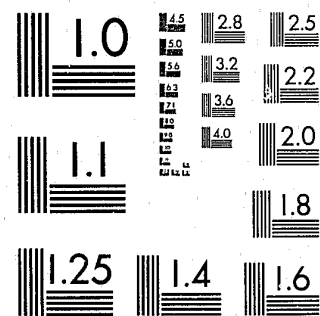


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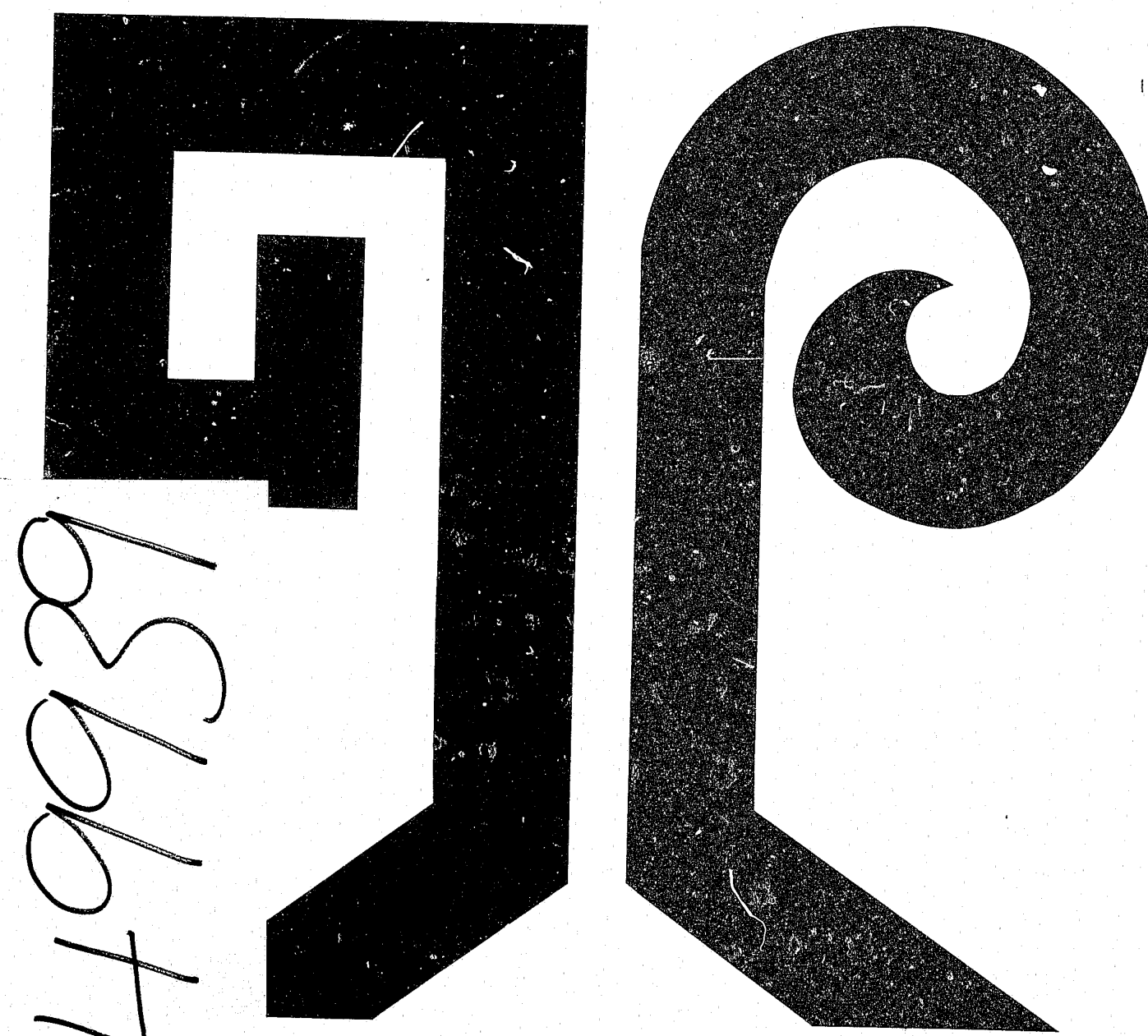
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National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

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3/11/81

TO MAKE A DIFFERENCE



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A Report of the Motivational Reading Program by Project READ

TO MAKE A DIFFERENCE

A Report by Project READ

NCJRS

AUG 05 1978

ACQUISITIONS

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The photographs in this book were taken during Project READ training sessions. They are for illustrative purposes only, and are not meant to convey any particular relationship to the accompanying text.

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Project READ, READ, Inc.

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Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.



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PREFACE

To Make A Difference . . . is a report of the second fourteen months of Project READ. Initially funded in February, 1976 by the Office of Juvenile Justice and Delinquency Prevention, Project READ has been working to improve literacy among troubled youth. While Project READ was originally funded to provide services to institutions and training schools, the major difference during this second fourteen months of operation was the additional involvement of alternative schools and community-based programs. The following report encompasses the time period from April, 1977 to June, 1978.

Borrowing the *Hooked On Books* (Berkley Publishing Company, 1966) approach from Dr. Daniel Fader of the University of Michigan, Project READ has given thousands of paperback books to young people. Extensive teacher training in motivational activities for reluctant readers, along with the introduction of a daily non-stop reading period, has led to improvement in reading ability and self-concept among the nation's troubled youth.

Once again, the staff of Project READ wishes to thank the Office of Juvenile Justice and Delinquency Prevention for recognizing the need for literacy programs which serve youth in the juvenile justice system. Additionally, we would like to extend our appreciation to Dr. Daniel Fader, Judge Sylvia Bacon, the National Home Library Foundation, and the Ludington News Company, Detroit, Michigan, for their continued support and contributions. And to our consultants, Dr. Joan Coley, Dr. Dolores Dickerson, Dr. Charles Johnson, and Dr. Dorothy Sullivan, our sincere thanks. Finally, a hearty thanks to the many teachers who willingly tried our suggestions, and to the thousands of young people who believed that books and reading could make a difference.

Janet K. Carsetti
Director, Project READ

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CONTINUING TO MAKE A DIFFERENCE

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BACKGROUND

Project READ (Reading Efficiency and Delinquency) is a program of national scope designed to make survival in a literate society a reality for young people who have entered the juvenile justice system. With a grant to READ, Inc., a private, non-profit, educational corporation, from the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice, Project READ has provided teacher training and free paperback books to training institutions, alternative schools, and community-based programs across the country.

The Project is based on the philosophy that young people under the age of 18 and in trouble with the law should be provided with the skills necessary for survival in a literate society. They must know how to complete job applications, read street and road signs, use telephone books, read newspapers, magazines, labels on food items, medicine bottles, and clothing. During its first year of operation, Project READ tested almost 5,000 youngsters in 47 states and the District of Columbia with a pre-post battery that included reading comprehension and decoding, verbal potential, phonics, and self-concept. Within a four-month period of reading paperback books and using functional reading packets, impressive gains were seen. The average student gained one year in reading level, seven months in verbal potential, and improved his/her self-concept. More importantly, all but thirteen percent of those tested enjoyed reading after being exposed to paperback books and non-stop reading.

Selection of the Population

During 1977-78, Project READ was funded to provide services to eighty (80) schools. Forty (40) of these schools were to be training institutions that were served by the Project during 1976-77. The additional forty (40) schools were to be alternative schools, community-based programs, and private training schools.

Selection of Training Schools

On the basis of student test scores in reading and mental ability completed during 1976-77, 65 of the original 148 schools participating in Project READ received an invitation to participate during 1977-78. These 65 schools had students whose reading and mental ability scores were still well below the national average. The administrative and teaching staffs of these schools were asked to complete a contract insuring maximum participation in Project READ if they were selected. The forty (40) training schools that were selected represented 24 states. Each of these schools agreed to the following requirements:

- At least 75% of the teachers would be willing to take part in a daily non-stop reading program.
- The teacher representative would be willing to test at least one-third of the student population.
- The teacher representative would attend a three day training session; be responsible for ordering, distributing, and recording the paperback books; and serve as the liaison between the Project and the school.

BEING LOCKED UP

*I took an adventure—
It turned out a torture.
I stole some stuff,
The cops said, "That's enough!"
They said, "You're going away,
But not very far away."
They said, "You'll have to have guts!"
Now it's driving me nuts.
Being locked up isn't worth all that
Stuff that I took,
'Cause my friend is out with what
We took . . . and look
Who is locked up.*

*I'm going nuts in here,
and my friend is out there
Having a ball,
And he has it all.*

*Student
Long Lane School
Middletown, Connecticut*



Students at the Rockville Training Center assist the Project READ staff in setting up the book display during their week of in-depth training.



In-Depth Schools

From the forty (40) training institutions selected, five (5) would receive additional services. Once again, these schools contracted for the services. An attempt was made to select schools in different geographic locations, and to select at least one female facility, two male facilities, and two coeducational facilities. The philosophy behind in-depth training was simply that greater improvement in student's reading and mental ability could be achieved if the entire school staff participated in reading motivation.

Those schools selected for in-depth training received close to two thousand paperback books, teacher training for the entire staff, and one week of on-site assistance which included testing of the total student body, consulting with school and administrative staffs, and providing demonstration lessons. All in-depth training was conducted by the Project READ staff. An on-site visit to each of these five schools was made prior to the week long session. This enabled the Project Director to assess the special types of training needed, and to appraise the school staff of what would take place. A follow-up visit was made at least three months after each week long session to follow the effects of the program.

Selection of Alternative Schools

An effort was made to select the new set of schools from the 26 states not represented by the training schools. The search for alternative and community-based schools serving troubled youth was not an easy one. Many of those facilities were just beginning an educational component, and others simply did not make known their whereabouts. A series of letters was sent to educational administrators of juvenile correctional systems and to state school officials seeking their help in finding schools that could profit from Project READ. Participation contracts and letters were then sent to those schools requesting aid. A total of thirty-four new sites from twelve states were selected for participation.

Participation Phases

One teacher from each of 35 training schools and 34 alternative schools and two teachers from each in-depth site were to participate in a three-day training session. There were two regional training sites; one in Washington, D.C. for schools in the eastern half of the country; and one in Los Angeles, California for the schools from the west. It was imperative that a school send a teacher representative to one training workshop. Without training, the school could not be eligible for any other resources from Project READ.

Once a teacher received training, his/her respective school entered into the testing phase. Only after a school sent the results of their testing to Project READ were they eligible for the next phase—paperback books. Each of these three phases—Training, Testing, and Paperback Books—will be discussed in detail.

Participating Schools 1977-78

Training Schools

ALABAMA

Alabama Youth Services—Roebuck
8950 Roebuck Boulevard
Birmingham, Alabama 35205
Deborah Petitto, Teacher

ARKANSAS

Arkansas Human Services Center
P. O. Box 2064
Wrightsville, Arkansas 72183
Queen Arnold, Teacher
Arkansas Youth Services Center
Route 4, Box 322
Alexander, Arkansas 72002
Paul Brown, Teacher

CALIFORNIA

O. H. Close School
7650 South Newcastle Road
Stockton, California 95205
Aileen Tsukimura, Teacher
Kilpatrick-Miller Camp School
427 South Encinal Canyon Road
Malibu, California 90265
Sandra Snell, Teacher

COLORADO

Mount View School
Division of Youth Services
3900 South Carr Street
Denver, Colorado 80235
Pam Buckingham, Teacher

GEORGIA

Youth Development Center
4525 Bakers Ferry Road, S.W.
Atlanta, Georgia 30331
Elizabeth Hickman, Teacher

HAWAII

Hawaii Youth Correctional Facility
42-471 Kalaniana'ole Highway
Kailua, Hawaii 96734
Jean Coffman, Teacher

ILLINOIS

Illinois Youth Center—DuPage
Box 152
Naperville, Illinois 60540
Dennis Heller, Teacher
Illinois Youth Center—Valley View
Box 376, Villa Maria Road
St. Charles, Illinois 60174
Earl Burnidge, Teacher

KANSAS

Larned State Hospital
Box 89
Larned, Kansas 67550
Jill Mausolf, Teacher
Youth Center at Beloit
1720 Hersey
Beloit, Kansas 67420
Margaret Moore, Teacher

LOUISIANA

Louisiana Training Institute—Ball
Highway 165 North
Ball, Louisiana 71405
Anne Funderburk, Teacher
Louisiana Training Institute—New Orleans
3225 River Road
Bridge City, Louisiana 70094
Glenn Mitchell, Teacher

MARYLAND

Maryland Training School for Boys
2400 Cub Hill Road
Baltimore, Maryland 21234
Elizabeth Ann Bond, Teacher

MICHIGAN

Green Oak Center
P.O. Box 349
Whitmore Lake, Michigan 48189
Donna Ferguson, Teacher

NEW JERSEY

Training School for Boys
Belle Mead—Skillman Road
Skillman, New Jersey 08558
Anthony Sarlo, Teacher
Jamesburg Training School
Box 500, State Home Road
Jamesburg, New Jersey 08831
Jan Harclerode, Teacher

NEW MEXICO

New Mexico Boys School
P.O. Box 38
Springer, New Mexico 87747
Phillip R. Garcia, Teacher

NEW YORK

Goshen Center for Boys
Drawer 90
Goshen, New York 10924
Donald M. Munday, Teacher
State School at Industry
Industry, New York 14474
Dori Saltzman, Teacher

NORTH CAROLINA

Juvenile Evaluation Center
Old Highway 70
Swannanoa, North Carolina 18778
Geneva Lamb, Teacher

OHIO

Fairfield School for Boys
Drawer B
Lancaster, Ohio 43130
James J. Spadaro, Teacher
Maumee Youth Camp
Route 2, Box 331
Liberty Center, Ohio 43532
Cynthia McMullen, Teacher

Mohican Youth Camp
P.O. Box 150, Park Road
Loudonville, Ohio 44842
Michele Noday, Teacher

OREGON

Hillcrest School of Oregon
2450 Strong Road, S.E.
Salem, Oregon 97310
Kanta Luthra, Teacher
MacLaren School
Route 1, Box 31
Woodburn, Oregon 97071
Doris Seibert, Teacher

TENNESSEE

Spencer Youth Center
Route 3, Stewarts Lane
Nashville, Tennessee 37218
Ollie Gleaves, Teacher
Tennessee Youth Center
3000 Morgan Road
Joelton, Tennessee 37080
Gwendolyn Odom, Teacher

TEXAS

Crockett State School
Box 411
Crockett, Texas 75835
Gary Coston, Teacher
Gainesville State School
Box 677
Gainesville, Texas 76240
Jane Dudley, Teacher
Giddings State Home
P.O. Box 600
Giddings, Texas 78942
Iris Bohr, Teacher
Harris County Youth Village
210 J. W. Mills Drive
Seabrook, Texas 77586
Danne Absher, Teacher

WASHINGTON

Echo Glen Children's Center
3310 S.E. 99th Street
Snoqualmie, Washington 98065
Maryann Streater, Teacher

WISCONSIN

Ethan Allen School
Box WX
Wales, Wisconsin 53183
Tim Fuller, Teacher

Alternative and Community-Based Programs

CALIFORNIA

Camino Segundo School
500 South Broadway, Suite 225
Santa Maria, California 93454
Janet Hagen, Teacher

Casa Floral School
P.O. Box 213
Lompoc, California 93436
Janet Hagen, Teacher

Centinela Community Day Center
1700 Redondo Beach Boulevard
Gardena, California 90247
Jimmy Newman, Teacher

East Los Angeles Community Day Center
4127 Brooklyn Avenue
Los Angeles, California 90063
Israel Mireles, Teacher

Firestone Community Day Center School
675 East 118th Street
Los Angeles, California 90059
Jimmy Smith, Teacher

Long Beach Community Day Center
341 East 6th Street, Suite 1
Long Beach, California 90802
Manuel Alvarez, Teacher

Placer County Juvenile Center
360 Elm Street
Auburn, California 95603
Pat Ramsey, Teacher

Potrero Junior High School
P.O. Box 207
Trabuco Canyon, California 92648
Robert K. Nimmons, Teacher

Santa Monica Community Day Center
School
1238 Lincoln Boulevard
Santa Monica, California 90401
Mel Peters, Teacher

South Central Community Day Center
12721 South Central Avenue
Los Angeles, California 90059
Antonia Napolitano, Teacher

Tremonto School
1311 Anacapa Street
Santa Barbara, California 93022
Karen Hickman, Teacher
Villa Esperanza School
4500 Hollister Avenue
Santa Barbara, California 93110
Janet Hagen, Teacher

DISTRICT OF COLUMBIA

Barrett School
4759 Reservoir Road, N.W.
Washington, D.C. 20007
Margaret Roberts, Teacher

FLORIDA

Juvenile Services Program, Inc.
3435 1st Avenue South
St. Petersburg, Florida 33711
Nancy Roberts, Teacher

INDIANA

Jeffersonville Alternate High School
650 Meigs Avenue
Jeffersonville, Indiana 47130
Jennifer Schutz, Teacher

MARYLAND

The Chesapeake Center
P.O. Box 658
Severna Park, Maryland 21146
Bonnie Drumm, Teacher

MASSACHUSETTS

Centerpoint
Danvers State Hospital
Hawthorne, Massachusetts 01937
Paul Osberg, Teacher

MINNESOTA

Freedom Land/Wolf Lake Refuge
Box 325, Route 3
McGregor, Minnesota 55760
Jerry Fredrickson, Teacher

NEW JERSEY

Cedar Grove Residential Center
240 Grove Avenue
Cedar Grove, New Jersey 07009
Susan Maier, Teacher
Ewing Residential Center
1610 Stuyvesant Avenue
Trenton, New Jersey 08618
Darlene Lane, Teacher

NEW YORK

Abbott School
100 North Broadway
Irvington, New York 10533
Betsy Broda, Teacher
Gustavus Adolphus Learning Center
705 Falconer Street
Jamestown, New York 14701
Rozanne Carter, Teacher
Camelot—A St. Francis Boys' Home
P.O. Box 630, Riverside Drive
Lake Placid, New York 12946
Thomas F. Smith, Teacher
Children's Home Society of Schenectady
122 Park Avenue
Schenectady, New York 12302
Peg Kincaid, Teacher

Hope Farm Union Free School District
Hope Farm
Millbrook, New York 12545
Carol Reichert, Teacher
Madonna Heights School for Girls
Burrs Lane
Huntington, New York 11743
Bernice Ehrensall, Teacher

Rhinecliff Union Free School
Morton Road
Rhinecliff, New York 12574
Richard Zubroff, Teacher
St. Christopher's Union Free School
Box 79, Jennie Clarkson Campus
Valhalla, New York 10595
June Holmes, Teacher

Spofford Juvenile Center
1221 Spofford Avenue
Bronx, New York 10474
Ruth Friedson, Teacher

Sugar Loaf Union Free School
Gibson Hill Road
Chester, New York 10918
John Stenglein, Teacher

NORTH DAKOTA

Dakota Boys Ranch
P.O. Box 396
Minot, North Dakota 58701
Sandra Torkelson, Teacher

OHIO

Alternative Learning Center
301 Lowes Street
Dayton, Ohio 45409
Ella Patterson, Teacher

WASHINGTON

Alternative Life Style Program
c/o Department of Youth Services
P.O. Box 1595
Walla Walla, Washington 99362
Dorothy Christy, Teacher
Project Interchange
730 South Homer Street
Seattle, Washington 98108
Carol Essick, Teacher

In-Depth Schools

ALABAMA

Alabama Youth Services—Chalkville
P.O. Box 9486
Birmingham, Alabama 35215
Sondra Tittle/Kathy Olive, Teachers

CONNECTICUT

Long Lane School
Box 882
Middletown, Connecticut 06457
Sister Jeanette Gonglewski/
Fran Hoffman, Teachers

INDIANA

Rockville Training Center
P.O. Box 130
Rockville, Indiana 47872
Estelle Vermillion/Keith Thomas,
Teachers

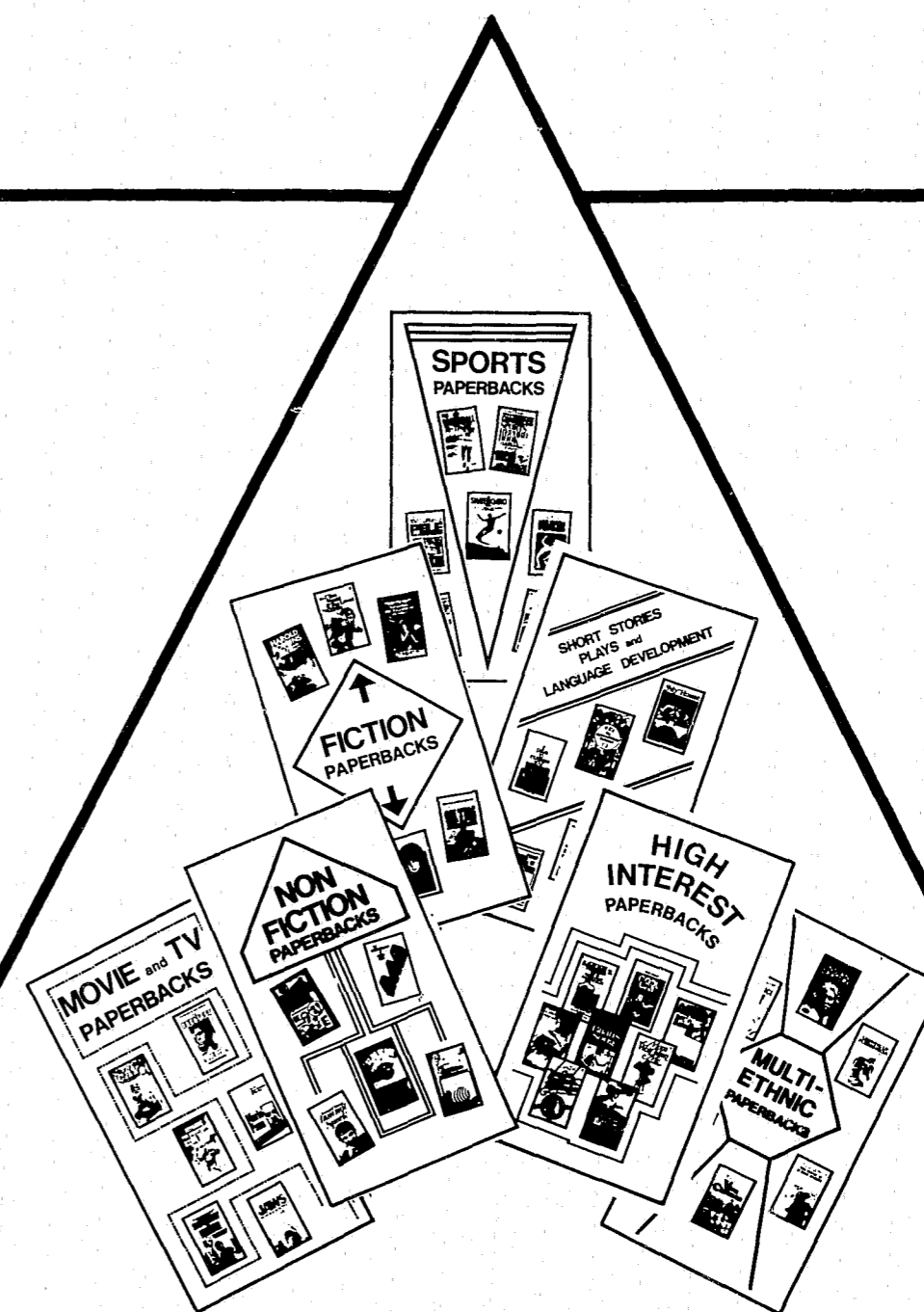
MISSOURI

Missouri Hills School
13300 Bellefontaine Road
St. Louis, Missouri 63138
Jacqueline Reed/Artie Whitmore,
Teachers

OHIO

Scioto Village
Box 100
Powell, Ohio 43065
Dorothy Hays/Nancy Waters, Teachers

HOW PAPERBACK BOOKS CAN MAKE THE DIFFERENCE



THE PAPERBACK BOOK PROGRAM

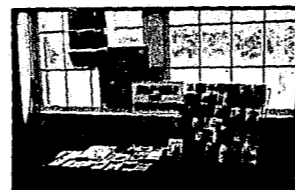
During the early 1960's, a group of boys in a training school in Michigan was turned on to reading with paperback books. Encouraged by their teacher, Dr. Daniel Fader, to select any of the paperbacks provided them, they suddenly developed an interest in reading. The combination of highly motivating titles, brightly covered paperbacks, and the option of selecting one's reading choices worked. This "Hooked on Books" approach to motivating reluctant readers rapidly caught on in schools across the country. Even the slowest, most reluctant readers could learn to read.

When Project READ was conceived during the winter of 1975, one of its components would be a "Hooked on Books" approach to reading. Young people in trouble with the law would be given the same opportunity as the boys at the Michigan school had in the 1960's. Selecting hundreds of books from lists used in successful programs and from the mounting lists of trade paperbacks being published, Project READ developed an extensive bibliography of paperback books. After the first year of operation, this bibliography was revised to represent those books most frequently selected and read by young people across the country.

Development of the Bibliography

It is important to understand the basic philosophy of Project READ's paperback book program: i.e., interest is a larger factor than reading difficulty. Very simply, a student will select and read a book that is of interest to him/her without concern for the difficulty of the material. While it may take a long time to complete the book, the student will enjoy and comprehend the material more so than if someone had selected the book for him/her. Therefore, the bibliography compiled for the 1977-78 year was designed around ten (10) interest categories. Each category had books at reading levels from second grade through adult levels. Some categories had highly motivating picture books for non-readers. Each category was contained in its own colorful brochure, and each book was described in a sentence or two, with the lowest level readers in mind. A description of each category follows:

1. **High Interest.** The largest category containing books of interest to young adult readers. Contemporary problems such as alcoholism, drugs, teenage pregnancy, gangs, divorce, racial strife, cars, school problems, friendship, and love were included in this category.
2. **Non-Fiction.** True stories, biographies, autobiographies, reference, and illustrated books of interest in science, math, music, and ecology were included in this category.
3. **Movie and TV Tie-Ins.** One of the most popular categories for students who had never read a book before and who didn't know what they might like to read. All the books in this category were adaptations of popular television programs and/or movies, and stories that were made into major motion pictures.
4. **Self-Help and Understanding.** Included in this category were "how to" books on auto repairs, sewing, carpentry, painting, drawing, landscaping, plumbing, cards, photography, cooking, weight loss, and nutrition. Other books in this category were those on child birth, yoga, sex, marriage, law, rights, acceptance of self, teenage problems and solutions, and drug abuse.
5. **Fiction.** A collection of popular novels, historical and current romance, and national best sellers.
6. **Sports.** Books by and about famous sports people, record books, illustrated "how to" books, as well as books on every sport from boxing to skateboarding.





7. **Short Stories, Plays, and Language Development.** Word puzzles, word power, dictionaries, pictures for writing, poetry, current and all-time favorite short stories were included as well as plays and "how to" books on speaking, writing, spelling, and reading more effectively.
8. **Multi-Ethnic.** Books by, about, and for Black Americans, Native Americans, Chicanos, and other ethnic groups. Included was poetry, best selling novels, diaries, anthologies, and mythology.
9. **Science Fiction and the Supernatural.** Stories of demons, werewolves, vampires, ufo's, robots, witches, time machines, cloning, and scientific monsters and miracles were included in this category.
10. **Women.** Books by, about, and for women were included in this category. Topics ranged from abortion and aerobics to winning at sports and being a senator.

Book Selection

From these ten (10) extensive interest categories, students selected the titles that would be ordered for their school. Each school was permitted to order a number of titles commensurate with their student population. Students were allowed to submit their orders for books twice, allowing them to sample a larger selection of books and to re-order their favorites.

Once books arrived at a school, each student selected two (2) books. Whenever s/he wanted a third book, s/he merely traded in one of the original two. The "trade" system was used as often as necessary. When a student left or was released from the school, s/he kept **any two** paperbacks. The importance of "ownership" cannot be too strongly stressed. Many reluctant readers have never owned a book. Once they realize that Project READ paperbacks are given to students, not schools, they are eager to select their two books. Students may read as many books as they care to with some managing to browse through every book in the school.

Books were displayed in a multitude of places that ranged from classrooms to court yards, auditoriums, hallways, and chapels. The books were displayed in empty soda and milk cartons, hung on clotheslines, tied on tree branches, pinned on volley ball nets, left on pool tables, and even left in their original shipping cartons. Somehow, they were intriguing enough to be looked at, touched, and read by all.

Non-Stop Reading

As soon as a school received its first book order, the books were selected by the students and a reading period set aside. Just as practice time is needed to improve one's skill in driving or tennis, it is also needed to improve reading skills. Thus, a daily non-stop reading period was initiated so everyone could **practice reading**. At the end of the non-stop reading period, students continued with the day's activities. No questions were asked concerning what was read or how much was read. Everyone in the room during non-stop reading did nothing but read. Teachers, staff members, and administrators read along with the students. Gradually all students realize that reading is very important.

While Project READ recommended that non-stop reading be a school-wide activity, this was not always possible. At least thirty percent of the schools involved all classrooms and all personnel in the non-stop reading period. Fifty-six percent of the schools limited their non-stop reading period to one classroom. This classroom was that of the teacher representative to Project READ, who often was the school's reading teacher.

At least sixty-six percent of the schools had a non-stop reading period once a day. Some schools had a brief period during each hour, and some schools had non-stop reading as infrequently as once a week. The average amount of time spent on non-stop reading was twenty minutes per day. Those schools dedicated to a daily non-stop reading period have

*You were here
you will be gone
you left your books to carry on
you came so far
to do so much
I know we are up
for doing wrong
But
some day
I'll go home.*

*Student
Missouri Hills School
St. Louis, Missouri*

rescheduled their entire day. One method of rescheduling involved cutting five minutes from each period in order to have an extra module. This extra time then is pulled together for a non-stop reading period at the same time each day. Another popular method rotated the non-stop period each day. This method allows for equal "losses" of subject matter time. For example, in a seven period day situation, every seventh day, twenty minutes would be taken out of the same period for non-stop reading. A monthly schedule is given to all teachers so everyone is informed well in advance of which period will be set aside for non-stop reading.

In addition to non-stop reading as a time when paperbacks are read, many schools reported students reading throughout the day. Residential schools reported reading taking place in the cottages and dorms. Non-residential schools reported students reading when regular classwork was completed, during free time, recreational time, on busses, during field trips, and at lunch.

Teachers have reported the effects of non-stop reading on the teaching/learning process. Most importantly, both teachers and students feel that reading has become a pleasurable experience. Non-stop reading has provided motivation and enthusiasm for reading. It has increased the teachers' awareness of what students like to read; and, indicated to teachers that students can and will read books written **above** their tested reading level.

Additionally, non-stop reading has fostered a more relaxed approach towards reading; increased teachers' reading; increased students' responsibility; has produced a calming effect on students' behavior; and, has strengthened student-teacher relationships by opening the lines of communication. The overall popularity and positive effects seen as a result of non-stop reading have changed the attitudes of many teachers and administrators. At least sixty-six percent of the schools indicated that they will continue a paperback book program after Project READ funds cease.

Best Sellers

Based on the number of single titles ordered, the following list represents the fifty (50) favorite titles:

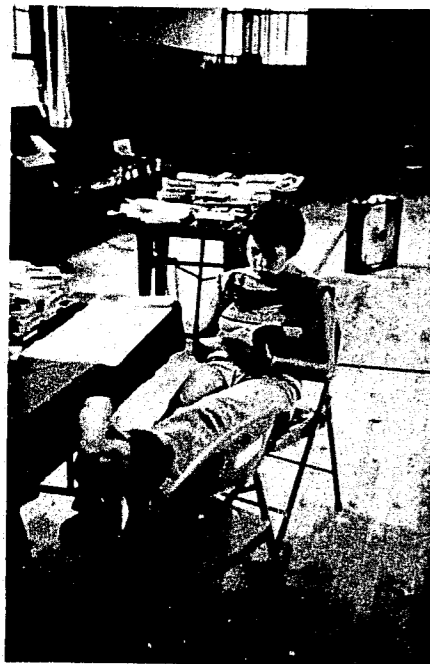
Title	Publisher
1. Star Wars	Ballantine
2. Guinness Book of World Records	Bantam
3. Go Ask Alice	Avon
4. Dawn: Portrait of a Teenage Runaway	Ballantine
5. Rocky, A Love Story About the World's Heavy Weight Champion	Ballantine
6. Sarah T: Portrait of a Teenage Alcoholic	Ballantine
7. Drugs and You	Archway
8. Runaway's Diary	Archway
9. The Godfather	Fawcett
10. The Exorcist	Bantam
11. Starsky & Hutch #3	Ballantine
12. Carrie	Signet
13. Jaws	Bantam
14. Jimmy Walker, Dyn-O-Mite Kid	Scholastic
15. Everything You Always Wanted to Know About Sex	Bantam
16. Mr. and Mrs. Bo Jo Jones	Signet
17. Ripley's Believe It or Not	Pocket
18. Training With Weights	Lippincott
19. The Pleasure Seekers: The Drug Crisis	Grove
20. The Legend of Bruce Lee	Dell
21. Guinness Sports Record Book	Bantam
22. Run, Shelley, Run	Signet
23. Ali	Scholastic

*For the first time many students have learned to enjoy reading as relaxing and entertaining.
(Teacher—Jeffersonville Alternate High School)*



Non-stop reading interrupts a home economics and art class at Scioto Village.





"If I had read this book (*Run, Shelley, Run*) before . . . I'd never have run away!"
(Student, Chalkville)

24. The Greatest: My Own Story	Ballantine
25. Understanding Sex: A Young Person's Guide	Signet
26. Easy Rider	Signet
27. Cornbread, Earl and Me	Bantam
28. Bruce Lee: The Man Only I Knew	Warner
29. The Omen	Signet
30. Love & Sex in Plain Language	Bantam
31. Basic Auto Repairs	Grossett & Dunlap
32. One Flew Over the Cuckoo's Nest	Signet
33. A Hero Ain't Nothin' But a Sandwich	Avon
34. Soul Brothers and Sister Lou	Avon
35. Dracula	Noble & Noble
36. In Prison	Signet
37. The Hustler	Avon
38. Runaway	Tempo
39. Rosemary's Baby	Fawcett
40. Drugs	Pocket
41. The Sexes: Male/Female Roles & Relationships	Scholastic
42. Hell's Angels	Ballantine
43. Webster's New School & Office Dictionary	Fawcett
44. The Jackson Five	Scholastic
45. Cool Cos: The Story of Bill Cosby	Scholastic
46. Harlem Globetrotters	Scholastic
47. Boys & Sex	Dell
48. Why Me? The Story of Jenny	Avon
49. The Bermuda Triangle	Avon
50. Our Bodies, Our Selves	Simon & Schuster

Favorite Categories

Of the ten (10) interest categories, the most popular were Movie and TV Tie-Ins, High Interest, Self-Help, and Non-Fiction. For a more specific list of the five (5) favorite books within each category, the following is provided:

High Interest

1. Go Ask Alice (Avon)
2. Dawn: Portrait of a Teenage Runaway (Ballantine)
3. Sarah T: Portrait of a Teenage Alcoholic (Ballantine)
4. The Runaway's Diary (Archway)
5. Mr. & Mrs. Bo Jo Jones (Signet)

Non-Fiction

1. Guinness Book of World Records (Bantam)
2. Ripley's Believe It or Not (Pocket)
3. Bruce Lee: The Man Only I Knew (Warner)
4. In Prison (Signet)
5. Hell's Angels (Ballantine)

Movie and TV Tie-Ins

1. Star Wars (Ballantine)
2. Rocky, A Love Story About the World's Heavy Weight Champion (Ballantine)
3. The Godfather (Fawcett)
4. The Exorcist (Bantam)
5. Carrie (Signet)

Self-Help

1. Drugs and You (Archway)
2. Everything You Always Wanted to Know About Sex (Bantam)
3. The Pleasure Seekers: The Drug Crisis (Grove)
4. Understanding Sex: A Young Person's Guide (Signet)
5. Love and Sex in Plain Language (Bantam)

Fiction

1. Dracula (Noble & Noble)
2. The Hustler (Avon)
3. Say Hello to the Hit Man (Dell)
4. The Thing At the Foot of the Bed (Dell Yearling)
5. Knock On Any Door (Signet)

Sports

1. Training With Weights (Lippincott)
2. Guinness Sports Record Book (Bantam)
3. Ali (Scholastic)
4. Harlem Globetrotters (Scholastic)
5. All About Motorcycles (Scholastic)

Short Stories, Plays, and Language Development

1. Webster's New School and Office Dictionary (Fawcett)
2. Bad Speller's Dictionary (Random House)
3. The Poetry of Rock (Bantam)
4. Male and Female Under 18 (Avon)
5. The Poetry of Soul (Bantam)

Multi-Ethnic

1. Down These Mean Streets (Signet)
2. Look Out Whitey! Black Power's Gon' Get Your Mama (Grove)
3. Black Is Beautiful (Scholastic)
4. To Be a Slave (Dell)
5. Black Is . . . (Grove)

Science Fiction

1. The Bermuda Triangle (Avon)
2. Vampires, Werewolves & Other Demons (Scholastic)
3. Strange But True: 22 Amazing Stories (Scholastic)
4. Planet of the Apes (Signet)
5. UFO's Past, Present and Future (Ballantine)

Women

1. Our Bodies, Our Selves (Simon & Schuster)
2. Sybil (Warner)
3. Bitches and Sad Ladies: An Anthology of Fiction By and About Women (Dell)
4. Free and Female: The Sex Life of the Contemporary Woman (Fawcett)
5. I'm Running Away From Home But I'm Not Allowed to Cross the Street (Avon)

Favorite Series

A number of titles in a series were provided. However, most students "turned on" to the character(s) in a series read *all* titles. The ten (10) favorite series were:

1. MAD
2. Peanuts
3. B.C.
4. Louis L'Amour
5. Dennis the Menace
6. Welcome Back Kotter
7. Happy Days
8. Wizard of Id
9. Beetle Bailey
10. Andy Capp

In summary, the effects of paperback books on troubled youth have been extremely positive. Not only have the books made a difference in improving reading ability, they have stimulated an interest and enthusiasm for reading, heretofore unseen.



Teachers at the Youth Development Center—Chalkville and the Rockville Training Center select paperback books for their classrooms.



HOW TEACHER TRAINING CAN MAKE THE DIFFERENCE



THE TEACHER TRAINING PROGRAM

Instructing teachers in motivating reluctant readers was the major goal of Project READ's teacher training sessions. While most of the young people in schools for troubled youth could read, many didn't. They needed to be motivated to read. The paperback book program and non-stop reading provided motivation to read and to practice reading. However, skill development had to take place, and teachers found themselves having to teach the same reading skills that had gone previously unlearned for years. Thus, a number of ideas using highly motivating activities to reinforce reading skills were presented during teacher training.

Music as Motivation

Most young people enjoy listening to music. To capitalize on this, the lyrics and music of popular songs were used to improve listening skills. Since good listening skills are important prerequisites of the reading process, reading the words while listening to the music could improve both skills. A number of reading skills that could be reinforced through listening to music were introduced during teacher training. Songs should be used that are known to the students. Students might be asked to submit names of songs they like; or, they may be asked to record their favorite songs on to a cassette as they listen to the radio.

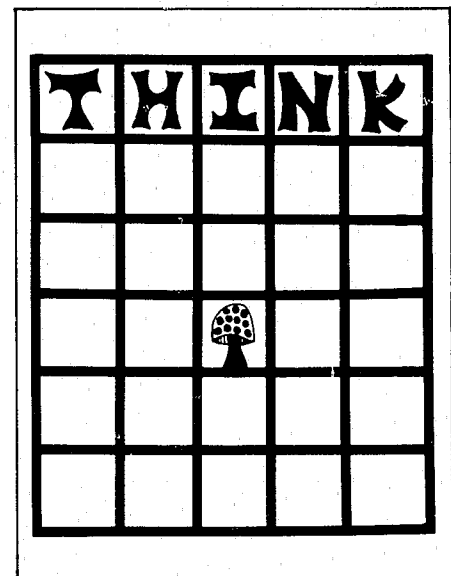
Reinforcing Consonants and Blends. A simple game board, the Think board, similar to a Bingo card is made by duplicating a master copy. The teacher listens to a song in preparation for developing the activity. As s/he hears words in the song that begin with consonants or blends, s/he writes them down. This list then serves as an answer key. Students are then given a list of the consonants and blends and asked to fill in the "Think" board. One consonant or blend is placed in each square until all squares have been filled in. During the actual game, students listen to the song, and each time they hear a word that begins with a blend or a consonant, they cross out that blend or consonant on the board. The song may be played as many times as needed. As soon as a row, column, or diagonal of blends and consonants have been crossed out, the student calls "Think." Prizes, such as paperbacks, may be given for winning a set number of games. There is no limit to the number of students who can play at one time. It is a good idea to have students exchange the "Think" board they have made with another student, as this prevents "rigging" the game. Many variations of this game are possible. The "Think" board can be used to reinforce syllabication rules, synonyms, antonyms, and word endings.

Clozure may be used to reinforce comprehension skills. The teacher listens to a song, writing down important phrases. Then on a master copy, these sentences are written with one or more words deleted. As students listen to the song, they fill in the blanks. An example of this can be found with "Queen of the Silver Dollar."

Categorizing can be reinforced with music activities. Some songs lend themselves to this type of activity, and it is a simple activity to prepare. The example of "Porcupine Pie" illustrates this activity.

Critical thinking is another yet more difficult skill that can be reinforced through music. The example of "Starwood in Aspen" illustrates simple reorganizing of thoughts. However, more thought-provoking questions can lead to higher level thinking and even to creative writing.

There seem to be no limits to using music activities to enhance the learning process. The scores of teachers who have reported trying this idea indicate that their students are highly motivated, and heretofore unaware that learning could be so much fun.

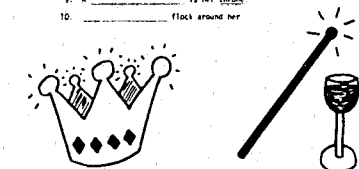


Queen of the Silver Dollar

by Embla Harris

Literal Comprehension

- The Queen arrives in splendor at _____ o'clock.
- Her chariot is a _____.
- The chariot steps right down the _____ (rings with clock).
- She rides a _____.
- Her royal dress is made of _____, _____, and _____.
- Her royal jewels are _____.
- Her shoes are _____ and _____.
- Her scepter is a _____ to her finger.
- A _____ is her dagger.
- _____ flick around her.



Porcupine Pie

by Neil Diamond

by Neil Diamond

CATEGORIZING

List two animals

1. _____

2. _____

List four things you can eat

1. _____

2. _____

List two articles of clothing

1. _____

2. _____

Name a part of the body

1. _____

List two colors

1. _____

2. _____

List four things you can see

1. _____

2. _____

List two articles of clothing

1. _____

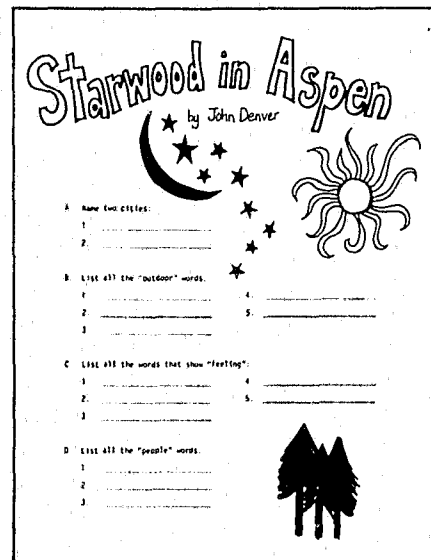
2. _____

List two action words (verbs)

1. _____

2. _____





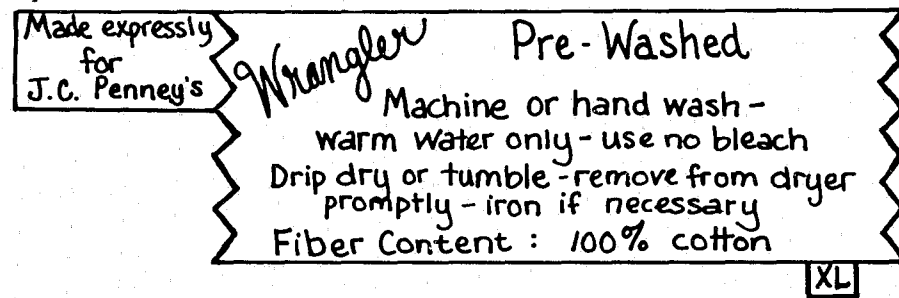
Functional Reading Packets

Since 46% of the troubled youth served by Project READ are functionally illiterate, a part of teacher training focused on developing functional reading packets. The skills reinforced through these packets were those necessary for survival in a literate society. They included reading labels from medicine bottles, food packages, and clothing; reading road signs, directions and emergency signs, as well as newspapers, telephone books, and advertisements. Skills were also developed to help students complete job applications, take their driver's written exam, understand contracts and agreements, and to complete various order forms.

Construction of Packets. Teachers were instructed in the design and implementation of functional packets. All the materials necessary to develop a packet were available during the training sessions, and each teacher had to complete three packets to take back to his/her respective school. To construct a packet, the following materials are necessary: index cards, manila envelopes, magic markers, scissors, glue, and an assortment of magazine pictures and/or advertisements, pages from telephone directories, Sunday comics, TV guides, catalogs, empty food packages, application forms, directions, leases, contracts, etc. Either a laminating machine or transparent Con-Tact paper is used to preserve the finished packet. A step by step explanation of how to construct a packet follows.

Functional Reading Packet

CONTENT: A washing label from a pair of jeans
MATERIAL NEEDED: Label, Envelope, Index Cards, Magic Marker, Glue



OBJECTIVE: To write three sets of questions; one each at the literal, interpretive, and problem solving levels.

SET A

<p>A—Literal Questions (Card Front)</p> <ol style="list-style-type: none"> 1. What kind of material are these jeans made from? 2. What is the brand name? 3. Have these jeans been washed before? 	<p>A—Literal Answers (Card Back)</p> <ol style="list-style-type: none"> 1. Cotton 2. Wrangler's 3. Yes, they were pre-washed before you bought them.
---	--

I don't mean to brag but my teacher told me I went up three years in my reading.
 (Student, Scioto Village)

We have 40 or 50 learning packets in our room and I like the newspaper ones the best. It's the first thing I pick up when I come into class.
 (Student, Scioto Village)

SET B

B—Interpretive Questions (Card Front)

1. What would happen if you left the jeans in the dryer for an hour after the cycle was finished?
2. If you used very hot water to wash these jeans, what might happen?
3. Could you buy these very same jeans at a store other than J. C. Penney's?

B—Interpretive Answers (Card Back)

1. They would be very wrinkled.
2. They would probably shrink.
3. No, they are made only for sale at J. C. Penney's.

SET C

C—Problem Solving Questions (Card Front)

1. How could you find out how much these jeans cost?
2. What could you do to make these jeans look different and more personal?
3. What could you do with these jeans when they no longer fit or are worn out?

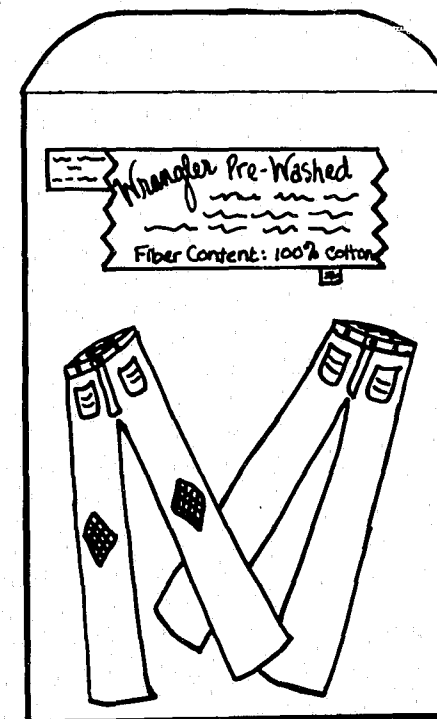
C—Problem Solving Answers (Card Back)

Your own opinion is correct, some possible answers might be:

1. Call the store, write to Penney's.
2. Paint designs, sew on patches, embroider designs, fringe the hems, etc.
3. Give them away, make other things from them, make shorts, make patches for other jeans, etc.

CONSTRUCTION OF PACKET

1. Paste or draw the label on the envelope front.
2. Write directions on envelope back.



YOU CAN - Answer the questions on Card A.

CAN YOU - Answer the questions on Cards B and C.

Check your answers on the back of the cards which are inside the envelope.

You may wish to Con-Tact or laminate the question cards and the envelope.



Teachers at Scioto Village, Ohio making functional reading packets during the training sessions that were included in all in-depth sites.



Comics to Motivate and Reinforce Skills

Developing packets around a theme or skill is often useful and highly motivating. For example, vocabulary development and word meaning can be reinforced using the Sunday color comics. A number of frames are cut from various strips of comics, pasted on tagboard, and covered with Con-Tact paper. Word cards are then made with one word per card. The words should describe something about the picture cards. For example:



Students are asked to match pictures with words. A self-correction scheme, such as numbers or letters, should be used (see page 19). Some packets should have as few as three picture cards and three word cards. Others should have increasing numbers up to, say, ten. One group of packets may have words that describe or indicate action; others may have words with similar prefixes or suffixes. After this technique is familiar to students, they may be asked to make different word cards for the same pictures. A lot of mileage can be gained from this simple and highly motivating idea.

Classroom Use of Packets. Since packets can be made to reinforce almost any skill within a content or interest area, there are no boundaries for usage. All content area teachers and vocational teachers, as well as the reading-language arts teachers, can use packets. Packets are not necessarily meant to replace textbooks and on-going programs; but to supplement them.

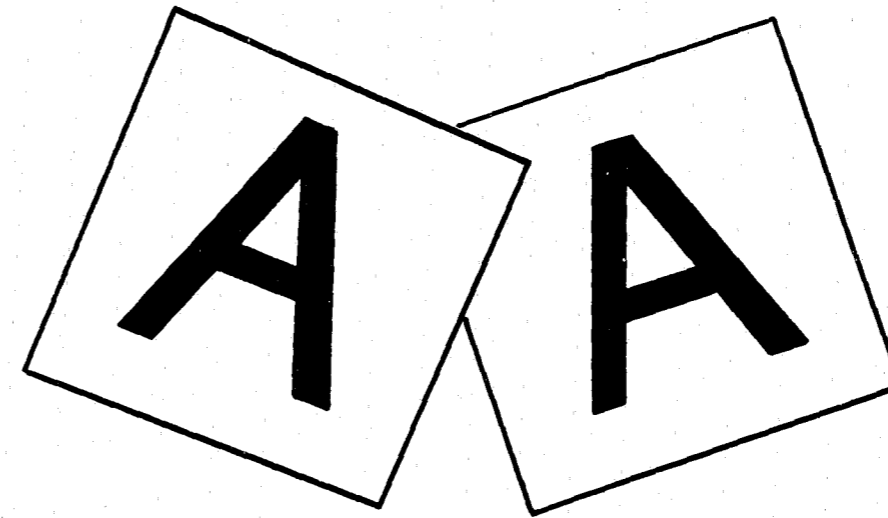
All packets can be kept in an attractively decorated box, and used by students in the following ways:

- Upon completion of seat work.
- At the end of each class period.
- For one period a day.
- On a rotating basis if teachers pool their packets and move the box from one class to the next each day.
- By a number of individual students at the same time, thus, freeing the teacher for individualized or small group work.

While packets may be reused by the same students, it is still necessary to add to the number of packets. At times, students may be assigned to complete certain packets. More frequently, they should be asked to select a packet to complete. If each packet is numbered consecutively as it

is made, records can be kept and/or the packets can be used in contracting (see page 22).

Self-Correction as a Motivational Technique. Since functional reading packets are designed to be used by one or two students at a time, the teacher will not always be free to check answers. Therefore, each packet should have an answer card or a clue that reveals the correct answer. When packet activities involve matching items, a simple correctional device using numbers, colors, or letters can be used. For example, if a student thinks these two items match, s/he turns over both cards to look for the answer.



There should be little concern for cheating. If the activity is meaningful and motivating, students will be eager to figure out the answer. When a student is found looking at the answer card prior to beginning the activity, the teacher may do any of the following:

- Make sure the activity is not too difficult for the student.
- Have the student work with a friend.
- Remove the answer card and have him/her check with another student or the teacher for the correct answer.

In summary, functional reading packets can be designed around any skill, for any content area; can be used at any time, by one or two students; and should be self-correcting. Additionally, teachers should make an effort to develop packets that are manipulative rather than pencil/paper oriented. Usually reluctant readers are reluctant writers, and packets should motivate students to learn new and/or reinforce previously learned skills.

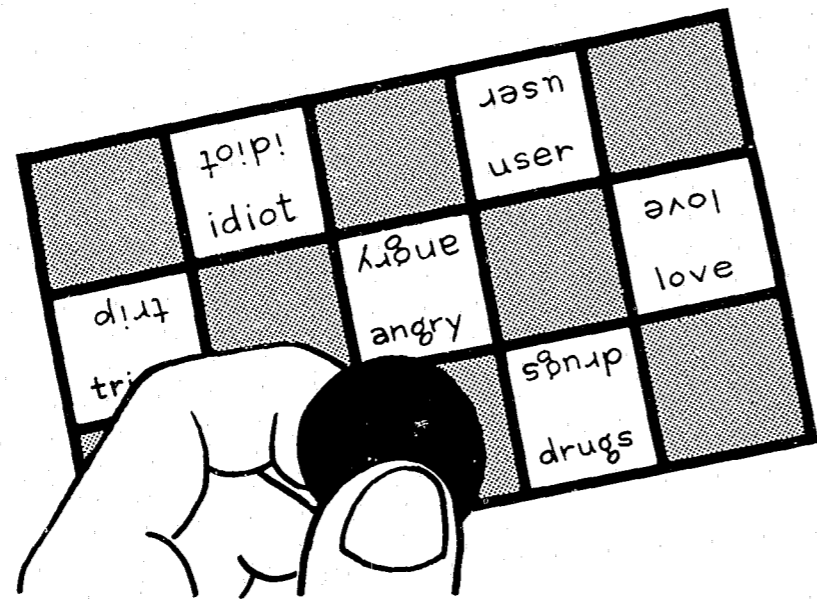
Games to Motivate and Reinforce Skills

A segment of teacher training was given to the construction and implementation of small group games. For many poor readers, it is necessary to continuously reinforce simple phonics and comprehension skills. While this can be a boring, tedious process, it does not have to be. By incorporating a skill into a well known game board or activity, reinforcement of even the most difficult skill can be motivating.

For example, a checker board can be covered with transparent Con-Tact paper. Then words from a popular book, or from a language experience word bank can be typed on small cards and each card placed

within a playing square. As students play checkers in the normal fashion, they must read each card before a checker is moved on to the square. If a word is unknown to a player, that player relinquishes his/her turn. Extra points may be earned by categorizing a word, or using it in a sentence. If a player can do either of those, a king is given to the checker.

Any skill may be reinforced on a checker board, including math. Simple problems can be placed within each square and the answer given to the partner before moving on. It is essential to have the skill card facing both players so no one is forced to read upside down.



Additionally, games were introduced to teachers using other game boards, such as Monopoly and Concentration. With these games, new skill cards are designed by the teacher. Sometimes entirely new game ideas based on race track games or some sport were designed by the teachers. With all games, the object is not just to win, but to practice a skill.

Motivational Techniques for Non-Readers

Based on the philosophy that a beginning reader can read his/her own "language" better than someone else's language, the purpose of (LEA) the **Language Experience Approach** is to get speech into print. Once a beginning reader's speech is in print, reading skills are presented through his/her own words; words that are known. Following are sequential steps in getting a learner's speech into print.

- Provide a stimulus for the learner to discuss. A picture, a record, a commonly shared T.V. program, a set of similar experiences can provide natural discussion.
- The teacher elicits sentences concerning the stimulus and writes down everything the student says. It is imperative that the students' language is accepted and written verbatim by the teacher. For example, a sentence given as "He not be here no more" must be written exactly as it is said, for regardless of what the teacher writes, the student will read back "He not be here no more." If we are going to establish a sight vocabulary, we must provide true print for the speech presented. Remember, only the teacher writes; the student talks. Writing can be done on the blackboard, wall chart, overhead projector, or typewriter.
- The teacher reads back each sentence as it is written.



"Dr. Janet" demonstrates the language experience approach with non-readers at the Youth Development Center, Chalkville, Alabama.

- The student reads back each sentence after the teacher.
- A title is given to the story.
- The teacher is responsible for reproducing enough copies of the story for each person in the group.

The story in the margin resulted when five young men from a New York City school responded to a full color picture of some boys playing stick ball on a local New York City street.

Once the student's speech is in print and s/he can read his/her sentences with little or no help from the teacher, the teaching of skills and establishment of a "word bank" or file begins.

Word banks or files contain index cards with one word written on them. These words are selected by the student from the stories s/he has "written." By simply asking a student to select a word or words s/he would like to learn permanently, the teacher records each word on an index card. On the back of each card is the word in a sentence with the word underlined. Thus, in reviewing word cards, a student can use sight or context clues to help recall the word.

Once a sizable number of words is accumulated, skills may be taught. For example, with all students using their respective word banks, the teacher may have them categorize their words according to people, places, things. Or, have them pull out all the words that end in ing, have a bl blend, have more than two syllables, etc. Skills can now be taught through a discovery approach.

The Language Experience Approach accepts a student's language; allows for spoken words to be learned in print; is low cost as no materials are needed; and works with the known! While a one-to-one situation may be used; small groups of four or five work best. As a rule, when a student cannot read "book talk," s/he should probably be in Language Experience. When s/he can read his/her own "talk" (speech in print), then s/he is ready to read the "talk" of his/her peers. Only then is s/he ready for the language patterns of "book talk."

garment	Most of our clothes are made in the <u>garment</u> district.
---------	--

Skill Development

Any number of skills could be reinforced using the story, "The Mistake." It is important that the story be read by the students prior to introducing a skill. Only one skill should be introduced at a time. Following is a modified list of skills that might be reinforced:

- Phonics skills, such as circling all the words that begin with "b," "p," "s," etc.
- Syllabication skills, such as listening and/or looking for the number of syllables in:
window playing beetles garment selling police
- Structural skills, such as noun-verb agreement in:

it	have	boys	be
man	come	he	have
he	look	he	be
man	be		
- Expanding language skills, such as using synonyms for:
"the store lady"
"Juvie"
"a sheet"
- Comprehension skills, such as:
What evidence do the police have to charge the boys?
What might you find in a "pawn" shop?

THE MISTAKE

- The boy what has the bat broke the window. (Carlos)*
- Some boys playing ball and the ball went in the store. (Willie)*
- One boy he ran away when he saw the police. (Darrell)*
- The store lady be plenty mad and make the boys pay for a new window. (Justin)*
- They have to sell some stuff to get money for the window. (Marty)*
- Some boards be on one house. It have too many beetles and rats. (Willie)*
- The man with the big car come from the garment. He just come out the cleaners with some clothes. (Justin)*
- Maybe he come out the pawn shop for selling some stuff. He look like he in a hurry to leave. (Marty)*
- The boys be afraid to go home for they get their tail beat when their mother find out. (Carlos)*
- The police beat the boy 'fore they take him to Juvie. (Willie)*
- He have to take his mother to Juvie and she be plenty mad because last time he be there the judge say he go the "special school" next time he mess around. (Justin)*
- His mother say he gonna have a sheet on him 'fore he be much older. (Carlos)*
- Maybe the man in the car be sorry for the boys and pay for the window. (Everyone)*

Whose fault was it that the window broke?

New stories can be generated from comprehension questions. Eventually, when students are capable of writing their own stories, these questions can lead to creative writing activities. A tape recorder and pictures can be placed in one area of the classroom to allow students to record their "stories." At some point, the teacher can transcribe these stories. Eventually, all "stories" can be made into "books." Books that have been written by some students and read by their peers can be used in classroom libraries for sustained silent reading. The overall effect is one of improved self-concept on the part of the "writers" and enjoyment and motivation for the "readers."

Contracting

While many teachers were familiar with contracting to modify behavior, during the training session teachers learned how to use contracting to modify academic learning. Teachers were instructed in developing long range and short term contracts, as well as individual and group contracts.

Contracting allows students to determine the rate at which they can learn, the level of difficulty they can succeed with, and the method they can best learn by. Teachers were instructed in the use of pre-testing students to determine what they already know. For example, if a pre-test is given in spelling on Monday, all students can discover how many of twenty words they already know. A typical outcome might be:

	No. Right		No. Right
John	18	Carlos	5
Isaac	15	Maria	17
Mary	10	Willy	11
Harry	6	Jerome	20
Curtis	14	Patty	16
Wayne	12	Mike	17
Louise	3	Al	1

Reviewing these scores, it is inconceivable to think that everyone can learn all twenty words by Friday. Those students who know fewer than ten words on Monday would be doomed to failure if they were made to learn all twenty by Friday. Conversely, there is not much point in those students knowing 17 or more words to study. They might contract to find ten difficult words and their meanings. Al probably should contract to learn four words, the one he knows plus three others that he chooses. Students should also choose how they want to study; i.e., spell to a friend (1), write the words five times each (2), etc. Thus, a contract for Curtis might look like this:

Spelling Contract

Name: Curtis

Date	Pre-Test	To Be Learned	Methods Used	Post-Test
5/1	14	6	1, 2, 7	

Curtis then circles on his test those words he will learn by Friday. After he corrects his spelling paper on Friday, he records his post-test score.

Teachers were encouraged to begin contracting with an easy area, work towards short term goals, and insure student success. Once they felt comfortable with contracting, they could expand to all content areas and begin long term contracting.

In addition to training in the area of motivational techniques for reluctant readers, teachers were also given instruction in testing. An explicit description of this segment of teacher training follows.

THE TESTING PROGRAM

The major purpose in the testing segment of teacher training was to prepare teachers for properly administering and interpreting tests of potential, reading ability, and self-concept. To determine whether or not the paperback book program and the use of motivational techniques could improve the reading/learning process, Project READ selected a number of standardized tests. A description of each follows:

Mental Ability and Learning Potential

Peabody Picture Vocabulary Test, American Guidance Service, Inc., Publisher's Building, Circle Pines, Minnesota 55014.

The PPVT is designed to provide an estimate of a student's verbal intelligence through measuring his/her listening vocabulary. No reading is required of the examinee, and the test can be given to anyone between 2 and 18 years who is able to hear words, see drawings, and can indicate a "yes" or "no" answer. While the test takes only ten to fifteen minutes to administer, the scoring is completely objective, and alternate forms are available. The scores yield both a mental age level and Intelligence Quotient. With the mental age score converted to a grade level, a learning potential for verbal intelligence or reading can be arrived at.

While this test is by no means culture free, it was selected because of its unique ability to determine potential without requiring the student to read. Additionally, an alternate form of the test permits post-testing within a few months. It should be noted that the alternate Form B is much more difficult than Form A. All post-testing with the PPVT was done with Form B. Because of the difficulty factor of this form, many teachers felt that their students post-test scores were low. However, there was still significant gain.

Self-Concept

Piers-Harris Self-Concept Scale, Counselor Recordings and Tests, Box 6184, Acklen Station, Nashville, Tennessee 37212.

This scale has 80 statements to be answered with a yes or no. It is a self-report instrument which can be read by the student or by the teacher to the student. The scale contains six factors including behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity and happiness, and satisfaction.

One item of this test, number 70, proved to be of particular value. Students were asked to respond yes or no to the statement "I am a good reader." The significance of this statement is discussed on page 42. The national average of this scale during the 1976-77 year indicated that troubled youth had normal or acceptable self-concepts. Therefore, teachers participating during 1977-78 were given the option of administering this test. Forty-two percent of the schools chose to administer this test, both pre and post.

Reading Comprehension

Botel Word Opposites Test, Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607.

This test consists of ten graded lists of words from first grade level through twelfth grade. The object of the test is to have a student find the opposite of a word in a set of four words. The yield is a comprehension predictor indicating the reading level a student can work at most comfortably.

During 1976-77, the Word Recognition section of the Botel Inventory was also given. Since it correlated almost perfectly with the Word Opposites test, it was eliminated during the 1977-78 year. Many studies of the Word Opposites test consistently indicate that it is one of the best predic-

Dr. Janet Carsetti conducting a teacher training session at Long Lane School, Connecticut; one of the five in-depth sites.



Project READ staff Catherine Pierce and Janet Carsetti testing students at an in-depth site.



tive indices of a student's comprehension. While its scores are probably most reliable from grades one to six and less reliable for seven through twelve, it is still used at higher grade levels.

Phonics Ability/Botel Phonics Test

Only three sections of this test were administered. The consonant and consonant blends sections enable a teacher to identify the sound/letter pattern relationships that a student knows. The rhyming word section provides four written words for which the student must provide rhyming counterparts. Both vowel knowledge and initial consonant substitution are needed for this task. Teachers were instructed to give the phonics test only to students who scored below fourth grade.

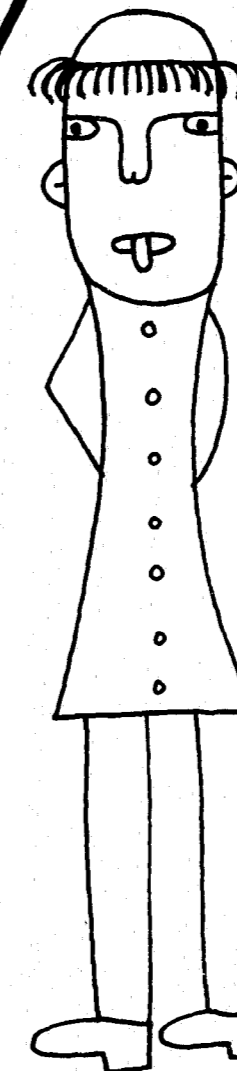
Administering the Testing Program

Once teachers returned to their schools from a training session, they were to test a specified number of students, and record the information on the data sheets provided. All teachers received sufficient copies of each test to use with their students for pre and post-testing. All pre-testing had to be completed, and data sheets returned to the Project READ office prior to November, 1977. No paperback books would be sent to a school until their pre-test data sheets were recorded with Project READ. After students had a minimum of eight weeks to read the books, they could be post-tested. All post-test data sheets had to be received by Project READ prior to February, 1978.

The following responsibilities were required of all teacher representatives:

1. Attend a three-day training session.
2. Return to school and test student population with the following instruments:
 - a. Peabody Picture Vocabulary Test
 - b. Botel Word Opposites Test
 - c. Phonics Test (for students scoring below fourth grade on the Word Opposites)
 - d. Piers-Harris Self-Concept Scale (optional)
3. Test the following number of students:
 - a. If school population is under 20, test the entire population;
 - b. From 20-60 students, test 20;
 - c. From 61-119 students, test 30;
 - d. From 120 and up, test 40.
4. Complete data sheets and return to Project READ office no later than October 28, 1977.
5. Place book order with Project office.
6. Check in books at institution against order form, return book report form to Project.
7. Organize a daily, non-stop reading period.
8. Implement functional reading packets.
9. Be willing to try one or more of the following techniques:
 - a. The Language Experience Approach with non-readers;
 - b. Music activities to reinforce reading/listening skills;
 - c. Games to reinforce skills;
 - d. Comics to develop vocabulary and comprehension skills.
10. Post-test students:
 - a. Prior to February 1, 1978;
 - b. Or, as they are released, but not until eight (8) weeks after books are received.
11. Complete all forms/questionnaires that may be needed for the Project.
12. Serve as the liaison between the Project office and school.

BEFORE THE DIFFERENCE



Self-portrait of a 15 year old student with an extremely low self-concept.

PRE-TEST INFORMATION

As previously indicated, students in participating schools were tested for reading ability, mental ability, and self-concept, prior to the arrival of paperback books, non-stop reading, and functional reading packets. A total of 2,670 students were pre-tested, 643 females and 2,027 males. Following is a description of each category, the means or averages of that category, and the ranges for each category.

Chronological Age (CA). The average student tested was 15 years, 6 months at the time of testing. The youngest was 6 years, 9 months, and the oldest 23 years, 2 months. (The California Youth Authority permits young people up to 24 years to remain at their youth facilities.)

Grade Level. Of the 1,302 or 48% of the students in a graded setting, the average student was in the ninth grade. The range in this category was from second grade through the 13th.

Mental Age (MA). As indicated by the Peabody Picture Vocabulary Test (PPVT), the average student had the mental ability of someone 11 years, 7 months. The lowest mental ability score was 3 years, 10 months, and the highest 18+. It should be noted here that the upper limit of the test is 18+, and all students scoring above the upper limit were automatically assigned a score of 18+. Only five percent fell into this category. Fifty-six percent of all the students scored **below** 11 years, 8 months.

Potential Grade Level Ability. With the MA derived from the PPVT minus five years, a grade level potential was assigned. As five is the age most youngsters enter school, the number five is subtracted from the MA score. The average student had the ability to work at the sixth grade level. Ranges in this category were from well below first grade (pre-primer) to grade 13.

Reading Comprehension. Using the Botel Word Opposites test, the average student read at the fourth grade level. There were 119 non-readers who could not take this test. Others scored at the upper limits of the test, grades nine through twelve. Out of 100 words on the total test, the average student knew 57. The minimum number of words known to a student was zero and the maximum 99. Thirty-eight percent of all students scored below fourth grade.

Phonics Ability. Students scoring below fourth grade on the Botel Word Opposites Test were administered the consonants, consonant blends, and rhyming word sections of the Botel Phonics Inventory. This test allowed reading teachers to identify specific strengths and weaknesses.

Consonants—Of a possible 18 consonants, the average student knew 15. The range was from 0 to 18.

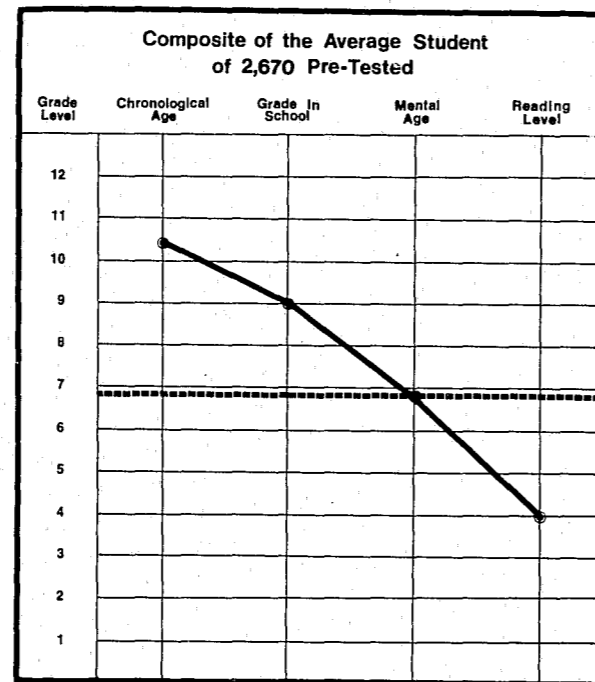
Consonant Blends—Of a possible 19 blends, the average student knew 10. The range was from 0 to 19.

Rhyming Words—Of a possible 8 correct answers, the average student knew 6. The range was from 0 to 8.

Self-Concept. Based on the Piers-Harris Self-Concept Scale, an average or acceptable score falls between 46 and 60. Anything below 46 indicates a poor self-concept, and any score above 60 probably indicates the student was not truthful in responding to the statements. While the average student scored 53, only 43% of all the students fell into the "acceptable" category. Twenty-five percent of the students received a score below 46, and 32% scored above 60. The range was

from 5 to 80. One statement of the Piers-Harris, item number 70, was analyzed separately. Students were asked to respond "yes" or "no" to the statement: "I am a good reader." Sixty percent of the students said "yes" and 40% said "no." A thorough analysis of these two groups of students appears on pages 31, 37, and 42.

The chart below is a graphic representation of the **average** student who was pre-tested. The broken line indicates the student's grade level potential. This line allows the teacher to quickly assess a student's ability in relation to his/her potential, age, and grade level. Thus, according to this graph, the average student is working two years below potential, four years below grade level, and six years below his/her average counter aged peers.



Pre-Test Correlations

Nine variables were correlated among one another from pre-test data. Those variables correlated were chronological age, grade level, mental age, reading comprehension, consonants, blends, rhyming words, self-concept, and the "I am a good reader" statement. With an "n" equal to 2,670, almost all correlations over .200 were significant. However, the most significant correlations were considered to be those above .400. They were:

- Chronological age with grade level (.614)
- Mental age with reading comprehension (.587)
- Consonants with blends (.526)
- Consonants with rhyming words (.467)
- Reading comprehension with blends (.457)
- Blends with rhyming words (.408)

Phonics Ability Compared to Reading Level

The chart in the margin represents a total of 907 students who scored **below** fourth grade in reading comprehension. It is evident from this chart that as phonics ability increases, reading level increases. For example, students scoring at the second half of third grade (3²) in reading comprehension knew 91% of the 18 consonants, while students scoring at grade one knew only 81% of the consonants. These differences are even more pronounced when comparing consonant blends with reading level. Students scoring at the 3² reading level knew 72% of the 19 blends,

while students scoring at grade one knew only 42% of the blends. Rhyming words compared to reading level is also significant. While students at the 3² reading level knew 87% of the 8 rhyming words, students at grade one knew 72% of the possible 8 words.

Potential Compared to Reading Level

As indicated previously, the average student was reading at least two years below his/her potential. Therefore, a closer analysis was made of all students between reading level and potential. The results indicate that 68.7% of the 2,670 students pre-tested were working **below** potential. Of the 38.6% of the students who read below fourth grade level, 83.4% had the ability to do better.

Found to be working at potential, or doing as well as can be expected, were 18.8% of the students. Conversely, 12.6% would appear to be working above potential. Since this is virtually impossible, one might assume that either or both scores from the Peabody Picture Vocabulary Test and Botel Word Opposites Test are invalid for these students.

The most significant fact remains that most of the young people in the juvenile justice system have the ability to read at much higher reading levels. Some students could be reading as many as 12 years better. While this hypothesis has been indicated by previous studies conducted by Project READ, it can now be substantiated: **These students can read, but don't.**

Group Comparisons on All Variables

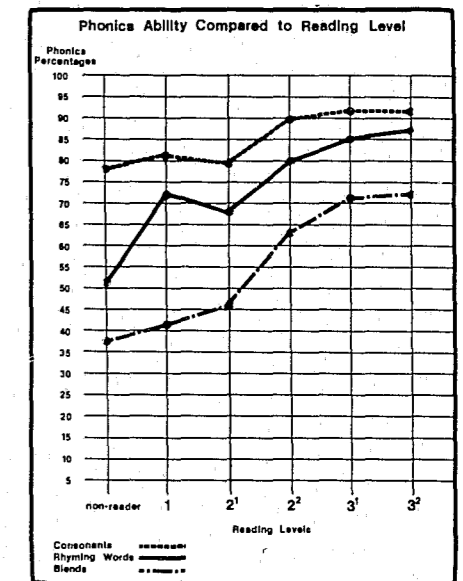
Now that the data from the entire pre-test group has been analyzed, it seems appropriate to compare four distinct groups within the larger group. Following are the average/mean scores for males/females; alternative school students/training school students; in-depth schools/conventional schools; and those who think they are good readers with those who think they are not good readers.

Males Compared to Females

The following chart indicates the mean scores for each group on all variables.

Variables	Males n = 2,027	Females n = 643
Chronological Age	15 years, 5 months	15 years, 8 months
Mental Age	11 years, 7 months	11 years, 10 months
Potential Grade	6th grade	6th grade
Reading Level	3 ²	5th
Consonants	15 of 18	16 of 18
Blends	10 of 19	13 of 19
Rhyming Words	6 of 8	7 of 8
Self-Concept	54 (46% in acceptable range)	50 (40% in acceptable range)
"I am a good reader" (yes)	59%	64%
"I am a good reader" (no)	41%	36%

Comparing these two groups at the time of pre-testing, one might infer that while they have similar mental abilities and similar chronological ages, the females are reading much better. Only 23% of the females were reading below the fourth grade level, while 43% of the males were reading below fourth grade. Similarly, 56% of the females were working below their potential versus 73% of the males.



Training School Students Compared to Alternative School Students

Variables	Training Schools n = 1,879	Alternative Schools n = 791
Chronological Age	15 years, 7 months	15 years, 5 months
Mental Age	11 years, 6 months	12 years, 1 month
Potential Grade	6th	7th
Reading Level	3 ²	4th
Consonants	15 of 18	16 of 18
Blends	10 of 19	12 of 19
Rhyming Words	6 of 8	6 of 8
Self-Concept	53 (46% in acceptable range)	52 (45% in acceptable range)
"I am a good reader" (yes)	61%	58%
"I am a good reader" (no)	39%	42%

The above chart indicates that students in the 34 alternative schools did better than the students in the 40 training schools in mental ability and reading level. There were 42% of the students in training schools reading below fourth grade level versus 30% of the students in alternative schools. However, both groups had large numbers of students working below their potential: 70% in the training schools were working below potential and 66% in the alternative schools. In comparing Mental Age to Chronological Age within each group, it is interesting to note the following: 55% of alternative school students scored below the mean Mental Age of 12 years, 1 month. Yet only four percent of the Chronological Ages were below 11 years, 6 months. Once again, there is evidence that these students **can read, but don't**.

In-Depth Schools Compared to Conventional Schools

While there were only five in-depth schools, the total population of each school was tested. The conventional schools, or the remaining 69, tested a portion of their populations. Similarly, only one teacher was trained in each of the 69 conventional schools compared to the entire faculties of the five in-depth schools. Following are the mean scores on all variables for each group.

Variables	Conventional n = 2,234	In-Depth n = 436
Chronological Age	15 years, 7 months	15 years, 6 months
Mental Age	11 years, 7 months	12 years, 1 month
Potential Grade	6th	7th
Reading Level	3 ²	4th
Consonants	15 of 18	16 of 18
Blends	10 of 19	12 of 19
Rhyming Words	6 of 8	6 of 8
Self-Concept	52 (46% in acceptable range)	53 (45% in acceptable range)
"I am a good reader" (yes)	58%	70%
"I am a good reader" (no)	42%	30%

Since all students in the in-depth schools were tested, the mean scores are higher than those in the conventional schools. The population tested in the conventional schools is indicative of the students having the most trouble in reading. Yet, 53% of the students in the in-depth group scored below the mean Mental Age. Similarly 57% of the students in the conventional group scored below the mean mental age. However, only 27% of the in-depth group read below the fourth grade level, while 41% of the conventional group read below grade four.

Self-Reported Good Readers vs. Self-Reported Poor Readers

As mentioned previously, item number 70 on the Piers-Harris Self-Concept Scale was analyzed separately. Students were asked to respond yes or no to the statement "I am a good reader." A comparison of mean scores on each variable follows.

Variables	Yes n = 1,110	No n = 1,560
Chronological Age	15 years, 5 months	15 years, 7 months
Mental Age	12 years, 2 months	11 years, 4 months
Potential Grade	7th	6th
Reading Level	4th	3 ²
Consonants	15 of 18	16 of 18
Blends	12 of 19	10 of 19
Rhyming Words	6 of 8	6 of 8
Self-Concept	56 (46% in acceptable range)	49 (45% in acceptable range)

While both groups of students have similar mean Chronological Ages, the "yes" group is superior in mental ability by 10 months. In reading level, 46% of the students in the "no" group were reading below fourth grade, while 27% of the students in the "yes" group were below fourth grade.

Summary

A total of 2,670 students from 74 schools in 29 states were pre-tested in reading, mental ability, and self-concept. The average student had the potential to perform at the sixth grade level, was reading at the fourth grade level, and had an acceptable self-concept. The most significant information gleaned from these data is that the students tested have the ability to be reading far above their tested reading levels. They are students who can read, but don't.



"Are you sure I can only have **two** of these books?" (Student, Long Lane)

Post-Test Correlations

All variables were correlated with one another. As with the pre-test correlations, similar results were found with post-test correlations. The most significant correlations, or those greater than .400, were:

- Reading level with mental ability (.559)
- Consonants with consonant blends (.462) and rhyming words (.449)
- Consonant blends with the number of correct words from the Word Opposites Test (.504)

Group Comparisons on All Variables

As with the pre-test data, the following sub groups will be compared on all variables: males with females; alternative school students with training school students; in-depth schools with conventional schools; and those who answered "yes" to "I am a good reader" to those who answered "no."

Males Compared to Females

The following chart indicates the mean scores on all variables.

Variables	Males n = 1,059	Females n = 433
Chronological Age	15 years, 8 months	16 years, 1 month
Mental Age	11 years, 9 months	12 years, 4 months
Potential Grade	6th	7th
Reading Level	4th	5.4
Consonants	16 of 18	16 of 18
Blends	11 of 19	13 of 19
Rhyming Words	6 of 8	6 of 8
Self-Concept	57 (44% in acceptable range)	55 (43% in acceptable range)
"I am a good reader" (yes)	70%	72%
"I am a good reader" (no)	30%	28%

Comparing these two groups, one finds the females to be five months older chronologically and mentally, and reading better by one year. Additionally, only eleven percent of the females were reading below fourth grade level, while 29% of the males were reading below fourth grade. However, while both groups of students have the ability to perform better in reading, there are more males who could do better. While 70% of the females reading below fourth grade level could do better, 86% of the males could be performing better. Similarly, 53% of the females are working **below** their potential, while 63% of the males fall into this same category.

Training Schools Compared to Alternative Schools

Variables	Training Schools n = 1,050	Alternative Schools n = 442
Chronological Age	15 years, 10 months	15 years, 7 months
Mental Age	11 years, 9 months	12 years, 6 months
Potential Grade	6.5	7.5
Reading Level	4th	5th
Consonants	16 of 18	17 of 18
Blends	11 of 19	13 of 19
Rhyming Words	6 of 8	7 of 8
Self-Concept	57 (44% in acceptable range)	57 (42% in acceptable range)
"I am a good reader" (yes)	69%	80%
"I am a good reader" (no)	31%	20%

Comparing these two groups, one finds alternative school students as having significantly higher mental ability and reading ability. However, while the alternative school students are performing better, there are still 62% of that group performing **below** their potential. Fifty-nine percent of the training school students are working below their potential. Of those students reading below fourth grade level, there are only 18% in the alternative schools compared to 42% in the training schools. Once again, both these groups of students reading below fourth grade have the ability to perform better.

In-Depth Schools Compared to Conventional Schools

Variables	In-Depth n = 318	Conventional n = 1,174
Chronological Age	15 years, 11 months	15 years, 9 months
Mental Age	12 years, 9 months	11 years, 9 months
Potential Grade	7.5	6.5
Reading Level	5th	4.5
Consonants	17 of 18	16 of 18
Blends	13 of 19	12 of 19
Rhyming Words	7 of 8	6 of 8
Self-Concept	57 (42% in acceptable range)	56 (45% in acceptable range)
"I am a good reader" (yes)	74%	70%
"I am a good reader" (no)	26%	30%

Comparing these two groups, one finds the in-depth group having a one year lead in both mental ability and reading ability. Additionally, the in-depth group has only 17% of the students reading below fourth grade, while the conventional group has 26%. However, both groups have large numbers of students working below their potential. Fifty-nine percent of the conventional group read below their potential, while 64% of the in-depth group read below their potential.

Self-Reported Good Readers Compared to Self-Reported Poor Readers

These groups were determined from students who responded to Item #70 on the Piers-Harris Self-Concept Scale. The students answered yes or no to the statement "I am a good reader." A comparison of mean scores follows.

Variables	Yes n = 713	No n = 291
Chronological Age	15 years, 9 months	15 years, 10 months
Mental Age	12 years, 7 months	10 years, 8 months
Potential Grade	7th	5th
Reading Level	5th	3 ²
Consonants	16 of 18	16 of 18
Blends	12 of 19	11 of 19
Rhyming Words	6 of 8	6 of 8
Self-Concept	59 (43% in acceptable range)	50 (44% in acceptable range)

The most significant difference between these two groups is in mental ability with the good readers having a lead of almost two years. Reading ability is also significantly higher in the good reader group, with a lead of one and one-half years. While both groups have acceptable self-concepts, the good reader group has a lead of nine points, putting them at the upper limits of an overall healthy self-concept. Even the number of students working below their potential in both groups is significantly different. A mere ten percent of the good reader group is reading below potential, while 38% of the poor reader group is below potential. Comparing the yes group with the no group, one might wonder whether attitude towards reading makes the difference.

Summary

A total of 1,492 students were post-tested an average of four months after pre-testing. The average student at the time of post-testing was reading at the fifth grade level. As with the pre-testing data, these post-test data indicate a large percentage of students who could be reading better. The most significant information from these data is that students who think they are good readers are indeed better than those who think they are poor readers.

DAY DREAMING

*The sky was blue,
the sun was bright.
My thoughts grew enormous
and full of joy
As I lay in the fields
and think of you.
As I lay there silently,
the wind brushes over my face
Like the largest waves of the sea.
The clouds remind me of you
As you casually float around
like a puff of white smoke
Carry me away!!!
Oh, Great God in the sky
hear me, one of your many children
So small and weak.
Give me the wisdom and the knowledge
To know all things you have taught the world
So I may teach the children of tomorrow.
I seek strength not to be superior
over mankind
But to fight my biggest enemy . . . myself.*

*Student
Youth Development Center
Chalkville, Alabama*

DIFFERENCES BETWEEN PRE AND POST-TESTING DATA

In making comparisons between pre and post-test scores, only that group of students who were both pre and post-tested will be discussed. Because of the attrition from pre to post-testing, the reader should not try to make comparisons between the total group pre-tested and the total group post-tested. When differences are reported for the total group and each sub group, they will represent the smaller "n"; that group receiving pre and post-testing.

Total Group Differences

With an average of four months between pre- and post-testing, the following differences were seen:

- Mental Age—a gain of four months
- Reading Level—a gain of one year
- Total number of correct words known on the Word Opposites Test—a gain of nine words
- Consonant knowledge—a gain of one consonant
- Consonant blend knowledge—no difference
- Rhyming word knowledge—no difference
- Self-Concept—a gain of five points, yet in the same category of acceptable or healthy self-concept. Forty-four percent of the group remained in the acceptable range.
- Attitude towards reading—13% more students felt they were good readers at post-testing

Discussion

If a student in the tenth grade is reading on the fifth grade level, it could be said that it has taken him/her twice as long, or two years to learn one year's worth of material. The students represented in these data are indeed behind their grade level, and working below their potential. With this former pattern of slow growth, one might expect to see little or no growth in reading level over a period as short as four months. Given the previous example, one could expect a gain of two months over a four month period. Therefore, a gain in reading of one year in four months is not only significant, but overwhelming. The average student at the time of pre-testing was reading six years below grade level. By post-testing, the gap was reduced to five years. Assuming this average student previously learned one year's worth of material every three years, his/her growth in a four month period should be a little more than one month. Yet, the motivational reading program introduced via Project READ allowed him/her one year's gain. Even a mental age gain of four months should be considered significant for these students, as it still surpasses the previous growth rate.

While no significant differences are evident in the phonics area, the average student has still learned to read at a higher level. This evidence, along with the upward shift in a positive attitude towards reading, are basic to a motivational reading program. When students are motivated to read what they select to read, improvement is almost inevitable. After four months, there were 15% fewer students reading below fourth grade

level. Conversely, almost **76% of all students now read above the fourth grade level**. Similarly, close to 10% of all students moved out of the category of working below potential. We now have more students who are functional readers. More than half, or 61% of all students tested are now able to read at or above fifth grade level, and are able to function in a literate society. It should be pointed out that less than half of all the students had a healthy self-concept.

Sub Group Differences

As in the pre and post-test sections, four sub group comparisons will be discussed. Here, difference scores will be reported between each group, such as males/females, etc. Once again, these differences are based on the group of students receiving *both* pre and post-testing.

Males Compared to Females

The following differences were found:

- Mental Age—females gained three months more than males
- Reading level—females gained four months more than males
- Phonics—there is no difference in the number of consonants, blends, or rhyming words gained between groups
- Self-Concept—four percent more females moved into the acceptable range while four percent fewer males remained in the acceptable category
- Attitude towards reading—five percent more males than females moved into the "I am a good reader" category

Sixteen percent of the males were reading below fourth grade level compared to thirteen percent of the females. Additionally, six percent fewer males were working below potential than females. While the females seem to have done better across the board, it should be noted that the males made significant improvement in their attitude towards reading.

Training Schools Compared to Alternative Schools

The following differences occurred after an average of four months between pre and post-testing in training schools, and five months in alternative schools:

- Mental Age—alternative school students gained two months more than training school students
- Reading Level—alternative school students gained six months more than training school students
- Phonics—while there is no significant difference between groups, the alternative school group gained one consonant, but lost one blend
- Self-Concept—both groups lost one percent of the students within the acceptable range
- Attitude towards reading—alternative schools moved three percent more students into the "I am a good reader" category

While training schools still have 27% of their students reading below fourth grade, they managed to move almost 16% of the students out of this category to the alternative schools' 15%. Training schools also moved two percent more students out of the group working below potential than alternative schools.

It is obvious from these differences that alternative school students did better, yet 8.4% more students are now functionally literate in training schools, compared to 6.9% more functionally literate in alternative schools. Two points should be recalled when comparing these two groups:

- The training schools represent the forty schools having the slowest learners and poorest readers of 148 training schools throughout the country.
- Training schools house more serious offenders. If there is a direct relationship between seriousness of offense and educational achievement, the training school group will always have to make greater gains in order to keep up with alternative schools.

In-Depth Schools Compared to Conventional Schools

Students had an average of four months between pre and post-testing in the in-depth schools, and five months in the conventional schools. The following differences are noted:

- Mental Age—the most significant difference is noted in this category, with the in-depth group superior by five months
- Reading Level and Phonics—no differences were found between groups
- Self-Concept—the in-depth schools lost two percent of the group from the acceptable range, while the conventional schools remained the same
- Attitude towards reading—the conventional group moved nine percent more students into the "I am a good reader" category than did the in-depth group

While the conventional group still has 26% reading below fourth grade level compared to 17% in the in-depth group, they (conventional) were able to move close to 17% out of this category. Similarly, 12% fewer students are working below potential in the conventional group, compared to only three percent in the in-depth group.

The rationale for working in five in-depth schools was that the students would perform better when a total school approach to reading was utilized. Obviously, from the lack of difference in gains (except in mental ability), this was not the case. One possible reason could well be the difference in time between pre and post-testing; remembering that the conventional group had two months longer to do better. Another reason could be the type of student tested. In conventional schools, teachers tested students who exhibited difficulty in reading. The in-depth schools used their total populations; populations that had equal numbers of good and poor readers. This is apparent at the higher reading levels. With the in-depth students, the greatest gains were with those who read at and above sixth-grade.

While it may become evident over a period of time that the total reading program of a school has improved as a result of the in-depth teacher training, present data do not support the original hypothesis that greater gains in reading skills would be made. Consequently, Project READ has proposed to the Office of Juvenile Justice and Delinquency Prevention that its training program for the next 18 months be altered.

Once you get interested in a book, you want to finish it that day!
(Student, Scioto Village)

The paperback book program has helped students and teachers relate on a more personal level and in turn has strengthened the student/teacher relationship.
(Teacher—Rhinecliff Union Free School)

Since I've been here at Scioto, I've read about 13 books. When you read, time flies by faster. I never used to read till I came here, and now I do all the time.

(Student, Scioto Village)

Having paperback books and non-stop reading has made the experience of learning more pleasurable.
(Teacher—Hope Farm Union Free School District)

I am still reading my first book because non-stop reading is the only time I have to read.

(Student, Madonna Heights)

Many more students are found to be reading during their out of class time and they are reading books they would never have attempted before.
(Teacher—Arkansas Youth Services Center)

So many of our students have never owned a book nor had the money to buy one . . . they really cherish the Project Read books.
(Teacher—Gainesville State School)

Non-readers have gained confidence in their ability to learn to read.
(Teacher—Juvenile Evaluation Center, Swannanoa)

Self-Reported Good Readers Compared to Self-Reported Poor Readers

The most significant all-around differences were seen between these two groups: the group answering "yes" to "I am a good reader" and the group answering "no." Specifically, the following differences were noted:

- Mental Age—the "yes" group did seven months better, and the "no" group actually lost one month
- Reading Level—the "yes" group gained three months more than the "no" group
- Phonics—in consonant blends, the "yes" group did significantly better; there was no statistical difference in consonants and rhyming words
- Self-Concept—the "yes" group is significantly better than the "no" group in overall self-concept; while the "yes" group gained only one more point than the "no" group, there was a nine point differential at the time of post-testing. The "no" group is at the lower end of the acceptable range, and the "yes" group at the upper limits. Similarly, the "yes" group moved nine percent more students into the acceptable range, while the "no" group moved only two percent.

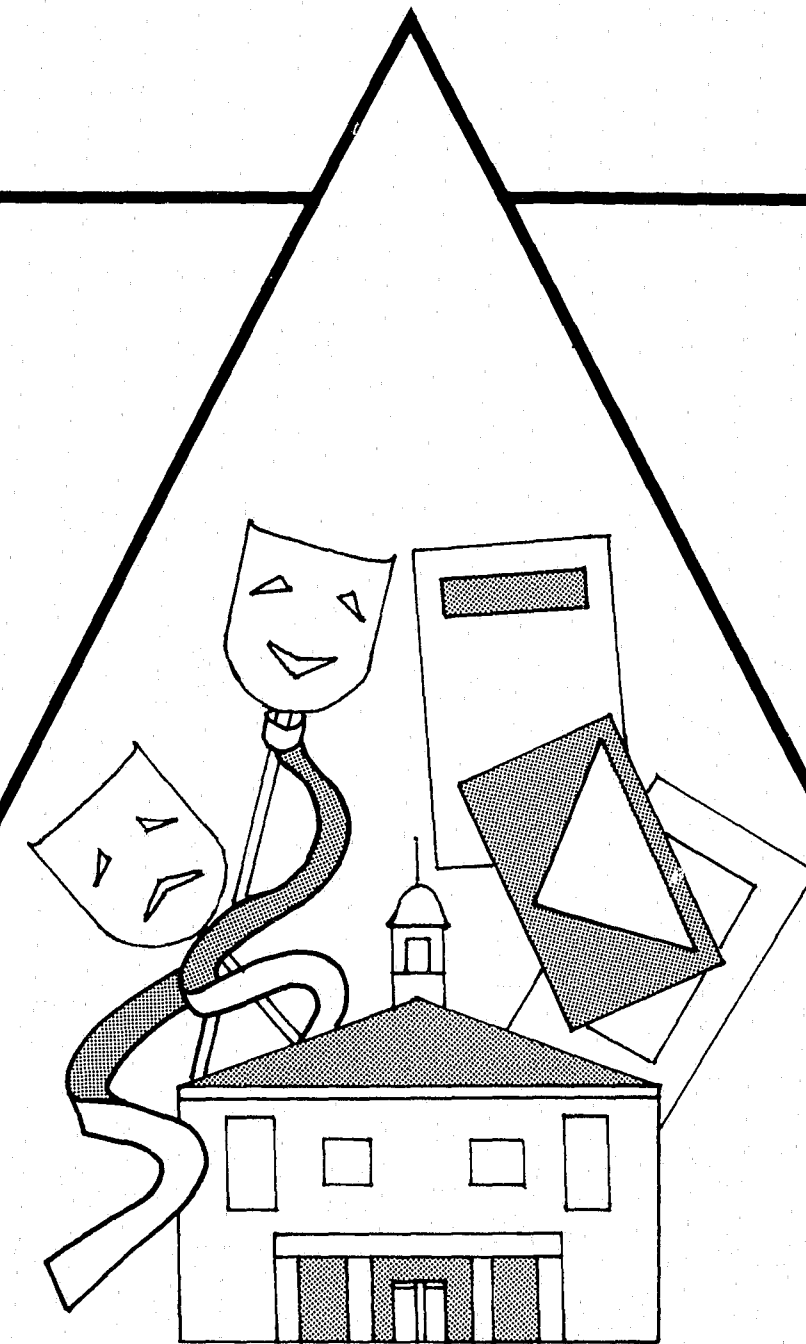
It can be concluded from this evidence that students who think they are good readers will try harder, and, therefore, do better than students who think they are poor readers. Important to note here is that both the "yes" and "no" groups have readers at all levels of the spectrum. Implications for further study of these two groups would be to find out the percentages of students at each reading level. One might hypothesize that the "yes" group has more students at the upper levels of reading.

Summary

Significant and impressive gains were made by all groups in mental ability and reading level. More significant gains were made by alternative schools, females, and students who feel they are good readers as compared with other sub groups. The most significant finding revealed by these data is that all students can be motivated to read better; and students who think they are good readers can be motivated to work harder.

Project READ has indeed met its goals in training teachers to use motivational techniques to teach reading. These techniques, especially paperback books, have encouraged reluctant readers, which has resulted in a more literate group of youth within the juvenile justice system. To function in a literate society, one must be able to read at or above the fifth grade level. Sixty-one percent of the students reported herein are functionally literate, indicating a difference of eight percent who were functionally illiterate prior to working with Project READ. This successful gain of functionally literate readers has encouraged Project READ to continue using the same techniques on yet another population.

CONTINUING TO MAKE A DIFFERENCE



WHERE DO WE GO FROM HERE?

While Project READ's goals remain the same, additional approaches will be tried on a new population. In an effort to support alternatives to incarceration for juvenile offenders, Project READ will no longer work with lock-up facilities. In May of 1978, the Project contracted with 100 alternative schools and community-based programs for youth who have entered the juvenile justice system.

Approximately 140 teachers from these 100 schools will be trained in motivational techniques for reluctant readers. Each of the 100 schools will receive free paperback books to use during non-stop reading. A pre-packaged kit of the Project's previous best selling paperback books will be sent to each school in addition to allowing students to order from a bibliography.

New Components Added

In addition to Teacher Training and Paperback Books, Project READ has added two new components, Theatre Education and Higher Education.

Theatre Education

Too frequently, educational programs for young people in the juvenile justice system overlook the need to provide opportunities for creative self-expression. Through its new Theatre Education component, Project READ hopes to encourage community-based programs and alternative schools to expand their existing curriculum to include theatre and the arts.

In addition to providing youth the opportunity to freely express themselves, theatre and other arts disciplines can be used to help refine reading, writing, and other communication skills. As a result, youth may gain confidence in themselves, become more adept at making their own decisions, and share the experience of working with others.

Schools or programs participating in Project READ will receive information needed to develop theatre and creative arts programs and paperback editions of collected plays, poems, and other books related to the arts. At least one school will be chosen to receive on-site assistance in developing a theatre arts program in order to demonstrate the value of theatre education within the regular curriculum. Poetry and other works written by youth in participating schools will be published by Project READ.

Higher Education

Project READ's new Higher Education component is intended to encourage graduate and undergraduate students in education to work with young people in the juvenile justice system.

The purpose of this new component is twofold:

- To provide alternatives to teaching in public schools for undergraduate and graduate students in selected schools of higher education.
- To serve as liaison between Youth Services Divisions/Agencies requiring educational teaching staff and college and university education programs that could provide in-service training to students interested in working in this field.

THE CROWD

*Window, Freedom, Sky
Three small words—
But more than meets the eye.*

*If within our minds
We think hard enough
Are the three small words
With more meaning than a lot of stuff!*

*What about these three small words?
To the deaf they've never been heard,
To the blind they've never been seen—
Only in our thoughts do the fields
stay green.*

*Window, Freedom, Sky
And all the words of this such
Should never be reached
For the sky is the limit
And only Window may be touched.*

*Student
Youth Development Center
Chalkville, Alabama*

From three to five schools of higher education will be selected for in-depth assistance. These schools will be from different states, and will represent both the private and public sectors. Seminars will be conducted at the selected sites which will introduce faculty and students to correctional education opportunities.

Eventually, a field-centered approach to training would offer graduate and undergraduate students the opportunity to work for a period of time with young people in alternative schools or programs.

Interested schools of higher education should send letters of intent to the Project READ office.

CONCLUSION

Project READ worked with 74 schools in 29 states during the second fourteen months of operation. Continuing to train teachers in motivational techniques for reluctant readers and to provide paperback books for youth, Project READ has once again met its goals. Significant gains were made by all students from pre to post-testing. The average student gained four months in mental ability and one year in reading level over a four month period. Additionally, improvement was seen in the attitude of students toward the reading process with thirteen percent more students considering themselves good readers by post-testing time.

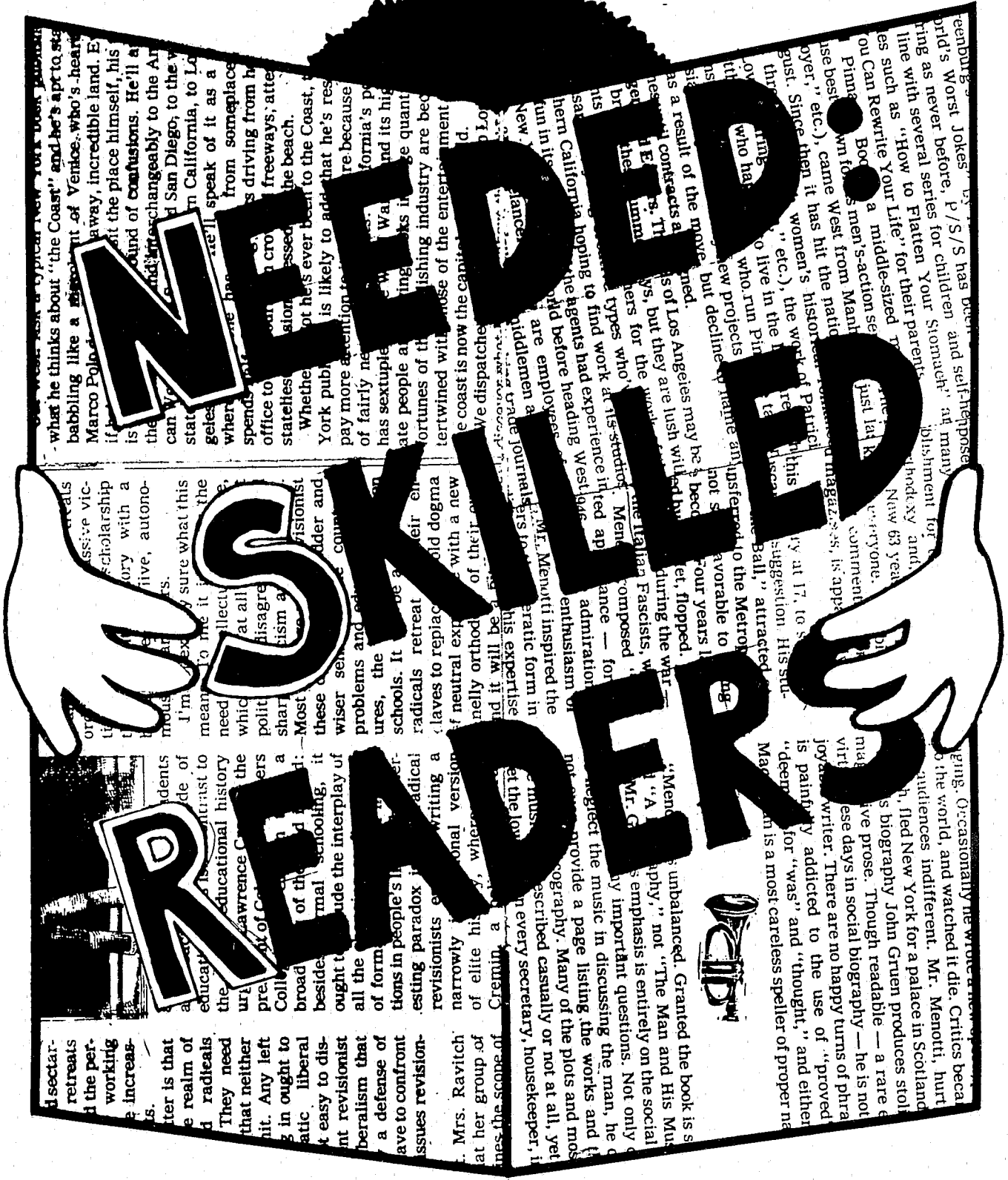
In addition to gains made by the total group of students, four sub group comparisons were made: males with females; training schools compared to alternative schools; in-depth sites compared to conventional sites; and self-reported good readers compared to self-reported poor readers. While significant gains were made by all, the most significant difference was seen with the self-reported good reader group, indicating that a good attitude toward the reading process is essential in improving reading skills. The most significant finding revealed by Project READ during 1977-78 is that all students can be motivated to read better. Most of the students tested have the ability to read far above their tested reading levels. As a group, these **troubled youth can read, but don't.**

Because of the success indicated by the Project over the last 28 months, Project READ will continue to work for improved literacy programs for troubled youth in the juvenile justice system.

Enthusiasm for learning has been the greatest result of our paperback book program. Students are discovering that reading is fun and interesting and their attitude towards the total school program has improved.
(Teacher—Maumee Youth Camp)

To be placed on Project READ's mailing list, or to find out more about us, write or call:

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END