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AN ASSESSMENT OF ADLERIAN LIFE STYLE AND READING ABILITY OF NINTH GRADERS

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AN ASSESSMENT OF ADLERIAN LIFE STYLE

AND READING ABILITY OF NINTH GRADERS

by

Frank Eugene Spencer

—————————————

A Dissertation Submitted to the Faculty of the

DEPARTMENT OF READING

In Partial Fulfillment of the Requirements
For the Degree of

DOCTOR OF PHILOSOPHY

In the Graduate College

THE UNIVERSITY OF ARIZONA

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THE UNIVERSITY OF ARIZONA
GRADUATE COLLEGE

As members of the Final Examination Committee, we certify that we have read

the dissertation prepared by ___Frank Eugene Spencer___

entitled ___An Assessment of Adlerian Life Style and Reading Ability___

___of Ninth Graders___

and recommend that it be accepted as fulfilling the dissertation requirement

for the Degree of ___Doctor of Philosophy___.

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ABSTRACT

The purposes of this descriptive study were to examine: (a) the general approaches to life tasks of sample groups of good and poor ninth grade readers; and (b) the specific intrinsic motivations of such readers toward or against participating in the process of learning to read better within the context of the approaches taken to life tasks. The theory, instruments, and analytical procedures of Adlerian (Individual) Psychology were used as a framework for gathering the data and analyzing the findings.

The subjects, fifteen good readers and fifteen poor readers, were administered the Life Style Assessment interview, an informal projective technique for deriving the following outcome measures for each subject: (a) positive and/or negative Life Style themes, assigned weights to show prominence in the private logic; (b) positive, negative, or mixed attitude toward reading as perceived by the interviewer; (c) a Reading/Life Style statement, a set of responses representing the subject's self-view, view of reading, and internal motivations toward or against participating in the process of learning to read better ("I am ..., reading is ..., therefore learning to read better is ..."). The Reading/Life Style statement was used to explain each subject's application of Life Style themes to reading, attitude toward reading when it was not consistent with achievement, and motivation toward or against reading.

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The conclusions drawn in the study were:

1. There are no sets of predominant Life Style themes which characterize good and poor readers and separate them clearly.

2. Neither positive nor negative Life Style themes are predictive of reading achievement.

3. The attitude of good and poor readers toward reading achievement depends on the self-perceived usefulness of reading in attaining goals.

4. The motivation of good and poor readers toward or against improving reading ability may be one application of more general motivations toward the socially-oriented goals of completing life tasks.

Implications and suggestions for further research are presented.

CHAPTER 1

THE PROBLEM

For those persons involved with reading instruction, a tremendous
amount of research is available concerning learning processes and
teaching methodology. Individual and environmental factors have been
studied, as have the interactions of traits and treatments; yet,
students continue to fail to develop reading ability commensurate with
their capacity for learning.

The affective domain, difficult to measure, has received scant
attention in the reading research literature (Yarington 1978). That a
relationship exists between personality and the development of reading
ability seems assured; the nature of that relationship is unclear (Kunz
1973; Quandt 1973). Teachers of remedial reading classes may find that
students are highly developed in their ways and means of displaying a
firm antipathy toward improving their reading ability, methodology of
instruction notwithstanding. In an attempt to deal effectively with
such students, the reading teacher may turn for solutions to the
available research--and come away disappointed. The broad and sometimes
conflicting generalizations found in the reading literature often do not
seem relevant to specific cases.

There are two ways in which much current research concerning the
affective domain and reading acquisition have too narrow a focus.
First, even though Individual Psychology holds that each person
constantly (and consistently) operates from the perspective of the total

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personality, many studies have examined only fragments of that context. Instruments which "measure" the personality typically utilize many subtests or examine various factors or clusters of factors. The results of studies which employ such instruments typically relate the development of reading ability to only a part of the personality in a significant manner. Generalizability and applicability of the results of such research may be minimal. The teacher of reading, without access to similar personality assessment results for the students in the class, has great difficulty in applying the conclusions of such research in the classroom. Similarly, other researchers may find that their subjects do not display the same factors or cluster of factors as displayed by the subjects in the original study, precluding a comparison of the results of their research with the original findings. Finally, any suggested intervention which is aimed at only one aspect of the personality will probably affect other aspects of the personality to a different degree in different persons, obscuring the efficacy of such intervention.

A second possible limitation of some research on affective factors is the concentration on persons who have acquired little or no reading ability. An incomplete composite of the affective domain of a poor reader may be drawn from the literature. However, the significance of each portion of that picture is obscure until a good reader can be similarly described. Even then, many persons will be found whose personality factors approximate those of persons at the other end of the reading ability continuum. Spache (1976, p. 240) states, "These generalizations about the personality attributes of poor readers whether derived from testing or observation are not very significant in the

absence of comparative data for successful readers." There exists a need to assess good and poor readers with a unitary measure of the personality.

Statement of the Problem

The purposes of this study were to examine the general approaches to life tasks taken by sampled groups of good and poor readers at the ninth grade level and to examine the specific attitudes and motivations of those subjects toward reading and participation in the process of learning to read better.

The following research questions were addressed in this study:

1. What approaches to life tasks, as categorized by Life Style themes, are evident among ninth grade students of varying reading ability?

    a. Within what specific Life Style themes may the perceived general approaches to life tasks by good and poor readers be categorized?

    b. Is the perceived attitude toward reading of good and poor ninth graders consistent with their general approaches to life tasks as categorized into positive and negative Life Style themes?

2. What intrinsic motivation concerning participation in the process of learning to read better may be perceived in sample groups of ninth grade students of varying reading ability?

Background and Justification

Some researchers in the field of reading have examined aspects of the personalities of subjects in an attempt to pinpoint the causality of reading disabilities and other instances of failure to learn (Stott 1981; Lorton and Kukuk 1978); others have concluded that lack of reading achievement is the cause of emotional maladjustment in the personality (Dechant 1982); still other researchers have suggested that reading disability and emotional maladjustment in the personality have an interdependent and synergistic relationship in which each type of disability augments the other over time, original causality notwithstanding (Dulin 1974). No unitary trend concerning the causal relationship of emotional maladjustment and reading disability has emerged in the findings of such studies, and "conclusions drawn from recent research studies are as varied as they were in the mid-1940s" (Brown 1982, p. 65). When addressed in reading research, affective factors are typically studied in isolation or in some limited combination, e.g., locus of control, introvert/extrovert, dependence/independence, anxiety, etc. While many studies have utilized instruments which attempt to measure multiple aspects of the personality (e.g., the Sixteen Personality Factor Questionnaire and the Minnesota Multiphasic Personality Inventory), such measures are holistic neither in intent nor in result.

Whether within the field of reading or borrowed from sociology or psychology, methods of investigating affective factors related to reading achievement generally focus on or result in the consideration of separate affective factors or clusters of factors. There is an apparent

need for integrative research on affective factors involved with reading and reading acquisition; a holistic, descriptive measure should be made of persons at various stages of reading acquisition. Dealing with reading behavior as one manifestation of the total personality may result in descriptive statements concerning the relationship of personality with the development of reading ability which would be useful to teachers, clinicians, and researchers.

The directions and methods of research generally reflect the philosophy of the researcher. On a larger scale, the directions and methodology of the body of literature extant in a field of investigation reflect the general philosophy of the members of that field. In research on reading, a review of the literature suggests an overriding concern with isolating factors which help to define reading or which affect reading acquisition and application. Calls are made periodically for ethnographic, descriptive, "in-the-classroom" research, but the opposite trend seems to continue.

In the field of psychology, many schools of thought attempt similar minutely analytical studies of human personality and functioning. Various categorizations of factors and subfactors of personality have been derived. There is a counterpoint to such fragmentary approaches. Individual Psychology, which grew from the work and teaching of Alfred Adler at the beginning of the 20th century, emphasizes the uniqueness of the individual while functioning in a society of unique individuals. Dreikurs (1954, p. 540) explains:

> To understand a child in his functions and performances, one must keep in mind that man is a social animal, a zoon politicon (Aristotle). Since he functions entirely within a social

atmosphere, all his functions and performances have social significance. To understand a child requires comprehension of his total personality within his social setting. It is impossible to blame any factors in the child's make-up for his behavior or deficiencies. The effects of handicaps, including severe physical disability, differ with each child, according to his total personality pattern. Without comprehension of his personality pattern, the "causes" of his dysfunction cannot be determined.

The field of psychology, then, and specifically the perspective and methodology of Individual Psychology, provides the tools by which an investigation of affective factors in the development of reading ability may be conducted in a more holistic fashion than has been heretofore attempted. The life style, as an overview and organizer for an individual's behavior, should be applicable to the behaviors of reading and participating in the process of learning to read better.

In reviewing the status of the study of the affective domain as it relates to the development of reading ability, a need for the present study has been demonstrated:

1. The methodology of much research concerning reading and the affective domain is fragmentary and at best only serves to relate the development of reading ability to part of the individual's personality.

2. Results of reading research in the affective domain are generally inadequate to explain the motivations of persons such as ninth grade good and poor readers regarding their participation in the process of learning to read better.

3. The nature of the approaches of good and poor readers to participating in the process of learning to read better needs to be examined in a holistic fashion, so as not to result in

incomplete, fragmented bits of information concerning the parts of the personality that may relate in some way to reading achievement.

4. Although a search for the initial causality of reading disability and for emotional maladjustment was not part of the research plan, this study did pinpoint fruitful areas within the individual's affective domain as a source of explicative statements concerning the individual's current modus operandi in regard to participation in the process of learning to read better, and a means of accessing that source of information was demonstrated.

5. The results of this study have expanded the possibilities for further research and for modifying current educational practice in the following ways:

   a. Increased potential for the gainful study of the development of the personalities of individuals in whom reading disabilities have also developed, possibly determining causal links between these processes.

   b. Development of diagnostic techniques which would include an examination of the place held by reading and learning to read better in the individual's personality.

   c. Development of remediation techniques which would incorporate the individual's current motivation toward participating or not participating in the process of learning to read better.

   d. Increased potential for the study of environmental factors in the home and school through which attitudes and motivations

concerning reading are developed and reinforced in the individual.

Psychological Postulates Underlying the Study

This study is based on these theoretical postulates: that differences exist between good and poor readers; that reading, learning to read and not learning to read are behaviors; and that a person's behavior is consistent with that person's life style.

That there are differences between good and poor readers has been the basis for comparisons between these groups on a wide variety of measures. General measures, inclusive of a range of less tangible variables, have been used, e.g., intelligence (Bazemore 1978), socioeconomic status (Seginer 1980), attitude (Lewis 1980), aptitude tests (Foshay and Misanchuk 1981), achievement tests (Bloom et al. 1980), and parental involvement (Hewison and Tizard 1980). At the other end of the spectrum, very specific measures have also been utilized to compare these groups, e.g., eye movement behavior (Lefton et al. 1979), specific birth traumas (Smith and Wilborn 1977), father's occupation (Jackson 1944), and dental development (Harrison 1981).

In studies of differences between good and poor readers, in all the reviews and overviews of the research, no one factor or group of factors has emerged as a clear-cut predictor of good or poor reading achievement. Trends and tendencies have been reported which do allow us to construct a somewhat blurry, generalized picture of a good or (especially) a poor reader. There is more to the confusion than not being able to find one key variable of distinction. Theoreticians and

researchers have not been able to find agreement on many of the physiological and most of the psychological processes involved with the reading act.

What is reading? How is reading ability acquired? What shows a person to be a good reader or a poor reader? The definitions of the constructs on which research and methodology in reading are based are not unanimously accepted among investigators and practitioners. For example, Schubert (1969) cites five definitions of reading. Instructional techniques and methodologies are based on various definitions and measures of reading. The efficiency of predictors of success in initial reading instruction varies, depending on the definition of reading inherent in the criterion measure (Wartenberg 1967).

Whatever reading is, however it is taught, learned, used, or measured, there are differences between good and poor readers in terms of the development of their ability to a level commensurate with age and mental capacity for learning. Poor readers, while they may have developed the ability to read something to a certain degree, have not developed their reading ability to a level commensurate with their age and mental capacity for learning. Use of the terms "good" and "poor" to designate the achievement level of readers may imply a dichotomous treatment of the general reading population. Actually, the dividing line between good and poor readers is not a line at all, but the ubiquitous "gray area," sometimes called "average."

One aspect of the reading process which may be generally acceptable is that reading is a behavior. It is an acquired (learned)

behavior. When reading is viewed as a complex but definitive set of skills, the cognitive components of this behavior are outlined. When reading is seen as a function of the holistic psycholinguistic development of a person, reading behavior is fit into a more complex scheme. From either viewpoint, a reader is a person who has acquired to some degree the ability to engage in the behavior of reading.

One aspect of the theory of Individual Psychology is that a person's behavior is consistent with that person's life style. "Life style" is the way a person perceives his or her place in the world, his or her self in relation to the world. It is a cognitive framework within which specific operations are chosen in order to cope with life tasks and demands. "Through this framework, developed early and remaining fairly constant throughout life, an individual interprets, controls, and predicts experience" (Mosak 1971, p. 77).

Although the exterior manifestations of the life style, i.e., behaviors, may seem unrelated, Individual Psychology holds that they are consistent with the self-view and the view of the world held by the individual. This viewpoint is developed and maintained as a function of a person's private logic.

> The total picture of the client's personality may best be
> understood by penetrating into the depths of his thinking and
> uncovering his private logic which may be at the very source of
> his maladjustment. Normally, the course of this logic is neither
> immediately experienced by the client nor readily available in
> his consciousness and must be explained and made conscious by the
> therapist. The client's whole life plan and pattern of behavior
> is founded on his private logic (Nikelly 1971, p. 61).

A person's private logic is formulated at an early age, when that individual engages in initial interactions with various aspects of the

environment. O'Phelan (1977, p. 204) writes that "it is within the private logic that the client forms his goals and it is these goals that explain his behavior."

The Life Style Assessment is a somewhat formalized procedure, usually conducted in an interview format, through which a person's life style and Life Style themes may be interpreted. The Life Style Assessment has three main components: family constellation, family atmosphere, and early recollections. Since the Adlerian view of life style is that it is formulated during early childhood, it is through an examination of the environmental influences of that time (family constellation and atmosphere) and the idiosyncratic responses (early recollections) to those environmental influences that an estimation of the person's Life Style themes will emerge. Hillman (1981, pp. 90-91) explains:

> Two key elements are involved in a person's life style. First is
> the individual's view of self, which is largely influenced by
> family constellation. This aspect includes all that I perceive
> myself to be now, and all that I ideally want to become. The
> present perceptions may not be very accurate and the future
> aspirations may not be realistic, but they are assumed to be
> reality by the individual. The second aspect of life style is
> the person's view of the world and the people in it. This view
> is largely influenced by family atmosphere. Included is a
> perception of what the world is like and the values about what it
> should be. Perhaps a clear way to summarize a personal life
> style might be the statement, "I am ..., the world is a place
> where ..., therefore, life is ...."

The theoretical basis for this study, then, is this: that reading is a behavior, as is the development of the ability to read to whatever degree that development takes place within the capacity of the individual; since (in Individual Psychology) behaviors are generally consistent with the private logic operant within an individual's life

style, the behavior of developing reading ability should be consistent with an individual's life style.

This is not to predict a perfect match of life style and reading behavior. Mosak (1971, p. 77) states:

> Since the life style is a subjective view of self in relationship to life, conclusions arrived at through "biased apperception" contain fictional elements. The individual, however, may persist in assuming that only under the conditions held in the life style can he adequately cope with life tasks and find his place in life. When life puts him to the test, he frequently finds himself mistaken. He may then resort to behavior which he presumes will facilitate the evasion of life tasks, provide an excuse for that evasion, and protect his self-esteem. Both constructive and nonconstructive behavior can emanate from the life style convictions, and we cannot predict which behavior will coincide with a given life style. We can speak only of more or less probable selections of behavior.

This study is an initial, descriptive exploration of the possible differences in an interpretation of Life Style Assessment data for thirty good and poor readers at the ninth grade level.

Definitions

To clarify their meanings as used in this study, the following terms are defined:

Good Reader: A person whose score on the reading subtest of the California Achievement Test is in stanine 7, 8, or 9, and whose academic records and achievement are consistent with an ability to read at an above average level.

Holistic: A term used to reflect the unity of the personality structure. "We cannot know all the factors that went into the development of the client's personality, but still we can understand him . . . we can know him as a whole (Croake 1975, p. 517). "The whole of the person is seen as being greater than the sum of the parts. . . . The key to understanding human behavior is in finding the unifying patterns in all parts of an individual's being" (Hillman 1981, p. 38).

Individual Psychology: A system of psychology generally based on the
theories and teachings of Alfred Adler and, later, Rudolf
Dreikurs. Individual Psychology describes human behavior as
motivated by social interest. Manifestations of that social
interest, i.e., behaviors, are consistent with the individual's
perceptions of the self, others, and the purpose of existence in
the world.

Life Style: The sum total of attitudes, goals, and beliefs a person
develops in an attempt to find a place in society. A Life Style
Assessment is a concrete formulation of a life statement which
can be categorized within general Life Style themes.

Life Style statement: A summarization of a personal life style, in
format, "I am ..., the world is ..., therefore life is ...." As
a part of an assessment of life style specifically regarding
reading, the Reading/Life Style statement may be expressed in
this manner: "I am ..., reading is ..., therefore learning to
read better is ...."

Life Style theme: This is any of several descriptors for commonly
observed types of life style. While each person's life style is
unique, certain common characteristics enable a descriptive
categorization of life styles by theme.

Life tasks: Adler wrote of the following three areas of life in
which children and adults attempt to become fully functioning
persons with social interest: WORK, such as school, home, job,
and career, FRIENDSHIP, and capacity for LOVE. Pew and Pew
(1971) have extended this list to include an understanding and
acceptance of SELF, development of VALUES, and creative use of
LEISURE.

Poor reader: A person whose measured performance in reading is two
or more years below grade level; whose placement in remedial
programs, academic records, and performance and results of
teacher judgment are consistent with a manifested ability to read
at a below average level; and for whom there is no indication
whatsoever that there does not exist the physical and
psychological capacity for acquiring reading behavior which may
be categorized as average.

Private logic: The framework through which a person views the world,
views his or her place in the world and interacts with the world.
It is the guiding set of rules that the person has generated.

Limitations

This study was subject to the following limitations:

1. The subjects themselves indicated a willingness to participate in this study. Their motives for doing so may have been divergent, but a certain attitude toward participating in such an endeavor may be implicit in the undertaking. This attitude may reflect a bias in the sample.

2. The fact that permission was granted by the parents of the subjects for their participation in this research may indicate a bias in the sample. If that permission reflected a concern for the welfare of others who might benefit from this research or a desire to assist in the advancement of human knowledge, then certain inferences may be drawn concerning this aspect of the family atmosphere of the subjects in this study.

3. The instrument used for screening the subjects, the California Achievement Test, has received reviews of "adequate" and "barely adequate" in Buros Mental Measurements Yearbook (1979). Scores on the CAT may or may not reflect an individual's actual reading ability. That the CAT was selected for use in annual statewide testing in Arizona indicates at least a legislative belief in its viability as a testing instrument.

4. The Guide for Gathering Life Style Information has not been formally measured for validity or reliability. It is not reviewed in Buros. The Life Style interview as a projective assessment of life style has been used informally since Adler originally demonstrated the technique in the early 1900s and in a

slightly more formal manner since Dreikurs devised the "standard" interview guide in the 1950s.

5. While every effort was made to ascertain that poor readers actually had the capacity to learn to read better than their current level of achievement and that they had the opportunity to do so, it is possible that some subject(s) in the group of poor readers may not have fulfilled this condition.

6. Whenever a work of research utilizes only a segment of a population for manipulation or measurement, the generalizability of the findings and conclusions may be limited by the size of the sample.

CHAPTER 2

REVIEW OF THE LITERATURE

The first section of this chapter presents highlights of the literature concerning reading achievement and affective domain, research which typically investigates the initial maladjustment in one area as a cause of subsequent maladjustment in the other. The second section reports research concerning attitude and reading. The next three sections of this chapter deal with the Individual Psychology construct of life style, its measurement and validity and reliability. There follows a necessarily brief report of the research literature concerning reading achievement and Life Style assessment. The final section of this chapter presents a summary and interpretation of its contents.

Reading Achievement and the Affective Domain

Reading researchers and authors of reading methodology textbooks have typically acknowledged the influence of affective factors in reading, learning to read, and reading disability cases. A textbook presentation of "personality factors in reading" generally lists recent research in this area, in conjunction with a discussion of the causal relationship of reading disability and emotional maladjustment. Smith's (1963, p. 48) reconciliation of the problem is to suggest that these phenomena "are interactive and either one may be causal." Other researchers (e.g., Black 1974; Greenblat 1952; Chester 1974) have agreed with Smith, suggesting a circular, spiraling relationship between

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personality factors and development or lack of development of reading ability. Dulin (1974, p. 392) suggests that sociological factors affect readers before, during, and after the reading experience. He states, "Like Sigmund Freud's observation that 'the son is father to the man,' sociological considerations, too, can be viewed both as the progenitors to, and the progeny of, reading in all its steps, states, and processes."

Spache demonstrated the growing interest in personality factors affecting reading. His 1963 book devotes three pages to this topic; in the 1976 edition it rates an entire chapter, including a list of 14 comparative studies in personality traits of good and poor readers. His generalized list of personality traits associated with poor readers is concluded by the statement that "we still do not know whether these personality deviations cause, or are caused by, reading disability, although the evidence seems to be in favor of the latter conclusion" (Spache 1976, p. 244).

The argument that reading disabilities are symptomatic of underlying personality factors is presented by Lamy (1963) and Wattenberg and Clifford (1964) in studies of the relationship of self-concept to reading achievement. From the field of psychology, Beecher (1943) and Dreikurs (1954) are among those for whom the causality of reading difficulties is obviously "the pupil's personality, where the key to his reading difficulties is to be found" (Beecher 1943, p. 271). In a review of the development of self-concept and reading ability, Kunz (1973, p. 97) states, "The self-concept of the individual influences his

behavior and may determine the direction and degree of his expression in academic work and social relationships."

Such observations are not unheard of in the field of reading. One statement, perhaps relying little on empirical evidence, is that of Yarington (1978, pp. 19-20):

> The one area of reading instruction which has been ignored for years has been the "affective domain"--attitudes, feelings, emotions, interests, likes, dislikes, values, etc.--those psychological variables which so affect learning. Learning takes place more rapidly and more thoroughly in a positive affective environment than in a neutral or negative one. Positive human relations between teacher and pupil, positive self-concept, self-confidence, and positive relations with other pupils enhance learning. Variables in the affective domain cannot be quantified and measured as easily as areas in the "cognitive domain," that is, those areas of hard learning, memory, reasoning, and other mental processes. Also, many teachers are just plain afraid to involve themselves in human relationships with pupils. Therefore, the importance of the affective domain in learning to read has been virtually ignored.
>
> In perusing recently published textbooks on reading instruction, one would be fortunate to find one book which dealt in any significant way with making reading easier by considering the affective domain. Many reading theorists vocally admit that the affective domain influences learning to read, but there is a paucity of written material on the subject. It is rather obvious that the word has not funneled down to thousands of classrooms across the country. . . . My feeling is that at least 60 percent of the variance in learning to read is due to affective rather than to cognitive variables, that is, more failures are due to affective factors than to cognitive factors.

Thus one critic of the conduct of reading research and instruction in American public education (The Great American Reading Machine) summarizes his commentary on the state of the art of remedial reading instruction. Quoting from the relevant literature, Yarington states that "there is less research and literature on how affective factors influence reading and learning than on the fact that they do influence these two areas" (Boffey 1972, p. 23).

Attitude and Reading

The relationship between attitudes toward reading and achievement in reading has been the focus of relatively little research. In their 1976 review and synthesis of the literature, Alexander and Filler found that a positive relationship between favorable attitude and high reading achievement is sometimes but not always demonstrated in research studies. However, in a subsequent review, Davis and Alexander (1979) state that good comprehension is related to a positive attitude and poor comprehension is related to a negative attitude toward reading. The point is also made that attitude is more related to achievement than to ability and that attitude becomes more positive with improved achievement.

Life Style

In this section, research and other literature concerning the Individual Psychology construct of life style is summarized and analyzed.

The origin of the term "life style" has not been precisely determined. Ansbacher's (1967, p. 196) review of the history of the term indicates that naturalist Georges-Louis Buffon (1707-1788) and, earlier, philosopher Robert Burton (1577-1640) expressed ideas which "presuppose an underlying personality style or style of life corresponding to style of life in the sense of 'manner of expression.'" More recently, sociologist Max Weber (1864-1920) applied the term to groups, so that its meaning was similar to that of subculture. As a psychologist, Adler applied the Life Style concept to the individual,

but the underlying methodological foundations and assumptions were similar to Weber's use of the term.

Adler used a series of terms to express the notion of the unity of the organism and its continuous forward orientation of striving toward a goal. "Guiding image" (Adler 1912) became "guiding line," which evolved into "life plan." This last term was used extensively by Adler until 1929, when he formally announced that "life style" was the preferred term for referring to the consistent movement of the individual toward a goal. Ansbacher suggests that the reasons for this choice were that: (1) it is a broader term under which all the others could be subsumed; (2) it resists reification into similar sounding concepts, such as existentialism's "style of living"; and (3) it is more organismic and humanistic than its predecessor, "life plan." Ansbacher (1967, p. 195) states, "While a computer can be said to proceed according to a plan, one would not say that it is prone to develop its own particular style." People are the stylists of their own lives.

The ideas underlying the Adlerian notion of life style are not unique to this school of psychology. Eckstein, Baruth, and Mahrer (1975, p. 2) write:

> Allen (1971) notes that Adler's basic notions of life style overlap with what Skinner (1969) has termed "rule governed behavior," with what Galantier, Miller, and Pribram (1960) call "plans," with Frank's (1961) "assumptive system," Kelly's (1955) "supraordinate constructs," and with Rotter's (1966) "generalized expectancies of reinforcement."

There are several properties common to the meaning behind these various labels. There is a unifying aspect of life style which is seen in the self-consistency of a person's _modus vivendi_. At the same time, there

are unique and creative aspects to life style, differentiating idiographic manifestations of a general style of life. A common example is handwriting. Thus choices are based on a forward-oriented, puposive, value psychology, rather than on a causalistic, reductionistic psychology. Finally, there are operational, functional, and constancy aspects to the construct of life style: objective conditions or stimuli are focused on and used in accordance with the idiosyncratic life style. Thus, the inner self is recognized as an active and creative center, rather than a passive reactor merely receiving stimulation from the external environment (Eckstein, Baruth, and Mahrer 1975).

Life Style Assessment

Life Style Assessment examines environmental factors which influenced the individual's development of a personal style of life. Family constellation has been shown to have an effect on the individual, as it is a person's interactions with family members (the majority of a young child's human environment) through which that person develops an idiosyncratic sense of self.

Research related to family constellation is that of birth order. This research shows an effect for birth order on such outcomes as intelligence, academic achievement, personality characteristics, parent-child interactions, etc. Adlerian investigations of family constellation do not treat ordinal position in the family unit as the cause of any difference, per se. Since it is the individual's interaction with the environment through which that person shapes a unique life style, the effect of birth order is that people in similar

ordinal positions in the family unit tend to have similar factors in the familial environment with which to interact, thus also tending to arrive at a formulation of the life style which may share some general characteristics with others of that ordinal position. These tendencies may be modified by a variety of factors, such that a person's psychological position in the family may not correspond to the chronological position: a first-born may not be perceived to have many generalized characteristics of first-born children.

Factors which influence personal perception of position have been outlined by Schulman and Mosak (1977): age differences greater than five to seven years diminish inter-sibling competition, thus reducing the influence of the sibling farther away in years, so that large families will probably contain older and younger subgroups of siblings; extra-familial competitors may influence the environment of the individual, as may the newly acquired siblings of a remarriage; gender differences may divide role demands so completely that inter-sex competition is unnecessary; death of a significant sibling may result in comparison by parental figures, thrusting competition on the surviving siblings to compensate for the sibling idealized after death; special siblings, who may receive extra parental attention due to retardation, brain damage, physical defect, or prolonged illness, do not have to compete for a place in the family.

Family atmosphere, that aspect of early environment through which the individual tends to develop a view of the world, is examined informally in the Life Style Assessment. The relationship of each parent to the siblings and to each other is discussed in the interview.

Note that these are the relationships <u>as perceived by the individual being interviewed</u>. Family atmosphere will be pervasive among siblings of a family, but their perceptions of it are individualized.

The other major aspect of Life Style Assessment is early recollections. Adler stressed that memories are not insignificant occurrences; rather, we select from the millions of possible incidents those events and activities conforming to our present style of life. The use of early recollections is a projective technique based on the viewpoint that memory is selective and creative. Our recollection of early events is consistent with our present view of life. Mosak (1958) emphasizes that it is our characteristic outlook rather than overt behavior which is being portrayed. The use of early recollections is not an attempt to learn of an actual occurrence which may have had a traumatic effect on a person's life. It is the individual's feelings and emotions associated with a given recollection which provide the main interpretive clue. By offering possible life statements which might be reflected in the early recollections, the Life Style analyst involves the response of the interviewee in confirming or rejecting interpretations, checking the validity of such interpretations, and refining the interpretive process in the subsequent early recollections of this person.

Early recollections were viewed in traditional Freudian analysis as attempts to repress material which conceals latent content. This view is obviously distinct from Adler's idea that early recollections reveal rather than conceal. To quote Adler (Ansbacher and Ansbacher 1956, pp. 351-352):

The discovery of the significance of early recollections is one of the most important findings of Individual Psychology. It has demonstrated the purposiveness in the choice of what is longest remembered, though the memory itself is quite conscious or easily brought out upon inquiry. Rightly understood, these conscious memories give us glimpses of depths just as profound as those which are more or less suddenly recalled during treatment.

Mosak (1969, p. 62) reviewed some of the early recollection research and concluded that early recollections "are reflective and predictive of current functioning and personality." Taylor's (1975) review of some validation studies supports these conclusions:

1. Early recollections may serve as a rapid, valuable, sample of the type of data likely to be obtained from the longer, time-consuming projective test battery examinations.

2. Early recollections may serve as a valid method of personality appraisal, specifically in the areas of degree of activity, including work and social interest.

3. There appear to be some thematic differences among early recollections produced by subjects diagnosed as belonging to several neurotic categories.

4. There is evidence to suggest that early recollections are not influenced by situations of success or failure, hostility or friendliness, and thus are more stable than TAT (Thematic Apperception Test) stories which do appear to be influenced by such situations.

5. Life Style summaries based on early recollections are reliably communicable to a wide range of professional workers. On the other hand, however, information obtained from early recollections only does not appear to be adequate for valid diagnosis of psychopathology for most clinicians nor for the prediction of optimism-pessimism.

Research on Life Style Assessment

Several researchers have analyzed the Life Style Assessment. West and Bubenzer (1978), through a factor analytic consideration of Life Style data, concluded that results of their study add construct

validity to Adlerian Life Style theory. Thorne (1975) devised a 200-item objective questionnaire to measure Adlerian life styles. A factor analysis (Thorne and Pishkin 1975) of the results of this questionnaire for various groups identified five factors which were most consistent with Adlerian psychology and Life Style theory. Magner-Harris et al. (1979) studied the reliability of Life Style interpretations and found that interjudge reliability was moderately high. This finding has an implication for Adlerian theory as well: "Because the agreement among Adlerian judges was statistically significant, this supports the Adlerian contention that certain traits tend to cohere because of the basic unity and self-consistency of personality" (Magner-Harris et al. 1979, p. 200). In her 1977 dissertation, Cline concluded that the Life Style analysis technique can be a reliable and valid procedure for assessing a subject's occupation. What research evidence does exist, then, appears to lend support to the validity and reliability of the Life Style Assessment as a legitimate diagnostic and projective technique.

Little research has been done using the formalized Life Style Assessment as a unitary construct. Research using birth order or early recollections has been extensive, and findings of such research would bear on expected results of the related Life Style Assessment. In addition, many authors use a case study or example approach to explicating the portion of Individual Psychology that is the focus of their research. When the Adlerian viewpoint and methodology are presented in the literature for teachers or parents, examples, vignettes and informal case studies abound as a means of demonstrating the

diagnosis of the holistic, teleological principles of life style (Dreikurs, Grunwald, and Pepper 1971; Dreikurs 1968). As a basic principle of Individual Psychology, the life style is of course operant in Adlerian-oriented research. One development which may institute a more formal utilization of Life Style information in research is the recent appearance of written, objective means of assessing life style (Kern 1976; see Thorne 1975). One area where assessment of life style has been used in the literature is in profiling well-known figures from politics, literature, and other public roles. Persons ranging from assassins to Shakespearean characters have been discussed relative to Life Style typology.

Life Style and Reading

Life Style Assessment and reading ability have been studied together in very few empirical research studies. Research variables tend to be more specific than the former (e.g., family constellation and early recollections) and more general than the latter (e.g., academic improvement, intelligence, etc.). For example, Oberlander and Jenkin (1967) studied birth order and academic achievement. Much closer to the Adlerian mark, Lieben (1967) presented a case study concerning reading disability and life style in which she advocated a grasp of the child's life style as a starting point in remediation.

Dreikurs (1954) presents an Adlerian perspective on remedial reading. A non-reader is described as, first, having a disability, which does not necessarily indicate incapacity: "Many children with 'disabilities' are discouraged, overambitious children, who gave up

because excellence appeared impossible" (Dreikurs 1954, p. 343). Second, poor working habits are characteristic of non-achievers, who "refuse to be useful in a society where everything is done for them" (Dreikurs 1954, p. 344). Boys may not view reading as a masculine activity and therefore shun such "sissy stuff." Third, not learning to read is a strong rebuff to the authoritarian demands of adults. The tradition of autocratic familial relationships and teaching methods is being supplanted, either by the freedom and order of a democratic situation or the competition and anarchy of a permissive one (or the confusion of inconsistency). Children with reading difficulties are not responding to outside pressures; internal motivation must be stimulated, not demanded.

Dreikurs relates reading difficulties to the four short-term goals of misbehavior: attention-getting, a display of power, revenge, and assumed disability. As these goals reflect a hierarchy of levels of discouragement, it is suggested that remediation begin by stimulating fundamental motivations in the child, changing deeper dynamics of which reading disability is merely symptomatic. Remedial reading instruction, then, must deal with the child's faulty values regarding reading. It must be based on a teacher-child relationship of mutual respect, and it must assume a far greater ability on the part of the child than has heretofore been the case. The teacher must stimulate proper (internal) motivation, especially with functional, interesting reading material. Finally, the teacher can directly affect the child's emotional blocks by understanding the psychodynamics operation in children and off-setting the early influences leading to discouragement. These aspects describe

a remedial reading program which is child-centered and goes far beyond dependency on any particular instructional technique.

Beecher (1943) disregards the methodology of remedial reading instruction, insisting that the restoration of "emotional tone" to the discouraged, disinterested non-reader is the primary task of the teacher. He advocates a non-authoritarian approach using high-interest material in order to help students discover the "knack" of the reading puzzle.

Beecher and Beecher (1949) suggest a shift of focus from the point of view that a child "cannot" learn to read, to the notion that such a child "will not" engage in such learning. Assuming a basic capacity for learning, the authors suggest that remedial instruction center on the child's unwillingness to learn to read.

Neither Beecher article is based on an experimental design. However, the later article presents the findings of a review of 50 remedial cases handled by the authors: 86 percent were boys, 86 percent were predominantly left-sided, 75 percent were Active ("hostile") Types, 40 percent were Only Children or Children with Predominantly Only Children Features, and the early recollections of all 50 cases were either "danger" memories or "getting" memories, showing avoidance and dependency as prominent features of the private logic of these remedial readers.

Several case studies are described by Greenblat (1952) to make the point that a remedial program must be based on the interest of the teacher for the child and the interest of the child for some topics through which instruction can take place. One study which approximates

the present study is Wagenheim's (1960) investigation of first memories of "accidents" and reading difficulties. She found that boys whose reading achievement was in the lowest quartile averaged three times as many reported memories of accidents as in each of the other quartiles. Also, most of the accidents of the subjects in the lowest quartile in reading achievement were accidents to the self without an aggressor, such as falling, tripping, or cutting oneself. Among the subjects in the highest quartile for reading achievement, most of the memories were pleasant ones. While of limited generalizability, these findings suggest that a difference in Life Style statements and themes may be possible for these two groups.

Summary

The affective domain has been generally acknowledged to exert some degree of influence on achievement in reading. Some researchers and reviewers have speculated that a cause and effect relationship may exist between some personological variables and reading achievement, but any conclusions are often contradictory. A correlation between attitude and achievement is reported in the literature, more strongly for positive attitude and high achievement; however, some studies did not find such a correlation.

Several conclusions may be drawn from an examination of the literature dealing with Individual Psychology in general and life style and Life Style Assessment in particular. First, the components of the Life Style Assessment, family constellation, and early recollections appear to have validity as constructs through which to examine

differences among groups of subjects. Life Style Assessment, as a combination of these components, would seem to enjoy the same if not more validity and utility. Second, the Life Style Assessment itself has been shown in several studies to have validity and reliability adequate for typical research purposes. Third, the Life Style Assessment (or its components) . has been used to investigate differences among groups and has been shown to discriminate between subjects grouped on general measures such as intelligence or academic achievement. Fourth, references in the literature which explicate Adlerian notions of reading disability have come from the field of psychology. These studies are not experimental in design, and the research base is primarily experiential. There is a consensus that a manifested reading disability is one symptom of some underlying motivation rooted in the private (faulty) logic of the individual. Encouragement and materials suited to the interests of the student are key features of several suggested programs of remediation. Finally, components of the Life Style Assessment appear to discriminate between groups of good and poor readers in one empirical study.

CHAPTER 3

PROCEDURES

In this study, descriptive procedures were utilized to investigate the motivations of thirty good and poor ninth grade readers toward life tasks in general and their attitudes and motivations toward improving reading ability in particular. This chapter presents the procedures which were followed in conducting the study. The first section contains a description of the target populations and the selection process utilized in obtaining subjects for the study. The second section describes the instrumentation used to measure the dependent variable, the Guide for Gathering Life Style Information. The third section outlines the procedures which were followed in gathering the data.

Subjects

Subjects in this study were thirty ninth grade students (1981-82 school year) attending a public high school in Tucson, Arizona. The school district in which this high school is located has two high schools, each with a feeder junior high school, which in turn are served by four or five elementary schools each. In the past, the school at which the data were gathered mostly drew students who were from high or low economic status areas: an exclusive foothills suburb or outlying ranching and mining communities. In the five to ten year period prior to the date of the study, however, an increase in tract housing caused

an influx of middle-socioeconomic status population into the high school's area, which was reflected in the changed characteristics of the student population, i.e., the middle-class gap was filled.

Even when the student body came to reflect all levels of socioeconomic status, however, the school population was not reflective of the population of Tucson in regard to racial balance. The proportion of Anglo students exceeded that found in the general population of southern Arizona; blacks, Mexican-Americans, native Americans, Orientals, and other minorities were not represented at this high school to the extent that they existed in the general population. This condition is a reflection of the fact that the high school's attendance boundaries fell within a region in which minorities were underrepresented.

One instructional implication of these demographic conditions concerns formal reading instruction. Eight years prior to the study, a program of reading instruction was instituted at the high school. Within five years, the Support Program (Special Education/Learning Disabilities) and the Special Materials (remedial English, history, and science) curricula were established, providing a continuum up which students could apparently travel on their way to being mainstreamed into the regular classrooms and curricula. The reading program was terminated after five years, and direct reading instruction was relegated to the Support Program and Special Materials courses. At the time the data were collected for this study, then, these two programs were the means through which low achievers were dealt with at this high school. These programs, as well as the teachers in them who worked with

poor readers, became a source for qualified subjects who would represent poor readers in this study.

Ninth graders were chosen for this study for several reasons. First, the population of high school level poor readers is most intact at this level; i.e., students who may be poor readers and who will not finish the regular high school program are usually enrolled in school at the ninth grade level, dropping out some time later. Second, any intervention program of reading instruction at the high school level should strive to identify, diagnose, and begin remediation of students as soon as possible. Implications for high school level reading programs drawn from this study should be most applicable at the ninth grade level. Finally, in the planning stages of this study it was reasoned that possibly more parents of ninth graders would decide to permit their students to participate in this study than parents of students in higher grades, particularly parents of students in poor reading groups. Part of the reasoning involved the timeliness of and optimism for results of intervention.

At the high school where the data for this study were collected, the number of students enrolled totalled approximately 1,650. Although some demographic characteristics of the student body changed over the five to ten years prior to the conduct of the study, the number of students held close to a constant increase of abut 50 per year. Although Tucson and other areas in the southwestern United States experienced rapid population growth in the years just prior to this study, the total enrollment at this school did not rise as dramatically. The reasons for this are varied: many newcomers to the area were older

persons without school aged children; much urban expansion was directed toward other suburban areas; and there was a nationwide decline in enrollment in primary and secondary schools at that time.

The ninth grade class during the 1981-82 school year consisted of approximately 420 students. Most of these arrived intact as a group from the feeder junior high school. Permanent records for each student were kept in the district and were passed to each new school along with the student. Depending on the length of their residency within the district, students in this ninth grade class were likely to accumulate at least the following assessments: the Stanford Reading Test (given state-wide to third graders); the Iowa Test of Basic Skills, which was administered in the district to this class group during their fourth and seventh grades; the Cumulative Uniform Evaluation System (C.U.E.S.) test, which is an intra-district criterion referenced test covering reading, writing, and mathematics, given to this class in grades 6, 7, 8, and 9; and the California Achievement Test (CAT), which was administered to these students in grades 7, 8, and 9. Besides semester grades, health information and the results of the above tests, students' folders may also have contained deficiency reports ("failing notices") which were issued during the middle week of each quarter term. These notices were formally issued and filed beginning at the seventh grade level.

In order to obtain a generalizable and yet reasonably sized sample of the good and poor readers within this ninth grade class, it was determined that a sample size of 15 good readers and 15 poor readers was needed. In selecting students to be eligible for inclusion in the

study, it was planned to use the CAT test results as an initial screening device and a further check of the other information in the students' permanent records for confirmation of eligibility. This procedure worked quite well for good readers and is described in detail below. An explanation of the selection process for choosing poor readers follows that used for good readers.

Good Readers

In April 1981, testing of every public school child in the state of Arizona took place by mandate of the state legislature. The testing instrument selected for use was the California Achievement Test (CAT). Subjects in this study took the CAT as eighth graders. While the CAT yields a variety of scores in the areas of language arts and mathematics, the total reading score was the outcome measure of interest in this study. The total reading score is a composite of the student's performance on the vocabulary and comprehension subtests of the CAT. Students having a total reading score within stanines 7, 8, or 9 on the CAT were considered for the good reader group of subjects.

In initially analyzing the CAT scores for the eighth grade group which took the test, a marked skewedness was noted: 19 students (5%) had total reading scores which fell into stanines 1, 2, or 3, while 177 students (44%) scored at stanines 7, 8, or 9. This indicates a distribution different from one that would be expected from a normally distributed sample. Under the normal curve, one would expect to find 23% of the population distributed on each side of the average range, which is stanines 4, 5, or 6. It appeared possible that some poor

readers may have scored in the average range, and some average readers may have scored in the above average range. Or, given the particular characteristics of the school district and the school in which the study was conducted, it may be that the population from which the samples were drawn was not distributed in the manner of a normal distribution. If so, this phenomenon would not detract from the viability of this descriptive study, since this screening attempted only to locate good and poor readers, not to match them to any particular segment of the population which could be described by CAT scores and a normal curve.

One hundred seventy-seven students attained total reading scores on the CAT which fell into stanines 7, 8, or 9. Each student was assigned an identification number, which was used to randomly select 15 students to be included in the study. The cumulative record of each of these 15 students was checked for grades, other achievement test scores, aptitude test scores, and any other information available in such records. This further check of available information was done in order to insure that the academic performance of these students was consistent with the measure of reading ability indicated by the CAT. The records check for the good readers selected indicated academic performance which was in concert with above average reading ability.

While none of the 15 students randomly selected for inclusion in the group of good readers was disqualified on the basis of academic performance as indicated in school records, it should be noted that the 15 students selected did not represent an exclusive academic or social elite. The permanent record folders of five of these students contained deficiency reports issued during the ninth grade year, mostly for

mathematics courses. Eight of the students in this sample had received at least one deficiency report during their junior high school years.

Of the 15 good readers randomly selected to be included in the study, seven were enrolled in Advanced Freshman English during the ninth grade year. This course is open to any ninth grader; although a qualifying examination is given, its results cannot be used to keep anyone from getting into the course if there is room available. The course tends to draw students who are self-motivated toward learning. Rather than making exclusive use of advanced English classes for the selection of good readers, random selection from a population of all good readers in the ninth grade was made in order to enhance the generalizability of the findings concerning this group.

Another indication of the composition of the sample group of good readers was the proportion of sampled students who were considered for or enrolled in a program of advanced, extracurricular study for gifted students, called the REACH program (Realizing Excellence through Academic and Creative Help). Students had to apply for this program and pass rigorous qualifying examinations, and it served approximately 2-3% of the general population. Of the 15 good readers sampled in this study, six had been tested for inclusion in the REACH program.

The sample of good readers randomly selected for inclusion in the study did not exactly mirror the group of 172 (five students did not enroll in the high school) from which they were chosen. An examination of the CAT scores for the sample of good readers reveals that this group also did not constitute an academic elite. Of the 15 students in the sample, ten scored at stanine 7, three at stanine 8, and two at stanine

9 on the total reading score on the CAT. Again, because of the skewedness of the results of the CAT and the standard error of measurement for the test, it may be that several of the sampled good readers would not consistently score in the "above average" range on a standardized reading achievement test. However, they were included as eligible for the good reader group in this study in order to avoid the more serious bias of including only students who were superlative in their motivation and achievement levels within the "good reader" category.

A final descriptor for the sample of good readers as compared to the population from which is was drawn is gender. The 172 eligible good readers included 87 males and 85 females. The random sample of 15 students was 11 females and 4 males. This was a contrast to the gender distribution in the sample of poor readers (11 males and 4 females).

Poor Readers

In selecting students for this study, two characteristics were considered to be of utmost importance: reading ability and the capacity for learning to read better. Given good readers who have demonstrated achievement of a high level of reading ability, the assumption of a capacity for such achievement is moot. In the case of poor readers, however, several factors intervene. The determination of an exact level of reading ability is difficult, especially with a standardized test which is normed for students of average achievement at grade level. As a student's actual ability drops further away from the normative sample, resulting scores tend to be less valid--the "ceiling" and "floor" effect

of standardized tests for those who are not in the average range. This problem can be surmounted by adding other sources of information to the diagnosis and looking for consistency of poor reading performance.

Second, an even more difficult determination involves the capacity of those students in the group of poor readers for learning to read at a greater level of ability than they have apparently achieved. In recent years, cumulative student records have not typically contained aptitude or capacity test scores. Even if such scores were available, they would probably be derived from group-administered pencil-and-paper tests which involve responding to written instructions and stimuli. In such testing situations, the poor reader has a difficult time displaying capacity for achievement beyond the current level. Individualized tests of capacity, such as non-verbal measures, would be extremely useful but are not typically requested nor performed.

The problem, then, was to judge poor readers such that they could be described as being of low reading ability, but with the capacity to improve in reading achievement. The CAT and other achievement test scores were of some help in indicating probable current levels of reading achievement, but capacity for improvement in reading ability seems too elusive to measure and record in cumulative records.

The solution decided upon, in the case of poor readers, was to rely on the judgment of the teachers of classes and programs which contained poor readers. The rationale was that, unlike good readers who may or may not elect to take advanced level classes, poor readers typically make a forced choice to be enrolled in classes taught by specialists and specifically designed to work on improving students'

reading ability. While the possibility exists that some poor readers who would fit the selection criteria were not identified as such and were enrolled in general academic classes, by the ninth grade the majority of this population had come under scrutiny and been placed accordingly. Once in the class or program, a poor reader's specific reading achievement and general capacity for improvement are usually assessed. In addition, as the subjects were selected near the end of the school year, the teachers had had an adequate amount of time to develop and refine their assessment of their students' achievement and apparent capacity.

At the school in which this study was conducted, there were two programs in which poor readers were enrolled. A Support Program was designed to serve students who were classified as learning disabled. This program included resources and instruction in areas of mathematics, English, social studies, and science, as well as reading. The objective of this program was to prepare students for mainstreaming into regular classes. Diagnosis for entry into the program was extensive, and placement was predicated on the judgment that students in the program possessed the capacity to improve on the entry level of skills and abilities. There was a specific reading teacher within this program. The enrollment in her reading classes was approximately 15 ninth grade students.

The other program serving poor readers was called Special Materials (SM). This was designed for content-area instruction utilizing materials of a different nature than those used in regular English classes. The criterion for entry in SM classes was results of

testing for reading ability to show achievement at least two years below grade level. Special Materials classes were devised for all levels of the English and history curricula. The person who did all SM diagnoses was also the teacher for the ninth grade SM English classes. The enrollment in her SM English classes totalled approximately 60 ninth grade students.

The Support Program reading teacher and the Special Materials ninth grade English teacher were approached by the researcher and requested to provide a list of all ninth grade students who met the criteria of being poor readers, yet appearing to have the capacity to learn to read better. The main requirement for qualification as a potential subject in this study was that the student under consideration had no identifiable, specific disability which might adversely affect the capacity to learn to read better, with language development being the area of greatest concern. Other specific criteria used by the teachers to determine the discrepancy between each student's ability and capacity included verbal ability, vocabulary used in writing, written expression, and ability to follow oral and written directions.

Given that these teachers had tested their students at the beginning of the year, that records of previous testing may have existed which were not in the students' cumulative folders but to which these teachers had access, that these teachers had worked with their students for nine months, and that post-testing was being conducted at the time the teachers were asked to identify poor readers with the capacity to learn to read better, it seemed likely that these teachers were the best sources of information regarding the characteristics and qualifications

of students to be made available for inclusion in the group of poor readers in this study.

The number of poor readers from which subjects for this study could be randomly selected was small. The Support Program teacher identified 12 possible candidates for the study, of whom 7 were ultimately available and agreed to be in the study. The Special Materials teacher identified 15 students. From this group, 8 were randomly selected to complete the group of poor readers.

As a double check, and because the information was available, the contents of the cumulative records of all poor readers identified by the teachers were checked to ascertain that these students appeared to be qualified for inclusion in the study. While several students had attained scores on standardized tests which were in the average range (i.e., stanine 4), scores, grades, and other information in the files were consistent with poor reading ability.

Instrumentation

This study examines the general approach to life tasks taken by sampled groups of good and poor readers at the ninth grade level; it also examines the specific attitudes and motivations of those good and poor readers toward reading and participating or not participating in the process of learning to read better. This examination is accomplished through the specific application of an exploratory, projective diagnostic procedure generally used in a clinical setting.

The gathering of Life Style data is central to the Adlerian counseling process. Adlerian counselors typically gather Life Style

data as an initial step in the counseling process. By arriving at a description of the client's beliefs about the way she or he sees the world and interacts with it, the counselor can provide a framework through which the life style is brought to the client's level of awareness. The client can then decide if any portions of that life view should be changed, and the counselor can assist the client in committing to and making those changes.

As an informal interview process, the gathering of Life Style information is not completely standardized. While the guiding principles remain the same, the application may differ somewhat from counselor to counselor. The order of gathering data, the amount of involvement of the client in confirming or disconfirming hypotheses about the life style, the probes of early recollections, and other aspects of the Life Style gathering process can vary.

The Guide for Gathering Life Style Information (Hillman 1979) was chosen for use over other Life Style interview guides because it allows for the recognition and categorization of positive Life Style themes and (positive) basic insights in the Life Style statement. Dreikurs's original interview format, developed in and utilized since the 1950s, was used in a clinical setting as part of the counseling process. Mosak later added and defined the negative Life Style themes prevalent among users of clinical counseling services. Hillman's contribution of operationally defined positive Life Style themes enables the use of this instrument for diagnostic and research purposes with persons sampled from a more general population. The Guide for Gathering Life Style Information is presented in Appendix B.

The Guide for Gathering Life Style Information requests information from the subject concerning the family constellation, i.e., the subject's description of the siblings in the family, including the subject. Also, circumstances which may affect the sibling interrelationships (age space, sex distribution, etc.) are explored here. The outcome of this portion of the Life Style interview is a summary statement of the significance of the family constellation for this subject, made by the interviewer.

The second segment of the Guide for Gathering Life Style Information concerns the family atmosphere. Explored in this section are the subject's description of the parents and the subject's description of his or her relationship with the parents. Family climate is revealed by the subject's description of family interactions in accomplishing tasks, making decisions, solving problems, setting goals, maintaining discipline, and having fun. The family climate may be categorized as autocratic (competitive, rigid, authoritarian), permissive (indulgent, disorganized, leaderless), or democratic (cooperative, flexible within structure, supportive). The final portion of the section is the interviewer's summary statement of the significance of the family atmosphere.

The third segment of this instrument explores the subject's view of self and view of the world. The self view requests the subject's perceptions of how life tasks are met now and how these tasks should be met by the subject in each of six areas: work (school, routine chores, career plans, job); friendship (making and keeping friends); love (affection for animals, love for family, intimacy); self (physical,

emotional, and intellectual development); values (development and clarification of basic beliefs); and leisure (creative use of leisure time). The subject's world view is derived through exploring what that person likes about the world (home, school, community, etc.) and how that person would like to change the world. This section ends with the interviewer's summary statement concerning the significance of the subject's progress toward meeting life tasks, i.e., the subject's present view of self and the world.

The fourth section deals with early recollections. These are very specific situations in early childhood which happened only once. In examining early recollection information, the interviewer looks for specific details, feelings at the time, parts which stand out, and interactions with others. The collection of early recollections is analyzed for recurring patterns, especially regarding interaction with others and concomitant feelings. These recollections are not merely collected passively by the interviewer; it is an interactive process to arrive at early recollections which are clarified and interpreted regarding the aspects mentioned above.

The last section of the Guide for Gathering Life Style Information is the summary. From summaries of each section and the recurring patterns evident throughout the life style, two outcomes are derived. First, the life style of the subject is presented in a statement, "I am ..., the world is ..., therefore life is ...." This Life Style statement may be positive in nature (basic insight) or negative in nature (basic mistake), or it may have elements of both insight and mistaken notions. The other outcome of the Life Style

Assessment is a categorization of the Life Style statement within a scheme of Life Style themes. These themes may be positive or negative, and more than one theme may be operant in the Life Style statement. A list of the labels for the positive and negative Life Style themes follows. The operational definitions of each of these terms is presented in Appendix A.

Positive Life Style themes have been assigned the following labels: grower, giver, helper, self-governor, cooperator, achiever, lover-friend, nurturer, empathizer, creator, energizer, and integrator.

Negative Life Style themes have been assigned the following labels: getter, driver, controller, corrector, superior, pleaser, goody-goody, rebel, victim, martyr, baby, failure, intellectualizer, and excitement-seeker.

The Guide for Gathering Life Style Information was modified in several ways for this study. In the early recollections section, it was requested that each interviewer attempt to elicit from each subject an early recollection having reading-related content. Content is not usually important in an early recollection. Rather, the interpretation of the life style which appears to be operating within the subject in that situation is based on the persons and interactions present in the recollections, and the feelings of the subject in that specific situation. The reading-related early recollection was requested only after four or five other recollections had been recorded. This was part of an additional search for and clarification of links between life style and reading ability. The interviewers were each given a list of stimuli for prompting reading-related early recollections (see

Appendix C). These stimuli listed both non-school reading-related situations, such as a favorite book, being read to by parents, or going to the library, and school-related situations, such as oral reading, reading groups, and reading tests. Reading-related early recollections are not reported as part of this study, but they were part of the data-gathering procedure.

A second modification made to the Guide for Gathering Life Style Information concerned the Life Style statement. Since one purpose of the study was to analyze the place held by reading in the life styles of the subjects, the Life Style statement was made specific to reading and learning to read. The original format of the Life Style statement, "I am ..., the world is ..., therefore life is ..." was changed to the reading-specific format, "I am ..., reading is ..., therefore learning to read better is ...."

A final change in the Guide for Gathering Life Style Information was the addition of a judgment by the interviewers, categorizing each subject's attitude toward reading and learning to read as positive or negative. While the Reading Life Style statement would usually provide this type of information in an expanded form, it was requested as a double check on those statements, as well as a means of seeing if the subjects' attitudes toward reading were consistent with their view of reading and learning to read, and the place reading holds in their life styles.

The outcome measures to be derived, then, included a listing of Life Style themes which were apparent for each subject, a Reading/Life Style statement, and a judgment of each subject's attitude toward

reading. It was requested that the Life Style themes for each subject be assigned weighted values by the interviewers, such that the weights of the themes for each subject would total 100. In this way the prominence of each theme in each life style could be expressed numerically and described in group data with greater facility and accuracy. For example, a subject may have been assigned the following Life Style themes and weights: rebel, 50; victim, 30; excitement-seeker, 20. This subject was perceived by the interviewer to approach previous or current life tasks most strongly or most typically in a way that would match the outlooks and actions categorized under the label "rebel" in the Life Style themes. This person is perceived to have approached and to currently approach life tasks to a lesser extent with the outlook and actions described under the labels "victim" and "excitement-seeker."

Procedures for Gathering Data

The data were gathered during a three-week period in May 1982. Each subject was contacted by the researcher a week or two before the interviews took place. In an effort to minimize any bias in motivation for or against participating in the study, the researcher followed a prepared script in approaching each potential subject explaining the procedures to be followed, assuring anonymity, and requesting their participation in the gathering of the data. None of the students contacted refused to participate in the study.

Each student was given a letter explaining the purpose and procedures of the research and requesting parental permission for

participation in the study. The letter included a form to be signed by the parent or guardian; it was then returned to the researcher prior to the scheduling of the interview.

Two paid interviewers were selected to gather the Life Style data. They were both doctoral candidates in the Department of Counseling and Guidance at The University of Arizona. Both had been trained in the use of the Guide for Gathering Life Style Information and had experience in administering the instrument. Prior to the gathering of the data, the researcher and the interviewers met. The data-gathering procedures were coordinated, and the outcome variables requested by the researcher (i.e., a listing of weighted Life Style themes, a Reading/Life Style statement, and an assessment of attitude toward reading) were described.

In order to enhance uniformity in the data gathering process, each interviewer was given a copy of the descriptions of the positive and negative themes which might be present in subjects' life styles. These descriptions are presented in Appendix A.

The interviews took place in two conference rooms located in the main administration building of the high school. This building also housed the school's Counseling staff, and students were called to the Counseling office via counselor appointment slips, an established procedure, the use of which resulted in no disruption of school functioning and no singling out of students as subjects in this research. Students were interviewed in random order and assigned to either interviewer at random. The resulting distribution of subjects gave one interviewer 8 good readers and 7 poor readers, while the other

interviewer was assigned 7 good readers and 8 poor readers. The group membership of each subject was not revealed to the interviewers, and it was requested that the interviewers at no time attempt to ascertain this information for themselves. Each interview lasted approximately two hours, although several interviews went beyond this time period.

In gathering the data, the interviewers followed the format of the Guide for Gathering Life Style Information. The last half of each interview, starting with the early recollections and including the summary section, was tape recorded. The first part of the interview (family constellation, family atmosphere, etc.) could be accurately recorded in writing, but the many details of the early recollections might not all be written down. By that time in the interview, rapport was established so that the presence of the recording device would not be as threatening as it would be if it were used right from the beginning of the interview. The summary was also recorded in order to have a verbatim record of the interactions of the interviewer and the subject as Life Style statements were derived and interpreted. Subject feedback is an important part of this process as the interviewer derives Life Style statements and themes. Although not part of the analyses for the purposes of this study, an analysis of the content of the early recollections is enabled by the recording of these data.

Feedback from the interviewers indicated that the procedures and the environment provided for the interviews were more than adequate for the task. The interviewers were enthusiastic about being part of the data gathering process, and this enthusiasm was maintained throughout.

Tabulation of the Data

When the interviews were completed, the investigator collected the Guide for Gathering Life Style Information and the tape recordings from the interviewers. The outcome data, which had been recorded in writing on the Guide for Gathering Life Style Information forms, were compiled on summary sheets in a format similar to the presentation of these data in Appendix D. The Life Style themes were listed as positive or negative in accordance with Hillman's (1981) categorization of positive and negative themes (see Appendix A). The Reading/Life Style statements were transposed verbatim from the interview protocols to the summary sheets. The interviewers' assessments of subjects' attitudes toward reading were expected to be dichotomous, positive or negative; however, three subjects were perceived to have mixed attitudes toward reading. Therefore, this third category of ambivalence was noted on the summary sheets for these subjects.

The information listed on the data summary sheets was used for the tabulations and analyses presented in this study. The positive and negative Life Style themes were listed in descending order of total assigned weight for each theme for each group of readers. The occurrence of positive and negative themes was analyzed for statistical significance of difference within each sampled group and between the sampled groups. To do this, the weights of all positive and negative themes within each group were summed; the totals were then divided by 100 to reduce the numerical amount of the subjects' input to each group's composite weight of Life Style themes to one unit per person. Due to the non-parametric nature of the data in this study, the chi

square (X^2) method of analysis for statistical significance of difference within and between groups was utilized. The criterion for rejecting the null hypothesis of difference between and within groups was established as the .05 level. The Yates correction (Downie and Heath 1965) was applied in each application of the chi square formula to correct for small expected frequencies and the single degree of freedom in each 2 X 2 contingency table.

The interviewers' assessments of subjects' attitudes toward reading were tabulated as positive, negative, or mixed for the group of good readers and the group of poor readers. These totals were used in an analysis of the significance of the difference in number of occurrences of positive or negative attitudes within and among the groups of good and poor readers. Again, the data are non-parametric and the chi-square analysis was called for and utilized.

The data were further tabulated to enable an examination of the interaction between the attitude toward reading and the Life Style themes of each good and poor reader. To accomplish this, the weights of each subject's Life Style themes as perceived and assigned by the interviewers were totaled and listed in one of five categories: all positive, mostly positive, 50-50, mostly negative, and all negative. The number of subjects thus classified in each of these categories was displayed according to group membership and perceived attitude toward reading.

Interpretation of the Data

Since the data in this study were gathered using techniques of Individual Psychology, the interpretation of the data was performed within a framework of Individual Psychology. The constructs and terms were not manipulated in order to force an exclusively quantitative analysis. Instead, the qualitative interpretation of the data was organized around typical diagnostic processes and techniques which might be used in a clinical situation. That there were a number of subjects included in this study enabled some degree of generalization about the findings to be applied outside the sampled groups. The investigator had completed several courses of study of counseling and guidance techniques, specifically those of Adlerian or Individual Psychology, within his minor program; he had also utilized those techniques and processes in nine years of teaching reading and English at the high school level. The procedures and analyses in this study were also scrutinized by the investigator's doctoral committee members, two of whom were professors in the Counseling and Guidance Department.

The attempt being made in this study is to describe the phenomenon of reading achievement or non-achievement in terms of the student's motivation to participate in the process of learning to read better. The comparison of good and poor readers in regard to prominence of Life Style themes interprets the overall general thematic categories of motivation that the subjects in the study display in their approaches to the completion of life tasks. The study of the interaction of attitude toward reading and Life Style themes is best used to explore the origin of the phenomenon of the perceived attitude toward reading

not being consistent with the expected attitude toward reading as predicted by reading achievement, i.e., when good readers are not positive or poor readers are not negative toward reading, or when the person has a mixed attitude toward reading.

The Reading/Life Style statements were gathered in this study in order to examine the specific intrinsic motivations of subjects toward the reading task and toward participation in the task of learning to read better. The analysis consisted of an interpretation of the Reading/Life Style statements in order to describe the framework through which each subject views the reading task, and within which each subject processes external influences and formulates an internalized, personal plan of approach for participating in the process of learning to read better. In Individual Psychology, this interpretive and action-directive framework is called the private logic. The Reading/Life Style statement, as an external representation of a portion of the private logic, i.e., as the private logic regarding reading, was found to demonstrate the application of one or more general Life Style themes to the task of participating in the process of learning to read better. In addition, the Reading/Life Style statement explains the attitude of the subject toward reading, especially when that attitude is not consistent with the expected attitude toward reading as predicted by reading achievement, or when the person has a mixed attitude toward reading.

Validity and Reliability of Reading/Life Style Statements

For data to be useful in research and practice, users must be reasonably confident that the information does represent what it

purports to represent. In this study, the information contained in the Reading/Life Style statements purports to represent the internal structure of the self-generated private logic with which each subject approaches reading and the task of learning to read better. There are several arguments for the validity of this representation.

First, as reported in Chapter 2, the validity and reliability of the Life Style Assessment as a diagnostic technique have been researched and established in the literature. This research-based estimate of validity and reliability is strongly reinforced by the gathering and use of Life Style information by numerous Adlerian-oriented psychologists, counselors, and clinicians throughout the world. If Life Style data were not assumed to accurately represent the private logic used by an individual, they would not be efficacious in the therapeutic process and the gathering and use of such data would have been abandoned long ago. As an adaptation of the Life Style statement, the Reading/Life Style statement assumes a similar mantle of validity and reliability. The adaptation has not changed the Life Style statement except to narrow its focus to the specific areas of reading and learning to read better. The psychological processes involved in formulating the Reading/Life Style statement should not be any different than those utilized in formulating the original general type of Life Style statement.

A second source for the estimation of validity and reliability of the data gathered in this study lies in an examination of the information itself. For the Reading/Life Style statement to accurately represent a person's internalized logic concerning reading and learning to read better, the three parts of the statement should present a

perceptibly logical relationship and flow. As the Reading/Life Style statement is derived through the cooperative effort of the subject and the interviewer, with both verbal and non-verbal feedback from the subject utilized by the interviewer to verify or revise unclear statements, the more logical and "fitting" the parts of the Reading/Life Style statement are, in relation to each other, the more likely it is that the statement is derived from the actual internal logic of the subject. The logic of the Reading/Life Style statement should also be consistent with the information concerning each subject's Life Style themes and attitude toward reading. To consciously subvert the data gathering process in the Life Style interview would require a level of sophistication presumably beyond most ninth graders who are naive in regard to the instrument and techniques being utilized. If a representation of the subject's internal logic has not been obtained, it would be more likely that the Reading/Life Style statement would represent no logical cohesion of the parts.

The Reading/Life Style statements were not all explicit enough to be judged for validity and reliability. There was a difference in the quality of the statements which was attributable to the use of two interviewers. One obtained explicit data, and one did not. In this portion of the analysis, the less explicit Reading/Life Style statements cannot be used to judge the validity and reliability of the information-gathering process. It is not purported that these less explicit statements do represent the private logic of the individuals from whom they were obtained. All of these less explicit Reading/Life Style statements do give some information about each subject, and some of the

statements make implicit a somewhat greater amount of information about the subject, but none of them has achieved a level of insight which enables an analysis of the logical fit nor, from the practitioner's point of view, a starting point for instruction or remediation. All of the Reading/Life Style statements are presented in Appendix D.

Interrater Reliability

When more than one person gathers research data, it is typical to assess interrater reliability in order to estimate the probability that similar data would have been collected by the other (or any other) person. When raters are judging sets of written responses, for example, a simple procedure to estimate interrater reliability would be to have all raters process several identical sets of responses, then compare their results. In this study, however, the nature of the information-gathering process was such that identical sets of responses could not be made available to the two interviewers, short of having several subjects repeat the Life Style Assessment interview with the other interviewer.

There are two aspects of the Life Style Assessment which make this data-gathering process a unique experience for the subject and the interviewer, and which preclude its exact replication via written notes or even audio recording. One is the interactive nature of the interviewing process, in which the cooperative beneficial exploration of the client's life style is enhanced by the immediate feedback and sharing of information which can confirm or disconfirm probes by the interviewer, as well as providing clues for further fruitful areas of investigation. A second aspect of the interview situation which is not

transmittable to other situations is the opportunity for obtaining non-verbal information which is available to the interviewer. For example, the "recognition reflex" is an unconsciously performed slight widening of the eyes and momentary contraction of some facial muscles which reveals to the trained interviewer that a particular probe has hit the mark, whether or not verbal feedback is given for confirmation.

Due to the number of subjects who were interviewed, the time factors involved in the approach of the end of the school year at the high school where the data were collected, and consideration for the subjects who had been asked to participate in one lengthy interview session, the reinterviewing of subjects was considered to be impractical. The impact of this artifact of the data gathering process can be considered minimal because the reliability of the Life Style Assessment technique has been estimated in the literature to be moderately high, and because a case for the face validity and reliability of the Reading/Life Style statements has been made in this study.

CHAPTER 4

FINDINGS AND DISCUSSION

In this chapter the information gathered from the subjects during the Life Style Assessment interview is presented and discussed. In the beginning of the chapter, a general description of the entire set of findings is given, followed in the balance of the chapter by discussions and interpretations of related portions of the data. It should be noted that the framework of Individual Psychology is the basis for the interpretations made in the discussion of the findings. For example, many of the descriptions and interpretations may tend to be presented relative to the subjects' apparent or possible goal orientations. Within or without the framework of Individual Psychology, other interpretations or emphases may be possible.

The discussions and interpretations of the findings are presented in a sequence which parallels the topics presented in the list of research questions. First, the distribution of Life Style themes by total assigned weight for the groups of good and poor readers is presented, with discussion initially focusing on the themes found within each separate group, and then on a comparison between the groups. Second, the subjects' attitudes toward reading are analyzed in light of their weighted positive and negative Life Style themes. Last, the Reading/Life Style statements are reported and discussed in two ways: the sets of responses of all the good readers and all the poor readers to each open-ended stimulus in the Reading/Life Style statement are

examined; this is followed by a case-by-case analysis of the logical fit of all the data, i.e., Life Style themes, attitude toward reading, and Reading/Life Style statement, for each subject from whom an explicit Reading/Life Style statement was obtained.

Description of the Findings

The assigned weights and frequencies of occurrence of the Life Style themes of all the subjects are presented in Table 1. For the 30 subjects in this study, a total of 93 ($\bar{x}=3.10$) Life Style themes were perceived by the interviewers. In the group of good readers, 50 ($\bar{x}=3.33$) Life Style themes were perceived, while in the group of poor readers, 43 ($\bar{x}=2.87$) themes were perceived. Of the 93 total Life Style themes, 34 ($\bar{x}=1.13$) were positive themes and 59 ($\bar{x}=1.97$) were negative themes. For good readers, 26 ($\bar{x}=1.73$) positive themes and 24 ($\bar{x}=1.60$) negative themes were perceived. For poor readers, 8 ($\bar{x}=.53$) positive themes and 35 ($\bar{x}=2.33$) negative themes were perceived.

The frequency with which each Life Style theme was perceived ranged from 0 (integrator and intellectualizer) to 10 (victim and failure). Among the positive themes, the overall range of frequency was 0 to 5; among negative themes the range was 0 to 7. In the data of the group of good readers, the overall frequency range for Life Style themes was 0 to 5, with the range of frequency of positive themes 0 to 5, and the range of negative themes 0 to 4. In the data of the group of poor readers, the overall frequency of Life Style themes was 0 to 7, with the range of frequency of positive themes 0 to 2 and the range of negative themes 0 to 7.

Table 1. Weights and Frequencies of Life Style Themes for All Subjects.

pos	neg	Theme	ASSIGNED WEIGHTS			FREQUENCY		
			good readers	poor readers	total	good readers	poor readers	total
	x	failure	105	250	355	3	7	10
	x	victim	105	250	355	3	7	10
	x	rebel	15	240	255	1	5	6
	x	baby	100	145	245	3	4	7
	x	controller	80	120	200	2	4	6
	x	pleaser	60	130	190	2	3	5
	x	getter	135	40	175	4	1	5
x		self-governor	110	60	170	3	1	4
x		achiever	135	30	165	3	1	4
x		lover-friend	110	20	130	3	1	4
x		helper	90	0	90	4	0	4
x		grower	90	0	90	2	0	2
x		empathizer	60	20	80	5	1	6
	x	driver	80	0	80	2	0	2
x		energizer	30	40	70	2	1	3
	x	excitement-seeker	0	70	70	0	3	3
	x	superior	30	35	65	1	1	2
x		giver	20	30	50	1	2	3
	x	martyr	45	0	45	1	0	1
x		creator	10	20	30	1	1	2
	x	corrector	25	0	25	1	0	1
	x	goody-goody	25	0	25	1	0	1
x		nurturer	25	0	25	1	0	1
x		cooperator	15	0	15	1	0	1
x		integrator	0	0	0	0	0	0
	x	intellectualizer	0	0	0	0	0	0
		TOTAL	1500	1500	3000	50	43	93

There were 12 positive and 14 negative theme labels available for use by the interviewers in categorizing the Life Style themes perceived in the subjects. Since 100 units of weight were assigned to the perceived Life Style themes of each subject, a total of 3000 units of weight were assigned. Of this total, 915 ($\bar{x}$=30.50) were assigned to positive Life Style themes, while 2085 ($\bar{x}$=69.50) units were assigned to negative Life Style themes. Within the group of good readers, the weights assigned to positive themes totaled 695 ($\bar{x}$=46.33) while the weights assigned to negative themes totaled 805 ($\bar{x}$=53.67). Within the group of poor readers, the weights assigned to positive themes totaled 220 ($\bar{x}$=14.67) while the weights assigned to negative themes totaled 1280 ($\bar{x}$=85.33). The range of composite weights of all Life Style themes for all subjects was 0 to 355. Composite weights of positive themes ranged from 0 to 170, while composite weights of negative themes ranged from 0 to 355. In the group of good readers, the total assigned weight of each positive theme ranged from 0 to 135, while the total assigned weight of each negative theme ranged from 0 to 135. In the group of poor readers, the total assigned weight of each positive theme ranged from 0 to 60, while the total assigned weight of each negative theme ranged from 0 to 250.

The Life Style themes indicate certain categories of motivations and action orientations for interacting with the environment in the attempt to complete life tasks. In accordance with the thrust of this study, which is to examine and compare good and poor readers' general approaches to life tasks and their approaches to the more specific tasks of reading and participating in the process of learning to read better,

the weights of the Life Style themes of the groups of good and poor readers are the focus of the presentation, analysis, and interpretation of the data. In the search for generalized, overall similarities and differences between groups, the composite assigned weights may best demonstrate the degree of prominence of each theme within the groups. The frequency of occurrence of each Life Style theme is less descriptive of the characteristic Life Style themes of each group than are the composite assigned weights. Individual subjects' sets of Life Style themes are considered later in the chapter in the case analyses of all the data for each subject from whom explicit Reading/Life Style statements were obtained.

In the data concerning the perceived attitude toward reading of the 30 subjects, the categorization revealed that there were 16 positive, 11 negative, and 3 mixed. These data for good readers alone were 12 positive, 2 negative, and 1 mixed; the data for poor readers were 4 positive, 9 negative, and 2 mixed.

One Reading/Life Style statement was generated during each Life Style Assessment interview. The responses of all the subjects to the stimuli in the three parts of the statement were used in the interpretation of the data for the groups of good and poor readers regarding the self-view, view of reading, and view of learning to read better. In the individual case analyses, however, only the data of the 15 subjects from whom explicit Reading/Life Style statements were obtained are examined. All of the outcome data for all of the subjects are presented in Appendix D.

Life Style Themes

The Life Style themes are themselves general labels for categories of beliefs about the self, the world, and the dictates for interacting with the world which make sense to the individual. The themes were derived in the Life Style Assessment from the information describing each subject's interactions with family members or significant others during the period of early childhood when the private logic was initially developed, and confirmed by the description of the subject's current approaches to life tasks.

The distribution of Life Style themes perceived to be operant in the good and poor readers in this study is displayed in Table 2. In a procedure which was described in Chapter 3, the assigned weights of each subject's Life Style themes totalled 100; in Table 1, the assigned weights of Life Style themes for all 15 subjects in each group were combined to enable a composite description of the Life Style themes prominent within each sampled group.

Life Style Themes of Good Readers

For the group of good readers, the two themes of greatest total assigned weight perceived to be operant in the life styles of the subjects were achiever and getter, with total assigned weights of 135 each. Achiever is categorized as a positive Life Style theme and indicates a person who finds success without neurotically striving for it at the expense of others. Persons who function with an achiever theme may be competent and consistent but at the same time flexible and in tune with the feelings of those who are affected by their decisions.

Table 2.   Total Assigned Weight, Frequency and Type of Life Style Themes.

	GOOD READERS		POOR READERS	
Positive Life Style Themes	frequency	total weight	frequency	total weight
self-governor	3	110	1	60
achiever	3	135	1	30
lover-friend	3	110	1	20
grower	2	90	0	
helper	4	90	0	
empathizer	5	60	1	20
energizer	2	30	1	40
giver	1	20	2	30
creator	1	10	1	20
nurturer	1	25	0	
cooperator	1	15	0	
integrator	0		0	
Negative Life Style Themes				
failure	3	105	7	250
victim	3	105	7	250
rebel	1	15	5	240
baby	3	100	4	145
controller	2	80	4	120
pleaser	2	60	3	130
getter	4	135	1	40
driver	2	80	0	
excitement-seeker	0		3	70
superior	1	30	1	35
martyr	1	45	0	
corrector	1	25	0	
goody-goody	1	25	0	
intellectualizer	0		0	

Getter is categorized as a negative Life Style theme and indicates an approach to life by which a person is preoccupied with receiving material things, love, service, or recognition from others rather than contributing to them. Persons who function with a getter theme may feel entitled to receive these things and may use charm, shyness, temper, intimidation, or manipulation to get what is wanted. The relative prominence of these two themes suggests that, whatever their motivation or methods, some good readers tend to be oriented toward obtaining some measure of success. In the competitive atmosphere often found in the public schools and encouraged in many homes (Dreikurs 1968), many good readers have learned how to work for and achieve the rewards that are made available to them.

The Life Style themes of next greatest weight for good readers were the positive themes of self-governor and lover-friend, with total assigned weights of 110 each. The self-governor theme is observed in the behavior of persons who are in charge of their own lives and have well-defined and internalized values; they tend to be optimistic, dignified, mature, confident, secure, and independent; they are willing to take realistic risks; and they have little interest in controlling or avoiding the control of others or in playing the baby by manipulating others into their service. The lover-friend Life Style theme characterizes the behavior of persons who have a great capacity for and interest in being intimate with other people instead of creating social distance and hurtful alienation; they easily develop respectful social relationships based on mutual understanding and commitment, shared

responsibility, and close relatedness and identity without possessiveness.

In the group of good readers, the negative Life Style themes of victim, failure, and baby, with total assigned weights of 105, 105, and 100, respectively, achieve an almost equivalent prominence with the positive themes of self-governor and lover-friend; yet, the characteristics of these positive and negative themes seem to be in opposition. The victim Life Style theme indicates an approach to life tasks by persons who seem to set up situations where they will be persecuted or become the objects of disaster. They may have feelings of nobility, self-pity, and resignation, be accident prone, or seek sympathy and pity from others. The failure Life Style theme indicates persons who play the role of inadequate persons who can do nothing right. Such an inferiority complex can be fed by seeking services from others, being clumsy or awkward, limiting activities to areas where success is assured, or failing whenever responsibility is given. It should be noted here that even though the negative themes of victim and failure are prominent in the private logic of several good readers, these themes indicate a self-view that would be contraindicated by reading achievement test scores. It is only within the individual that the theme of victim or failure is felt, probably heightened by the amount of striving that has been done but which has not been self-perceived to be as successful as should be. The baby Life Style theme indicates persons who use charm, cuteness, exploitation, a high-pitched voice, and childlike speech patterns or mannerisms to manipulate others into their service.

The Life Style themes of self-governor and lover-friend indicate an approach to life tasks by some good readers which is characterized by autonomy or interest in others; at the same time, the equally prominent negative themes of victim, failure, and baby are in apparent opposition to the approach to life tasks indicated by the positive themes of self-governor and lover-friend. Three explanations of this juxtaposition are possible. First, those good readers with prominent negative Life Style themes may not utilize reading or reading instruction as a means of achieving goals which may have been formulated under the auspices of those negative themes; for them, reading may not be an area of confrontation with the world. Second, achievement in reading may be accomplished at the expense of the negative Life Style themes. For example, note that the two good readers (GR #11, 15) who have substantial failure themes (weight of 40 each) are the two good readers who were perceived to have a negative attitude toward reading (see Appendix D). Third, the negative Life Style themes may encourage achievement in reading. The three good readers (GR #2, 3, 15) who were perceived to have the theme of baby all view learning to read better as a means of receiving recognition and positive strokes (see Appendix D). One positive Life Style theme, integrator, was not perceived to be operant in the group of good readers. Likewise, the negative themes of excitement-seeker and intellectualizer were not perceived in the good readers in this study.

Life Style Themes of Poor Readers

The two Life Style themes of greatest composite weight in the data for poor readers were victim and failure, with total assigned weights of 250 each. The prominence of these Life Style themes suggests that some poor readers are oriented toward accepting themselves as low achievers. In the same competitive atmosphere often found in the public schools in which good readers achieve a measure of success, those poor readers whose prominent Life Style theme is victim may have learned to view themselves as if they were persons who could not succeed due to external forces beyond their control. The poor readers who have a failure Life Style theme may or may not attribute this lack of ability to succeed to external sources.

For poor readers, the Life Style theme of rebel, with a total assigned weight of 240, was almost as prominent as the victim and failure themes. The beliefs and actions of persons with the rebel theme are opposed to the demands or expectations of life and the opinions or programs of other people. Rebels are rarely for a positive plan to substitute for the ideas to which they are opposed. The rebel may behave passively by circumventing the wishes of others or becoming "teacher deaf" or "parent deaf." The rebel theme indicates an action orientation which is similar in a way to the good readers' themes indicating an achievement orientation. Instead of behaving as a "pure" victim or failure might, i.e., to appear to participate in the process of learning to read better albeit with no expectation of success, rebels may actively resist participation in the process of learning to read

better for the purpose of proving that they cannot be made to participate, thus achieving the goal of defeating authority figures.

While the composite weights of the Life Style themes victim, failure, and rebel eclipsed the other themes perceived to be operant in the poor readers in this study, there is a second group of three themes which achieved a distant but distinct second place: baby, pleaser, and controller, with total assigned weights of 145, 130, and 120, respectively. A baby Life Style theme describes a variety of manipulative behaviors. The pleaser theme indicates a felt need for constant approval by others. The controller theme indicates a lack of flexibility and spontaneity, the avoidance and suppression of feelings, and the use of intellectualization, rightness, orderliness, neatness, perfectionism, or put-downs to maintain control of self and life in general.

One unifying aspect of these three "middle weight" themes of poor readers is that they are all negative. As with all negative Life Style themes, these three are likely to be developed as a means of coping with a non-democratic family (and later school) atmosphere. This does not predict the development of poor reading ability, since these themes also appear for good readers. These three negative Life Style themes, along with the theme of excitement-seeker which is next in the ranking with a total assigned weight of 70, may stand out for poor readers because: (a) not enough positive themes were perceived in poor readers to bring the total weight of these negative themes down to a level of parity with positive themes; and (b) of the negative themes remaining after the first group of victim, failure, and rebel, these four seem more likely

than any other negative themes to be prominent for poor readers. Most of the remaining Life Style themes, i.e., corrector, superior, getter, intellectualizer, and driver, do not seem to be advantageous themes for use by a person who has fallen behind in reading achievement, since the opportunities for displaying such themes most commonly exist within the academic milieu, wherein poor readers would be ill-equipped to display such themes.

The two remaining negative Life Style themes, martyr and goody-goody, were not perceived to be operant in the life style of any of the subjects in the group of poor readers. A common characteristic of these themes is a central idea of moral superiority. In fact, the description of the martyr theme differs from that of the victim only by the existence of this moral indignation in martyrs which victims need not have. Positive themes not perceived to be operant in the life styles of the poor readers in this study were grower, helper, nurturer, cooperator, and integrator.

Comparison of Life Style Themes of Good and Poor Readers

In comparing the themes perceived to be operant in the life styles of the good readers with the themes perceived to be operant in the life styles of the poor readers in this study, it was observed that good readers' themes were more heterogeneous (23 of 26 possible themes perceived) than were poor readers' themes (16 or 26 possible themes perceived). At the same time, the assigned weights of Life Style themes of good readers were found to be distributed within a more restricted range (total assigned weights of 10 to 135, inclusive) than were the

Life Style themes of poor readers (total assigned weights of 20 to 250, inclusive).

The comparative differences in the total assigned weights and distributions of positive and negative Life Style themes of good and poor readers in this study enabled differentiated generalized descriptions of the approaches to life tasks taken by the persons in these sampled groups. For good readers, the greater number of themes perceived and the comparative homogeneity of the weights of those themes seem to indicate that the good readers in this study have a greater flexibility in their approaches to life tasks, that as a group they are willing to operate under a variety of Life Style themes in order to find one or more which will accommodate successful approaches to life tasks. For the group of poor readers, on the other hand, the situation of having fewer but weightier themes perceived to be operant in the approaches taken to life tasks may indicate less flexibility and a more strongly held belief in a particular approach or set of approaches. The poor readers in this study may feel a greater need to adhere to a more powerful yet more restricted set of approaches to life tasks.

There are differences apparent in the data for each group regarding the relative prominence of certain Life Style themes, as illustrated in Table 2. The themes of achiever and getter are in a much higher ordinal position for the group of good readers than they are for poor readers. Although of opposite polarity, these Life Style themes describe a similar concern for achievement in the approach to life tasks taken by some good readers in this study. These persons have adopted a work ethic that is almost purely democratic in the expectation that

their successful efforts will be rewarded appropriately, i.e., with rewards which are made available and sanctioned by the majority population (in this case, adults) of the culture. While persons in whom the Life Style theme of achiever is prominent may, by definition, be less concerned with tangible rewards than are persons in whom the theme of getter is prominent, it should be noted that in both positive and negative ways some good readers tend to be strivers, goal-oriented activists willing to work within the confines and expectations of the prevailing educational system.

For poor readers, the negative Life Style theme of rebel is quite prominent (total weight 240); for good readers, the rebel theme is almost non-existent (total weight 15). This is the greatest difference in assigned weight between groups for any Life Style theme. The rebel theme indicates more than just an attitude; it indicates a likely course of action. Although rebellion may be active or passive, the end result is the achievement of non-learning in the face of the demands, exhortations, threats, pleas, or other external attempts at forcing learning which are presented to the poor reader. The prominence of the negative theme rebel suggests that some poor readers have chosen a course of action which good readers do not choose: to oppose the demands or expectations of life and the opinions or programs of other people. The origins of this choice are not clear, nor are they the focus of this study. The observation remains that poor readers who have prominent the negative Life Style theme rebel may be striving to circumvent the negative feelings associated with such Life Style themes

as victim or failure. They are then as actively pursuing a goal as are the good readers whose Life Style themes are achiever and getter.

The Life Style themes of victim and failure are relatively prominent among the negative themes observed in both good and poor readers. It may be that the pervasiveness of these themes is an artifact of the competitiveness of the public school system or the misguided efforts of well-meaning parents and teachers who attempt to motivate their children with discouraging statements such as, "You could do better than this," no matter what the child's current level of achievement. Feelings that another person has achieved at one's own expense, or that one will never be good enough under any circumstances, may generate a negative theme of victim or failure. The difference between good and poor readers seems to be in what best course of action is seen to be available. In general, the good reader appears to keep striving toward the implicitly impossible goal of doing "good enough," in many cases despite a feeling of resignation that such a goal cannot be achieved. Instead, the positive reinforcement that may be available for steps of success along the way may become enough of a goal that continued achievement in reading makes sense in the approaches to life tasks of some good readers.

Poor readers as a group displayed much greater weights of the negative Life Style themes of victim and failure (total weight 250 each) than did good readers (total weight 105 each), suggesting that a larger proportion of the members of the group of poor readers may have been exposed to such negative experiences as the misguided "encouragement" statement mentioned as an example above, or at least that a larger

proportion of poor readers may have adopted a corresponding negative self-view and incorporated it into the approaches taken to life tasks.

In comparing the distributions of Life Style themes of the good and poor readers in this study, it was found that some themes, e.g., victim, failure, and baby, are pervasive in achieving prominence in both groups. This may indicate a common ground, a common set of ways of reacting to common experiences, such as the authoritarianism and misplaced encouragement mentioned above. Poor readers as a group seem to have adopted these approaches to life tasks to a greater degree than good readers.

Between the groups of good and poor readers, the themes of greatest difference of total weight indicate typically different approaches to life tasks. The achiever and getter themes prominent in the group of good readers indicate that some good readers have a goal of obtaining success and rewards as sanctioned by the educational and home authorities. The rebel theme prominent in the group of poor readers indicates that some poor readers (5 of 15 subjects in the group of poor readers were perceived to have a Life Style theme of rebel in their approach to life tasks) have a goal of obtaining success by opposing the demands of authority figures. Both good and poor readers strive to succeed, which for some good readers means working within the system and for some poor readers, against the system.

Positive vs. Negative Life Style Themes

Themes in the life style are patterns or motifs, unifying threads which course throughout the individual's interactions with the

environment. Since the life style is a unique, idiosyncratic view of the self and the world, it may reflect the reality of life only to a certain degree; however, the particular life style that has been formulated, tested, and adopted by an individual is that person's interpretation of reality and is held as reality by that person. Life Style themes may be categorized as negative when they are descriptive of privately held beliefs which lead to self-defeating behavior in the attempted completion of life tasks. Hillman (1981, p. 174) calls negative Life Style themes "basic mistakes in private logic," while positive Life Style themes are called "basic insights." It should be noted that persons who function under the aegis of negative Life Style themes perceive their functioning to be realistic and proper for them under the circumstances.

Outcomes which may be judged to be positive and worthwhile by the self and others may be accomplished through behaviors which are fomented by the application of a negative Life Style theme, such as the development of good reading ability for the purpose of being superior to a sibling. In this case the positive strokes associated with reading achievement may be interpreted by the individual as reinforcing the negative Life Style theme of superior, thus further removing the person from accomplishing the life task of friendship or love with this sibling. The terms positive and negative apply to the usefulness of thematic behaviors in accomplishing life tasks. Sets of behaviors described by a negative Life Style theme may produce ancillary outcomes which may be judged as positive by an observer; likewise, the individual who displays such behaviors may view them as goal-attaining, useful, and

positive behaviors. A rebel who successfully resists efforts by authority figures to force compliance may well feel positive about the outcome of such a contest, even though the life tasks of friendship, work, and love may subsequently be more difficult to accomplish. This may be one reason why some students may return a few years after leaving school to reproach their former teachers with the question, "Why didn't you make me learn?"

In this study, the Life Style themes perceived by the interviewers to be present in the private logic of each subject were assigned weights to indicate the relative prominence of each theme and recorded as an outcome of the Life Style Assessment. In listing the weighted Life Style themes on the data summary sheets, the investigator labeled the themes as positive or negative according to Hillman's (1981) categorization scheme (see Appendix A). When the theme weights were combined for each group, the total weights for positive and negative themes were divided by 100 to reduce the numerical amount of the subjects' input to each group's composite weight of Life Style themes to one unit per person. The comparison of the composite weights of positive and negative Life Style themes for the groups of good and poor readers and the chi square (X^2) analysis of these data are presented in Table 3.

The results for good readers reveal a slightly greater weight of negative Life Style themes than positive; the results for poor readers reveal a much greater weight of negative Life Style themes than positive. None of the differences achieved statistical significance at the preset criterion level. Great differences are seen to exist between

Table 3. Weighted Life Style Themes Within and Between Groups.

	Composite Weight of Positive Themes	Composite Weight of Negative Themes
Good Readers	6.95	8.05
Poor Readers	2.20	12.80

$$x^2=2.21$$

the distributions of positive and negative themes for good and poor readers in this study, however, and the practical significance of this finding cannot be denied. Limited generalizations about the sampled groups of good and poor readers in this study can be made: (a) that the good readers present a mixture of positive and negative Life Style themes in their varied approaches to life tasks; (b) that good readers who exhibit some negative Life Style themes in their approaches to life tasks either do not exhibit such negative themes in their approach to participating in the process of learning to read better, or else their learning to read better has been an ancillary outcome of the display of a negative theme or themes; and (c) that the poor readers present a preponderance of negative Life Style themes in their approaches to life tasks.

Attitude Toward Reading and Life Style Themes

The investigation of Life Style themes in this study enabled a description of good and poor readers' general approaches to the completion of life tasks. The balance of the data addressed the more specific area of reading within this general context. One aspect of the

personalities of these good and poor readers which is specific to reading was their attitude toward reading as perceived by the interviewers. The investigation continued from this point to determine if the perceived attitude toward reading of good and poor ninth grade readers was consistent with their general approaches to life tasks as categorized into positive and negative Life Style themes. The investigation focused on those subjects whose perceived attitude toward reading did not appear to be consistent with their achievement levels, i.e., good readers perceived to have negative attitudes and poor readers perceived to have positive attitudes toward reading, and on those subjects whose perceived attitude toward reading was mixed.

To address this question required: (a) a determination of the attitudes toward reading of the good and poor readers in this study, and (b) a determination of the consistency of the perceived attitude with Life Style themes. To accomplish the first part of this task, the interviewers were asked to record their perception of each subject's attitude toward reading as an outcome of the Life Style Assessment. This would typically have been recorded after the discussion which generated the Reading/Life Style statement, during which verbal and non-verbal indications of attitude might be perceived by the interviewer and used in the process of estimating the subject's attitude toward reading. It was expected that this procedure would generate more precise attitudinal data than would requesting a dichotomous choice for self-reported attitude toward reading by each subject. That the procedure used was more precise is evidenced by the perception by the interviewers that three subjects in fact had mixed attitudes toward reading, i.e.,

that for these persons, participating in the process of learning to read better had both positive and negative aspects.

The data and statistical analysis concerning attitudes toward reading of the good and poor readers in this study are presented in Table 4. The data and analysis indicate that the good readers in this study demonstrate an attitude toward reading that is more positive than negative to a degree which is statistically significant within the preset criterion level of acceptance. This outcome is in concert with a conclusion pervasive in attitudinal research, that good readers tend to have a positive attitude toward reading.

Poor readers, on the other hand, were perceived to have negative attitudes toward reading in a number of cases which was insufficient to achieve a statistically significant difference from the number of perceived positive attitudes toward reading, even though the number of judgments of poor readers' attitudes as negative overwhelmed the positive by more than two to one. This trend toward a generally negative attitude toward reading also corresponds to typical conclusions reported in the literature.

The second task in addressing this portion of the research was the determination of the consistency of perceived attitudes toward reading with Life Style themes. Individual Psychology predicts that each subject's perceived attitude toward reading should be consistent with the Life Style themes, i.e., the behavior of displaying an attitude toward reading should be consistent with the individual's private logic as described by the Life Style themes. The main test of consistency occurs when a subject's attitude toward reading is not consistent with

Table 4. Relationship Between Reading Level and Attitude Toward Reading.

	Positive	Negative
Good Readers	12	2
Poor Readers	4	9

$$X^2=6.31, \ p\leqslant.05$$

that subject's achievement in reading, i.e., when a good reader is not positive in attitude toward reading or when a poor reader is not negative in attitude toward reading. When the themes themselves are not explicative enough to test the consistency of attitudes and themes, the Reading/Life Style statement may be used to further define the Life Style themes that are being brought to bear on the task of participating in the process of learning to read better by the subject. In fact, it is the Reading/Life Style statement that links the general Life Style theme that is being utilized by the individual in the approach to reading and learning to read better with the individual's perceived attitude toward reading. The Reading/Life Style statements of all the subjects are presented in Appendix D.

Table 5 presents a comparison of subjects' attitudes toward reading, positive or negative Life Style theme weights, and reading achievement. In the discussion which follows, the subjects of interest are good and poor readers who were perceived to have negative and positive attitudes toward reading, respectively, and those subjects from either group who were perceived to have mixed attitudes toward reading.

It was anticipated that most good readers would have a positive attitude toward reading, and this was found to be the case. However, it should be noted that the group of good readers who displayed a positive attitude toward reading contains persons whose Life Style themes vary from all positive to all negative. Those good readers who have mostly or all negative Life Style themes and positive attitudes toward reading may simply have categorized reading behavior within the positive aspects of their approaches to life tasks, or as something that is not a basis for achieving a specific goal arising from a negative theme, such as geting attention or displaying power, or as something that is a basis for achieving a specific goal which arises from a negative theme, such as getting attention or displaying power. It may also be that reading is used as an escape or avoidance technique by those good readers who have generally negative Life Style themes, in which case a positive attitude toward reading logically follows.

The two good readers whose attitudes toward reading were perceived to be negative also have Life Style themes that are all negative. One of the negatives themes present in the data for both subjects is failure. It is apparent that these subjects do not perceive themselves to be as good at reading as they should be, even though their academic records indicate above average reading ability. This exemplifies the point that perception of the world and one's apparent means of success at fitting into the world are idiosyncratic.

The ambivalent attitude toward reading by the remaining good reader (GR #12) is explained in the Reading/Life Style statement (see Appendix D), where it is seen that reading for this person is a task

Table 5. Attitudes Toward Reading and Life Style Themes.

GOOD READERS

Attitude Toward Reading	Life Style Theme Weights				
	all positive	mostly positive	50-50	mostly negative	all negative
positive	2	4	1	4	1
mixed				1	
negative					2

POOR READERS

Attitude Toward Reading	Life Style Theme Weights				
	all positive	mostly positive	50-50	mostly negative	all negative
positive		1		1	2
mixed					2
negative		1		3	5

that must be approached cautiously, being careful to avoid making mistakes, in order to be successful and thereby gain recognition and acceptance. Ambivalence is reasonable when facing the risk-filled means to a rewarding end.

That some poor readers with negative attitudes toward reading also would be perceived to have negative Life Style themes was anticipated, and most subjects in the group of poor readers were found to fit this pattern. A positive attitude toward reading was displayed by four subjects in the group of poor readers. It is not uncommon to find persons having a positive attitude toward some activity at which they do not do well, e.g., dieting and exercising. They have perhaps put a

distance between the activity and their self-concept, such that a lack of achievement at a particular activity does not become a threat to their self-concept, a situation which in turn might lead to the development of a negative attitude toward that activity. Or, it could be that reading offers the poor reader a chance to attain some goal, such as the display of power in proving that participation in the process of learning to read better cannot be forced.

Of the two poor readers who were perceived to be ambivalent in their attitudes toward reading, the Reading/Life Style statement of one poor reader (PR #12) reveals very similar thinking to that of the ambivalent good reader. This person's Reading/Life Style statement suggests the belief that reading is an important area for success, but it takes work, effort, and risk; one risks failure, rejection, and criticism in the process of learning to read better. The other poor reader (PR #14) seen to be ambivalent in attitude toward reading sees learning to read better as a double bind, that it is both a source for obtaining attenion and admiration as well as a means for giving in to demands by parents for achievement and perfection. For this person, success at reading means failure at being rebel or victim.

Most good and poor readers in this study displayed an anticipated positive or negative attitude toward reading. The examination of attitude toward reading in light of subjects' Life Style themes, however, has enabled a speculation about the source of the attitude when it does not fall into the expected pattern. In addition, it has been shown that good readers with positive attitudes toward reading may have

predominantly negative Life Style themes operating in their approaches to life tasks.

Reading/Life Style Statements

Thus far in this study the attitudes of the subjects toward reading have been described within the context of their general approaches to the completion of life tasks. The next part of this study explores the intrinsic motivations of the subjects toward or against participation in the process of learning to read better. The Reading/Life Style statement is a specification of the more general Life Style statement and is used as a representation of the intrinsic motivation of each subject toward the tasks of reading and learning to read better. It should be explicative of each subject's view of the purpose of reading for him or her, and the way that learning to read or attempting to improve current reading performance fits his or her private logic. The Reading/Life Style statements obtained in this study are presented in Appendix D.

One problem immediately apparent in these data is the qualitative differences among various Reading/Life Style statements. Approximately half of the statements are explicit and concise and present a clear picture of the place that reading holds in the life style of each subject. The other half of the statements are noticeably less clear in their content and cohesion. This difference is an artifact of the attempt by the researcher to not bias the gathering of the data: they were not examined until all the interviews were completed. The constructive aspect of this situation is that the means exist within the

analyses of these data to point out the qualitative differences between Reading/Life Style statements which are useful to the researcher or practitioner and ones which are of lesser utility.

The three parts of the general Life Style statement were examined in Chapter 1. The three parts of the Reading/Life Style statement correspond in type and function to those of the general Life Style statement. The response to the "I am ..." stimulus serves to describe the person's general view of self; the "reading is ..." response describes the individual's view of reading as a context within which the person deals with a specific aspect of the world; the "learning to read better is ..." response describes the idiosyncratic reconciliation of the views of self and the reading context. The set of responses that make up the Reading/Life Style statement serves to explicate the basic insights and basic mistakes of the person's approach to reading and the task of learning to read better. The response to the third stimulus may state these insights and mistakes most clearly, and in some Reading/Life Style statements may in addition indicate a specific outline of a plan of action in regard to the person's participation in the process of learning to read better.

In the tables below, the responses to each of the three parts of the Reading/Life Style statement are presented for the group of good readers and the group of poor readers. A discussion of each set of responses is presented. Following the examination of all the sets of responses, the explicit Reading/Life Syle statements are presented as a whole and analyzed for validity and reliability.

The Self-View

Characteristic of the responses of good readers to the "I am ..." stimulus is the fact that there is no one self-view in evidence (see Table 6). Some persons in the group (GR #1, 2, 6, 7, 9) seemed to perceive themselves as highly autonomous; others (GR #3, 4, 12, 15) did not exhibit much self-assuredness. This range of views of the self for this group of good readers belies the ides of a "type" of person who is likely to become a good reader.

As with the group of good readers, the self-view of the persons in the group of poor readers (see Table 7) distributes across a continuum from positive (PR# 1, 2, 7, 8) to negative (PR #5, 11, 12, 15). It should be noted that the judgment of a self-view as positive or negative is subjective. For example, the "I am ..." statement of poor reader #14 could be be interpreted as quite positive in the first part, while that of #15 implies an acceptance of self that could certainly be a positive aspect of this person's self-view. The mention of lack of capability is present in the self-views of persons in both groups, good and poor readers, which has been experienced by these persons irrespective of their actual achievements. Another similarity may be noted in the comparison of the self-view statement of good reader #1 and poor reader #9. Each of these statements asserts a similar independence and internal locus of control which would preclude this quality as a means of differentiation of the good reader from the poor reader.

Table 6. Responses of Good Readers to the "I am ..." Stimulus.

I am ...

1. an independent, capable individual who goes out and gets what [he or she] wants

2. a special, loving, and loved person

3. a small, less capable person who relies on others in new experiences and enjoys having others around me

4. flawed

5. concerned about accomplishing tasks successfully and having others accept me, i.e., not displeasing them.

6. great

7. sure of myself

8. me

9. intelligent and capable of success in anything I try

10. a challenge

11. a human being

12. small and less capable than others in a big, demanding, and critical world

13. active

14. a special person who seeks recognition by others as being special

15. not as capable as others and feel "lost in the crowd." I prefer to depend on others for help

Table 7. Responses of Poor Readers to the "I am ..." Stimulus.

I am ...

1. fine

2. special

3. [name]

4. unusual

5. afraid I won't meet the standards I must for acceptance/recognition
    or success

6. myself; different from others

7. happy for what I do

8. a special, fun-loving, outgoing person

9. a hard-working, dependable individual who prefers to be independent
    and uninvolved with hassles

10. nice

11. not though of much by others--they see me as inadequate, stupid,
     and a constant problem

12. one who feels squeezed out, left out, and concerned about mistakes

13. tall

14. a capable person seeking special attention unfairly denied me

15. not very capable academically but find my place in athletics and
     manual labor

The View of Reading

An examination of the good readers' responses to the "reading is ..." stimulus (see Table 8) reveals that most of the good readers seem to view the act of reading in a positive light. Three good readers (GR #5, 12, 15), however, share a less positive view; these three also hold a common ground in the self-view of being less capable than others. The idea of reading as a means to goal attainment is introduced in this portion of several of the Reading/Life Style statements (GR #1, 2, 5, 9, 14).

In the responses by the poor readers to the "reading is ..." stimulus (see Table 9), the five responses (PR #1, 2, 3, 8, 10) that reading is "fun" appear to contradict the four responses (PR #4, 6, 9, 13) that reading is "boring," unless a further exploration of each response would determine that reading class is fun to be in, with its special activities and individual attention, but the actual subject matter of reading is boring (or vice versa). Since these responses were given before the presentation of the "learning to read better is ..." stem, this confusion may have been present. It should also be noted that two of the three persons who responded that reading is "fun" were perceived by the interviewers to function with the negative Life Style theme of pleaser, and may have merely been trying to please the interviewer with this response.

In the more fully explicit responses, the view of reading held by these poor readers seems to be a conglomeration of positive (PR #7) and negative (PR #5, 9, 11, 15), as well as a view of reading as a two-edged sword which has both positive and negative aspects (PR #12, 14). While

Table 8. Responses of Good Readers to the "Reading is ..." Stimulus.

Reading is ...

1. a source of success that enables me to be in charge of my life

2. a means of receiving affection and pleasing others

3. full of new, fun experiences

4. one of my best friends

5. an independent task I try cautiously to accomplish for recognition

6. fun

7. important

8. enjoyable

9. a means to achievement and success

10. fulfilling

11. helpful to the mind and everyday life

12. demanded of me to perform and be one of the best

13. interesting

14. a way to gain recognition

15. a difficult task but expected of me

Table 9. Responses of Poor Readers to the "Reading is ..." Stimulus.

Reading is ...

1. fun

2. fun

3. fun

4. boring

5. a task demanded of me and loaded with possible failure and criticism

6. boring

7. interesting when you are reading something good

8. another fun (or means to it) experience in life

9. a passive, boring task

10. sometimes fun

11. a task authority figures have continually forced me to do, while labeling me a failure

12. an important area for success; it takes work, effort, and <u>risk</u>

13. boring

14. a source of both pride and attention for achievement as well as an area where others expect/demand high achievement

15. more a feminine task

the fully explicated views of reading of the poor readers are generally negative, the stated or implied reason for that negativeness is different for each individual. There does not seem to be any one aspect of reading itself which is seen as negative across subjects. Three responses by poor readers (PR #5, 11, 14) to the view-of-reading stimulus imply an external locus of control, a use of reading by others to influence the poor reader. Four responses by good readers (GR #2, 5, 12, 15) have also implied an external locus of control in which reading is seen as being used by others to influence the individual.

In the responses to the "reading is ..." stem by good and poor readers, there is in both groups a motif of individuality: in the more explicit responses the view of reading is seen to be personal and does not follow any one common line of thought. The responses to this stimulus show a mixture of positive and negative regard for reading, concomitant with the idea that reading itself is a tool utilized by (positive) or against (negative) the individual.

The View of Learning to Read Better

The "learning to read better is ..." stimulus seems more likely to evoke a goal-related response, and an examination of the list of responses from good readers confirms this (see Table 10). The more fully explicated responses (GR #1, 2, 3, 5, 9, 12, 14, 15) state or imply a use of learning to read better to achieve some private goal. A further examination reveals that the private goal of learning to read better is not necessarily an improved ability to acquire knowledge for the sake of acquiring knowledge. The private goals implicit in the

Table 10. Responses of Good Readers to the "Learning to read better is ..." Stimulus.

Learning to read better is ...

1. enables me to be more independent, correct, and get the things out of life that I desire.

2. to maximize the positive strokes of affection I receive from others

3. to learn about others, be included, and get positive strokes

4. better for me; helps me understand

5. to be attempted cautiously, being careful not to make mistakes, i.e., "drop the egg," so I will be recognized and accepted as successful

6. also fun

7. a good idea

8. not bad

9. to achieve more, stay ahead and be recognized as somebody special

10. important to me

11. something that will help you later on

12. a futile attempt to be as good as father's high standards for acceptance demanded of me--wrought with failure and hurt

13. important

14. a means for increasing my opportunities for special recognition

15. a threat as it would mean loss of help from others to help me avoid failure; but, not learning to read better robs me of fantasized success in life, i.e., double bind

responses listed above are concerned with achievement of recognition, acceptance, or independence. These goals may be oriented toward maintaining or improving relationships with other people, not with the acquisition of knowledge.

In the responses by poor readers to the "learning to read better is ..." stimulus (see Table 11), five of the subjects (PR #1, 2, 4, 7, 8) appear to be positive toward the idea of learning to read better, although only the responses by subject #4 and #8 are even somewhat explicit. As with the apparently positive responses to the "reading is ..." stimulus by some poor readers, an explanation of these unanticipated positive responses by poor readers to the "learning to read better is ..." stimulus might be found in the Life Style themes of each subject. For example, poor reader #1 has such a prominent (weight 70) Life Style theme of pleaser that one is led to the suspicion that this person tried out answers that would probably be accepted by an authority figure. In contrast, poor reader #12 also has a Life Style theme of pleaser (weight 40), yet an explicit response was obtained which would be useful in formulating a statement of the place that learning to read better has in the private logic of the individual.

Negative responses to the idea of going through the process of learning to read better were recorded for six subjects (PR #3, 5, 11, 12, 13, 15) in the poor reader group. Throughout the more explicit statements (PR #5, 12, 15) runs a theme of the riskiness involved in participating in the attempt to learn to read better. For these subjects criticism, real or imagined, seems to be lurking close by, waiting to spring forth from parents, teachers, peers or from within, at

Table 11. Responses of Poor Readers to the "Learning to read better is ..." Stimulus.

Learning to read better is ...

1. OK

2. funner

3. a little difficult

4. a great learning experience

5. something to be wary of, hold back so I can't really fail and be criticized

6. I don't know; I can't really answer

7. better than reading slower

8. a way to gain new, fun, or enjoyable experiences in life--another adventure in life to enjoy

9. not enjoyable but I realize it's important for me to do

10. OK

11. something I refuse to do in order to defeat them [authority figures], i.e., they can't make me do it, thus allowing me to defeat them and also avoid hurt of another failure in life

12. to risk failure, mistakes and rejection and criticism for it

13. a waste of time

14. both a source for obtaining attention and admiration as well as [a means for] giving in to the demands for perfection and achievement by parents

15. to leave the security of masculine endeavors and compete with females on their "home court"

the first sign of faltering or making a mistake. The striving for unattainable, criticism-free perfection (with its inevitable failure and discouragement) may be especially prominent in persons whose Life Style themes include driver, controller, superior, pleaser, or corrector. Subjects #5, 12, and 15 of the poor reader group all were perceived to function with the controller Life Style theme, having assigned weights of 30, 40, and 30, respectively.

That learning to read better has both positive and negative aspects is expressed by subjects #9 and #14 in the group of poor readers. In the case of poor reader #9, a further explication would be necessary in order to present a clear picture of the conflicting attitudes involved: why is learning to read better not enjoyable, and why does this person consider it to be important? The answers to these questions would provide a more workable insight into the place learning to read better holds in the private logic of this individual. The response to this stimulus by subject #14 of the group of poor readers does present a clear picture of the positive and negative aspects with which this individual regards participation in the activity of learning to read better. This response explains the mixed emotions of this person toward reading which are reflected in the interviewer's assessment of this subject's attitude toward reading as ambivalent.

The idea that not participating in the process of learning to read is an active choice made with a specific goal in mind (perhaps subconsciously) is evident in the responses to this stimulus by subjects #5 and #11 in the group of poor readers. By holding back in order to avoid failure and criticism, subject #5 displays a faulty but functional

private logic: it is likely that holding back will also incur failure and criticism, but this will be internally defensible on the basis that it wasn't really a failure since the attempt wasn't actually made. This person utilizes rationalization rather than avoidance in dealing with what may be self-perceived as an inevitable outcome of being confronted with the task of learning to read better.

Subject #11 of the group of poor readers makes clear the choice that has been made to not participate in the process of learning to read better. The logic of this choice for this person is apparent within the context of private logic developed by this individual. Choosing to not participate in the process of reading instruction enables this person to attain the goal of defeating authority figures, an achievement which is actively worked toward and which appears to be viewed by the individual as a positive enhancement of the self-image. The double benefit of the choice to not participate in the process of learning to read better is that, as for subject #5, failure can be rationalized and the hurt associated with failure avoided. As something worked toward, failure can be seen as a success.

A comparison of the responses by good and poor readers to the stimulus "learning to read better ..." reveals both similarities and differences. Some responses (GR #6, 8; PR #3, 4, 9, 13) reveal an attitude but not a cause for the holding of that attitude; other more explicit responses (GR #11, 15; PR #5, 8, 12, 14, 15) delineate the source of the particular regard with which learning to read better is held in the private logic; and the most explicit, informative statements (GR #1, 2, 3, 5, 9, 12, 14; PR #11) dictate the goals being pursued by

the individual as well as the course of action that has been chosen by the individual to achieve those goals. In this last category, the course of action implicit in the good readers' statement is that they have been and will continue to be high achievers in reading, specifically, and in academics in general.

Another similarity in the responses made by good and poor readers is the presence of some ambivalence of attitude toward learning to read better. Good readers #12 and #15 view attempts to improve in reading as having both positive and negative aspects, as do poor readers #9 and #14. The difference among these four subjects is which aspects of the process of reading improvement are seen as positive or negative.

For subjects whose responses to the "learning to read better is ..." stem are explicit, a goal orientation is often evident. Some good readers (GR #1, 2, 3, 4, 9, 11, 14, 15) and some poor readers (PR #5, 8, 11, 14) seem to consider learning to read better in a context of achievement of some goal; most of these responses appear to consider the participation in learning to read better to be the means of achieving the private goal; the positive feedback and special recognition, the avoidance of failure and the display of power in refusing to participate are all outcomes which occur during the attempt to improve reading ability. Very few subjects (GR #11; PR #8, 9) have looked past the process of learning to read better to the time when the product of reading well enough will have been attained.

There is a similar diversity of responses to the "learning to read better is ..." stimulus in each group. The idea of learning to read better seems to be held in different regard by individuals within both

groups. As can be seen in the more explicit responses to this stimulus, there is no unitary attitude or goal associated with making the attempt to learn to read better. What does seem to be pervasive among explicit responses is the use of the attempt to learn to read better for the attainment of a private goal, which is in most cases something other than the acquisition of knowledge. Although these private goals may be similar for both good and poor readers, e.g., the receiving of positive strokes or the avoidance of failure and criticism, one difference between good and poor readers seems to be that some good readers may be willing to use a cautiously obtained achievement in reading to avoid criticism, whereas some poor readers may be willing to use a willfully obtained failure in reading to show power as a rebel and to rationalize criticism.

Explicit Reading/Life Style Statements

The above examination of the parts of the Reading/Life Style statements of the groups of good and poor readers in this study has enabled descriptions within groups and comparisons between groups of generalized observations concerning these subjects' self-views, views of reading, and motivations toward or against participating in the process of learning to read better. The discussion of the Reading/Life Style statements continues with an examination of the whole Reading/Life Style statements of those individual subjects from whom explicit statements were elicited. The purpose is to examine the validity and reliability of these explicit Reading/Life Style statements. As described in Chapter 3, the validity and reliability of the Reading/Life Style

statements are determined by the goodness of fit of the parts of each statement to each other, and by the consistency of the information in the statements with the perceived Life Style themes and attitude toward reading of each subject. The explicit Reading/Life Style statements (GR #1, 2, 3, 5, 9, 12, 14, 15; PR #5, 8, 9, 11, 12, 14, 15) are presented in Table 12, along with each subject's perceived Life Style themes and assessment of attitude toward reading. Analysis of the apparent validity and reliability of the set of data for each subject is presented below, followed by an assessment of the reliability of the data presented.

Table 12. Data of Subjects from Whom Explicit Reading/Life Style Statements Were Obtained.

Subject Group,#	Attitude Toward Reading	Life Style Themes/Weight p=positive; n=negative	Reading/Life Style Statement
GR #1	Pos	(p)self-governor/50 (n)getter/25 (n)corrector/25	I am an independent, capable individual who goes out and gets what [he or she] wants Reading is a source of success and enables me to be in charge of my life Learning to read better enables me to be more independent, correct, and get the things out of life that I desire
GR #2	Pos	(p)lover-friend/30 (n)pleaser/40 (n) baby/30	I am a special, loving, and loved person Reading is a means of receiving affection and pleasing others Learning to read better is to maximize the positive strokes of affection I receive from others
GR #3	Pos	(p)lover-friend/40 (n)getter/40 (n)baby/20	I am a small, less capable person who relies on others in new experiences and enjoys having others around me Reading is full of fun, new experiences Learning to read better is to learn about others, be included and get positive strokes
GR #4	Pos	(p)helper/15 (p)achiever/45 (p)empathizer/10 (n)victim/30	I am flawed Reading is one of my best friends Learning to read better is better for me; helps me understand

Table 12. Data of Subjects from Whom Explicit Reading/Life Style Statements Were Obtained.--continued

Subject Group,#	Attitude Toward Reading	Life Style Themes/Weight p=positive; n=negative	Reading/Life Style Statement
GR #5	Mixed	(p) lover-friend/40 (n) controller/60	I am concerned about accomplishing tasks successfully and having others accept me, i.e., not displeasing them Reading is an independent task I try cautiously to accomplish for recognition Learning to read better is to be attempted cautiously, being careful not to make mistakes, i.e., "drop the egg," so I will be recognized and accepted as successful
GR #12	Neg	(n) driver/40 (n) controller/20 (n) failure/40	I am small and less capable than others in a big, demanding, and critical world Reading is demanded of me to perform and be one of the best Learning to read better is a futile attempt to be as good as father's high standards for acceptance demanded of me--wrought with failure and hurt
GR #14	Pos	(p) self-governor/10 (n) getter/60 (n) superior/30	I am a special person who seeks recognition by others as being special Reading is a way to gain recognition Learning to read better is a means for increasing my opportunities for special recognition
GR #15	Neg	(n) getter/10 (n) baby/50 (n) failure/40	I am not as capable as others and feel "lost in the crowd"--I prefer to depend on others for help Reading is a difficult task but expected of me Learning to read better is a threat as it would mean loss of help from others to help me avoid failure; but, not learning to read better robs me of fantasized great success in life, i.e., double bind

Table 12. Data of Subjects from Whom Explicit Reading/Life Style Statements Were Obtained.--continued

Subject Group,#	Attitude Toward Reading	Life Style Themes/Weight p=positive; n=negative	Reading/Life Style Statement
PR #5	Neg	(p)creator/20 (n)controller/30 (n)rebel/50	I am afraid I won't meet the standards I must for acceptance, recognition, or success Reading is a task demanded of me and loaded with possible failures and criticism Learning to read better is something to be wary of, hold back so I can't really fail and be criticized
PR #8	Pos	(p)lover-friend/20 (p)energizer/40 (n)baby/40	I am a special, fun-loving, outgoing person Reading is another fun (or means to it) experience in life Learning to read better is a way to gain new, fun, or enjoyable experiences in life--another adventure in life to enjoy
PR #9	Neg	(p)self-governor/60 (n)controller/40	I am a hard-working, dependable individual who prefers to be independent and uninvolved with hassles Reading is a passive, boring task Learning to read better is not enjoyable but I realize it's important for me to do
PR #11	Neg	(n)rebel/50 (n)failure/50	I am not thought much of by others--they see me as inadequate, stupid, and a constant problem Reading is a task authority figures have continually forced me to do, while labeling me as a failure Learning to read better is something I refuse to do in order to defeat them, i.e., they can't make me do it, thus allowing me to defeat them and also avoid hurt of another failure in life

Table 12. Data of Subjects from Whom Explicit Reading/Life Style Statements Were Obtained.--continued

Subject Group,#	Attitude Toward Reading	Life Style Themes/Weight p=positive; n=negative	Reading/Life Style Statement
PR #12	Mixed	(n) controller/20 (n) pleaser/40 (n) failure/40	I am one who feels squeezed out, left out, and concerned about mistakes Reading is an important area for success; it takes work, effort, and <u>risk</u> Learning to read better is to risk failure, mistakes, and rejection and criticism for it
PR #14	Mixed	(n) rebel/30 (n) victim/30 (n) baby/40	I am a capable person seeking special attention unfairly denied me Reading is a source of both pride and attention for achievement, as well as an area where others expect/demand high achievement Learning to read better is both a source for obtaining attention/admiration as well as giving in to the demands for perfection and achievement by parents
PR #15	Neg	(p) giver/20 (p) emphathizer/20 (n) controller/30 (n) failure/30	I am not very capable academically but find my place in athletics and manual labor Reading is more a feminine task Learning to read better is to leave the security of masculine endeavors and compete with females on their "home court"

<u>Good Reader #1</u>: This person uses reading and learning to read better as a means of fulfilling and enhancing the self-image. This is in agreement with the self-governor theme and consistent with the positive attitude toward reading. The logical fit of all the data suggests that this reading/Life Style statement is valid and reliable.

<u>Good Reader #2</u>: This person uses reading and learning to read better as a means of pleasing others, for which positive strokes are given in return. This is in agreement with all the Life Style themes, especially the pleaser theme, and is consistent with the positive attitude toward reading. The logical fit of the data suggests that this Reading/Life Style statement is valid and reliable.

<u>Good Reader #3</u>: This person uses reading and learning to read better to be a part of the social group, to gain a feeling of acceptance and belonging. The Life Style themes are consistent with the parts of the Reading/Life Style statement, as is the positive attitude toward reading. The logical fit of the data suggests that this Reading/Life Style statement is valid and reliable.

<u>Good Reader #5</u>: This person views reading and learning to read beter as a two-edged sword, which will lead to acceptance and recognition if done successfully, but which has the danger of failure and consequently not pleasing others. The fit of this statement with the Life Style themes may not be possible, as the pleaser theme might be expected to appear based on the self-view given in the Reading/Life Style statement. The mixture of attitudes toward reading certainly fits with the Reading/Life Style statement. Validity and reliability are supported but not confirmed in this case.

Good Reader #9:   This person uses reading and learning to read better as a means to achievement and success, and to reinforce the self-image of an intelligent, capable person. The Life Style themes all point toward this goal, and the positive attitude toward reading reflects the successful use of this activity to achieve goals so far. The logical fit of the data suggests that this Reading/Life Style statement is valid and reliable.

Good Reader #12:   This person uses reading and learning to read better as a means of trying but failing. Although a good reader according to test scores, this person expects to be less than the best and therefore liable for criticism. The negative Life Style themes of driver and failure fit with this person's idea of learning to read better as a "futile attempt." The controller theme, even with a weight of 20, seems misplaced here, as this person is self-perceived as not controlling others and not successfully resisting being controlled by others. The negative attitude toward reading, which might not be expected in a good reader, is adequately explained by the Reading/Life Style statement. The fit of all the data supports validity and reliability but does not confirm them.

Good Reader #14:   This person uses reading and learning to read better as a means of getting special recognition. The high weight assigned to the getter theme and the presence of the superior theme reflect the overriding concern for recognition through achievement, and the positive attitude toward reading corresponds with the fact that this person is a good reader and has used reading as an area for success in

the past. The logical fit of the data suggests that this Reading/Life Style statement is valid and reliable.

Good Reader #15: This person uses reading and learning to read better as a means of teetering on the brink of failure and being helped along by others. The Life Style themes of baby and failure correspond with this. Since the area of reading is one in which this person's goals are realized, it might at first seem illogical that a negative attitude toward reading has been perceived in this individual; it is in the third part of the Reading/Life Style statement that this apparent discrepancy may be explained: this person's attitude may be negative toward the idea of being successful at learning to read better. As long as the attempt is being made unsuccessfully, the self-view of being less capable and requiring the help of others is reinforced. Thus, the logical fit of the data suggests that this Reading/Life Style statement is valid and reliable.

Poor Reader #5: This person uses not reading and not learning to read better as a means of demonstrating the power to choose to not participate, to resist being controlled by others, and to rationalize the inevitable failure and criticism as not applicable since no attempt was actually made to learn to read better. The creator Life Style theme may reflect this individual's ability to get outside the traditional mind set, in that bowing to the demands of others is no longer considered to be a viable option. The negative attitude toward reading appears to address the failures and criticism involved in the attempt to learn to read better; a positive attitude toward reading as a means of displaying the power to be a rebel and to resist being controlled by

others would be quite sophisticated for a person at this age and would show more insight than might be expected. There is logic perceptible in the data, although its fit is not readily apparent.

Poor Reader #8: Ths person seems to be an anomaly in this group of poor readers; even stranger than a negative orientation toward reading by a good reader is so positive a view of reading by a poor reader. One of the two persons in the group of poor readers with a majority of weight of positive Life Style themes, this person was perceived by the interviewer to be positive toward life in general and also toward reading. The lover-friend and energizer Life Style themes suggest a concern for others that may simply outweigh concern for self as a poor reader. Or, this person may feel good about the extent to which the ability to manipulate others into the service of providing help for reading improvement has been developed. Alternately, reading may not be seen by this person as an area in which people must be manipulated in order to provide help. The attitude, themes, and Reading/Life Style statement do not fit together well in this set of data, and validity and reliability of the Reading/Life Style statement are not demonstrated.

Poor Reader #9: This person is the other poor reader perceived to have a greater weight of positive rather than negative Life Style themes. This person's autonomy is evident in the self-view. Reading and learning to read better do not seem to be means of goal attainment for this person. The amount of self-acceptance in evidence may preclude any overriding need for acceptance by others as a good reader. The negative attitude toward reading, explained in the Reading/Life Style

statement, is balanced by the forthright statement of acceptance of the importance of learning to read better. Although the data do not fit a typical concept of a poor reader, they do fit together in a cohesive, logical manner and appear to be valid and reliable for this individual.

Poor Reader #11: This person uses not reading and not learning to read better as a means to defeat authority figures who try to force participation. The rebel and failure negative Life Style themes best categorize this self-view and statement of purpose, and the negative attitude toward reading corresponds with these data. This information is cohesive and logical, suggesting a high degree of validity and reliability for this subject's data.

Poor Reader #12: This person's ambivalence toward reading is explained in the Reading/Life Style statement. The view of reading as important yet risky supposes a person with mixed emotions about reading. The negative themes of pleaser and failure are reflected in the self-view. The controller theme is not very evident in the Reading/Life Style statement, unless the concern with success implies a desire to succeed by being in control of self or others. Other than the inexplicit fit of the controller theme, the data seem cohesive, and their validity and reliability are suggested but not confirmed.

Poor Reader #14: This person has created a "Catch-22" situation in regard to success at learning to read better. The Life Style themes help to explain the private logic: the baby theme suggests a need to manipulate others to provide help to this person, yet the rebel theme may indicate a self-perceived need to subvert any help that is offered.

The victim theme fits well in this situation. The mixed feelings toward reading are explained by the Reading/Life Style statement. The data for this subject fit together in a cohesive, logical fashion and appear to be valid and reliable.

Poor Reader #15: This person assigns reading a place outside his sphere of ability, which apparently includes mostly activities which are self-perceived to be of a masculine nature. The failure Life Style theme apparently applies to reading, as does the controller theme when viewed as the resistance to control by others. In athletics and manual labor this person can control others or actively resist being controlled by others. The positive themes of giver and empathizer may be evident in this person's other activities, but it is difficult to fit them into the available information concerning reading. The negative attitude and the negative Life Style themes are in accord with the Reading/Life Style statement, which does give a logical explanation of the private logic with which this person views reading. Since there is some lack of fit of the positive Life Style themes in regard to reading, the validity and reliability of the data for this subject are suggested but not confirmed.

Summary of Case Analyses of
Reading/Life Style Statements

Totaling the assessment of goodness-of-fit of the data for each subject above demonstrates that in 9 of the 15 cases (GR #1, 2, 3, 9, 14, 15; PR #9, 11, 14) validity and reliability are evidenced by the cohesion and logical fit of the data. These Reading/Life Style statements do seem to represent each subject's internal, private logic

concerning reading and learning to read better. The logical fit of almost all of the data is evident in a further 5 of the 15 cases examined (GR #5, 12; PR #5, 12, 15). The reason for a lack of complete fit for the data in 4 of these 5 cases (GR #12; PR #5, 12, 15) is the presence of a Life Style theme that does not contribute any explanation for the information presented in the Reading/Life Style statement. The place of reading in the private logic of the individual does not have to be influenced by every general Life Style theme perceived to be operating as part of that person's private logic; those themes may be reflected in some other aspect of that person's behavior. In one case (GR #5) a Life Style theme did <u>not</u> appear which would have seemed likely for the individual in light of the Reading/Life Style statement. This tends to lessen somewhat an assurance of validity for the entire set of data for that subject.

One case (PR #8) displayed little or no apparently logical fit of the information gathered. That this person appeared to be positive toward life and toward learning to read better while being a poor reader seems paradoxical. The positive Life Style themes lover-friend and energizer do not seem to fit with the negative theme of baby. There is a possible explanation in that this person is more concerned with interacting with and elevating others than manipulating others to the service of helping with reading improvement. Conversely, this person may also feel positive about the development of an ability to manipulate others into the service of providing help with reading improvement. This combination of explanations seems unlikely.

Validity and reliability as defined and examined in this study are only considered in the 15 cases of fully explicit Reading/Life Style statements presented above. In 14 of those 15 cases, the logical fit of all of the data (in 9 cases) or almost all of the data (in 5 cases) provides the consumer of such information with a clear, concise insight into each subject's self-view, view of reading, and approach to learning to read better. In the other one of the 15 cases, no readily perceptible logical fit of the data is present. In this case, as with the 15 less explicit Reading/Life Style statements, a further exploration and explication of the view of self, reading, and learning to read better is called for. These last cases have not shown that a valid and reliable Reading/Life Style statement cannot exist for these subjects; rather, they have demonstrated the need for an understanding and ability in the interviewer to elicit a fully explicated Reading/Life Style statement that clearly represents the private logic of the individual's view of self, reading, and learning to read better. The more explicit the Reading/Life Style statement, the greater the probability that the information it contains is valid and reliable.

Relating Present Findings to Conclusions in the Literature

This chapter has presented a discussion of the findings of this study relative to the research questions addressed herein. In this section the findings of this study are shown to fit into the research literature concerning reading and the affective domain. The following conclusions from the literature are supported by the findings of this study:

1. An holistic investigation of poor readers is needed (Bower, Boyer, and Scheirer 1970; Thompson 1973). The Adlerian technique of Life Style Assessment provides a top-down approach to diagnosing the whole complex context within the individual in which reading and learning to read better have a place. That the results of this holistic type of diagnosis can be useful for the improvement of reading instruction and remediation remains to be proven but seems obvious.

2. Choosing to participate or to not participate in reading and the process of learning to read better is a purposive behavior (Dreikurs 1954; Mosak and Schneider 1975). For most subjects in this study for whom an explicit Reading/Life Style statement was obtained, a goal concerning participation in the process of learning to read better was identified. For some poor readers, a goal is achieved through refusal to participate in the process of learning to read better. For some good readers and some poor readers, conflicting goals concerning participation in the process of learning to read better were revealed as a possible cause of a mixed positive and negative attitude toward reading.

3. Reading difficulty and emotional maladjustment occur together in many individuals (Ellis 1949). In Reading/Life Style terms, "emotional maladjustment" would indicate the presence in an individual of a private logic which would suggest that not participating in the process of learning to read better is the more sensible course of action available to that individual. This phenomenon has been observed in the data of some subjects in this study.

4. The view of self, view of reading, and motivation concerning participation in the process of learning to read better is highly integrated and individualized (Zolkos 1951). A person approaches the activity of reading or the task of learning to read better in a way that makes sense to that person. The Life Style themes should not be seen as a cause of the chosen approach; they are merely categories which serve to describe dominant motifs in the private logic of the individual as that person approaches various life tasks. The Reading/Life Style statement provides an explication of the private logic relative to the specific approach that is taken by the individual to the activity of reading or the task of learning to read better. It cannot be generalized from the data in this study that all poor readers choose to not learn to read well; what can be stated is that some poor readers may choose to not participate in the process of learning to read better for reasons which make sense to them.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS,
AND SUGGESTIONS FOR FURTHER RESEARCH

In this chapter, the following information is presented: (a) a summary of the need for this study as demonstrated in the review of the literature, and the procedures which were followed in conducting the present study; (b) the findings relative to the research questions being addressed; (c) conclusions based on the findings; (d) implications of those conclusions; and (e) suggestions for further research in the areas of affective domain and reading in general and the application of the theories and techniques of Individual Psychology to the field of reading in particular.

Summary of the Study

The affective domain and reading achievement have generally been studied in a fragmentary manner, usually relating some specific aspect of the personality to some measure of academic achievement. Most of such research focuses on the maladjusted personalities of poor readers and does not typically offer comparative data on the personalities of good readers. The Life Style Assessment, a projective interview technique used in Individual Psychology to perceive and describe the inner motivations which a person has constructed as a set of rules (the "private logic") for interacting with the environment, has been shown in the literature to be generally valid and reliable and was used in this

study as the means for examining good and poor readers as holistic beings in the context of and seeking concert with their total reading environment.

In this study, the following research questions were addressed:

1. What approaches to life tasks, as categorized by Life Style themes, are evident among ninth grade students of varying reading ability?

    a. Within which specific positive and negative Life Style themes may the perceived general approaches to life tasks by good and poor readers be categorized?

    b. Is the perceived attitude toward reading of good and poor ninth grade readers consistent with their general approaches to life tasks as categorized into positive and negative Life Style themes?

2. What intrinsic motivations concerning participation in the process of learning to read better may be perceived in sample groups of ninth grade students of varying reading ability?

The subjects in this study were 30 ninth grade students, 15 good readers and 15 poor readers. Random selection was made from the available populations of such readers. For poor readers, one criterion for inclusion was the capacity for achievement in reading at a level greater than the amount of achievement displayed at the time of the study. Each subject was administered a Life Style Assessment interview by one of two trained, paid interviewers. Outcome variables derived during the interview were: (a) a listing of Life Style themes, which

are general categories of beliefs about oneself, the world, and how one should therefore interact with the world; these themes were assigned weights by the interviewers in order to display their prominence for each subject; (b) each subject's attitude toward reading and learning to read better as perceived by the interviewer; and (c) a Reading/Life Style statement which represents each subject's specific private logic for approaching reading and learning to read better.

The outcome variables were analyzed in the order of their application to the research questions. First, the Life Style themes perceived to be operant in the private logics of the subjects were listed by composite assigned weight for each group. The distribution of themes within each group was discussed, followed by a comparison between the groups for prominent themes displayed. The Life Style themes were categorized as positive or negative, and analyses of differences within and between the groups of good and poor readers were conducted using the chi square (X^2) procedure. Next, the subjects' perceived attitudes toward reading were listed for both groups and analyzed with the chi square (X^2) procedure. The discussion of attitude toward reading in relation to the Life Style themes perceived in each subject focused on subjects from both groups who either did not display an attitude toward reading which would be expected by their current level of reading achievement, or who displayed a mixed attitude toward reading. The Reading/Life Style statements were used to demonstrate the consistency of each subject's attitude toward reading with that subject's private logic concerning reading.

The final analytical procedure was an examination of the Reading/Life Style statement as a representation of each subject's intrinsic motivations concerning participation in reading and the process of learning to read better. Each of the three parts of the Reading/Life Style statement was listed for each group of subjects, and generalizations were noted concerning good and poor readers' self-views, views of reading, and views of learning to read better. To estimate the validity and reliability of the Reading/Life Style statements, those which were explicit enough (15 of the 30) were analyzed for goodness-of-fit with the perceived Life Style themes and attitudes toward reading of those subjects.

Findings

The following findings were derived from the analyses and discussions of the data presented in this study and are reported in reference to the sampled groups of good and poor ninth grade readers from whom the data were gathered:

1. Relative to research question 1a,

    a. good readers displayed more themes within a smaller range of distribution by assigned weight of themes than poor readers.

    b. good readers' most prominent Life Style themes were achiever and getter, then self-governor and lover-friend, then victim, failure, and baby; there was almost no display of the Life Style theme rebel in the subjects in the group of good readers.

    c.   poor readers' most prominent themes were victim, failure, and rebel, followed at a distance by baby, pleaser, and controller.

    d.   good readers displayed an even mixture of positive and negative Life Style themes; poor readers displayed Life Style themes that were predominantly negative.

2.   Relative to research question 1b,

    a.   the number of good readers who displayed a positive attitude toward reading was significantly greater than the number who displayed a negative attitude ($p \leq .05$); a greater number of poor readers displayed a negative attitude toward reading than displayed a positive attitude, but not to the degree of achieving statistical significance.

    b.   some readers from both groups were perceived to display an attitude toward reading which was not anticipated in light of their levels of reading achievement, i.e., some good readers were perceived to have a negative attitude toward reading, and some poor readers were perceived to have a positive attitude toward reading.

    c.   some good readers and some poor readers were found to have mixed positive and negative attitudes toward learning.

    d.   when inconsistencies between perceived attitude toward reading and expected attitude in light of current achievement were examined, or when mixed attitudes toward reading were examined, the Reading/Life Style statement provided an

explanation to show consistency of each subject's attitude toward reading with the private logic concerning reading.

3. Relative to research question 2,

    a. subjects in both the good reader and poor reader groups displayed self-views which ranged from positive (autonomous) to negative (lacking self-assuredness).

    b. subjects in both the good reader and poor reader groups viewed reading positively as a means of achieving their own socially-oriented goals, or negatively as a means for others to attempt to exert influence over them.

Conclusions

The conclusions that follow are limited to populations similar to and under conditions similar to those found in this study.

1. There are no sets of predominant Life Style themes which characterize good and poor readers and separate them clearly.

2. Neither positive nor negative Life Style themes are predictive of reading achievement.

3. The attitude of good and poor readers toward reading achievement depends on the self-perceived usefulness of reading in attaining goals.

4. The motivation of good and poor readers toward or against improving reading ability may be one application of more general motivations toward the socially-oriented goals of completing life tasks.

Implications

The conclusions arrived at in this study suggest the following implications:

1. Research efforts should not be focused on a search for a single type of personality which could be causally linked to good or poor reading achievement.

2. Information concerning attitude and motivation toward reading should not be interpreted or used in isolation; behaviors toward reading should be viewed as part of the entire context of the personality.

In addition, the following implications are suggested by the application of the framework of Individual Psychology to the field of reading:

1. In order to enhance an investigation of attitudes and motivations toward or against reading, information such as that found in the explicit Reading/Life Style statement should be included as an outcome measure of the data-gathering process; this should reveal the individual's application of Life Style themes to reading.

2. A standardized procedure should be established in order to use the Life Style Assessment for research purposes.

3. Since it appears that students' behaviors toward reading may be socially motivated, the following implications may be generated for remedial and initial reading instruction:

   a. for reading remediation to be effective for students who use failure at learning to read better to achieve goals, either

the student's goals must change or the usefulness of failing at learning to read better for achieving those goals must change. This may occur, for example, through a counseling approach to reading remediation.

b. In the area of initial reading instruction, it may be that negative, discouraging influences which lead to such use of non-participation in learning to read better as showing the ability to resist forced learning, can be identified. An early diagnosis of a faulty private logic concerning reading might be useful for instructing parents in methods of encouraging development of reading ability in their children. Also, with specific information such as that provided by the Reading/Life Style statement, it may be possible that the teacher could more effectively encourage a "beginning failure" to abandon the choice to not participate in the process of learning to read better.

Suggestions for Further Research

Further research is recommended in the following areas:

1. Conduct studies similar to this one of students in earlier grade levels. It would be enlightening to describe the private logic of beginning readers, in regard to such aspects as the firmness or pliability of the private logic concerning reading. Since formal reading instruction does not generally start until a child is in school, a private logic assessment of preschoolers

concerning reading might shed some light on the controversial question of the origin of causes of reading difficulty.

2. Further examine the use of the Life Style Assessment and concept of private logic in the diagnosis of cases of reading disability.

3. Examine the use of the information in the Reading/Life Style statements in reading remediation, especially in developing a counseling approach to such remediation.

4. In experimental studies of cognitive aspects of reading, examine the effect of including subjects who embrace beneficial failure as part of the private logic.

5. Examine the process of gathering Reading/Life Style information with the goal of reducing the amount of time that was necessary in this study. Also, a screening device should be developed which could be administered on a group basis, which would serve to specify the students most likely to benefit from the gathering and use of Reading/Life Style information in a program of reading remediation.

APPENDIX A

COMMON NEGATIVE AND POSITIVE LIFE STYLE THEMES (Hillman 1981)

(Adapted from Mosak 1971)

Each person's life style is unique to the individual but there are some common themes that may be observed. Harold Mosak has outlined some of these themes. The following is an adaptation of Mosak's life style types.

Negative Themes

The Getter

The "getter" is preoccupied with receiving material things, love, service, or recognition from others rather than contributing to them. He or she feels entitled to receive these things and may use charm, shyness, temper, intimidation or manipulation to get what is wanted.

The Driver

The motivation of the "driver" is to get ahead at all costs in the race for success. He or she is in perpetual motion and uses overconscientiousness, overdedication, and overambition while striving toward an unrealistic and unobtainable goal. Driving is a compensation for feelings of worthlessness or fear of failure.

The Controller

The "controller" is concerned about controlling other people or things and strongly resists being controlled by them. He or she lacks flexibility and spontaneity, avoids and suppresses feelings, and uses intellectualization, rightness, orderliness, neatness, perfectionism, or put-downs to maintain control of self and life in general.

The Corrector

Being right and making sure that the other person is wrong is the favorite pasttime of the "corrector." He or she fastidiously avoids and rationalizes personal error and is intolerant of ambiguity or the absence of guidelines.

The Superior

The person who needs to be "superior" must break the record at whatever is undertaken in order to be better than anyone else. He or she has an obsession with being the "best" or the "center" of things even if the accomplishment may seem trivial to others. If this goal cannot be met for positive achievements, negative achievements may be substituted to demonstrate superiority at being "bad."

The Pleaser

"Pleasers" feel that they must be liked and appreciated by all people at all times as evidence of being worthwhile. They are sensitive to criticism and feel hurt when they do not receive constant approval from everyone. They may alter their positions on issues in order to say exactly what they think others want to hear.

The Goody-Goody

"Goody-goodies" work hard at appearing to be very righteous and proper with moral standards which are higher than their peers. Such "model children" use their moral superiority to discourage their "inferiors," but their "goodness" is a little too much to be believable.

The Rebel

The beliefs and actions of "rebels" are opposed to the demands or expectations of life and the opinions or programs of other people. Rebels rarely are for a positive plan to substitute for the ideas they are against. The rebel may behave passively by circumventing the wishes of others or becoming "teacher deaf" or "parent deaf."

The Victim

"Victims" seem to set up situations where they will be persecuted or become the objects of disaster. They may have feeling of nobility, self-pity, and resignation; be accident prone; or seek sympathy and pity from others.

The Martyr

"Martyrs" are victims who suffer for some noble or righteous cause or principle. They may "collect injustice" by being morally indignant and aggressive or by suffering in silence in hopes that others will rally to their cause.

The Baby

"Babies" may use charm, cuteness, exploitation, a high-pitched voice, and childlike speech patterns or mannerisms to manipulate others into their service. Frequently they are the youngest children but may have other birth order positions.

The Failure

The "failure" plays the role of an inadequate person who can do nothing "right." He or she may feed an "inferiority complex" by seeking services from others, being clumsy or awkward, limiting activities to areas where success is assured, or failing whenever responsibility is given.

The Intellectualizer

"Intellectualizers" avoid and deny feelings and fear spontaneity. Their most common techniques are use of logic, rationalization, and "talking a good game."

The Excitement Seeker

"Excitement seekers" constantly look for novel, active, and thrilling experiences and avoid dull, routine, or repetitive activities. They usually like to "live it up" with other people but may seek excitement passively through fantasy and self-stimulation. Often excitement seeking involves drugs, sex, or very hazardous sports activities.

Positive Themes

The Grower

"Growers" are concerned with contributing to their own development in all aspects of life. They are interested in learning as much as they can about a wide range of topics and becoming aware of the world around them and who they are as people. They want to know why they think and feel and act the way they do.

The Giver

"Givers" are interested in contributing by sharing with others. They tend to be thoughtful, courteous, and other-oriented people who genuinely enjoy giving to others rather than getting from them. They are often willing to make personal sacrifices in order to give to someone who is in need.

The Helper

"Helpers" contribute by being sensitive to the emotional as well as physical needs of other people. Instead of being preoccupied with pleasing, they are willing to serve others by helping them when they need it and by encouraging them to help themselves when that seems more appropriate. They tend to be doers rather than talkers and are willing to become actively involved in finding solutions to social concerns faced by society in general and by individuals who are in need.

The Self-Governor

"Self-Governors" are autonomous people who are in charge of their own lives and have well-defined and internalized values. They tend to be optimistic, dignified, mature, confident, secure, and independent people who are willing to take realistic risks. They have little interest in controlling or avoiding the control of others or in playing the baby by manipulating others into their service.

The Cooperator

"Cooperators" demonstrate their autonomy by working with others instead of rebelliously fighting against them or trying to be superior or a goody-goody. They are concerned with being supportive and developing an egalitarian relationship with people. Communication with others is open and respectful because each one tolerantly listens to what the other is saying.

The Achiever

Instead of driving toward success at the expense of others or feeling inferior and like a failure, "achievers" are autonomous people who are leaders and who find success without neurotically striving for it. They tend to be rational and logical decision-makers who are very competent and consistent but at the same time flexible and in tune with the feelings of those who are affected by their decisions.

The Lover-Friend

"Lover-Friends" have a great capacity for and interest in being intimate with other people instead of creating social distance and hurtful alienation. They easily develop respectful social relationships based on mutual understanding and commitment, shared responsibility, and close relatedness and identity without possessiveness.

The Nurturer

"Nurturers," unlike correctors who focus on mistakes, have intimate relationships in which they encourage others by caring for them with warmth, tenderness, compassion, and support. They have the ability to provide the proper nourishment to feed the emotional hunger of other people when they need it the most. They care enough, however, not to overfeed but rather to wean the person in need at the proper time.

The Empathizer

"Empathizers" have such a sense of communion with people that they can communicate with them verbally and nonverbally at an intimate level. They are able to feel with others in such a significant way that they can actually experience the pain or joy that the other person is experiencing.

The Creator

"Creators" are divergent thinkers who are spontaneous and open to new ideas and new ways of becoming fully engaged with life. They have the ability to get outside of traditional mind sets and to see things in new and different categories. It is obvious that people who have talents and interests in the arts tend to be creators, but we all have the capacity of being creative in some way if we are "freed-up" enough to let it develop. In the classroom we need to be very careful not to stifle the natural creativity of our students.

The Energizer

"Energizers" demonstrate their engagement with life by being full of exhilaration and excitement about living. They have a great capacity for work, but they are not driving themselves to get ahead at all costs. Instead of seeking excitement in order to avoid work, they are vibrantly alive and are stimulated toward productivity by their genuine enthusiasm, vibrancy, vitality, and zest for life.

The Integrator

"Integrators" are engaged with life because they have a holistic and congruent balance between the way they think and feel and act. Instead of making decisions based solely on intellectualization, emotion, or impulsive action, they fully use and integrate all of their resources in order to accomplish their life tasks. Integrated people seem to have a serene peace about themselves and the world because they have found personal meaning in life through quiet reflection and meditation.

APPENDIX B

A GUIDE FOR GATHERING LIFE-STYLE INFORMATION

University of Arizona   Bill W. Hillman, Ph.D.
Department of Counseling and Guidance   Copyright 1979*

A GUIDE FOR GATHERING LIFE-STYLE INFORMATION

I. FAMILY CONSTELLATION

    A. <u>Description of siblings</u> - i.e., responsible, organized,
        achiever, perfectionistic, serious, bossy, insecure,
        competitive, artistic, athletic, social, sensitive,
        mischevious, martyr, victim, rebel, charming, helpless,
        dependent, spoiled, independent, etc.

        <u>Name</u>   <u>Age</u>   <u>Description</u>

    B. <u>Description of Self</u>

    C. <u>Special Considerations</u> - i.e., age space, sex distribution,
        family size, cultural differences, handicaps, twins, deceased
        sibling, etc.

    D. <u>Significance of Family Constellation</u> - i.e., competitive or
        alliance relationships and psychological position, etc.

*Used by permission.

II. FAMILY ATMOSPHERE

    A. Description of Parents

        1. Mother

        2. Father

    B. Relationship with Parents

        1. Parent most like you? How?

        2. Parent most different from you? How?

    C. Family Climate - i.e., autocratic, permissive, democratic

        1. How are tasks accomplished?

        2. How are decisions made, problems solved and goals set?

        3. How is discipline maintained?

        4. How does the family have fun?

    D. Significance of Family Atmosphere - i.e., relationship with parents and family climate

III. <u>LIFE TASKS</u>

    A. <u>Self View</u> - How are tasks met now? How could they be met?

        1. <u>Work</u> (school, routine chores, career plans, job)

        2. <u>Friendship</u> (making and keeping friends)

        3. <u>Love</u> (affection for animals, love for family, intimacy)

        4. <u>Self</u> (physical, emotional, and intellectual development)

        5. <u>Values</u> (development and clarification of basic beliefs)

        6. <u>Leisure</u> (creative use of leisure time)

    B. <u>World View</u>

        1. What do you like about the world? (home, school, community, etc.)

        2. How would you like to change the world? (home, school, community, etc.)

    C. <u>Significance of Progress Toward Meeting Life Tasks</u> - i.e., present view of self and the world.

IV. <u>EARLY RECOLLECTIONS</u>

ER's are <u>very</u> <u>specific</u> situations in <u>early</u> <u>childhood</u> which happened only once. Look for specific details, feelings at the time, parts which stand out, and interactions with others.

1. Age____

2. Age____

3. Age____

4. Age____

5. Age____

V. SUMMARY

    A. Recurring Patterns

    B. Positive Life Style Themes - i.e., grower, giver, helper, self-governor, cooperator, achiever, lover-friend, nurturer, empathizer, creator, energizer, integrator, other.

    C. Negative Life Style Themes - i.e., getter, driver, controller, corrector, superior, pleaser, goody-goody, rebel, victim, martyr, baby, failure, intellectualizer, excitement-seeker, other.

    D. Basic Insight and/or Basic Mistake - i.e., I am . . . the world is . . . therefore life is . . .

    *E. Basic Insight and/or Basic Mistake About Reading - I am . . . reading is . . . therefore learning to read better is . . .

    *F. Identify the Life Style theme most closely related to this person's view of learning to read.

*These copyrighted modifications added by Spencer (1984).

APPENDIX C

STIMULI FOR EARLY RECOLLECTIONS OF READING EXPERIENCES

Early recollections are very specific recollections in early childhood which happened only once. For each early recollection, note especially: (1) specific details, (2) feelings at the time, (3) parts which stand out, and (4) interactions with others.

Directions: Use the following lists of situations as stimuli to generate reading-related early recollections. More than one early recollection may be recorded for an area, or there may be no early recollection in a particular area.

1. Preschool or non-school reading situations

    a. parents or others reading to child(ren)

    b. reading at bedtime

    c. books as presents or possessions

    d. trips to the library

    e. family reading

    f. a special book

    g. brother's or sister's reading

2. School-related reading situations

    a. initial reading instruction

    b. reading groups

    c. oral reading (aloud, to a group)

    d. reading tests

APPENDIX D

DATA OF ALL SUBJECTS IN THE STUDY

Table D-1. Data of all Subjects in the Study.

Subject Group,#	Attitude Toward Reading	Life Style Themes/Weight p=positive; n=negative	Reading/Life Style Statement
GR #1	Pos	(p) self-governor/50 (n) getter/25 (n) corrector/25	I am an independent, capable individual who goes out and gets what [he or she] wants Reading is a source of success and enables me to be in charge of my life Learning to read better enables me to be more independent, correct, and get the things out of life that I desire
GR #2	Pos	(p) lover-friend/30 (n) pleaser/40 (n) baby/30	I am a special, loving, and loved person Reading is a means of receiving affection and pleasing others Learning to read better is to maximize the positive strokes of affection I receive from others
GR #3	Pos	(p) lover-friend/40 (n) getter/40 (n) baby/20	I am a small, less capable person who relies on others in new experiences and enjoys having others around me Reading is full of fun, new experiences Learning to read better is to learn about others, be included and get positive strokes
GR #4	Pos	(p) helper/15 (p) achiever/45 (p) empathizer/10 (n) victim/30	I am flawed Reading is one of my best friends Learning to read better is better for me; helps me understand

Subject Group,#	Attitude Toward Reading	Life Style Themes/Weight p=positive; n=negative	Reading/Life Style Statement
GR #5	Mixed	(p) lover-friend/40 (n) controller/60	I am concerned about accomplishing tasks successfully and having others accept me, i.e., not displeasing them Reading is an independent task I try cautiously to accomplish for recognition Learning to read better is to be attempted cautiously, being careful not to make mistakes, i.e., "drop the egg," so I will be recognized and accepted as successful
GR #6	Pos	(n) victim/65 (n) pleaser/20 (n) failure/15	I am great Reading is fun Learning to read better is also fun
GR #7	Pos	(p) helper/45 (p) cooperator/15 (p) nurturer/25 (p) energizer/15	I am sure of myself Reading is important Learning to read better is a good idea
GR #8	Pos	(p) grower/60 (p) helper/15 (p) energizer/10 (n) rebel/15	I am me Reading is enjoyable Learning to read better is not bad
GR #9	Pos	(p) grower/30 (p) achiever/30 (n) driver/40	I am intelligent and capable of success in anything I try Reading is a means to achievement and success Learning to read better is to achieve more, stay ahead and be recognized as somebody special

Subject Group,#	Attitude Toward Reading	Life Style Themes/Weight p=positive; n=negative	Reading/Life Style Statement
GR #10	Pos	(p) empathizer/10 (p) creator/10 (n) goody-goody/25 (n) martyr/45	I am a challenge Reading is fulfilling Learning to read better is important to me
GR #11	Pos	(p) giver/20 (p) helper/15 (p) self-governor/50 (p) emphathizer/15	I am a human being Reading is helpful to the mind and everyday life Learning to read better is something that will help you later on
GR #12	Neg	(n) driver/40 (n) controller/20 (n) failure/40	I am small and less capable than others in a big, demanding, and critical world Reading is demanded of me to perform and be one of the best Learning to read better is a futile attempt to be as good as father's high standards for acceptance demanded of me--wrought with failure and hurt
GR #13	Pos	(p) achiever/60 (p) empathizer/15 (p) energizer/15 (n) victim/10	I am active Reading is interesting Learning to read better is important
GR #14	Pos	(p) self-governor/10 (n) getter/60 (n) superior/30	I am a special person who seeks recognition by others as being special Reading is a way to gain recognition Learning to read better is a means for increasing my opportunities for special recognition

Subject Group,#	Attitude Toward Reading	Life Style Themes/Weight p=positive; n=negative	Reading/Life Style Statement
GR #15	Neg	(n) getter/10 (n) baby/50 (n) failure/40	I am not as capable as others and feel "lost in the crowd"--I prefer to depend on others for help Reading is a difficult task but expected of me Learning to read better is a threat as it would mean loss of help from others to help me avoid failure; but, not learning to read better robs me of fantasized great success in life, i.e., double bind
PR #1	Pos	(n) pleaser/70 (n) victim/30	I am fine Reading is fun Learning to read better is OK
PR #2	Pos	(n) victim/25 (n) baby/35 (n) excitement-seeker/40	I am special Reading is fun Learning to read better is funner
PR #3	Neg	(p) giver/10 (n) pleaser/20 (n) failure/70	I am [name] Reading is fun Learning to read better is a little difficult
PR #4	Neg	(n) getter/40 (n) baby/30 (n) failure/30	I am unusual Reading is boring Learning to read better is a great learning experience
PR #5	Neg	(p) creator/20 (n) controller/30 (n) rebel/50	I am afraid I won't meet the standards I must for acceptance, recognition, or success Reading is a task demanded of me and loaded with possible failures and criticism Learning to read better is something to be wary of, hold back so I can't really fail and be criticized

Subject Group,#	Attitude Toward Reading	Life Style Themes/Weight p=positive; n=negative	Reading/Life Style Statement
PR #6	Neg	(n) rebel/50 (n) victim/10 (n) failure/20 (n) excitement-seeker/20	I am myself; different from others Reading is boring Learning to read better is I don't know; I can't really answer
PR #7	Pos	(p) achiever/30 (n) superior/35 (n) victim/35	I am happy for what I do Reading is interesting when you are reading something good Learning to read better is better than reading slower
PR #8	Pos	(p) lover-friend/20 (p) energizer/40 (n) baby/40	I am a special, fun-loving, outgoing person Reading is another fun (or means to it) experience in life Learning to read better is a way to gain new, fun, or enjoyable experiences in life--another adventure in life to enjoy
PR #9	Neg	(p) self-governor/60 (n) controller/40	I am a hard-working, dependable individual who prefers to be independent and uninvolved with hassles Reading is a passive, boring task Learning to read better is not enjoyable but I realize it's important for me to do
PR #10	Neg	(n) victim/90 (n) failure/10	I am nice Reading is sometimes fun Learning to read better is OK

Subject Group,#	Attitude Toward Reading	Life Style Themes/Weight p=positive; n=negative	Reading/Life Style Statement
PR #11	Neg	(n)rebel/50 (n)failure/50	I am not thought much of by others--they see me as inadequate, stupid, and a constant problem Reading is a task authority figures have continually forced me to do, while labeling me as a failure Learning to read better is something I refuse to do in order to defeat them, i.e., they can't make me do it, thus allowing me to defeat them and also avoid hurt of another failure in life
PR #12	Mixed	(n)controller/20 (n)pleaser/40 (n)failure/40	I am one who feels squeezed out, left out, and concerned about mistakes Reading is an important area for success; it takes work, effort, and risk Learning to read better is to risk failure, mistakes, and rejection and criticism for it
PR #13	Neg	(n)rebel/60 (n)victim/30 (n)excitement-seeker/10	I am tall Reading is boring Learning to read better is a waste of time
PR #14	Mixed	(n)rebel/30 (n)victim/30 (n)baby/40	I am a capable person seeking special attention unfairly denied me Reading is a source of both pride and attention for achievement, as well as an area where others expect/demand high achievement Learning to read better is both a source for obtaining attention/admiration as well as giving in to the demands for perfection and achievement by parents

Subject Group,#	Attitude Toward Reading	Life Style Themes/Weight p=positive; n=negative	Reading/Life Style Statement
PR #15	Neg	(p) giver/20 (p) emphathizer/20 (n) controller/30 (n) failure/30	I am not very capable academically but find my place in athletics and manual labor Reading is more a feminine task Learning to read better is to leave the security of masculine endeavors and compete with females on their "home court"

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