

# Action Research Report

## HYPOTHESIS

Explicit teaching of self-scripts to cue strategy use to grade two students with reading difficulties (reading at a level lower than grade level expectations) and low self-efficacy improves reading accuracy and self-efficacy for reading.

## ABSTRACT

A problem some children with low self-efficacy for reading have is their inability to use more than one strategy in a given reading situation. The ability to develop self-scripts for reading assists students to internalise the various strategies needed for effective reading. Strategy teaching in itself has also been shown to improve self-efficacy.

This study aims to combine these ideas, to improve students reading accuracy and self-efficacy for reading.

Two students, with perceived low self-efficacy for reading and a lower than grade level reading ability, were exposed to 10 teaching sessions involving the explicit teaching of self-scripts to cue strategy use. The ten sessions followed a consistent structure to allow the children to feel confident within the sessions. Every opportunity to acknowledge independent strategy use was taken to build up self-efficacy. Both students approached the sessions in positive manner and were happy to be involved.

By the end of the intervention, the students displayed an increase in perceived self-efficacy and improvements to reading accuracy. The intervention however did provide greater benefits to one of the students in comparison to the other.

Although this intervention was administered in a one to one and paired learning context, it could also be administered as part of a classroom reading program.

## INTRODUCTION

Some students after learning the basics of decoding continue to have difficulty integrating effective strategy use while reading thus making it difficult for them to develop a self extending reading system, especially as text level increases. Often these children also have low self-efficacy for reading, *“Self efficacy is the personal belief that students have about their ability to succeed at a particular task Students who believe that they cannot learn to read despite making a considerable effort have low self efficacy for reading...”*(McCabe and Margolis 2001). These children rarely take risks and are reluctant to try more than one strategy in a given reading situation, *“Poor readers tend to focus on a handful of strategies they use regardless of the particular reading situation. They have difficulties monitoring whether these strategies are working; therefore, they can persist in using a strategy that is not effective for a particular situation”* (Horner and Shwery 2002).

Pat Beckman (2002) emphasized the need for teachers to explicitly teach strategy use to students, especially those exhibiting reading difficulties. The initial research into teaching strategy use was with learning-disabled students however; this research has proven to be relevant to other learning situations and personalities *“Many students’ ability to learn has*

*been increased through the deliberate teaching of cognitive and metacognitive strategies... It has been demonstrated that when struggling students are taught strategies and are given ample encouragement, feedback, and opportunities to use them, students improve in their ability to process information, which, in turn, leads to improved learning.” (Pat Beckman 2002). Beckman describes a strategy as, “In general, a strategy is a tool, plan, or method used for accomplishing a task.”(Pat Beckman 2002).”*

The following outcomes are some that can be expected through the teaching of strategies:

- Students trust their minds
- Students know there’s more than one right way to do things.
- They acknowledge their mistakes and try to rectify them. They evaluate their products and behaviour.
- Memories are enhanced.
- Learning increases.
- Self esteem increases.
- Students feel a sense of power.
- Students become more responsible.
- Work completion and accuracy improve.
- Students develop and use a personal study process.
- They know how to ‘try’.
- On-task time increases; students are more engaged. (Pat Beckman 2002)

Collins, Brown and Holum (1991) developed a model of instruction they called cognitive apprenticeship where teachers ‘make thinking visible’. This model delineated six methods of cognitive apprenticeship ‘Collins et al. (1991) have delineated six methods of cognitive apprenticeship (i.e. modeling, coaching, scaffolding, articulation, reflection and exploration) teachers can use to help students develop expertise in reading and self-regulation. (as cited in Horner and Shwery 2002). Using these methods teachers can help students develop self-regulated reading skills.

It is also evident that some children develop performance-orientated goals as a way of masking their reading abilities rather than learning-orientated goals, which would assist their reading development *When students have performance-orientated goal, they are interested in being perceived, by others and themselves, as smart or competent. They are interested in getting the correct answer regardless of whether they have learned the material; they give up on challenging tasks, especially in the face of failure; and exhibit a low level of self-regulation...When students have learning-orientated goals, they are interested in learning; are challenged by difficult but attainable tasks; show persistence, even in the face of failure; and exhibit a high level of self-regulation. (Horner and Shwery 2002)* Performance-orientated goals lead the student to being more concerned about how they look as a reader (especially in front of their peers as they get older) rather than doing what is effective.

The present investigation aims to build on the above mentioned research and ideas. The focus of this investigation will be the articulation/verbalisation of some of the key strategies while reading. Collins (1991), Beckman (2002) and Horner and Shwery (2002) identified articulation/verbalisation as important in the internalization of strategy use. *Teachers can*

help students develop self-regulated reading skills through the methods of modeling, coaching, scaffolding, articulation, reflection and exploration (Horner and Shwery 2002)... Articulation involves any method in which teachers have students verbalise their choice, use, and monitoring of reading strategies (Collins 1991 as cited in Horner and Shwery 2002).

Student use of the following strategies often leads to improved student performances:

- Computation and Problem-solving: Verbalisation, visualisation, chunking, making associations, use of cues.
- Memory: Visualising, verbalisation, mnemonics, making associations, chunking and writing. These are usually more effective when used in combinations.
- Productivity: Verbalisation, self-monitoring, visualisation, use of cues.
- Reading Accuracy and Fluency: Finger pointing or tracking, sounding out unknown words, self questioning for accuracy, chunking and using contextual cues.
- Reading Comprehension: Visualisation, questioning, rereading, predicting.
- Writing: Planning, revising, questioning, use of cues, verbalisation, visualisation, checking and monitoring. (Pat Beckman 2002)

This research also aims to build self-efficacy for reading by providing immediate positive feedback for all observed independent use of identified strategies and by increasing the student’s knowledge and ability to articulate effective reading strategies.

**Prediction**

Explicit teaching to grade two students of self-scripts to cue strategy use and immediate feedback for independent use improves reading accuracy and self-efficacy for reading.

**METHOD**

**Design**

This action research uses a XOX design in which the gain in reading accuracy and self-efficacy of two grade two students with reading difficulties is monitored before, during and after an intervention based around explicit teaching of self scripts to cue strategy use.

**Participants**

The participants are four grade two students (two used as control students and two who received the intervention).

Student	Age	Sex	Action	Language Background
A	8.0	M	Intervention	Italian
B	8.4	M	Intervention	Italian
C	8.8	M	Control	Vietnamese
D	8.4	M	Control	Irish/English

All students were taken onto the Reading Recovery program during Grade 1 and made progress with this support. The two children who were identified to be part of the intervention were both students who had a history of slow reading development. At the end of prep, student A had a text level of 0 and a Burt score of 6 and student B had a text level 8 and a Burt score of 12. At the end of grade 1 Student A had a text level 14 and a Burt score of 20 and Student B had a text level of 14 and a Burt score of 25 (after partial or full Reading Recovery Programs). Prior to the Reading Recovery intervention, Student B's reading had plateaued at level 9, a move of only one level in the first six months of grade one. At the end of the Reading Recovery Program, the Reading Recovery teacher was concerned about their lack of independence in regards to strategy use on text.

In the first half of Grade two, both students made slow progress in their reading development and their teachers were concerned about the stagnant nature of this development. Before the intervention, Student A was reading at a text level of 18 and student B at a text level of 16 (information provided by classroom teacher). Both students were also identified as having a low self-efficacy in regards to learning. Their teachers reported that they were reluctant to take risks in learning situations unless they were confident they knew the answer. Both students however still exhibited a positive feeling about school in general and attendance had not been a major factor.

All students attend a Catholic Primary school in the northern suburbs of Melbourne and come from families with an ethnic background (2 have Italian heritage, 1 Irish and 1 Vietnamese). The parents of the two students involved in the investigation are of Italian background and their parents speak Italian and English. The two students have a limited understanding of Italian, and English is their main language.

## **Materials**

Materials used include the following:

- Students' reading rate and accuracy was pre-tested (Form 1) and post tested (Form 2) using the Neale Analysis of Reading Ability Revised.
- Students' text level and accuracy was pre-tested using PM Benchmark Kit 1.
- Students' text level and accuracy was post-tested using PM Benchmark Kit 2.
- Students' oral language understanding was pre-tested using the Record of Oral.
- Students' self-efficacy for reading and learning was pre-tested and post-tested using a Self-efficacy survey.
- A variety of fiction texts were used throughout lessons.
- A running record was taken at the end of each lesson.
- During the lesson the following prepared resources were used (see appendix):
  - Lesson outline for teaching self-scripts
  - Reading Action Card
  - Reading Action Record
  - Reading Reward Card
  - Reading Action Posters
  - Reading Action Strips.

## **Procedure**

Two of the four students were used as a control group and only the pre-test and post-test activities were administered.

The two children who were to be involved in the intervention were pre-tested using the above assessments. The PM Benchmark Kit was used to find a text level where the student was working at a 90% accuracy rate. This rate allows the child to be in control of the text while still having numerous opportunities to demonstrate strategy use. As the child's reading ability improved, the text level was raised to maintain an accuracy level of approximately 90%.

Following the pre-test, the students were involved in a ten session intervention.

The ten sessions were spread over 4 weeks. Sessions were designed to last for thirty minutes. The first 6 sessions (3 self-scripts) were delivered individually and the final 4 sessions (2 self scripts) were taught to both students together. This was to encourage the students to be more independent as they needed to be able to utilise the strategies in a classroom situation and wouldn't always have an adult/teacher there to monitor their reading for/with them. A self-script was introduced in one session and then reinforced in the following session. It was felt that a two lesson cycle (with ongoing revision) would be enough to reinforce the reading actions. It was known that the students already had knowledge of strategic actions to take, which had been taught to them as part of the Reading Recovery Program and their classroom reading instruction (and they demonstrated some of these action in the pre-testing).

The teacher pre-prepared self-scripts describing a particular reading strategy:

1. Self-preparation for reading.
2. Utilising picture cues.
3. Re-reading.
4. Working on words.
5. Visualising.

The teacher also prepared a Reading Action Card and a Reading Action Record for each student. The Reading Action Card was used to display a personalised copy of each reading strategy as it was introduced. The Reading Reward Card was used to positively reinforce and acknowledge the individual use of reading actions by the student. The use of fiction text is recommended, as this is the most supportive text structure for children with reading difficulties and allows the use of a variety of strategies.

Each session followed a set format so that the students became familiar and confident with the structure.

1. Rereading of an easy/pre-seen text.
2. Review of previous self-script/s from reading action card (2<sup>nd</sup> –10<sup>th</sup> session).
3. Verbalisation of new self-script. Student repeats after teacher 3 times in a decreasing volume to encourage sub-vocalisation.
4. Add new self-script to child's reading action card.
5. Teacher models use of self-script using yesterday's new book.
6. Verbalisation of self-script. Student repeats after teacher 3 times in a decreasing volume to encourage sub-vocalisation.
7. Student reads new book from yesterday.
8. Reflection on use of self-script during reading.

9. Verbalisation of self-script. Student repeats after teacher 3 times in a decreasing volume to encourage sub-vocalisation.
10. Self-preparation (utilizing self-script 1) of new text.
11. Child reads new text and teacher takes a running record.

During steps 1,7,10,11 teacher looks for examples of independent reading action use and acknowledges this on the students Reading Reward Card.

## RESULTS

Accuracy and Rate were pre-tested and post-tested using the Neale Analysis

Neale Analysis

Form 1 – Pretest    Form 2 – Post-test

Student A

Neale Analysis

	RATE		ACCURACY	
	Pretest	Post-test	Pretest	Post-test
Reading Age	6.1	<6.0	6.1	6.0
Age Range	7.8	-	5.6-6.8	5.5 –6.6
Percentile Score	18	11	8	7
Stanine Score	3	1-2	1-2	1-2

Student B

Neale Analysis Form 1

	RATE		ACCURACY	
	Pretest	Post-test	Pretest	Post-test
Reading Age	6.1	<6.0	7.0	6.6
Age Range	7.5	-	6.5-7.7	5.11-7.1
Percentile Score	18	12	20	17
Stanine Score	3	3	3	3

Student C

Neale Analysis

	RATE		ACCURACY	
	Pretest	Post-test	Pretest	Post-test
Reading Age	< 6.0	<6.0	6.2	6.3
Age Range	<7.7	-	5.7-6.9	5.8-6.10
Percentile Score	14	9	10	13
Stanine Score	3	1-2	1-2	3

Student D

Neale Analysis

	RATE		ACCURACY	
	Pretest	Post-test	Pretest	Post-test
Reading Age	7.3	6.5	6.11	6.5
Age Range	5.5-8.11	4.9-8.0	6.4-7.6	5.10-7.0
Percentile Score	36	22	17	16
Stanine Score	4	3	3	3

Students' text level and reading strategy use was assessed using the PM Benchmark Kit 1

An analysis of each child's reading level and actions while reading are recorded in table 1

Student oral language level was assessed using the Record of Oral Language.

<b>Student</b>	<b>ROL Score</b>
Student A	18
Student B	25
Student C	12
Student D	23

**Table 1****READING ACTION RECORDS**

*All texts were based on the reading of 150 words. Texts were aimed at a predicted accuracy rate of 90% on an unseen text.*

**Intervention Student A**

	Date '04	Text Level	Accuracy	Self- corrections	Errors	Preparation before Reading.	Picture Search	Reread	Successful Chunking/ Blending	Substitutions	Unsuccessful Chunking/ Blending	Appeals	Hesitations
Pretest	22-8	16	90%	3	13	No	0	5	3	10	4	3	6
Session 1	25-8	16	80%	1	30	No	0	3	6	20	10	14	4
Session 2	26-8	16	88%	3	17	No	0	5	3	9	1	1	10
Session 3	27-8	16	88%	3	17	Yes	5	2	1	12	0	1	3
Session 4	30-8	16	93.5%	5	10	Yes	5	4	4	4	3	0	7
Session 5	31-8	16	90%	2	14	Yes	4	3	4	9	3	5	7
Session 7	3-9	16	94%	6	9	Yes	3	7	6	7	3	0	7
Session 8	4-9	16	87.5%	4	19	Yes	0	5	6	10	5	1	5
Session 9	7-9	16	80%	1	29	Yes	0	4	4	14	11	8	5
Session 10	9-9	16	87.5%	1	18	Yes	2	6	4	9	5	7	2
Post- test	14-9	16	94%	6	8	Yes	1	7	7	5	3	0	4

**Control Student C**

	Date '04	Text Level	Accuracy	Self- corrections	Errors	Preparation before Reading.	Picture Search	Reread	Successful Chunking/ Blending	Substitutions	Unsuccessful Chunking/ Blending	Appeal s	Hesitations
Pretest	20-8	15	90.5%	0	14	No	0	0	0	8	2	4	1
Post- test	15-9	16	97%	2	4	No	0	0	2	4	0	1	2
		17	83%	8	26	No	0	3	2	21	3	5	1



### Intervention Student B

	Date '04	Text Level	Accuracy	Self- corrections	Errors	Preparation before Reading.	Picture Search	Reread	Successful Chunking/ Blending	Substitutions	Unsuccessful Chunking/ Blending	Appeals	Hesitations
Pretest	20-8	16	91%	2	12	No	0	1	0	10	0	0	2
Session 1	23-8	16	88%	2	18	No	0	4	2	16	4	1	2
Session 2	25-8	17	92%	3	12	Yes	0	4	2	7	5	0	2
Session 3	26-8	17	89.5%	5	16	Yes	2	4	1	8	5	4	8
Session 4	27-8	17	92%	0	12	Yes	3	1	3	7	2	0	1
Session 5	30-8	17	90.5%	5	14	Yes	5	5	1	12	2	3	1
Session 6	31-8	18	94.5%	0	8	Yes	0	5	0	7	0	0	1
Session 8	6-9	19	92%	2	12	Yes	0	6	5	8	2	0	0
Session 9	7-9	20	90.5%	4	14	Yes	3	4	3	11	2	3	1
Session 10	9-9	20	92%	3	12	Yes	2	5	3	5	2	0	2
Post- test	14-9	20	93%	1	10	Yes	0	0	4	7	4	2	1

### Control Student D

	Date '04	Text Level	Accuracy	Self- corrections	Errors	Preparation before Reading.	Picture Search	Reread	Successful Chunking/ Blending	Substitutions	Unsuccessful Chunking/ Blending	Appeals	Hesitations
Pretest	20-8	19	90%	3	15	No	0	1	0	12	3	1	4
Post- test	15-9	19	95%	3	7	No	0	1	1	3	4	0	3
		20	86%	1	19	No	0	0	1	17	1	0	0



Self efficacy was pre-tested and post-tested using a self efficacy survey.

**SELF-EFFICACY SURVEY**

**1. How much do you like the following:**

A, B, C, D = Student Pretest response

**A, b, c, d = Student Post-test response**

	Not at all	Not much	Sometimes	A lot of the time	Always
I enjoy reading by myself at home.			A	B	C D
				a b	c d
I enjoy reading by myself in class.	C		A D		B
		a	c d		b
I enjoy choosing books for reading.		D	C	B	A
			c		a b d
I enjoy being read to in class.				B	A C D
		c	a d		b
I enjoy visiting the school library.					A B C D
					a b c d

**2. Things I can do when I read:**

**(Complete these sentence starters)**

<p><b>a) Before I begin reading I do the following..</b>            Pretest Student A – I get on the seat and I read  <b>Post-test Student A – I read it.</b>            Pretest Student B – Open the book and go to the table.  <b>Post-test Student B – I look at the pictures and make a story.</b>            Pretest Student C – I open the book and read.  <b>Post-test Student C – I read.</b>            Pretest Student D – I open and then read it.  <b>Post-test Student D – I like to look at the pages.</b></p>
<p><b>b) Before I begin reading a question I can ask myself is..</b>            Pretest Student A – This looks like a good book.  <b>Post-test Student A – I wonder what this is</b>            Pretest Student B – Read with expression.  <b>Post-test Student B – Read with fluency.</b>            Pretest Student C – I wonder its good.  <b>Post-test Student C – Look at the picture</b>            Pretest Student D – Very good pictures?  <b>Post-test Student D – I can do it!</b></p>
<p><b>c) When I am reading and come to a word I don't know I..</b>            Pretest Student A – I look at the pictures  <b>Post-test Student A – I Look at the picture.</b>            Pretest Student B – Chunk and stretch it.</p>

<p><b>Post-test Student B – Chunk and blend.</b>          Pretest Student C – I sound it out.  <b>Post-test Student C – I sounding out.</b>          Pretest Student D – I sound it out.  <b>Post-test Student D – I spell it out and I love to read.</b></p>
<p><b>d) When I make mistakes in reading I..</b>          Pretest Student A – I Stretch the word.  <b>Post-test Student A – I re-read it and look at the pictures as I read.</b>          Pretest Student B – Go back to it.  <b>Post-test Student B – Stretch or tell someone near me.</b>          Pretest Student C – I stretch it.  <b>Post-test Student C – I look at the picture.</b>          Pretest Student D – I go over it again and again.  <b>Post-test Student D – I read over it.</b></p>
<p><b>e) When I find words are hard to read I..</b>          Pretest Student A – I read this my favourite book.  <b>Post-test Student A – I tell an adult.</b>          Pretest Student B – Tell the teacher.  <b>Post-test Student B – Tell the teacher.</b>          Pretest Student C – I keep reading.  <b>Post-test Student C – I stretch the word.</b>          Pretest Student D – I will break it up then say it and then keep reading.  <b>Post-test Student D - I go and read it to somebody. Read past it and then read again.</b></p>
<p><b>f) When I am reading something that doesn't make sense I..</b>          Pretest Student A – I Read the story again.  <b>Post-test Student A – I re-read it. I make a picture in my head.</b>          Pretest Student B – Go to a friend.  <b>Post-test Student B – Go back to the start. I will tell an adult.</b>          Pretest Student C – I Tell my friend.  <b>Post-test Student C – I tell the teacher.</b>          Pretest Student D – Read again and again. Ask my mum.  <b>Post-test Student D – I go to my mum.</b></p>

**3. How I feel about reading and my learning:**

<p><b>In this box draw how you feel about reading. In the drawing include, your favorite place to read, who is there? What helps you to read? Include anything that you think it is important.</b>          Pretest Student A – Drew himself happily reading in bed at home.  <b>Post-test Student A – Drew himself happily sitting in his toy room where all his books are.</b>          Pretest Student B – Drew himself happily reading in his bed.  <b>Post-test Student B – Drew himself happily reading in his bed.</b>          Pretest Student C - Drew himself happily reading in his bed.  <b>Post-test Student C – Drew himself happily reading in his bed.</b>          Pretest Student D – Drew himself happily reading at the library.  <b>Post-test Student D - Drew himself happily reading in his bedroom.</b></p>
---

**In this box draw how you feel about learning. In the drawing include, your favourite place to learn, who is there? What helps you to learn? Include anything that you think it is important.**

Pretest Student A – Student drew himself happily leaning art at after school art classes

**Post-test Student A – Student drew himself at the local library leaning about books from librarian during holiday activities.**

Pretest Student B – Drew himself in class learning from his teacher.

**Post-test Student B – Drew himself learning how to skateboard with his dad.**

Pretest Student C – Drew himself learning karate from his Sensei.

**Post-test Student C – Drew himself learning to swim with his dad.**

Pretest Student D – Drew himself learning to ride a skateboard with his dad as the teacher.

**Post-test Student D – Drew his dad teaching him how to ride his bike.**

An analysis of the Neale results indicated that all four children displayed a small decrease in rate and accuracy from the pretest to the post-test. I feel the jump between the reading level of each text was too high in comparison to the reading level of the students being assessed. All four children coped easily with the first text, the second text was hard and the third text extremely difficult. Basing the analysis only on the first text would give an overly positive look at the children's reading ability. I feel that this assessment is not providing a clear picture of the students' abilities.

As the basis of the intervention was the teaching of self-scripts, each of the students' oral language was assessed using the Record of Oral Language. A score of less than 13 indicates that the child will have great difficulty dealing with communication and language based activities. Both the children involved in the intervention displayed adequate oral language for the intervention to be successful. One of the control students had a ROL score of 12 and therefore this strategy may not be appropriate for this child as it relies on the ability of the child to repeat and internalise the self-scripts.

In terms of reading accuracy on text all students showed improvement. The greatest improvement was shown by student B who was involved in the intervention and displayed an ability to maintain accuracy even as the text difficulty increased several levels.

Student A displayed an increase in using a particular strategy on the second day it was presented but this was not maintained when a new strategy was introduced. However there was an increase in the use of each of the observable strategies from the pretest to the post-test. Student A's reading rate was slow on all texts and his reading did not sound 'confident'. Student B internalized each of the strategies as they were introduced and continued to utilise them in his reading. This enabled him to read more difficult text at a consistent accuracy level. Student B's biggest improvement was in his ability to work on words using chunking and blending and in preparing himself to read before beginning the text.

It does need to be noted that all students were also involved in a small group reading session three times a week with the literacy coordinator, which began at the same time as the intervention. These sessions are focusing on the use of reading strategies during reading. All children displayed an overall positive outlook to reading and learning as displayed in the self-efficacy survey. It is interesting to note that the question that showed a more negative response in the post-test compared to the pretest was enjoyment of being read to in class. This may reflect an increased confidence in reading themselves rather than listening to someone else read. More strategy use was mentioned in the survey, by both the control and intervention students, in the post-test compared to the pretest.

## DISCUSSION

The improvement in Student B over the ten session intervention indicates that my prediction that; 'explicit teaching to grade two students of self-scripts to cue strategy use and immediate feedback for independent use improves reading accuracy and self-efficacy for reading', will have substantial benefits for some students.

Student A did not display the same level of improvement as student B. The improvement in Student A was at a similar level to the control group students. An analysis of his strategy use and observations made while reading indicate that Student A is having difficulty at the word level. Many of his substitutions indicated the use of distinctive visual features to attempt words and when he had to work on the whole word he was unable to identify functional letter clusters in words or use analogy. His slow reading rate may also indicate RAN difficulties. Student A displayed the characteristics discussed in the introduction of a student who has difficulty trying more than one strategy in a given situation and persisting with a strategy even when it is not working. He may require a longer exposure to each strategy as improvement was noted in the second session, but use decreased when a new a self-script was introduced. A longer exposure would enable him to internalize the strategy before a new strategy is introduced.

Student B's results also indicate that he is having some difficulty at the word level and further testing and intervention in this area would be warranted.

The results of the self-efficacy survey were surprising considering the teachers felt all four of the students exhibited low self-efficacy for reading and to learning generally. This was based on their reluctance to take risks in learning situations, although the teachers felt that all of the students were happy in the school situation. The fact that all four have experienced a number of interventions (including Reading Recovery) and still feel positive about reading and learning is a reflection on the way their reading difficulties have been managed and supported over the past two years.

Both teachers observed an increase in confidence in the two intervention students when working in reading groups in the classroom setting. This was especially evident in their ability to articulate reading strategies. Student B was able to lead his reading group in the use of some of the strategies. This supports Beckman (2002) who stated that, '*It has been demonstrated that when struggling students are taught strategies and are given ample encouragement, feedback, and opportunities to use them, students improve in their ability to process information, which, in turn, leads to improved learning.*' (Pat Beckman 2002).

The one to one teaching structure used in the first six sessions enabled the teacher to give immediate positive feedback for each independent strategy use observed. Both of the children were motivated by this visual acknowledgement, especially Student A who had the lower perceived self-efficacy. The first 3 self-scripts covering; preparing to read, utilising pictures and re-reading were strategies that the students had been exposed to in their reading development and already used to some degree. The final four lessons covering chunking and blending skills and visualisation worked well in the paired setting as it enabled discussion about the ideas. The students were able to describe their visualisation and listen to someone else's visualisation. Both Students still need more opportunity to verbalise their visualisations as they had not been required to do this in the past and they were more likely to summarise the story rather than describe the picture in their head.

The posters, reading reward cards and reading action cards have been given to the teachers to utilise in the classroom. These will be used within small group reading activities.

Overall, the research project has had a positive impact on the students involved and has supported my prediction. The short nature of the project (10 sessions) is a limiting factor and I recommend a minimum of 5 –10 sessions on each self-script, especially if the strategy is one that the student does not presently use or uses to a limited degree. In addition, the basic structure and resources of the research project would work well as part of the general reading program within guided reading groups.

## REFERENCES / BIBLIOGRAPHY

### Articles

- Beckman, Pat. 2002. Strategy Instruction. *ERIC Digest E638*
- Cole, Jill E. What Motivates Students to Read? Four literacy personalities: a teacher uses qualitative research to discover her students' intrinsic motivation to read. *The Reading teacher*, Dec 2002 v56 i4 p326(11)
- Horner, Sherri L. & Shwery, Craig S. 2002. Becoming an Engaged, Self Regulated Reader. *Theory into Practice*, Spring-Autumn 2002 v41 i2 p102(8)
- McCabe, Patrick D. & Margolis, Howard (2001). Enhancing the Self Efficacy of Struggling Readers. *The Clearing House* Sept 2001 v75 il pg 45

### Tests

- Clay Marie M, Gill Malcolm, Glynn Ted, McNaughton & Salmon Keith. *Record of Oral Language and Biks and Gutches*. Heinemann Publishers 1993.
- Neale M.D. (1998). *Neale Analysis of Reading Ability*: Revised. Melbourne: ACER
- Nelson Thomas, Smith Annette & Randell Beverly (2002). *PM Benchmark Kits 2 – An Assessment Resource for Emergent-12 years*: Nelson Thomson Learning 2002
- Smith Elsie & Smith Annette (2000). *PM Benchmark Kit 1 – An Assessment Resource for Emergent-12 years* : Nelson Thomson Learning 2000





## Appendix

### Flow chart for action research plan

Step	What will be done
Identify the problem to be targeted by the teaching. Describe it as clearly and as specifically as you can	The students lack confidence and do not use a variety of strategies while reading text. Their progress in reading is less than the expected level.
Say what you think is causing the problem from a teaching /intervention perspective.	Low self-efficacy means that the reader does not believe that they will be able to solve the reading problem. Once one strategy is tried, if this is unsuccessful the reading comes to a stop.
Identify possible interventions that you think might work	Rehearsing a self script for reading strategies combined with cued use will lead to greater confidence in attacking reading.
Write your solution as an intervention: say <ul style="list-style-type: none"> <li>• what you, the teacher, will do</li> <li>• what the student will do</li> </ul>	<p>The teacher will prepare self scripts describing a particular reading strategy:</p> <ol style="list-style-type: none"> <li>1. Before I read...</li> <li>2. Looking at the pictures in a story...</li> <li>3. I will reread ...</li> <li>4. I chunk and blend sounds by...</li> <li>5. Before I turn the page...</li> </ol> <p>The teacher will present the strategy and model it's use. The teacher will add a tick to the child's reading card each time they use a taught strategy independently.</p> <p>The student will begin each session by reading an easy text they have read before.</p> <p>The student repeats the self-script after the teacher (9 times during lesson).</p> <p>The student will read the new book from the previous day.</p> <p>The student will reflect on whether they used the self-script during their reading.</p> <p>The student will read a new book at their instructional level and the teacher will take a running record.</p>

<p>Describe how you will contextualise the intervention: how you will</p> <ul style="list-style-type: none"> <li>• apply it in the classroom?</li> <li>• decide when to do it?</li> <li>• scaffold the child's learning?</li> <li>• cue the child to do it?</li> <li>• deal with information load?</li> <li>• pass control to the child?</li> <li>• see what the child already knows?</li> </ul>	<p>The intervention will be taught to two students, both students are from grade two.</p> <p>This intervention will contain 10 teaching sessions. The first 6 lessons (3 self scripts) will be delivered individually. The final 4 lessons (2 self scripts) will be taught to both students together. This will encourage the students to be more independent and parts of the lesson will be done silently e.g. reading Except the final story when the running record is being taken).</p> <p>Each session will last for 30 minutes. 3 sessions will be conducted each week.</p> <p>Each session will follow a set format so that the students become familiar and confident with the structure.</p> <ol style="list-style-type: none"> <li>1. Rereading of an easy text (3 mins)</li> <li>2. Review of previous self script from reading action card (2 mins).</li> <li>3. Verbalisation of self-script. Student repeats after teacher 3 times in a decreasing volume to encourage sub vocalisation. (3 mins)</li> <li>4. Add new self-script to child's reading action card (2mins)</li> <li>5. Teacher models use of self –script using yesterdays new book (3mins).</li> <li>6. Verbalisation of self-script. Student repeats after teacher 3 times in a decreasing volume to encourage sub vocalisation. (1 mins)</li> <li>7. Student reads new book from yesterday (5 mins).</li> <li>8. Reflection on use of self-script during reading (2 mins).</li> <li>9. Verbalisation of self-script. Student repeats after teacher 3 times in a decreasing volume to encourage sub vocalisation. (1 mins)</li> <li>10. Self-preparation of new text (3 mins).</li> <li>11. Child reads new text and teacher takes a running record. (5 mins)</li> </ol>
<p>Describe the steps you will take to control or manage the intervention:</p>	<p>Structure of intervention will remain constant.</p> <p>A running record will be taken at the end of each session on the new book.</p> <p>Students will work in the same session for the last 4 sessions to encourage them to be more independent. During this time, running records will be taken on one child while the other reads silently.</p>
<p>Decide how you will describe the changes in the student's ability, both during the research continues and when it has finished.</p>	<p>The students reading accuracy will be pretested and post tested using the Neale Analysis of Reading ability, a running record (child's instructional level) and self-efficacy questionnaire.</p> <p>The Record of Oral Language will be used to establish base language levels.</p> <p>Running records will be taken at the end of each session and particular attention will be taken to the child's hesitations and appeals as well as independent use of strategies e.g.. self-preparation for reading, re-reading, segmenting and blending sounds, searching behaviours and self-corrections.</p>

<p>Describe your action plan. Note</p> <ul style="list-style-type: none"> <li>• how you will decide where each child is now in terms of your measuring stick.</li> <li>• how you will describe the student's entry level knowledge and ability</li> <li>• what you will look for as each child progresses to the goal</li> <li>• what you will look for</li> <li>• how you will record the changes.</li> </ul>	<p>The pre-tests will be used to establish the child's entry level. The child's progress in terms of reading levels across the year will be used to indicate whether the intervention is having a positive impact in term of reading accuracy at a higher level. This information will also be compared to the children in the control group.</p> <p>Increased levels of interaction with the text will be looked for utilising the running records.</p> <p>A record of the student's responses from step 6 of the session plan will be taken to establish whether the child can re-verbalise the self-script after reading (at an increasing level).</p>
--	---

## LESSON OUTLINE FOR ACTION RESEARCH

### **1. Rereading of an easy text (3 mins)**

Choose an easy text for the child to build confidence and to use a small number of strategies efficiently.

### **2. Review of previous self script from reading card (2mins).**

Ask child if they used strategy/strategies in reread. Add reward/s to reading card for any independent use.

Say self-scripts once after teacher.

### **3. Verbalisation of self-script. Student repeats after teacher 3 times (3 mins).**

Introduce new self-script or review yesterdays self-script. Student repeats after teacher in decreasing volume (to encourage subvocalisation) three times.

### **4. Add self-script to child's reading card (2 mins).**

Add self-script to reading card.

### **5. Teacher models use of self-script using yesterdays new book (3mins).**

Teacher reads story vocalising use of the self-script introduced today (or previous day) as well as one example of previously introduced self-scripts.

### **6. Verbalisation of self-script. Student repeats after teacher 3 times (1 min).**

Student repeats after teacher in decreasing volume (to encourage subvocalisation) three times.

### **7. Student reads new book from yesterday (5 mins).**

Student reads yesterdays new book independently.

### **8. Reflection on use of self-script during reading (2 mins).**

Discuss with student when they used the strategy/ies described in the self-scripts. Add reward/s for any independent use.

### **9. Verbalisation of self-script. Student repeats after teacher 3 times (1 min).**

Student repeats after teacher in decreasing volume (to encourage subvocalisation) three times.

### **10. Self-preparation of new text (3 mins).**

Introduce new book. Utilise self-scripts previously introduced during introduction.

### **11. Child reads new text and teacher takes running record (5 mins).**

Take a running record on the new text as the child reads (150 words).

Add any final rewards to reading card.

## LESSON OUTLINE FOR TEACHING SELF-SCRIPTS

Name	Age	Grade
DOB	Lesson No.	Date

1. Rereading of an easy text (3 mins)
2. Review of previous self script from reading card (2mins).
3. Verbalisation of self-script. Student repeats after teacher 3 times (3 mins).
4. Add self-script to child's reading card (2 mins).
5. Teacher models use of self-script using yesterdays book. (3mins).
6. Verbalisation of self-script. Student repeats after teacher 3 times (1 min).
7. Student completes new book from yesterday (5 mins).
8. Reflection on use of self-script during reading (2 mins).
9. Verbalisation of self-script. Student repeats after teacher 3 times (1 min).
10. Self-preparation of new text (3 mins).
11. Child reads new text and teacher takes running record (5 mins).

Comments





# READING REWARD CARD



Name \_\_\_\_\_

<b>I will look at the front cover and pictures before I read a new story.</b>										

<b>I will look at the pictures as I read.</b>										

<b>I will re-read when my reading stops, slows down or doesn't make sense.</b>										

<b>I will look for things I know before I chunk and blend.</b>										

<b>I will make a picture in my head before I turn the page.</b>										



# READING ACTION CARD



Name \_\_\_\_\_

--

--

--

--

--



**I will look at the front cover and pictures before I read a new story.**

**I will look at the pictures as I read.**

**I will re-read when my reading stops, slows down or doesn't make sense.**

**I will look for things I know before I chunk and blend.**

**I will make a picture in my head before I turn the page.**

To be cut and pasted onto Reading Action Card

**READING ACTION RECORD**

**Name** \_\_\_\_\_

*All texts were assessed on the reading of 150 words. Texts were aimed at a predicted accuracy rate of 90% on an unseen text.*

Date	Text Level	Accuracy	Self-corrections	Errors	Preparation before Reading.	Picture Search	Reread	Substitutions	Successful Chunking/Blending	Unsuccessful Chunking/Blending	Appeals	Hesitations

*Looking at the front cover and the pictures of a new story will help me to know what the story is going to be about.*

**I will look at the front  
cover and pictures  
before I read a new  
story.**

*Looking at the pictures as I read helps me to know what is happening in the story.*

**I will look at the  
pictures as I read.**

*Re-reading helps me to remember what has happened and to have a try at new and hard words.*

**I will re-read when  
my reading stops,  
slows down or  
doesn't make  
sense.**

*Looking for things I know before I chunk and blend sounds helps me to work out new words.*

**I will look for things  
I know before I  
chunk and blend.**

*Making a picture in my head before I turn the page helps me to keep the story in my mind.*

**I will make a picture  
in my head before I  
turn the page.**

**When the story  
doesn't sound right  
I will stop and do  
something.**



This document was created with Win2PDF available at <http://www.daneprairie.com>.  
The unregistered version of Win2PDF is for evaluation or non-commercial use only.