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A CROSS-AGE TUTORING PROGRAM TO ENHANCE

SIGHT WORD RECOGNITION IN PRIMARY RESOURCE ROOM STUDENTS

by

JANICE FAY LANGEL

A Practicum Report
submitted to the Faculty of the Center for the Advancement
of Education of Nova University in partial fulfillment of
the requirements for the degree of Master of Science.

The abstract of this report may be placed in the School
Practices Information Files for reference.

April/1986

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own.
Where it has been necessary to draw from the work of others, published or un-
published, I have acknowledged such work in accordance with accepted scholarly
and editorial practice. I give this testimony freely, out of respect for the
scholarship of other workers in the field and in the hope that my own work,
presented here, will earn similar respect.

Janice Fay Langel

Abstract

A Cross-age Tutoring Program to Enhance Sight Word Recognition in
Primary Resource Room Students.

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for the Advancement of Education

Descriptors: Vocabulary Development/Sight Vocabulary/Sight Word
Recognition/Word Study Skills/Dolch Word Lists/Learning Disabilities/
Cross-age Tutoring/Peer Tutoring/Tutors/Peer Relationships/Peer
Acceptance/Low Achievement/Resource Room Programs

The problem addressed in this practicum was the significant deficit
in recognition of sight word vocabulary among Primary Resource room
students partially due to insufficient exposure to the words,
little positive reinforcement, and a lack of consistent practice
providing the correct responses.

The method devised to remedy this deficit was to implement a ten
week, cross-age tutoring program in which the Resource students
were drilled for 10 minutes daily on the Dolch Basic Sight Word
Vocabulary, the Queen's Vocabulary List, and supplemental word
lists with positive verbal, and correct-response reinforcement
by fifth grade tutors. Student tutors were selected from low
achieving students who were achieving significantly below predicted
potential due to low self-esteem or lack of motivation and were
suffering social inadequacies.

Growth was measured by teacher observation and comparison of the
student's growth in recognition of the sight word vocabularies
in the pre-test administered before the ten week research period
and a post-test upon completion.

The individual score differences were tabulated and compared to the expected 90-100% mastery at level indicated on Individual Education Programs. Student tutors were evaluated by a pre- and post-tutorial testimonial written by their teachers, evaluating their general academic status, self-esteem, social interactions and success motivation factors with gains recorded in one or more of these areas.

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Chapter I

<u>Purpose</u>

The setting for this study was an elementary school located in the Southwest United States with an approximate enrollment of 690 students in grades kindergarten through five, and characterized by a low level of transciency showing an annual turnover of only 15%. The school population is composed of students from the neighborhood (70%) and those who are bussed from other locations (30%). The majority of the students come from middle- and upper-middle class status including professionals, businessmen, white-collar workers, craftsmen, tradesmen, air force officers and several state and local public officials. The school is one of 70 elementary schools in the largest district among 17 in the state. All ethnic backgrounds are represented in the school with a majority population of 12%.

The school faculty consists of a principal, a school psychologist (2½ days weekly), a nurse (2½ days weekly), a librarian, a music teacher (4 days weekly), a physical education teacher (5 days weekly), and a second physical education teacher (5 days weekly), and a second physical education teacher (1 day weekly), twenty-five regular classroom teachers, two resource room teachers, a R.I.P. teacher and itinerant specialists in the areas of E.S.L. and vocational therapy (½ day weekly), speech and language therapy (2½ days weekly). The staff includes custodial, secretarial, clerical and food-service personnel.

The writer is a resource room teacher with a total of 13
years teaching experience, 9 in a regular first grade classroom
and 4 years in special education classrooms. This is the writer's
second year in resource room at this location. The responsibilities
of the writer include the teaching and evaluation of all students
who qualify for placement in resource room according to guidelines
mandated by Public Law 94-142, in grades 1 through 3.

The target group consisted of 13 pupils, (9 boys and 4 girls)
designated as mentally handicapped (1), and learning disabled
(10). Four of the students were within zone boundaries, nine
of the students were bussed into the school from out of zone.
There were 3 first grade, 7 second grade, and 3 third grade students.

Factors that were expected to influence the results of this
study included the multiplicity of students' backgrounds, lack
of parental support, the severity and wide range of physical
and educational difficulties encompassed, emotional and behavioral
problems among the tutees and tutors, attention deficits, auditory
and memory deficits, low achievement levels and the lack of
responsible behavior of the fifth grade tutors.

To obtain baseline information needed to implement this
study, the students were pre-tested by a volunteer aid, using
the designated word lists as they appear in the school districts'
criterion referenced test used for annual evaluation. The author
corroborated with fifth grade teachers in selection of student

tutors, conducted 2 workshops ½ hour each with student tutors,
arranged necessary schedule changes and made flash cards and
word lists. (See Appendices B & C)

The need to develop a core of sight word vocabulary early
in reading has been well documented throughout educational
research. In most instances children identified as learning
disabled do not learn to read when presented the traditional
phoneme-grapheme approach to word identification. The rote method
of sight word recognition often accelerates reading achievement
for these students. The acquisition of sight word vocabulary
is a major goal in the Individual Educational Program of each
resource student and it is tested annually in a criterion-referenced
achievement test. This district has adopted the Dolch Basic
Sight Word List (grades PP-3) and the Queen's List (PP-5) as
the criterion. It has been this author's experience that the
students fall short of the expected achievement norms on this
subtest. Last year only 40% of the students evaluated were 90-100%
competent on sight word recognition at grade levels indicated
on their Individual Educational Programs. (See Appendix E)

Several factors contribute to this problem. Acquisition
of sight vocabulary is a form of rote memory learning, requiring
a child with average learning capacity many repetitions to achieve
competency. A child with learning disabilities requires many
times that amount of consistent drill to achieve competency.

It is not possible to provide the required amount of daily drills

in a Resource Room without the assistance of volunteers or aides.

There is a lack of parental support for programs designed to

provide consistent drill and positive reinforcement at home and

often, such a program has been detrimental to the overall attitude

of the students. Scheduling problems made it difficult to provide

individual 10 minute segments of time for each student, other

learning needs took priority. The wide range of learning styles,

needs, and abilities made it imperative to individualize this

activity. Thus evolved the need to design a program to enhance

the acquisition of sight word vocabulary in an individualized

program without the aid of parents, teachers, undependable

volunteers, or parent aides.

The Resource Room student should be able to recognize the

Dolch Basic Sight Words and/or the Queen's List of Sight Words

as listed for the grade level indicated as a current goal on

their Individual Educational Program at a 90-100% mastery level

which is determined during the annual re-evaluation procedure

each Spring.

The results of last year's annual re-evaluation found 40%

of the students tested failed to achieve the projected goals

on Individualized Educational Programs in sight word recognition

skills. The design of this practicum was to find a solution

for following questions: Could a highly structured cross-age

peer tutoring program, using sight words on flash cards, providing

10 minute highly structured daily drill with positive reinforcement

raise the sight word recognition skills of the resource students

to a 90-100% mastery at the grade levels indicated on Individual

Education Programs?

Some of the projected student performance expectations included:

1. The resource student would be able to recognize sight

words on the Dolch Basic Sight Word List and The Queen's

List with increased proficiency and speed.

2. The student tutor would be more self confident and exhibit

increased social skills.

3. Teacher observation scores for success skills for student

tutors would be higher.

4. The Resource Room student would demonstrate increased

self-esteem as a result of increased competency.

5. The resource student would extend attending skills.

It was the intent of this writer to initiate a cross-age

tutoring program designed to increase sight word recognition

skills in resource room students by implementing a 10 minute

per day highly-structured period of drill using fifth grade students

who were regarded by their teachers as underachieving students

as tutors to raise the sight word recognition skills of 80% of

the target group to 90-100% competency at the grade levels indicated

on their Individual Educational Programs. The writer further

predicted an increase in social and/or academic skills of 75%

of the student tutors as measured on p - and post- teacher

testimonials. The author predicted that after ten weeks of

structured 10 minute daily drills using fifth grade students

as tutors and the Dolch Basic Word List and Queen's Word List

as printed in the Criterion Referenced Achievement Inventory,

that 80% of the resource students would recognize sight words

at a 90-100% mastery at grade levels indicated in their Individual

Educational Programs according to pre-test and post-test results.

It was further predicted that pre-test and post-test teacher

testimonials would indicate at least 75% of the underachieving

fifth grade student tutors had increased social and academic

skills as a result of their participation in the study.

(See Appendix B: Word Lists, pages 38-41 and Appendix F, page 123,

for a sample testimonial.)

Chapter 2

Research

Research in two areas of educational interest indicate that
the combining of cross-age tutoring program and the acquisition
of basic sight word vocabulary would be a valuable instructional
project for all those involved.

Many authorities agree that children should be introduced
to reading with a core of sight words (Betts, 1946; Durkin,
1972; Hood, 1977; Smith, 1968; & Spache and Spache, 1973). A
common rationale for this belief is that the child's first encounter
with the reading should be devoted to a search for meaning. Cooper
and McGuire (1970-71) and Duffy and Sherman (1972) contend that
children who acquire a core of sight words will have a base from
which to later deduce graphophonic rules. Proponents of the
isolation technique of teaching sight words contend that meaning
or context clues are superfluous since words usually taught for
initial reading are likely to be in the child's listening and
speaking vocabulary (Kibby, 1977; Samuels, 1967; & Spache and
Spache, 1973). They further contend that introducing words ·ith
pictures or in phrases can actually inhibit word learning by
diverting attention from the printed word (Samuels, 1967). In
two separate experiments comparing and assessing methods of learning
sight words, Samuels (1967) found that children taught with a
no-picture, target word clue only, learned significantly more

words than those presented with a color picture or black and white picture. Samuels (1962) study was an application of the principle that maintains that, given a complex stimulus, the learner will attend to the part of the stimulus that is easiest to understand. The result of presenting other stimulus, such as other sentence words or pictures, is decreased efficiency in learning and retention of printed words. Several studies over the past decade have replicated, supported and extended Samuels' findings with studies of beginning readers finding those taught with the isolation word approach learned faster (Harris, 1967; Ollia and Olson, 1972).

Brennen (1982) and Rhodes (1979) concur that teaching vocabulary through use of selections in pre-primers and primers may actually interfere with beginning readers' comprehension because they are often plotless strings of disconnected sentences. Preprimers and primers fail to match children's schematic expectations for logical, natural stories and may actually inhibit children's ability to predict the next word or phrase thus making learning to read more difficult according to Mandler and Johnson (1977); Stein and Glenn (1977); and Whaley (1981-82).

While these findings argue in favor of teaching sight words in isolation, a fair number of similarly designed studies have yielded contrary results sometimes showing no effects of pictures and sometimes showing pictures as an aid to learning (Montrare,

Elman, and Cohen, 1967; Kiraly and Furlong, 1974).

Arnold (1968), on the other hand found that on tests of 24 hour recall there was no significant differences in the number of words recognized by children taught by picture-word method as opposed to words only. In a study comparing context versus isolation method of teaching sight words, (Capreno, 1980) concluded there was a significant interaction between method of instruction and mode of assessment. Children taught by the isolation method showed an advantage on the isolation test, both groups performed equally well on the sentence test.

Based on these research results and this writer's understanding of the learning capabilities of the target group, a word-only isolation approach to teaching sight word vocabulary printed on flash cards was selected as the teaching method.

Tutoring as an educational tool dates back to Plato. Carlton, Litton, Zinkgraf (1985) attribute the recent increase of peer and cross-age tutoring to attempts during the 1970's to establish alternative and supplemental teaching measures due to massive mainstreaming of handicapped students.

The goals of peer and cross-age tutoring are worthy, the conditions for success known, and the positive academic benefits are well established in the research literature according to the findings of Carlton, Litton, and Zinkgraf (1985), yet studies on the efficacy of peer tutoring focused primarily on non-handicapped

students in both role as tutor and tutee as reported by Dallas
(1974); Harris and Sherman (1973); Mohan (1971); and Steiner
(1977). There are some significant studies recently completed
which use handicapped students as both tutors and tutees usually
of a cross-age nature. The majority of the studies in which
handicapped students participated, however, have used non-handicapped
students as tutors and handicapped students as tutees in a
cross-age program (Folio and Norman, 1981; Hawkes and Paolucci-
Whitcomb, 1980; McCarthy, Griffin, Appolloni, and Shores, 1977).

A specific example of this arrangement involving students
who were retarded as tutees is reported by McCarthy and Stoddent
(1979) in which secondary level students who were mentally retarded
were tutored by regular students in academic skills. This program
resulted in improvements not only in basic academic skill
development but also in interpersonal relationships between
tutors and tutees.

In a related study in which fifth and sixth grade students
effectively taught physical education activities to students
who were mentally retarded, Folio and Norman (1981) noted the
establishment of an atmosphere of positive attitudes and regard
for persons who are mentally retarded with increased communication
skills between the two groups.

Other studies by Young and Kear (1979) and Epstein (1978)
showed that positive results can be obtained when a student
assumed the role of tutor for another student within the same
classroom. This study was designed to investigate the effects
of an intraclass peer tutoring program on sight-word recognition
skills of students who were mildly mentally retarded. In a
related study of intraclass tutoring involving 74 mildly retarded
students using students as both tutors and tutees, the results
showed that both tutors and tutees showed significantly higher
gain scores on both vocabulary and reading tests than did the
controls (Carlton, Litton, and Zinkgraf, 1985).

Cross-age tutoring, older students helping younger remedial
students, is one teaching method that has been used effectively
(Boyd, 1969; Frager and Stern, 1970; Willis, Crowder and Morris,
1972). Results from a number of studies on cross-age tutoring
have shown that low achievers in reading made significant gains
in reading performance after tutoring younger children in reading
(Marascuilo, Levine, James, 1969; Erickson and Cromack, 1972;
Klentschy, 1972; Mavrogenes and Galen, 1979). Significant gains
were also observed in tutees who were taught by older tutors
as reported by Rogers (1969), Klentschy (1972), and Williams
et al (1972). Some have suggested that positive academic outcomes
of peer tutoring programs may be attributed simply to additional
instruction for the tutee and a review of materials for the

tutor. Several other investigators have suggested, however,
that the academic benefits of peer tutoring programs are at
least partly derived from factors other than increased exposure
to instuction. Such factors may include the social and motivational
quality of the tutoring relationship.

According to Gartner, Kohler, and Reissman (1971), the
resulting academic gains from a peer tutoring program may be
attributed to the tutor's ability (especially a low-achieving
tutor) to attend to the tutee's academic and personal needs
and to the special attention given the tutee, the availability
of immediate feedback, the give and take nature of tutor-tutee
interactions, and the opportunity to learn cooperatively. Gartner
(1971) further notes that in an instructional environment, the
cross-age peer tutoring relationship provides an opportunity
to establish a cooperative experience between peers, a
relationship that could provide a motivating influence for both
the tutor and tutee. These investigations propose that the
tutoring process provides a unique opportunity to develop the
tutor's sense of social use of knowledge and gives an opportunity
to usefully exercise social skills in an interpersonal situation.

According to Fogarty and Wang (1982), several studies have
shown that following participation in a tutoring experience,
tutors exhibited both more positive attitudes toward teachers
and school life and improved self-concepts. Allen and Feldman

(1976) emphasize the importance of the affective and social
aspects of the peer tutoring relationship as accounting for
positive academic learning and attitudinal outcomes. Steinburg
and Cazden (1979) report that even students with behavior
problems may reveal a surprising competence in tutorial communications.

Van Harrison, Nelson and Tregaskis (1972) compare structural
peer tutoring to programmed instruction. In the areas of cost
and flexibility, structured peer tutoring is viewed as a superior
form of individualized instruction due to the ability to monitor
tutees' oral responses and interaction with instructional
materials.

Unstructured programs and programs with no tutor training
have not generally met with success. Neidmeyer and Ellis (1970),
developed a peer tutor training program which includes training
on correctly confirming tutee responses, praising the tutee,
showing the tutee the correct response if an error is made,
eliciting a correct response after the error is made, rephrasing
questions if no response and avoiding negative behavior.
Instruction, modeling and role playing were used in the training.
During tutoring, clearly structured guidelines were followed
by the tutors.

Cloward (1967) concludes that tutors should be carefully
selected as they are the primary beneficiaries of the tutoring
experience. Feldman and Allen (1972) used peer tutoring

primarily to increase academic skills of the tutors. Durlack
(1973) reports a peer tutoring program for ninth graders who
were experiencing from minor to severe school adjustment problems.
These students worked in lower grade classrooms a full morning
or afternoon five days a week. The target students reportedly
gained in social competency and assumption of personal
responsibilities.

An optimal learning situation has been defined by Hamblin,
Buckholdt, Ferritor, Kazloff, and Blackwell (1971) to include
reinforcement for adaptive behavior, rapid consistent feedback
and self-pacing wherein the required response neither slows
nor rushes the learner. Structured peer tutoring can create
such an optimal situation for the tutee. Instructional materials
are ideally geared to the tutee's specific academic needs. The
tutee has the opportunity for immediate corrective feedback
and for the observation of a peer model's interaction with academic
material within a situation which carries no stigma for giving
a correct answer.

Research by Conrad (1975) generated guidelines for peer
tutoring which include: (1) all children in a class regardless
of achievement level should be selected and serve in a tutoring
role; (2) brief tutor training in basic reinforcement and
corrective feedback procedures is essential to an effective
peer tutoring program; and (3) expectancies about tutee's

performarce may result in less biased teaching behavior by peer

tutors than adult tutors.

A plan of implementation for a cross-age tutoring study

using underachieving fifth grade students as tutors and resource

room students as tutees was designed based on conclusions drawn

from the aforementioned research. (See Appendix A)

Chapter 3

Method

 After analyzing the available research sight word vocabulary

acquisition and cross-age peer tutoring strategies, a solution

strategy was designed and implemented including a 10 minute

per day, ten week tutoring session, using low achieving fifth

grade students as tutors for the target group of 13 resource

students grades 1-3. The ten minute time period was based on

average attending skills of the target group. The sessions

were scheduled for 10 minutes daily and held in the resource

classroom immediately after lunch break to facilitate schedules

of all the students involved including bussing and before and

after school patrol duties.

 The writer met with the fifth grade teachers and explained

the problem and the implementation plan. The rationale for

selection of underachieving students was discussed and rules

and procedures outlined. It was agreed at that time that tutor

students would be responsible for reporting daily on time and

returning to class without supervision and that any student

not capable of this would be dropped from the program and replaced.

A number of tutors (13) equal to the number of target students

was selected and no substitutes.

A testimonial statement prepared by the writer was given to each participating teacher, for each tutor, and was filled out and returned to author during week one of implementation. (See Appendix F)

Lists of the Dolch Basic Word and the Queen's Word List exactly as they appear in the school district's criterion referenced achievement inventory used for annual evaluation of the resource students, were obtained and reproduced for testing purposes. A complete set of flash cards was made for each target student. (See Appendices B and C)

During week one of the ten week implementation all target students were pretested by a volunteer aide. Two one-half hour inservice sessions were held during week one for the purpose of instructing on program goals the tutors and modeling for them the clearly structured method to be used in the tutoring sessions. The training was conducted in a group setting and emphasized two reinforcement and feedback procedures: (1) responding to a correct answer with a positive comment or gesture and (2) responding to an incorrect answer or no answer by providing the correct answer and giving the tutee a chance to say the correct answer. Other guidelines included daily review of known words and addition of no more than five to ten unknown words for drill. The acquisition of new vocabulary was to precede in sequence from pre-primer through grade three.

Week two of implementation began with a meeting of all
involved participants for the purpose of goal setting and eliciting
a committment from tutors and tutees. During weeks two and
three, many scheduling interferences were encountered due to
pre-scheduled, mandated classes for tutees in music, physical
education, art, speech, and library. The writer made a decision
to let the students attend classes if scheduled during this
time meaning each child missed one day weekly. Student tutors
of absent students substituted for absent tutors. At no time
during the study was there a lack of sufficient tutors to work
one-on-one.

The writer set the timer for 10 minutes daily and walked
around the room observing tutoring and supplying new word lists
as needed, giving verbal reinforcement and redirection on
tutoring procedure as needed. During this time period, one
tutor was replaced because she was unable to report back to
her classroom on time. A testimonial was completed for the
new tutor. The major problem encountered during this time period
was making certain all resource room students came back at the
scheduled time. During these weeks many students forgot to
come or were late.

It became apparent to the author during week 4 that a supplementary
word list would need to be developed because four of the tutees
had reached competency level on all levels of the word lists

tested. The author selected the Dolch Extended Word List as

a supplement, copied it, made flash cards and supplied it to

the students having reached 100% competency on the selected

word lists. (See Appendix B, page 41)

The objectives of weeks 5 and 6 were to give verbal

reinforcement and reassurance to the tutors and tutees alike

about the successes being made. It was necessary at this point

to switch tutors for one child due to an unresolvable personality

conflict. After the change was made both sets of students

involved worked successfully for the remainder of the study.

The observation and verbal reinforcement by the author remained

an essential part of the daily session.

The objectives of weeks 6 and 7 were to reinforce the tutoring

design and maintain low level noise. The student tutors were

deviating from the tutoring design and it was necessary to once

again reinforce the need for consistency of approach. The students

were more well acquainted and it was increasingly difficult

to stay on task and keep the noise level at a minimum.

Three new first grade students, 2 boys and a girl, were

placed in the resource classroom during this period of time.

They were pre-tested, given packets, and incorporated into the

daily sessions using tutors already assigned to the project.

The results of their scores are not included in the final data

report.

The objectives of weeks 8 and 9 were to individually observe each of the student groups for the majority of the session and to redirect and reinforce specific strengths and weaknesses. Some of the groups were becoming bored, others were assimilating words too fast, and some tutors were feeling less success than their peers because of extreme differences in learning abilities of the tutees.

The objectives of week 10 included post-testing of tutees by a volunteer aide and culmination activities. A banana split party was given at which time the author reported general results of the study to tutors and tutees and certificates of achievement were given to all the students for their participation. The data was collected and collated and results were recorded. Letters of gratitude and results of the study were given to participating fifth grade teachers.

An essential element of the daily management of this study was generous, positive reinforcement in the form of eye contact, a pat on the shoulder, or meaningful verbal praise to tutor and tutee by the writer. On several occasions during the ten week implementation, students were rewarded with special pencils, stickers, or food rewards. On several occasions, the author held short individual conferences with some tutors who appeared to be losing momentum or feeling defeat, for the purpose of rekindling interest or redefining goals and always reinforcing self-esteem. The power of and the need for the teacher's personal influence in this type of program should not be underestimated.

Chapter 4

Results

    The individual results of this study will be reported in
percentages, based on the Dolch Basic Word List containing 218
words as it is printed in the Criterion Referenced Achievement
Inventory, and the Queen's Word List which is made up of 7 lists
of 10 words each, totaling 70 words in all. The Dolch Extended
List will be recorded as a raw score, and only for those students
who met achievement expectations on the designated lists and
were given the extended list. Scores are compared to the projected
grade level goal as listed on the student's Individual Educational
Program for the current year. A 90-100% competency on either
list at any level is considered mastery on this instrument.

    Student number 1 scored 9% at the Primer level on the Dolch
and 0% on the Queen's List in pre-testing. On the post-test,
student number 1 scored 53% on the Dolch List and 20% on the
Queen's List. According to goals stated for this study, student
number 1 did not meet the objective but achieved an overall
total increase of 27% on the Dolch List and 3% on the Queen's
List. (See Appendices D and E for individual references)

    Student number 2 scored 51% at the first grade level on
the Dolch and 20% on the Queen's in pre-testing. On the post-test
student 2 scored 100% on the Dolch and 90% on the Queen's,
meeting the stated goal with an overall increase of 50% on the
Dolch and 27% on the Queen's.

Student number 3 scored 0% on the Dolch and 0% on the Queen's during pre-testing. On the post-test the student scored 23% on the Dolch and 1% on the Queen's. Student 3 did not meet the stated objective but had an overall increase of 15% on the Dolch and 7% on the Queen's. Test scores may indicate the I.E.P. goal for this student was unrealistic and should have been pre-primer instead of primer.

Student number 4 obtained a score of 59% on the Dolch and 20% on the Queen's at the second grade level in pre-testing. Post-test results showed a Dolch score of 100% and a Queen's score of 90% meeting the goal of 90-100% competency at second grade level. Overall increases were 22% on the Dolch and 53% on the Queen's with 63 out of 69 words correct on the Extended Dolch.

Student number 5 was 75% competent on the Dolch at the second grade level and 30% competent on the Queen's at third grade level in pre-testing. Post-test results were 100% on the Dolch and 100% on the Queen's. The goal was met and there was an overall increase of 12% on the Dolch, 50% on the Queen's and 69 out of a possible 69 words correct on the Extended Dolch.

Student number 6 scored 84% on the Dolch and 20% on the Queen's at second grade level in pre-testing. Post-test scores of 100% on both lists were obtained, indicating the goal was met. Overall increases were 7% on the Dolch and 60% on the Queen's with 69 out of 69 words correctly identified on the Extended List.

Student number 7's pre-test scores were 74% on the Dolch
List and 0% on the Queen's List at pre-primer level. Post-test
results were 100% on Dolch and 100% on Queen's, with an overall
total increase of 53% on the Dolch and 12% on the Queen's and
the projected goal was met.

Student number 8 scored 2% on the Dolch pre-primer level
and 0% on the Queen's in pre-testing. Post-test results yielded
92% on the Dolch and 80% on the Queen's. The intended goal
was met on the Dolch List. Overall total increases were 28%
on the Dolch and 12% on the Queen's.

Student number 9 scored 89% on the Dolch second grade level
and 40% on the Queen's third grade level in pre-testing. Post-testing
yielded scores of 100% on both tests meeting the intended third
grade goal. Overall increases included 13% on the Dolch and
55% on the Queen's with 52 of 69 words correctly indentified
on the Extended Dolch List.

Student number 10 had an expectancy goal of first grade
and obtained a score of 60% on the Dolch and 40% on the Queen's
pre-tests. Post-test results were 100% on both tests meeting
the first grade expectancy. Overall increases were 22% on the
Dolch and 50% on the Queen's with 62 of 69 words correctly recognized
on the Extended List.

Student number 11 had no sight word expectancy goal indicated
in the Inidividual Educational Program due to low level functioning.

Pre-test scores were 0% on the Dolch and 0% on the Queen's.
Post-test results were 1% on the Dolch, 0% on the Queens. Because
there were no annual goals student 11 met the criteria.

Student number 12 had pre-test scores of 98% at second
grade level and 30% on the Queen's List. The intended goal
was met and an overall increase of 2% on Dolch and 59% on the
Queen's, with 69 out of 60 words recognized correctly on the
Extended Dolch List.

Student number 13 had scores of 9?% on the Dolch at second
grade level and 80% on the Queen's List at third grade level.
Post-test scores were 100% on both tests meeting the intended
third grade goal. Overall increases were 7% on the Dolch, 51%
on the Queen's, and 69 out of 69 words correctly identified
on the Extended List.

A total of 11 of the 13 target students or 84% met the
criteria of 90-100% mastery of sight word at the level indicated
in annual goals of their Individual Educational Programs. The
80% projected goal of student competency for this program was
attained.

The following is a summary of the teacher testimonials
of the student tutors. The tutors were 13 fifth grade students,
6 boys and 7 girls, from regular classrooms, selected by their
teachers and regarded as underachievers. (See Appendix F)

For the purpose of reporting in this document the students
will be referred to by "Tutor Number" with a brief statement
about their progress.

Tutor Number One did not turn in work assignments and had
excessive absences. During the tutoring project he was turning
in his homework assignments, but no significant change was noticed
in daily assignments. The student reportedly "enjoyed" the
tutoring. (See Appendix F for all individual references)

Tutor Number Two was an average student who turned in work
completed without little effort for accuracy or neatness. Although
Tutor Two enjoyed the tutoring and association with the tutee
and was responsible for being on time and returning promptly,
there was no major change in classroom work.

Tutor Number Three was shy, restrained and also a Resource
Room student. Tutoring was looked forward to with excitement
daily but no specific improvement was observed. The teacher
noted that she felt the experience had been beneficial. The
Resource teacher observed a marked improvement in the student's
social relationships and verbal expression.

Tutor Number Four was described as a bright student with
sporadic success and immature social skills. There was no
observable change following the study. Likewise, Tutor Number
Five was an average student that never completed a task, had
poor visual-motor skills, immature social skills and an apparently

low self-esteem.   There was no observable change in Tutor Five

following this study.

Tutor Number Six was described as a capable B/C student

who does no more than asked and frequently sought attention

by misbehaving.   Tutor Six did not change in accademic measure

but a decrease in "acting out" behavior was observed.

Tutor Number Seven was described as an average "C" student

capable of doing much more.   Other observations included

disorganization, and difficulty staying on task, but very

likeable.   Following the study this student reportedly accepted

self responsibility, and consistently turned work in on time

with overall grades remaining the same.

Tutor Number Eight was described as a student of average

capabilities with chronic social problems.   Following the study

peer relationships had not observably improved but the student's

ability to compensate for lack of social skills had increased.

Tutor Number Nine, a Resource Rooom student, was described

as below average ability with poor social skills and satisfactory

self-esteem.   Following the tutoring the student demonstrated

slightly higher academic rating, improved social skills, and

good self-esteem.

Tutor Number Ten was characterized as average in academic

achievement but not consistent with effort focused on science

and social studies.   Following the tutoring experience there

was no observable increase in academic rating but the student

showed an increase in motivation for things academic.

Tutor Number Eleven was described as "babyish", with a

poor attitude, little acceptance of responsibility. Although

there was no change in academic rating there was a significant

positive change in quality of work and consistency. The teacher

observed less "whimpering" and a more "likeable" personality.

Tutor Number Twelve, described as an average student,

struggling in math, and often discouraged, but upon completion

of the study this student had improved one letter grade in reading,

accepted more responsibility and appeared less discouraged.

Tutor Number Thirteen was characterized as a "gifted student"

with a myriad of home problems and little self-motivation.

Academically this student was struggling due to lack of desire

to succeed. Following the ten week tutoring study, the teacher

observed marked improvement in self-image and social attitude.

The student was consistently completing and turning assignments

in on time.

A specific summary of the results of tutor testimonials

is impossible and would be unreliable due to the subjective

nature of teacher observations. Of the thirteen post-testimonials,

five definitely indicated no observable change, eight

post-testimonials, 62%, indicated observable positive change

from very slight to marked. This author's projection was that

75% of the student tutors would demonstrate observable positive

growth. The projection percentage of increase of observable

positive growth was not acheived by at least thirteen percentage

points.

These results revive questions such as do educators have

the ability to measure or predict social skills, behavioral

growth or self-esteem in measurable terms? Was the projection

of percentage of increase unrealistic or was the time period

too short? Were there nonobservable changes in attitude or

behavior? How might the child be characterized under the same

circumstances by another teacher?

This writer is enthusiastic about pursuing these and other

questions quickened by this study in future projects designed

around the same principles.

Chapter 5

Recommendations

  The cross-aged peer tutoring program described in this
study will be refined and incorporated into the Special Education
Department and several regular classrooms in the project school
at the request of the administrator who carefully monitored
the implementation and results. Such programs can be successfully
designed to teach mathematics, reading, spelling, language skills,
science, social studies, and even art using both handicapped
and non-handicapped students as tutors and tutees.

  A workshop presentation will be made in a general faculty
meeting. Parental support will be solicited in an editorial
in the school news describing the success of this program and
similar studies in the same school.

  An abstract of this study is to be published in the district-
wide Special Education Newsletter which is sent to all Special
Education teachers in this district.

  A Fall workshop for the purposes of in-servicing Special
Education teachers will include a review of this study and plans
for similar projects which will be adopted in other schools
in the district and variations. A program similar to this will
be implemented and managed by a student teacher in the Resource
Classroom.

A peer tutoring or cross-age peer tutoring program such as this can be successfully implemented on any level, kindergarten through college, and will be mutually beneficial to tutors and tutees.

One major criticism that may be noted about a program such as this is the fact that the tutor by necessity misses time on task in personal learning endeavors while working with a tutee. The only defense for this possible argument is that in most cases the tutors are reinforcing their own skills and building communication skills and leadership skills otherwise not attainable in a traditional program. The program manager or administrator must therefore make a judgement about the relative importance of time-on-task versus the other often unmeasureable benefits of tutoring.

There are some guidelines that will be adhered to by this writer as a result of this study in developing future cross-age or peer tutoring programs.

The guidelines are as follows:

1. Objectives will be well defined and stated in behavioral terms.

2. Strict expectations for the personal behavior of the tutors and tutees will be outlined and enforced.

3. Daily signals for beginning and ending of sessions, such as a buzzer will be used without verbal reinforcement.

4. A concise method of organizing materials to be used each day will be incorporated and managed completely by the students daily.

5. Positive reinforcement using material or non-material reinforcers will be given daily by the program manager.

6. Utmost care will be used in selecting tutor partners to avoid if possible personality clashes.

7. Supplementary materials will be developed and prepared to use with students accomplishing goals before summation of the program.

8. A workshop for the purpose of training tutors in the specific methods to be used and ample amount of time to practice skills will be held prior to the implementation of each tutoring project.

9. Tutors will be pre-tested to assess their proficiency in the skills to be taught prior to each project.

10. Results of the project will be reported to the tutor-tutee participants in general terms for the purpose of feedback and reinforcement of stated objectives.

11. Retraining will be provided, if needed, throughout the project whenever there are deviations in the specific designated procedure.

12. Projects will be designed around an amount of time appropriate to the attending skills of the students being tutored.

13. Projects may be intermittent in sequence so as not
to destroy the momentum. Using several different sets
of tutors throughout the year may be desireable.

14. The project manager must be physically present and
involved daily in the tutoring sessions as an observer,
reinforcer and enthusiastic supporter.

In future programs where tutor evaluation is needed, this
author will use a behavior checklist of specific characteristics
to be noted for the pre- and post-test assessment. This study
emphasized the subjective nature of testimonials written in
a narrative form without guidelines. Such a testimonial is
unfair to teachers who are asked to complete them and are difficult
to evaluate in specific outcomes. As a result of this study,
this writer will prepare a specific behavioral checklist to
be filled out by cooperating teachers in future projects.

The results of this ten week study have been most gratifying
to this writer but more significantly it has rekindled an
enthusiasm sometimes flickering in long-term teachers and has
been the impetus for a rededication to education of the individual.

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APPENDIX A

Implementation Time Line

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Appendix A

Implementation Time Line

TASK	DESCRIPTION	DATE	PRODUCT
1	Create flash cards Dolch/Queen's/Extended	01/06/86	Flash Cards
2	Discuss program with fifth grade teachers	01/01/86	Agreement
3	Create and distribute teacher testimonials	01/08/86	Testimonials
4	Training/Orientation workshop with fifth grade tutors	01/09/86	
5	Administer Pre-test Dolch Basic Sight Words to research group	01/10/86	Vocabulary Sight Word Outline
6	Implement tutoring program	01/13/86	10 min. daily sessions begin
7	Monitor tutoring program daily - adding cards as needed	01/13-03/14	Continuing word development
8	Administer Post-test Dolch Basic Word List, Queen's List	03/12/86	Post-test scores
9	Record Data	03/13/86	Data Compilation Repo
10	Meeting with tutors to report results	03/14/86	Report
11	Collect teacher testimonials for tutors	03/14/86	Testimonials
12	Compare testimonials, draw conclusions	03/14/86	Results of Teacher testimonials
13	Award Certificates of Achievement to Peer tutors	03/14/86	
14	Letters of gratitude for cooperation to 5th grade cooperating teachers	03/14/86	

A Cross-age Tutoring

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APPENDIX B

Word Lists

Pages 38-41

Appendix B

A Cross-age Tutoring

DOLCH BASIC WORD LIST

38

Pre-Primer		Primer	
1.	a	1.	all
2.	and	2.	am
3.	big	3.	are
4.	blue	4.	at
5.	can	5.	away
6.	come	6.	black
7.	down	7.	but
8.	for	8.	came
9.	funny	9.	did
10.	get	10.	do
11.	go	11.	eat
12.	green	12.	fast
13.	have	13.	find
14.	help	14.	good
15.	here	15.	he
16.	I	16.	laugh
17.	in	17.	like
18.	is	18.	new
19.	it	19.	no
20.	jump	20.	now
21.	little	21.	on
22.	look	22.	one
23.	make	23.	out
24.	me	24.	please
25.	my	25.	put
26.	not	26.	ran
27.	play	27.	say
28.	red	28.	she
29.	ride	29.	so
30.	run	30.	some
31.	said	31.	stop
32.	saw	32.	thank
33.	see	33.	that
34.	the	34.	than
35.	this	35.	they
36.	to	36.	three
37.	up	37.	too
38.	want	38.	two
39.	we	39.	was
40.	with	40.	went
41.	work	41.	what
42.	you	42.	where
		43.	white
		44.	will
		45.	yellow
		46.	yes
		47.	your

A Cross-age Tutoring

39

PP	P	A
as	all	another
big	cake	cry
run	how	hopped
dog	from	gate
up	into	snow
look	story	next
to	that	bunny
me	wanted	thought
it	playing	well
good	milk	running

B	C	D	E
along	cheek	addition	accomplish
fruit	reason	blizzard	commotion
quick	plain	compound	decorate
teach	freeze	embrace	essential
sound	knife	groove	marvelous
music	inch	introduce	grateful
often	moment	magic	population
straight	president	nonsense	remarkable
dark	shovel	permanent	suggestion
cannot	whale	scratch	territory

A Supplement to the Dolch Word Lists[1]

1. more	15. world	29. used	43. united	57. yet
2. than	16. still	30. states	44. left	58. government
3. other	17. between	31. himself	45. number	59. system
4. such	18. life	32. few	46. course	60. set
5. even	19. being	33. during	47. war	61. told
6. most	20. same	34. without	48. until	62. nothing
7. also	21. another	35. place	49. something	63. end
8. through	22. white	36. American	50. fact	64. called
9. years	23. last	37. however	51. though	65. didn't
10. should	24. might	38. Mrs.	52. less	66. eyes
11. each	25. great	39. thought	53. public	67. asked
12. people	26. year	40. part	54. almost	68. later
13. Mr.	27. since	41. general	55. enough	69. knew
14. state	28. against	42. high	56. took	

[1]Johns, Jerry L. "A Supplement to the Dolch Word Lists," *Reading Improvement*, Winter 1971-72. p 9. Used with permission.

APPENDIX C

Flash Card Sample

Page 42

3pp **big**

6pp **come**

9pp **funny**

2pp **and**

5pp **can**

8pp **for**

1pp **a**

4pp **blue**

7pp **down**

Appendix D

Results

Page 43

Student Number	I.E.P Word Recognition					Dolch %				Queen %							I.E.P Goal Met Yes No	Overall % Increase		
	Pre-Primer	Primer	First	Second	Third	P.P.	P.	1st.	2nd.	P.P.	P.	A	B	C	D	E		Dolch	Queen's	Extended Dolch
1		✓				42	9	3	0	20	0	0	0	0	0	0	No	27	3	0/69
						98	53	16	10	100	0	0	0	0	0	0				
2			✓			83	68	51	23	100	50	20	0	0	0	0	Yes	50	27	0/69
						100	100	100	99	100	100	90	30	40	0	0				
3		✓				10	0	0	0	0	0	0	0	0	0	0	No	15	7	0/69
						57	23	1	0	50	1	0	0	0	0	0				
4				✓		100	77	74	59	70	50	20	0	0	0	0	Yes	22	53	63/69
						100	100	100	100	100	100	90	80	70	40	30				
5					✓	95	96	91	75	100	100	60	50	30	10	0	Yes	12	50	69/69
						100	100	100	100	100	100	100	100	100	100	80				
6				✓		100	98	95	84	100	100	30	20	20	10	0	Yes	7	60	69/69
						100	100	100	100	100	100	100	100	100	100	100				
7	✓					74	57	33	12	90	30	0	0	0	0	0	Yes	53	12	0/69
						100	100	87	85	100	60	30	10	0	0	0				
8	✓					2	0	0	0	10	0	0	0	0	0	0	Yes	28	12	0/69
						92	42	7	0	80	10	0	0	0	0	0				
9					✓	95	96	91	89	100	100	50	40	10	20	0	Yes	13	55	69/69
						100	100	100	100	100	100	100	100	100	100	100				
10				✓		90	89	60	53	100	40	40	20	10	0	0	Yes	22	50	62/69
						100	100	100	100	100	100	100	100	90	90	60				
11		No Expectation				0	0	0	0	0	0	0	0	0	0	0	Yes	1	0	0/69
						1	0	0	0	0	0	0	0	0	0	0				
12					✓	100	97	98	98	100	100	50	30	10	0	0	Yes	2	59	69/69
						100	100	100	100	100	100	100	100	100	100	100				69/67
13					✓	98	91	93	91	100	100	40	80	20	10	0	Yes	7	51	69/69
						100	100	100	100	100	100	100	100	100	100	90				

1/110 u   ~7/218 = 11% total

Student 1

DOLCH BASIC WORD LIST

Pre-Primer 42%

1. (a)
2. (and)
3. (big)
4. (blue)
5. (can)
6. come
7. down
8. for
9. funny
10. get
11. (go)
12. green
13. have
14. help
15. here
16. I
17. in
18. (is)
19. (it)
20. (jump)
21. (little)
22. (look)
23. make
24. me
25. (my)
26. not
27. play
28. (red)
29. ride
30. run
31. said
32. saw
33. (see)
34. (the)
35. this
36. (to)
37. (up)
38. want
39. we
40. with
41. work
42. you

18/42

Primer 9%

1. all
2. am
3. are
4. at
5. away
6. black
7. but
8. came
9. did
10. (do)   4/47
11. eat
12. fast
13. find
14. good
15. (he)
16. laugh
17. like
18. new
19. (no)
20. now
21. on
22. (one)
23. out
24. please
25. put
26. ran
27. say
28. she
29. so
30. some
31. stop
32. thank
33. that
34. than
35. they
36. three
37. too
38. two
39. was
40. went
41. what
42. where
43. white
44. will
45. yellow
46. yes
47. your

APPENDIX F

Tutor Testimonials

Pages 123-135

Student's Name _____ _Tutor 1_ Date _1-13-86_

Please write a brief statement in narrative form, concerning the student tutor's current approximate academic achievement, social relationships, success motivation, and self esteem.

is a gregarious boy. He enjoys people and being involved with various activities. He doesn't enjoy the daily task of completing and turning in assignments. At this time, he is doing "C" work.

Post-Tutorial   Date _3-17-86_

Please write your observations of the above mentioned indicators following the ten week tutorial.

Due to a broken arm and the flu, _____ has missed 21 days of school, and was far behind in his assignments. His parents are now following through by responding to a nightly assignment sheet on a daily basis. His assignments have been turned in on a regular basis for the past two weeks. He has ~~enjoyed~~ enjoyed the "tutoring" project, but because of his absences, I don't think the tutoring has had any positive affect on him in regards to completing his classroom assignments!

Student's Name _____ *Tutor 2* _____ Date *1-13-86* _____

   Please write a brief statement in narrative form, concerning the student tutor's current approximate academic achievement, social relationships, success motivation, and self esteem.

   is a friendly and out going child who is always willing to help the teacher or other students. She is doing "C" work. Her handwriting is quite poor for a fifth-grader. Her mother indicates that there's been considerable improvement since last year. Her assignments are always in on time, but she doesn't take the time or put forth the effort to do her best.

Post-Tutorial   Date *3-17-86*
   Please write your observations of the above mentioned indicators following the ten week tutorial.

   has thoroughly enjoyed the "tutoring" project as have the other students in my room. She has eagerly anticipated this special time with "her student." She has been, as have the others, responsible about being on time for tutoring and returning to class promptly.
   However, there has been no major change in her classroom work.

Teacher_____

Student's Name _____ Tutor 3 Date 1-13-86

Please write a brief statement in narrative form, concerning the student tutor's current approximate academic achievement, social relationships, success motivation, and self esteem.

_____ is currently in resource for math and help with reading. She is shy, timid and tends to be a little uncomfortable with persons her own age or older. Tutoring should help her feel successful and good about herself.

Post-Tutorial   Date 3-11-86

Please write your observations of the above mentioned indicators following the ten week tutorial.

_____ has looked forward to her tutoring assignment each day. Truly I haven't seen a great deal of difference in her but any activity in which she can meet with success and feel useful must benefit her.

Teacher

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