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A Study into the Effects of Cross-Age Tutoring on First Grade Students' Attitudes towards Reading

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A STUDY INTO THE EFFECTS OF CROSS-AGE
TUTORING ON FIRST GRADE STUDENTS'
ATTITUDES TOWARDS READING

THESIS

Submitted to the Graduate Committee of the Department of
Education and Human Development State University of
New York College at Brockport in Partial Fulfillment of
the Requirements for the Degree of Master of Science in
Education

by

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ABSTRACT

The purpose of this study was to determine whether or not a cross-age reading program between first and fifth grade students would positively affect first grade students attitude toward reading.

A sample population of two first grade students was drawn from one first grade inclusion class in a middle income, suburban school district. An A-B-A-B single subject design was used in the study.

Student attitude toward reading was evaluated by using the Elementary Reading Attitude Survey for four weeks. The results of the surveys were graphed and analyzed.

The results of this study suggest that the treatment of cross-age tutoring did positively influence attitudes toward reading for the two first grade children.

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CHAPTER I

Statement of the Problem

Purpose

The purpose of this study was to determine whether or not a cross-age reading program between first and fifth grade students would positively affect first grade students' attitude toward reading.

NEED FOR THE STUDY

The use of cross-age tutoring can be justified on the large body of research indicating its efficacy in increasing academic gains for both tutors and tutees (Yasutake, 1996). The assessment of the affects of cross-age tutoring on the social and psychological attributes of either tutors or tutees has been largely neglected (Yogev, 1982). In grouping all studies on peer tutoring together across subject areas, on children of various ages, and with different outcome measures, it is difficult to answer the specific questions of whether peers can be effective in helping children's attitudes toward reading (Wasik, 1998). The development of good reading attitudes in young children is clearly essential, and additional research that examines specific interventions designed at promoting and subsequently maintaining these positive reading attitudes will be especially beneficial (Kush, 1996). Research indicates that the tutoring relationship is a

complicated one. Few generalizations can be made that will hold in every circumstance. Children prefer to teach children younger than themselves and to be taught by children older than themselves. Both males and females prefer same-sex tutoring relations (Hartup, 1977). The assessment of the affects of cross-age tutoring on reading attitudes of children has been largely neglected.

We as teachers need to find ways to increase children's attitudes toward reading- especially in the early years. "Research shows that reading aloud regularly to first graders causes them to increase significantly their listening comprehension, active use of language, and decoding skills "(Labbo, 1990, p.362). Many of us, unfortunately, are uncertain about how to best meet these literacy needs of our diverse students. Thus, it is not surprising that about one in three children experience significant difficulty in learning to read and that illiteracy rates are on the rise. Unfortunately, it appears that once children fall behind, they rarely catch up and that problems in early reading acquisition, especially word recognition, often affect children's abilities to participate in purposeful, enjoyable reading and writing throughout their lives (Mathes, 1998). Fortunately, cross-age tutoring is one decentering option that encourages children to become more active learners. According to Mathes, cross-age tutoring has a long, rich and research-supported tradition as an effective technique for promoting academic gains in multiple contexts, across subject areas, and with most learner types including children with mild disabilities and other children at

risk for school failure. Peer tutoring produces academic gains “equivalent to and even greater than conventional procedures involving lecture and student discussion” (Fuchs,1997, p.179). However, the question still remains: How does it affect their attitude toward reading?

Questions

For the purpose of this study the following question was posed:

-Does a cross-age buddy reading program between first and fifth grade students positively affect the attitudes toward reading for first grade children?

Definition of Terms

For the purpose of this study it was necessary to define several terms:

1. Attitude- a state of mind, accomplished by feelings and emotions, that make reading more or less probable (Kush, 1996, p.315)
2. Cross-age Tutoring- older children with more advanced skills working with younger students in various subject areas such as Reading and Math
3. Single Subject Experiment- A procedure in which data are collected for only one subject at a time. It is most commonly used to study the changes in behavior an individual exhibits after exposure to an intervention or treatment of some sort.

4. ABAB Single Subject Experiment Design- This design involves several baseline periods and several treatment periods. If the subject's behavior changes from the first baseline to the first treatment period, from the first treatment period to the second baseline, and so on, the researcher has evidence to prove or disprove his theory.

Limitations of the Study

The limitations of this study are related to the small number of subjects and to the age of the subjects. Since there were only two students in this study and both were in first grade, any conclusions drawn should not be generally applied without further research. The population of the study was also limited to a specific school environment in a suburban setting. Lastly, the use of the single-subject experiment causes a problem of external validity. The subjects were not randomly selected and one must rely on replication of the study if such results are to be found worthy of generalization.

Summary

Although students' attitudes toward reading are commonly identified by teachers as important, little time is spent developing positive reading attitudes in public schools. Similarly, teacher ratings of student attitudes toward reading do

not always match attitudes actually held by their students and are often influenced more by how well the student reads (Kush, 1996).

This study takes a closer look at the attitudes that two first grade children have toward reading and the effect that reading with an older child has on their attitudes. These two children participated in an ABAB single subject design. An Elementary Reading Attitude Survey was administered to the children before and after reading with their fifth grade buddies. The results are recorded on individual graphs.

CHAPTER II

Review of the Literature

Reading has been defined by Roebeck and Wilson (1974, p.83) as “a process of translating signs and symbols into meanings and incorporating new meanings into existing cognitive and affective systems.” Reading, however, involves more than this. The way students feel about reading is closely related to their degree of success with it (Howard, 1988). A student’s attitude toward reading is a central factor affecting reading performance (McKenna, 1990).

According to King, cross-age tutoring has improved reading achievement, self concept, frequency of social interaction, social adjustment, classroom behavior, and attitude toward school (1982). Students who work together find the tutoring experience to be both academically productive and personally enjoyable (Bohning, 1982).

To care about another person, in the most significant sense, is to help him to grow and to become himself. Caring is never forcing or demanding. It is a relationship of respect which helps him to grow in his own way and at his own pace (Wolf, 1976, p. 4).

A review of the literature relevant to this study has been divided into the following two categories:

1. The Impact of Peer/Cross-age Tutoring
2. The Role of Attitudes

The Impact of Peer/Cross-age Tutoring

Cross-age tutoring projects, involving older children with more advanced skills working with younger students are based on the belief that learning involves more than passive ingestion of information and that students are capable of playing an active role in their education (Raschke, 1988). Currently, peer and cross-age tutoring are in vogue as applications of one of the central principles of collaboration: students in control of their own learning (Rekrut, 1994).

Researchers have shown that, properly used, cross-age tutoring benefits everyone—tutor, tutee, and teacher. Tutors not only get a chance to be leaders and assume responsibility, they also improve their academic skills. Tutees get individual attention they might not otherwise receive, and teachers get time to work with those most in need of help (Lehr, 1984). Utilization of children as tutors in schools is thought to have three main benefits:

1. First, it takes advantage of the potential existing in peer interaction for educational purposes.
2. Second, the tutoring situation is thought to be uniquely motivating for both tutor and tutee.
3. Third, peer tutoring would appear to be a viable adjunct to the teacher's efforts to provide children with individual assistance (Hartup, 1977, p.7).

Value, attitude, and belief changes often evolve out of the cross-age tutoring process in addition to cognitive growth change (Raschke, 1988). In fact, Alexander and Filler point out that “any activity or situation that assists the student in feeling better about himself has potential for leading to a more positive self concept and to more positive attitudes”(1975, p.35).

Cross-age tutoring is neither complicated nor costly and it enables the teacher to provide additional help for children who require it and that all participants, including the classroom teacher, benefit in a carefully implemented tutoring program (Blackbourn, 1993). Fuchs points out that “cross-age tutoring among students was most cost effective in comparison with three other well-known reform strategies- reduced class size, computer-assisted instruction, and a longer school day”(1997, p.175). But the educational and possible social outcomes are even more compelling than simple cost-effectiveness arguments (Limbrick, 1985). At a time when there is a shortage of professional assistance and sophisticated instructional material, cross-age tutoring could make a positive contributor to any school reading program. We can hardly expect harmonious and effective peer interaction to magically follow the command ‘interact’ if children have no prior peer learning experiences within the classroom and if teachers have provided little structure for these experiences... the first responsibility for successful peer interaction lies with the teacher. The very existence, type, and duration of the peer activity depends on the teacher’s

direction (Lehr, 1984). Teachers teach what they themselves stand for and that students are affected when the teacher shows enthusiasm or apathy toward reading (Alexander & Filler, 1975). Peer assisted learning is a good option for the teacher concerned with providing as much individual assistance as possible to pupils (King, 1982). In schools that use peer tutoring, teachers consistently point out three benefits:

1. The tutees receive far more individual attention.
2. The tutors sharpen their own skills.
3. Participants show greater enthusiasm for learning (p. 683).

Children who help other children often feel they are making an important Contribution because they are respected, valued, and recognized as competent (Raschke, 1988). In fact, more children remembered experiences that encouraged them to read than those remembering experiences that discouraged them. Peers are a powerful influence and it may well be that feedback from peers about one's ability carries as much weight, or perhaps more, than feedback from adults (Yasutake, 1996).

Caring is the most important ingredient in a successful tutoring relationship. The tutor who cared deeply about his student was able, in one way or another, to reach that student, to unlock the secret which would enable him to learn (Wolf, p.3).

Research projects have demonstrated that cross-age peer tutoring can enhance academic performance in such subjects as reading, arithmetic, and spelling

(Raschke, 1988). It has also been shown to improve reading achievement, self concept, frequency of social interaction, social adjustment, classroom behavior, and attitude toward school (King, 1982). Students who serve as tutors tend to make significant gains in achievement and that attitudes toward school and learning increase positively for all students involved in cross age tutoring (Labbo, 1990). Peer relations have an adaptive significance in child development that should not be underestimated. It is an essential component of the child's development (Hartup, 1977). Students of any age or grade level can be either tutor or tutee, but cross-age tutors examined by researchers were usually at least fifth graders, since their achievement patterns have stabilized, they have usually developed specific skills that lower achievers and younger students must attain, and they are sufficiently mature to undertake responsibility for younger children (Rekrut, 1994).

The learning profiles of public school classrooms in this country are becoming increasingly diverse.

Research has shown that some classrooms incorporate students whose performance levels span on average more than five grades. Such academic heterogeneity strains the capacity of conventional instructional methods, whereby teachers deliver uniform lessons: whole-class, didactic instruction frequently fails to address many students' learning needs (Fuchs, 1999, p.201).

One result of increasing the academic diversity is that it is difficult for teachers to provide adequate reading opportunities for all learners (Mathes, 1998). One way

a teacher might increase both the amount of time spent reading and the amount of individual instruction is to utilize the expertise of peers (Limbrick, 1985).

In schools that use peer tutoring, teachers consistently point out three benefits. They are:

1. The tutees receive far more individual attention,
2. The tutors sharpen their own skills and,
3. Participants show greater enthusiasm for learning (King, 1982, p.683).

Research has also shown that over a five month period in which children tutored younger children with reading difficulties, those tutored gained six months while the tutors gained an extraordinary 3.4 years in their reading ability (Wolf, 1976).

In addition to the academic gains, most programs involving cross-age tutoring stress, or at least strive for, positive behavioral and attitudinal changes in the tutors, as well as in the students being tutored (Olsen, 1974).

Implementation of a successful tutoring program requires close attention to five key aspects: class preparation, selection of tutors, preparation of tutors, monitoring by the teacher, and continuous assessment of student progress (Berliner, 1988). Evidence has been collected which shows that planned peer and cross-age tutoring can add measurably to the academic and social growth of the individual participants (Bohning, 1982). Students who work together find the tutoring experience to be both academically productive and personally enjoyable.

Students are the most important and readily available helping resource in a classroom. Tutoring can restore individual care to the art of teaching. It can also restore the opportunity for teaching anyone who wishes to share his knowledge with another person (Wolf, 1976). Tutoring will help a child to grow as a person, to know others, and to understand their problems. It would be a shame not to take advantage of this!

Reading Attitudes

An attitude is a “predisposition...to react specifically towards an object, situation, or value (which is) usually accompanied by feelings and emotions.” Thus, as mentioned previously, attitude towards reading has been defined as “a state of mind, accomplished by feelings and emotions, that make reading more or less probable” (Kush, 1996, p.315). It is a system of feelings related to reading which causes the learner to approach or avoid a reading situation (McKenna, 1995).

Understanding the role of attitude in developing readers is important for two principal reasons. First, attitude may affect the level of ability ultimately attained by a given student through its influence on such factors as engagement and practice. Second, even for the fluent reader, poor attitude may occasion a choice not to read when other options exist, a condition known generally as aliteracy.

One research study found that students spend approximately two thirds of their reading periods independent of the teacher, and engaged in nonreading or indirect reading activities. When students are being instructed directly by the teacher, they spend about seventy percent of their time passively watching and listening to the teacher or other students, with little or no opportunity to actually read. Furthermore, it appears that students most at risk for school failure actually receive less engaged reading opportunities than their higher performing peers (Mathes, 1998, p.65).

Children's attitudes toward and perceptions of reading influence their reading development. Children arrive at the classroom door with a myriad of experiential backgrounds which foster or hinder reading growth. Children lacking in experiences related to reading may develop a distorted perception of the reading process (Dennis, 1951). A learner's attitudes may also vary with his personal predisposition's and may be affected in unique ways by variables within the learner and his environment (Alexander, 1975). The way a student feels about reading is closely related to his degree of success with it (Howard, 1988). A student's attitude toward what he studies in school may well be more crucial to his future than the exact knowledge he accumulates (Estes, 1982).

Teachers, as a group, do not appear to fully understand the importance of attitudes in the teaching of reading. A survey of teachers on reading attitudes (Heathington & Alexander, 1984) indicates that teachers do believe attitudes to be important in reading growth, but they do not spend much time either assessing or building positive attitudes in their reading instruction (Howard, 1988). Teachers

Teachers need to be aware of the nature and thinking of children in their classroom (Denny, 1963). Research shows that teachers spend the majority of their time on comprehension and study skills. When teachers ranked the components of reading in importance, attitudes were second, but only 8.6% of their instructional time was allocated for the development and assessment of attitudes (Heathington & Alexander, 1984).

Three concepts are integral to modern understanding of attitude: the beliefs an individual harbors in relation to the object, the behavioral intentions that concern the object, and the feelings the individual experiences because of the object (McKenna, 1995). Specific classroom activities and instructional methods should be considered when attempting to improve attitudes toward reading (Kush, 1996). The development of good reading attitudes in young children is clearly essential, and additional research that examines specific interventions designed at promoting and subsequently maintaining these positive reading attitudes will be especially beneficial. In addition, a need still exists for a quick and reliable method of assessing student reading attitudes that will efficiently measure attitudinal changes as a result of specific classroom strategies (Tunnell, 1988).

Summary

The review of the literature pointed out that there are many studies that indicate that typical reading instruction provides insufficient engaged reading opportunities to facilitate reading growth for many students. The present challenge, according to Mathes is not about how to teach early literacy, but rather how to balance the various aspects of what is known in ways that are both practical and responsive to the unique learning needs of individual children (1998, p.62). One approach that can facilitate children's understanding of social skills, increase the motivation to learn and use these skills, and promote generalization of social skills training is cross-age tutoring (Trapani, 1989).

CHAPTER III

Design of the Study

Purpose

The purpose of this study was to determine whether or not a cross-age reading program between first and fifth grade students would positively affect first grade students' attitude toward reading.

Research Question

The research question investigated in this study was:

Is there a change in reading attitude among first grade students who participate in a buddy reading program?

Methodology

Subjects

The school district in which this study was conducted is in a suburban, middle-income section outside the city of Syracuse, New York.

The subjects of this study were two children from a self-contained first grade inclusion classroom. The total number of children in this classroom is twenty. There is one regular education teacher, one special education teacher, and two teaching assistants within this self-contained classroom.

The two subjects of this study are of average reading ability. One subject is a seven year old boy and the other is a seven year old girl. The little boy comes from a family of two children and the little girl comes from a family of five children. The two children will be encouraged to read books on their instructional level with their fifth grade buddies.

Instrument

The Elementary Reading Attitude Survey by McKenna and Kear(1990) was used to measure the attitudes toward reading of the two first grade children. It consists of twenty items and can be administered to an entire classroom or individually in about ten minutes. Each item presents a brief, simply worded statement about reading, followed by four pictures of the cartoon character Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative. There is a scoring guide that also goes along with the survey and points are awarded to each Garfield circled from four points given to the happiest Garfield to one point to the very upset Garfield. The first ten questions of the Elementary Reading Survey deal with recreational reading and the last ten questions deal with a child's attitude toward academic reading; reading in school. Percentile ranks are given at each grade for both subscales which can be used to compare individual students' scores with the national sample and then can be interpreted like achievement-test percentile ranks.

Procedure

This research study was a single-subject experiment using the A-B-A-B design. It was conducted in order to analyze the impact of cross-age tutoring on the reading attitudes of two first grade children. These two children were asked to answer the questions from the Elementary Reading Attitude Survey by McKenna and Kear(1990) to establish the first baseline in the A-B-A-B design. They then read with their fifth grade buddies with books on their instructional level the following week and asked to complete the survey afterwards. The third week was a return to the baseline conditions in which no cross-age tutoring took place and once again the survey was administered at the end of the week. The fourth week was the last week of the study. The first grade children met and read with their fifth grade buddies and were asked to complete the attitude survey for the last time. The results were then graphed and analyzed.

Data Analysis

The answers that the children gave on the Elementary Reading Attitude Survey were recorded and analyzed using the A-B-A-B single-subject experiment design.

CHAPTER IV.

Analysis of the Data

Purpose

The purpose of this study was to determine whether or not a cross-age tutoring program between first and fifth grade students would positively affect two first grade students' attitudes toward reading.

Findings and Interpretations

From the information gathered, it can be suggested that there is a difference in the reading attitudes of two first grade children who participated in a cross-age tutoring program with students from a fifth grade classroom.

Table 1A and Table 1B present the results of each question from the Elementary Reading Attitude Survey of the two first-grade children using the Single-Subject A-B-A-B Design. Each child participated in this Single Subject Design where there were two baseline periods with two treatment periods. The first and third week of the study was the baseline period where there was no cross-age tutoring with the fifth grade children. The second and fourth week of the study contained the treatment period where the first grade students read with the fifth grade students. The children completed the Elementary Reading Attitude Survey at the end of every week of the study whether it was a baseline period or a treatment period.

Table 1A

Child #1: Marika					
Question #	Rating Week 1	Rating Week 2	Rating Week 3	Rating Week 4	
1	4	4	4	4	
2	4	3	4	4	
3	4	4	4	4	
4	3	4	4	4	
5	4	4	4	4	
6	4	4	4	4	
7	3	4	4	4	
8	3	3	4	4	
9	4	4	4	4	
10	4	4	4	4	
11	3	3	4	4	
12	4	4	3	4	
13	4	4	4	4	
14	4	4	4	4	
15	4	4	4	4	
16	4	4	4	4	
17	4	4	4	4	
18	4	4	1	3	
19	4	4	4	4	
20	4	4	4	4	
Week Average	3.8	3.85	3.8	3.95	

Analysis of the data in Table 1A implies there is a significant difference in this child's reading attitude when she participated in a cross-age tutoring program. One can observe that there is an increase in attitude when tutoring takes place from week one to week two and from week three to week four. The graph suggests there is no change in attitude during the two baseline periods (3.8).

Table 1B

Child #2: Mike					
Question #	Rating Week 1	Rating Week 2	Rating Week 3	Rating Week 4	
1	4	2	3	2	
2	2	4	4	4	
3	4	3	4	4	
4	4	4	4	4	
5	3	4	2	4	
6	4	3	4	3	
7	3	4	2	4	
8	4	4	4	4	
9	4	4	4	4	
10	4	4	4	4	
11	4	4	4	4	
12	1	4	3	4	
13	4	4	4	4	
14	4	4	4	4	
15	4	4	4	4	
16	4	4	4	4	
17	4	4	4	4	
18	4	4	4	4	
19	4	4	4	4	
20	4	4	4	4	
Week Average	3.65	3.8	3.7	3.85	

Analysis of the data in Table 1B implies there is a significant difference in this child's reading attitude when he participated in a cross-age tutoring program. One can infer from the table that there is a small but steady increase in reading attitude in each of the four weeks of the study whether it was a baseline week or a treatment week.

Table 2A and Table 2B graph the results of the Elementary Reading Attitude Survey using a bar graph for each child. They show the average of each week during the four week study. The first and third week averages are from the baseline periods and the second and fourth week averages are from the treatment periods.

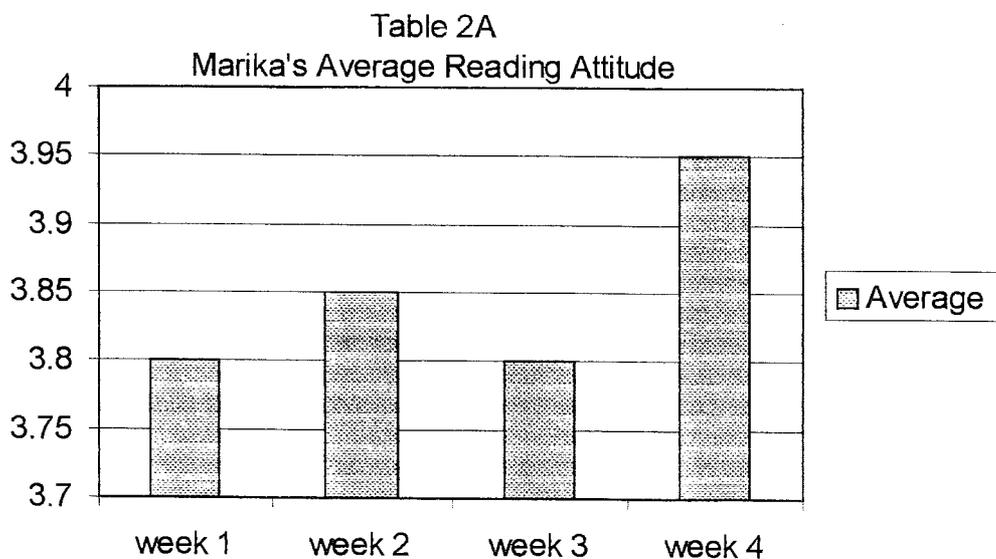


Table 2A represents Marika's average on the Elementary Reading Attitude Survey. Marika's average implies an increase in reading attitude from each baseline period to each treatment period. The highest increase takes place in the last week of the study, week four where her average was 3.95. The graph suggests there is no change between the two baseline periods, week one and week three, where the average for both weeks was 3.8.

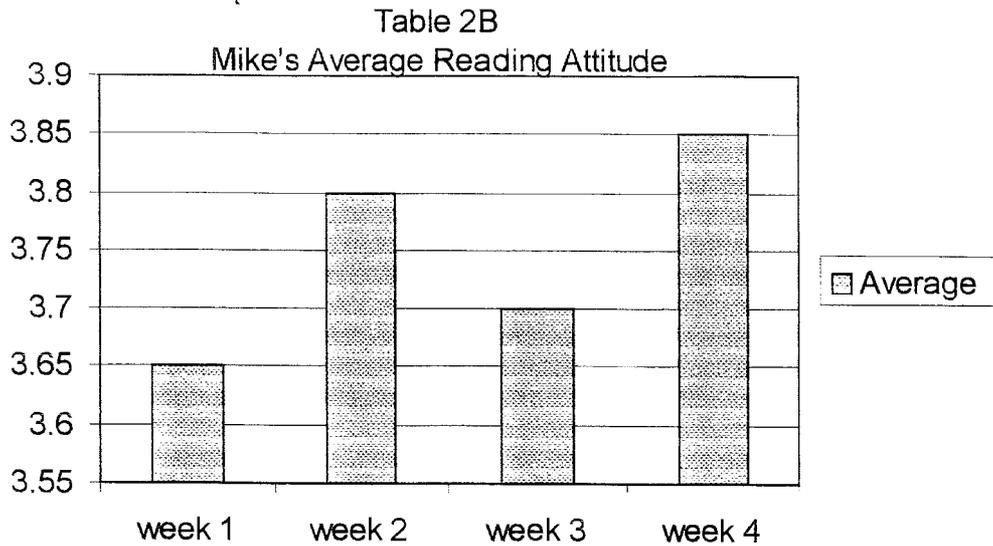


Table 2B represents Mike's average on the Elementary Reading Attitude Survey. Mike's results taken from the survey imply an increase in his attitude toward reading not only within the two treatment period but also between the first baseline and the second baseline. His average on the first baseline where there was no treatment was 3.65 and his average on the second baseline where there also was no treatment was 3.70. This is, however, only a small increase.

The findings of both tables, Table 2A and Table 2B suggest that the implementation of a cross-age tutoring program has a positive affect on both Marika's and Mike's attitudes toward reading.

Summary

The intent of this present study was to examine the effects of cross-age tutoring on the reading attitudes of two first grade children. A Single-Subject A-B-A-B Design was used to interpret the data taken from the Elementary Reading Attitude Survey during two baseline periods and two treatment periods. The time frame for this study was four weeks. The first and third week were the baseline periods where no treatment was given. The second and fourth week were the treatment periods where the fifth grade students read with the first grade students. The Elementary Reading Attitude Survey was administered to each of the two first grade students at the end of the week.

CHAPTER V.

CONCLUSIONS AND IMPLICATIONS

This study investigated the effects of a cross-age tutoring program on two first grade students' attitudes toward reading.

The findings of the study imply that the treatment of cross-age tutoring did positively influence attitudes toward reading for two first grade children. However, conclusions drawn from this study cannot be generalized to all first grade children. Since the study focused on only two first grade students, caution is advised in making generalizations concerning the effects of the treatment of cross-age tutoring on other first grade students. Also, even though the treatment did appear to positively influence the reading attitudes of two first grade children, questions regarding the effect of cross-age tutoring at other grade levels remain unanswered.

The present study dealt with one area of cross-age tutoring-reading. It must be kept in mind that there are many other aspects of cross-age tutoring and that they may affect other children in different ways. The study did not provide sufficient evidence to draw conclusions that the two first grade children would react in a positive way to other activities other than reading with their fifth grade buddies such as being tutored in math or science.

There was no consistency in either of the two children's responses on the

Elementary Reading Attitude Survey. For example, Marika rated “reading out loud in class” the very lowest one week and then the other weeks ranked it the very highest. There was no in-between or gradual improvement in the responses. Her answers would be very different from one week to the next. This was also apparent in Mike’s survey. However, it was a little less extreme. There were some gradual improvements in a few of the survey responses. For example, on one of the questions that asked how you feel about reading for fun at home, Mike responded with the second most popular Garfield. Within the weeks following, his response improved to where he answered the question with the very highest Garfield. Some possible explanations for this may be that the children did not fully understand all of the questions or that they were trying to respond in a manner that they believed the teacher would like them to respond. This is an area that requires further investigating.

The findings of this study imply that the treatment, cross-age tutoring, positively affected the attitudes toward reading for two first grade children. This was supported by a Single-Subject A-B-A-B Design with the information collected from an Elementary Reading Attitude Survey.

Implications for the Classroom

The two first grade children who participated in this study have demonstrated an increase in reading attitude as a result of the cross-age reading program with their fifth grade buddies. This was shown from the results gathered from the Elementary Reading Attitude Surveys. However, answers to questions regarding what variables operating within the classroom influence the affective domain need further clarification.

The findings of this study can be of value to other teachers and school systems who are looking for ways to improve the reading attitudes of their own students. Other research has found that cross-age tutoring has shown improvement of self-esteem, reduction of truancy and tardiness, dropout prevention, and the reinforcement of positive psychological factors such as altruism and empathy (Rekrut, 1994).

Cross-age tutoring may also be a viable method for integrating remediation of both academic and social communication skills in the classroom for students with learning disabilities (Trapani, 1989). Trapani also found that cross-age tutoring does appear to augment social skills training by providing naturally occurring, classroom-based opportunities of learned social behavior.

These are only a few benefits for implementing cross-age tutoring in the classroom. It is a learning experience for everyone involved!

Suggestions for Further Research

From the findings of this study, it is evident that a need exists for more comprehensive and systematic research on affective variables as they relate to the reading process. And with such a small sample size, this study would require replication and/or a larger sample size. Generalizations concerning the present study must take into consideration this small sample size of only two first grade students and that the long term effects of the study have not been determined. Therefore, longitudinal studies dealing with cross-age tutoring may prove beneficial.

Other questions also arise that imply further research is needed in this area. They are questions such as: What elements of reading are readily amenable to tutoring? What are the effects of the age and ability of tutors, gender pairing, and tutor training? And, when can teachers best use tutoring?

Lastly, the development of more reliable assessment techniques are needed to accurately assess children at young ages and adequate evaluation instruments to interpret the data.

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APPENDIX A

ELEMENTARY READING ATTITUDE SURVEY

School _____ Grade _____ Name _____

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1. How do you feel when you read a book on a rainy Saturday?



JIM DWYER

2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?

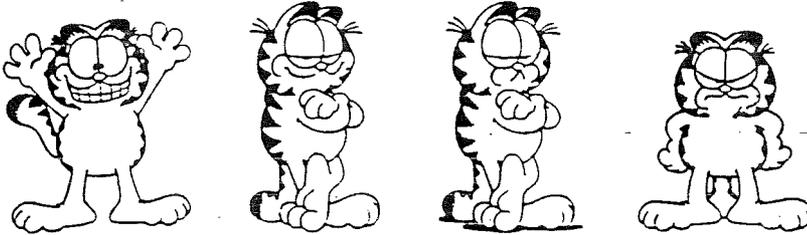


4. How do you feel about getting a book for a present?

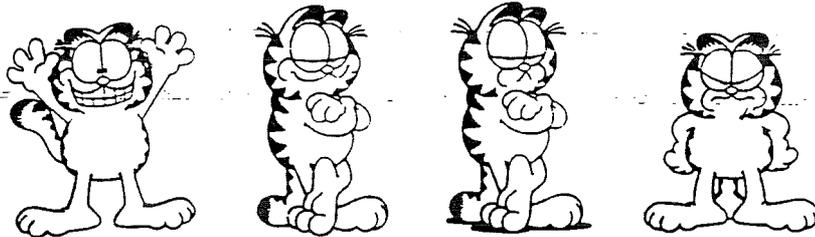


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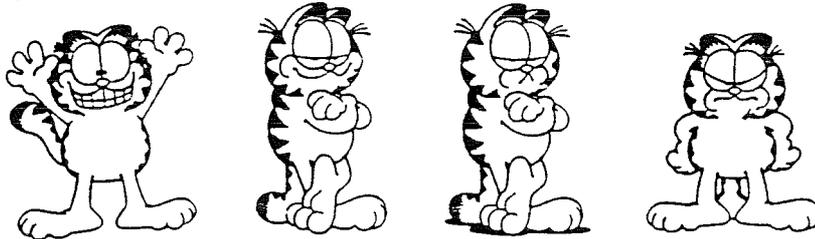
5. How do you feel about spending free time reading?



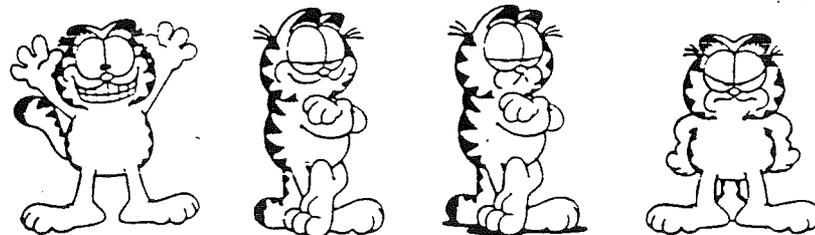
6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?



8. How do you feel about reading instead of playing?

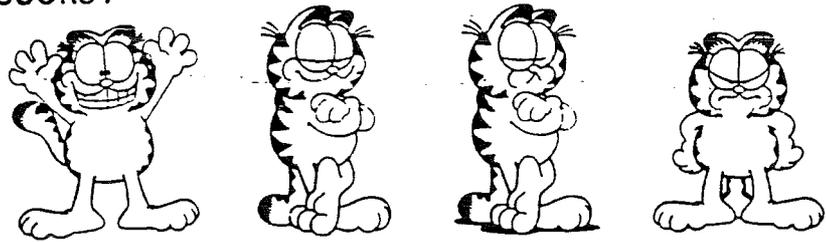


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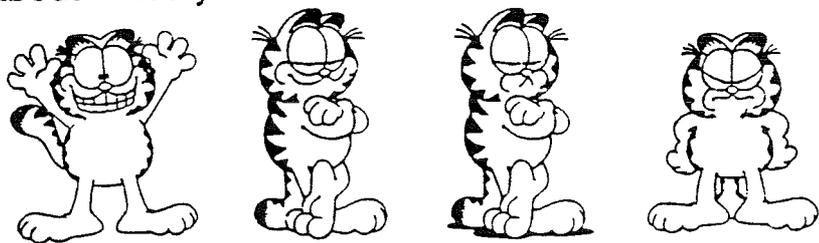
9. How do you feel about going to a bookstore?



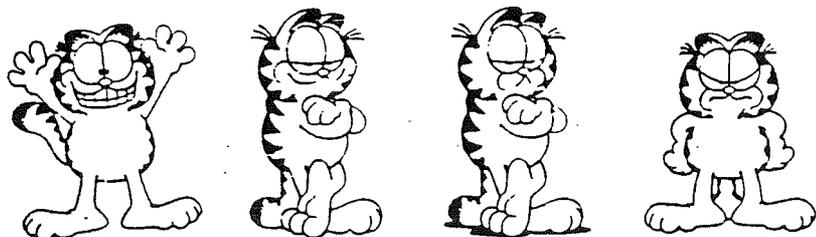
10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read?



12. How do you feel about doing reading workbook pages and worksheets?



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13. How do you feel about reading in school?



14. How do you feel about reading your school books?



15. How do you feel about learning from a book?

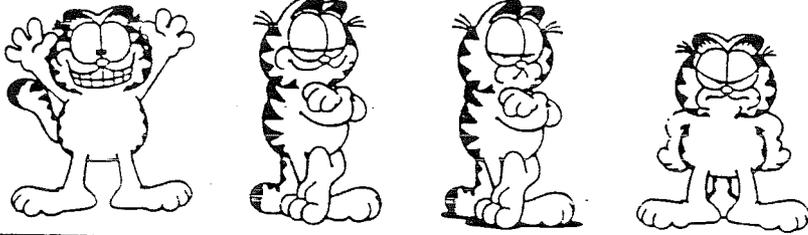


16. How do you feel when it's time for reading class?

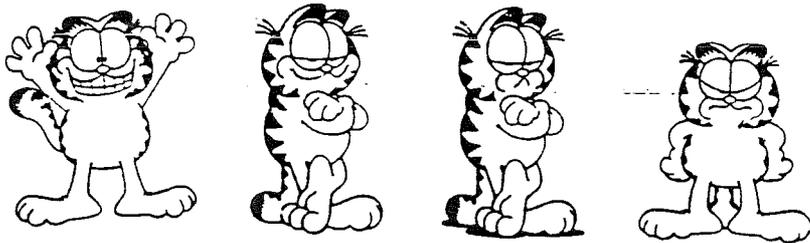


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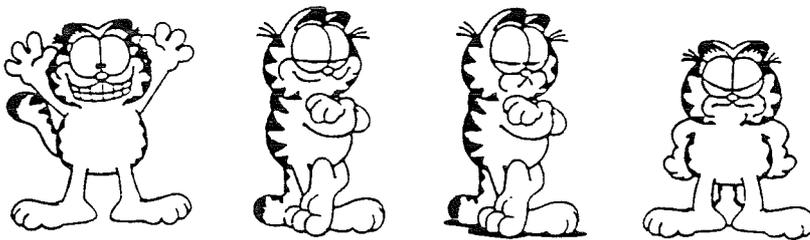
17. How do you feel about the stories you read in reading class?



18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?

