Explicit teaching of prompts and verbalisation strategies to a student discontinued from reading recovery will lead to an improvement in self-efficacy and in prose reading.

ABSTRACT

Psychologist doing research in the area of children's self-esteem have found a strong correlation between self-image and academic success. If a child improves his self-efficacy, his prose reading will also increase and as a result his self-esteem. The present study examines the effectiveness of the explicit teaching of prompts throughout all stages of the reading process. These stages include before, while and after reading. The study will also investigate whether prompting and verbalization strategies will lead to an improvement in self-efficacy and therefore an overall improvement in prose reading.

A year 2 student who is a passive, reluctant reader discontinued from Reading Recovery was taught to use prompts effectively to aid his reading skills. He was also taught to verbalize these prompts during the whole process in order to aid their internalization process. By using this strategy he would be able to transfer this knowledge into his long term memory and later, apply it in other contexts. The student was assessed before, during and after the intervention. The sessions included Guided Reading with a teacher using prompts (remainders) to help the student learn how to think about different sources of information as he put together a flexible system of strategies. He can apply it later on more demanding texts.

The results indicated that using this approach with a child who has low self-efficacy as a reader, has aided him to monitor his reading more effectively and develop some independence as a reader. Most importantly his perception of himself as a 'failure' has changed with the realization that he can take risks and succeed in his reading.

An implication for the student is that he continues to be assisted in the classroom in his self-efficacy development as a reader and by explicit teaching in this area. This can be achieved by either working in small groups or in one-to-one situations keeping in mind that low achievers need constant reassurance of their achievements as well as short- term goals to see success.

INTRODUCTION

Many children who experience reading difficulties have a negative perception of themselves as readers. Self-efficacy plays an important role in one's ability to achieve as a reader. Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations. Efficacy belief influence how people think, feel, motivate themselves and act (Bandura, 1994 p.2 cited in Horner).

In regards to reading children's self-belief about their ability to read, that is to decode and comprehend a text, will influence their motivation to read that text, the strategies they select, how they monitor their reading progress and their reading effectiveness. Specific teaching can help students change their self-efficacy.

- One way is by teaching them alternative scripts.
- Another way of increasing self- efficacy, is the provision of positive self-scripts.
- A third way of improving self-efficacy is encouraging risk taking.
- Another way of increasing self-efficacy is teaching prompts that teachers give to the students before, while and after reading a text.

The verbalization of these prompts will also assist the student to internalize them as well as to be able to use them in different contexts. This will be explored in this study.

There are a few researches related to self-efficacy and reading. Recent research supports the study of the role of self-efficacy in order to improve reading (Pressley& Afferbach,1995 cited in Casteel & Jordan,2000). A more holistic approach to reading has been conducted, that is the Transactional Strategy Instruction (TSI). This approach involves at first modeling and coaching of specific strategies in great depth, aimed at students able to choose a strategy that meets their needs while reading the text. Students are expected to take control of their choice of strategies as well as ways of applying them. The studies have produced positive results although there is need to explore this approach a bit further.

Henk and Melnick (1995,cited in Casteel & Jordan 2000, p.67) concluded that reader self-perceptions (Self-efficacy) can affect an individual's overall orientation to the process of reading, influence choice of activities, affect continued involvement, and ultimately affect achievement. Some important ways to develop and maintain students' self-efficacy are by giving students opportunities to make decisions and take control of their learning. This will develop independence and self-determination in their learning (Albert Bandura, 1986, 1991,1993.) One way of encouraging independence and develop self-efficacy is the use of prompting throughout all stages of the reading process. This strategy is very effective and can be used in different aloud contexts. The verbalisation of prompts allows the student to internalize the prompts into their own thinking as they progress in their reading skills (Karen Richards K. cited in Lowe Kaye p.25,1994)

The study aims is to establish whether the explicit teaching and verbalization of prompts, before, while and after reading a text will improve the student's self-efficacy as well as his prose reading skills.

METHOD

The research is a case study OXO design in which the gain in using Prompting as a strategy as well as the verbalization of prompts by the student during all stages of the reading process, is monitored for a year 2 student who has low self- efficacy in prose reading. The study took place in the Junior school of a suburban primary school. Almost 99.99 % of the school population speaks a language other than English. The majority of students are from Asian background.

STUDENT INFORMATION

Age: 7 years old boy.
Born: Australia.
Grade: 2.
The student has a history of reading difficulties. Over the last 2 years he has received Reading Intervention in small needs based groups as well as being in the Reading Recovery program.
Despite this assistance, he has found difficult to move from level 14-15. Overall his performance at school is average, sometimes even below average. He tends to rely on other students or teachers to explain a task or tell him what to do during reading and/or writing activities.

OTHER DOMAINS

He is a loner who rarely gets involved in other children's games during playtime. He usually walks the playground looking for teachers to talk or just to be next to them. He personally talks to the Literacy
Coordinator who always encourages him to play with other children. She initiates games where he can be involved. The teacher has asked children the reasons for him not to be involved in their games. They that he doesn't want to play with them. There is no rejection from the group. It is his own attitude or approach to the group. The student has been reported to the Student Welfare Support group by the classroom teacher to look for other alternatives to assist him in his school work.

MATERIALS:

Materials used for this research include the following:
Text used for Pre-Post assessment:
Which shoes to choose? H.B.J .series. Level 15.(instructional)
Texts used for teaching purposes:
1) Bird Hotel.
2) The Old Cat.
3) Miss Grimble. Sails collection. Early Readers.
Running Record format.(Marie Clay.)
Tapes for recording reading sessions.

Set of questionnaires.1) How I see myself .?.2) Parent Observation. 3) About Me. 4) Observation Survey testing materials. 5) Teacher Observations. 6) Reading Strategies (child's responses).
Set of cards for display of prompts.
White board used to display work done by the child and teacher and child together.

PROCEDURE :

Implementation of the study consisted of developing 10 sessions that were taught to the student individually.
Two extra sessions that involved Pre-Post assessment were also developed.

Sessions were conducted at the same time each morning, over a two-week period. Each session lasted between 40- 50 minutes.

Session 1. Strategies learnt by the student during Recovery training were revisited to retrieve his memory.
A Running Record was taken to assess prior knowledge. He was explained there was a strategy (use of prompts that would help him with his reading. He was also explained that by verbalizing what he was doing when dealing with difficult words or not understanding the text would help him even more.
Sessions 2&3. Prompts were demonstrated and explained explicitly. He was also assisted with verbalizing strategies
Sessions 4&5. The student was guided to apply the strategies. In session 4 another Running Record was taken. The book was also changed.
Session 6&7. The student practiced the strategy independently.
Session 8,9. The student revisited strategies verbalizing what he was doing and why he was doing it.
Session 10. The student read independently and in control of selection of strategies. Teacher was there to support him if he needed help but to a lower degree.

Teaching strategy used was Guided Reading during Literacy time. Another room was used to facilitate the learning process as well as to make the student feel comfortable about the exercise.
The student was taught to use his knowledge systematically by learning what to do at different stages of reading, that is:

  Before - before the student attempts to read text.
  During - while the student is reading the text.
  After - after the student has read the text.

Detailed lessons plans, copies of texts, pre and post testing data have been included in the appendix section.
The intervention was administered by the Literacy Coordinator, who has ongoing contact with this student for the last three years.

Appropriate reading material was selected. Books were interesting and challenging to a degree.
The Pre testing text was a level 15.
The same book will be used for post-testing on the last session.

Reading of the text was taped in both sessions.
The other texts used for the instructional sessions were between level 14/15.Again the content of stories was of his personal interest to promote a positive environment and a richer linguistic background knowledge.

Comments

The student was always returned to his room with follow up work based on his reading. He also had the possibility of sharing his learning with the class, which he did not choose. He felt too shy to talk in front of class at the moment but there is an open possibility for small group reading. He was happy to take his books home to share his achievements with his mother and sister.Taping the sessions was very rewarding for both of us. He loved to listen to his reading and found gratifying to see his own progress. This approach was a listening activity for him where he could correct himself once he realised his errors. After a discussion with his teacher she agreed on to continue using this strategy with a small group. (He will be part of the group.) She sees the need for a revisit of prompts for the whole class. The most advanced group will look at comprehension strategies and learn to become critical readers. All sessions were evaluated so each following session was planned taking into consideration progress or difficulties. Appropriate reading material was selected.

RESULTS

The results are described in sections. The first part includes a questionnaire " How I see myself chart" that look at emotional factors and their implications in a child's desire and the confidence to read. The chart shows some aspects of the student's perception of himself as a reader. Included in the Appendix section are other more comprehensive questionnaires about his likes, dislikes, concerns, perceptions about himself in various aspects. e.g. "About me"

STATEMENT	BEFORE	AFTER	COMMENTS
I worry a lot	1	3	Prior to the intervention the results of this survey indicates the student was self conscious of his looks.
I don't play games very well	2	2	He is a tiny, slim boy who always looks tidy and well dressed. In regards to his peers he appears not to want the children to like him, but he says that they always leave him out of their games. Obviously he wants to be part of their games and he is using a ' coping strategy" to deal with the problem.
The girls don't like me, leave me out	1	2	
I don't like the way I look	1	2	
I don't want the boys to like me	5	3	
I am not much good at music	5	5	He worries about lots of things and that is very clear in the survey. He has no confidence in himself, his self-esteem is very poor as all teachers have commented.
I wish I were heavier	5	5	He prefers to relate to adults and he looks for teachers to talk while he is in the playground.
I am not much good at speaking before a group	5	5	In general he likes school and finds it interesting. In the classroom he prefers to work on his own, although he looks for assistance when he needs to. The children like him and always help him. In the playground he walks around without getting involved in any groups. In the final session he changed some of the answers from the first time. There was no a great change but there was an awareness of the issues that still worried him. He was more open though to discuss them and seemed to have a more relaxed attitude towards the situation.
I don't want the girls to like me.	1	2	
I don't write very well	4	3	
I don't do Maths very well	1	1	In general he has become more talkative initiating some approaches to play with other children. Some teachers have commented that he has been a bit "naughty" in the classroom.
The boys don't like me, leave me out.	5	3	
I am not as smart as the others.	1	2	

.The child could rate himself somewhere between the two extremes, on a 1-5 scale. 1 and 5 means the most for him.

DISCUSSION

The findings of this project support the initial hypothesis the explicit teaching of prompts and the verbalization of prompts during all stages of the reading process, leads to an improvement in self-efficacy and therefore an overall improvement in prose reading.

Over the series of 10 sessions it became clear that the approach had benefits and there was, overall a noticeable change in the student. The student's self-efficacy and prose reading have improved. He has improved his reading accuracy and has learned how to apply some strategies more effectively throughout all stages of reading. He has also developed some self-confidence and believes that he can overcome his reading inability by better utilising his existing strategies, learning new ones and develop greater confidence in himself.

Furthermore the data supports that early reading intervention and specific teaching can help students change their self-efficacy and as a result their self- belief about their ability to read, that is to decode and comprehend a text. It will also influence their motivation towards reading, the selection of strategies, the way they monitor their reading progress and their effectiveness as readers.

The most significant impact this project has had in the student is his new approach towards schoolwork.
He shows a willingness to do things and take initiatives as well as to be more involved in school activities.
 He rarely uses the negative coping strategies he used before. He displays feelings of self-confidence which will help him gradually to take responsibility for his learning. This finding complement earlier research. Efficacy belief influence how people think, feel, motivate themselves and act.(Bandura,1994 p.2 cited in Holmer.)

Evidence in the collection of Running Records shows an increase in his self-correction rate with a more integrated use of strategies. He has also improved his reading fluency as well as his understanding of the text. This, was shown by stopping the reading to make comments about incidents in the story that indicates clearly his involvement with the text.
Reading accuracy showed improvement in the final sessions especially in the post testing .He particularly showed control of strategies introduced, in a session where the teacher took his role as a reader. She read the book making some mistakes and paused a lot showing some confusions on how to solve these problems. The teacher asked for help in some parts and he told her what to do. He enjoyed taking control of the situation and wanted to repeat the experience. He found it amusing when the words were read wrongly. He knew the words. All these were uncharacteristic of this student's behaviour prior to the intervention. Research support this finding. Verbalising allows the student to internalize the prompts into their own thinking as they progress in their reading skills.(Karen Richards K. cited in Lowe Kaye p.25,1994.)

Implications from this study for further teaching would be to:

- introduce this strategy in guided reading sessions in the classroom.
- introduce teachers to the training of the strategy.
- to continue the support given to the student in a systematic manner either by me or another specialist.
- Same approach can be used to extend the support of Grade 2 children who have been discontinued from the Reading Recovery program and are still struggling to achieve success in their reading.
- the MLOTP (Munro, J) model should be used as a basis for assessing and intervening in cases of struggling readers.

 Future research should investigate more than one child in order to see if results are replicable and trends could be compared amongst students.

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Describe your teaching unit in an appendix.

Aim

The aims of this research are:

- To enhance the student self-efficacy in prose reading at all stages of the reading process.
- To provide student with a range of strategies that will assist him to process a text with fluency and understanding.
- To show him that verbalizing these strategies helps him to internalize them in his long term memory and thus allowing him to use them in other contexts.
- To improve his self-esteem by providing him with the tools to do things by himself and achieve success.
- To be given him the motivation he needs to get more involved in doing things.
- To show him that is fine to take risks in order to achieve success.

This unit has been designed for a student of year 2, a passive, reluctant reader discontinued from Reading Recovery who has not been able to progress in his reading levels. He has no motivation and does not see reading as an enjoyable and worthwhile thing to do. The teaching unit is comprised of ten 40-50 minutes sessions in a period of time of 2 weeks. The student was withdrawn from the class to work with the teacher in an adjacent room. The decision was based on several reasons listed below:

a) sessions needed to be taped.
b) he needed a pleasant and conducive environment to feel safe and motivated.
c) he is very aware of his difficulties and does have poor self-esteem. He could not have the opportunity to relax and feel comfortable in the classroom.

Two extra sessions were also conducted for assessment purposes. This was prior to and after the intervention. The sessions were planned so that student began working with a great deal of support scaffolding and gradually moved to greater independence in using the appropriate prompts and self-talk strategy. The classroom teacher was very supportive to this intervention and supported the student after the completion of sessions with gratifying comments on his achievements. She also supervised the work provided to the student after the sessions.

In terms of John Munro's model (2002) 'A model for understanding literacy learning disabilities' this intervention is directed at Stages of Reading across all levels (getting ready or orienting stage activities, while- reading stage: process text and self monitoring and post- reading or review stage). All sessions were assessed after completion in order to plan the next in view of his performance and learning. Resources used were texts of his likes and interests to maximize discussion and interest in the exercise. Due to the holistic approach of the intervention some

questionnaires were used to research other factors that could be contributing to his reading disability such as self-concepts and personality restraints (personality restraints, emotional factors and self-concepts).
Any work completed has been included in the appendix of this paper.

The following format was used as a guide for my teaching sessions. Sessions in more detail are also included.

TEACHING FORMAT

	BEFORE	DURING	AFTER
Word	Activate strategies to use when meeting difficult words. Brainstorm/ Categorize and discuss meaning of content words. Synonyms and antonyms of vocabulary in text. Student links prefixes and suffixes with their meaning, word are taken from text	Self help questions- does it look right? sound right.? make sense.? Read to the end of the sentence. Say the sentence containing the word in your own words.	Teach student letter clusters: segment the word into onset and rhyme e.g. l-ight. Stretch words out to isolate sounds/letter clusters. Blend a sequence of sound to make a word. Look for key features of letter patterns visual cues, mnemonics. Teach morphographic units Teach syllabification skills
Teacher talk that ensures a clear understanding by the reader of how and why these strategies help.			
Sentence	Develop an awareness of the structure of a variety of texts. Teach use of punctuation to emphasize meaning. Introduce student to difficult sentence structures prior to reading text.	Re-read sentence to regain meaning or phrase appropriately. Read on to the end of sentence. Listen to text and visualize as you read. Teach student how to vary speed of reading without losing comprehension. Phrase reading on content. Listening to yourself as you read.	Use oral and written cloze to emphasise meaning. Ask a few simple questions at the literal level to begin with and then gradually increase the number and type of questions until the child is able to work with paragraphs and sequences of material.
Teacher talk that ensures a clearer understanding by the reader of how and why these strategies help.			

Topic	Directed reading and thinking activities. Predict plot/events during narrative. Confirm or refute predictions during and after reading text. Activate student prior knowledge of topic. Set questions for student to answer prior to reading- who what where when. Predicting character traits. Informational text- graphic outlines, retrieval charts, data chart	Teach strategies. e.g (prompts and verbalization in this case.) Tell yourself what are you doing, why are you doing, confirm and ask yourself .What did I do to make the passage easier to read.? What reading actions worked.?	Before and after charts (what do students know about a topic before reading text, and after reading text) Teach webbing- students read text and graphically represent main idea and supporting details. Sequencing activities- either picture, sentence or paragraph. Making comparisons e.g. classify characters or objects.
Teacher talk that ensures a clearer understanding by the reader of how and why these strategies help.				

Dispositional Level	
Getting ready to read	Tell yourself. What will I look for as I read.? Why am I reading the text.?
Review stage	Asked yourself. How I liked the text.? Were the ideas useful/ interesting.?

Note: I used the format shown above as a framed work. It was a handout given to me in a P.D. session

SESSIONS

Session	Comments	Session	Comments
1 **Focus: Revisit and activate strategies learnt in Reading Recovery**	The student approach the reading with enthusiasm. We talked about the book, plot, characters, pictures and predicted about the story. He had a lot to say about birds and nests. He couldn't wait to start reading the text. He was curious about some words in the story e.g. vacancy. There was a sign in the story with that word. In regards to phonological awareness he found hard to blend/digraph in initial and final position **ch (ch**irped) **st (st**ayed)**.st** (ne**st**). He also had problems with suffixes e.g.**s** (nest**s**) **ed (chirped).** He was quite confident in reading contractions.e.g.didn't.	2 **Focus: Prompts to be demonstrate and explain explicitly. Learn how to verbalise prompts during all stages.**	We discussed words we didn't know. We write them on flash cards as a visual point of reference and we look for words that have same clusters in a beginning or ending position. We kept on adding more words to the list as he found very useful. We also did some follow up work after the session in his writing hour. He also took the book home to read it to his

			sister. Everyone in the family is very interested in this project. The mother came to see us working in the following session. I praised his efforts because he tried so hard to be successful in his reading. We also talked about the strategies he used while reading. He said for example. I thought of words I knew and they look like the ones in the story. Teachers' comments are positive."He is happy and trying to work things on his own.
4/5 **Focus:** **application** **of strategies**	Read book without many problems. We discussed the story as we have done it before. He was very talkative and discuss the content of the story well. I selected the book because I knew he had a fish as a pet. He knew many words e.g. vet, jump, play, climb, dinner{ double consonant), ordinal numbers e.g. first etc. He was able to apply some strategies. He segmented and blended some words.He also used analogies, look for words with similar endings, re-read, listen to his reading, word family e.g. **ent) went sent, bent.** He was aware of previous mistakes, suffixes (s, ed.)	**6/7** **Focus:** **Revision of** **strategies.** **Practice** **strategies** **independently**	Look at the 2 stories read before. We look at words that presented some difficulty to him and questioned him .Why did he find them hard.? What parts were difficult for him.?.Then we talked about all the strategies we had worked on as well as to think aloud ways to work on them. We did some oral cloze activities to help him to see words in context. I observed that he was using our special board with all the words we have been working on for reference.
8/9 **Focus:** **Revisited** **strategies** **verbalizing**	It was a Bric-a Brac session.The student's mother came to see the session. The invitation came from him. That was very positive. His reading was clear and good. Again he was looking for all the aids we have been working	**10** **Focus**: **Student** **taking control** **of his reading**	An excellent session. He read story with confidence and fluency. He had some hesitations but they were not serious

what he was doing and reasons for it.	on throughout this sessions. He felt supported with this language environment provided for him. His motivation and enthusiasm was evident. He felt proud of himself to be able to read with so much success in front of his mum. Hard words were craters, buggies, caves.	**and selection of strategies**	enough to make him loose meaning or interest in completing his reading. He asked me to help him in some cases. I suggested him to remember all the" things" we did to solve unknown words. I encourage him with some praising and he went along with reading. Not many mistakes in this reading. He kept meaning in the story and the book came to be an easy book for him.
I took notes during all sessions as well as formal assessment to record his progress during the exercise.			

Format: Grade level 2
                       One-to-one sessions. 12 consecutive days for 40-50 minutes
Place: A room adjacent to his classroom.
Time: 9:00 to 9:40 a.m.

PROMPTS USED DURING THE INTERVENTION

Semantic.   *   Does it make sense?
- Can you see something in the picture to help you?
- What's happening in the story?
- What might happen next?
- What would make sense and starts like that**?**

Syntactic   *   Does it sound right?
- Can we see it in that way?
- Try again and think what would come next?
- How do you say that?
- What would sound right there**?**

Graphophonic   *   Does it sound right?
- What would you to expect to see at the beginning?
- You said (-------) Does that look right?
-

Combined   *   That made sense, but does it look right?
- What can you see in the picture that starts and ends like that?
- That sounded right and looked right, did it make sense?
- What would end like that and sound right?
-

Praising successful attempts

- I like the way you read that, but did you notice that were some other words there?
- Good try! You were thinking about what made sense.
- I like the way you went back to the beginning and thought about what would make sense and look like that. That's what good readers do.
- It was a good idea to use the first letter to get that word.
-

Assessed learning   How did you know what word was?
- What did you use to work out the word?
- How did you know that word was different from this one?

Self-Reflection   *   Show me the part you like the best.
                 *   Where is your best page?
                 *   Which part was the hardest part?

Section 2

Reading Assessment.

Table 1

It shows student's reading performance. It includes Pre and Post sessions. The same text was used to be able to compare progress in prose reading as well as the use of reading strategies used by the student.(Running records are in Appendix section). Reading accuracy and errors corrected were used as points of reference.

Session	Text	Text Level	Reading accuracy	Error corrected
Pre-test	Which shoes to choose?	Level 15	66%	0
Post-test	As above	As above	97%	5

 The Post test results shows clearly an improvement in his prose reading as well as in the use of strategies during the whole process. He was able to integrate sources of information to process the text which he couldn't do before. He displayed confidence and willingness to read the text. His approach to reading was very positive showing more control over the process. In general he has developed a sense of achievement that it will help him to take risks without getting worried about failing. His classroom teacher will support his reading development by using same approach in Guided Reading perhaps including other children with similar needs.
In the Pre reading session the student couldn't keep meaning in the text. He was trying to read word by word, did not pay attention to details such as pictures and the use of strategies was minimal. He showed a very defeating attitude, quite reluctant to begin the reading. He asked if the story was too difficult to read and at the end of the session he said." I told you it was going to be hard"

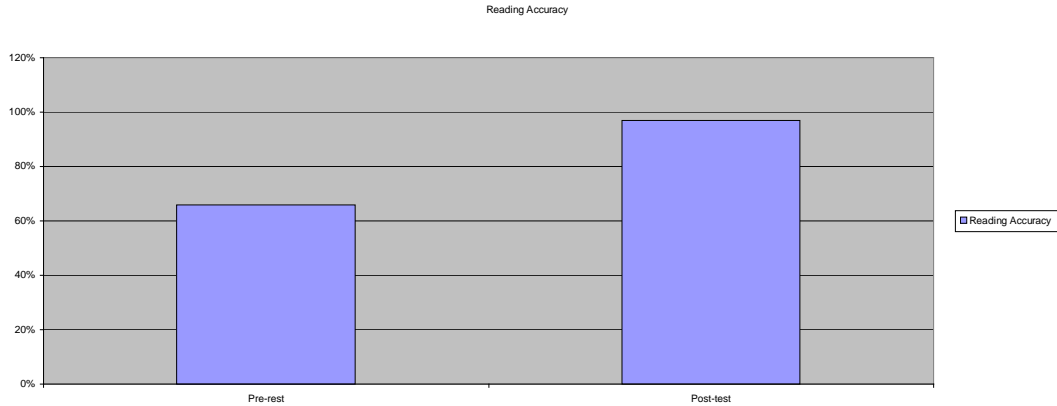**Graph. Pre and Post Reading. Text 'Which shoes to choose?**

Reading Accuracy

Table 3 results. Texts used during intervention

Session	Text	Text Level	Reading Accuracy	Errors Corrected
Pre	**Hotel Bird**	Level 14/15	93%	10
Post	As above	As above	98%	7
Pre	**The old cat**	As above	89%	4
Post	As above	As above	99%	1

I used three texts during the intervention but I have only included two in the above table because I did not have time to do a Post-reading on that text.
All post sessions results showed increase in Reading accuracy and the numbers of miscues have decreased . The student' s approach to the reading task was positive, encouraging and interactive with the text. His self-confidence has also improved his self-efficacy in prose reading. He learnt to verbalize the strategies he used during reading and seemed to be in command of the reading process.
In general he is more relaxed and positive in all aspects of his schoolwork.

Graph. Improvement in Reading Accuracy.
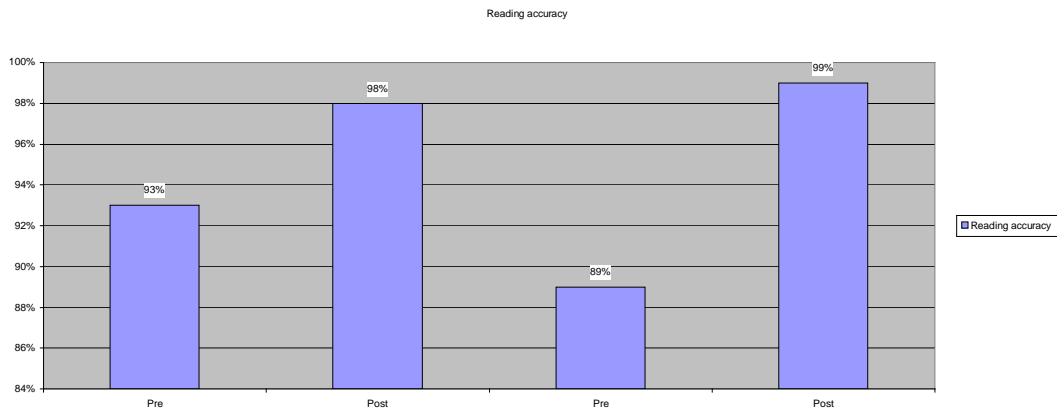
Reading accuracy

This is an example of the student's reading accuracy in 5 pages of the assessment text in Pre-Post reading

PRE- POST RECORDS. ASSESSMENT TEXT

Page	Pre	Errors	Post	Errors	Text
1	some	E	so	C	so
	we/wer	E	we're	C	we're
	one	E	ones	C	ones
2	one	E	ones	C	ones
	love	E	lovely	C	lovely
	heart	E	shine	C	shine
	peri-pre-prid	E	perhaps	C	perhaps
	myself	E	me	E	mine
		E			
3	trov-trav	E	troub-l/trouble	C	trouble
	only	E	also		
	when	E	then	C	also
	pur-par-pur	E	purple	C	then
	n------	E	nice	C	purple
	that	E	they/that	E	neat
	because	C	cause	E	what
		E		E	about
4	parid/par/peri	E	pair	C	pair
	like	E	like	E	look
	some	E	so	C	so
	drinking	E	clicking	C	clicking
	some	E	sound	C	sound
5	the	E	those	E	these
	along	E	along/away/around	C	around

C= Correct response. Total No. of correct responses in Pre test =1
E= Incorrect response. Total No. of incorrect responses in Pre test = 21
Post test . C responses = 16   % =72
Post test. E responses = 6   % = 27
Total No. of words = 22 (5 pages)
This is an example of the student' reading accuracy in 5 pages of the assessment text in Pre-Post reading. There is evidence of improvement in prose reading, self-efficacy and fluency. A high percentage of language has been retained and as a result his

understanding of the text. It also shows the student is able to use a combination of strategies in his reading.

READING STRATEGIES USED CONFIDENTLY BY THE STUDENT AT THE END OF INTERVENTION

- Thinking about what would make sense.
- Reading on (sometimes)
- Going back and re-reading
- Looking for key words (sometimes)
- Predicting
- Sounding out, using chunks of words.(Thinking "does the word sound right?")
- Sounding out letter by letter.
- Thinking " Does the word look right?"
- Using another word that looks like the word I don't know (e.g. night. sight)

Before the intervention he had a limited repertoire of reading strategies not able to cross-checking information to get meaning in the text. He had a passive attitude to reading and did not take risks.

SELF-EFFICACY QUESTIONNAIRE (AFTER THE INTERVENTION)

Reading	5 points 4 points	Total = 9 points
Maths	5 points 6 points	Total= 11 points
Spelling	5 points	Total =5 points

He shows a positive change in attitude to reading as well as the perception about himself. This is reflected in all areas and domains.

Reading Recovery Teacher's Report (before intervention).

Child A Results at the end of program.

Tony's initial testing 5/2/01	Text level 1	Letter I.D. 31	C.A.P. 16	Word Test 9	Burt Word 12	Writing Vocabulary 29	Hearing & Recording sounds 24
End of Program 8/10/01. 28 weeks	15	54	24	14	28	57	37
End of year. 17/12/01	15	54	24	14	28	60	37

Comments: Lacks a lot of confidence**.**
Afraid of being wrong.
Does not like to take risks.
Needs constant reassurance. Is that right.? etc.

He moved very quickly through the early levels. 1 to 10. However he became very bogged down around level 12, and it was difficult to move on.
He was able to use some of the strategies by himself. e.g. checking that initial and final sound was correct.
(visual) meaning was good, although would lose it at times because when it became too difficult he would stop and wait for the teacher to" tell him".I feel he does have some phonemic awareness but is never game to have a go at sounding out or blending when it has become harder.

Classroom Teacher's report to the Welfare support group.(Third Term). This group is formed by the principal, vice-principal, integration teacher, literacy coordinator. Their role is to visage further support for the child, either internal or external depending on the seriousness of the problem.

READING	WRITING	OTHER AREAS	PERSONAL DEVELOPMENT/ SOCIAL RELATIONS
Unsure of himself. Scared of making errors. (not a risk taker). Phonics/ Blends. lacks foundation in these areas.Sometimes comprehending what is read.	Again unsure of himself in spelling. Relies on teacher to check almost every word. Phonics/Blends…lacking foundation in these areas for spelling. Punctuation is quite good. Ideas for writing very good in general. Illustrations and	Good in Maths overall. However, poor in counting.(3's,4's,6's,7's.) When given a " new" task automatically says," I don't understand" or " I can't do it" without trying first.So he see himself as an underachiever, someone	Lack of self esteem- self worth/ confidence. Appears to become anxious as older sister can do the work and he can't. (Tends to" live in her shadow.").Lacks motivation. Poor attitude to work and school life in general." I can't do it"

	creativity are very good.	who will fail before beginning.	attitude before having a go.

The student often" turns off " because he doesn't have the self esteem, confidence or motivation to believe he can succeed. He always needs support while working in Learning Centers.