THE EFFECTS OF A TUTORING PROGRAM USING
RETIREDPERSONSASTUTORS

A project submitted in partial satisfaction of the
requirements for the degree of Master of Arts in
Education
by
Linda Brooks Pursell

December, 1973
The project of Linda Brooks Pursell is approved:

____________________________________
Committee Chairman

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
December, 1973
DEDICATION

This project is dedicated to the writer's loving husband.

L.B.P.
ACKNOWLEDGMENTS

The writer takes great pleasure in acknowledging several wonderful people who gave their love, time and energies in support of this project.

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PREFACE

The purpose of the present study was to determine the effects of a tutoring program, involving retired persons as tutors and second and third graders as tutees, on the attitudes of the tutors and the tutees toward the program and toward each other. A second purpose was to determine whether such a program would affect the tutees' attitudes toward reading as well as develop their sight word vocabulary skills.

Chapters One, Two and Three of this paper represent the intentions and original form of the study. However, due to a lack of willingness on the part of the retired persons contacted to become involved in the program, it was not possible to carry out the original design. Therefore, Chapters Four and Five will report what actually happened during the study.

The author felt justified in making this change for several reasons. First, the preparation of the tutoring packets for use in the school where the study was conducted was the primary concern of the author. The use of these packets was secondary. Second, while this study reports only three cases using retired persons as tutors, the
tutoring materials were being used by approximately ten
nonretired persons during the same time. Third, the author
felt it worthwhile to pursue the study with any number of
tutors, since the school where the study was conducted has
great difficulty obtaining volunteer workers.
ABSTRACT

THE EFFECT OF A TUTORING PROGRAM USING RETIRED PERSONS AS TUTORS

by

Linda Brooks Pursell

Master of Arts in Education

December, 1973

The purpose of this study was to determine the effects of a tutoring program, involving retired persons as tutors and second and third graders as tutees, on the attitudes of the tutors and the tutees toward the program and toward each other. A second purpose was to determine whether such a program would affect the tutees' attitudes toward reading as well as develop their sight word vocabulary skills.

There were two main aspects to this project. The first was the preparation of tutoring materials packets to be used by retired persons in tutoring second and third graders in reading. These packets contained tutoring guides, drill materials, games, plans to be used during each tutoring session and additional activities. The second aspect was the utilization of these packets during sixteen hours
of tutoring. The study was designed to involve at least thirty tutor-tutee pairs. However, due to an unwillingness on the part of retired persons to become involved, the final project resulted in only three working pairs.

A Pretest-Posttest design was employed. Tutors and tutees were administered the semantic differential on the concepts tutoring and self. Tutors were administered the semantic differential on the concept children and tutees were given the semantic differential on the concepts reading and retired persons.

The small number of subjects prohibited the author from making any conclusions based on the study. However, the posttests for both tutors and tutees showed more positive attitudes than the pretests. In addition to this the three tutees all made significant gains in their sight word vocabulary skills.
CHAPTER I
STATEMENT OF THE PROBLEM

The purpose of the present study was to investigate the effects of a tutoring program, involving retired persons as tutors and second and third graders as tutees, on the attitudes of the tutors and the tutees toward the program and toward each other. A second purpose was to determine whether such a program would affect the tutees' attitudes toward reading as well as develop their sight word vocabulary skills.

RATIONALE FOR THE STUDY

The present study was conducted because the author had been made aware of the number of children in elementary school in need of special help in reading. The author was also aware of the difficulty in recruiting lay volunteers as tutors at some schools because of the large number of families where both parents were employed outside the home or where there was only one parent in the home. A retirement apartment, opening adjacent to such a school, appeared to be an excellent source for tutor recruitment.
Arthur (1946) stated that elderly tutors can be used to great advantage for children who can learn by ordinary methods but who need to be allowed to go at their own rate, usually a slower one. Although this was stated twenty-seven years ago, the present researcher has found no reports of empirical studies using elderly persons as tutors. Therefore, it appeared that this was an area in need of further investigation.

Criscuolo (1971) reported that Walter W. Straley, a past chairman of the National Reading Council, stated, "We need ten million tutors by the end of the 1970's since there are millions of elementary school pupils, as well as a portion of our adult population, in urgent need of reading remediation." The retired in our communities seemed an excellent source from which to recruit these needed tutors for children, as Arthur (1946) had earlier stated that many exceptional children had responded to the gentle, kindly, unhurried teaching by elderly tutors who were sensitive to the emotional needs of the children and eager to help them.

STATEMENT OF ASSUMPTIONS

The following assumptions were made for this study. These are based on material found in Early Reading Assistance, a Reading Tutorial Program (1968).
1. A child with reading problems needs special attention in a non-competitive setting.

2. A child with reading problems can be identified in school by using formal and informal tests and given help.

3. Additional personnel would be needed to provide this help and reading experts are not available.

4. Retired persons can be trained to provide this help within the present educational structure.

5. A one-to-one relationship between the tutor and tutee is the key to a successful tutoring program.

DEFINITION OF TERMS

The following definitions were used for the present study:

Attitude: Oppenheim (1966) stated that an attitude is a state of readiness to act or react in a certain manner when confronted with certain stimuli. Edwards (1957) stated that based on work done by Thurstone that attitude is the degree of positive or negative affect associated with a psychological object. Osgood stated that "attitudes are learned and implicit--they are inferred states of the organism that are presumably acquired in much the same manner that other such internal learned activity is acquired. Further, they are predispositions to respond, but are distinguished from other such states of readiness in that they predispose toward an evaluative response."
Thus attitudes are referred to as 'tendencies of approach or avoidance,' or as 'favorable or unfavorable,' and so on." (Osgood et al., 1957, p. 189).

Retiree (elderly person): This was a person who was fifty-five years of age or older, who had withdrawn from his primary work.

Semantic Differential: The semantic differential is a rating scale instrument designed by Charles Osgood, which can be used to measure attitudes. Subjects are asked to mark one of seven positions along a continuum between a pair of bi-polar adjectives which represent positive and negative aspects of what they are assessing. Kerlinger (1964) suggested using a five point scale for younger children.

Sight Words: The sight words used in this study were taken from E. W. Dolch's list of ninety-five nouns and two-hundred-twenty most commonly used words. A sight word is a word that a child can instantly identify and pronounce when it is shown to him.

Tutee: A tutee was a second or third grade child who was receiving special help in reading from a retired person.

Tutor: A tutor was a retired person who had been trained in methods of teaching sight words and instructed a second or third grader in sight word vocabulary.
Tutor training: Tutor training consisted of two meetings during which tutors learned about and discussed: 1) the function of a tutor, 2) the nature of a tutee, 3) ways of establishing positive relationships with tutees, 4) the purposes of the program, and 5) specific techniques for teaching sight words and working with various Dolch materials.

LIMITATIONS

Tutees were limited to second and third graders who were in the first, second or third stanine on the Cooperative Primary Reading Test and were unable to sight read the first fifty Dolch sentences. The tutees were limited to those children who did not constitute major discipline problems.

The tutors were limited to retired persons. Tutors were men and women who were physically capable of engaging in activity outside their homes for at least a one hour period two days a week.

Tutoring was limited to sight reading and concentrated on the development of sight vocabulary.

The success of the program was judged by the attitudes of tutees and tutors toward the program and each other as well as by improvement in sight word vocabulary skills for the tutees. The success of the program was further judged by the attitudes of the tutees toward reading.
The purpose of the present study was to determine the effects of a tutoring program involving retired persons as tutors and second and third graders as tutees on the attitudes of the tutors and the tutees toward the program and toward each other. A second purpose was to determine whether such a program would affect the tutees' attitudes toward reading as well as develop their sight word vocabulary skills.
CHAPTER II

REVIEW OF THE LITERATURE

The purpose of the present study was to investigate the effects of a tutoring program, involving retired persons as tutors and second and third graders as tutees, on the attitudes of the tutors and tutees toward the program and toward each other. A second purpose was to determine whether such a program would affect the tutees' attitude toward reading as well as develop their sight word vocabulary skills.

This chapter contains a review of the literature used by the present author for this study. The literature used fell into four main categories: 1) the attitudes of children toward elderly people, 2) the attitudes of elderly people toward children, 3) tutoring and tutoring programs, and 4) methods of measuring attitudes.

The Attitudes of Children Toward Elderly People. The nature of the present study required that the author deal with the question of how children react to elderly people. An extensive survey of the literature failed to uncover anything which pertained specifically to this type
of tutoring program. It also uncovered little relating to children's attitudes toward the elderly.

Professor Urie Bronfenbrenner, a child psychologist and sociologist stated, "Children in America today are systematically programmed out of the lives of adults." It is rare for the lives of children to come into meaningful contact with adults. For this reason children grow up out of touch with adults and by the time they become young adults they have turned off older people as too unconcerned to even bother to talk them (Peters, 1971, p. 380). This study was concerned with creating meaningful contact between children and adults.

Schamber (April, 1972) reported an experiment that indicated children have some fears about meeting elderly persons, but that these fears disappeared after the first meeting. He refers specifically to one girl, "Before I met my grandparent, I was really sort of frightened, but after I met her, I stopped being afraid. It wasn't hard to talk to her at all."

The Attitudes of Elderly People Toward Children. The present investigator found few studies related specifically to how retired persons view children. However, secondary sources such as letters and short articles written by retirees indicated that they are quite interested in being with and being of service to children. Moore and Streib (1959) found that a considerable number of
retirees find a new meaning to life in helping others. The feeling of having others depend on them for some comfort or satisfaction which would not otherwise be received was a good replacement for any sense of loss in importance encountered by separation from their jobs. They found that much pleasure was derived from providing play equipment and supervising play areas for young children in their neighborhoods.

Work provides four basic things; 1) a feeling of being important and of use to the community, 2) status, 3) companionship, and 4) routine (Wright, 1968). Wright further stated that the status and security of a retired person depend on him finding a role which will be as satisfactory as the role that he had at work but which can be occupied equally well in retirement. A tutoring program such as described in this paper may provide this role for retired persons.

Rosow (1967) reported a study in which retired persons were asked if they would like to have more contact with children. The response was as follows.

<table>
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<tr>
<th>Children are Seen</th>
<th>Would Like More Contact with Children</th>
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<tr>
<td>1. More than once a week</td>
<td>30%</td>
</tr>
<tr>
<td>2. Weekly</td>
<td>38%</td>
</tr>
<tr>
<td>3. Couple times a month</td>
<td>55%</td>
</tr>
<tr>
<td>4. Monthly</td>
<td>63%</td>
</tr>
<tr>
<td>5. Less often</td>
<td>82%</td>
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</table>
Tutoring and Tutoring Programs. Arthur made the point in *Tutoring as Therapy* that most tutors are eager to work under direct supervision which brings prompt results rather than stumbling along on their own. For this reason preservice training sessions were held to help each tutor become familiar with his role as a tutor and with tutoring techniques.

The use of volunteers in education has become an accepted reality, but much of this volunteer effort has been utilized in roles such as library aids, clerical help, and playground supervision. Program for Action by Citizens in Education (1968) reported that prior to 1968 the use of volunteers trained and supervised for a specific educational task had not been widespread. This investigator previously noted an expressed need for ten million tutors by the end of the 1970's. PACE (1968) stated that, "Every community has a vast untapped supply of capable, resourceful and talented citizens who could contribute much to education. The retired teacher or businessman...have a common bond, the desire to give and the need to be needed." (p. 5) Studies showed that many children need special help which can be given in a tutoring situation.

The present investigator is doing further research on various tutoring programs and their effectiveness. Many researchers claim success in tutoring programs involving children tutoring children. Robertson (1971)
determined the effects of an intergrade tutoring experience on the attitudes of fifth-grade tutors. He also determined the effects of the tutoring experience on the reading achievement of the fifth-grade tutors. He found that the tutors developed significantly more positive attitudes toward reading, teachers and self than did the control group who did not tutor or the group who was not trained to tutor. However, the fifth-grade student tutors did not attain significantly different reading achievement scores. There have been few studies reporting the effects of adults other than teachers tutoring children. The PACE group reported that their program utilizing volunteers who were primarily housewives was very successful after two years of operation. They used subjective data in the form of questionnaires which were returned by principals, teachers and tutors. The program encompassed eighty-six children and tutors. It was felt that eighty-two percent of the children improved in word knowledge which was the aspect stressed by the program. Oral reading improvement was noted in eighty-three percent of the children. Comprehension improvements were noted in sixty-eight percent of the children, and one hundred percent of the teachers were sure that the children were eager for their tutoring sessions. Of the tutors, one hundred percent felt that the experience was one of the most rewarding they had encountered.
Methods of Measuring Attitudes. Remmers (1954) said that certain assumptions must be made in order to measure attitudes; that attitudes are measurable, that they vary along a linear continuum, and that measurable attitudes are common to the group being studied—they are held by many people. Shaw and Wright (1967) stated that attitudes are learned through interaction with social objects and in social events or situations. Since attitudes are learned, it is possible to further change them through thinking, inhibition, extinction and fatigue.

Shaw and Wright further stated that attitudes vary in the degree to which they can be verbalized which in part makes it necessary to measure them indirectly. In addition to this, direct questioning has the disadvantage of many individuals being reluctant to give their feelings public expression. Oppenhein (1966) noted that a researcher must always make allowance for the possibility that the attitude he wishes to study or affect may simply not be present in his sample.

Shaw and Wright (1967) stated that the most frequently used methods of measuring attitude require that subjects indicate their agreement or disagreement with a set of statements about a given object. These statements generally attribute to the objects characteristics that are positively or negatively evaluated. Statements are rarely neutral.
Eugenia Scharf (Oct., 1971) discussed several types of scaling instruments. She stated that essay questions are simple to construct and can elicit a wide range of responses but they are difficult to quantify in any reliable way. She felt that multiple choice and standard scaling-type items for attitude measurement are usually transparent so that the validity of the responses is questionable. The forced-choice is more opaque and thus masks the intent of the test, but it is generally inappropriate for young children.

Scharf felt that the semantic differential developed by Osgood possessed the required properties of simplicity of format, content and scoring, opaqueness regarding the "appropriate" responses and sensitivity to the degrees of attitudinal intensity. It can also be generalized to a variety of attitudinal factors and can be adapted to correlational studies. Osgood (1963) felt that the semantic differential had the required qualities of 1) objectivity, 2) reliability, 3) validity, 4) sensitivity, and 5) comparability. Shaw and Wright (1967) found reliabilities ranging from .83 to .91 using a test-retest method of five items.

The present study was concerned with evaluating attitudes among tutors and tutees in a reading program, using retired persons as tutors and second and third grade children as tutees. The research indicated that these two
groups of people would work well together, that tutoring would be a pleasant experience for both, that attitudes of both groups toward each other and toward the program would be measurable, and that the semantic differential was the most appropriate instrument for attitudinal measurement for the purposes of the present study.
CHAPTER III

RESEARCH DESIGN AND METHOD

The present study was designed to investigate the effects of a tutoring program, involving retired persons as tutors and second and third graders as tutees, on the attitudes of the tutors and the tutees toward the program and toward each other. A second purpose was to determine whether such a program would affect the tutees' attitudes toward reading as well as develop their sight word vocabulary skills.

This chapter will further refine the study and present the specifics of populations, methodology and instruments.

Sample

The population for the present study was projected to be thirty second and third graders enrolled in three second grade classes and three third grade classes at Liggett Street Elementary School, a school in the Los Angeles City School District. The tutors were projected to be thirty retired men and women residing in a retirement apartment adjacent to the school.
Due to an unwillingness on the part of retirees to become involved, there was a drastic change in population. The study was conducted with two second graders and one third grader from three classes at Liggett Street Elementary School. The tutor population included one women from the neighboring retirement apartment and two women from an apartment some distance away.

Research Design

A Single Group Pretest-Posttest design was employed for both the tutors and tutees involved in this study.

The tutors were pretested, given training in tutoring, worked with their tutors a total of sixteen hours and were posttested. The tutees were pretested, tutored for sixteen hours, and posttested.

Research Instruments

Initial screening of prospective tutees was accomplished by using the Cooperative Primary Reading Test form 12A for second graders and form 23A for third graders. Those children scoring in the first, second or third stanine on one of these tests were considered for tutoring.

Gains in sight word vocabulary skills were assessed by using fifty of the one hundred twenty-five Dolch sentences. Only the first fifty sentences were used, because these represent the sight vocabulary words which should be known by second and third graders. The same
sentences were used as a pretest and posttest. These sentences were composed of words taken from Dolch's list of the two hundred twenty most commonly used words (see appendices C and D).

Glennon Rowell's Attitude Scale for Reading (appendix C) was filled out by each tutee's teacher prior to and at the conclusion of the tutoring sessions. Using the scale an observer marks one of five positions on a linear scale from positive to negative which shows the subject's overt behavior in respect to reading.

The semantic differential relating to the concepts: 1) tutoring, 2) children and 3) self was administered to the tutors before and after the tutoring experience to assess attitudes. The tutees were administered the semantic differential relating the concepts: 1) older people, 2) reading, 3) being tutored and 4) self at the initiation and conclusion of the tutoring program. The semantic differential was originated by Charles E. Osgood as a result of his research in experimental semantics. Subjects are asked to mark a point on a continuum between a pair of bi-polar adjectives which reflects their attitudes about a given concept. For this study tutors were asked to mark a seven point scale and tutees were asked to mark a five point scale. Using the semantic differential, a subject's attitude toward a given concept can be quantified.
Tutor Training Procedures

The tutors were trained in two two-hour sessions. These sessions were conducted by the author. During these sessions the role of a tutor, the nature of a tutee and specific ways of tutoring in sight word vocabulary skills were discussed. The tutors were instructed on how to use the materials given to them in a tutoring packet. This instruction consisted of role playing where they used the materials with each other. Specifically, instruction was given on how to use the tachistoscopic materials, how to play each game in the tutoring packet, how to help the tutee use the puzzle book, and how to write a dictated story. During the session on story writing, the need to teach the manuscript alphabet arose and was met.

In addition to working on specific tutoring skills and the general nature of a tutee, each tutor was given a profile on their tutee. This profile contained information regarding specific problems, interests, family, health, and a list of appropriate books for the tutee to read during the tutoring sessions.

Time Schedule

The present study was conducted during the Fall semester of the 1972-73 school year. The schedule follows:

1. August 1--initial meeting with Panorama City Golden Age Club to recruit tutors.
2. September 18-22--tutoring handbook completed and material needed to implement the program were completed.


4. October 2-6--tutees were identified and the first training session was held for tutors.

5. October 9-13--the school neighborhood was canvassed to recruit additional tutors.

6. October 11-20--tutee profile sheets were completed, the second tutor training session was held, and all pretutoring instruments were administered.

7. October 23-27--first tutoring sessions were held.

8. October 30-November 3--tutoring continued and the first inservice meeting was held.

9. November 14--second inservice meeting was held.

10. December 11-15--final tutoring sessions were held and posttutoring instruments were administered.
CHAPTER IV
PRESENTATION OF FOUR CASE STUDIES

The present study was undertaken to determine whether a tutoring program involving retired persons as tutors and second and third graders as tutees would affect attitudes of tutors and tutees toward the program and toward each other. A second purpose was to determine whether such a program would affect the tutees' attitudes toward reading as well as develop their sight word vocabulary skills.

This chapter presents four case studies. It was originally designed to present statistical data comparing the pre and post test information received from the tutoring program. However, the author made the decision to employ the case study method when it was determined that the number of tutor-tutee pairs would not provide adequate data for statistical analysis.

Tutors and parents of tutees were assured at the time of the study that information received during the study would remain confidential. Therefore, tutors and tutees are referred to by first name only.
Information, in each case, is given first about the tutor, second about the tutee and third about their interaction as seen by the author. Since the tutors were trained only to work on improving sight word vocabulary, only that aspect of the tutee's reading achievement is reported in each case study. This reading achievement was determined by using a Dolch sentence test. Fifty sentences containing a total of two hundred twenty-five words were read by each tutee as a part of the pre and post testing. (See Appendix C.)

Case 1

Yetta volunteered to tutor after a meeting of the Golden Age Club where the author spoke. She expressed love for children and felt that she was one of the few club members who could work well with children. She arrived late for the first tutor training session and expressed surprise that she would be working with only one child, even though this had previously been explained to her. She asked no questions during the first training session and made critical comments when others did. As she left the meeting she expressed interest in meeting her tutee and some resentment about another training session. She said that she was qualified to read to a child.

Yetta's semantic differential markings showed that she had a slightly positive attitude about children, an
indifferent attitude about tutoring and a negative attitude about herself.

The morning after the first training session she telephoned the author and said that after thinking it over, too much was being expected of her and she didn't wish to continue in the program.

**Case 2**

*Tutor.* Bertha was a retired teacher. She lived in the retirement apartment contacted, but she did not belong to The Golden Age Club. She had taught in Cuba and had been involved in teaching English there. She was unmarried but had had a very close relationship with a niece and nephew spending a great deal of time helping their six young children. She expressed the opinion that she could remain young only by being with and helping young people. She was seventy-seven years of age. The prestudy semantic differential showed very positive attitudes toward tutoring and children and a slightly positive attitude toward herself.

Bertha was prompt for each tutoring session. Once when illness forced her to miss a session, she made arrangements on her own to make up the time by working with her tutee three days the following week.

Several problems were encountered with Bertha. She was so concerned with her child's progress that she would try to discuss this with the child's teacher or the author.
when they were involved in classroom teaching. She believed that a second grader should be working in cursive even though it was explained to her that this is not taught until third grade in Los Angeles City Schools. Further, she seemed to feel that as a retired teacher she should be able to set her own program, and therefore, rarely used the tutoring plans or materials prepared by the author. She accepted working on sight word vocabulary, but she seemed unable to accept using games as a teaching method and used only drill materials.

Tutee. Tina was a seven year old Mexican American second grader. She was the oldest of five children. Her parents were separated and she lived with her mother and grandmother. Her teacher speculated that she received very little attention at home, and there was very little communication between the home and the school. Although she was only a second grader, she had attended five schools. The primary language spoken at home was Spanish. The number of schools attended and the fact that Tina had learned English as a second language were considered primary factors inhibiting her (reading) progress.

Tina had scored in the first stanine on the Primary Cooperative Reading Test (Form 12A) at the end of the first grade. During the same period she had received an IQ score of 95 on a Stanford Binet. Using this score with the Bond and Clymer reading potential formula, she had a reading
potential of 1.95 at the beginning of second grade. However, her teacher reported that she was barely keeping up in a preprimer. When administered the Dolch sentences, only twenty-five of the fifty were attempted. Tina missed thirty-six of the one hundred two words attempted.

The semantic differential showed that Tina had very positive attitudes toward reading, self and older people and slightly positive attitudes toward being tutored. The Glennon Rowell reading attitude scale filled out by her teacher showed a negative overt attitude toward reading.

After sixteen hours of tutoring, Tina read the fifty Dolch sentences. She missed twelve words out of a total of two hundred twenty-five. She missed six words on the twenty-five sentences. She had missed all of these words on the pretest. Attitudes as recorded on the posttest semantic differential toward self, reading, older people and being tutored had all become more positive. Her attitude toward being tutored was very positive. Her teacher's observation of her overt reading behavior on the attitude scale showed a change from negative behavior to slightly positive behavior. Her teacher also reported that during the tutoring period Tina moved up two reading groups and was working in a beginning second grade book.

Interaction. Tina looked forward to working with her tutor. Her teacher reported that on tutoring days Tina watched for Bertha and immediately went on to her when she
arrived at the room. They would be seen walking hand in hand around school as Bertha helped Tina with English words. Frequently their worktime ran longer than the planned hour as they would be reading together and neither of them would want to stop. They were both frequently observed bringing things from home to share with the other. Bertha seemed to particularly enjoy bringing cookies or candy that she had made especially for Tina.

**Case 3**

Tutor. Beverly was fifty-five years old and had just retired from an office where she worked as a filing clerk. She had two sons in college. Her husband was a welder. She reported that she had had no previous experience working with children other than raising her two sons.

The pre and post semantic differentials were exactly the same for Beverly. They showed very positive attitudes toward children and tutoring and slightly positive attitudes toward self.

Beverly was very apprehensive at the first tutor training session about whether or not she could do a good job. She seemed to relax when she was given the materials packet and activities were explained. She expressed a desire for having a plan layed out by the author for each tutoring session that she would be able to follow.

Beverly was prompt for each tutoring session and always stayed after the session to discuss what had
happened during it with the author. She followed the plan sheets exactly and had no desire to do any of her own planning. She stated at the conclusion of the program that it was perfect and that if she were to tutor again that she would want the same type of program.

**Tutee.** Christine was a seven year old second grader. She was the oldest of four children. Her mother was a housewife and her father worked for a paving company. Christy was well cared for and her mother was quite interested in her progress. She had attended two schools. Her kindergarten teacher reported that she needed help in improving her self-confidence and in her reading readiness skills. She was reported as reading below level in first grade. Christy had difficulty with focusing her eyes and she wore glasses. Her lack of readiness skills at the beginning of first grade and her vision difficulties were considered primary inhibiting factors in Christy's reading progress.

Christy had scored in the first stanine of the Primary Cooperative Reading Test (Form 12A) at the end of the first grade. She received an IQ score of 93 on a Slosson Intelligence Test at the beginning of second grade. Using this score with the Bond and Clymer reading potential formula, she had a reading potential of 1.93 at the beginning of second grade. Her teacher reported that she was working very poorly in a preprimer. When administered
the Dolch sentences, she missed forty-six of the two hundred twenty-five words.

The semantic differential showed that Christy had very positive attitudes toward self, reading, older people, and being tutored. The Glennon Rowell reading attitude scale filled out by her teacher showed a negative overt attitude toward reading.

After sixteen hours of tutoring, Christy read the fifty Dolch sentences missing five of the two hundred twenty-five words. These five words she had missed on the pretest. Attitudes as recorded on the semantic differential toward reading, self, older people, and being tutored had not changed from the pretest measures. Her teacher's observation of her overt reading behavior had changed from negative behavior to very positive behavior. Her teacher also reported increased self confidence in her reading. Christy had been moved up a reading group during the tutoring program and was working in a second semester first grade book. Her teacher reported that she was doing a good job in this book.

Interaction. Christy looked forward to working with her tutor. Her teacher reported that she watched on tutoring days and immediately went to her tutor when she arrived at the room. The author never observed any physical contact between tutor and tuee, but they did usually walk through the halls discussing what had happened since
they had last seen each other. Beverly stated that they had a good time playing games together, and that she frequently had Christy play with JoAnn (see Case 4) as she felt this was a natural situation.

Case 4
Tutor. Charlotte was sixty-one years old and had recently retired from an office where she worked as a secretary. She had a son and a daughter both of whom were married. She had no grandchildren. Her husband was a tool and die maker. Both of them were quite active in a community theatre group. She reported that her only previous experience working with children had been raising her own and teaching Sunday school.

Charlotte's pre semantic differential showed slightly positive attitudes toward tutoring and children and an indifferent attitude toward self. The post semantic differential showed very positive attitudes toward tutoring and children and slightly positive attitudes toward self.

Charlotte expressed great interest at the first tutor training session for the program. She was eager to do what she could to help a child. She had some reservations about her ability to tutor, but when materials were explained to her, she stated that she was sure she could do what was needed.
Charlotte was prompt for each tutoring session and usually had some discussion with the author about what had happened during each session. She followed the plan sheets exactly and had no desire to do any of her own planning. She stated that she felt the program was perfect and that she would definitely continue tutoring at the conclusion of the eight week program.

Tutee. JoAnn was an eight year old third grader. She had one older sister and a younger sister and brother. Her mother was a housewife and her father was a vending mechanic. JoAnn seemed somewhat neglected and was very quiet and withdrawn. She had attended three schools. Her kindergarten teacher had reported that she made little or no progress toward acquiring fundamental knowledge and skills, yet she received a satisfactory + in her reading. First and second grade teachers stated that she needed to build self confidence, and she received needs to improve in reading during these two years.

JoAnn had scored in the second stanine on the Primary Cooperative Reading Test (Form 12A) at the end of first grade and in the first stanine on the Cooperative Primary Reading Test form 23A at the end of the second grade. She received an IQ score of 84 on a Slosson Intelligence Test at the beginning of third grade. Using this score with the Bond and Clymer reading potential formula, she had a reading potential of 2.68 at the beginning of third grade.
Her teacher reported that she was working very poorly in a primer. When administered the Dolch sentences, she missed fifty of the two hundred twenty-five words.

The semantic differential showed that JoAnn had slightly positive attitudes toward reading, self, older people and being tutored. The Glennon Rowell reading attitude scale filled out by her teacher showed a very negative overt attitude toward reading.

After sixteen hours of tutoring, JoAnn read the fifty Dolch sentences missing three of the two hundred twenty-five words. These three words she had missed on the pretest. Posttest attitudes as recorded on the semantic differential toward reading, self, older people and being tutored were very positive. Her teacher's observation of her overt reading behavior had changed from very negative to slightly positive. Her teacher also reported increased self confidence in her reading. JoAnn had been moved to a different reading group during the tutoring program and was working in a beginning second grade book. Her teacher reported that she was progressing satisfactorily in this book.

Interaction. JoAnn stated that she enjoyed working with her tutor; however, her teacher reported that she did not seem to anticipate Charlotte's arrival on tutoring days. When Charlotte arrived, JoAnn would take her time about putting things away before going to her. They could
usually be seen walking hand in hand to the tutoring room, and JoAnn was frequently seen giving Charlotte a hug as she left a tutoring session. Charlotte said that they both liked reading together best. JoAnn usually played games with Christy (case 3) rather than with Charlotte. Both JoAnn and Charlotte were upset by the post tests, as this signaled the prospect of the termination of their relationship; however, when they were assured that they could continue working together, even though the study was being concluded, this seemed to calm them. JoAnn's teacher reported that JoAnn often wanted to save something she had made in class to take to Charlotte. Charlotte in turn was seen attending the school's Christmas program after being invited by JoAnn.

This chapter has presented four case studies. It focused on the attitudes of tutors and tutees toward the tutoring program, reading and each other. It further focused on the reading potential and development of the tutees during an eight week tutoring program in which sight and vocabulary skills were stressed.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FURTHER RESEARCH

This chapter contains a summary of the study, conclusions which may be made from the study, and recommendations for further research.

Summary

The purpose of the present study was to investigate the effects of a tutoring program, involving retired persons as tutors and second and third graders as tutees, on the attitudes of the tutors and the tutees toward the program and toward each other. A second purpose was to determine whether such a program would affect the tutees' attitudes toward reading as well as develop their sight word vocabulary skills.

This study was conducted because the author was aware of the number of elementary school age children in need of help in reading. The author was further aware of an expressed need for ten million tutors by the end of
the 1970's. The retired in the community seemed an excellent source from which to obtain these needed tutors.

The study was conducted with three retirees tutoring two second and one third grader in sight word vocabulary skills. Each tutor was trained in using materials in a tutoring packet in two, two hour sessions. These tutors were pre and posttested on the semantic differential for the concepts: 1) tutoring, 2) children, and 3) self.

Potential tutees were identified and pretested on a Dolch sentence test. The semantic differential was also given on the concepts: 1) self, 2) being tutored, 3) older people, and 4) reading. They were also observed and a reading attitude scale of overt behavior was marked for them by their classroom teacher.

Tutoring commenced in mid-October and continued twice weekly through mid-December for a total of sixteen hours of tutoring. Posttests which were identical to the pretests were administered to tutors and tutees at the end of the sixteen hours of tutoring.

The posttests showed that attitudes as recorded on the semantic differential for the concepts: 1) tutoring, 2) children, and 3) self had become more positive for the tutors. Attitudes as recorded on the semantic differential for the concepts: 1) reading, 2) being tutored, 3) older people, and 4) self had become more positive for the
tutees. The Glennon Rowell Attitude Scale for Reading showed more positive overt behavior toward reading by the tutees. The tutees had all made significant gains in sight word vocabulary skills.

Conclusions

Since the present study involved only three pairs of tutors and tutees, it is not possible to draw any conclusions from it. One would need a much larger population to do this. However, there are certain aspects of and trends in the study which the author considers important to note.

First, the recruiting of volunteers posed a problem that had not been anticipated. The author was seeking volunteers among the residents of a retirement apartment adjacent to a school. The apartment management would not permit leafletting of the apartment nor placement of materials in mail boxes. No direct communication with the apartment residents was allowed. The author was permitted to speak twice at meetings of a Golden Age Club which had been organized by some of the apartment residents. No volunteers were obtained from this club, but there were nonclub apartment residents who heard about the need for volunteers and who contacted the author for further information about tutoring. These people became tutors. It would seem that if one could directly contact all residents
of a retirement community that perhaps recruitment of volunteers could be more successful.

Due to the small number of subjects it is not possible to draw conclusions, but the author found an interesting trend in analyzing the tutor semantic differentials regarding self. The three ladies who carried through with this tutoring program all recorded positive attitudes about self on the pretest semantic differential. The one lady who dropped out of the program, because too much was being expected of her, recorded a negative attitude about self on the pretest semantic differential.

It appears that positive attitudes toward tutoring, self and children on the part of the tutors and toward tutoring, self, older people and reading on the part of the tutees could be developed by a program such as the one presented in this study. This is based on the fact that attitudes which changed as recorded on the semantic differentials became more positive from pre to posttest. The attitudes of tutees toward reading as interpreted from their overt behavior also became more positive.

It also appears that a tutoring program such as the one presented in this study might be a tremendous aid in helping children with reading difficulties improve their sight word vocabulary skills.
Recommendations for Further Research

The author recommends that the original design of the present study be replicated with the following changes. First, expand the basis for obtaining tutors from one apartment community to as many as are needed in order to obtain the necessary number of tutors. Tutors might be obtained by running an advertisement in a senior citizens newspaper. Second, apply for a grant so that tutors could be given a nominal salary. Third, plan tutoring times so that several pairs would be working at the same time. This would allow the tutors the latitude to have small groups of children play reading games together. Fourth, hold tutoring sessions before or after school. The author encountered some difficulties supervising tutoring activities held during the school day. Fifth, make some provision for evaluating what happens in a tutor-tutee relationship where they choose to continue working together after the initial tutoring periods.
EPILOGUE--ONE YEAR LATER

Several important and rather interesting things have happened during the past year which may have resulted from this study or which may have affected the results of the study.

First, looking at the tutors, Bertha is presently caring for her four year old great nephew so that her niece can work as an aide at the school. Charlotte continued working with JoAnn for another eight weeks, but then at the urging of her former employer she returned to work at her office full time. Beverly did not continue at Liggett, but she has joined the ranks of volunteers in the Los Angeles City Schools. When the author last spoke with her, she was waiting for placement as a classroom aide.

Two of the three tutees are still at Liggett and doing very well. Tina moved the week after the conclusion of the study, so there is no further information on her. JoAnn has experienced a good and then a bad year. The author was informed that approximately seven months after the conclusion of the study JoAnn's father committed suicide. Reportedly there had been a great deal of strife
in the home for more than a year preceding this, so JoAnn must have felt this pressure during the tutoring program. JoAnn has also been enrolled in reading diagnosis and correction classes at California State University Northridge during the past year. She is presently in fourth grade, and her teacher reports that she is capable of working at a high third grade level in reading. It has also been an upsetting year for Christy. Her mother and father had been having marital problems during the tutoring session and they have since separated. Christy is presently in the third grade. Her teacher reports that she is making excellent progress in a high second grade reading book.

The tutoring materials which were prepared for this study have been and are being used in the school. Since the original study design called for thirty pairs of tutors and tutees, approximately thirty-five tutoring packets were prepared by the author. Several of these were used by parent volunteers tutoring children during the second semester of the school year. The games in the packet were reproduced and used by a third grade class in tutoring a first grade class. Presently three parents are using the packet in tutoring six children in sight word vocabulary skills. In addition to this, four teachers are presently using the games from the packet with small groups as a reading activity.
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Schamber, E. "Adopting Grandparents a Sixth Grade Class Project, St. Cloud, Minnesota," Today's Education, April, 1972, 41.


APPENDICES
# Appendix

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APPENDIX A

TO: Neighbors of Liggett Street Elementary Schools

FROM: Mrs. Linda Pursell, Liggett Teacher

SUBJECT: TUTORING SECOND AND THIRD GRADERS IN READING

When: 2 hours a week from October 19--December 8
(hours may be arranged to fit your schedule)

Where: Liggett Street Elementary School
9373 Moonbeam Avenue

Why: More than forty second and third graders need help in reading. We think you will be able to help them. No one else has the time to help them. Do you?

Reward: You will have the satisfaction of knowing that you are performing a service for children and your community that no one else is doing. You can help a child feel that he is important and that someone cares about him.

You need: You do not need to have had any previous experience in teaching or in working with children. All you need is to want to help a child who needs your help. You will also need a chest x-ray. This is available at Los Angeles City Schools Area K health office. This is located at 8111 Calhoun in Panorama City.
Training: There will be a meeting at Liggett on Thursday, October 19, from 2 to 4. At that time you will be given information about second and third grade children, information about the specific child with whom you will work, and materials to use during each tutoring session.

Help: The time commitment is small—only twenty hours. It will cost you nothing but some time. Many people will be grateful to you—children, parents, teachers, your community. We need your help!

Yes, I will help by tutoring two hours a week from October 19 to December 8.

Name ________________________________________________________________
Address ______________________________________________________________
Phone ________________________________________________________________

Check this box if you would like a ride to the area K health office for a chest x-ray. I shall be in front of the apartment at 2:45 on Tuesday, October 17. It should take no more than a half hour to forty-five minutes.
Dear Liggett Street School
9373 Moonbeam Avenue
Panorama City, California

We are launching in our school an Early Reading Assistance Program to aid second and third graders who need strengthening in their reading skills. Volunteer tutors are being trained to work with selected children on a one-to-one basis to reinforce their classroom instruction.

Similar programs have been conducted throughout the city, state, and country. Children who have participated in such programs have generally improved their reading skills, and in their attitude toward reading.

I am pleased to inform you that your child _______ has been chosen for this program. He (she) will meet with his (her) tutor twice a week during school hours to receive additional help in reading.

We welcome this opportunity to provide special help for your child at no extra cost to the school system or to
you and hope that you will feel the same. Should you care to discuss the program in relation to your child, please feel free to call me.

Sincerely,

Mrs. Linda Pursell, coordinator
APPENDIX B

Name ____________________________________________

Address ____________________________________________

Phone (where you can be reached prior to tutoring) ________

Person to notify in case of emergency ________________________

Relationship ____________________________________ Phone ________________________

Please fill in the bottom of this sheet. Any information you give will be confidential. It will be used only as the basis for a statistical analysis of this project.

Sex _______ Age _______

Marital status _______________________

Children (if any) _____ boys, _____ girls

Ages of your children ________________________

Your present or previous occupation ________________________

Your husband's occupation ________________________

Any previous experience you have had working with children

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

47
Your child is ____________________________
Age _______ Grade ________
Room _______ Teacher ________
He lives with __________________________
In class he is reading __________________________
Books suitable for him to read are ___________ or ___________
His attendance is __________________________
Known problems are __________________________
He is good in __________________________
The following interest inventory is intended to help you get to know your child. If you know some of his interests, you can help him extend them through the books you read and the stories you write. If he seems to have no interests, perhaps you can help him develop some.

This should be administered informally. The questions need not be asked in any particular order, nor need they be asked at the same time. Rephrase questions if necessary so that you are sure the child understands what you are asking. Some children will talk freely, others will need encouragement. You may want to jot down points of particular interest, but don't try to write down everything the child says. You can fill in the form more completely at a later time.

1. What is your name? (be sure he also knows your name).
2. Where do you live? (house, apartment, etc.)
3. Who lives at your house?
4. Do you have a pet? If not, what would you like to have?
5. With whom do you play?
6. What games do you play?
7. Do you like to watch television? What is your favorite program?
8. Have you ever been to a movie? With whom did you go?
9. What would you like to be when you grow up?
10. Do you live to have stories read to you?
11. Do you know why you have been chosen to come and spend some time with me?
12. Do you know why it is important to know how to read?
13. Do you like to read? What is your favorite story?
14. Do you have any books at home? ______________
Do any of them belong to you? ______________

Adapted from Program for Action by Citizens in Education, Early Reading Assistance, a Reading Tutorial Program. Cleveland, Ohio, 1968.
APPENDIX C

The purpose of this quick easy test is to find out what the following concepts mean to you. You are being asked to put an "x" or check mark on one of the spaces between the two words for each scale. Where you put your mark should be determined by your own thoughts and feelings about each concept in relation to the words used in the scale. Please make your judgments on the basis of what these things mean to you at this time.

If you decide that the concept word is strongly related to one or the other end of the scale, place your single mark as follows:

happy ——- x ——- ——- ——- unhappy

or

happy ——- ——- ——- ——- ——- x unhappy

Should you decide that the concept word is closely related to one or the other end of the scale, place your single mark as follows:

fast ——- ——- ——- ——- ——- x ——- slow

or

fast ——- ——- ——- ——- x ——- ——- slow

If you think the concept word is only slightly related to one or the other end of the scale, place your single mark as follows:

dark ——- ——- ——- ——- ——- x ——- bright

or

dark ——- ——- ——- ——- x ——- ——- bright

Place your single mark in the middle space only if you think the concept is not related to either end of the scale or if you think both sides of the scale are equally related to the concept.
<table>
<thead>
<tr>
<th>Name ____________________________</th>
<th>TUTORING</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOOD</td>
<td>BAD</td>
</tr>
<tr>
<td>SOUR</td>
<td>SWEET</td>
</tr>
<tr>
<td>PLEASANT</td>
<td>UNPLEASANT</td>
</tr>
<tr>
<td>CRUEL</td>
<td>KIND</td>
</tr>
<tr>
<td>BEAUTIFUL</td>
<td>UGLY</td>
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</tbody>
</table>

| CHILDREN |
|-----------------|---------|
| UNPLEASANT | PLEASANT |
| KIND | CRUEL |
| SOUR | SWEET |
| BEAUTIFUL | UGLY |
| BAD | GOOD |

| MYSELF |
|-----------------|---------|
| UGLY | BEAUTIFUL |
| PLEASANT | UNPLEASANT |
| BAD | GOOD |
| SWEET | SOUR |
| CRUEL | KIND |
A SCALE OF READING ATTITUDE

Name of child __________________________ Grade ______
Teacher _______________________________ Date ______

Check the most appropriate of the five blanks by each item below. Only one blank by each item should be checked.

<table>
<thead>
<tr>
<th></th>
<th>Some-</th>
<th>Always</th>
<th>Often</th>
<th>times</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child exhibits a strong desire to come to the reading circle.</td>
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<tr>
<td>2. Child is enthusiastic and interested in participating at the reading circle.</td>
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<tr>
<td>3. Child asks permission or raises his hand to read orally.</td>
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<tr>
<td>4. When called upon to read orally, the child willingly does so.</td>
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<tr>
<td>5. Child willingly answers questions asked in reading.</td>
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<tr>
<td>6. Child contributes to voluntary discussions in reading.</td>
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<tr>
<td>7. Child listens attentively while being read to.</td>
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<tr>
<td>8. Child makes an effort to read materials in the room--bulletin boards, displays, etc.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
</table>

10. Child expresses interest in going to the library.

<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
</table>

11. Child shares his reading experiences with the group.

<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
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</table>

12. Child listens while others share their reading experiences.

<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
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</thead>
</table>

Have the child read the following sentences orally. Circle any words he misses.

1. I ate an egg.
2. He has a duck.
3. The car is red.
4. The sun is hot.
5. A bird can fly.
6. A ring is round.
7. I have a new toy.
8. Who is that girl.
9. The wind is warm.
10. She found a shoe.
11. We had much rain.
12. The snow is cold.
13. Tell me her name.
14. The boat is white.
15. The rain is clean.
16. His eyes are blue.
17. Which is your car?
18. These men are old.
19. I can make my bed.
20. The pig is my own.
21. Once I had a duck.
22. We have six chairs.
23. Please take us home.
24. My birthday is soon.
25. Please help the boy.
26. Their dog came home.
27. He has a long stick.
28. Those things are old.
29. He does not eat cake.
30. I will open the door.
31. Many men think so too.
32. I look at my pictures.
33. Do you have any paper?
34. Every garden has grass.
35. I sleep in the morning.
36. All the apples are red.
37. I want a funny picture.
38. I drink milk and water.
39. He can jump seven feet.
40. The horse ran far away.
41. They must come on time.
42. I think about our party.
43. My sister ate the apple.
44. The robin made its nest.
45. I like school every day.
46. She will hold your hand.
47. As I ride, I sing a song.
48. What did Santa Claus say?
49. They will pick some corn.

50. They gave away ten sheep.

50/125 sentences using Dolch's Basic Sight Vocabulary list of 220 words
APPENDIX D

DOLCH LIST

| a     | about | after | again | all | always | am | an | and | any | are | around | as | ask | at | ate | away | be | because | been | before | best | better | big | black | blue | both | bring | but | buy | by | call | came | can | carry | clean | cold | come | could | her | cut | here | now | so | went |
|-------|-------|-------|-------|-----|--------|----|----|-----|-----|-----|--------|---|----|----|-----|------|----|-------|------|--------|-----|-------|-----|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
APPENDIX E

WELCOME TO TUTORING

We are pleased that you have joined us in trying to help children. Our goal is simply to help those children who need our help. Before we go further, we need to ask one question. Are you prepared to follow through on this program and to work with your child for the specified period of time? A tutor who quits is a tremendous disappointment to a child. The child will not understand that something more important came up. He will only feel let down by an adult.

We have three purposes for asking you to work with our children. 1) To improve the educational achievement of the child with whom you are working. 2) To help the child feel better about himself and to increase his life experience. 3) To help the child gain a broader view of the world and life through his contact with a concerned, helpful, more experienced person.

There is a caution that you must be aware of before we proceed. Tutoring is a way of trying to help children. It is not difficult in trying to help to do more harm than good. If you offer help in a condescending way, you may
compound the feelings of inadequacy that the child already possesses. Keep the following things in mind as you work with your child.

1. Relate to your tutee as an equal. Think of working with him rather than talking at him.

2. Avoid thinking of yourself as the giver and the helper. Many tutors like to think of themselves as the child's friend.

3. Don't expect your tutee to show appreciation until you have become a friend.

4. Accept your tutee as he is rather than rejecting him because he is not what you think he ought to be.

5. Be a careful listener.

6. Don't be quick to judge. You are working with a unique individual not a stereotype.

7. Your tutee may be quite different from you. Many of these characteristics make him as individual. His differences may be his strength.

8. Don't allow your tutee to just get by. Set the same standards for him as you would for your own child or grandchild.

9. Give the schools the benefit of the doubt. Don't criticize the school or the teacher to have the child identify with you.

10. Keep the child working at the best possible pace, but avoid defeat and frustration.

11. Actively seek some aspect of your relationship with the child that can be used as a basis for praise.

12. Relax and be yourself. Your job is to help the teacher and the parents, not to replace them. Tutoring is not teaching. It is helping a child to learn that adults care and are willing to help him when he needs their help.
13. Be sure the child knows your name. Write it down for him. He should be able to identify you as the "ADULT" who is interested in him.
ARRIVING AT THE SCHOOL

Plan to arrive at the school about ten minutes before the tutoring session is scheduled. Check in at the office so that they will know you are on campus. Then check the material storage center off of the office. This is where I shall post any information I need to relay to you.

Look over the plan sheet for the session. Collect the materials you will need. Check and see that your usual tutoring location is available; if it is not, ask the office to help you locate a place to work for that day. The next page is a map of the school. Four locations are marked as possible rooms where you may work: 1) the conference room or the small classroom adjacent to the office; 2) the teacher's lunchroom at the front of the auditorium, and 3) the workroom which is located near the office. You may choose to work in the library if it is empty or outside at the lunch benches in good weather.

You are to pick the child up at his room and return him to his room. Exceptions would be: 1) if you finish right before recess, he may go directly to the playground or 2) if you finish right before lunch, he may go directly to lunch.
Frequently we have emergency drills so that the children will know where to go in case of fire, etc. The fire bell is a series of short bells, your child will recognize it. If this is heard while you are tutoring, quickly walk outside with your child and proceed to the fence. You will see where classes are lining up.

IF YOU HAVE PROBLEMS

If you are ill and cannot make a tutoring session, please telephone the school office at 892-4388. They will notify your child. We shall try to contact you, if your child is ill.

If you need to talk to your child's teacher about a specific problem, leave a message in the office to have the teacher call you. Do not interrupt the class by trying to meet with the teacher before or after a tutoring session.

If you have a general question about the tutoring program relating to the materials, session plans, etc., leave a message for me to call you. I shall also be available before school, at recess, or at lunch.

If your child is not behaving as he should, do not try to contact the parents. Rather talk to either the classroom teacher, the principal, or me.
SPECIAL DATES AFFECTING TUTORING

November 7 is election day. Your tutoring spot may be turned into a polling place. Check with the office.

November 23 and 24 the school will be closed for Thanksgiving vacation. If possible try and get your two hours in on Monday, Tuesday and Wednesday of that week.

YOUR CHILD

Your child may be quiet or talkative. He may be hesitant about reading since this is a problem area for him. He will need encouragement and praise. Avoid things which he finds difficult and frustrating. You are trying to build him up!

The children of the age with which you will be working are inclined to be full of energy, noisy and restless. They have a fairly short attention span—you will notice on the planning sheets that items are restricted to less than fifteen minutes. They will need much encouragement to work and sometimes have trouble relating to other people. They are demanding of time and attention.

Seven and eight year olds are curious. They frequently ask questions about what interests them and have not yet acquired the tact of older people. They want possessions, and they like to have quantities of objects to call their own. Because their needs are many, and their
property rights are weak, they often take what they see and want regardless of who owns it. If a seven or eight year old decides you are his friend, he may give you his prize possession on impulse. Do not reject his gift, but help him understand that perhaps he has a greater need for it than you do.

PLANNING EACH SESSION

Planning a lesson beforehand is important. It gives you a kind of schedule to follow so that you won't wonder what to do next. Just as important as making plans is knowing when to change them. If your child isn't concentrating, you might take a walk to the library and choose a book for you to read to him. You might need to substitute your child dictating a story to you for him reading a story -- he went to Disneyland and wants to write about it and he simply can't figure out the word "the" in the book he's to be reading.

The most difficult activities will be planned for shorter periods of time. The tachistoscope takes a great deal of concentration and will not be used for more than about five minutes. On the other hand a game of witch might last fifteen minutes.

I shall provide you with plan sheets for each session. The time allotments are approximate. You may take more or less time for any given thing. Don't be glued to the clock,
but do see that you have ten minutes at the end of each session for reading a book—you may read or the child may read. Remember reading is what this is all about, so always leave your child having shared a story.

TIPS

TIPS will be divided into three parts. The first part will give some activities you might use to fill in extra time or it will explain how to do some activities called for on planning sheets. The second part will explain the games in your materials packet. The third part will explain games available for check out from the materials storage area at the school.

1. If you want to see if your child is capable of reading the book in which he is working, have him read aloud. Place one finger on the desk for each missed word. If five fingers are there before the page is finished, then the material is too hard.

2. CAMERA—Show the child a word and ask him to take a picture of the word and develop it. He will do this by looking at the word, closing his eyes, and then opening them and writing the word. Compare his picture with the original word.

3. STORIES—have the child say a story while you print it for him on story paper. Have him read it back to you. Underline all the words he gets correct. Next session have him read the story again, cross out the underlining for any words he missed. Let him draw a picture for his story. He may take the story home when it is illustrated and he can read it with no mistakes.
4. **STORIES**—use the same procedure as above, but have the child cut a picture out of a magazine. Glue it at the top of the paper and then dictate a story about it.

5. Write a list of words on a chalkboard. The child finds the correct word in the list as you give an oral clue.

<table>
<thead>
<tr>
<th>Clue</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. buy food</td>
<td>farm</td>
</tr>
<tr>
<td>go swimming</td>
<td>table</td>
</tr>
<tr>
<td>find cows</td>
<td>store</td>
</tr>
<tr>
<td>eat dinner</td>
<td>beach</td>
</tr>
<tr>
<td>b. gives us a ride</td>
<td>dog</td>
</tr>
<tr>
<td>gives us milk</td>
<td>horse</td>
</tr>
<tr>
<td>barks loud</td>
<td>duck</td>
</tr>
<tr>
<td>swims under water</td>
<td>cow</td>
</tr>
<tr>
<td>says, &quot;Quack&quot;</td>
<td>fish</td>
</tr>
</tbody>
</table>

6. Have the child scan a list on the chalkboard.

a. See how fast you can draw a line around all the things that can run.

- horse
- horse
- girl
- pig
- tree
- dog
- road
- man
- cat
- boy
- store
- window

b. See how fast you can draw a line around all the things that are good to eat.

- candy
- pie
- trees
- cake
- mud
- meat
- nuts
- pencils
- soup
- boards
- fruit
- dessert

II

1. **Baseball**—use the paper diamond with a marker for the runner. Draw a scoreboard. Use the tachistoscope to flash words to the child. Each word he says correctly is a hit. Keep track of the runs he scores over several games. Each missed word is an out. Three outs and move to a new inning. Nine innings make a game.
2. Football--use the paper football field and the small ball. The game begins at the fifty yard line where the ball is placed. Use the tachistoscope to flash words to the child. If the child reads the word correctly, he moves the ball ten yards toward his opponent's goal. If he reads the word incorrectly, the ball is moved ten yards toward his own goal. Each time the ball crosses into the end zone six points are scored. If the ball crossed the opponent's goal, the child gets to read a bonus word to try for the extra point.

3. Checkers--the tutor will write words from the tachistoscope list in each white square. The checkers are placed on the white squares. The game is played the same as regular checkers, but the player must say the word which appears on the square before a checker is placed on that square.

4. Racetrack--the tutee and the tutor each have a pile of word cards and a small car. The cars are placed on the starting line. The duplicate piles of word cards are placed face up in front of the players. One player reads his top word. If the word is the same as the one in the first space of the racetrack, his auto is moved up. If it is not, he may not move. His card is placed on the bottom of his deck and the other player takes his turn. The winner is the first player to go around the racetrack to the finish line. Be sure the cards are shuffled well before each game.

5. Puzzle book--there is a set of fourteen puzzles. One for each tutoring session. The instruction page at the front of the set explains in detail how to work the puzzles.

6. Witch--Deal out all the cards between you and your child. Let the child go first and draw a card from your hand. As pairs are formed, the words are pronounced and the pair is placed on the table. This continued until all cards are matched. The player left with the witch is the loser and receives a "w". The next time he loses he is "wi," etc. The object is to try to avoid losing enough times to spell "witch."

7. Tachistoscope--put one word strip into the holder and have the child pronounce each word as you pull the strip through. Make a list of any words he misses or does not know. Let him take a copy to study each time. Next session go over the same strip. Make a graph of the number of words the child has learned--you may prefer to just keep a list of new words he knows. Each session try and pull
the strip through a little faster. Keep increasing the speed so that the child has to recognize the word instantly.

III

1. Dominoes--2 sets of word dominoes are available for check out. The child matches words instead of dots. The word must be pronounced before the card may be laid down.

2. Scrabble--there is one junior Scrabble game. Begin by playing on the side where the words are printed on the board. The child covers the letters according to the directions on the box lid. Be sure you have him say each word he is working on and each word he makes. If he becomes adept at this, you might try using the blank board where he has to make his own words.

3. Tumble word--this is a dice game in which each die has letters instead of dots. The dice are thrown and the child sees how many words he can make in a given moment of time. A letter may be used more than once--crossword puzzle style.

4. Flash cards--these are phonetic. First show the child the word with the picture and have him say it. Be sure he identifies what he says with the printed word. Then turn the card over. Have him say the words on the back. See if he can tell you how they are all alike--they all start with "b," or they all have a short a, etc.

5. Match--begin by playing with picture side. If this seems easy for your child, switch to the word only side. The directions for Match are in the box. Be sure the child can say the word for each pair he makes. Allow him to keep only a pair he can name.

6. Sight Phrase Cards--these are intended to help the child learn to recognize phrases on sight. They may be used by simply having the child read each phrase aloud. He tries to increase his speed each time he goes through the cards. You may use he cards as flash cards. Show the child the card and have him read it. Or you may have the child build sentences by using three cards. The sentences may be silly, but they must be grammatically correct, i.e., "The funny rabbit has found a big horse." There are more detailed directions in the box.
7. **Group Word Teaching Game**—this is played like bingo. You will need both the green box with the cards and the milk carton with markers. There are several sets of cards in the box. Be sure you use cards that all have the same letter in the middle square and be sure that this letter matches the letter at the top of the word list you are using. Have the child play against himself by using two or three cards while you call the words. Or you might play with him and take turns being caller. If someone else is tutoring at the same time as you, you might allow two or three children to play while one of the tutors calls.

8. **Alphabet puzzle**—this is a helpful tool if you find that your child doesn't know the alphabet. You might start by letting him merely put the letters in place. Later mix up the letters and have him identify each one before he puts it into the puzzle. Try having him randomly put the letters into the puzzle frame by deciding where the word comes in the alphabet—beginning, middle or end, and trying to place the letter as closely as he can to where it goes.

9. **Magnetic board**—this can be used much the same as the alphabet puzzle. Putting the letters in order. Randomly identifying letters, etc. It may also be used in place of a chalk board or pencil and paper for making words. Your child might like playing camera with the magnetic board.

10. **Books**—there are two types. 1) Story books which you are to read to the child, and 2) basic readers which he is to read to you. Try and choose stories to be read to him to fit his interests. Be sure on books he's reading that you check his information sheet and have him read only books his teacher has suggested. If he finishes these or if they seem too hard or easy, talk to his teacher about the possibility of using different books.
APPENDIX F
TUTORING SESSION PLAN SHEET
SESSION 1

Materials:

1. pencil
2. material packet
3. story paper
4. writing paper (for word list)
5. book to be read by tutor

1. 15-20 minutes--pick up child. Talk with him informally using the inventory sheet as a guide for this get acquainted session. Let the child know that you understand he is having some difficulty with reading and that you want to work with him on this. Let him know that you understand he is good in whatever is listed as his strength.

2. 5 minutes--tachistoscope work. Make a list of words he misses. Give him a copy to take home and study. Let him know that next time he will have a chance to show you that he has learned these words.

3. 10 minutes--puzzle 1. Read the directions explaining how to do the puzzle with the child. Have him read the sentences orally and have him repeat each word after he has written it in the blanks.

4. 10 minutes--game. Use football from the packet.

5. 10 minutes--have the child dictate a story for you to write down on story paper. Remember to print, he probably is not able to read cursive writing yet. Have him read the story back to you. As he reads underline all the words he reads correctly. Keep the story to reread and illustrate next time.

6. 5-10 minutes--read to him from a book you have chosen. When you finish, ask him if he lived the story. What parts he liked or didn't like, etc.
7. Walk him back to his room. Let him know that he worked well and that you're pleased to be working with him.
TUTORING SESSION PLAN SHEET

SESSION 2

Materials:

1. pencil
2. crayons
3. material packet
4. book to be read by child—check his profile sheet
5. chalk board
6. paper (word list)

1. 5-10 minutes. Reread story paper from session 1. Cross out the underlining on any words he misses (cat) and underline any new words he get correct. Discuss with the child what he might draw to go with his story. Give him time to draw this later.

2. 5-10 minutes. Camera—directions are in your packet.

3. 10 minutes—tachistoscope. Make a list of missed words for the child to take home and study. Make a graph of the number of words missed in session 1 that are known.

4. 5 minutes—puzzle 2. Before working on the puzzle, review how to do it.

5. 10 minutes—illustrate story. Talk about what he's drawing as he does it.

6. 10 minutes—Witch. Instructions and materials are in your packet.

7. 10 minutes—have child read you a story.

8. Walk him back to his room. Don't forget to tell him how well he did—try to mention specific things he did well on—and that you are looking forward to your next meeting.
TUTORING SESSION PLAN SHEET

SESSION 7

Materials:

1. pencil
2. material packet
3. chalkboard
4. book for child to read
5. dominoes from shelf (optional)

1. 5 minutes--reread story from session 5. If your child does well, let him take the story home.

2. 5 minutes--tachistoscope work. Remember to add to your word list or graph of words now known. Make a list of words missed this time to be taken home to study. Begin pulling the lists through faster--the word should be said instantly not thought about.

3. 15-20 minutes--racetrack. The materials and instructions are in your packet.

4. 5 minutes--puzzle 7

5. 10 minutes--using the chalkboard have the child make an alphabetical list of words he knows--one word for each letter of the alphabet. Encourage him to use words he can spell, but help with spelling if needed.

   an
   be
   can, etc.

6. (optional, use if time permits)--play dominoes until about 10 minutes before the end of the session. Some materials and instructions are in your packet. Additional materials are on the shelf.

7. 10 minutes--have child read to you. Let him choose the story from the book you have chosen.
TUTORING SESSION PLAN SHEET

SESSION 12

Materials

1. material packet
2. crayons
3. story from session 11
4. pencil
5. story to read together

1. 5 minutes--tachistoscope work.

2. 10-15 minutes--reread story and illustrate it. Try and get your child to talk about what he is putting into the illustration and why. Keep this to reread next week.

3. 5 minutes--puzzle 12.

4. 15 minutes--play racetrack. Directions and materials are in your packet.

5. 20-25 minutes read a story together. Talk about what happened in it. Help your child write a simple report about the story. Have him tell the title, the author, who or what was in the story, and write two or three sentences telling if he liked the story and why or why not.