James Madison University

JMU Scholarly Commons

Summer 2016

The experience of reading: What elementary children think of reading

Francesca Simpson
James Madison University

Recommended Citation

The Experience of Reading: What Elementary Children Think of Reading

Francesca Simpson, M.A.

A thesis submitted to the Graduate Faculty of

JAMES MADISON UNIVERSITY

In

Partial Fulfillment of the Requirements

for the degree of

Educational Specialist

School Psychology

August 2016

FACULTY COMMITTEE:

Committee Chair: Ashton Trice, Ed.D.

Committee Members/ Readers:

Deborah Kipps-Vaughan, Psy.D.

Timothy Schulte, Psy.D.

Acknowledgments

"No man is an Island…"

-    Devotions Upon Emergent Occasions, John Donne

No truer words have been written that fit the past three years. The culmination of experiences, victories, setbacks, and challenges has in sighted the significance of community and care. It is through community efforts and genuine care that individuals succeed. Although it would be easy to take credit for the past 12,000+ hours of labor it is not only untrue, it is a disservice to those who have supported me through this journey. First and foremost, I would like to thank my School Psychology community and all those who have taught me, both formally and informally; Dr. Tammy Gilligan, Dr. Patti Warner, Dr. Debi Kipps-Vaughn, Dr. Tim Schulte, and Dr. Ashton Trice who inspired and supported the germination of this creative and unstructured research idea. It is the support and care I received from James Madison University School Psychology community that I feel confident to move forward towards new challenges. I would also like to thank all the school professionals from Alexandria City Schools who have supported me and guided me as I completed this project. Finally, I would like to thank all of my friends and family members who have blindly supported as I completed my degree. It is their confidence in my abilities and the unrelenting optimism that I am able to write these words. As I end this experience I have never felt more strongly that to succeed you not only need the support of a community, but also give the acknowledgment of every path you have crossed.

Table of Contents

List of Tables

Abstract

   As students with disabilities prepare to move from high school to vocations or post-secondary schooling it is essential they be able to self-advocate for their needed services. During their public school years, school psychologists, counselors, and other school administrative personnel are responsible for ensuring they are provided with an "appropriate," barrier-free education under federal law. But upon graduation from high school, that responsibility shifts entirely onto the individual. In order to self-advocate successfully a student with a disability must know about their cognitive strengths and weaknesses. In regards to learning the student must be able to describe them to others effectively; and be able to specify the needed services based on their weaknesses. They must also know something about the relevant laws so that if they experience resistance, they can reference their educational rights. Currently, there is very little research on how to go about informing students of their strengths and weakness. In order to talk appropriately to students with learning disabilities we must first understand how they and their nondisabled peers understand and talk about learning and cognitive processing. The purpose of this study is twofold; first, to understand how students talk about an effortful cognitive task, such as reading. Second, to investigate any relationships that may lie within responses collected from students of different age groups (fourth and sixth graders). In doing so, this study aims to find patterns within responses and deviations between responses. Due to low participation, only fourth grade students were interviewed. Patterns within their responses reflect dominantly there is an enjoyment of reading, but that may be contingent on material and difficulty. There is the conceptualization of the beginning stages or reading and that it occurs early in one's academic career and the process gets easier with continued practice. And finally, responses reflect that by fourth grade students "thinking" while reading is directed towards the comprehension of the text and less towards the cognitive effort of reading.

I. Introduction

As students' transition from secondary school (i.e. high school) to vocations or post-secondary school it becomes essential they be able to self-advocate for their needed services. In order to do so, knowledge of their cognitive strengths and weaknesses is necessary. Currently, there is very little research on how to go about informing students of this. In fact, there is very little research on talking to students without learning disabilities about cognitive strengths and weaknesses. In order to appropriately talk to students with learning disabilities we must first understand how their non-learning disabled peers understand and talk about learning and cognitive processing. In knowing their perceptions of learning processes School Psychologists may be better prepared to talk to students about learning disabilities. The purpose of this study is twofold; first, to understand how students talk about an effortful cognitive task, such as reading. Second, to investigate any relationships that may lie within responses collected from students of different age groups. In doing so, this study aims to understand the language and themes found when students describe reading. Considering the little information and literature on this topic this is a preliminary study for future research on students with learning disabilities.

II. Literature Review

Informing Students of Strengths and Weaknesses

The importance of informing students with learning disabilities of their strengths and weaknesses becomes apparent as more and more students are applying to and enrolling in postsecondary schooling. Over the past two decades, the influx of students with learning disabilities has nearly tripled (Lightner, Trice, Kipps-Vaughn, Schulte, 2012; Joyce & Rossen, 2006). Despite being able to get into postsecondary schooling, students with learning disabilities experience a variety of challenges. They frequently have lower grade point averages, more academic problems, and are more likely to face the possibility of academic probation (Weyandt &

Dupaul, 2008). They have been described as "invisible scholars" (Stage and Milne, 2006). So the question we must ask is; how do we help these students? The answer is not so simple. It is difficult to service these students for a variety of reasons. Firstly, many students do not report their disability to the college disability services (Costello & Sharon, 2012). Reasons vary, although much of the current literature indicates stigma as the dominant motivator for not reporting their disability. Although stigma is complex and has many cultural implications, it is often reflective of and involves interpersonal and intrapersonal aspects of feeling misunderstood (Lightner, Kipps-Vaughn, Schulte, Trice,2012). "Self-misunderstanding" (Lightner, Kipps-Vaughn, Schulte, Trice,2012), the intrapersonal, often manifests as beliefs of inadequacy or incompetence. Researchers Lightner, Kipps-Vaughn, Schulte and Trice (2012) investigated this area further. Their study sought out reasons why university students with a learning disabilities waited to seek disability services. Their results found that student's primary reason for delaying seeking services was lack of time, and that they (the student) found it difficult to seek out services once classes began. Their results also reflected insufficient knowledge about the costs and logistics of being assessed for their pattern of cognitive strengths and weaknesses and academic skills. More specifically, accurate knowledge of available services, the nature and impact of their own disability, and the procedures for utilizing campus resources were identified as influencing delaying seeking services. Interestingly enough, those who sought out services in a timely manner were more likely (a) to have participated in their IEP meetings in high school, (b) could recall more general school based transition programming to college, (c) received more orientation to disability services, (d) and received individually-based preparation specific to their disability than those who postponed seeking out disability service. However, "all students in this study showed some lack of knowledge about how learning disabilities are diagnosed and how services for students with disabilities change between high school and college" (154, Lightner, et al, 2012). This finding is an important reflection of the current issue of informing students of their

disability. The researchers concluded that feelings of shame and fear that students where cheating the system only emerged as minor themes from the interviews conducted. This finding may be indicative of the change in support services that students receive in secondary schooling as students with disabilities report much more satisfactory experiences than those who reported two decades ago (Newman, et al., 2010; Lightner, et al., 2012).

Past research investigating post-secondary school disability services (Janiga and Costenbader, 2002) found that service coordinators were unsatisfied with both areas specific to the student's disability and general information of the differences between high school and college services. This finding, although outdated sheds light on the second reason why students may not have reported their disability to their university disability services, difference in structure of services between secondary and post-secondary school. The legal framework with which universities fall under is different from what primary and secondary schooling is under. Postsecondary schooling falls under the umbrella of Americans with Disabilities Act, primary and secondary schooling falls under the Individuals with Disability Education Act (IDEA, 2004). The IDEA is an entitlement, whereas ADA is a civil right. The clear distinction between the two regulations is that under IDEA, schools are responsible for locating, identifying, and evaluating all children from birth to age 21 who are suspected of a disability. Child find is a method of ensuring that all students, regardless of severity of disability, are given a Free and Appropriate Public Education (FAPE). On the other hand, ADA will provide you with the supportive services if you are able to seek out the necessary resources and self-advocate for services needed. In an effort to bridge the gap between services provided IDEA and ADA, Individuals with Disabilities Education Improvement Act was established (IDEIA, 2004). As part of this IDEIA, students with an Individualized Education Program must have a developed transition plan by age 16. Their transition plan must be reviewed annually, and include potential postsecondary education goals.

These transition services are also designed to prepare students for self-advocacy and encourage self-monitoring skills. However, these services fall short in preparing students for postsecondary education. Schreiner (2007) found that high school seniors about to transition to postsecondary education had a great deal of difficulty providing examples of how their specific strengths and weaknesses might affect their performance in college. Despite federal regulations, current literature indicates that many students are left out of their IEP meetings (Mason, Field, Sawilowsky, 2004). This finding supports the results from a 2000 study by Storms, O'Learly and Williams that one third of states were not adhering to the requirement to invite students to their IEP meetings when transition plans were to be discussed. In a three year study examining the perceptions of IEP team members, students and other team members reported significantly lower ratings on students knowing the reasons for their meetings, knowing what to do, understanding what was said, and talking less than all other participants (Martin, Marshall, and Sale, 2004). Their study concluded, "It seems naïve to presume that students attending their transition IEP meetings will learn how to actively participate and lead this process through serendipity-yet this is precisely what current practice tends to expect (p.4)". Similarly, Johnson and Sharpe (2000) found that although students attending IEP meetings have increased over the years, their active participation is at a minimal. Active participation can be defined as "helping with goal setting, self-advocacy, and self-regulation, or self-monitoring" (Mason, Field, Sawilowsky, 2004), skills of which are necessary for employment after high school, and or postsecondary schooling. Current literature found that "students who have been involved in the development of their IEP, or other educational goal setting (a) achieve their goals, (b) improve their academic skills (c) develop important self-advocacy and communication skills (d) graduate from high school (e) gain better employment and quality of life as adults" (Mason, Field, Sawilowsky 2004). Respondents of Mason, Field, and Sawilowsky's (2004) study described students as being only somewhat involved in the IEP process. However, they found that students who had been more involved

knew more about their accommodations and their disability and were more assertive in asking for accommodations. Responses from school staff on the satisfaction of self-determination and student participation in the IEP process indicated that teachers in high school and middle school staff were more satisfied than preschool and elementary staff (Mason, Field, & Sawilosly, 2004). Respondents also indicated that there was not a district wide plan for teaching self-determination and self-advocacy, which are integral skills for seeking support later in life. These results make sense that school staff in secondary schools are better equipped for informing students of their strengths and weaknesses, but sheds light on the opportunity for training on how to begin the discussion of strengths and weaknesses early in their academic career.

The current literature would suggest that students with a diagnosed learning disability are ill informed of their cognitive profiles. The necessity for students to be able to self-advocate requires the student to understand what they are advocating for and understand their needs for success. For a student to understand their needs it is necessary for the results to be explained to them in a developmentally and linguistically appropriate way. An important question to ask is, at what age is this appropriate to inform students of their cognitive profile and what is the most appropriate way to do so?

Overview of Cognitive Developmental Theories

According to *The Development of Children's Conception of Intelligence: A Theoretical Framework* (Cain and Dweck,1989), children age eleven to twelve reach a mature view of intelligence. Their conception of intelligence plays a crucial role in their motivation to achieve. This motivation is reflected by their decisions of accepting challenges, their behavior during difficult tasks, and their interpretation of success and failure. Cain and Dweck (1989) also proposed that conceptualization of intelligence begin when children enter the academic domain and acquire knowledge about academic achievement. They proposed three types of knowledge

that are acquired in the initial stage of conceptualizing intelligence. First, the child defines successes and failures within the achievement domain. Second, the child recognizes that the outcomes are dependent on their behavior. And third, the child understands that individuals differ in their rates of successes and failures (Cain & Dweck, 1989). The succession of these skills may occur relatively quickly once the child is within the academic domain, and can be achieved within their preschool years. Once a child has surpassed these stages, they move on to the second stage of conceptualizing intelligence, which is their engagement in a task and how to complete the task. In this stage children view ability, effort, and knowledge as central pieces to defining intelligence. The third, and final stage, of Cain and Dweck's proposed model of children's conceptualization of intelligence is that "children arrive at mature conceptions of intelligence as they continue to try to explain individual differences in achievement and acquire more and more knowledge about these differences and about the achievement domain" (p. 67, Cain & Dweck, 1989).

Although Cain and Dweck find fault with the succession of Piaget's cognitive developmental stages, for the purposes of this study it is important to understand the developmental differences in cognition based on age. Piaget's theory of cognitive development parsed out concrete operational stage and formal operational stage. Children aged seven to eleven fall within the concrete operational stage. At this stage children are able to problem solve and use logical reasoning. They however have not yet reached abstract or hypothetical thinking. This is achieved in the next stage, formal operational. Students typically reach this stage around the age of eleven. Students who are in fourth grade are between nine and ten years old. Students who are in sixth grade are between eleven and twelve years old. Based on Piaget's theory it would be expected that students would differ in their conceptualization of intelligence based on their development.

Metacognition and Reading as a Cognitive Task

Metacognition is defined as the deliberate conscious control of one's own cognitive actions (McLain & Mayer, 1993). It is one's ability to reflect on a cognitive activity that takes itself as the cognitive objective or that regulates any aspect of cognitive activity (Lecce, Zocchi, Pagnin, Palladino, Taumoepeau, 2010) In reading, metacognition means being aware of what one's purpose for reading is, how to proceed in achieving this purpose, and how to regulate progress through self-checking of comprehension (McLain & Mayer, 1993). Applying metacognition to reading occurs when a reader detects failure of comprehension processing and uses appropriate strategies to facilitate their understanding of the text. Thus, awareness of behavior during reading, and techniques used to monitor and regulate reading are metacognitive strategies used during reading comprehension. Metaknowledge about reading refers to the knowledge about the nature of people as readers This encompasses attitudes and individual differences, the nature of reading as a cognitive task (i.e. different aims depending on reader's goals), emplyed strategies that can be applied to the task, as well as knowledge about different types of texts and their specific characteristics (Lecce, et al., 2010). To understand what students think of their own intelligence and their own cognitive ability of an effortful task it seems likely that by asking students about their perceptions and thoughts regarding a cognitive task, such as reading, we would gain insightful information. Their responses may contribute to understanding what students think of their own intelligence and understanding of strengths and weaknesses.

Reading is described as an active process in which the reader "interacts with print clues to construct text meeting" (McLain, Mayer, 1993). The process of reading has been well established to follow a certain trajectory and contingent on many developmental milestones. Children are exposed to print and reading materials typically prior to entering Kindergarten; The process of reading has transformed from mastery of isolated sub-skills (i.e. letter and word

decoding) to an integrated process of deriving meaning from the text. Comprehension of text, the final stage of reading, is mediated by previous knowledge possessed by the reader, information from the text, and the contextual situation. As this process has taken place, matacognition is emphasized.

The Importance for School Psychologists

The importance of understanding what students think of reading is important to school psychologists primarily to be used as a tool for understanding how children view an effortful cognitive task. In understanding their thoughts and experience of reading, School Psychologists may better understand how students view their learning experience. Information gathered from this project is intended to contribute to a larger body of research, which is how students with learning difficulties view effortful cognitive tasks. This study has the potential to aid School Psychologists in how we inform students of learning differences by using developmentally appropriate language.

Research Questions

The purpose of this study is twofold; first, to understand how students talk about an effortful cognitive task, such as reading. Second, to investigate any relationships that may lie within responses collected from students of different age groups (fourth and sixth graders). In doing so, this study aims to understand the language and concepts they use to describe reading.

Reading is a task that students have been exposed to prior to entering school. It is also a task that requires significant cognitive effort to be able to reach the stage automaticity. By asking questions about their perceptions of reading, students share their experience of completing an effortful task. Based on Paiget's developmental theory, it is expected that there will be a

difference in responses between students in the fourth and sixth grade (i.e. different developmental stages).

III. Method

Participants

Ninety-six permission slips, in Spanish and English, were sent home to fourth grade and sixth grade parents of an Elementary and Middle School in Northern Virginia. A convenience sampling method was used. Students were not identified as having a learning disability nor were they recruited based on their reading ability. Of the 96 forms sent home, 15 from fourth grade parents returned. Of the fifteen, 11 were female, 4 were male.

Procedure

Participants were recruited from fourth and sixth grade language art class. Explanation of the study, procedures, interview questions, risks and benefits, and a written consent form was sent home with all students for their parents. Information for obtaining the results of the study was provided. Participants met with the researcher individually at school during non-instructional time. Responses were collected using a semi-structured interview. The interview was designed based on responses gathered from pilot interviews and a focus group conducted in a North Western school in Virginia. The interview targeted certain areas; (1) Do you like to read (if so what do you like about reading? If not, what do you not like about reading? (2) Do you remember learning to read? (Was it easy or hard?) (3) What do you think about reading? (4)When you are reading what are you thinking about?. Students were also asked (1)What kind of books do you like to read?, (2) What is your favorite book?. Interviews lasted approximately 15 minutes

IV. Results

Because only fourth grade students were interviewed a cross-case analysis of responses between fourth and sixth grade students was not completed. Instead, an intra-case analysis of responses was conducted to determine if any patterns within responses emerge.

Ten students, the majority of respondents, reported to enjoy reading. Two responded "sometimes" and three responded, "Depends". Five that did not respond "yes" to like reading, suggest that they liked reading, but their liking of reading was contingent on (1) what the type of book they were reading, (2) the difficulty of the book, or (3) if there was something else they could be doing. Patterns within the ten responses of "yes" reflect that reading is an enjoyable activity (i.e. "fun", "interesting", "calming" "makes people happy"). Two respondents report to do it at least 30 minutes every day. There is also the recognition that the reader takes something away from reading (i.e. "you get details and facts about a story", "gives you ideas", "learn from it", "good thing for your brain").

Similarly, when asked "what do you like about reading?" responses reflect that there is something to be gained from reading. Two respondents reported to like learning new words and one student reported to learn something new when reading. Two respondents reported that reading allows the reader to go to a new place (i.e. "go to new places that I have not been", "I'm in a whole new word when I'm reading"). When asked "what do you not like about reading" the majority of students reported to not like reading when "it's boring", "takes too long", or when reading is too difficult. Five respondents reported to like everything about reading (i.e. "no, I like everything about it"). Three respondents report to not remember learning to read. One respondent was able to provide learning a preliminary step in reading (i.e. "learning my ABC's") and the other two responses reflect learning to read from different sources ("we did it a lot at school and home", my mom taught me"). The remainder of the 15 respondents report remembering learning

to read. Patterns seen within their responses reflect (1) awareness of learning to read at an early age (i.e. "kindergarten", "first grade", "four", "five", (2) the support of a family member or teacher helping them learn to read, (3) having memorized certain words or a whole book, (4) an acknowledgement that learning to read was difficult but became easier (i.e. "it was challenging", "I really struggled", "it was hard"). A majority of students report that learning to read is both difficult and easy. Two students report that reading now is difficult for them ("hard, it depends what I am reading", "it was hard. It still is hard"). The remaining responses reflect that reading was initially hard, but when they kept at it, reading got easier. One respondent reported that although it was difficult for her to read, her mother encouraged her to keep reading because reading makes [her] travel to another into a whole new world". When asked "what do you think about reading", responses reflect that overall reading can be fun. Secondly, responses reflect that something can be gained from reading. For example, reading "helps people learn", reading can "teach you", and reading is "important for life". One respondent reports that reading can "give you peace" and "calm you down". Another student reports that reading allows her to "travel to other worlds and feel creative". Finally, students were asked "when they are reading, what are they thinking?". Responses were reflective of various themes. First, some respondents were focused on what the book was about and predicting what will happen next. Other respondents report to have a more visual experience while they read. For example, when reading, two respondents report to "get pictures in their head". One respondent pretends to be one of the characters and another reports to "feel what they are feeling".

Students were also asked "what is your favorite book". A majority of students reported that *Diary of a Wimpy Kid* is their favorite book. Others reported books on topics of interest (i.e. lions, sportsbooks). Other popular books were Lemony Snicket series and Goose Bumps, Judy Bloom series, Comic books (unspecified), Dork Diaries, and "chapter books". Two students

reported that their favorite book was a book from childhood (Knuffle Bunny and Brown Bear Brown Bear What Do You See?).

V. Discussion

The study's goal is to contribute to knowledge pool of beginning conversations with students early in their academic career. In order to talk appropriately to students with learning disabilities we must first understand how they and their nondisabled peers understand and talk about learning and cognitive processing. The purpose of this study is twofold; first, to understand how students talk about an effortful cognitive task, such as reading, and secondly to investigate patterns or themes that emerge between responses. For this study, it was hypothesized there would be a difference in responses between age groups. However, due to low return of permission slips, only fourth grade students were interviewed. An analysis of responses from fourth grade students was conducted. The need to inform students of cognitive strengths and weaknesses becomes evident as more and more students transition from post-secondary school to vocations or college. Over the past two decades, the influx of students with learning disabilities has nearly tripled (Lightner, Trice, Kipps-Vaughn, Schulte, 2012; Joyce & Rossen, 2006). Challenges students face include lower grade point averages, academic problems, and are more likely to face academic probation (Weyandt & Dupaul, 2008). Costello and Sharon found that many students do not report their disabilities to the college disability services (2012). Although reasons vary, we can hypothesize that many of the reasons stem from misunderstanding their disability and the necessary skills to advocate for needed services. Documented efforts at the high school level reflect progress on including students in their IEP meetings, but have also found disparities in the goals of the program and the impact they have on students and staff understanding of cognitive strengths and weaknesses (Schreiner (2007, Mason, Field, Sawilowsky, 2004). As the demands increase and supportive services shift, the need for self-

advocacy and knowledge of a student's patterns of strengths and weaknesses become necessary. This research aims to inform School Psychologists on how to have these conversations with students so as to intervene early in student's academic career. The following sections further discuss patterns between responses.

Firstly, when asked if students liked to read, responses reflected an overall enjoyment of reading. Two respondents report to read for at least 30 minutes a day. Other respondents indicate that reading was "something to do" or an activity that is interesting to occupy themselves. Although only one respondent directly related reading to learning, other respondents indicated that reading gave details, facts, or information about a story. Reading, as one student stated, is "like learning". Although students understand that reading is a medium for gaining knowledge, there is not the acknowledgment that the act of reading is a learning process or that learning to read requires significant cognitive effort. Patterns of emotions arose from respondents who reported to enjoy reading. Responses reflected positive emotions such as "happy", "calm" and that reading is "good for you". One respondent indicated that reading takes her to another world, which has unidentified emotions tied to it. Of the respondents who did not directly report to enjoy reading (i.e. sometimes, depends), their responses reflect that their enjoyment was contingent on various factors. One of the factors was that reading was not as engaging as alternative activities. The second was that reading could be fun if it was on a topic of interest (i.e. mystery, gymnastics) or by a certain author (Lemony Snicket).

Despite alternative responses to "Do you like to read", student's follow-up responses reflect that reading is enjoyed if the material meets certain criteria. Similarly, all respondents were able to identify at least one thing they liked about reading. What respondents identified was that reading is enjoyed because the stories are interesting, you learn something new from the text (i.e. words), reading "helps you get smarter" and gives you the feeling of creativity. Similarly,

reading serves as an alternative when bored, but is difficult to enjoy if there are more enticing alternatives. Conversely, the amount of time reading was a dominant disadvantage of reading. The difficult vocabulary may be a factor in time spent reading, which was also reported as a dislike of reading. Although reading was a good alternative when bored reading was also reported to sometimes be a boring activity.

A majority of respondents remember learning to read. Of those who reported remembering the learning process, most were able to recall an approximation of when they started reading (Kindergarten, first grade, second grade, four, or five). Similarly, respondents measured their reading process by the book level they started on and where they will be by the end of the year. Responses reflect a pattern of those who were involved in their formative years of learning to read. Some identified a family member as helping them to read or helping with vocabulary. Few indicated the influence of a teacher when learning to read. However, of those who credited teachers as helping them learn, students report strategies taught to help learn. For example, one student was told "step by step" and to "keep it simple". Several respondents reported to have memorized the words of their books. Although respondents are able to report at what age they learned to read, who was part of the process, and certain strategies used (i.e. memorizing words), students did not report how they initiated learning to read. As one student stated "it just kind of happened". This was an important question to ask participants as it provided insight into the holistic experience of reading. As it has been discussed, reading is not only effortful it is also a time consuming. Much of a student's formative years are spent learning how to read. By asking students if they remember the process, or if they are able to identify certain stages, a better understanding of their experience while learning to read may be gained. For example, if there was a pattern of remembering learning ABC's or sight words, that may reflect early stages of metacognition. Similarly, if students reported to not remember learning to read, but specifically remember being read to that may provide insight into awareness of early

exposure to reading material. Considering the number or participants and the responses from this study, data supporting early awareness of the stages of reading cannot be determined.

The majority of respondents acknowledged that learning to read was both hard and easy. There was a general acknowledgement that reading was difficult, but that over time it became easier if students continued to read. Similarly, reading was reported to be difficult for new books, or new words, but was easier for books and words already known. This response may be related to student's strategy of "memorizing words" when learning to read.

Pattern emerged when participants were asked what they thought about reading. First, responses reflect that there is something gained from reading. Many respondents identified the goal of reading was to become smarter or was important for life long success. Other respondents tied reading to positive emotions, such as feeling "calm". Other skills gained from reading were identified as learning new words, or new facts. Secondly, the enjoyment of reading based on content continued to emerge. One respondent suggested reading books of interest as a strategy for others to enjoy reading. Previous responses reflect a loose association with reading and learning, however when sharing what they thought of reading, students were more likely to identify reading as a fun way to learn. For example, one student reported reading to be a "fun way to learn" another student reported reading to "help with lots of stuff". Two respondents reported to think about what the book is about. This response may be reflective of a strategy they use, or part of a strategy taught to them (i.e. comprehension questions). Similarly, one respondent reported to think about what will happen next, which was a common response when students were asked what they were thinking about when reading. In fact, a majority of respondents reported to be thinking about what will happen next. The second most frequent response was a visual experience in which the students have visual images of what is happening in the text. Although only three participants reported to experience visualizations when reading, their responses may be reflective

of mastery of reading skills. These students are able to spend more of their cognitive energy towards creating within their mind what the text is portraying. One student frequently referred to feeling creative while reading, and although follow-up questions of the meaning behind her use of creative was not permitted due to standardization, it will be informative to understand the usage of creative. Of those who did not endorse experiencing visualizations, it is difficult to determine if experienced visualizations of the text or not as this was not a direct question asked. For those who did experience visualizations their responses included feeling words (i.e. happy, and an experience of being "in the story". For example, one respondent felt "what they are feeling" and will "laugh and sometimes cry" when reading.

Collectively, responses reflect an overarching consensus that reading is not only enjoyable, but something to be gained, or learned, from reading. Reading was not enjoyable when the material was either too difficult, or there were alternative activities that were more enticing. Family members were dominantly identified as those who helped with the process of reading, whether it is current help or when the student was learning to read. Many of the respondents were able recall around what age or grade they began learning to read, but students did not report stages of reading, such as learning phonics, sight words, etc. Similarly, several students reported to have either memorized difficult words, or whole books when learning to read. Respondents primarily identified reading as both a difficult and an easy Responses reflect that there are emotions tied to the act of reading that either emerges from the act of reading (i.e. reading makes me happy) or from the actual text (I feel what they feel). To note, respondents who reported to experience visual imagery while reading were descriptive, and incorporated more details in their responses. When these patterns are applied to the overall conceptualization of what students think about reading there are a few themes that present as significant linkages to the purpose of this study. Firstly, students word choice on their thoughts of reading may appear to have a loose

association with learning, but they're choices of "gain facts" and get "information" are reflective of learning. Their responses suggest students use a more developmental conceptualization of reading as a learning process. Secondly, even though students were able to recall learning to read they did not recall the specific stages or tasks (i.e. sight word reading, phonics) that lead to their ability to read lengthy word passages. What students were able to remember was around the age they began reading and those who were involved early in their reading career. This finding suggests two notions. First, that there may be an early emotional component for students when learning to read. Student's responses suggest an emotional tie by referencing family members are characters in their learning process. Similarly seen when students referenced emotions evoked by reading throughout the interview. The second notion is that students may conceptualize the process of learning to read in general terms because responses did not indicate recollection of the specific stages of learning to read such as learning sight-words. Instead it was acknowledged that learning to read was difficult, but becomes easier with practice. This notion may be reflective of concrete comprehension of a cognitive process. Explanation of such cognitive tasks requires equivalent terms. This means explaining a complex multistage task, whether it be reading or a weaknesses within their cognitive profile, in general terms. It may benefit students to be explained difficult tasks, at the fourth grade developmental level, as organized whole and not as singular parts that make up the whole. Not only is it important to explain in entirety, but it may benefit students to be provided examples to support their concrete way of thinking.

There are several reasons of the importance of this research for School Psychologists. First, there is an under-representation within the research community of how to explain to students their cognitive profiles at a developmental level. Responses from this study provides a baseline data of information for School Psychologists to better understand how students perceive learning to read. As stated above, the notions that reading is a skill that may have emotional

underpinnings and that cognition of an effortful cognitive task (metacognition) is developmental

sensitive. Students, in fourth grade, may benefit from explanations in general terms. In reference

to emotional underpinnings or reading, by cultivating an environment in which emotional

experiences when learning to read students may be given the chance to view others emotional

experiences and encouraged to create their own emotional ties with reading. Linking these

findings to the overarching goal of informing students the essential take-away is that cognitive

tasks should be given in general terms with examples to suit student's concrete stage of thinking

and that there may exist the emotional ties linked to cognitive tasks that may play a role in who

students approach reading, an essential skilled used all throughout the rest of their lives.

Limitations and Considerations for Future Research

Despite the flexible nature of this study, many limitations should be addressed for future

research on this topic. Firstly, sixth grade students were unable to be interviewed thus limiting

analysis between different age groups. Limiting responses to one age group restricts data

collection of the trajectory of learning to read. By adding another group information on how

students perceptions differ from learning how to read to collecting information from reading

would provide useful information on the perceived perception of reading. Future research in this

area should aim to collect responses from different age groups to not only compare response but

also gather information on potential patterns of reading perceptions as students grow. Secondly,

only 15 fourth graders were interviewed despite an anticipated 30 participants. Future research

should aim to collect more responses within age groups to determine stronger patterns in

responses. Thirdly, because of the little research on this topic, patterns found within this study

were not compared to determine generalizability of these findings. Fourthly, this study is a

qualitative explorative study, therefore there are inherent limitations in the data collection and

interpretation of the results. Due to standardization of interview questions, follow up questions to

responses were not asked. This provided the benefit of keeping the process constant for all participants, but limited the opportunity for students to share their individual experience of reading. For future research, it would benefit the researcher to follow up with students on their responses. This can be done in a targeted manner. For example, if a student provides a response reflective of reading imagery, a pre-set series of clarifying questions can be asked. Although additional questions were not asked, responses, and analysis of responses, inspired desired questions to be asked of respondents. Because respondents did not talk about teachers, it would have been informing to directly ask "Who taught you to read?". By the same token, asking students to either describe what reading is, or to provide a definition using their own words would have challenged them to give more information on what they thought of reading, but in an indirect way. Asking students "how would you teach someone to read" is a similar question. Because some students referenced strategies for reading difficult words, asking students "when you read and don't understand, what do you do?" would probe more reflection of the process. And finally, because feeling words associated with reading, it would have been beneficial to target this area by specifically asking "how do you feel when reading". By targeting feelings while reading, we may be better able to draw conclusions on student's experiences while completing an effortful cognitive task. Future research should take into the consideration school demographics. The elementary school where data was collected house a dual-language program, although students were not recruited from this program it is necessary to consider the demographics and the potential impact these factors may have on student's perceptions of reading.

There are two trajectories for the current research project. It will be useful and informative to continue collecting student responses on reading, specifically from a different school system and different area. Data collected on general education students will provide a stronger foundation for the overarching purpose of this study and determine if the notions from

this study are founded in a larger sample. Parallel to continued data collection on non-disabled

peers, will be to initiate conversations with students with learning disabilities on their perceptions

of cognitive tasks, and eventually, on their patterns of strengths and weaknesses. It will be

beneficial to collect data from both studies for two reasons: (1) to build a stronger foundation

from the general population, and (2) to build upon the interaction between the experiences of both

groups. As law mandates, students are to receive education in the least restrictive environment

(IDEIA, 2014), thus indicating that students with learning disabilities are not educated in silos.

Research in this area should understand the potential oscillating experiences students may or may

have while matriculating through grades. In addition to targeting students with learning

disabilities, it may be interesting to target students who report to dislike reading and to determine

factors that contribute to their dislike of reading.

The germination of this study was to contribute to the overarching body of research for

informing students of their strengths and weaknesses. While post-secondary and vocational work

is a far cry from their current placement in school, cultivating an environment where learning

differences is discussed freely and at a level that is understood is not. Students are active

participants in their learning and should be treated as such. The hope remains, as stimulated

through individual conversations with students, that early conversations of learning, and the

potential challenges for some, can be held to cultivate a holistic and inclusive learning

experience.

Appendix A

Table 1: Do you like to read?

Yes	- Yes, one of my favorite subjects. - Yes, I like to read chapter books, I read every day for 30 minutes. - Yes, because it is interesting you get details and facts about the story. I really like it. - Yes, it is fun to do when you are really bored and when there is one book in the house and you have nothing to do I'll read. - Yes, it can give you ideas, it's like learning. - Yes, sometimes in class I slip in two pages of a book. I have to read before I watch TV at home. I have to read for an hour and 30 minutes at home. - Yes, I like to read books that are interesting to me. Long chapter books with twists and things that pull me. I like nonfictions, and mostly to learn from nonfiction. Sometimes I get books online or from the library. - Yes, it can just be so much fun and you learn from it and it makes people happy. - Yes, I think it is very calming and a good thing for your brain - Yes, when I read fantasy books I feel like I am in that world and I can see what the characters see and I am really happy reading.
Sometimes	- Sometimes I don't like to read because there is something more fun to do. - Sometimes, sometimes it is just too hard, but other times it is really easy and fun.
Depends	- Depends on what I am reading. I don't like really long chapter books without a lot of pictures. I like chapter books and comic books. - Depends what it is about. If it is about lemony Snicket, mysteries, gymnastics, mystery, sometimes I grab a book and just start reading to my sister. - No, well I do. It depends on the book.

Table 2: What do you like about reading?

- Sometimes I like the mysteries.
- I like the books, all the tests are really easy. It's just really fun.
- How I get to find new words I didn't know before.
- Sometimes it's mysteries and I don't know what will happen next.
- Sometimes I am bored and don't have anything else to do.
- I like to learn new words.
- I get to find out new stories and got new places that I have not been.
- I like chapter books.
- Learning something new.
- I think that it is important to read. It helps you get smarter.
- The stories and the mysteries. I like to think of myself as in the book.
- I like learning something new. The mysteries are really interesting.
- Sometimes I like the story but it depends on what I am reading.
- I like that when I am reading that it helps me in school but I like it, like I told you, I feel like I'm being creative and I'm in a whole other world when I'm reading mostly the fantasy books.
- That some stories are interesting.

Table 3: What do you not like about reading?

- Sometimes it takes too long.
- No I like everything about it.
- Nothing.
- Some of it is boring.
- The thing I hate is when someone is talking and you can't concentrate.
- It can get boring, but then gets better at the end.
- Yes, really hard vocabulary. I try to sound it out or ask for help.
- No, I like it all. Even when I am eating cereal I read the box.
- Sometimes when reading a book I don't like that it when it gets boring.
- Sometimes it's not like the feeling that other books give me it's not like the feeling I get from Kemuffle the Bunny (book from childhood).
- Sometimes it can be hard, but my mom can help.
- It takes a while for me to finish, but I like it when I do finish.
- No, I like reading, but sometimes I want to play but I have to read.
- What's happening in real life I don't really like those books I just feel bored reading those books I don't feel as creative.
- That some stories are boring and stupid.

Table 4: Do you remember learning to read?

Yes	• I think it was before I started kindergarten. • Yes I learned how to read in first grade. I started on letter A book and then I just started to read. • Yes, my brother taught me to read when I was four. When I was 3 I memorized the book we read. • Yes I remember learning in first grade and I really struggled because I had never tried it before but as I went to different grades I got much better at it. • Yes it was fun I kept stumbling on it. It was challenging and then it got easier. • A little no I am the best reader, but first was the worst reader but my teacher said lets keep it simple and take it step by step by first grade. I really struggled with "I". • Yes it was when I was five. Sometimes I tried to sound out words and now I read comic books and chapter books. • I think so, I remember my favorite picture book. I still have it. I should read it again. • I remember reading with my parents, but I think I just memorized the words. • Yes, I think I learned it when I was four or five. I can't exactly remember it just sort of happened. I think I memorized some of the words and that helped me but it was hard if I didn't know a word. • I think my mom taught me when I was five, like the baby books. And then I started getting more books and I didn't have any room so I had to get rid of some. • Yes, boring.
No	• No, I think my mom taught me. My old school wasn't very good. • No but I remember learning my "ABC"s in kindergarten. I was the first one to learn "ABC"s. • Hmm not really, but we did it a lot in school and at home.

Table 5: Was learning to read easy or hard?

Easy	- A little bit easy. - I think it was easy, but I don't remember. It's easy now. - Easy. That's why it's easy for me today. That why I'm on level X or Y. I forget which one. I am going to be on Z one day.
Hard	- Hard. It depends what I am reading. - It was hard. It is still kind of hard.
Both	- When I first started it was hard, but it got easier for me as I kept reading. Now I am really good at it. - It was hard but when I kept reading I got better at it. - Both. As I started it was hard, but as I read more it got easier. - Before it was hard but now it is easy. - Both, it because I got this book "baby please" and I to memorize "please" all the time. - When I first started it was hard. Since I didn't know a lot of words. - At first it was hard but then it got easier and then you start to read harder books. - I don't know but sometimes it's hard to read words that I don't even know. - Kind of easy and kind of hard. It was easy for books I had read but hard for new books. Chapter books are kind of hard for me right now if they don't have pictures. - It was kind of difficult but when I started growing it got easier, but when I first started I didn't really like it and then my mom started telling me that reading makes me travel into a whole new world so I guess I'll try it.

Table 6: What do you think about reading?

- I think it's really fun.
- I think it's really fun and it helps people learn stuff.
- What is the book mostly about.
- It can be fun but it can also be boring.
- It's really cool when you read. It gets very interesting.
- Fun. its really fun.
- I think reading, let's say you aren't good at a lot of things if you read that could be part of your personality can help you help others learn. Like you could become a reading teacher. You can help other people who don't have an education. Most people think reading is boring but that's because they don't read things that interest them. Reading can teach you so much. When you read sometimes reading gets harder as your grow. I was told to keep doing it.
- It should be about everyday stuff and teach you.
- I think reading is a good way to learn. Can be fun give you peace. When you are stressed out you can calm down. It will help you with lots of stuff.
- Words.
- I think it is important and that you can become smarter from doing it.
- I think what is the book about and what will happen next.
- I think reading is important for life.
- I think it's nice to do it. I think that I actually like reading when I am in a place that is quiet so that you can concentrate so that I can travel to the other world and feel creative.
- I think it's a fun way to learn.

Table 7: When you are reading, what are you thinking?

- I don't really think. I just think about the book.
- What is the book about.
- What will happen next, or will something pop out at me.
- I am thinking what will happen next.
- I've got these pictures in my head.
- Well, I get a lot of pictures in my mind. Sometimes I imagine myself as the character. I am talking about lions and how I really like to read about lions. I know the most about lions in my class.
- I read because I need to find this and that.
- Depends on what I am reading. If I am reading an action book I imagine what the characters would be doing.
- What an interesting question. I don't know.
- I think about the book and the words I am reading. Sometimes I think about what is happening around me and I realize I stopped paying attention to the words.
- I think about what will happen next.
- I am thinking what will. Sometimes I am right.
- I'm happy doing it and I feel different when I am reading like I've transformed into the main character and I am feeling what they're feeling. Sometimes I laugh sometimes I am sad.
- I try to think about what will happen next.
- I think about the story and when I come to a new word I think about the word and what it means. I try not to read more until I know the word, but if I'm at a really good part of the book I want to know more so I keep reading.

Appendix B

Hello!

My name is Francesca Simpson. I am currently working as the school psychology intern as I finish my graduate degree from James Madison University. As part of my degree, I must complete a thesis project which involves interviewing <u>20 – 30</u> students individually about their thoughts on reading. These one-on-one interviews will take 5-10 minutes outside of core instruction time. Below is a formal letter of permission for me to meet with you student individually for 5-10 minutes. If you agree to allow your child to participate in this study, please sign and return the form with your child to school.

If you have any questions or would like to know more please email me at Francesca.Simpson@acps.k12.va.us

Thank you for your time and participation

_____

Francesca Simpson

School Psychology Intern

The Experience of Reading:

Identification of Investigators & Purpose of Study

Your child is being asked to participate in a research study conducted by Francesca Simpson from James Madison University. The purpose of this study is to understand the student's perceptions of reading. This study also aims to understand the language students use when describing an effortful cognitive task, such as reading. This study will contribute to the researcher's completion of her master's thesis.

Research Procedures

Should you decide to allow your child to participate in this research study, you will be asked to sign this consent form once all your questions have been answered to your satisfaction. This study consists of an interview that will be administered to individual participants in the school library. Your child will be asked to provide answers to a series of questions related to reading.

Questions to be asked are: 1. Do you like to read? (If so, what is it about reading that you like? If not, what is it about reading that you don't like?) 2. Do you remember learning to read? (Was it easy or was it hard?) 3. What kinds of books do you like to read? 4. What is your favorite book? 5. What do you think about reading? 6. When you are reading, what are you thinking? 7. Is there anything you like to read?

Time Required

Participation in this study will require 5-10 minutes of your child's time. Students will be pulled during the regular education day at the teacher's discretion. Students will not miss core instruction.

Risks

The investigator does not perceive more than minimal risks from your child's involvement in this study (that is, no risks beyond the risks associated with everyday life).

Benefits

There are no direct benefits to the child/parent for participating in this study. However, there is the overall benefit for contributing to this body of research so as to better student service delivery.

Confidentiality

The results of this research will be presented at program research symposium and will be submitted for consideration at a conference. Your child will be identified in the research records by a code name or number. The researcher retains the right to use and publish non-identifiable data. When the results of this research are published or discussed in conferences, no information will be included that would reveal your child's identity. All data will be stored in a secure location accessible only to the researcher. Upon completion of the study, all information that matches up individual respondents with their answers will be destroyed.

There is one exception to confidentiality we need to make you aware of. In certain research studies, it is our ethical responsibility to report situations of child abuse, child neglect, or any life-threatening situation to appropriate authorities. However, we are not seeking this type of information in our study nor will you be asked questions about these issues.

Participation & Withdrawal

Your child's participation is entirely voluntary. He/she is free to choose not to participate. Should you and your child choose to participate, he/she can withdraw at any time without consequences of any kind.

Questions about the Study

If you have questions or concerns during the time of your child's participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Francesca Simpson   Dr. Ashton D. Trice

School Psychology   School Psychology

James Madison University   James Madison University

simpsofa@dukes.jmu.edu   Telephone: (540)-568-8189

                                                                    tricead@jmu.edu

Questions about Your Rights as a Research Subject

Dr. David Cockley

Chair, Institutional Review Board

James Madison University

(540) 568-2834

cocklede@jmu.edu

Giving of Consent

I have read this consent form and I understand what is being requested of my child as a participant in this study. I freely consent for my child to participate. I have been given satisfactory answers to my questions. The investigator provided me with a copy of this form. I certify that I am at least 18 years of age.

_____

Name of Child (Printed)

_____

Name of Parent/Guardian (Printed)

_____   _____

Name of Parent/Guardian (Signed)   Date

_____   _____

Name of Researcher (Signed)   Date

Appendix C

¡Hola!

Mi nombre es Francesca Simpson. Actualmente trabajo como pasante de psicología escolar mientras finalizo mis estudios y obtengo mi título de grado de la Universidad James Madison. Como parte de mis estudios, debo completar un proyecto de tesis que consiste en entrevistar entre 20 y 30 estudiantes de forma individual para saber qué piensan sobre la lectura. Estas entrevistas personales tardarán entre 5 y 10 minutos fuera del tiempo de la enseñanza básica. Más abajo encontrará una carta formal de permiso con el fin de que pueda reunirme con su hijo en forma individual durante 5-10 minutos. Si está de acuerdo en permitir que su hijo participe en este estudio, por favor firme y devuelva el formulario con su hijo a la escuela.

Si tiene alguna pregunta o le gustaría obtener más información, por favor envíeme un correo electrónico a Francesca.Simpson@acps.k12.va.us

Muchas gracias por su tiempo y participación.

_____

Francesca Simpson

Pasante de Psicología Escolar

La experiencia de la lectura:

Identificación de los investigadores y propósito del estudio

Se le pide a su hijo participar en un estudio de investigación realizado por Francesca Simpson de la Universidad James Madison. El propósito de este estudio es comprender las percepciones de la lectura del estudiante. También tiene como objetivo comprender el lenguaje que utilizan los estudiantes para describir una tarea cognitiva con esfuerzo, como lo es la lectura. Este estudio contribuirá para la terminación de la tesis de maestría de la investigadora.

Procedimientos de investigación

Si decide permitir que su hijo participe en este estudio de investigación, se le pedirá que firme este formulario de consentimiento una vez que todas sus preguntas hayan sido contestadas a su satisfacción. El estudio consiste en una entrevista que será realizada a los participantes en forma individual en la biblioteca de la escuela. Su hijo tendrá que dar respuesta a una serie de preguntas relacionadas con la lectura.

Las preguntas que se formularán son: 1. ¿Te gusta leer? (Si es así, ¿qué es lo que te gusta acerca de leer? Si no te gusta, ¿qué aspectos de la lectura no te gustan?) 2. ¿Te acuerdas cuando aprendiste a leer? (¿Fue fácil o difícil?) 3. ¿Qué tipo de libros te gusta leer? 4. ¿Cuál es tu libro favorito? 5. ¿Qué opinas sobre la lectura? 6. Cuando estás leyendo, ¿en qué piensas? 7. ¿Existe algo específico que te gusta leer?

Tiempo requerido

La participación en este estudio requerirá entre 5-10 minutos del tiempo de su hijo. Los estudiantes serán apartados durante un día ordinario de clases a discreción del maestro. Los estudiantes no se perderán ninguna lección de instrucción básica.

Riesgos

El investigador no percibe más que unos riesgos mínimos derivados de la participación de su hijo en este estudio (es decir, no existen riesgos que vayan más allá de los riesgos asociados con la vida cotidiana).

Beneficios

No hay beneficios directos para el niño/padre por participar en este estudio. Sin embargo, existe el beneficio global de contribuir a este cuerpo de investigación con el fin de mejorar la prestación de los servicios estudiantiles.

Confidencialidad

Los resultados de esta investigación serán presentados en el simposio del programa de investigación y serán sometidos a su consideración en una conferencia. Su hijo será identificado en los registros de la investigación por medio de un nombre de código o número. El investigador se reserva el derecho a utilizar y publicar datos no identificables. Cuando los resultados de esta investigación sean publicados o discutidos en conferencias, no se revelará ninguna información que pudiera revelar la identidad de su hijo. Todos los datos serán almacenados en un lugar seguro accesible solamente para el investigador. Al finalizar el estudio, toda la información que permita identificar a los encuestados individuales con sus respuestas serán destruidos.

Existe una excepción a la confidencialidad que necesitamos que usted conozca. En ciertos estudios de investigación, es nuestra responsabilidad ética informar a las autoridades correspondientes cualquier situación de maltrato infantil, abandono o cualquier otra que ponga en peligro la vida del niño. Sin embargo, no estamos buscando

este tipo de información en nuestro estudio, ni se le harán preguntas acerca de estos temas.

Participación y retiro

La participación de su hijo es totalmente voluntaria. Este es libre de optar por no participar. En caso de que usted y su hijo decidan participar, su hijo puede retirarse en cualquier momento sin consecuencias de ningún tipo.

Las preguntas sobre el estudio

Si tiene preguntas o preocupaciones durante el momento de la participación de su hijo en este estudio, o después de su finalización o si desea recibir una copia de los resultados agregados finales de este estudio, por favor, póngase en contacto con:

Francesca Simpson   Dr. Ashton D. Trice

Psicología Escolar   Psicología Escolar

Universidad James Madison   Universidad James Madison

simpsofa@dukes.jmu.edu   Teléfono: (540)-568-8189   tricead@jmu.edu

Preguntas sobre sus derechos como sujeto de investigación

Dr. David Cockley

Presidente de la Junta de Revisión Institucional

Universidad James Madison

(540) 568-2834

cocklede@jmu.edu

Consentimiento

He leído este formulario de consentimiento y entiendo plenamente lo que se le va a solicitar a mi hijo como participante en este estudio. Doy mi consentimiento libremente para que mi hijo participe. Se me han dado respuestas satisfactorias a todas mis preguntas. El investigador me ha proporcionado una copia de este formulario. Certifico que tengo por lo menos 18 años de edad.

_____

Nombre del niño (Impreso)

_____

Nombre del padre/tutor (Impreso)

_____   _____

 Nombre del padre/tutor (Firmado)   Fecha

_____   _____

 Nombre del investigador (Firmado)   Fecha

References

Brown, A. L. (1980). Metacognitive development and reading, Theoretical Issues in Reading
Comprehension.

Cain, K. M., & Dweck, C. S. (1989). The development of children's conceptions of intelligence:
a theoretical framework. In Sternberg, J. (Ed.), Advances in the psychology of human
intelligence, *5,* 47-82. Retrieved from https://illiad.lib.jmu.edu/illiad

Costello, C. A., Stone, S. L. M., (2012) Positive psychology and self-efficacy: potential benefits
for college students with attention deficit hyperactivity disorder and learning disabilities.
Journal of Postsecondary Education and Disability, 25(2), 119-129.

Janiga, Sandra J. and Costenbader, Virginia (2002). The transition from high school to
postsecondary education for students with learning disabilities: A survey of college
service coordinators. Journal of learning disabilities (September/October) vol. 35:5, 462-
468, 479.

Johnson, D. R., & Sharpe, M. N. (2000). Results of a national survey on the implementation
transition service requirements of IDEA of 1990. *Journal of Special Education
Leadership, 13*(2), 15-26.

Joseph, L. (2006) Understanding, assessing, and intervening on reading problems: how children
emerge in literacy.

*Joyce, D., & Rossen, E. (2006). Transitioning high school students with learning disabilities into
postsecondary education: assessment and recommendations (Electronic Version). NASP
Communique, 35(3).*

Lightner, K.L., Kipps-Vaughn, D., Schulte, T., Trice, A. D., (2012). Reasons university students with a learning disability wait to seek disability services. *Journal of Postsecondary Education and Disability, 25(2), 145-159.* doi:

McLain, K., Mayer, V., (1993). Effects of two comprehension monitoring strategies on the metacognition awareness and reading achievement of third and fifth grade students.

Martin, J. E., Van Dycke, J. L., Christensen, W. R., Greene, B. A., Gardener, J. E., Lovett, D. L., (2006). Increasing student participation in IEP meetings: Establishing the self directed IEP as an evidence-based practice. Council for Exceptional Children. 72(3), 299-316.

Mason, C., Field, S., Sawilowsky, S., (2004) Implementation of self-determination activities and student participation in IEPs. *Council for Exceptional Children, 70(4), 441-451.*

Stage, F. K., & Milne, N. V. (1996). Invisible scholars: Students with learning disabilities. The Journal of Higher Education, 67, 426-445.

Weyandt, L. L., & DuPaul, G. J. (2008). ADHD in college students: Developmental Findings. Developmental Disabilities Research Reviews, 14, 311-319.