

Exploring the Intrinsic Role of Agency and the Extrinsic Role of Social Expectations for
Adults Who Learn to Read: A Life History

by

Betsy K. Stoutmorrill

M.S., Nova Southeastern University, 1992
B.A., Saint Leo University, 1989

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Education

Walden University
December 23, 2008

Introduction

Teaching adults the cultural invention of reading is a career filled with contradiction. The objective is to teach everyone to read proficiently, but the reality is that not everyone can learn to read just as not everyone can learn to repair electrical circuits or drive race cars. Reading is an unnatural ability, a skill, a talent, a cultural invention. Knowing adults who could not read, but who were otherwise successful and productive, made me question why they were often judged, by themselves as well as others, to be somehow deficient. Social expectations demand reading ability, and American society judges people according to reading prowess. Educational systems set young children on a trajectory of success or failure based on a perceived normal timeline for learning to read fabricated by experts who *can* read. Imagine a world where expert, professional race car drivers set the standards for everyday driving for all of us.

Statement of the Problem

A problem exists in American society of illiteracy (Dion, Morgan, Fuchs, & Fuchs, 2004; Horning, 2007). This problem of illiteracy is connected to culture (Stanovich, 1994; Alvermann, 2001), politics (Harris & Herrington, 2006; Weiner, 2005/2006), and power (McDermott, Goldman, & Varenne, 2006; St. Clair & Sandlin, 2004) which all determine how reading is currently taught, assessed, and valued in American society and public education. Individuals are stigmatized and silenced by the label of *illiterate* without regard to cognitive potential, learning disability, or socioeconomic status. This problem is of particular importance at the secondary level because it negatively impacts adolescents' self-view and motivation (Gee, 2000; Heron,

2003) to read by focusing on standards-based remedial work and high-stakes test preparation (Alvermann, 2001; Gee, 2001; Stanovich, 1994) instead of the intrinsic or economic value of reading.

There are many possible contributing factors to this problem of adolescent and adult illiteracy including a misunderstanding of the culture invention of reading (Stanovich, 1994; Breznitz & Share, 2002) and reading disabilities (Alvermann, 2001; McCandliss & Noble, 2003; McDermott & Varenne, 1995), a vague and changing definition of illiteracy (Horning, 2007; St. Clair & Sandlin, 2004), few trained secondary reading teachers (Dion et al., 2004; Heron, 2003; Torgesen, 2000), and political mandates for accountability (Wepner, 2006; Harris & Herrington, 2006; Wolk, 2004). This study will contribute to the body of knowledge needed to address this problem by exploring the roles of agency and social expectations in the life histories of adults who learned, are learning to read, or who manage their lives without reading.

Long standing social expectations since the 1983 *A Nation at Risk (NAR)* (National Commission, 1983) report imbedded within 2001 *No Child Left Behind* (NCLB) legislation have created a growing culture of reading disability and an expanding definition of literacy that threatens to paralyze the lives of children, adolescents, and adults, as well as their families, communities, and teachers. The lives of non- and limited readers revealed two unknown scenarios: (a) how adults who do learn to read have balanced agency and social expectations to develop a self-view that alters a predicted trajectory of failure, and (b) how adults who have not learned to read have led successful, productive lives and contributed to their communities and their families.

Learning to read is serendipity for a few, just another day at school for some, and an impossibility for others. As the social cognitive theorist Albert Bandura (1999) stated, “The power of fortuitous influences to launch new life courses is in accord with chaos theory in which minor events can set in motion cyclic processes that eventuate major changes” (p. 23). Cole and Knowles (2001) acknowledged the “roles of serendipity and surprise in life history research are significant” (p. 79). Chance in life and in discovery of meaning in life may be fortuitous, but also one’s agency in recognizing and taking advantage of a serendipitous moment cannot be overlooked (Paige, 2007, p. 247).

Purpose of the Study

The primary purpose of this qualitative life history is to explore the roles of agency and social expectations for non- readers and limited adult readers. The secondary purpose of this study is to describe the lived experience of adults who did not learn to read. This study also identifies the potential applications of adult agency behaviors and reactions to social expectations applicable to secondary education reading intervention/ remediation curriculum for illiterate (cannot read proficiently) or aliterate (choose not to read or not learn to read) adolescents.

Research Questions

What is the lived experience of an adult who does not read proficiently or who has learned to read proficiently as an adult? What is the role of agency in learning to read as an adult? How does agency shape the self-view of adults who did not learn to read at established developmental milestones? How does agency shape the educational environment? How does the educational environment shape agency? What is the role of

social expectations in learning to read as an adult? How have social expectations influenced the self-view of adults who did not learn to read at established developmental milestones? How are agency and social expectations connected or revealed in the pivotal moments in the narratives of adult non- or limited readers?

Literature Review Summary

The conceptual framework of this life history study is based on the works of Atkinson (1998), Clandinin and Connelly (2000), Cole and Knowles (2001), and Denzin (1989). The theoretical framework is based upon the social cognitive theories of Bandura (1977, 1997, 1999, 2001), stating that a reciprocal causality exists between agency and environment because humans have “capabilities that make them unique in their power to shape their environment and their own destiny” (Bandura, 1999, p. 21).

The science of learning to read (Dehaene, 2003, McCandliss & Noble, 2003), and reading as a cultural invention (Stanovich, 1994, Alvermann, 2001)) set the foundation for exploring the evolution of defining and evaluating reading ability, reading disability, literacy, aliteracy, and illiteracy. The literature was narrowed to adolescent (Mortimer, Lee, & Staff, 2004) and adult (Weiner, 2005/2006) agency in reference to learning to read. The literature review also explores the demands of larger (government, public school) and smaller (family, teachers) social expectations.

Significance of the Study

A gap in the literature exists that presents the experience of being a non- or limited reader from an adult retrospective. This study is significant because it does not focus on the failure of a specific curriculum or instructional practice, but on the personal

experience of the non- or limited reader. The study is also significant because it reveals the lived experience of the non-reader or the limited reader who has faced the cultural invention of reading and failed to meet the social expectations of becoming literate. The cultural invention of reading has become a stigma of shame and failure for children, adolescents, and adults who struggle to learn how to read. Acquisition of oral language is a natural process in humans, but written language is not a natural process; yet the political movement for standards-based education, high stakes testing, and accountability have made differences in learning the unnatural act of reading unacceptable.

Reading is not a natural ability; it is a skill that requires serendipitous experience, direct instruction, years of practice, and specific cognitive abilities. Differences in learning style, cognitive abilities, opportunities for instruction and practice, environmental or family situations, and many other variables cause differences in pace of acquisition and levels of prowess in reading. When these natural differences are used to measure and then judge a person's worth or potential, reading ability becomes a badge of superiority or a scarlet letter of shame. American society has altered the definition of functional literacy and expanded the definition of learning disabilities to the extent that it is now a tool of political power and a commercial enterprise.

The significance of this study also lies in the implications for social change in the field of education. Life history research has the potential to discover which is more crippling: the label of illiterate or the inability to read. Exploring the life histories of adult non- or limited readers revealed a theory about the interaction between the power of human agency and the role of social expectation in the creation of a self-view. This

theory can be used to promote positive social change in education through its application to classroom instruction by teachers, curriculum development by education-related businesses, and policy development by politicians and administrators to change the educational and life outcomes of students who are currently being stigmatized by the label of illiteracy or learning disabilities. Life history research can give a voice to those who have been silenced and stigmatized by the negative labels of illiterate, aliterate, and learning disabled.

Methodology

Life History Research Design

Life history research presents the opportunity to capture rich, thick descriptions of the experience of struggling with learning to read from a mature, adult prospective. The current political focus on educational accountability, specifically in the area of literacy, also promotes an interest in research that goes beyond numerical data on grade level equivalents to exploration of factors that effect a person's choice and dedication to learning to read for all populations of struggling readers, not just school-age children.

The qualitative life history tradition was selected because the roles of agency and social expectation in learning to read are unique to each individual, which can be revealed by finding meaning through listening to and analyzing the story teller's voice describing pivotal moments. The objectives of this research study were best met through the qualitative research paradigm and a life history design because stories reveal experience where numbers indicate proficiency.

Data Collection Plan

A five-page written questionnaire was designed by this researcher based upon the work of Miller (1974) to serve the following three purposes: (a) to establish a base of knowledge about each participant, (b) to reveal feelings or attitudes, and (c) to trigger reading-related memories. A variety in question formats and an easy-to-complete design supported participation regardless of different levels of reading or writing ability, of engagement with print, and of prowess at story telling. The objective was data about changes in reading ability and attitudes occurring throughout life, not reading levels.

Survey I: Reading Interest Inventory and Survey IV: Academic/Employment History provided a basis for comparative knowledge about each participant. Survey II: Incomplete Sentence Reading Inventory provided data on reading attitude, self-view, self-esteem and reading engagement. Survey III: Structured Reading Autobiography serves as a trigger for reading related memories, and Part V: Unstructured Reading Autobiography provides an open format for participants to write or audio tape record their stories.

Data Analysis Plan

Data collection occurred in three phases: eighteen brief prescreening interviews, twelve purposefully chosen survey instrument completion requests, and three extended interviews invitations based upon narratives revealing variations in life outcomes related to different levels of personal, proxy, and collective agency exhibited in response to the social expectation of learning to read (Hank, Constance, and Dale).

Written and audio taped data were collected from a convenience sample of adult non- or limited readers who completed reading interest inventories, structured and unstructured reading autobiographies, and extended interviews. Data were managed in EXCEL spreadsheets and presented in WORD tables. Data were organized with Carney's (1990) Ladder of Analytical Abstraction and analyzed using Auerbach and Silverstein's (2003) evolving coding process. Agency codes were based upon Bandura's (1977, 1997, 1999, 2001) theories. Social expectations codes evolved during data analysis and peer review. Data and findings were validated through peer review.

Findings

A Broad View of Ten Participants

Data gathered from the surveys of all ten participants' sparked interest in the researcher and broadened her understanding of the lived experience of being a non- or limited reader as well as revealing the roles of social expectations and of agency. Though not all participants recalled extended stories, other participants made poignant and salient statements which the researcher incorporated into the stories collected from Survey V and through the extended interviews of Hank, Constance, and Dale.

A Narrow View of Three Participants

Data from Survey V and the extended interviews were woven together on a single spreadsheet, but on individual tables for coding, annotating, and organizing with a focus on how agency and social expectations shaped the lived experience and self view of these three participants. The data were initially coded to identify comments, phrases, or words indicative of agency or social expectations. Particular attention was paid to comments

related to the participant's self-view in relationship to an indicator of agency or a reaction to a social expectation. Subsequent analysis required a deeper coding system with specific definitions: (a) agency was refined to delineate personal agency, proxy agency, and collective agency, and (b) social expectations were refined to delineate expectations by self, peers, family, important other, educator, and community.

Hank's Story

Hank eagerly approached the task of examining and exploring his reading autobiography as evidenced by his ability to provide an extended autobiography beginning with his earliest memories of school and home. He was able to provide a sequential, chronological chain of events that linked his first realization that he could not read as a child, through his high school, military, and college experiences to the point when he began to piece together how he had taught himself to read. Today Hank continues in his career as an educator at a public high school with a greater understanding of the adolescents who struggle with reading.

Constance's Story

Constance provided a detailed, chronological progression of each grade including the names of teachers in almost every grade. Constance readily admits that she would not have made it through high school without the friend who wrote many book reports and extra credit assignments for her so that she could pass her classes. Constance's mother, aunt, and sister provided reading help after graduation so that she could become gainfully employed. Constance has owned several small businesses including an antique store and a property management business. Constance wants to be in control of knowing which

individuals knew that she continued to have difficulty reading. She also prefers to work alone so that she was in control of the level of reading demand and so that others would not expect her to read quickly.

Dale's Story

Dale was both eager and cautious about his participation in this research study. Dale agreed to the initial interview, but his questions and tone were hostile and agitated, causing the researcher to question his involvement with the study. But something compelled the researcher to listen and engage Dale in telling his story in his own way, even if not in the same style as Hank or Constance. Dale's story is disjointed, non-sequential, and full of emotional rage and blame. Dale's recall of specific details about coping behaviors presents a different scenario of the lived experience of a struggling adult reader surviving in a reading world. Dale's dependence on his wife and children, as well as her devotion to him is the ribbon that ties his loose story together

Data analysis was conducted with a broad focus that included all ten participants, and the focus was then narrowed the focus to three participants: Hank, Constance, and Dale. Hank exhibited strong personal agency and high social expectations for himself even though he came from a family that thought little of him. Hank had graduated by staying quiet in the back of the room and being noticed only in athletics. Hank was successful in the military in spite of not being a proficient reader and rose to a position of authority among his fellow soldiers. Once he became employed at a private school, Hank

used this environment to increase his reading abilities and build his self-confidence eventually becoming an educator.

As a young adult, Constance had little personal agency that she could use to manipulate her educational environment, so she was dependent on her family in her early years. Her story contained several instances where she failed to meet social expectations, and her self-esteem and physical health suffered because of stress related to not being able to read. Constance's self-esteem and confidence strengthened as she found academic success in her sophomore year with the help of her friend and a specific teacher. Constance was able to graduate from high school by using the abilities of her friend and family and by becoming known as a hard worker. This trajectory of success continued through vocational training and with ownership of several small businesses.

Dale had little sense of personal agency and, unlike Constance; his life did not provide the opportunity to gain a sense of personal agency. Even today he continues to feel disconnected to a larger world because collective agency is outside his reach. Dale's family life had many similarities to Hank's family life, but he did not have a sense of personal agency or high self-expectations created by challenge. He disappeared from home and school as a means of coping with his inability to feel the power of agency in his life or to create a positive self-view. His great fortune was meeting his wife through whose support and adoration he made a life for himself and his family, but Dale continues to believe that his life does not have any value because he cannot read or write.

Interpretations of Findings

1. Participants felt embarrassment or anger about their failure to meet the social expectations. Those who did learn to read as adults continued to think of themselves as intellectually inferior to their peers. Reading remained something to be avoided in adulthood.
2. Adults with a strong sense of agency are more successful in becoming financially self-sufficient and the most successful in establishing a self-view that allows them to see themselves as successful adults. Adults who had a sense of agency as adolescents were able to manage the impact of the educational environment and separate who they were as a person from who they were as a limited reader. They did not allow limited reading ability to constrain their goals. The educational environment does not teach or augment agency directly in limited readers, but participants with a sense of agency had better outcomes in adulthood.
3. Adolescents who meet social expectations in a way that takes the focus away from academic ability create a self-view not defined by reading ability. As adults they see themselves meeting social expectation in different ways. Adult non- and limited readers express regrets about what they could have accomplished if they had learned to read. They felt loss about how their lives would have been.
4. Examples of agency were evident in the stories of non- and limited adult readers in the moments when they felt powerful, when they changed the trajectory of their lives, or when they were in charge of themselves or their environment. Having a

sense of agency (power, control, influence) makes it possible for a child or adult to take advantage of a serendipitous moment and change his or her life.

Implications for Social Change

The research revealed the reciprocal nature of agency and social expectations in the development of self-view. Adolescents with agency gained a self-view leading to positive adult outcomes whether they learned to read or not.

As a methodology, qualitative life history research presents educators and other professionals with the opportunity to examine and understand the lived experience of individuals who did not learn to read as children and to make positive social change to improve the education, and lives, of children and adult who struggle to learn to read. The researcher heard and presented the voices of the storytellers to reveal the experience each person faced as a non- or limited reader in a culture that rewards and punishes students based on their reading prowess and speed of skill acquisition.

Reading and writing are perceived as vital methods of communication in American society and are also seen as the foundation for future financial and personal success. How these unnatural, human-created language systems of reading and writing are valued, taught, and expected alter the lives of many people. It is not that reading and writing should be valued less, but that other equally important skills should be valued just as much. In addition, the speed of acquisition of reading skills should not be seen as an indicator of reading success as much as the end product of being a proficient reader. When the shame of not meeting the social expectation of reading enters a child's life as early as first grade, this shame squeezes out the possibility for reading to become a

pleasurable and exciting experience and undermines the positive self-view needed for adult success.

The data from this study revealed that those individuals who had a positive self-view fared better in adult life. These stories suggested that those individuals with agency or with the opportunity to build agency, have positive, long-term outcomes, whether they become proficient readers, like Hank, or whether they learn to manage, like Constance, being a non-reader in a reading world. Adults, like Dale, who had little opportunity to build agency, did not develop a positive self-view to augment adult outcomes. Furthermore without a positive-self view in relation to reading while in adolescence, Dale could not develop a positive self-view in adulthood and could not see himself as a productive adult who contributed to his family. Developing a positive self-view in adolescence is the foundation for a positive self-view in adulthood that leads a person to establish an identity as an individual who can accomplish things in her life. A positive self-view, based on use of agency, allows people to understand that their value as individuals is not measured by their reading ability, but by their contributions to society and their families. Their worth comes from independence and self-sufficiency.

REFERENCES

- Alvermann, D. (2001). Reading adolescents' reading identities: Looking back to see ahead. *Journal of Adolescent & Adult Literacy*, 44(8), 676-691.
- Atkinson, R. (1998). *The life story interview*. (Sage University Paper Qualitative Research Methods Series, Vol. 44). Thousand Oaks, CA: Sage.
- Auerbach, C. F. & Silverstein, L. B. (2003). *Qualitative data: An introduction to coding and analysis*. New York, NY: New York University Press.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bandura, A. (1999). Social cognitive theory: An agentic perspective. *Asian Journal of Social Psychology*, 2, 21-41.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.
- Bandura, A. & Barbaranelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. *Child Development*, 67(3), 1206-1222.
- Berends, M. (2004). In the wake of *A Nation at Risk*: New American schools' private sector school reform initiative. *Peabody Journal of Education*, 79(1), 130-163.
- Beech, J. R. (2002). Individual differences in mature readers in reading, spelling, and grapheme-phoneme conversion. *Current Psychology*, 21(2), 121-133.
- Brandt, D. (2001). *Literacy in American lives*. Port Chester, NY: Cambridge University Press.
- Breznitz, Z. & Share, D. (2002). Introduction on timing and phonology. *Reading & Writing*, 15, (1/2), 1-3.
- Chall, J. (1996). *Stages of reading development*. Fort Worth: Harcourt Brace College Publishers.
- Chall, J. (1996a). *Learning to read: The great debate*. Fort Worth: Harcourt Brace College Publishers.
- Clandinin, D. J. & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.

- Coles, A. L. & Knowles, J. G. (2001). *Lives in context: The art of life history research*. Lanham,, MD: AltaMira Press.
- Conle, C. (2001). The rationality of narrative inquiry in research and professional development. *European Journal of Teacher Education*, 24(1), 21-33
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among the five traditions*. Thousand Oaks, CA: Sage.
- Curtis, M. E. and Kruidenier, J. R. (2005). A Summary of scientifically based research principles: Teaching adults to read. Retrieved March 29, 2008 from http://www.nifl.gov/partnershipforreading/publications/html/teach_adults/teach_adults.html
- Dawson, G., & Glaubman, R. (2000). *Life is so good*. New York and Toronto: Random House, Inc.
- Dehaene, S. (2003). Natural born readers. *New Scientist*, 179(2402), 30-33.
- Denzin (1989). *Interpretive biography*. (Sage University Paper Qualitative Research Methods Series, Vol. 17). Newberry Park, CA: Sage.
- Dewey, J. (1916). *Democracy and education: An Introduction to the philosophy of education*. New York: The MacMillian Company.
- Dion, E., Morgan, P., Fuchs, D., & Fuchs, L. (2004). The promise and limitations of reading instruction in the mainstream: The need for a multilevel approach. *Exceptionality*, 12(3), 163-172.
- Freire, P., (1995) *Pedagogy of the oppressed*. New York: The Continuum Publishing Company.
- Freire, P. & Macedo, D., (1987). *Literacy: Reading the word and the world*. Westport, CT: Bergin & Garvey.
- Gee, J. P. (2000). Teenagers in new times: A new literacy studies perspective. *Journal of Adolescent & Adult Literacy*, 43(5), 412-421.
- Gee, J. P. (2001). Reading as situated language: A sociocognitive perspective. *Journal of Adolescent & Adult Literacy*, 44(8), 714-726.
- Hagemaster, J. N. (1992). Life history: A qualitative method of research. *Journal of Advanced Nursing*, 17(9), 1122-1128.
- Haglund, K. (2004). Conducting life history research with adolescents. *Qualitative Health Research*, 14(9), 1309-1319.

- Hall, G. S. (1905) *Adolescence: Its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion and education, Volume II*. New York: D. Appleton and Company.
- Harris, D.N. & Herrington, C.D. (2006). Accountability, standards, and the growing achievement gap: Lessons from the past half-century. *American Journal of Education, 112*(2), 209-238.
- Heron, A. (2003). A study of agency: Multiple constructions of choice and decision making in an inquiry-based summer school program for struggling readers. *Journal of Adolescent & Adult Literacy, 46*(7), 568-580.
- Hitlin, S. & Elder, G. H. (2005). Agency: An empirical model of an abstract concept. (Conference Papers—Annual Sociological Association Annual Meeting, Philadelphia, PA)
- Horning, A. S. (2007). Defining literacy and illiteracy. *Reading Matrix: An International Online Journal, 7*(1), 69-84.
- Huxley, A. (1932/1946). *Brave new world*. New York, NY: Harper & Row Publishers.
- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches*. Boston: Pearson Education, Inc.
- Lee, H. (1960) *To kill a mockingbird*. Philadelphia: J.B. Lippincott Company, Harper & Row Publishers, Inc.
- Manzo, A. V. (2003). Literacy crisis or Cambrian period? Theory, practice, and public policy implications. *Journal of Adolescent & Adult Literacy, 46*(8), 654-662.
- McCandliss, B. D. & Noble, K. G. (2003). The development of reading impairment: A cognitive neuroscience model. *Mental Retardation and Developmental Disabilities Research Reviews, 9*, 196-205.
- McDermott, R.; Varenne, H. (1995) Culture as disability. *Anthropology & Education Quarterly, 26*(3), 324-349. (AN 9510040119)
- McDermott, R., Goldman, S., & Varenne, H. (2006). The cultural work of learning disabilities. *Educational Researcher, 35*(6), 12-17.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage
- Miller, W.H. (1974). Reading Diagnostic Kit. Center for Applied Research Education, Inc.: NY

- Mortimer, J. T., Lee, J. C., & Staff, J. (2004). Agency and structure in educational attainment and the transition to adulthood. (Conference Papers—Annual Sociological Association Annual Meeting, San Francisco, CA)
- National Commission on Excellence in Education. (NCEF). (1983). *A Nation at Risk: The Imperative for Educational Reform*. Washington DC: United States Government Printing Office. Retrieved October 7, 2007 from the World Wide Web <http://www.ed.gov/pubs/NatAtRisk/index.html>
- Paige, Ronald D. (2007) The relationship between self-directed informal learning and the career development process of technology users. Retrieved from ProQuest Digital Dissertations. (AAT 3244821).
- Pogorzelski, S., & Wheldall, K. (2002). Do differences in phonological processing performance predict gains made by older low-progress readers following intensive literacy intervention? *Educational Psychology*, 22(4), 413-427.
- Pole, C. (2003). *Ethnology for education*. Berkshire: McGrawHill Education
- Riessman, C. K. (1993). *Narrative analysis*. (Sage University Paper Qualitative Research Methods Series, Vol. 30). Newberry Park, CA: Sage.
- Rubin, H. J. & Rubin, I. S. (2005). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.
- Shelley, M. (2003). *Frankenstein* (M. Hindle, Ed.). London: Penguin Books Ltd. (Original work published in 1818).
- Singer, J., & Shagoury, R. (2005). Stirring up justice: Adolescents reading, writing and changing the world. *Journal of Adolescent & Adult Literacy*. 49(4), 318-339.
- Stanovich, K. E. (1994). Constructivism in reading education. *Journal of Special Education*. 28(3), 259-275.
- Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360-407.
- Taylor, R. & Collins, V. D. (2003). *Literacy leadership for grades 5-12*. Alexandria, VA: Association for Supervision and Curriculum Development.
- St. Clair, R. & Sandlin, J. A. (2004). Incompetence and intrusion: on the metaphorical use of illiteracy in U.S. political discourse. *Adult Basic Education*, 14(1), 45-59.

- Torgesen, J. (2000). Individual differences in response to early interventions in reading: The lingering problem of treatment resisters. *Learning Disabilities Research & Practices, 15*(1), 55-64.
- Trochim, W. M. (2001). *The Research Methods Knowledge Base*. Cincinnati, OH: Atomic Dog Publishing.
- Weiner, E. J. (2005/2006). Keeping adults behind: Adult literacy education in the age of official reading regimes. *Journal of Adolescent & Adult Literacy, 49*(4), 286-301.
- Wepner, S.B. (2006). Testing gone amok: Leave no teacher candidate behind. *Teacher Education Quarterly, 33*(1), 135-149.
- Wolk, R. (2004). Think the unthinkable. Statewide “safe places” for distinctive schools. *Educational Horizons, 82*(4), 268-283.

