THE RESULTS OF A READING WORK CONFERENCE HELD IN DENVER, COLORADO, IN FEBRUARY 1966, TO DEVELOP GUIDELINES FOR PLANNING AND IMPLEMENTING DIAGNOSTIC READING PROGRAMS, ARE PRESENTED. TOPICS DISCUSSED INCLUDE A DEFINITION OF READING, THE PROCESSES OF READING, THE ROLES OF THE TEACHER, READING CONSULTANT, AND PRINCIPAL, THE RESPONSIBILITY OF THE SCHOOL, PATTERNS OF SUCCESS IN READING CLASSROOM OBSERVATIONS OF PUPILS, THE CAUSES OF READING PROBLEMS, SPECIAL DIAGNOSTIC STUDY, AND RECOMMENDATIONS FOR TEACHERS. CHECKLIST RECORDS OF CLASSROOM OBSERVATION OF PUPILS' READING DURING ORAL REPORTS, ORAL READING AND GROUP INSTRUCTION PERIODES, DRAMATIZATION OF STORIES, SILENT READING SITUATION, AND LISTENING TO A STORY READ ALOUD ARE INCLUDED IN ADDITION TO A SCHOOL RECORD DATA SHEET AND A TEACHER REPORT OF OBSERVATIONS. CONFERENCE PARTICIPANTS ARE LISTED ALONG WITH A SELECTED BIBLIOGRAPHY ON THE TEACHING OF READING. (LS)
DESIGN FOR DEVELOPING
COLORADO READING PROGRAMS.

COLORADO STATE DEPARTMENT OF EDUCATION
Byron W. Hansford, Commissioner of Education
Denver, 1966
DESIGN FOR DEVELOPING
COLORADO READING PROGRAMS

Reading Problems: Diagnosis and Instruction

Presenting the results of an Invitational Reading Work Conference
Held in Denver, Colorado, February 20-23, 1966
Sponsored by the Colorado State Department of Education
Supported by funds from Titles I and II
Elementary and Secondary Education Act of 1965

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Denver, Colorado
March 1966
INTRODUCTION

Titles I and II of the Elementary and Secondary Education Act of 1965 have enabled many Colorado schools to implement comprehensive remedial reading programs. The purpose of this booklet is to suggest guidelines for examining existing curricula and establishing new reading programs. A comprehensive reading program necessitates more than purchasing materials and assigning teachers and students to special classes. The crux of a remedial reading program is continuous diagnostic teaching by the regular classroom teacher in conjunction with additional and specialised services of school and community personnel.

To further develop the concept of diagnostic teaching by the classroom teacher, a state-wide invitational conference was held. Participants included representatives from public schools, private schools, and the State colleges of Colorado. State and national consultants in reading and related problems prompted the group to study the many facets of a modern reading program. The charge to the conference was to develop guidelines for planning and implementing reading programs which would go beyond the symptoms and deal with the causes of reading problems.

The conference was planned by:

Lois H. Roth, Director
Fred A. Arguello
Robert F. Cheuvront
Fred E. Holmes
Arthur P. Ludka
Gerald F. Ulrich
Ward M. Vining
ACKNOWLEDGEMENTS

The conference consultants contributed to the preparation of this booklet. Although Dr. Ruth Strang was unable to act as a conference observer because of illness, her presence was felt through the distribution of specially prepared conference materials. Her published works served as an additional resource. Dr. Bill Martin, Jr. has permitted the use of illustrations taken from his Sounds of Language Readers. Dr. Emerald V. Dechant, Dr. Jack C. Westman, Dr. Nicholas Silvaroli, and Dr. Donald E. Carlin were valuable contributors to the conference. Each conference consultant edited the first draft of the booklet. Their suggestions have been incorporated in this preliminary report.

Conference discussion leaders and participants have agreed to make themselves available as consultants for future school, district, or regional meetings. Individual arrangements can be made to the mutual satisfaction of the consultant and the appropriate school personnel.

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Searching for self-direction...
Enjoying pictures and print...
Appreciating the sounds of the language...
Discovering how language works...
Creating meaning in pictures and print...
Relating the sounds to the sight of sentences...
Relating symbols to experience...
Comprehending the literal meaning of the sentences...
Interpreting between the lines and beyond the lines...
Maturing in a process that is never completed...
Linking reading to precise expression...

...To read is the heritage of all children. To read, children must have the sounds of language ringing in their ears. The classroom teacher is the key to reading success.
The Reading Task...

If reading is believed to be:

- a visual task
- word recognition
- comprehending the meaning of the selection
- interpreting between the lines and beyond the lines
- a source of personal development resulting from the quality of the experience

Then some actions are likely to be:

- visual screening and using eye-control equipment
- developing auditory and visual discrimination, pronouncing unfamiliar words and checking their meanings
- observing how children read, and testing for comprehension
- checking for premises, intent, generalizations, mood, and inferences
- observing, and reacting toward the student; interviewing, testing, interpreting, and synthesizing diagnostic data; awakening and nurturing aesthetic responses

...The only continuity of skill development that is practical is the continuity a child himself selects from the abundant possibilities provided by the teacher.
A Complicated Process of Association and Assimilation...

In responding to his total surroundings the child intuitively draws conclusions about how language works.

Confronted by formal teaching methods, children vary in their ability to respond. They have their best chance to learn when their own intuitive insights are awakened and enhanced.

The path to reading improvement demands an understanding of both the reader and the reading process.
WHAT IS A BALANCED READING PROGRAM?

A Child's View

...The reception and expression of ideas can be interwoven by activities which create a harmony of experience that involves the author-speaker and the reader-listener.

...The precise usage of communication skills matures as opportunities for constant interaction are provided.
The Teacher's Role

Teachers become sensitive to the student's personal development--

By understanding that methodology is basically a matter of communicating—the teacher with the student and the student with the teacher.

By being thoroughly familiar with language objectives and with many ways to realize them.

By avoiding the assumption that skills are separate entities which must be taught in a rigid order.

By observing the development of skills even when the student is not engaged in a skill-building lesson.

By providing successful and therefore enjoyable language experiences which convey the teacher's genuine concern and respect for the pupil as a person.

By allowing time for pupils to reflect upon and discover the adventure and vitality of the world of literature.

By discussing additional materials and techniques with the reading teacher-consultant.

By recognizing that a referral to the reading teacher-consultant provides an opportunity to discover what contributes to and interferes with reading progress.

By teaching always diagnostically and taking the necessary remedial steps when difficulties are first discovered.

...Teaching reading in every classroom in every subject is the foundation of a successful reading program.
The Reading Teacher-Consultant's Role

To discover how individual children learn.

To confer with teachers about individual students.

To reawaken young people's curiosity about language.

To encourage the able reader to increase his reading potential.

To obtain specialized assistance for unusually severe corrective cases.

To recommend materials and demonstrate methods for teaching reading skills.

To teach small groups of children, and individuals, according to their needs.

To avoid prolonged diagnosis which may intensify the child's feelings of failure.

...A number of children will benefit from planned instruction outside of the classroom in a more therapeutic situation in which the climate is more personalized.

...This special climate provides an opportunity for the pupil to assert himself in his own way.
The Principal's Role

To involve teachers in planning
To staff reading teacher-consultants
To understand the reading process
To provide retraining opportunities
To involve teachers in planning
To enhance the potential of the staff
To provide appropriate materials
To staff an up-to-date library
To implement flexible programs
To utilize specialized services
To provide retraining opportunities
To provide retraining opportunities

Teachers need preparation and experience in combining diagnosis with instruction.
An Administrative View of a Balanced Reading Program

The school's responsibility for teaching reading begins and continues in the classroom supplemented by additional and specialized help.
Success in reading builds more success.

Patterns of success are noted when a child...

- enjoys listening to the story "talking" to him
- stops listening in order to reflect upon the meaning of passages which catch his fancy
- hears the sentences read often enough that he repeats the sentences
- repeats patterns of words tied together by a sentence sound which makes sense to him
- elects to explore the page of print in an effort to make sense out of it
- matches the print to the sentences and to the words he has heard
- demonstrates his discovery of a variety of techniques for unraveling meaning in print
- knows his strengths and weaknesses, and has developed personalized learning strategies
- approaches reading confidently and expectantly

...Reading to children prompts them to learn to read in the same natural way they learned to speak.
Classroom Observations

Classroom observations should be interpreted in conjunction with interviews, intelligence tests, and other data.

Referral implies additional help for the classroom teacher and the child.

Observations of the child may tell more about the teacher than about the student.

The child who is disheartened by frequent failure needs a fresh approach to reading.

The reading teacher-consultant stands ready to cooperate with the teacher to develop learning experiences that are particularly appropriate for each child.

...For all children the classroom teacher constantly interweaves diagnosis and instruction.

...For some children additional insight is gained through the assistance of consultants and specialists.
CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING

Name ___________________________ Grade ___________________________ Teacher ___________________________ Pupil ___________________________

Directions: Tally significant observations day by day. Space at bottom of each situation can be used for noting specific errors, interpretation, general impression, evidence of progress, and recommendations.

I. When Giving Oral Reports

Vocabulary

Rich
Words mispronounced
Meager
Meaningful

Speech

Distinct, clear enunciation
Inaudible
Stuttering
Incorrect sounds
Monotonous
Expressive

Language patterns

Complete sentences
Simple sentences
Complex sentences
Good organization
Repetition of ideas
Interpretation of ideas
Imaginative

Insights

_________________________ ___________________________

_________________________ ___________________________

_________________________ ___________________________

_________________________ ___________________________

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## Checklist Record of Classroom Observations on Pupil's Reading (Continued)

### I. When Giving Oral Reports

<table>
<thead>
<tr>
<th>Interests</th>
<th>Reactions of peers</th>
<th>Emotional factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads at home</td>
<td>____ Interested</td>
<td>____ Poised</td>
</tr>
<tr>
<td>Uses library</td>
<td>____ Uninterested</td>
<td>____ Relaxed and</td>
</tr>
<tr>
<td>Has own library</td>
<td>____ Sympathetic</td>
<td>happy</td>
</tr>
<tr>
<td>Special collections</td>
<td>____ Friendly</td>
<td>____ Tense and</td>
</tr>
<tr>
<td>Sports</td>
<td>____ Critical</td>
<td>anxious</td>
</tr>
<tr>
<td>Trips with family</td>
<td>____ Hostile</td>
<td>____ Self-confident</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>____ Shy and</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td>embarrassed</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>____ Antagonistic</td>
</tr>
<tr>
<td>Shop</td>
<td></td>
<td>____ Unhappy</td>
</tr>
</tbody>
</table>

### Insights

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-
## CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

### II. Oral Reading and Group Instruction Periods

<table>
<thead>
<tr>
<th>Word recognition skills</th>
<th>Comprehension</th>
<th>Peer relationships</th>
<th>Location of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic sight vocabulary</td>
<td>Answers factual questions correctly</td>
<td>Gets along well with girls</td>
<td>Uses index</td>
</tr>
<tr>
<td>Tries to sound words</td>
<td>Gives main ideas</td>
<td>Gets along well with boys</td>
<td>Uses table of contents</td>
</tr>
<tr>
<td>Tries to pronounce by syllables</td>
<td>Tells whole story accurately</td>
<td>Respects others</td>
<td>Uses dictionary</td>
</tr>
<tr>
<td>Tries to analyze structure</td>
<td>Draws conclusions</td>
<td>Disturbs others</td>
<td>Uses maps</td>
</tr>
<tr>
<td>Substitutes another word</td>
<td>Makes generalizations</td>
<td>Works alone only</td>
<td>Uses diagrams</td>
</tr>
<tr>
<td>Makes wild guess</td>
<td>Follows directions</td>
<td>Works well with one other child</td>
<td>Uses encyclopedia</td>
</tr>
<tr>
<td>Reverses letters</td>
<td>Gives sensible reasons on thought questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reverses words</td>
<td>Gives fantastic, irrelevant reasons on thought questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reverses phrases</td>
<td>Relates reading to experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses context clues</td>
<td>Unable to relate reading and experiences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Insights**

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CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

III. Dramatization of Stories

Reading skills

- Reads with expression
- Interprets behavior of character accurately
- Shows little understanding of character
- Interprets sequence accurately
- Reads too slowly
- Reads too rapidly

Personal development

- Poised
- Relates characters and story to own experience
- Interest evident
- No interest
- Shy, ill at ease

Insights


IV. Silent Reading Situation (Free-choice Reading or Library Time)

<table>
<thead>
<tr>
<th>Location of material</th>
<th>Attitude toward reading</th>
<th>Reading level</th>
<th>Physical factors</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finds suitable book</td>
<td>Engrossed in book</td>
<td>Primer</td>
<td>Holds book up</td>
<td>Animals</td>
</tr>
<tr>
<td>quickly</td>
<td>Enjoyment evident</td>
<td>First</td>
<td>Holds book close to face</td>
<td>People</td>
</tr>
<tr>
<td></td>
<td>Independent</td>
<td>Second</td>
<td>Lip movements</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Dependent upon others</td>
<td>Third</td>
<td>Squints</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fourth</td>
<td>Blinks eyes</td>
<td>Adventure</td>
</tr>
<tr>
<td>Uses library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>classification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV. Silent Reading Situation (Free-choice Reading or Library Time)

<table>
<thead>
<tr>
<th>Location of material</th>
<th>Attitude toward reading</th>
<th>Reading level</th>
<th>Physical factors</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses table of contents</td>
<td>Uninterested, resists or avoids reading</td>
<td>Fifth</td>
<td>Eyes red or watery</td>
<td>Fairy tales</td>
</tr>
<tr>
<td>Takes useful notes</td>
<td>Easily distracted</td>
<td>Sixth</td>
<td>Complains of headaches</td>
<td>Sports</td>
</tr>
<tr>
<td>Selects too advanced books</td>
<td>Other</td>
<td>Seventh</td>
<td>Complains of dizziness</td>
<td>Art</td>
</tr>
<tr>
<td>Unable to find any book of interest to him</td>
<td></td>
<td>Other</td>
<td></td>
<td>Music</td>
</tr>
</tbody>
</table>

V. Listening to Story Read Aloud

<table>
<thead>
<tr>
<th>Interest</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens attentively</td>
<td>Evident appreciation of story--talks about it</td>
</tr>
<tr>
<td>Listens part of time</td>
<td>Asks related questions</td>
</tr>
<tr>
<td>Easily distracted</td>
<td>Responds to humor and excitement</td>
</tr>
<tr>
<td>Restless and preoccupied</td>
<td>Answers factual questions</td>
</tr>
</tbody>
</table>

Insights
## SCHOOL RECORD DATA

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Birthdate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO. DAY YEAR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Age</th>
<th>Grade</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Academic Progress
- List last year's final marks, grades repeated, comments on file by former teachers. (Use back of sheet, if more space is needed.)

### Attendance Record
- Number of days absent for each grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Days Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>6 7 8</td>
</tr>
</tbody>
</table>

### Health (check with school nurse)
- List physical infirmities, accidents, and severe illnesses noted in school record.

### Standardized Tests
- Include all test results available—intelligence tests, achievement tests, etc.

<table>
<thead>
<tr>
<th>Date Given</th>
<th>Name of Test</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signed ____________________________

Date of report ________________ 19

Position ____________________________

- 16 -
TEACHER REPORT OF OBSERVATIONS

Student's Name __________________________ Age _______ Grade _______

Please check the appropriate phrases on the basis of your observations. Feel free to add any comments in the space at the right.

When faced with a difficult task, does he
___ withdraw from the situation
___ face the problem intelligently
___ act impulsively

In his relations with other children, do you find that he
___ generally avoids leadership
___ Usually seeks to lead
___ at times he either leads or follows

Is he usually
___ emotionally calm
___ apathetic
___ excitable

With reference to authority, is he
___ over dependent
___ accepting
___ resistant

In the classroom do you find him to be
___ quiet
___ normally communicative
___ very talkative

When faced with a problem, is he
___ reasonably persistent
___ easily discouraged
___ blindly aggressive

In his play activity does he generally associate with
___ younger children
___ older children
___ children his own age

In his relations with other children, do you consider him to be
___ shy and bashful
___ responsive
___ bold and aggressive

Regarding health, is he
___ usually healthy
___ minor complaints (e.g. headache, etc.)
___ usually ill--poor health

During instruction, he
___ concentrates
___ is usually attentive
___ daydreams
SUMMARY OF OBSERVATIONS

1. What is this student's academic problem as you see it?

2. In what areas have you observed this student to show the most ability? Please give specific examples if possible.
   Academic
   Other

3. In what areas has this student shown unusual interest?

4. Briefly describe the child's classroom behavior.

Additional comments:

...A year end summary of the child's progress should be passed along to the next year's teacher.

- 18 -
The student's reading problems
while sometimes the result of a simple cause
are more often the result of a complex of causes...

WHAT ARE THE CAUSES OF READING PROBLEMS?
Special Diagnostic Study

For further study teachers and reading teacher-consultants work in conjunction with the specialized team to collect and synthesize the diagnostic data.

Such an analysis would include:

1. Identifying data
2. Scores of tests administered
3. Interviews with parents and with students
4. Significance of test results
5. Prognosis
6. Recommendations

...See details of outline in Ruth Strang's book, Diagnostic Teaching of Reading, pp. 280-81
Recommendations:

Teach reading throughout all grade levels.

Prepare all teachers more thoroughly to teach reading diagnostically.

Build reading programs to meet local needs.

Initiate and maintain in-service activities for updating teachers and administrators.

Develop reading resource centers throughout the state.

Provide courses of preparation and standards of certification for reading teacher-consultants.

Make available a large supply of attractive trade books.

Permit self-selection of reading materials.

Keep libraries up-to-date with adequately prepared staff.

Select mechanical devices in keeping with the needs of the program.
SELECTED BIBLIOGRAPHY


SELECTED BIBLIOGRAPHY (Continued)


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