

Attention and Reading Achievement

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Abstract

This study examines the cause and effect relationship between attention and reading achievement. The study design relies on a correlational research process. Two sets of data were collected on the same group of students; the data collected was on student attention and reading achievement. The hypothesis is null the relationship between behavior management strategies and attention strategies for reading achievement, is supported by the study. There is no significant difference for all the areas tested; except for negative behavior which decreased significantly. The correlation test between negative and positive behavior and between reading error and reading time showed no significant difference either.

CHAPTER 1

INTRODUCTION

This study examines the cause and effect relationship between attention and reading decoding skills. Students who have greater levels of decoding skills may be able to read more fluently. Fluency enables students to listen to what they read instead of sounding out the words. Often, students who use extra energy for decoding are not able to comprehend what they are reading.

Overview

Corrective Reading is an intervention program designed to bridge the learning gaps students have in reading. This program takes the students' current abilities and guides them through the program. Generally, Corrective Reading students are significantly below grade level in reading when they start the program. The students in this program are easily distracted and lack focus and initiative. As a result of these deficits, students are failing their reading checkouts and not making progress with their decoding skills. The researcher wanted to study behavior intervention as a tool for helping students stay focused during lessons.

Statement of Problem

Behavior management strategies help increase the attention of fourth graders during corrective reading lessons. The instruments used to determine if attention affects reading achievement were token economies and mystery motivation. Reading checkouts were also used in this study.

Hypothesis

The relationship between behavior management strategies and attention strategies for reading achievement is null. The research hypothesizes that there is no correlation between attention and reading achievement. The behavior management strategies do not increase attention and reading achievement.

Operational Definitions

Decoding is the ability to understand printed words by matching sounds to letter patterns. (Jennings, Caldwell & Lerner, 2006). A poor decoder does not read with the accuracy needed to comprehend. Poor decoders are not motivated to read. The Corrective Reading: Decoding program teaches poor decoders new strategies for decoding to replace the strategies that were not working.

Attention is when students are focused on their lessons in order to learn the material they are presented (Alkin, 1992). When students give their full attention to the instructional lessons, they are engaged with the text. This helps them internalize what they read. Students who have high levels of attention and engagement in lessons are students who participate in learning. These students answer questions, ask questions for clarification, and make personal investments into their learning.

Academic learning time is the amount of time students are engaged and paying attention to what they are learning. Instructional time is lost when teachers have difficulty obtaining students' attention to begin lessons.

CHAPTER 2

REVIEW OF THE LITERATURE

This review of the literature examines the impact of student attention and the students' reading achievements in decoding skills. The first section provides an overview of reading and the goals of the Corrective Reading Decoding program. In section two, characteristics of student attention during the school day are examined. The third section discusses the importance of attention as it relates to student reading achievement. In the final section, interventions and strategies that positively impact attention during reading are reviewed.

Reading and Corrective Reading: Decoding Goals

Reading is an active and complex cognitive process. There are five major components to reading instruction. The five components are phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Students need to learn all five aspects of reading to become efficient readers.

Reading and Decoding

Decoding is the ability to make sense of printed words by matching sounds to letter patterns and blending these sounds to pronounce words (Jennings, et. al. 2006). Students who do not have good decoding skills will make many word identification mistakes when reading. These mistakes include word omissions, word additions, and word guessing based on the beginning or ending sound. A poor decoder does not read with the accuracy needed to understand what the passage actually means. Also, poor decoders do not have an adequate rate when reading and this causes them to forget details within the passage they are reading (Englemann, Hanner,& Johnson, 1999). Lastly, poor decoders are not motivated to read and the Corrective Reading: Decoding program teaches poor decoders new strategies for decoding to

replace the strategies that are not working. In turn, it is hoped that this will change the negative feelings many students have towards reading and help these students learn to decode and read correctly.

Children who have good concepts about print, letter knowledge, phoneme awareness, and knowledge of the alphabetic principle will have better decoding skills than those students who do not. Rasinski (2006) states “readers must be able to decode words correctly and effortlessly and then put them together into meaningful phrases with appropriate expression to make sense of what they read “(pg. 704). When students have adequate decoding skills, they are able to read with fluency; they can automatically decode words and read with correct phrasing and expression (Walpole & McKenna, 2004).

Association of letters with sounds, blending sounds, and pronouncing words are several components of decoding. Readers use prior knowledge to help understand and incorporate new information. This also allows students to monitor their thinking and determine important information as they read (L'Allier & Elish-Piper, 2007). When students decode effectively, they have the skill to read accurately, rapidly, smoothly, and with expression and meaning. Decoding affects reading comprehension. If students are spending their attention decoding words, they are unable to spend that attention on comprehending (Griffith & Rasinski, 2004). This research is also substantiated by others who emphasize the importance of automaticity (Pullen, Lane, Lloyd, Nowak & Ryals, 2005).

Corrective Reading: Decoding

Corrective Reading: Decoding is a highly intensive intervention curriculum that helps struggling readers close the deficiency gap in their reading skills. When students participate in Corrective Reading, they learn how to read as they master increasingly complex skills and

reading strategies. This program is designed to promote reading accuracy. It has been found to have positive effects on alphabets and fluency (Englemann, et al., 1999).

Corrective Reading is divided into three levels. Level A teaches word attack skills: sound-spelling relationships, sound-spelling practice, and sentence reading. Levels B1 and B2 teach decoding strategies: letter and word discrimination, sound/letter combinations, word endings, story reading, and comprehension. The books used for this process help readers decode words automatically. Level C teaches skill application: sound combinations, vocabulary, reading expository text, and sequencing. The main goal of Corrective Reading is to close the gap between word attack and the ability to read regular classroom textbooks. After completing Level C of the program, students are fluent readers who make only a few decoding errors and read with accuracy so their comprehension is not affected by misreading words (Englemann, et al., 1999).

In the program students receive practice in oral reading by reading word lists, letter combinations, sentences, and stories. The sentences and stories are composed of words that the students have already learned to decode and read. Also, Corrective Reading is designed so students will succeed in the reading tasks (Englemann, et al., 1999).

Definition and Characteristics of Attention

Attention is when students are focused on their lessons in order to learn the material they are presented-the ability to concentrate (Alkin, 1992). Collaborative participation, following rules and routines, self-directedness, determination, and effort are characteristics of student attention and engagement (Hughes & Kwok, 2007). When students give their full attention to the instructional lessons, they are engaged with the text and able to internalize what they read. Teachers can have the students answer questions about what they have read, with appropriate wait time, to monitor their attention and their progress. When students are attentive and engaged

in the reading lesson, teachers can give appropriate feedback to the students. If students are not given feedback, they are likely to learn to remain uninvolved and inattentive to lessons because the teacher will move on to the next student (Gettinger & Seibert, 2002). When students are inattentive to the lessons they lose valuable instructional time.

Academic learning time is the amount of time students are engaged and paying attention to what they are learning. This is the amount of time students spend on a task and it is a strong factor for academic achievement. Instructional time is lost when teachers have difficulty obtaining students' attention and getting started on lessons. Teachers can select a cue to use when students need to focus their attention on the teacher. This cue should be the same cue every time the teacher uses it so the students will know the routine (Gettinger & Seibert, 2002).

Students who have high levels of attention and engagement in lessons are students who participate in learning environments. These students answer questions, ask questions for clarification, and make personal investments into their learning. These students also have positive attitudes and reactions toward school and learning and are aware of the reasons they are learning (Reutzel & Hollingsworth, 1991). Students are inattentive because they do not feel what they are learning is important and do not value the learning process (Harris, 2008). Also, students fear failure in reading and learn if they are inattentive they do not feel as bad about not understanding the material (Morgan, Fuchs, Compton, Cordray, & Fuchs, 2008).

Importance of Attention during Reading

Attention is an important aspect of academic achievement. Teachers who encourage awareness in students of rules and procedures are more likely to focus their attention on the tasks in the classroom. Also, teachers who stress academic goals and exhibit high levels of involvement with student learning tasks on create high levels of attention during lessons.

Teachers do not give their students enough wait time or call on a student whom they know is not paying attention, the student will learn if they do not answer the question immediately they can remain uninvolved in the lesson because the teacher will move on to the next student (Gettinger & Seibert, 2002).

Low achieving students become less involved in school over time. Students' observable behaviors can seem involved, but students are actually not paying attention to the lesson. Also, peers in the class have a big impact on student attention during reading group (Alkin, 1992). Students in the reading group may cause disruptions which will cause inattention during the lesson and this may cause students to act out. Students could also be acting out as an avoidance technique because they feel frustrated and associate reading with negative memories (Morgan, Farkes, Tufis, & Sperling, 2008).

When students feel frustration and anxiety during reading, off-task behaviors will continue and eventually students withdraw from lessons (Morgan, et al., 2008). Students with a close and supportive relationship with their teacher are more attentive and engaged during lessons. These students tend to work harder to pay attention in class; do not give up easily when faced with difficult tasks, and follow teacher directions (Hughes & Kwok, 2007). Students who are asked to do reading tasks that are too difficult will not pay attention and will have greater amounts of off-task behaviors. These students will resort to avoidance or problem behaviors. Over time, off-task and inattentive behaviors will lead to gaps in curriculum and high levels of disruption (Umbreit, Lane, & Dejud, 2004).

Strategies and Interventions for Increasing Attention

The Direct Instruction program and classroom management techniques are positive ways to increase the students' attention. Direct Instruction has strategies built into the program to

ensure students are focused and engaged in the lesson. Classroom management strategies give the students structures rules and guidelines to follow.

Direct Instructional Techniques

Teachers can enhance student attention by using direct instructional techniques. Teachers need to ensure they provide clear directions so students know exactly what to do and what is expected of them. Teachers need to provide feedback to students by telling them if their answers are correct or not, giving ways to improve behavior or to clarify questions. Establishing clear routines in the classroom and having a clear classroom management system will ensure students' attention can be focused on learning. If students know what is expected from their teachers they are more likely to try their best to focus (Alkin, 1992). Some interventions are: timed reading, repeated readings, encouraging reading at a higher rate, reading with expression all have a direct impact on word recognition and silent reading comprehension (Griffith, & Rasinski, 2004).

Classroom Management Techniques

Classroom management techniques are a good way to obtain the attention of disengaged students. Token Economies is one way for the teacher to use a point system with students to increase their on task behaviors during a lesson. The teacher will pass out the "points" when students are exhibiting the desired on-task behavior. The "points" can be exchanged for a variety of rewards. Token Economies reinforce student focus and time on task (Biance, 2002).

Mystery Motivator is another way for the teacher to help students try their best to stay on task. For Mystery Motivator to work, the teacher must determine the behaviors to reduce and writes clear definitions for each behavior. The teacher will pick a mystery student and watch their behavior all class. If the student constantly demonstrates the behaviors that have been defined, the student will get to take a square from the mystery motivator chart. If there is an "m"

under the sheet the class will earn extra reading time. This encourages all students to be on task because they do not know who the mystery student will be that day. Using classroom management techniques is a positive way to get students to pay attention to their work.

Summary

Students with attention problems have a difficult time staying focused during their school lessons. This behavior is a major concern when it comes to students' reading lessons and learning how to become proficient decoders. Students need to give their full attention to their lessons in order to gain academic success. If the students are not attentive and engaged in their lessons, they will experience frustration in the classroom. Low achieving students will continue to lose interest and attention as they grow older. Students need to become efficient readers if they are going to succeed as adults. This assistance will change the attitudes of struggling readers and aid in focusing their attention on their reading lessons. Within the Corrective Reading intervention decoding one good way to gain the attention of struggling readers is to engage them and learn new ways to decode text.

CHAPTER 3

METHODS

This study explores whether attention affects reading decoding skills. Students will be monitored to determine if higher levels of attention will help them become better decoders. Students who have greater levels of decoding skills are apparently able to read fluently. This enables the students to listen to what they read instead of sounding out the words. If students are using energy for decoding, they will not be able to comprehend what they are reading. Students who read fluently can listen to what they are reading and understand the words.

Design

The study design relies on a Correlational Research process. Two sets of data were collected on the same group of students; the data collected was on student attention and reading achievement. Data was collected for attention using teacher observations. Reading achievement was collected using reading checkouts. Then, an intervention for attention was put into effect. After the intervention, two more sets of data were collected on student attention and reading achievement.

The study uses participants from a fourth grade reading intervention group. The students are placed in an intervention group for reading because they are significantly below grade level in reading. As a small group the students will be able to improve their reading decoding skills by being in the Corrective Reading Program.

The participants were given the Corrective Reading placement test to determine their reading level. The students placed at a Reading Mastery III level which is three years below the grade level at which they should be reading. For the first week of class, an Attention Checklist was used to determine their levels of attention. The students' off task behaviors were recorded

for two days. During the next three days, the researcher used an interaction tally sheet to record the students' positive and negative class interactions. One variable is the attention interventions token economy and mystery motivator. A token economy is a point system that reinforces positive attention behaviors. Students earn the points for demonstrating focus, work completion, not distracting/disturbing other, time on task, following along, and not calling out. The points can be exchanged for free choice reading time. Mystery Motivator is another system that interests students because of its level of randomness. Three goals are set and posted the week before the intervention begins. The goals are: I will focus on my work and not disrupt others, I will complete all of my assigned work, and I will follow along during group reading. A "mystery" student is picked by the teacher before the class begins. The teacher observes the student to see if the student is following the three goals. If the student who is selected follows the goals for the whole class period, the teacher will remove the sheet covering that day's section. If there is an "M" under the sheet the class earns 15 minutes free choice reading time the next day. If the student does not demonstrate the goals all class, the teacher will not remove the sheet and the students will not find out if the "M" was underneath. Token economies and mystery motivator were administered for a total of 6 weeks. Introduced and used in the first three weeks was the token economies system. Mystery Motivator was used the next three weeks. The following week, the students were given the Corrective Reading placement test again to determine the students' growth. The students were also monitored for two days with the Attention Checklist and three days with the interaction tally sheet.

Table 1: Co-relational Attention and Achievement

O1C O1A XTA O2C O2A		
<u>Letters</u>	<u>Intervention</u>	<u>Program</u>
O1C	pre-test	Corrective Reading Placement test
O2A	pre-test	Attention Checklist and an interaction tally sheet
XTA	treatment	Token Economy and Mystery Motivator
O1C	post test	Corrective Reading Placement test
O2C	post test	Attention Checklist and an interaction tally sheet

Participants

The sample consisted of nine fourth grade students who are three years below grade level in reading. There are six boys and three girls aging from eight years and ten months to nine years and eleven months old. These students were identified by their reading teacher as students who were struggling in reading. The students were given a Corrective Reading placement test to assess the grade level they performed on for reading. The student's regular reading class is reading in a Reading Mastery VI book and these students placed into Reading Mastery III. These students placed three grade levels below their peers.

These students were placed into the Corrective Reading Program to bridge the gap between where they are performing and their current performance level. The students are receiving phonics and decoding instruction. The program is designed to bridge the reading gap in a year or year and a half. Students are consistently monitored through checkouts every fifth reading lesson to determine growth and mastery of skills.

Instrument

The instruments used to determine if attention affects reading achievement are token economies and mystery motivation. These are both ways for the children to earn extra free choice reading time by showing appropriate behaviors during reading. Reading checkouts and placement tests were also used to find if increased attention will lead to increased academic achievement.

The Corrective reading placement tests are given to see at what reading level the students are performing. The test is a series of reading passages that range in difficulty and determine where in the Corrective reading books the students will begin. The passages are timed and the errors are noted.

The Attention checklist is filled out by the teacher to get an idea of how the students are paying attention and focusing during the reading lesson. The teacher observes and makes notes about behaviors like time beginning task, time on task, talking, out of seat, and disruptions during the lesson. Time beginning task is the amount of time the student needs before he/she is ready to start the activities in class. Time on task is the amount of time the student is focused and completing the assign class work. Talking is when the student is talking to others or calling out. Out of seat is when the student is out of his/her seat without permission or not sitting correctly on the chair. Disruptions during the lesson involve inappropriate comments/questions, laughing at others mistake, and inappropriate noises. The interaction tally sheet is also filled out by the teacher. This checklist records the number of positive and negative interactions each student has during the reading class.

Procedure

The students were given a Corrective reading placement test to determine their starting reading levels. All of the participants started three years below grade level in Reading Mastery III. The students were placed into an intervention reading group to participate in Corrective reading.

The students take a reading checkout every fifth lesson to see if there are improvements in rate and accuracy during reading. They also have to complete a workbook page to monitor comprehension.

During the first week of lessons the teacher kept track of the students' attention with the interaction tally sheet and attention checklist. The first week the teacher used the interaction tally sheet and attention checklist to see if the students were participating with positive or negative responses.

The students were introduced to the token economies strategy. The teacher explained the rules and how the students can earn "dollars" towards extra free-choice reading time. The behaviors the teacher identified were on task behaviors like reading on time, not talking/distracting other, following along during reading, and participating in the lesson. The students used this strategy for three weeks to see if this increased attention to increase reading comprehension.

Then the teacher introduced the mystery motivator. The students learned about the chips and the chart. The teacher used this system for three weeks with the students. After the intervention, the next week of lessons the teacher kept track of the student's attention with the interaction tally sheet and attention checklist again. That week the teacher used the interaction

tally sheet and attention checklist to see if the students were participating with positive or negative responses.

The reading checkout was given to the students. Then, the data will be collected for analysis.

CHAPTER 4

RESULTS

Data was collected in a reading classroom for approximately eight weeks. The data for behavior was collected from the teacher who was tallying the students' behaviors on a clipboard. Every time the student interacted positively with the class, the child would receive a tally in the positive column. When a child interacted negatively with the class, such as calling out, the child would receive a tally mark in the negative behavior column. The teacher collected this data for one week before the intervention and one week after the intervention was completed.

The reading data was collected for each student reading a selected timed passage to the teacher. As the students read, the teacher timed the students and marked any errors the students made while reading. After the intervention, the teacher had the students read the same timed passage and noted the students' errors.

Analysis

The researcher ran a two-tailed sample *t*-test and a test for correlation on the pre and post data for behavior and reading abilities in order to detect any improvements after treatment. The paired samples *t*-test compared the means of the two variables presented in the data and computed the difference between them. The results are presented below and will be discussed in details in chapter 5.

Results

Table 2: Paired Samples Behavior Statistics

		Mean	N	Std. Deviation	Std. Error Mean	Sig. (2-tailed)	Correlation	Sig.
Pair 1	Pre-Behavior-Positive	8.3333	9	2.82843	.94281			
	Post-Behavior-Positive	9.2222	9	3.07318	1.02439	.354	.580	.102
Pair 2	Pre-Behavior-Negative	5.0000	9	3.16228	1.05409			
	Post-Behavior-Negative	2.0000	9	1.73205	.57735	.012	.479	.192

Figure 1: Positive Behavior Comparisons

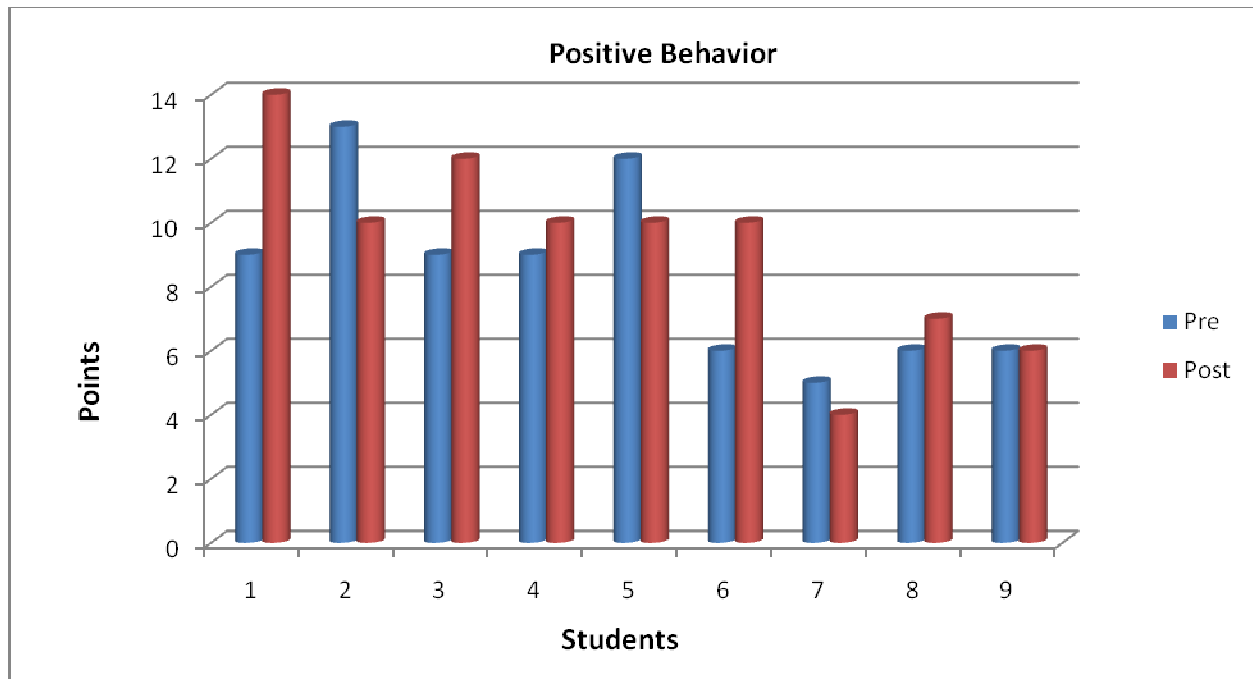


Figure 2: Negative Behavior Comparisons

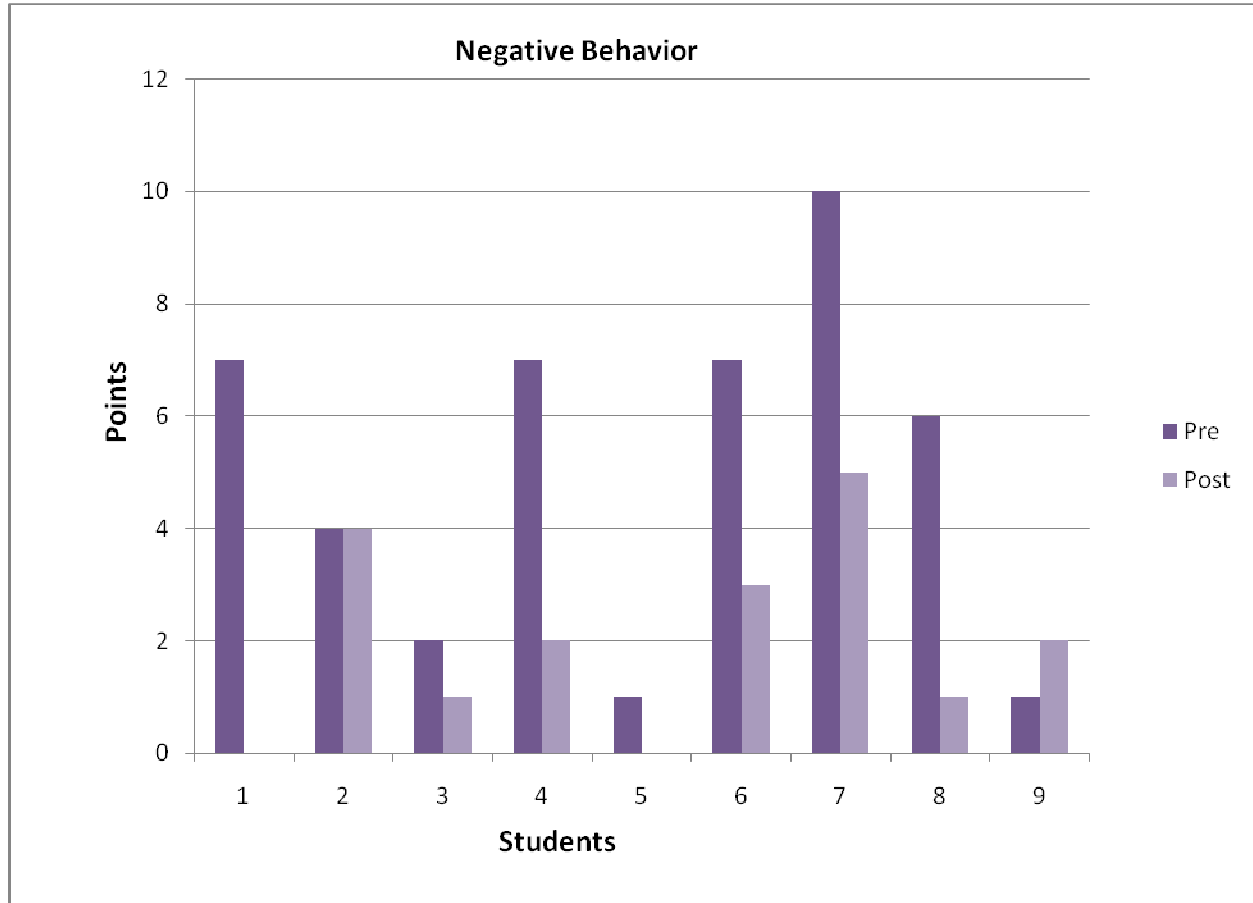


Table 3: Paired Samples Reading Statistics

		Mean	N	Std. Deviation	Std. Error Mean	Sig. (2-tailed)	Correlation	Sig.
Pair 1	Pre-Reading-Error	3.6667	9	.86603	.28868			.
	Post-Reading-Error	2.3333	9	1.50000	.50000	.088	-.481	.190
Pair 2	Pre-Reading-Time	114.4444	9	7.50185	2.50062	.		
	Post-Reading-Time	110.5556	9	8.01734	2.67245	.150	.557	.120

Figure 3: Reading Time Comparisons

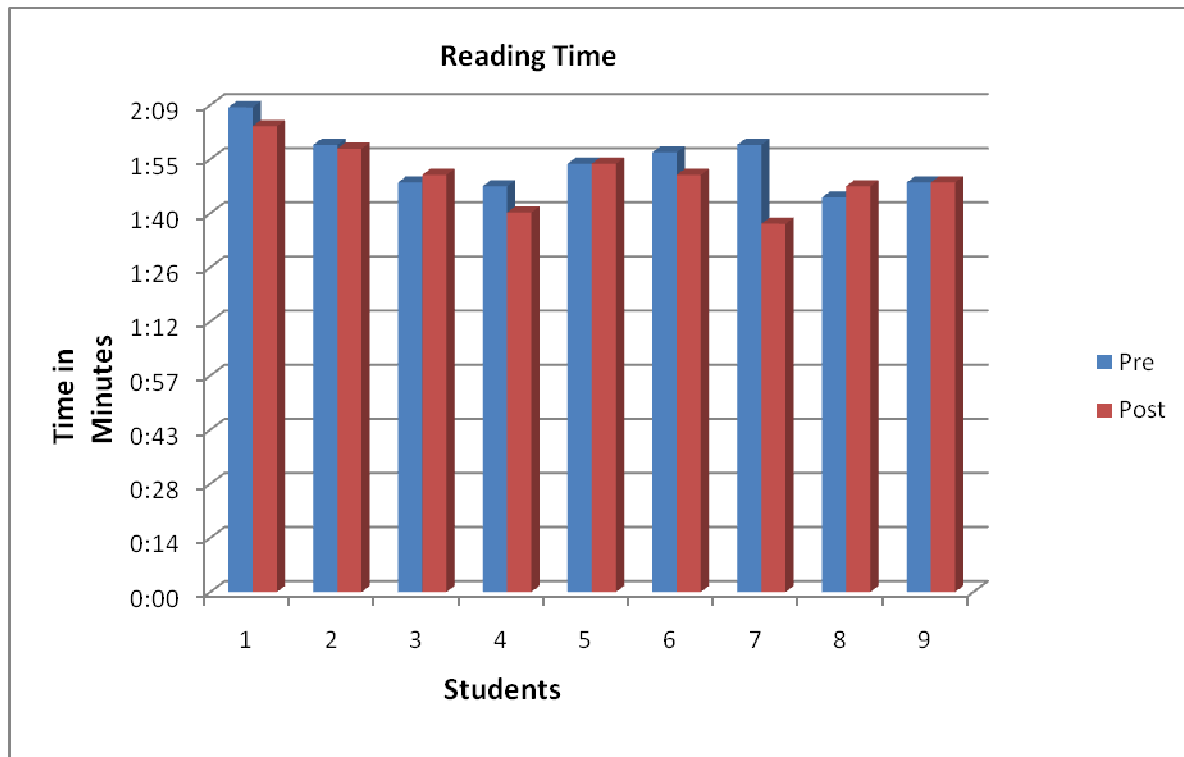
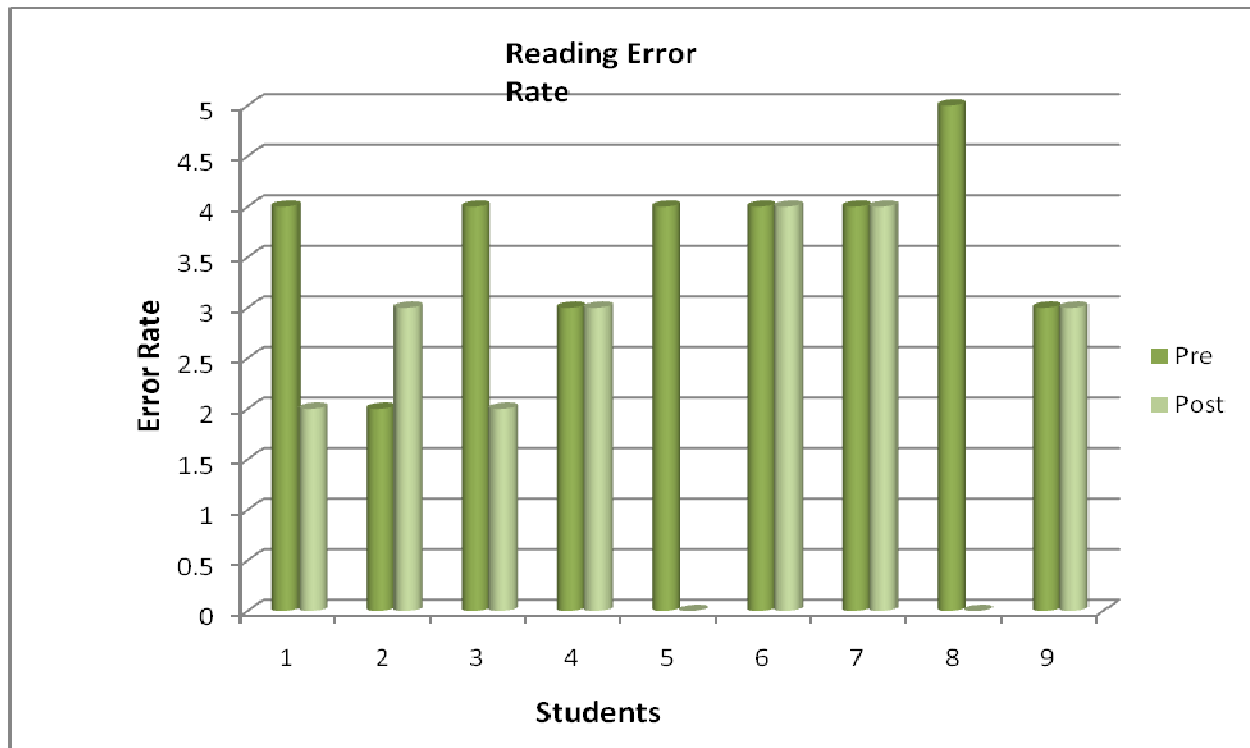


Figure 4: Reading Error Rate Comparisons



CHAPTER 5

DISCUSSION

The original null hypothesis, the relationship between behavior management strategies and attention strategies for reading achievement, is supported by the study. There is no significant difference for all the areas tested except for negative behavior which decreased significantly. The correlation test between negative and positive behavior and between reading error and reading time showed no significant difference either.

Implications of the Study

The paired *t*-test showed that there is a correlation between attention and reading achievement, but the correlation is not high enough to be significant. The pre and post reading error rate of 0.088 is approaching significance. The only significant data is in the pre and post negative behavior of a 0.012, there was a major drop observed in negative behavior exhibited after implementation of the treatment.

Negative behaviors include calling out, distracting others, getting out of seat, and not completing work. Negative behaviors do not allow students to pay attention and learn during a lesson. The negative behaviors also distract the students who are near students showing negative behaviors. The negative behaviors decreased with seven out of the nine students. Two of the nine students showed no negative behaviors after the behavior management and attention strategies were implemented. One student had the same number of negative behaviors and one student exhibited more negative behaviors at post test.

Positive behaviors are participating appropriately, asking questions, and being involved in the lesson and learning. These behaviors are important because they help create a good atmosphere in the classroom, enabling students can learn and feel comfortable. When students

are showing positive behaviors, the lessons are more productive and the students will learn more. The positive behaviors of five out of nine students increased. One of the student's positive behaviors stayed the same and three students' positive behaviors decreased. Out of the three students whose positive behaviors decreased two of them also had their negative behaviors decrease. The other student's positive behavior remained the same. However, improvement was not large enough to be significant.

Reading errors were calculated by the teacher conducting individual reading checkouts with the students. The students came to the teacher and read a selected passage. As they were reading, the teacher timed the students to see how long it took them to read and recorded their errors. Reading errors are important to check because it shows the teacher the students reading accuracy and helps the teacher determine what words the students still need to master. Four of the nine students' reading error rate decreased. These four students also had decreased negative behaviors. One of the students's reading error rate went up and four remained the same. The four students whose error rate remained the same also had negative behaviors that went down or remained the same. Reading time is the amount of time it takes the student to read the passage. This testing will help the teacher determine the rate and fluency at which the child can read the passage.

A decrease in negative behaviors correlates with an increase in positive behaviors. When negative behaviors decrease students feel a sense of security and try the task without worrying about making a mistake. Positive behaviors correlate with decreased reading time and error rate. When students are paying attention to their reading lessons they may make academic progress in reading. Academic progress in reading correlates with fluent readers who are able to comprehend the texts they are reading.

Threats to Validity

The study may have had better results if there had been more than nine students in the group. Having a small number of students did not give the study the numbers that were needed to be significant. The numbers were approaching significance and with a larger group of participants the numbers would have been a better representation of the data collected.

One event that happened to threaten the validity is that school was closed one day because of bad weather. The students were not as prepared and focused for reading the day they returned to school from the unexpected school closing and therefore some performed unsatisfactorily. This is due to the fact that they did not read on the snow day and were still excited that there was snow on the ground. The snow on the ground also caused the students to have indoor recess, which meant they did not get to run around and release some of their energy.

The participants of this study were chosen because they were three grade levels below in reading. They were chosen because of their extremely low scores on reading decoding and fluency. The students were not chosen randomly and the sample size was small; therefore, the research cannot be generalized.

The pretest and the posttest were the same exact passage. This caused some students to do better because they had read it before and remembered the words. This has nothing to do with attention increasing reading achievement. Other students did not try as hard to do their best because they had read it before and were uninterested in reading it again.

Some of the participants had received other treatments for their low reading achievement like tutoring and small group pullouts. This previous treatment may have affected the later treatment of attention and behavior strategies. Some of the participants also acted differently

during the experiment because they knew they were being watched and documented. Their attention and behavior changed because they were conscious of being watched carefully.

Comparison to Findings in Previous Research

The findings in this research are similar to previous research findings. Previous research states that peers have a big impact on students in the class. They can cause disruptions which can lead to inattention and cause students to act out (Alkin, 1992). In this research, the pre and post negative behaviors significantly decreased; this led to the correlation between attention and reading achievement. With less negative behaviors, students may focus more on the lesson, give their full attention, and become engaged. Research shows that students need to give their full attention to gain academic success. Students will give their attention when they have clear directions, feedback, routines, and management systems (Gettinger & Seibert, 2002).

There is a correlation between positive behavior and reading time. The students who have an increase in positive behavior during lessons are the students who show a decrease in their reading time. This is important because the students who were focused and participating in class had increased fluency when reading. Fluency is an important factor in reading achievement because students who can read fluently can spend more time on their comprehension (Griffith & Rasinski, 2004).

Implications for Future Research

Future research will need to involve a larger number of participants to ensure that the results are a good representation of all students. The research would also benefit from observing students for a longer period of time. If the subjects were chosen randomly from a group of students who need corrective reading, the study could be generalized. This study can be changed in future research to incorporate a wide variety of students - not just students who are

significantly below grade level. The study could also include students who are close to being on grade level, but still need to improve their decoding skills. Using a larger and diverse group of students will make the study generalized to students in all schools not just the students at Roland Park. The students used in the research were all students who were from one ethnicity and significantly below grade level; therefore, the study cannot be generalized. The students who participated in the study were chosen because of their participation in fourth grade corrective reading. It is important to continue this research to find ways to increase student attention during lessons and class time. When students are able to focus all their attention on learning and not worrying about their classmates or feeling uncomfortable, they will make great strides in their academic learning.

Conclusion

Results showed that reading achievement is not correlated to attention, and behavior management strategies do not affect student attention; however, these results were specific to the group tested and the research needs to be applied on a larger more varied group to draw a better conclusion.

The researcher noticed that students will often act differently when they know their behavior is being recorded which causes the research data to be skewed. As a whole, it was determined that the correlation between attention and reading achievement is crucial, even though not significant in this research.

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