

RESULTS

The pre-test assessments took several sessions as the student became upset and burst into tears when starting the first assessment. When questioned as to the reason he was upset he stated that “he was scared”. This reinforced the belief that the participant did not have a good perception of his reading ability as he thought the work would be too difficult. It was important to reassure him that this was to help identify the books we would use in the sessions. He read the first text after some encouragement but did not attempt to decode words he perceived as difficult.

At the end of the pre-testing the student was asked to name the strategies he used to identify unknown words. His only strategy was that he ‘sounded out’ the words. It was obvious that the strategies needed to be revisited. For the next session the strategies he used were noted. After encouraging him to name the strategies he thought he had used, the observed strategies were discussed with him. The participant wrote the strategies on a bookmark to use as a visual prompt. He wrote the strategies himself so that he could answer queries from other year six students who asked about the bookmark. A way to respond to peer questions was discussed and practiced. By this stage, however, the participant had not used the bookmark in his classroom.

Articulating the strategies he had used during the reading continued to be difficult for the participant. Even though the strategies on the bookmark were revisited at the start of each session, it became necessary to use the bookmark as a checklist. At the fifth session the participant had forgotten to bring his bookmark so this presented an opportunity to reinforce the strategies by having him write them on another bookmark, which was left with the research materials. Correct spelling on the bookmark was not a concern as the focus was on the strategies.

The running records taken pre and post testing show his Text Reading Level improved. (See Table 1.Below) During the pre-test reading he appealed for teacher assistance several times to identify a

word and did not attempt to decode words of two or more syllables in length. However, on the post-test this reading behaviour was rarely noted.

Reading Recovery Text Level

Test	Text Level	Title	Level	Accuracy Level	No. of Teacher Appeals
Pre-test	19	Saving Water	Easy	96%	2
	20	The Girl and Her Bucket	Instructional	93%	2
	21	Flying With The Wind	Hard	88%	9
Post-test	19	The Old Hut in the Forest	Easy	98%	1
	20	Leo the Lion Cub	Instructional	94%	0
	21	Kwan the Artist	Easy	97%	0
	22	Trees on Our Planet	Easy	96%	2
	23	The Miller, His Son and Their Donkey	Hard	87%	3

Table 1

Appealing for assistance was also seen during the oral reading section of the PROBE Test, which was used in the assessments to determine the participants reading age. The student tested at a reading age of 6.5-7.5 years. During the pre-assessment it became obvious that the participant did not use many strategies when reading and if his first attempt to decode was unsuccessful he ‘gave up’ and appealed for help. This was more pronounced as the texts became more challenging. The post-assessment showed an improvement in the student’s reading age to 7.5-8.5 years, and a lesser number of teacher appeals than the pre-test. See Tables 2&3.

Pre-Assessment PROBE Test

Title	Reading Age	Accuracy score	Comprehension Score	No. of Teacher Appeals
The Gift	6.5-7.5years	98%	100%	0
Stormy Night	7-8years	92%	70%	4
Crocodiles	7-8years	97%	62.5%	0
Puppy	8-9years	92%	62.5%	5

Table 2

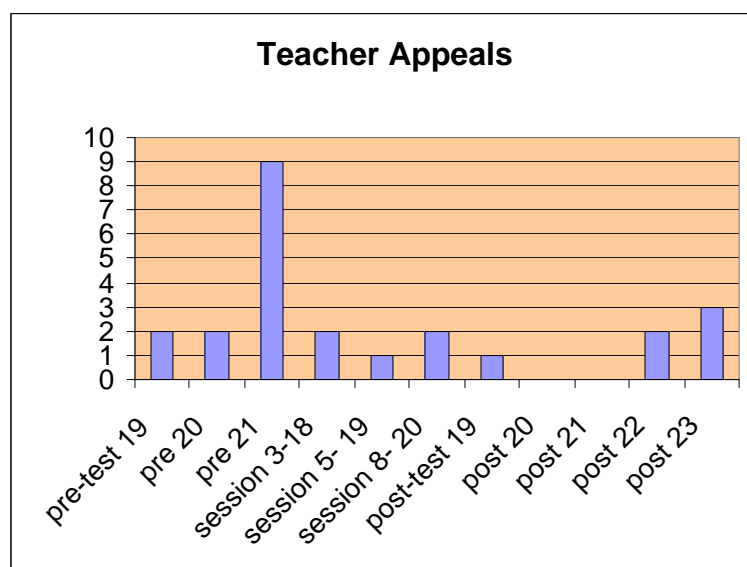
Post-Assessment PROBE Test

Title	Reading Age	Accuracy score	Comprehension Score	No. of Teacher Appeals
River Journey	7.5-8.5Years	99%	75%	1
Hippos	8-9years	97%	50%	2

Table 3

As this ‘giving up’ inhibited his ability to read the text, it was important to change this pattern of behaviour. He needed to self-monitor his reading, which was not possible with this behaviour. A

record of the number of times he appealed on each text was kept. This number gradually decreased over the sessions. See Graph 1.



Graph 1

The student appealed heavily during his reading of the hard level text and moderately during the easy and instructional texts at the pre-test. This is in contrast to the post test scores which show he did not appeal at all during the easy texts, moderately during the instructional level and only marginally more during the hard level text. This showed a big improvement in risk taking behaviour and also his ability to use his self-management strategies.

On the Chapman and Tunmer Self-efficacy Scales (Appendix 2) the participant was confident he could complete the stated tasks but to varying degrees. His answers were very evenly spread.

Responses to Self-Efficacy Survey 1

How sure are you that you can:

	Very Sure	Sure	Will be okay	Can't do it
Pre-test Score	8	8	8	0
Subject Responses	Maths	Spelling/maths	Reading	
Post-test Score	8	9	7	0
Subject Responses	Maths	Spelling/maths/reading	Reading/spelling/maths	

Table 3.

On the second section (What do you do?) he scored three points on the reading and five points on both the spelling and the maths questions. On both sections of the self-efficacy survey the participant scored slightly higher on the post-test. From these results the level of self-efficacy increased slightly over the course of the intervention. The answers to the 'What do you do?' Section however, showed the student was now more confident to identify unknown text when reading and stated that he used the self-management strategy of re-reading.

The self-efficacy survey and drawing task (Appendix 3) related purely to reading. On the pre-test the responses showed that he only enjoyed reading when he was by himself and highlighted that home was his favourite place to read. When questioned about the strategies he used when confronted with unknown words he stated that he always sounded out the word or asked his mother for the word. If the words in a text were hard his adopted strategy was to change books. Post-test responses revealed an improvement in his attitude towards reading. His answers on the 'Things I can do' section were proactive self-management strategies in contrast to the answers on the initial survey which were avoidance strategies such as "don't know, don't read it, ask mum".

The RIME Units Test (Pre-test) showed that the participant recognized most rimes and those he read incorrectly in the three letter words indicated medial vowel difficulties. Errors made when reading words with four or five letters were a mix of using distinctive visual features and vowel confusion. During the post-test, there was still evidence of use of distinctive visual features however, an improvement was noticed in the number of medial vowel errors. The total number of errors on the rime pre-test was 26. On the post-test the number of errors was 17, although some words read correctly on the first test were incorrect this time and vice versa. Comparing the number of errors on each test indicated an improvement overall in rime recognition.

During the initial reading sessions the student was only using letter by letter decoding to read unknown text. However, as the sessions progressed, he gradually started to use other self-management strategies.

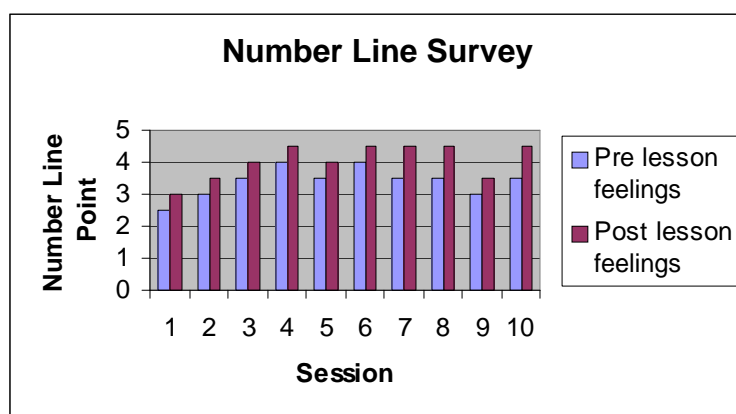
Independent Reading Strategies Used

Session Number	Strategies Used	Strategies stated by the student
1	Letter by letter decoding Using picture cues	Sounding out
2	Letter by letter decoding Using picture cues Starting to segment words to decode - using initial blends (types used - bl, th)	Sounding out
3	Letter by letter decoding Segmenting words (in/stead) Using picture cues	Sounding out Breaking up words
4	Letter by letter decoding Segmenting – onset and rime (thr/ust) Looking for compound words (sun/flower) Re-reading	Sounding out Breaking up words (Questioned as to how he broke up words)
5	Letter by letter decoding Using initial blends (thr) Segmenting words Re-reading	Sounding out Breaking up words (Questioned as to how he broke up words)
6	Letter by letter decoding Re-reading Using picture cues Looking for small words in bigger words (Sing/en/poo)	Sounding out Breaking up words – looking for things that I know
7	Letter by letter decoding Re-reading Segmenting words Using contextual cues Looking for small words in bigger words	Re-reading Breaking up words Looking for small words
8	Re-reading Using contextual cues Using onset and rimes to decode words (r/ang, sl/ip)	Re-reading Breaking up words
9	Letter by letter decoding Re-reading	Sounding out
10	Re-reading Segmenting words Using context cues	Re-reading Breaking up words

Table 4

Each session before reading the new text the student stated the self-management strategies he would use. He articulated that he would “look at the cover and the title, read the blurb and think what it might be about”. The participant was asked to consider what words he thought might be in the text but he found this difficult to do. He seemed to be more focused on getting ready to read the text. Limited knowledge of topic vocabulary or word knowledge may have been an issue here. At the end of each session he was asked to articulate the strategies he had used. Responses seemed to mainly include “sounded out and breaking up words”. The use of the bookmark checklist was a good cue and reinforced the strategies even though the participant was not forthcoming at articulating the self-management strategies himself.

Before and after reading the text the student was asked to indicate on a number line, with intervals from one to five, how confident he was with reading the text. (One indicating low level of confidence and five indicating a high level of confidence). His responses are recorded on the graph below. Generally there was a gradual improvement in his level of confidence over the course. However, session nine did not follow the general trend. At the end of this particular session he did not feel as confident with reading the text as shown at other times. For this session the text chosen was a joke book, which did not seem to appeal to the participant and hence may have affected his motivation.



Graph 2

At the conclusion of session ten the student was asked what he knew *now*, that he did not know at the start of the sessions. His response was “ I know how to re-read and sound out words properly.”

When asked to explain what he meant the student said, “usually I can’t be bothered and I sound it out but I don’t keep going”.

The participant involved in this study did improve his reader self-efficacy over the ten sessions. He stopped becoming emotional and attempted to decode nearly all words in the instructional level texts. Use of self-management strategies became obvious. In particular the student planned his reading using strategies both before he started and during reading. He utilized the self-management strategy of re-reading and monitoring his reading by using contextual cues to ensure comprehension. His teacher commented that he appeared more confident in the classroom and was even putting up his hand to speak during discussions.

However, the participant was still choosing texts that were at a hard level so guiding his choice of reading material was highlighted as an important factor to facilitate further learning. The teacher will need to revise the ‘Five Finger’ strategy, for choosing books to read. This strategy was discussed as part of the intervention. It requires the student, when reading the first page of a new text, to place a finger on the table each time he finds a word he does not recognize or cannot decode. If he has five fingers on the table before he has completed reading the first page then the text is too difficult and should be changed.

DISCUSSION

As a student progresses through primary school it is more and more important that, as a reader, he/she has developed and uses self-management strategies when reading. Unfortunately struggling learners have not always acquired a working knowledge of self-management strategies and consequently lose fluency or comprehension. This is compounded if decoding strategies are ineffective.

This study examined how focused instruction in using self-management strategies, which involved planning strategies to use and taking corrective action when self-monitoring equipped the student to become more proficient as a reader. The results showed an improvement in all areas including acquisition of skills, use of strategies and, as predicted, an improvement in the level of the participant's self-efficacy.

Previous to the pre-testing this study was to focus on the comprehension strategies of the participant. However once the pre-testing was completed it was obvious that the student had a good level of comprehension at his independent reading level. However, he was inhibited in his reading ability by a lack of efficient reading strategies and had poor self-efficacy. Hence, this intervention needed to teach the participant what strategies to use and how to use them. Self-management reading strategies, namely planning, monitoring reading, re-reading and self-correcting where needed, became the focus as these would allow the student to read more fluently and self-monitor his reading. Strategies to decode unknown text were also revised as the student relied heavily on letter-by-letter decoding and he needed to know when and how to use other strategies. Acquisition of these skills was predicted to have an effect on the student's level of self-efficacy, which was obviously very low according to the testing and also his reaction to the testing procedure.

An important consideration for this senior primary student was choice of reading material. If improving self-efficacy was the goal then it was vital that texts chosen were not only at an instructional level for the student but the content was age-appropriate. This is supported by the research findings of Wade, Buxton and Kelly (1999) as cited in Guthrie who stated that texts with 'important, new and valued information were associated with student interest'. (p.6) For this study the texts chosen were mainly novels short in length and on a topic that interested the participant. Texts with a humorous plot were appropriate as were books involving sport related situations. Narratives were mainly chosen to assist the student to read in a meaningful context aiding the development of self-management strategies. Unfortunately one text chosen was a joke book

(session nine), which did not appeal to the participant and did not facilitate contextual cues to aid his reading. Given that the participant was not motivated by the book topic, his reading self-efficacy was affected and did not change much from the start to the end of that session. On the other hand, 'Paw Thing' by Paul Jennings, proved to be popular with the participant and was pitched at his instructional level. This text was particularly important because it was a longer novel (although only two chapters were read during the intervention), which the student was keen to read because some other Year Six students were also reading it. Choice of text proved to be an important factor in the research and one that must be considered in any intervention.

Scaffolding student learning and its significance in reading development highlighted in this research concurred with the findings of Vygotsky (1978). When the use of a particular strategy became obvious, the student was then exposed to a new reading strategy. As the student started to gain more skills and confidence he began to 'take risks' by attempting to read more difficult words and monitoring his own reading for miscues. Success with this spurred him on to even more risk-taking in his reading. He became more confident to attempt to decode words. Strategies that were modelled and discussed and the use of the bookmark as a cue card gave him added skills and direction to use when reading.

The use of the bookmark as a checklist was significant in this research. On this the student wrote strategies for effective reading that formed part of his plan. Having a focus gave him more direction in his planning before he read. This finding supports the research by McCabe & Margolis (2001) who found the value in "self-monitoring checklists that describe what they need to do on specific tasks".(p.47). The bookmark gave the student prompts for articulating the strategies he would use when reading and supported the research of Casteel et al (2000) who found value in using explicit cues in teaching struggling learners. The bookmark was an integral part of this intervention because the participant had difficulty remembering the strategies.

During this research it became obvious that the participant was functioning at the word level. His decoding skills were, at times, ineffective and he would skip over words he did not know or substitute words that did not make sense. These were revised and at the end of each session examples in which the student had used these strategies correctly were discussed. The focus for each lesson was a self-management strategy, which started with planning how to read. Knowing what strategies to use and when to use them enabled the participant to engage with the text. As the intervention continued the participant started to re-read and self-correct his reading which he had rarely done before. This also impacted positively on his level of self-efficacy. As the participant had a good level of comprehension when reading at an independent level he was able to discuss texts he had read, even if he was a little reticent at times.

Even though his comprehension was good the student did not completely self-monitor his reading for meaning. At times when confronted with a long word he would revert to using distinctive visual features and guess the word. Re-reading these multi-syllable words to check for meaning was increasing in frequency but the student's self-perception as a reader impinged on his attempts here. However, if the word was discussed post reading, most times he would read the word quickly or would decode it efficiently. Even though the student still made decoding errors when reading he received a sense of satisfaction when the management strategies he used were discussed, the strategies he used to decode words were highlighted and a discussion was held about the text he had successfully read.

Learning needs to be scaffolded so that new work can build on knowledge already gained. The results in this work support Vygotsky's (1978) findings that students need to be assisted and guided through their learning. Research by McCabe and Margolis (2001) also highlighted that students need step-by-step instruction to achieve success. This was proven to be correct during this research. It became apparent that this student needed to be proficient with his word-based strategies to aid his self-management strategies.

At this stage the student is still not able to completely self-manage his reading and will need continued work on self-management strategies by his teacher in the classroom. As well, the student will join a discussion group that has been formed with two other students who have read the text he is reading. The first two chapters, which he has read and discussed in this intervention, will be used in a literature circle setting under the teacher's direction. Hopefully the student will feel confident to contribute to the discussion, which would have positive effect on his self-perception of himself as a reader.

The implications for teaching practice from this study are that students need to have effective decoding strategies and are able to use self-management strategies when reading. Students need to know what strategies to use and how to use them effectively. Prompts, which cue the student to use strategies are also valuable with struggling readers. Learning needs to be scaffolded so that new work can build on knowledge already gained. Text choice needs to be considered carefully as achieving success in reading with moderate of effort is vital. Readers need to be using texts that they can decode with 95% accuracy independently. This finding concurs with the work by McCabe and Margolis (2001) who also found that students needed to work at an independent (above 95%) reading level without assistance. Instructional level texts (90-95%) should also be used with assistance so that the struggling reader experiences both a challenge and success. Texts about topics that interest the struggling reader need to be used. Narratives that give opportunity to use context cues to self-monitor reading are particularly useful with struggling readers.

Directions for further research based on the findings of this research include the impact of this study in a small group situation, comparisons with a control group and a longer study to determine whether the reading behaviours used in the withdrawal setting had been transferred to the reading behaviour used in the classroom. More work could also be undertaken on articulating specific goals to be achieved in each session in contrast to this study, which focused on the self-efficacy level at each session and used the bookmark to give the student goals to achieve in his reading.

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APPENDICES

LESSON SEQUENCE FOCUS

Year Six Student – format -individual

Focus: To teach self-management strategies and revise word reading skills to improve self-efficacy.

Session Number	Teacher Focus	Extra Activities
Pre Testing	<ul style="list-style-type: none"> • PROBE test, Self- efficacy survey • RIME Test • Running records to identify Reading Recovery Text Level – instructional level • Observe during Uninterrupted Sustained Silent Reading (U.S.S.R). – Class Teacher 	
1	Book Orientation- discuss the cover, title, pictures, read the blurb, predict content discuss type of book – fiction or non-fiction. Number Line Reading – level 18 text (independent level) Number Line and Daily Survey	Make a bookmark listing pre-reading strategies
2	Segment and blend words orally starting with phonetic three letter words eg pig then introduce words with initial blends eg stop Book Orientation - discuss the cover, title, pictures, read the blurb, predict content and type of text. Predict words that may be found in the text Articulate strategies to use when reading Number Line Reading level 18 text Discuss story line of text Number Line and Daily Survey	Revisit bookmark and discuss strategies Add strategies for decoding text that the student can identify
3	Segmenting and blending words using Onset and RIME cards made using dependable rimes Book Orientation- Student uses pre-reading strategies to orient book for himself. Together- Predict content, type of text and words that may be found in the text Running records level 18 text Student articulates word reading strategies Number line Reading level 19 text(Independent Level) Number line and Daily Survey	Self script – –“ Before I start reading I (Before orientation of book)
4	Revise segmenting and blending words using Onset and RIME cards Book Orientation – Student uses pre-reading strategies to orient book for himself. Together- Predict content, type of text and words that may be found in the text -focus on synonyms Number line Reading level 19 text (Independent Level) Number line and Daily Survey	Self script – “When I come to a word I do not recognize I will ...”(using bookmark strategies)

5	Segmenting and blending two syllable words orally eg rocket Book Orientation Student uses pre-reading strategies to orient book for himself. Together- Predict content, type of text and words that may be found in the text -focus on synonyms Number line Reading level 19 text Number line and Daily Survey	Self scripts Rewrite bookmark
6	Segmenting and blending two syllable words focus on double letters eg funny. Child draws a line through the words to segment them Book Orientation Re-reading for meaning Running record level 19 text Number line Reading level 20 text Instructional Level Number line and Daily Survey	Self scripts Add self-monitoring strategies to bookmark – <i>think</i> –does it make sense/ re-read for meaning
7	Segmenting and blending three syllables orally eg yesterday Book Orientation Reading level 20 text Re-reading Using context cues Number line survey and Daily Survey	Self scripts
8	Revision of segmenting and blending words up to two syllables Book Orientation Running record level 20text Number line Reading “Paw Thing” Chapter One (Instructional level) Number line and Daily Survey	Self scripts
9	Book Orientation Number line Reading level 21 text Number line and Daily Survey	Self scripts
10	Book Orientation Number line Reading “Paw Thing” Chapter Two (Instructional level) Number line and Daily Survey	Self scripts
Post Testing	<ul style="list-style-type: none"> • PROBE test, Self- efficacy survey • RIME Test • Running records to identify Reading Recovery Text Level – instructional level • Observe during U.S.S.R. 	

NUMBER LINE

Pre lesson

Statement: “On a number line draw show how you are feeling about reading this book. One is not confident at all, five is very confident.”

The student then circles the appropriate point.

Post lesson

The same statement is asked at the conclusion of the lesson and the student required to indicate his feelings on the number line.

DAILY SURVEY

At the Conclusion of Each Lesson

The student is asked “What strategies did you use today to help you when you were reading?”

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