

SCOTT PSYCHOLOGY TIMES

Your Source for School Psychology Ideas and Insights

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Encouraging Positive Attitudes About Reading

Children's attitude toward reading is important because it can have a profound impact upon their overall academic progress. Children with poor attitudes may avoid reading unless required to do so. Children with positive reading attitudes, however, tend to be willing to read, enjoy reading, and become lifelong readers.

The following suggestions can be implemented at home and at school, and may help encourage positive attitudes toward reading:

- Provide a variety of reading materials (e.g., books, magazines, newspapers, reference materials, etc.). Children with easy access to reading materials are often more likely to read for pleasure and/or to obtain information.
- Let children see your enthusiasm toward reading. Your excitement and interest demonstrates the value you place on reading and may transfer to the children.



- Read with and to children. Young children as well as older children enjoy listening to stories read with and to them.
- Encourage children to visit the library regularly so they can select their own reading materials based on their individual interests. "Story time" at the local library can be a particularly enjoyable activity for young children.
- Acknowledge children when they read or share information from reading. Your recognition and positive reaction will have a significant impact upon their desire to read.
- Be aware of the many activities of modern society that compete for reading time (e.g., video games, television, sports, computers, etc.). Parents today face a significant challenge to create a home environment that supports and instills a love for reading.

Adapted from Reading: Developing Positive Attitudes in Children by Joann Mullen, Helping Children at Home and School: Handouts from Your School Psychologist, National Association of School Psychologists.

Just a Thought...

Oh, the places you will go!
Congratulations! Today is
your day. You're off to
Great Places! **You're off
and away!** You have
brains in your head. You
have feet in your shoes.
**You can steer yourself
in any direction you
choose.** You're on your
own. And you know what
you know. And YOU are
the guy who'll decide
where to go.

—Dr. Suess, *Oh, The
Places You'll Go*

Did You Know?

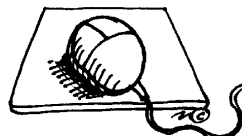
Studies suggest that 15-20% of the population has a reading disability.
—*The International Dyslexia Association*

44% of parents who noticed their child exhibiting signs of difficulty with learning waited a year or more before acknowledging their child might have a serious problem.

—*Roper Starch Poll*

Online Resource

Reading Rockets — www.readingrockets.org



Reading Rockets is a national multimedia project offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help. The site offers information for families, teachers, and other professionals.

Intervention Central

Classroom Interventions for Struggling Students

How to Design a Good Intervention

Well-designed interventions provide details on the purpose and nature of the strategy, and are comprised of four parts: strategy, objective, observable measure, and progress report. The following is a brief discussion of each component.

• Strategy

This is the specific approach you will take.

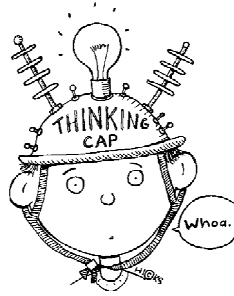
- ◆ Example: The student will improve reading fluency through increased practice with teacher and use of word sorts.

• Objective

This is your expectation for the student. Think about what the student and the average child in your class can do. Given that as a basis, what type of performance can you reasonably expect from this child as a result of the intervention?

- ◆ Example: The student will read a passage with 80% accuracy.

- ◆ Example: The student will recognize target words with 80% accuracy.



• Observable Measure

This is the “test” you use to measure the child’s progress.

- ◆ Example: Recognition of key words using flash cards (how many words from a target set the child can recognize).
- ◆ Example: Reading fluency measure (how many words the

child can correctly read in a specific time frame).

Give the “test” once before beginning the intervention to establish a baseline. Repeat the test at regular intervals (once a week, twice a week, etc.). The child’s performance on the specified measure is what you will document on the progress report.

• Progress Report

This is how you demonstrate the child’s progress during the course of the intervention. Your progress report should include a brief description of the intervention, your objective, and the results of each measurement. There are a number of ways to display the data, including a chart or graph. The progress report is a great way to share results in a manner that is easy to understand.

Intervention Strategy: Improve Vocabulary Using Semantic Mapping

Semantic mapping is a method to enhance vocabulary knowledge by visually displaying a target word and related words and concepts.

Students will need instruction in how to complete a semantic map, but can then use it on their own. This intervention can be used with individuals or small groups.

Steps:

1. Choose a target word or concept.
2. Write the word/concept at the top of a sheet of paper.
3. Brainstorm as many related words/concepts, write them on the paper,

and connect them to the target word in a systematic way.

Example: Write synonyms on the left side of the paper and antonyms on the right side

4. Encourage older children to use the dictionary or thesaurus to add additional words/concepts to the diagram.
5. Encourage younger children to draw pictures to go with their words/concepts.

Adapted from Reading Problems: Consultation and Remediation by P. G. Aaron & R. Malatesha Joshi, Guilford Press.

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