Spring 5-14-2017

“How Many More Pages?” One Child’s Reading Experience

Samantha De Rosa
sgola1@u.brockport.edu

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“How Many More Pages?” One Child’s Reading Experience

Samantha N. De Rosa

The College at Brockport, State University of New York

A thesis submitted to the Department of Education and Human Development of The College at Brockport, State University of New York, in partial fulfillment of the requirements for the degree of Master of Science in Education

May 2017
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Abstract

This qualitative case study explores how different reading practices motivate a child with ADHD. This study took place during a six-week period in an at-home tutoring setting. This work explores the best practices that better support students’ comprehension skills with ADHD.
Introduction

Over the past four years, while substitute teaching, I have noticed an increase in students diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD). Some students with ADHD are on medication and some are not; however, there may be special accommodations for each in the classroom. These accommodations may include students being placed separate from classmates during lessons, or placed in the front of the room to help with focus, eliminating possible distractions in the room. Even though students with ADHD are very capable of having success in the classroom, some students may become too distracted to complete work or focus on what is happening in a text. This is where motivation remains a large factor in learning.

Within the classroom, motivation often impacts whether or not a student is interested in a text they are reading. It is also an important factor in a student’s reading comprehension. It has been determined by researchers that all students learn differently, and that some of these students may not have as much support as they need when it comes to literacy (Dorn & Jones, 2012; McGee & Richgels, 2012). As a result of my experiences, I have come to wonder how much educators know about children with Attention Deficit/Hyperactivity Disorder and their reading motivation? I have wondered what is it that I can do in order to help students with ADHD who struggle to have the motivation to read? Throughout this qualitative case study, I explore ways teachers can use multiple reading practices with their own students who may have ADHD, whether in school or in an at-home setting.
Research Problem and Topic

When researching students with ADHD, the central problem discovered by multiple studies indicates that some students with this diagnosis are identified as academically lower achieving than their peers. (see Ehm, Gawrilow, Kerner auch Koerner, Hasselhorn & Schmiedek, 2016; Hedin, Mason, & Gaffney, 2011). Other researchers found that many students with ADHD may not be as motivated to read, resulting in a disinterest in literacy (Dislen, 2013; Unrau & Quirk, 2014; Wei, 2016). Contrary to these studies, Hamilton and Astramovich (2016) conducted a study and determined their participant to be very intelligent, but due to ADHD symptoms, her academic success was put in danger. Students with ADHD are extremely capable of success in the classroom, however, they need to be provided with the right tools that suit their individualized needs. By students gaining support from teachers, some researchers have found that students with ADHD who have demonstrated low academic achievements and/or a disinterest in reading, students may be prevented from those achievements in the future if teachers are using certain practices (Dislen, 2013; Ehm et al., 2016; Hedin, Mason, & Gaffney, 2011; Unrau & Quirk, 2014; Wei, 2016).

This qualitative case study contributes to the ongoing conversation in literature about how some students with ADHD may not be interested/motivated when it comes to literacy and how some teachers do not have the knowledge of certain strategies to help support these students. My findings from this study will help educators and tutors understand the multiple ways they can assist students with ADHD to become more motivated and interested in literacy works. The findings will also help teachers aid students with their comprehension skills. This work intends to explore the best practices
in order to better support student’s comprehension skills. While my work is a study within the tutoring context, classroom teachers may also benefit from this study’s findings.

**Rationale**

This study is important to the education field because it examines a child’s reading motivation during at-home learning sessions. I worked with Jack (all names in this study are pseudonyms), a 6-year-old boy, during 12 at-home learning sessions. Through my work with Jack in this setting, I developed a better understanding of how I can assist future students. By looking more into what practices were successful, such as, read alouds, independent reading, and shared readings, I was able to consider why a child with ADHD may be more interested/ prefer a certain reading practice over another. This qualitative case study will not benefit every child with ADHD when it comes to understanding motivation; every child learns differently and has diverse needs, but it might allow educators to discover a reading practice that could assist in motivating their own students. (Dorn & Jones, 2012; McGee & Richgels, 2012).

When it comes to motivation, Servilio (2009) found, “that differentiating instruction and combining student choices can increase student engagement and learning for all” (p.9). What Servilio shares is important when determining what different reading practices can assist in motivating our students. Utilizing differentiated instruction and providing students with choice when it comes to their reading is necessary to increase motivation. According to Wei (2016), “Higher level of motivation leads to higher achievement, while better achievement in return stimulates and strengthens the motivation” (p. 1414). Motivation allows students to become more engaged in what they
are learning; therefore, by helping, explore these reading practices he can become more motivated when he has a reading choice. Jack may just not be intrigued by a text he is completing. However, by finding what does interest and motivate him, it may allow him to gain higher achievements in his reading.

**Purpose**

The purpose of this qualitative case study is to explore a child’s reading experiences by looking into how different types of reading practices motivate a child with Attention Deficit Hyperactive Disorder (ADHD). This qualitative case study uses three different reading practices in order to determine what motivates a student to increase his reading comprehension. Reading comprehension is a major contributor for our students’ all-around success in reading development (Tse, Xiao, Ko, Lam, Hui, & Ng, 2016). The opportunity to work with Jack and understand how he learns best will allow me to do the same in my future endeavors as an educator. Based on what has been shared in several studies, not many researchers have worked with a child who is both extremely intelligent and has been diagnosed with ADHD. I believe this needs to be further explored to assist other educators and tutors in the same situation.

**Research Questions**

With this being said, my study will look to answer the following question: How do different reading practices motivate a student with ADHD?

**Literature Review**

Throughout the research process, I have reviewed academic research that related to my topic. The following literature will be explored: reading and its importance to life, motivation, and reading practices. These topics in the literature review section are
important to this qualitative case study because each address a role in my research question by exploring how different reading practices can motivate a student with ADHD.

**Reading and Its Importance to Life**

Reading is defined as “the ability to identify words printed in isolation or in simple stories” (McGee & Richgels, 2012, p. 60). As we read, we make meaning from print (Frankel & Pearson, 2016; McGee & Richgels, 2012, p. 60). According to Ozdermir (1990), reading is a “mental activity” that focuses on comprehension and interpreting words (p. 199). Reading is not only something done when in the classroom, but in everyday life (Gocer, 2016). It is required for “Lifelong Learning” (Gocer, 2016, p. 199). This “Lifelong Learning” is needed because it encompasses social practices where writing, speaking, and listening are involved (Frankel & Pearson, 2016). This sociocultural aspect of reading is necessary for future literacy growth. For example, when many students are taught to read they do not always identify each word in order to understand the meaning of a story. Additionally, they might focus on the illustrations, as well as context clues to assist with determining unknown words.

Students develop tools to assist in reading. These tools do not only have to do with “identifying words printed in isolation or in simple stories”, or even making meaning from print (McGee & Richgels, 2012, p. 60). They also involve many interrelated skills such as learning the sounds of letters, decoding, knowing sight words, punctuation, comprehending the text, and so on (McGee & Richgels, 2012). I am using their definition in this study because in order to understand what motivates a child during reading, you also need to understand ‘what is reading and why it is important?’
Reading is important for communication purposes, as well as to achieve success in life. Gedizli, Arpağ, and Bora (2016) share, “it is a language that is a unique communication tool for human beings reflecting the way of life, traditions, world-view, life philosophy, religions and all kind of case about life of the community and transfers them to future” (p. 1068). Without developing these skills, it may be hard for a person to connect with the world. Reading and its importance connect to my research questions when looking deeper into my participant’s comprehension. If Jack has difficulty with decoding, knowing sight words, punctuation, etc. his motivation may be affected because he may feel that he is not able to be successful as a reader. In order for educators to increase student motivation, the teacher must help students “develop an appreciation and value of reading” (Gambrell, 2010, p. 19). The importance of reading relates to my study because it is such a crucial skill needed for life success and my study strives to understand how to support a student in literacy success.

Motivation

Motivation is an important part of developing a love for reading. Motivation is the determination or willingness to do something (Richards, Platt, & Platt, 2000; Taylor, 2012). In order to enjoy reading, we must see it as the chance to engage ourselves. It should be something that we are able to choose to do (Gambrell, 2010, p. 14). Children need to develop meaning when they read, to help them become motivated (Melekoğlu & Wilkerson, 2013). It is important for interest to develop in a topic and create a type of connection that is long term in order for motivation to occur (Moley, 2011). In the reading world, motivation is considered one of the leading causes in the success or failure of a child’s reading abilities (Richards, Platt, & Platt, 2000; Edmunds & Bauserman,
2006). There is a direct correlation to some students initial reading struggles occurring because they are not motivated (Protacio, 2012).

One study shows that as students move into their elementary years, some students begin to show a decrease in their motivation to read due to students becoming more aware of their own reading abilities verses their peers (Guthrie & Wigfield, 2000). From the classroom standpoint, teachers are aware and acknowledge that motivation is one of their primary concerns when it comes to teaching reading (Edmunds & Bauserman, 2006). If children are unable to become motivated to read it makes the difference in how well they retain information and to what length that it is internalized (Edmunds & Bauserman, 2006, p. 414). As teachers, we must find a way to build our students’ confidence to do the best they can and not worry about their peers.

Motivation is needed in order for a person to be driven to complete an action or task. By motivating students, teachers allow them to become stimulated and engaged in their learning (Taylor, 2012). Gambrell (2010) states, “Motivation is central to all stages of reading development. Students who are highly motivated to read will pursue reading, make time for reading, and develop the reading habit. One primary reason motivation is central to reading proficiency is that the more one reads the better reader one becomes” (p. 14). If students find learning to be difficult, they may already lose motivation in what they are doing (Pinnell & Fountas, 2009). Finding ways to support students is why it is so important for educators to become educated on what is needed in order to motivate students (Taylor, 2012).

It is crucial to look deeper into motivation for this study because in order to look closer at what motivates a child’s reading, I must recognize how students can become
more determined readers. Motivation is important to reading because students’ reading improves and their grades reflect those improvements when they are intrigued with their books (Servilio, 2009). Instructions need to be given in authentic way and be relevant, allowing motivation to increase during reading (Gambrell, 2010, p. 16). Jack’s improvement might allow me to have a better understanding of why the type of reading practice enjoyed or not enjoyed by him during our at-home sessions occurred. Motivation is important to this study because in order for Jack to read, he needs to have the drive to do so.

**Reading Practices/Experiences**

When teachers/educators help students learn about the reading process, five different components make up a balanced reading program. These five components include, reading aloud, independent reading, shared reading, writing about reading, and guided reading (Dorn & Jones, 2012, p. 34). In my qualitative case study, I focus on three types of these reading practices/experiences: read alouds, shared reading, and independent reading. With these reading practices working together, they serve to “promote reading proficiency and provide different level of reading controls” (p. 34). The following sections address these three concepts in more detail and their importance to my study.

**Read aloud.** Johnson and Keier (2010) state that there are two different types of read alouds. One is a traditional read aloud and the other is an interactive read aloud. They explain a traditional read aloud as a time the class gets together and listens to the teacher as she models what it looks like to be a good reader (Johnson and Keier, 2010, p. 73). It is a time where the teacher has no standards or objectives to follow but allows the
students to understand what reading sounds like, looks like, and feels like (Johnson and Keier, 2010, p. 73). Read alouds benefit our students in many areas of their literacy growth. Not only does it share positive reading attitudes that will assist students in their future reading, but it increases their linguistic development and (Tse, et al, 2016).

Read alouds “builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about” (WETA, 2015). Delacruz (2013), acknowledged that in order for our students to attain the necessary information for their reading process, reading aloud is needed. For read alouds to be effective, it depends on how the teacher reads to their student’s. Teachers’ reading to their students is where interactive read alouds play a large role on the student’s learning. With this type of read aloud, the students are encouraged to promote their thinking by sharing what they comprehend and improve their overall thoughts through conversation, making them active contributors (Delacruz, 2013).

An interactive read aloud is when the teacher is reading with a set purpose in mind (Johnson and Keier, 2010, p. 73). The teacher engages her students into deeper conversation before, during, and after a text. She shares her own thoughts aloud to help her students connect to text, use background knowledge, and question what is happening in the reading, etc. (Dorn & Jones, 2012; Johnson and Keier, 2010). Read alouds are important because they provide children with an opportunity to actively be involved in conversation as they listen to the text (Pentimonti & Justice 2010, p. 242). Allowing my children to be actively involved in conversation as they listen to the texts is important to my study because it shows how interested a child is as someone is reading to them.
Shared reading. A shared reading is when students are assisted in the reading process and begin to develop better reading skills (Dorn & Jones, 2012; Fountas & Pinnell, 2009). Johnson and Keier (2010) build onto this definition and share that with this type of reading, students are able to work together with one another and join in on reading. Shared readings are “especially beneficial for our struggling readers because they are guided through the reading process and additionally are able to listen to what proficient readers sound like” (Johnson & Keier, 2010, p. 74). This reading practice is essential for our students to be involved in social interaction that comes with it. Students wanting to read with a classmate or adult during reading time increases motivation, even if a student happens to struggle with certain words during the time (Protacio, 2012). Shared reading brings comfort to students and helps them relax as they take turns reading with a peer.

Independent reading. When students read independently the student does not always select the texts. Many times teachers already have selected books that best fit the child’s reading abilities (Johnson & Keier, 2010). You may see teachers using book boxes labeled with a reading level for students to choose from or you may see students with book baggies that are just for them to interchange when the teacher allows them. Independent reading is just what it sounds like; it is children reading independently to themselves. By allowing our students to read to themselves, they are practicing the skills they have been taught from the previous practices, which include, the cueing systems, fluency, and strategies (Dorn & Jones, 2012, p. 34). In addition, when students are practicing independent reading they are helping to build their internal motivator to read (Yoon, 2002). By teachers providing students just the right books for them to read.
independently, they are able to help the students scaffold themselves. Students scaffold themselves because most of the time teachers help with guiding students into choosing books of interest or that they already have prior knowledge (Dorn & Jones, 2012, p. 34).

Reading outside of school is also something that is very important to our students. As said before, in school they are strengthening their reading skills. This is how reading comprehension, building vocabulary, and fluency form significantly during this time (see Anderson, Wilson, & Fielding, 1988). When students are independently reading outside of school, Greanery and Hegarty (1987) have found that it relates to students overall achievement, and their oral abilities in reading.

With these three types of reading practices, I understood the reason behind why my participant enjoyed this reading experience over another. Each practice has different components, but in the end, they each have the same goals. This goal is to teach students how to read proficiently and enjoy what they are reading. This matters to my study because I want to explore a child’s reading motivation by working with these reading practices. I want to see what practice or practices interest Jake when working together over the next six weeks.

Summary

In conclusion, it is clear that to succeed in reading, motivation is key. The goal of this research study is to find how different reading practices motivate a student with ADHD. For a child to become a proficient reader and be interested in what they are reading, it is necessary to connect reading with motivation. I will use the information from this literature review to guide my understanding on how to help a child become
determined as he reads and help as I create engaging, interest-based lessons, that are
designed to meet his needs.

**Methodology**

This qualitative case study is designed to explore a child’s reading experience by
looking into what types of reading practices motivate a child with ADHD. In order to do
so, data were collected for six weeks using four different data collection methods. In this
section, I will discuss my participant, the setting in which the research will take place, an
in-depth description of my data collection methods and procedures. In addition to these
items, this section will share my positionality as a teacher-researcher, and the studies
trustworthiness.

**Participant**

I conducted my research with a 6-year-old child who was currently in first grade.
My participant is a family friend with whom I am very familiar. I have known the family
for over twenty years. Jack is extremely intelligent and loves to learn, despite his struggle
with ADHD. This is a key characteristic for my study. He plays lots of sports, such as
soccer, and baseball. His big personality helped when making new friends and giving
someone a great laugh. In school, he is known as the math wizard and pushes himself to
move up in this subject. When it comes to reading, he is above grade level, but struggles
to stay focused in some areas. This was why I want to be able to dig deeper and learn
more about different reading practices; to allow Jack to become motivated and focused
during reading time.
I have known my participant all of his life. Jack was from a suburb outside of a Western New York city. He was raised and taken good care of in a middle class household, consisting of two female adults, one of these adults being his grandmother.

**Setting**

The study took place at my participant’s home, which was located in the suburbs outside of a Western New York city. The lessons/sessions were conducted in the family’s kitchen area. This was the participant’s choice because I wanted him to be in a location he felt most comfortable with, as we worked together. The kitchen was a very open space and located away from any distractions that may have occurred for the participant. It was set off on the right side of the house and was hidden from the main parts of the home (Figure 1). The kitchen table also allowed us to have plenty of space to read and write, when necessary.

Outside of the home, Jack’s neighborhood was very quiet with houses spread apart up and down the road. There were not many other children that live in the participant’s neighborhood, but the school is located nearby. The road outside of Jack’s home was very busy throughout the day; cars were constantly passing through. The house was set farther back from the road, and makes it less noisy for the family, as well as making Jack’s playtime safer.
Positionality

I grew up in the small city of Lockport, NY. I graduated from The College at Brockport with my Bachelors in Health Science and Childhood Education 1-6. From then on, I became certified in Childhood Education 1-6 and Students with Disabilities 1-6. As a person I am kind, passionate, and determined to make each and every day the best possible. I am a white female from a middle class household, and Catholic. I do not take my religion very seriously, except for times in my life when it is needed. I have worked the past few years as a substitute teacher in multiple school districts, and have had a glimpse into what it is like for students with ADHD. Students are able to do anything they put their minds to, but support is sometimes needed for them to reach their highest potential (Dorn & Jones, 2012). This is due to students still learning how to complete a task on their own.

As a teacher, I love seeing what a difference I can make whether I am in a class for a day or for weeks. I still am pursuing a position to become a full-time teacher. I am very dedicated and determined to making students see their fullest potential, and making them aware that they can do/be anything they want. I am also attending The College at
Brockport for my Masters in Literacy B-2. I want to look deeper into different reading practices that will help me understand my students. How I view the world influences my study. If you push and believe in yourself, anything is possible. By finding what motivates Jack, I believe he will see that he can do anything, as long as he tries his best.

I have had the pleasure of knowing my participant and his family my entire life. Jack and I have a close bond; we are like family to each other. One or two times a year, I spend a week with Jack and his family going on vacation together. I have seen him interact with his family, how he acts going out shopping, going to restaurants, etc. Throughout the years, Jack’s ADHD has become more prevalent in these times spent together. During these past months, Jack was officially diagnosed with ADHD and put on medication in order to help him focus on tasks. My relationship with Jack might impact this study because he may or may not take my tutoring sessions seriously. He may feel too comfortable working together, or I may miss certain behaviors because I see him often. In this qualitative case study, I plan to understand how his learning is affected now that he is medicated for ADHD.

**Procedure**

This study was conducted over an six week period, during February 2017 to March 2017. I met with my participant at least two times per week for 20-45 minutes each visit, totaling to twelve visits in all. During each session, Jack and I would work on a different reading practice to narrow down which practice really motivated him to want to read and keep focus. I used multiple data collection methods in order to have enough data to refer back. Each data collection method is detailed in the next section.
### Methods and Data Collection

Throughout my qualitative case study, I used four different data collection methods in order to explore and help best answer my research question (Clark & Creswell, 2015). These four data collection methods are as follows: observation notes and reflection journal, questionnaires (Appendix A & B), audio recordings with forms for transcribing audio-recorded meetings (Appendix C), and student artifacts.

**Questionnaires.** Each questionnaire was informal and semi-structured. The first questionnaire (Appendix A) was given during the start of our first session. The first questionnaire was conducted before the student and I began to dig into reading. It provided me with a little bit of Jack’s thoughts towards school and reading. For example, this questionnaire asked Jack how he learns best, what he liked best and least about school, and if anyone reads to him at home. These questions were useful to the study.
because depending on Jack’s answers it helped find what motivated him best. These included someone reading to him, taking turns with someone while reading (shared reading), or reading independently, along with why he liked or disliked a reading practice. Getting to know my participant academically was very important in order to understand his motivation towards reading. This questionnaire allowed me to create engaging, interest-based lessons, and design individualized support strategies. At the end of our tutoring sessions, I used this questionnaire once again to see if Jack had any change during the past six weeks with the different reading practices. These were then compared and contrasted to see if his motivation increased.

The second questionnaire (Appendix B) was used for my research once a week. It was used as a follow up questionnaire in order to better understand the student’s responses on his feelings towards the three reading practices. It allowed me to collect more feedback and data on Jack’s self-reflections regarding what he felt his strengths and weaknesses were during our tutoring sessions. This questionnaire allowed me to see patterns in what practice best suited him and his reasonings toward what motivated him or not. The questionnaire supported my research question because I was able to find out weekly how he felt motivated him during our time together.

**Reflection journal and observation notes.** During and after each tutoring session, I took observational notes and reflected on that day’s lesson. This information from the observation notes and reflection were placed in a journal to allow me to write down any conversation, behavior, or discussion we shared throughout our meetings. I was also able to write reflections afterwards on how our lesson went and what I was seeing in regards to his motivation that session.
**Tape (audio) recordings and form.** Audio recordings were taken each session to ensure that nothing was missed during our time together. Later on, these recordings were transcribed onto a form (Appendix C) in order to track any patterns that may have been occurring. Then each recording was destroyed.

**Artifacts.** As the participant and I read together, he was given a choice to compete an activity or worksheet to express his understanding of the reading. These artifacts were then used to better understand Jack’s motivation level and if it helped his comprehension of the story.

**Purpose of Data Sources**

Each data source helps answer the research questions by showcasing Jack’s victories and struggles through his student artifacts and audio recordings. Additionally, these will show his victories and struggles throughout session observation notes. All data collection methods help answer the overall research question ‘How do different reading practices motivate a student with ADHD?’ from the detailed notes on how Jack interacts with the reading practices used.

**Trustworthiness**

My qualitative case study meets the criteria for trustworthiness. It was met through the practice of data triangulation and member checking. Triangulation is a process used in qualitative research when a researcher gathers data from multiple sources (Clark & Creswell, 2015). Member checking, according to Clark and Creswell (2015), is when the participants in the study are asked if the findings are accurate. Although this was a qualitative case study, an exact replica cannot be done, but a similar one could be conducted.
Analysis

After collecting data from my qualitative case study, I used a coding process to analyze and interpret my findings. Using a coding process according to Shagoury and Hubbard (2012), allows teacher researchers to find patterns and themes in our work and find out what the participant has learned from the experience. My analysis began with audio recorded transcribing the conversations between Jake and me that took place during each of our at-home learning sessions. These transcriptions were written verbatim, except for the words from the book. For each new session transcribed, I made sure to list the date, what book was read, and what reading practice was used at the time (Shagoury & Hubbard, 2012). I also went through my observation notes, reflection notes, and student artifacts looking at how the reading practices motivated Jack. I used a constant comparative analysis for all of the data sources. I used triangulation while collecting data from the audio recordings and observation notes during our tutoring sessions and compared them to questionnaires (Appendix A & B) given. I also used member checking to make sure my findings were accurate.

For my coding process, I went through my data and found what related closest to my research question: How do different reading practices motivate a student with ADHD? I used labels based on whether Jack was motivated or not during our sessions (M/NM), or had the ability to read something or not (A/NA), if he was more motivated because he chose the text (CT), or chose his activity (CA), and finally I used a plus sign (+) for positive interactions with a reading/comprehension strategy or a negative sign (-) for strategies that were less successful. Then from my initial coding, I was able to categorize my study’s themes.
The purpose of my study was to analyze how different reading practices motivate a student with ADHD. I explored this concept because I wanted to find out what could be done when it comes to different reading practices that would allow Jack to succeed in his early schooling to help with his “Lifelong Learning”. The subheadings below show how the at-home tutoring sessions benefitted Jack during our time together and what was found to help him in the future. The findings showed that: (1) When completing tasks, Jack focused more on what he wants to do rather than what he was able to do; (2) Jack was motivated when given a choice for which texts he read and which activities he completed; and (3) Strategies can make a difference in whether or not Jack was motivated during and after reading.

Finding one: When completing tasks, Jack focused more on what he wanted to do rather than what he believed he was able to do.

While transcribing my audio recordings and looking over my observational and reflection notes from each session, I noticed that each time we met, Jack was more focused on reading what he wanted to read rather than what he believed he was capable of reading during our reading time. Motivation was constantly a key factor in Jack’s sessions on whether he was determined to read, while his believed ability level was placed on the back burner. When Jack was not motivated, it caused him to not complete certain pages or activities during our time together. For example, as we completed a shared reading together, when Jack would come across a longer page, he would tell me that he wanted me to be the one to read instead of him. Even though Jack may have had a willingness to read with me during our sessions, he was not motivated to read pages that did not appeal to him, even though he was capable of reading the longer pages. Below
(Figure 3) is a transcribed excerpt from one of our shared reading sessions. I had Jack read half of one full page in the book in order to show him his capabilities, hoping this would increase his motivation. I also found that Jack would read two of the smaller pages in a row that would have been the same length as a longer page. He was able to complete shorter pages with no hesitation.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Said</th>
</tr>
</thead>
<tbody>
<tr>
<td>As Jack reads, he uses expression in his voice.</td>
<td></td>
</tr>
<tr>
<td>Researcher:</td>
<td>She asked her mom to read some of her stories. What do you think her mom does?</td>
</tr>
<tr>
<td>Jack:</td>
<td>Writes books</td>
</tr>
<tr>
<td></td>
<td>Looks at a longer page- Alright you are definitely reading this page!</td>
</tr>
<tr>
<td>Researcher:</td>
<td>What do we know about her mom now?</td>
</tr>
<tr>
<td>Jack:</td>
<td>She makes newspapers.</td>
</tr>
<tr>
<td>Researcher:</td>
<td>Does she make newspapers?</td>
</tr>
<tr>
<td>Jack:</td>
<td>No her mom makes them.</td>
</tr>
<tr>
<td>Researcher:</td>
<td>She does make them, but what type of job does she have if these are her stories?</td>
</tr>
<tr>
<td>Jack:</td>
<td>She writes in the newspapers. She is the reporter.</td>
</tr>
<tr>
<td></td>
<td>I should give this book to my class to read.</td>
</tr>
<tr>
<td></td>
<td>Would you stop recording us?</td>
</tr>
<tr>
<td>Researcher:</td>
<td>Just pretend you do not see my phone. I need to remember what we are talking about.</td>
</tr>
<tr>
<td>Jack:</td>
<td>Ah just kidding, I wanted to get it in there. Maybe I can listen to this after we are done.</td>
</tr>
<tr>
<td>Researcher:</td>
<td>Of course you can!</td>
</tr>
<tr>
<td></td>
<td>Continues reading on.</td>
</tr>
<tr>
<td>Jack:</td>
<td>Long page- Oh you are so reading this page....</td>
</tr>
</tbody>
</table>
Hey we already read 18 pages when is it done?

Researcher:

We are almost to the end of the chapter.

“It had teeth marks” What do you think it was?

Jack:

Ew it was the gum!

Note-

Long page, Jack wants me to read, but I have him try to read at least half of the page. He does this with no complaints.

Researcher: We are going to stop there for today.

Jack: Yay!

Figure 3. Audio transcription from “Judy Moody and Friends: Amy Namey in Ace Reporter” Part 1.

Not only did he always choose to read select pages over his believed reading ability, but he continued to choose select activities that we completed in the end of each tutoring session.

From speaking with Jack’s guardian, Jack, was above grade level in all subject areas in his class. Not only was he a level L in first grade, but he has shared with me that each week he goes into a kindergarten classroom and reads aloud to the students. He looks forward to reading with the younger kids. Jack was capable of completing pages that are longer, but as we read together he seemed to feel that he does not have to do anything he does not want to do, this could possibly be due to our relationship. I know that he was capable of tackling longer texts/pages because during his independent reading sessions even when he complained that he had to complete the reading on his own, other than one time, he still would read pages no matter what length.

On and off-task findings. As Jack and I worked together over the past six weeks, I noticed similar findings regarding on or off behavior during our tutoring session. Out of twelve sessions, Jack was on task for most of seven sessions. When Jack was off-task...
from my data collection, he struggled with enjoying reading independently. Yoon (2012) found that when students independently read, they build on their own motivation to read.

In my study, I found independent reading to be the opposite for Jack. Throughout the sessions that he had read independently, he was not motivated to read on his own. When I looked back through my observation notes and audio recordings, during two out of four independent reading sessions, Jack was off-task and unmotivated. For instance, in our third session, we read a fiction story called *Judy Moody and Friends: Amy Namey in Ace Reporter* by Megan McDonald. In the chart (Figure 4), it shows Jack off-task throughout his reading time. The time of occurrences and what was observed was shared.

<table>
<thead>
<tr>
<th>Times of Occurrences in Minutes</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:31</td>
<td>Playing with a spring on the table</td>
</tr>
<tr>
<td></td>
<td>“Look what I can do with this spring! It can bounce on the table”</td>
</tr>
<tr>
<td>4:23</td>
<td>Jack begins standing next to his seat with his hand holding up his head as he reads.</td>
</tr>
<tr>
<td>5:00</td>
<td>Picks up spring again and is holding it.</td>
</tr>
<tr>
<td>7:09</td>
<td>Jack sees a long page and his face is scrunched up. He shares “I don’t what to read anymore. How many more pages do I have left?” Stops and checks the amount of pages left.</td>
</tr>
<tr>
<td>7:30</td>
<td>Jack places hand on chin to hold his head up as he reads. He takes the book off the table and holds it vertical in his hands. Continues to read.</td>
</tr>
<tr>
<td>8:59</td>
<td>Jack looks at a page he will soon be coming to as we reads and makes a “ughhhhh” sound.</td>
</tr>
<tr>
<td>9:23</td>
<td>Jack comes across another long page and refuses to read it. He asks me to read the page.</td>
</tr>
<tr>
<td>23:09</td>
<td>We begin our spinner activity and Jack is fooling around with the pencil and paper clip.</td>
</tr>
</tbody>
</table>

*Figure 4. Observation from “Judy Moody and Friends: Amy Namey in Ace Reporter” Part 2.*
Figure 4 reflects that as Jack read independently, he focused on what was around him or tried to avoid reading alone. He showed off-task behavior during most of this story.

When working with reading practices that involved more interaction, such as read alouds and shared reading, Jack was able to stay on task. Shared readings and interactive read alouds allowed for the adult and child to have purposeful talk amongst one another (Baker, 2013; Lennox, 2013). Out of the twelve sessions, eight included read alouds and shared reading. Jack would have a smile on his face and share laughter as we read or he listened to me read. At times, Jack would even read ahead and finish some of the pages I was assigned. He would question what was happening or repeat funny things happening in the book I had read. This made our sessions more fun and engaging. Jack began asking at the beginning of each session what practice we would be doing. For example, he asked multiple times, “Who’s reading today? Do we both get to read together? or Do I get to listen to you reading to me today?” A smile would come across his face when he heard if it was going to be one of the two reading practices.

**Finding two: Jack was motivated when he was given a choice in which texts he read and which activities he completed.**

In order for Jack to be motivated during reading time, he must be the one who chose the text he read that day and which activity he completed during or after. Jack needed to have a say in order for him to have a willingness to read. Gambrell (1996) found that students who were able to choose the books they read, had an increase in motivation. Being motivated to read was extremely important for Jack. Days when did not have much of a selection made reading less engaging, depending on the book selection.
Being able to choose the text. During each session, Jack had the opportunity to choose which text we read that day. Due to most of our stories being chapter books, there were several times where we would have to finish the text during our next session. Jack did not seem to have an issue with the texts running into our next sessions. I found that because he did make the choice in what book we completed, he was excited to find out how the story would end or what new information he would learn. He was also able to recall story details from the previous session.

When Jack chose the text, he always leaned more towards nonfiction literature, when available in our sessions. These books included sea animals, dinosaurs, stars, and planets. Jack made more connection to nonfiction literature and would constantly question what was happening in the text. Having a connection to a text motivated him to read during our sessions and allowed him to be interested in what was happening. When fiction literature was chosen, Jack was unable to make connections to the text or question what was happening. However, while completing the activity after, he was able to answer questions correctly, but could not elaborate. Whenever we read fiction stories, Jack had nothing to say. He would just sit and listen or read with no interaction. His disinterest also caused him to ask, “How many more pages?” Then he would go and look ahead at the pages, and his face showed that he was not happy. He also would tell me “I am so not reading this page”. With fiction books, I had to ask every question to pull information from him or try to keep him focused. However, when Jack read a nonfiction story, I could not get him to stop asking questions or making connections to his life/knowledge. We read a nonfiction story called Discovering Dinosaurs. You can see our conversation in figure 5 with the text from the story omitted.
# Figure 5. Audio transcription from “Discovering Dinosaurs”.

Right from the beginning of the story, Jack was connecting what he already knew.

For fiction books, when I asked him questions he would always say, “Eh, I don’t know” and never explain anything to me. Using nonfiction text, it allowed Jack to open up on what he does know and share that with me throughout the session.
Choosing the activity. When it came to the activities, Jack was always given a choice between a spinner game (Appendix D) and a written piece (Figure 7). Out of the twelve sessions, each time, he chose to complete the spinner activity. However, I did ask him to complete two written artifacts for me. Jack told me that he does not like writing and I wanted to find a way that would showcase what he was learning from our sessions. The spinner game was always something he really enjoyed and would tell me after each book to get it out so he could play it. We used a paperclip and pencil to create our spinner and Jack would rave about this activity to his family members. Not only did he spin the spinner on his own, but for the most part he would read each question aloud and answer them as I recorded him. Many times he would be so excited to finish a book and say “Yay, finally I am done reading”, but what he did not realize was he had to read to answer the questions in the story. Seeing how he interacted was so enjoyable to watch as his excitement shined through with the huge smile on his face during our activity time.

During one session, we had to read a book that was for his schoolwork. It also had a written sheet that needed to be completed. Jack really did not want to complete the sheet but stated, “I will do half of my homework sheet if I get to play the spinner game”. Therefore, we added this onto to his session too. He was able to use something that motivated him to do his actual schoolwork, to then have a little fun with our game.

Finding three: Strategies made a difference in whether or not Jack was motivated during and after reading.

When it comes to reading strategies, Yun-Hui (2016) share that “Reading strategies are self-directed actions where readers flexibly takes control with a certain degree of awareness to retrieve, store, regulate, elaborate, and evaluate textual
information to achieve reading goals” (p. 1790). When readers use effective strategies as they read, they are more likely to expand on their reading and text comprehension (Carrell, 1989). Throughout our six weeks together, Jack was introduced to a few new reading strategies to help motivate him as he read. It was found that if there was a positive strategy Jack enjoyed, he would use it to achieve his reading goal, and if there was a negative strategy, Jack was not very engaged throughout the reading.

A positive motivation strategy. In order to help Jack become more excited and interested in reading, he was introduced to post-it flags that he used throughout the text for comprehension purposes. We began using these flags in our seventh session to help Jack become more motivated and be able to look back at what he pulled from the text. To introduce the strategy, we began in a shared reading session. I went through a color-coded sheet (Figure 6) where Jack would record his thinking. I went over how the strategy worked, and Jack instantly was hooked. As I began the first page, I shared a think aloud for Jack to understand how different parts of the book made me feel. Maybe one part was important to my reading, so I would flag it red or I found something to be funny, flagging this orange.

Jack really took a liking to doing the flagging strategy throughout the remainder of our time. In a few sessions, he even added some other items he wanted to use, as he read, to show his thinking. These included a ‘not good part’ and a ‘cool part’, writing these on his own and color-coding each. He stated in one of his independent reading sessions, as he was a quarter way through his story, “I think I need to add something new to our sheet today. There are not good things happening in this story and I need to mark those parts so I can remember. What color do I have left to use with this. Maybe the
darker pink sticky”. Jack was able to take what he was given and in this case fit it to his needs in this case. Even though the strategy was more for Jack to become motivated during independent reading time, he insisted on using the flagging strategy every session after. It allowed him to stay more focused in reading and gave him time to stop and think about what was happening.

Figure 6. Positive Reading Strategy.

A negative motivation strategy. Another strategy that was used with Jack was a before, during, and after worksheet (Figure 7). I used a variety of prompts (Appendix E) to help Jack think more in-depth, as he read. One thing that Jack expressed was that he did not enjoy writing. For our very first session we completed a before, during, and after worksheet, but I filled in the chart as he verbally shared his thoughts throughout (Appendix F). Even though he was verbally sharing his thoughts, he still was not engaged and motivated to tell what he was thinking. There was another time I asked Jack if he would do a little writing for me during a session (Figure 7). He only completed the before and during section of the worksheet and refused to finish the after because he did not
want to write anymore. As you can see, he did not elaborate with his thinking during his written responses and rushed through to finish what he did complete. I tried this strategy with Jack to see if there was anything about it motivating, but due to having to talk about what he wanted to say and then write it down, it made him unfocused and frustrated. In regards to writing he shared, “Writing takes too much time. I would rather just tell someone what I think about a story. It is boring.”

Figure 7. Negative Reading Strategy.

Discussion

Summary of Findings

Over the six weeks of data collection for this study, I strove to answer: How do different reading practices motivate a student with ADHD? This study’s purpose was to explore a child’s reading experiences by looking into how different types of reading
practices motivate a child with Attention Deficit Hyperactive Disorder (ADHD). At the beginning of my study, I found Jack had difficulty becoming motivated as he read, especially when reading independently. I wanted to find out why this was happening, and what I could do to help motivate him. From my data analysis, I found that choice and strategies best helped Jack succeed during our at-home tutoring sessions.

From my findings, I concluded that a) Students need choice when completing texts and activities to increase motivation; and b) Find what type(s) of strategies interest your students to increase their motivation during reading time. By allowing our students to have choices as they complete texts and activities and using proper strategies to use as they read, this will allow their motivation to increase.

**Conclusion and Implications**

**Conclusion 1: Students need choice when completing texts and activities to increase motivation.** The results revealed students need to have a choice when reading texts as they use different reading practices and activities. According to Ross (2001), considering book choices that are successful will make a person more likely to repeat the reading process and want to experience the pleasure of reading newer books. Ross (2001) also shared that on the contrary, when books are not successful for a person it may decrease their desire to read. I found this would happen with Jack when he chose books that were nonfiction and fiction texts. When Jack chose books he was more interested in, our reading session went smoothly and he enjoyed his time completing the reading and activity afterwards.

From my study, I found in order to understand what motivates a student, it is important to know who they are as a reader. Additionally, I need to know their likes,
dislikes, and the prior knowledge they come into the classroom, such as being engaged or not in a reading, activity, or reading practice. From knowing Jack personally and as his educator, I have learned what makes him engaged in a text and activity, and what prior knowledge he holds for certain texts. Clark, Kamhi, Nippold, and Boudreau (2014) explain that prior knowledge is what is brought into the learning process by the students’ knowledge, skills, or even ability. By knowing Jack’s prior knowledge I was aware of what knowledge, skills, or abilities he had and what I could do to motivate him during different reading practices. Additionally, considering multiple activities for the students to complete will not only allow for differentiation for students, but also give them different ways to show their thinking in ways they enjoy best.

Implication 1: Teachers need to give their students choices to help increase their motivation

Teachers need to know their students and learn how to differentiate their learning experiences. As noted above, Jack was experiencing difficulty when independently reading. I found that with the use of flags (sticky-notes that shared his thinking throughout) that Jack soon no longer had an issue independently reading. According to Tomlinson (2011), every student should have work that is inviting and interesting. In order for a student to be motivated to read, they must be able to connect in some way to what they are reading. By teachers knowing their students and their abilities they will be able to find what motivational tools fit best with each child. By allowing choice in the classroom, the teacher is also helping students enjoy what reading is all about. As explained in the literature review section, students need to understand the value of reading to increase their motivation (Gambrell, 2010).
Conclusion 2: Reading strategies will increase student motivation during reading time. Reading strategies are used for readers to interact with texts they read (Çakıcı, 2016). The results from this study show that reading strategies can allow a student to become more engaged and motivated during reading. I was able to use multiple strategies to find what would help Jack stay on task and enjoy reading. For example, by using a flagging technique, Jack, was excited and engaged to read during session, especially when independently reading. By finding a strategy or strategies that interest students, an increase in motivation during different reading practices will occur. By finding what type of strategies work best for your students, it will help students construct and maintain what they are reading (Çakıcı, 2016). It is very important for educators to know whether a student enjoys hands-on activities, writing, etc. when sharing their thinking as students are reading.

Implication 2: Teachers need targeted professional developments around different reading strategies to use in the classroom that fit the needs of their students. With so many students in today’s society being diagnosed with ADHD, or just generally experiencing difficulty with motivation to read, teachers may be underprepared to provide support and tools needed to increase their student’s motivation. As stated previously in my research problem, students gaining support needed from teachers may prevent lower academic grades and/or disinterest as they are reading (Dislen, 2013; Ehm et al., 2016; Hedin, Mason, & Gaffney, 2011; Unrau & Quirk, 2014; Wei, 2016). In order for our students to receive the proper support this means that teachers need to be prepared with strategies they can teach their students to use, allowing them to feel supported as they read using all different reading practices. Some strategies may not work for read
alouds, but work for independent reading for certain students or vice versa. For example, when completing a before, during, and after worksheet it was easier for Jack to want to share his thinking aloud, but it was hard trying to use flags to explain his thinking as I read to him. Teachers need to know what strategies are out there to use during reading time to get students to show their thinking process throughout the story and allow them to have fun while doing it.

**Limitations**

Throughout this qualitative case study, several factors served as limitations. The first limitation included only having one participant to observe during my study. By only focusing on one participant, I was unable to see how different reading practices motivate other students. Secondly, my study took place over a six-week time frame that included twelve sessions. A six-week time frame was a very short amount of time to focus on three different reading practices during our sessions together. Lastly, I was the only researcher conducting this study. With being the sole researcher, I had no other viewpoints other than my participant saying if findings were accurate. This can affect how my findings are shown to others.

**Recommendations for Future Research**

Some recommendations I have for future research include, 1) extend into the classroom setting; 2) recruit more participants; and 3) consider a larger timeframe for data collection. More studies on this topic should be conducted in classrooms because my study was conducted in an at-home setting. Secondly, this study only had one participant. By recruiting more participants, other studies would be able to see if there are any other factors that take place when focusing on motivation to read with different reading
practice. Lastly, more studies should have a larger timeframe. By allowing more than six weeks for data collection, other strategies may be found that may impact the participants learning positively or negatively, along with what may trigger the on and off-task behaviors.

**Overall Significance**

The results of this research study have provided insight on how different reading practices motivate a child with ADHD. Some reading practices may leave students facing on and off-task behaviors, but I found by finding a balance of choice and strategies a students can refocus their attention and become engaged in the reading process. This study will inform other educators who may struggle with finding ways to motivate their students, when working with different reading practices. A takeaway from this study was the importance motivation had on students’ reading. Without motivation, reading may be placed to the side for some of our students. All students do not have to be diagnosed with ADHD to feel unmotivated to read during certain practices used throughout the school day. By giving students choices on texts, activities, and a variety of strategies, they will more likely find enjoyment with all reading practices they use in and outside of the classroom.
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doi:10.12738/estp.2016.5.0116

Appendix A

Beginning and End Questionnaire

1. What do you like best about school? Why?
2. What do you like least about school? Why?
3. How do you learn best?
4. What do you like the most about reading? Why?
5. What do you like least about reading? Why?
6. Does anyone read to read at home? If so who and how do you feel when they read to you?
7. Would you rather be read to, take turns reading, or read by yourself? Why?
Appendix B

Date: ____________

1) What did you feel your strengths were this week as we read and completed an activity?

2) What did you feel your difficulties were this week as we read and completed an activity?

3) What do you think would better help you understand the reading?

4) What made you feel motivated during this weeks tutoring session? Why?

5) What did you think about ... the read aloud/reading together/reading alone? Why?
Appendix C
Forms for transcribing audio recorded meetings

<table>
<thead>
<tr>
<th>Time</th>
<th>Line</th>
<th>Speaker</th>
<th>Stated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Appendix D

Guided reading spinner

- What is the main idea?
- Who are the key characters in the story?
- Describe your favorite character.
- Change the end of the story.
- What did you learn?
- Name something you have in common with a character.
- Who would you recommend this book to? Why?

Nonfiction Spinner

- What is the main idea?
- Name two supporting details.
- What is the purpose of the book or article? How can you tell?
- Why is this topic important?
- Write a short summary of the book.

Fiction Spinner

- What was the problem and how was it solved?
- What was the author’s purpose in writing this book? Why do you think that?
- If you could continue the story, what events would you include? Why?
- What do you think is the most interesting part of the book? Why?
- Tell five ways the main character is like you.
- What lesson did you learn from the story?
Appendix E
Appendix F

<table>
<thead>
<tr>
<th>Time</th>
<th>Name</th>
<th>Fiction Story</th>
<th>Asking Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td></td>
<td>Red Riding Hood was rotten!</td>
<td>Before Reading</td>
</tr>
<tr>
<td>4:20</td>
<td></td>
<td></td>
<td>During Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>After Reading</td>
</tr>
</tbody>
</table>