The Effects of Parental Tutoring on Reading Achievement

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THE EFFECTS OF PARENTAL TUTORING
ON READING ACHIEVEMENT

by

Cara K. Krumrie

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Specialist in Education
Department of Psychology

Western Michigan University
Kalamazoo, Michigan
June 1993
THE EFFECTS OF PARENTAL TUTORING ON READING ACHIEVEMENT

Cara K. Krumrie, Ed.S.

Western Michigan University, 1993

Supplemental parent tutoring was investigated to determine its effects on student reading and error rate. This study used a multiple baseline design and was implemented in classrooms at Project Help, a remedial reading center, located on Western Michigan University's campus. Seven subjects were involved in this research, four serving as experimental subjects and three serving as controls. Both groups were observed during their reading checks. Results of the study indicate no observable difference in reading and error rate between those students receiving supplemental home tutoring and those receiving no supplemental tutoring.
ACKNOWLEDGMENTS

The completion of this project culminates an achievement that has long been my career goal. The following contributed most markedly to the completion of this project. First, I could not have completed this project without the love and patience of my family. My parents have always had faith in my ability to achieve, even when I did not. They encouraged me with their high level of achievement and love.

Second, I thank the members of my committee: Dr. Steve Ragotzy and Dr. Howard Farris for their continued guidance and encouragement, and especially Dr. Margaret McGlinchey for sharing her time and knowledge in supporting this research and also for being my mentor. She represents the best that the field has to offer. Her dedication to my training in the field has been irreplaceable. I am very grateful to have worked with such an exceptional individual. Finally, I thank Rose Smith for her many hours of support and encouragement.

Cara K. Krumrie
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The effects of parental tutoring on reading achievement

Krumrie, Cara Kay, Ed.S.
Western Michigan University, 1993
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INTRODUCTION

Participation of parents in the education of their children is a subject which has received considerable attention in recent years (Cotton & Savard, 1980). First, the evidence overwhelmingly demonstrates that parental involvement in the school and with children's learning is positively related to a number of relevant education variables including achievement, behavior, self-concepts, future expectations and attendance of their children. Furthermore, the greater the level of involvement, the greater the achievement and performance benefits. Finally, the earlier in the child's educational process the parental involvement begins, the more powerful the positive effects will be (Conklin & Olson, 1988, p. 6). Vinograd-Bausell and Bausell (1987) and Vinograd-Bausell, Bausell, Proctor and Chandler (1986) found that not only can parents effectively teach their children, but frequently are willing to do so. In general, the skills necessary for involving parents in the learning process are relatively easy to teach and implement (Cotton & Savard, 1980; Mehran & White, 1988). Holm et al. (1987) suggest help with homework from parents can be accomplished while they are completing other tasks, such as cooking, washing the dishes, et cetera, so to not place additional time constraints on the parents. Involving parents as home-based tutors extends the concept of parental involvement and adds additional focus on the parent-child relationship. Parental involvement not only deals with skill building, but
it is also a powerful signal to the youngster about the importance of education and parent support for the schools (McLaughlin & Shields, 1986).

A number of researchers have studied the effects of parental involvement in the education of their children. Vinograd–Bausell and Bausell (1987) assessed the feasibility and effectiveness of involving parents in the home tutoring programs and concluded that, "within the limitations of the study, parents can be effectively involved in the teaching of relatively discrete skills" (p. 57). These authors identified four approaches which differ from one another in the amount of professional effort required: professionally supervised tutoring, professionally administered parental training, televised instruction, and materials only. The author hypothesized the "materials alone" approach would have the greatest likelihood of future implementation since it involved the least direct professional involvement. The study was performed in a first grade regular education class for two weeks. Results of this study showed 74% of the families were willing to receive the materials. The treatment effect was highly significant, with the experimental group recognizing over 10 more words on the 20 post-test items.

A second study was designed to determine whether low income parents of slower children would teach their children at home if given the opportunity to do so. Research suggests that these parents have the same goals for their children as more economically secure parents. Further anecdotal evidence indicated that some parents even constructed effective teaching materials. One major limitation of this study was the short duration over which instruction was applied, which was 9 weeks or 22.5
hours of instructional time. Although this study found no significant difference
between reading scores of the tutored children and those not tutored. Jacobowitz
(1979) has suggested that parent participation may be an area that could provide
schools and students with complete tutoring service as yet unused by many educators.

Instruction of the child by the parent in the home on a regular basis may be
the most productive form of parent involvement, though nearly any degree of
participation by parents may produce some positive effect. Thurston and Dasta (1990)
examined three variations of tutoring procedures used in the home by parents. All
three involved training by a professional or paraprofessional, and all students involved
were in elementary school. The first consisted of parents tutoring their children in
oral reading in the home. Parents were instructed to have their child read aloud with
them for ten minutes daily, five days a week. Children's reading improved on formal
tests and in school, according to informal teacher reports. The second looked at
effects of parent tutoring in math facts and its generalizability to the classroom. Each
subject was tutored for six to eight weeks, with tutoring sessions averaging eight
minutes a day. Basic facts tests given in the classroom demonstrated that all three
children increased their knowledge when tutoring occurred in the home. Baseline
averages ranged from 49% to 57%, at intervention mean scores ranged from 71% to
88%. The third used a reversal design to examine the effects of tutoring in spelling
and its impact on weekly spelling tests at school. The parent tutored her daughter for
ten weeks for about ten minutes each day. The subject's WRAT spelling score was
2.5 prior to tutoring and 3.1 after the experimental program. Improvements in the
home from the pre-test indicated gains of 30% to 100%. All demonstrated positive effects without requiring extensive parent training and required no more than 15 minutes per day. However, it should be noted that the parents volunteered for the study. Whether similar results with non-volunteer parents could be attained would need further research.

Similar studies involving the teaching of safety skills and increased speech in autistic children have been done by Miltenberger and Thiesse–Duffy (1988) and Laski et al. (1988), respectively. Both were successful in obtaining the participation of parents in the home for teaching these skills. In the first study, parents and children volunteered to participate and none dropped out. Although the commercial program used by these parents was not effective in teaching personal safety, all parents said they would consent to future participation. In the second study, parents received more training (minimum of five and maximum of nine training sessions) to reach a preestablished criterion to work with their children. All children in the study increased vocalization, and parents were also more verbal with their other children after their involvement.

The studies presented thus far are not without limitations. The problem of maintaining consistent involvement of parents with their children, along with questions about the extent of parent training, are worth noting (Jacobowitz, 1979; Vinograd–Bausell & Bausell, 1987; Thurston & Daska, 1990). The question about generalizability of the gains reached in one setting to a second is also unclear (Robinson et al., 1979; Miltenberger & Thiesse–Duffy, 1988).
Overall, evidence generated over the past 20 years on efforts to involve parents through diverse strategies is generally positive. Where parent involvement models have been implemented according to some specific plan, expected benefits are typically evident. This fact alone could be very worthwhile for showing parents how their efforts can be effective and are minimally time consuming. However, in some instances, positive results have not been evident in establishing the need for further research to isolate relevant variables.

The purpose of the proposed research was to extend the work of Vinograd-Bausell and Bausell (1987). The research focused on their fourth model which used a "materials only" approach to tutoring. This involved the use of teaching materials which contained written instruction detailing their use. These materials were forwarded to parents via either their children or through the mail.

For the purpose of this study, parents were provided all the necessary materials to work with their youngster. While other studies have provided instructions alone and required the parents to develop the instructional materials (Vinograd-Bausell & Bausell, 1987), the present author preferred a procedure which involved a minimum amount of work for the parents, thus, hopefully increasing the likelihood of parental participation.

Specifically, the independent variable of this study was providing parents with instructional materials and directions on their use. The dependent variable was reading proficiency as measured by reading rate and error rate.
METHOD

Subjects

Ten subjects were selected from students enrolled in Project Help, a voluntary remedial reading program sponsored by the School Psychology Program at Western Michigan University. Included were 2 girls and 8 boys ranging in age from 6 to 14 years. Through placement testing on the Woodcock Reading Mastery Test, it was determined that all of the students were six months or more behind in reading using total test grade level placement as a guide. At the initial interview, parents were surveyed as to their interest and willingness to participate in the research study. Subjects were then randomly selected from the group of willing parents and children. Three children were excluded from the selection process based on potentially interfering variables. One, a female, was excluded due to a stuttering problem which greatly interfered with her reading fluency and made error detection difficult. The second child, a male, was not included due to his young age and not having reached the reading fluency portion of the SRA instructional program. The third child, a male, was not included because his reading achievement was very low and did not include the reading fluency portion of the SRA instructional program as well. Of the seven subjects selected, four were assigned to the experimental group and three served as control subjects, E, F and G.
Subject A was an 11-year-old boy who had previously attended Project Help. He was in a fifth grade regular education class. The obtained total test grade equivalent score on the Woodcock Reading Mastery Test (WRMT) was 4.2 (score is to be interpreted as 4th grade, 2nd month). He was diagnosed as Attention Deficit Disorder and taking the medication Ritalin.

Subject B was a 15-year-old boy attending Project Help for the first time. He was in a seventh grade special education classroom. The obtained total test grade equivalent scores on the WRMT was 3.5. He had no special deficits or identifying characteristics other than low reading proficiency.

Subject C was a 13-year-old boy who had previously attended Project Help. At the time, he was living in a residential treatment setting and received help from a staff member rather than a parent. He attended school at the residential treatment facility and was not assigned to a grade due to their small enrollment. His residential placement was a result of behavior problems in his home and school. Obtained total test grade equivalent score on the WRMT was 4.0.

Subject D was a 9-year-old boy who had not previously attended Project Help. He was in a fourth grade regular education class. An obtained total test grade equivalent score on the WRMT was 3.8. He had no special deficits or identifying characteristics. Although this student was only six months behind in his reading proficiency, his parents elected to enroll in tutoring so the deficit would not increase.

Subject E was a 14-year-old boy who had not previously attended Project Help. He was in a sixth grade regular education class. An obtained total test grade
equivalent score on the WRMT was 2.9. This boy was also living with a foster family.

Subject F was a 12-year-old girl who had not previously attended Project Help. She was in a fifth grade regular education class. Obtained total test grade equivalent on the WRMT was 3.5. She had no special deficits or identifying characteristics other than her low reading proficiency.

Subject G was a 13-year-old boy who was also living in a residential treatment setting due to behavior problems. This boy received off-ground schooling and was placed in a seventh grade regular education classroom. He obtained a total test grade equivalent score of 4.3 on the WRMT.

Setting

Program participation was voluntary. Admission into the Project Help program involved application, an interview with at least one parent and the child, and a skills assessment and placement test. As noted earlier, parental consent for their child's involvement in the study was obtained during the initial interview. The invitation for participation involved a thorough discussion and explanation of the study, its goals, and the option of withdrawal at any time without penalty (see Appendix A, Consent Form). Tutoring by the Project Help staff took place two hours a day, four days a week, Monday through Thursday, in classrooms assigned to Project Help. In addition, supplemental tutoring occurred for three to ten minutes in each child's home. In the home, guidelines for the help sessions were provided, however, the parents and
subjects were given the freedom to choose the structure of the reading environment. This option was provided to accommodate the lifestyles of the individual families. At Project Help, the subjects worked one-on-one with their tutor in the designated settings, seated side-by-side at a table or two desks. The classrooms were well lighted with distractions minimized.

Materials

The materials used for both campus and home tutoring were selected from the Corrective Reading Series published by Science Research Association (1988). The levels of the materials were adjusted to the students' level of achievement, thus, the level of materials varied from student to student, but all still involved reading fluency. All students in the study were at least at the reading portion of the program, but level of complexity varied.

Specifically, the home teaching materials involved the use of stories from the "story book" part of the SRA instructional program. These were provided to the parent at the beginning of each week with the number of stories to be covered ranging from one to four per day. The parents also received an information sheet which explained how to conduct the tutoring session, how to provide corrections when errors occurred, and a checklist which was to be returned to Project Help each day indicating whether or not the at-home tutoring occurred, the duration of the help session, and the parent's initials.
Procedure

Upon arrival at Project Help each day, students were given a one-minute reading check from material on which they had worked the prior day. During this check, the number of words read and the number of errors made were recorded. The following criteria were used to define an "error" (Shapiro, 1989):

A. An error of omission should be marked if the student leaves out an entire word. For example, if the line is "The cat drinks milk," and the student reads, "The drinks milk," the tutor should mark an error. If the student omits the entire line, the tutor should redirect the student to the line as soon as possible and count as one error. If the tutor cannot redirect the student, the omission should be counted only as one error and not as an error for each word missed.

B. An error of substitution should be marked if the student says the wrong word. If the student mispronounces a proper noun, the tutor should count it as an error the first time, but should accept as correct all subsequent presentations of the same noun. For example, if the line is "John ran home," and if the student says "Jan" instead of "John" four times, it is counted as only one error.

C. An error of addition should be marked if the student adds a word or words not in the sample.

D. Repetition of words should not be marked as an error.

E. Self-correction should not be marked as an error.
F. After a pause of five seconds, the tutor should supply the word and count the pause as an error.

Prior to a one-minute timed reading check at Project Help, children in the experimental group will have also read the same materials to a parent the day before. Parents were advised to use the same correction procedures as the on-campus tutors.

The following guidelines for correction procedures were given to parents:

If your child makes an error, the child is allowed to read on to the end of the sentence. This allows time for him/her to self-correct. If your child corrects the error, he/she is simply allowed to continue. If your child does not correct the error, you point to the error word and say "(word) the word is (word), "What word?" If the child replies correctly, say "Yes, the word is (repeat word)". Next, have the child re-read the entire sentence to ensure that the correction is maintained. If the child does not reply correctly when asked "what word?" simply say the word and ask, "what word"? Again, have the child go back to the beginning of the sentence for a re-test to check for retention. If the child reverses or omits words, the same procedure is used, namely, point to the error(s), model the correct response and ask "what word(s)?" and proceed accordingly.

The number of words read per minute and errors were recorded and graphed. To determine the number of words read, the tutor simply counted from the beginning of the story to the last word read. For parental tutoring, data were obtained by having parents initial the stories their child read and note the amount of time spent on each story. The stories and checklists were returned to Project Help the following day.
There was no check for reliability of parents' participation since parent compliance was not part of the study. For this reason, consistent data were not obtained on parental compliance.

Experimental Design

A multiple baseline design across subjects was used to determine the effect of the independent variable. As noted earlier, students receiving supplemental tutoring at home were assigned to the experimental group and those receiving no additional help outside of Project Help served as controls. To control for variations in data samples and for reliability purposes, only the one-minute timed reading checks were used for data collection. Students were observed two times per week in the one-minute timed reading checks by the researcher. During observations for both control and experimental conditions, each subject and their tutor were the only persons present in the classroom. Interactions and interruptions with the tutors and subjects were minimized. Target behaviors and scoring procedures were the same for all seven subjects. The observer sat behind the tutor and the subject during the reliability checks. The specific methods used for calculating interobserver reliability were the number of words read and the number of exact word errors. For reliability on starting and stopping during the one minute checks, a timer was used that beeped at the start and end of the one minute segment. Reliability during the baseline stage and later treatment condition were 100%. Reliability was calculated by dividing the number of agreements by agreements plus disagreements and multiplying by 100.
RESULTS

The results of this study were mixed. First, it should be noted that students' stories grew progressively more difficult in vocabulary with each additional lesson. For that reason, an increase in words read per minute was not expected. It should also be stated that an increase in words read over that found in baseline was expected due to students' participation in tutoring program at Project Help.

Initially, the results of the multiple baseline will be addressed. For this study, two independent variables were considered, reading and error rate. Overall, the experimental subjects showed substantial variation in words read per minute in baseline. However, due to the limited total time the tutorial program was conducted, consistent stability was not achieved. Therefore, reading rates at intervention were varied and did not depict the increases. One of the three subjects did demonstrate a slow increase in reading rate while a second subject's reading rate remained stable, and the third subject's rate decreased. Based on these data a positive treatment effect was not observed. Similar results were observed with the "error" variable in both baseline and intervention. Only one subject showed a decrease in errors in both baseline and intervention. Again, it cannot be concluded that treatment was effective.

Next a visual inspection of data of individual subjects, Figures 1 through 6, revealed patterns similar to those above. Figures 1 through 3 are treatment subjects while Figures 4 through 6 show data from the control subjects. All figures depict individual word reading and error rate data.
Figure 1. Subject A Mean and Average Reading and Error Rate Per Session.
Figure 2. Subject C Mean and Average Reading and Error Rate Per Session.
Figure 3. Subject D Mean and Average Reading and Error Rate Per Session.
Figure 4. Subject E Mean and Average Reading and Error Rate Per Session.
Figure 5. Subject F Mean and Average Reading and Error Rate Per Session.
Figure 6. Subject G Mean and Average Reading and Error Rate Per Session.
Subject A demonstrated an increase in words read per minute from baseline to implementation of treatment, however, the rate quickly decreased in the weeks that followed. A change in error rate was also observed, increasing as implementation progressed. On average, Subject A read 169.75 words per minute in baseline with a very low error rate (.04 errors, numbers have been rounded to the nearest hundredth). After treatment was introduced, Figure 1 shows that the average number of words read per minute dropped to 162.08 and errors increased to .37. The score obtained on the post-test of the WRMT was 8.6, showing a 4.4 grade increase.

Subject B was not included due to attrition.

Subject C demonstrated an overall increase in words read per minute in baseline. On the average, Figure 2 reveals that he read 123.48 words per minute. After treatment was introduced, the average words read increased to 138.06. However, reading errors also increased slightly from 1.08 to 1.36. His obtained post-test score was 4.5, showing a .5 grade increase.

Subject D also showed an overall increase in words read during baseline. His average rate of words read per minute was 172.72 with 3.59 errors. His reading rate declined considerably during intervention to an average of 143.43. Figure 3 also shows that the errors during treatment decreased to an average of 1.09. This subject obtained a 7.2 score on the post-test, showing a 3.4 grade increase.

Subjects E, F and G were control subjects who received no additional home support. Over the course of this study, they averaged 166.4, 98.9 and 222.4, respectively for reading and mean error rates of .76, .29, and 1.68.
Subject E, as shown in Figure 4, demonstrated a steady increase in words read in the first four weeks. His average rate of words read per minute was 160.34 with 1.45 errors. His reading rate went up in the remaining weeks of the study to an average of 168.89 and errors went down to .45. The obtained post-test score was 3.8, showing a .9 grade increase.

Subject F demonstrated a steady increase in words read in the first four weeks. Figure 5 shows that his average words read was 98.33 with .29 errors. In the remaining weeks of the study, he read 99.16 words, revealing a very small increase. The errors also showed a slight increase to .34. The post-test score was 4.9 showing an increase of 1.4 grade level.

Subject G, as shown in Figure 6, demonstrated an overall increase in the number of words read during the first four weeks. His average rate was 222.48 with an average of 1.67 errors. His reading rate remained constant for the last four weeks of the program at 222.4. Errors at this time dropped to 1.20. This subject withdrew from tutoring three weeks early resulting in his average being calculated for the last five weeks of attendance only. A score of 5.1 was obtained on the post-test. This marked a .8 grade increase.

The final graphs, Figures 7 through 10, display differences in baseline and treatment means across subjects for both reading and error rate. While Figure 2 shows subject C improved his reading rate and Figure 3 demonstrate subject D decreased mean reading errors, visual inspection of Figures 7 and 9 do not reveal improvements. Clearly, it would be difficult to attribute these changes to anything.
Figure 7. Mean and Average Reading Rate Per Session Across Experimental Subjects.
Figure 8. Mean and Average Reading Rate Per Session Across Control Subjects.
Figure 9. Mean and Average Number of Errors Per Session Across Experimental Subjects.
Figure 10. Mean and Average Number of Errors Per Session Across Control Subjects.
other than the typical rate of learning observed from Project Help tutoring alone, as stated earlier, data for parental follow-through checklists were not consistently obtained. Those collected for this variable varied greatly. For example, one parent used verbal responses with the Project Help tutor rather than the checklist. For these reasons, it is difficult to determine whether tutoring actually occurred or, if it did take place, its duration.
DISCUSSION

Previous research has consistently shown that Direct Instruction, such as that used in Project Help, is an effective tool in addressing remedial reading deficits of students. Numerous studies, including Carnine (1978), Carnine (1980), Carnine, Carnine, and Gersten (1984), and Brophy and Good (1986) provide clear support for this effectiveness.

As noted earlier, a number of studies also reveal that parental tutoring of their children can produce positive results though at times minimal. Due to the importance of parental support for the education of their children, it was felt that additional data were needed on the effects of home support in the form of supplemental remedial program. However, no such effect was obtained in this study on the two measures taken. While rates of learning as indicated by differences in pre and post-test scores increased across time, there was no consistent impact observed on reading and error rates of the experimental subjects when home tutoring was introduced. In general, the data reveal considerable variability. The lack of consistent positive results may be due to a number of reasons. They may indicate that Project Help's tutoring program produces effects that are close to maximum with little room for further increases. Subjects participating in eight hours of tutoring each week may be showing a ceiling effect on the variables studied, reading and error rate.

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It is possible that additional improvement did not occur because follow-through at home was not consistent. The degree to which supplemental tutoring occurred is an open question.

As reported above, Project Help is a highly effective program and as expected, improvements were observed with the control subjects who received no supplementary home tutoring, corroborating the effectiveness of Project Help's curriculum and tutoring program. Given the dramatic improvement of skills addressed in the project in the relatively short time, it is unclear whether or not these subjects could have improved more with extra tutoring.

Other factors possibly contributing to the variation in the results could be the increasing difficulty of the stories, decoding program differences, and variability of the individual tutors. Regardless, when viewed from an overall perspective, there appeared to be no link between providing materials and instructions for additional tutoring at home and improvements in reading and error rate. Although based on earlier research, it was reasonable to expect that an increase might be obtained in the experimental group in the present study, data clearly show that supplemental home tutoring did not augment results obtained by Project Help.

Difficulties experienced in the control of relevant variables are typical of those present in this type of applied research. In addition, the "high risk" status of the subjects participating in the study, the nature of the home environment and the parents' ability to follow-through on assistance is an open question.
Finally, the decrease observed in reading rate is not necessarily a negative outcome if it is accomplished by a decrease in reading errors. Such data could reflect a higher rate of concentration or more careful reading. This becomes even more clear if reading comprehension also increased.

Even though there were no positive effects observed in this study, the researcher felt it was worthwhile for many of the same reasons cited by other authors such as Conklin and Olson (1988), Mehran and White (1988), and Thurston and Dasta (1990). These include the low cost of the activity, the increased time spent between parents and children, more awareness of students' abilities, self-concept building for the child, and a message transmitted to the youngster on the importance of education. This study also provides additional support to the effectiveness of Project Help and the Corrective Reading Series.

Suggestions for further research are many, including the identification of a procedure for monitoring the consistency with which the home tutoring was carried out. This would permit the researcher to establish a direct relationship between time on task of supplemental tutoring to changes in the student's reading skills. Another key indicator providing data on the student's reading ability would be the addition of the student's comprehension scores. These scores could be used to verify the continued growth of a critical reading variable, even though reading rate or error scores might not reflect this change. It might also be helpful to more closely match the students in age, reading level, or curriculum placement. It is also strongly
suggested that future studies consider the general effectiveness and intensity of the tutorial program to be supplemented.

Clearly, the findings of this study indicate that more than simply providing instructional materials to parents is required to positively impact student achievement in the reading area. And, any reading materials provided should maintain a consistent level of difficulty across time. This would permit a more meaningful comparison of individual data and group comparisons over the duration of the study.

Finally, the author recommends continued research in this area as a most important endeavor. Experimental data documenting that parents can make a difference in the educational success of their children through systematic home-based assistance programs have a strong potential for encouraging the use of a valuable and little used resource.
Appendix A

Consent Forms
Appendix A

Informed Consent for Participation in a Research Study

Dear Parents:

My name is Cara Krumrie and I am a graduate student in the School Psychology Program at Western Michigan University. I have been the Program Director/Instructor of Project Help, a remedial reading clinic, for the past year. I would like to provide students the opportunity for supplemental tutoring in reading. To achieve this goal, we have developed a plan to initiate limited parent tutoring. In the past, parent tutoring has been very successful with a variety of students in many different subjects. The overall objective is to improve each student's reading ability by adding assistance from parents.

Parents who elect to be involved will be instructed in tutoring reading and work only with their own child. All of the necessary materials, as well as written instructions, will be provided. Each tutoring session will take place daily and be approximately 5 to 10 minutes long. The sessions would continue for the remainder of Western's winter semester, or about seven weeks.

The parent tutoring program is being offered in the Project Help Program as an option to supplement the service each student is already receiving. Participation in this program is voluntary. Any parent and/or student may discontinue participation at any time without consequences.

We are particularly interested in the effects of parental assistance on reading achievement and would like to share the results of the program with others involved in special reading services. In order to be sure of the effect of the extra tutoring (experimental), some students will receive different instruction than others (control). No names of students or parents will be used in any of the results to protect privacy.

Questions or concerns regarding the research may be directed to Cara Krumrie at 323-8779 or 387-4488, or to Professor Howard E. Farris, Department of Psychology, Western Michigan University at 387-4478.

Your signature below indicates that you understand the above information and wish to participate. You will receive a copy of this form for your records.

_____________________________  __________________________
Parent Signature                 Date

_____________________________  __________________________
Witness' Signature               Date
Dear Student:

Project Help, under the direction of Cara Krumrie is developing a parent Tutoring Program to help students improve reading skills. As a participant in the tutoring program, a parent will help his/her child improve their reading skills.

This tutoring program will require you to spend 5 to 10 minutes a day, Monday through Thursday, reading to a parent.

If you would like to participate in the Parent Tutoring program, please sign your name below.

______________________________________  ____________________
Student's Name  Date

______________________________________  ____________________
Witness' Name  Date
Appendix B

Human Subjects Institutional Review Board Approval Letter
Date: February 25, 1992
To: Cara Krumrie
From: Mary Anne Bunda, Chair
Re: HSIRB Project Number 92-01-07

This letter will serve as confirmation that your research protocol, "The effect of parental tutoring in a home setting on reading achievement" has been approved after full review by the HSIRB. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the approval application.

You must seek reapproval for any change in this design. You must also seek reapproval if the project extends beyond the termination date.

The Board wishes you success in the pursuit of your research goals.

xc: Farris, Psychology

Approval Termination: February 25, 1992
BIBLIOGRAPHY


