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Strategies in Reading Comprehension to Enhance the Reading of a Ninth Grade Standard First Aid and Personal Safety Text

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EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

STRATEGIES IN READING COMPREHENSION TO ENHANCE
THE READING OF A NINTH GRADE
STANDARD FIRST AID AND PERSONAL SAFETY TEXT

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
James L. Bogert
June, 1982

STRATEGIES IN READING COMPREHENSION TO ENHANCE
THE READING OF A NINTH GRADE
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A series of 28 reading comprehension strategies was developed to assist students in using and understanding the first aid textbook in a ninth grade Standard First Aid and Personal Safety class. The strategies included lessons at the literal, interpretive, and applied levels of reading comprehension and were developed to further facilitate students' reading the text with more depth and proficiency.

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Chapter 1

Background of the Study

Educators have stated that a long standing problem exists in teaching comprehension skills in the content area. Research investigating reading comprehension instruction in the classroom has generated concern about the quality and quantity of such instruction.

A study by Durkin (1979) reported that practically no comprehension instruction was evident in classrooms and that comprehension assessment was the predominant activity of the teacher. Teachers "neglected comprehension because they were too busy teaching phonics, structural analysis, or word meaning" (p. 520). Durkin concluded with the observations that teachers were more inclined to be assignment givers and that little actual class time was spent in improving reading comprehension.

With regard to students' successes in content classes, Vaughan (1977) separated reading ability and understanding of the written language. Students can read material but may have difficulty understanding or remembering what they have read. Vaughan stated that readers need to have the ability to synthesize and assimilate the written language to experience academic success.

Content area reading has been examined in depth by educational investigators. Wright and Anderson (1980) stated that reading instruction outside the content area has not been successful because skills

may not be applied to content areas.

Herber (1978) stated that most students in content areas, grades four through twelve, already possess reading comprehension skills but become non-readers for a variety of reasons. He also stated that content area teachers are not trained in teaching students how to read required materials for their subject areas. Herber added:

Reading instruction in content areas is possible only when it is responsive to the needs of both students and teachers. Teachers are responsible for communicating a given body of knowledge. Students need help in learning and applying the skills that are essential for acquiring that knowledge, developing those understandings, and making those applications.

Further, reading instruction in content areas is possible only when comprehension instruction is an integral part of instruction in the course content. (p. 16)

One reason Herber gave for the lack of integration of reading content and comprehension instruction is that materials and resources are too difficult for students.

The evidence indicates a need to develop reading comprehension skills in content area classes.

Need for the Project

Students often find they are unable to use or understand the first aid text effectively because they lack the skills to comprehend the text. A need exists to teach students how to comprehend the textbook information. Enrichment activities in reading comprehension must be developed to assist students' comprehension in content area classes.

Triggs (1954) stated:

The teacher, guiding the learning of a child in the early school years, works to aid the child to develop the most important tools of learning, reading skills, which he must later

learn to apply when mastering science, mathematics, the social sciences, and literature. It is almost universally true that no individual will learn to use these tools, even though established at an early age, with real skill and sensitivity, without the help of subject matter teachers. (p. v)

The development of reading comprehension activities to accompany the first aid text is needed to assist students in effective use of the text.

Purpose of the Project

The project was developed to provide lessons which focus on improving students' reading comprehension in a ninth grade junior high school First Aid class. This series of 28 lessons utilized both available printed material and teacher designed lessons.

Statement of the Problem

This project was developed to provide a series of 28 reading comprehension activities to help teachers aid students in the reading and understanding of the first aid text, Standard First Aid and Personal Safety (1977). Lessons were developed to assist students in building vocabulary, finding specific details, and sequencing events. Other lessons were designed to aid students in identifying author's meaning, making comparisons, and making practical skills applications in first aid.

Limitations

This project was limited to the written materials provided by the American Red Cross for a Standard First Aid and Personal Safety

course and was designed for use by ninth grade students in the Central Kitsap School District.

Definition of Terms

Terms referred to throughout this study are defined as they were used in this study.

Syntax: Study of the structure of grammatical sentences in a language (Harris & Hodges, 1981, p. 321).

Synthesize: Predicting by rule various transformations of a sentence (Harris & Hodges, 1981, p. 321).

Inference: The process of judging or concluding in reasoning (Harris & Hodges, 1981, p. 154).

Literal comprehension: Determining what the authors are saying, what information their words convey (Herber, 1978, p. 43).

Interpretive comprehension: Determining what the authors mean by what they say (Herber, 1978, p. 45).

Applied comprehension: Prior knowledge and experience having a bearing on the relationships perceived within the information provided by the author (Herber, 1978, p. 46).

Context: The sounds, words, or phrases that surround a spoken or written language unit, often influencing its meaning and effect; linguistic environment (Harris & Hodges, 1981, p. 67).

Content reading: Reading in subject matter as history, science, mathematics, etc., usually for study purposes (Harris & Hodges, 1981, p. 67).

Cloze procedure: A method of deleting selected words from a sentence, passage, or story and using it for specific instructional purposes (Harris & Hodges, 1981, p. 53).

Organization of the Remainder of the Project

Chapter 2 is a review of the literature including the definition of, problems in, and teaching strategies for the development of reading comprehension.

Chapter 3 includes the design and procedures used to develop the project.

Chapter 4 is a presentation of the project.

Chapter 5 provides a summary of the project, conclusions, and recommendations.

Chapter 2

Review of the Literature

This chapter is a review of the literature related to the project and includes definitions or descriptions of the reading comprehension process, problem areas in reading comprehension, and suggested teaching strategies and activities designed to create a broader understanding of written material by students.

Definitions of Reading Comprehension

Herber (1970) stated that comprehension and learning are abstracts ranging from direct recall to inventions of new concepts resulting from ideas assimilated in reading. Herber's description of the comprehension process includes the following three levels:

1. Literal; produces knowledge of what the author has said. Students who function at this level decode words, determine what each means in the given context, and recognize that there is some relationship among the words.
2. Interpretive; applies reasoning skills to explicit statements of the author in order to derive meaning from them.
3. Applied; takes the product of the literal, ..., and the interpretive, ..., and applies this in some type of exercises. (p. 63)

Chapman (1976) contended that comprehension of the printed word is the acme of what is called "reading." His definition of reading comprehension skills included literal comprehension, or understanding ideas explicitly in print, non-literal comprehension, which requires personal judgement, and functional comprehension, or organization of

information through use of literal and non-literal comprehension skills.

In Rystrom's (1970) account, reading comprehension was categorized into three areas. Literal level comprehension included vocabulary development, syntax, item recall, and sequencing. Interpretive comprehension involved matching something from one's personal experience to experiences in reading material. In the evaluative category of comprehension, a student is required to infer conclusions based on information which is not stated.

Guszak (1972) stated that reading comprehension skills are thinking skills applied to the task of associating meaning to the written language. The reader is required to associate the following elements to the written language to adequately comprehend it:

1. Personal experience.
2. Concepts and related vocabulary.
3. Language patterns.
4. Semantic meaning cues.
5. Skill in holding prior thoughts while adding new ones.
6. Skill in relating experiences and concepts to those emerging in symbols. (p. 179)

Caskey (1970) identified reading comprehension on two basic levels. On the simpler level, the reader is expected to recall basic facts within the reading and make an accurate summary of the reading. Caskey cited Covington in referring to this level of comprehension as passive understanding. The next level of comprehension includes the reader's ability to make evaluative judgements or making inferences about what is not directly stated in the reading selection. This level of comprehension was labeled as active, critical, or creative reading.

Pearson and Johnson (1978) suggested that reading comprehension

is an active process and that "the reader cannot help but interpret and alter what he reads in accordance with prior knowledge about the topic under discussion" (p. 24). They stated that reading comprehension involves a great deal of inference making by the reader.

In citing Bormuth, Robinson (1978) agreed with the definition that reading comprehension is idea or information gained from reading a passage. He also inferred that information or idea gain were influenced by the nature of the learner, the nature of the material, and the purpose identified for reading a selection.

Problems in Reading Comprehension

Among the problems teachers may experience in the teaching of reading comprehension skills, Caskey (1970) cited two major areas of concern. Those areas include the teachability of higher level reading comprehension skills and the importance of the child's background of experience and intellectual ability. Caskey stated that "the problem of improving reading comprehension involves three interrelated factors: the pupil himself, the items he reads, and the kind of instruction he receives" (p. 650).

Finder (1969) reported that instruction in comprehension was dependant on two areas. Those areas were the ability of the student to identify his/her purpose for reading a passage, and the ability of both the student and teacher to distinguish between comprehension and its uses.

In a study by Guszak (1972), it was found that teachers in general tended to limit students' development of reading comprehension skills.

The study showed that teachers did most of the talking and questioning and that approximately two-thirds of the questions asked by the teachers dealt only with recall of information and seeking outcomes. Teachers generally gave children the opportunity to deal with translation or organization only about one percent of the time. Guszak cited Sanders' statement that "the more important and useful knowledge a student possesses, the better his chances for success in other categories of thought" (p. 55). Further observations in the study showed that interpretive and evaluative questions were used only about fifteen percent of the time by teachers and organizational questions were used less than one percent of the time.

Smith, Smith, and Mikulecky (1978) agreed with Guszak that teachers' comprehension questions seemed to be concerned only with recall of information. They stated that this type of teacher questioning could certainly result in limited capabilities of the student to develop higher level comprehension skills.

Herber (1978) stated that a mismatch between text readability and the ability of the student to read the text with understanding could impair the student's level of comprehension skills. He reported that even when a student's reading level and the readability level of a textbook correlated, the student could have difficulty reading the text with understanding.

Burmeister (1974) cited a variety of factors which contributed to problems students may experience in reading. These factors were identified as educational, psychological, sociological, and physical. For

the educational factor, textbook difficulty and lack of individualized instruction were identified as major problem areas in developing student understanding in reading. Psychological problems included lack of interest, emotional or personality conflict, and perceptual problems. In the sociological area, students' attitudes about the reading experience, family and community background, and cultural background were identified. Physical factors included visual, auditory, and lateral dominance problems.

What appeared to be a nationwide decline in literacy of students at the secondary level led to concern by educators, beginning in 1970. Lamberg and Lamb (1980) cited research by Carrol which indicated that ten to fifteen percent of students in grades seven through nine were scoring three years below grade level. They also cited research by Goodlad which stated that approximately one-third of secondary students could be expected to read below grade level.

Tovey (1976) stated that reading comprehension cannot be taught directly, but that situations could be provided to encourage and facilitate processing of print into meaning. Teachers have tended to emphasize testing and identification of causal factors or reading problems rather than teach reading skills. This is caused by teachers' lack of understanding of the reading process.

Robinson (1975) stated that teachers in any subject field have the responsibility of determining where a student is in relation to what is to be learned. The instructor's obligation also includes helping each student become prepared for the learning. He concluded

that "failing in this kind of assistance, the prospective learner does not learn. One simply does not learn when one is not ready to learn" (p. 40).

In a study by Durkin (1975), it was revealed that little comprehension instruction was taking place in elementary classrooms. She observed that older students and those who were the "best" readers were being given more and lengthier written assignments and that less time was being spent by teachers and students on actual instruction to improve students' reading abilities.

Teaching Strategies for Improving Reading Comprehension

Tovey (1976) suggested the following teaching strategies to enhance students' reading ability:

1. Help students select books they can read.
2. Make children's first reading successful with dictation from student to teacher; that is to enhance teacher understanding of student background and need.
3. Help the child understand the purpose of reading.
4. Encourage reading of high interest.
5. Encourage content that is familiar to them.
6. Avoid meaningless oral reading.
7. Emphasize to the student that reading is communication.
8. For comprehension problems, provide short articles of high interest.
9. Extend children's interests to past readings.
10. Motivate children to read, read, read. (p. 289-291)

Haupt (1977) identified the value of using literal comprehension questions to assist students in understanding the written language. According to Haupt, literal comprehension questions are good measures to attain the meaning of a sentence and provide the basis for comprehension of a written passage. He emphasized the use of "who, what, when, and where" types of questions.

Thomas and Robinson (1972) suggested that limiting instruction to the use of context clues could leave the students confused when the surrounding context was not understood by the reader. Though all readers use context, context clues must be reinforced for the young reader to use them effectively, according to Dulin (1970). Direct instruction in the use of context clues such as the use of synonyms, association within a sentence, and comparisons could help young readers become more proficient in reading. Dulin further stated that the technique of using context clues should be approached by a teacher on a very simple level with a gradual increase in difficulty.

Barrett and Graves (1981) cited the importance of a functional vocabulary to reading comprehension for students in content classes. One instructional technique to build vocabulary was to categorize information into similar groups, i.e., steak, ham, and hamburger are all meats. Their contention was that categorized concepts are easier for students to remember than concepts taught independently.

Smith (1963) cited studies by Phipps and French and reported that both investigations concluded that superior results occurred when the students received instruction in content area development. Smith stated: "From these and similar investigations, we are justified in concluding that familiarizing children with specialized vocabulary is an important aspect of reading development in content areas" (p. 311).

Smith and McWilliams (1981) reported that an important aspect of reading comprehension was the inclusion of reading material relative to the students' personal experiences. Wittrock, Marks, and Doctorow

(1975) inferred that familiar context could lead to students experiencing greater retention of new concepts and new vocabulary. Problems in reading can develop if students are forced to continually read outside their area of knowledge. By emphasizing the students' background in the selection of reading materials, teachers could find students' reading comprehension development a less troublesome task.

A suggestion by Cunningham (1975) emphasized the development of inferential skills through the increased use of listening skills. One technique reported includes having the teacher read a passage after explaining its purpose to the students. The students would then be required to cite events from the story orally. The class would be given a new story segment with five possible outcomes to read silently. The teacher and students would then compare the similarities between the actual reading selection outcomes and the outcomes from the oral exercise.

A method of making comparisons cited by Pearson and Johnson (1978) includes the use of analogies. Their contention was that analogies are "logical and linguistic organizers and deserve inclusion in a comprehension curriculum at the earliest point" (p. 66). They also stated that analogies are related to the concept of associating or comparing concepts. Hayes and Tierney (1982), in a study of high school students, supported the use of analogies as a reading comprehension strategy.

The cloze procedure works on the Gestalt principle of closure. In the cloze procedure, words are deleted from a written passage and stu-

dents fill in the missing blanks by using clues available from the remaining text. Kurth (1980) stated that sentence structure generally provides context clues for the reader to fill in missing terms or words in the cloze procedure. Syntactic, semantic, and graphic skills of the student could also be enhanced when using this procedure.

Bortnick and Lopardo (1973) inferred that a major instructional advantage of using the cloze procedure is that the prepared material draws on the language itself because the student is constantly exposed to the experience of handling the context as well as the structural aspects of the language. They suggested that the cloze be used as a teacher-directed activity related to contextual clue usage, word analysis, vocabulary development, or development of knowledge of the structure of the language.

Ammon (1975) described strategies for the cloze technique. He suggested that teachers could vary patterns of deleted words to assist children in improving their abilities in using semantic and syntactic features of the written language. A teacher could delete every fifth word in a passage, or could select specific concepts to delete, dependent on the students' needs.

Herber (1978) suggested that students experiencing difficulty at the literal level of reading comprehension could benefit from increased emphasis on vocabulary development. Students could be more adequately prepared to understand what the author is saying in a written passage. He cited the validity of predicting outcomes, and determining author's intent as necessary skills in aiding students' development of interpretive comprehension skills. Herber also stated that students who were

able to relate their own experiences to a reading selection could successfully comprehend a reading selection at the applied level of reading comprehension.

Miller (1975) contended that applied or critical reading comprehension consists of evaluating and judging the accuracy of what is read. His suggestions for enhancing reader comprehension at the applied level of comprehension include classifying the use of propaganda devices, using propaganda devices by students to develop their own advertisements, identifying author biases, and utilizing several sources or viewpoints dealing with the same subject to provide the reader with varying opinions.

A review of the literature related to reading comprehension revealed that certain studies and articles have identified problems in reading comprehension and various techniques to improve comprehension of the written language. The focus of this paper was to present a series of twenty-eight reading comprehension lessons, using the information presented in this chapter, to aid ninth grade students in a Standard First Aid and Personal Safety course. This series of lessons could enhance students' understanding of the text, thereby building a greater knowledge base which could facilitate reading the text with more depth and proficiency.

Chapter 3

The need for this project became apparent when students' inability to use or understand the first aid text effectively was noted. It was observed that students lacked the skills to comprehend the text. Specific comprehension activities needed to be developed to assist students in using and understanding the first aid text.

Procedures of the Study

The first step was to examine the text for difficult vocabulary and concept areas. The text was examined to specify units of study and vocabulary which students could have difficulty understanding.

The second step, reading and review of literature regarding reading comprehension definitions, problems, and teaching strategies related to content area classes, was completed.

The third step was to review the first aid curriculum outline and the Student Learning Objectives for the Central Kitsap School District in the area of reading to determine which objectives would apply to the reading of the first aid text. (See Appendix A and B.) Specific first aid objectives have not been developed.

A Fry Readability formula was applied to the American Red Cross Standard First Aid and Personal Safety (1977) text to determine the readability level of the text for a ninth grade first aid course. The results of the Fry Readability application to the text are found in

Chapter four.

The text was divided into four interrelated units of study to facilitate an understanding by students of the similarities in the concepts being taught in the first aid course. The four units were:

1. Cardiopulmonary related disorders found in Chapters 4, 5, 6, and 12 of the text;
2. Wounds, broken bones and joint injuries, and bleeding emergencies, found in Chapters 2, 3, and 14 of the text;
3. Sudden emergencies and illnesses, located in Chapters 7, 8, 9, 10, and 11 of the text; and
4. Emergency rescue and bandaging, from Chapters 13 and 15.

Chapter one of the text which includes the definition, purpose, and reasons for first aid was deleted from the project and will be presented as an oral overview to the students.

A series of 28 reading comprehension lessons was developed to enhance students' understanding of the first aid text. The areas of literal, interpretive, and applied reading comprehension were selected for emphasis in the development of the project. Seven teacher-designed reading comprehension lessons were developed as student worksheets for each unit of study.

Three student worksheets for each unit of study were developed at the literal level of reading comprehension for a total of twelve worksheets. Concepts presented in these exercises include vocabulary enrichment, finding detail through the identification of key concepts related to the text reading, and sequencing of first aid procedures.

Two student worksheets for each unit of study were developed at the interpretive level of reading comprehension for a total of eight worksheets. These lessons include the concepts of making comparisons through the use of analogies, and determining author's meaning of the written material through paraphrasing exercises.

Two student worksheets for each unit of study were developed at the applied level of reading comprehension for a total of eight worksheets. Each lesson was designed to develop problem solving skills in the application of first aid procedures.

Chapter 4

Strategies in Reading Comprehension to Enhance the Reading of a Ninth Grade Standard First Aid and Personal Safety Text

A series of 28 reading comprehension strategies was developed to assist students in using and understanding the first aid textbook in a ninth grade Standard First Aid and Personal Safety class. The strategies included lessons at the literal, interpretive, and applied levels of reading comprehension and were developed to further facilitate students' reading the text with more depth and proficiency.

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Fry Readability: Passage 1, p. 14, Standard First Aid and Personal Safety, The American Red Cross, 1977.

Sometimes prompt action is needed to save a life. At other times there is no need for haste, and efforts will be directed toward preventing further injury, obtaining assistance, and reassuring the victim, who may be emotionally upset and apprehensive, as well as in pain.

First aid begins with action, which in itself has a calming effect. If there are multiple injuries or if several persons are hurt, priorities must be set. Enlist the help of bystanders to make telephone calls, to direct traffic, to keep others at a distance if necessary, to position safety flares in case of highway ...

Sentences: 5

Syllables: 160

Fry Readability: Passage 2, p. 127, Standard First Aid and Personal Safety, The American Red Cross, 1977.

Almost any drug can be misused or abused. Some drugs are commonly abused, constituting personal and public health problems, with social, economic, and legal implications.

In cases of drug abuse emergency, it is important that the signs and symptoms of the abuse are identified by the person providing the immediate assistance. The type and amount of substance used and the time it was taken should be determined, if possible. When the drugs have been taken by mouth and if the individual is seen at the time of oral ingestion or within a few minutes afterward, an effort to empty the ...

Sentences: 5

Syllables: 162

Fry Readability: Passage 3, p. 219, Standard First Aid and Personal Safety, The American Red Cross, 1977.

The death and bodily destruction caused each year in the United States by motor vehicle accidents presents what should be an intolerable situation for a civilized society. Almost half of all accidental deaths result from accidents that involve a motor vehicle.

Essentially, the problem is one of people, and its solution is the responsibility of people. A Red Cross course in first aid, with emphasis on accident prevention, will stimulate your thinking and should motivate you toward constructive action for greater highway safety and accident prevention. What follows is intended to provide a basis for discussion of the overall highway accident problem.

Sentences: 5

Syllables: 182

Fry Readability Estimate

	<u>SENTENCES</u>	<u>SYLLABLES</u>
1st Hundred Words	5	160
2nd Hundred Words	5	162
3rd Hundred Words	<u>5</u>	<u>182</u>
Average	5	168

Estimated Readability: College Level

Literal Comprehension: Vocabulary Development.

Objective: Students will complete vocabulary terms with initial sound given.

Materials: first aid text
worksheet
pencil

Strategy: Students will be given the vocabulary worksheet for the appropriate area of study, i.e., Wounds, Broken Bones, and Joint Injuries, for Chapters 2, 3, or 14 of the text.

Using the text, the students will identify each numbered example from definitions at the bottom of each worksheet and matching them with information from the text.

pp. 33, 40, 47, 54

Literal Comprehension: Finding Detail.

Objective: Students will practice finding detail by completing the worksheet related to their reading.

Materials: first aid text
worksheet
pencil

Strategy: As students read the assigned textbook pages, they will complete the worksheet with the required information.

Literal Comprehension: Sequencing.

Objective: Students will practice the skill of sequencing.

Materials: first aid text
worksheet
pencil

Strategy: The students will be referred to specific sections of the textbook. After reading the section, they will complete the sequencing worksheet. At the conclusion of the exercise, comparisons with other students in the class may be made.

pp. 35, 42, 49, 56

Interpretive Comprehension: Determining Author's Meaning.

Objective: The students will determine author's meaning.

Materials: first aid text
worksheet
pencil

Strategy: To begin the lesson, students will review paraphrasing and its purpose. The importance of reading for meaning will be discussed.

Students will be assigned specific sections of the text for reading. At the conclusion of their reading, they will identify statements which are closely related to the reading section.

pp. 36, 43, 50, 57

Interpretive Comprehension: Comparisons.

Objective: Students will practice making comparisons through the use of analogies.

Materials: first aid text
worksheet
pencil

Strategy: Students will review analogies and their purpose at the beginning of the lesson. The importance of making comparisons will be included.

The students will complete the worksheet on making comparisons. They may refer to the text as needed. At the conclusion of the exercise, students may discuss their answers and provide reasons for their choices.

Applied Comprehension: Problem Solving.

Objective: The students will demonstrate their first aid background in problem solving situations.

Materials: worksheet
pencil

Strategy: Students will be reminded to analyze the complete situation before proceeding with their solution to the problem.

They may discuss their specific problem situations with other students and make a presentation to the class.

Applied Comprehension: Skills Application.

Objective: The students will apply first aid skills to the worksheet problems.

Materials: worksheet and necessary materials to complete each task
pencil

Strategy: The students will be reminded to analyze the complete situation before proceeding with their application of first aid principles.

They may discuss their proposed first aid with other students and make a presentation.

Name _____

Cardiopulmonary Related Disorders.

Directions: Listed below are definitions of terms used in this section of study. Also included are spaces for the terms to be written. Please note that the first letter of each new vocabulary term is provided for you. Fill in the remainder of the blanks with the correct letters to form a word.

1. R _ _ _ _ _ _ _ _ _

6. B _ _ _ _ _ _ _ _ _

2. O _ _ _ _ _ _ _ _ _

7. E _ _ _ _ _ _ _

3. A _ _ _ _ _ _ _ _

8. E _ _ _ _ _ _ _ _ _

4. R _ _ _ _ _ _ _ _

9. C _ _ _ _ _ _ _ _ _

5. C _ _ _ _ _ _ _ _ _

10. D _ _ _ _ _ _ _ _ _ _ _

Definitions:

1. the act of breathing.
2. a blockage.
3. suffocation, choking.
4. to control.
5. blood or air passing through the body systems.
6. the exchange of air in the respiratory system.
7. highest in degree.
8. a situation requiring the utmost care and attention.
9. of or pertaining to the heart.
10. lacking in natural color.

Name _____

Cardiopulmonary Related Disorders.

Directions: Read chapters 4 and 5 of your text. As you read, provide the information necessary to complete each of the following statements.

1. Artificial respiration may be defined as:

2. Artificial respiration should be administered when:

3. The normal rate of breathing for an adult is:
4. The normal rate of breathing for a child is:
5. The letters CPR refer to:
6. The ratio of compressions to breaths in performing one person CPR is:
7. The ratio of compressions to breaths in performing two person CPR is:
8. The signs and symptoms of suspected shock are:

9. The first aid objectives in treating suspected shock are:

Name _____

Cardiopulmonary Related Disorders.

Directions: Listed below are the steps in administering first aid for suspected cardiopulmonary disorders. They are not in correct order.

Number the steps in their order of occurrence. (Refer to Chapter 5.)

-
- ___ Watch the chest to see if it falls.
 - ___ Repeat the blowing cycle.
 - ___ Clear the airway.
 - ___ Watch the chest to see if it rises.
 - ___ Blow in the victim's mouth.
 - ___ Tilt the head back.
 - ___ Stop blowing when the chest rises.
 - ___ Open your own mouth widely to cover the victim's.
 - ___ Pinch the nostrils shut.
 - ___ Repeat.

Name _____

Cardiopulmonary Related Disorders.

Directions: Read the selected pages for each of the following exercises. After reading the passage, place an X by each phrase which best indicates what the author was saying.

 1. Read p. 66-71, Respiratory Emergencies and Artificial Respiration.

- Life is supported only by air which contains an ample supply of oxygen.
- People breathe the same amount each time.
- Mouth-to-mouth resuscitation is the best of the artificial breathing procedures.
- Manual respiration is recommended to those who are queasy about administering mouth-to-mouth resuscitation.
- Children and adults breathe at the same rate.

2. Read p. 91-94, Swallowed Objects and Choking.

- A person is usually able to cough out any objects caught in the throat.
- Children are more likely to choke on foreign objects than are adults.
- A person is rarely capable of choking on food substances.
- Carefully chewing food does not always prevent a person from choking.
- The best technique for expelling foreign objects is to allow the victim to cough them out himself/herself.

Directions: Select the phrase for the readings that best describes the information presented in the selections. Place an X by your choice.

- You and artificial respiration.
- Techniques for maintaining an open airway.
- The hows and whys of the breathing process.
- Choking on food and how to stop it.

Name _____

Cardiopulmonary Related Disorders.

Directions: Listed below are word pairs which are related in some way. The first word pair is completed and is related to the second word pair. Fill in the missing word to complete the comparisons. An example is given for you.

Example: Dog:bark - Cat:meow The statement should read: A dog is to bark as a cat is to meow.

1. Weak:pulse - shallow:_____
2. 72:heart rate - _____: breathing rate
3. Airway:breathing - veins:_____
4. Inhale:expand - exhale:_____
5. Drowning:water - _____:electricity
6. Ingest:eat - inhale:_____
7. Coronary:chest - _____:head
8. Convulsion:unconscious - epilepsy:_____
9. Obstruction:blockage - _____:collection
10. Deplete:deny - _____:remove

Directions: Answer the following questions.

1. What are some similarities in the breathing and circulation processes?
2. How are the procedures for one person and two person CPR alike?

Name _____

Cardiopulmonary Related Disorders.

Directions: In each of the following situations, imagine that you are the first person to arrive at the scene. Describe in detail the first aid procedures you would perform in each instance. Include an explanation for the order you choose to perform these first aid procedures.

Be specific.

1. Jimmy was splashing happily in his shallow backyard pool when the phone rang. You went inside to answer it. In those few unguarded minutes, Jimmy fell face down in the water. When you return, Jimmy is blue and unconscious.

2. An elderly man stands up from a park bench. He suddenly clutches his chest and begins gasping for air. He collapses on the bench.

3. Two little boys are having a contest to see who can stuff the most food in their mouths. One boy begins grabbing his throat and making faces at the other. He begins flailing his arms and is starting to turn blue in the face.

Name _____

Cardiopulmonary Related Disorders.

Directions: Select two of the following practical tests. Be sure that your instructor is available to monitor your demonstration of skills in completing your two choices.

-
1. Using the Resusci-Annie, demonstrate the proper technique for administering mouth-to-mouth resuscitation.
 2. Using the Resusci-Annie and a partner, demonstrate the correct procedure for administering two person Cardiopulmonary Resuscitation (CPR).
 3. With a partner, demonstrate the correct procedure for treating shock in the case of general injuries; a head wound; chest pain; breathing difficulties.
 4. Using the Resusci-Annie, demonstrate the correct procedure for administering one person Cardiopulmonary Resuscitation (CPR).

Name _____

Wounds, Broken Bones, and Joint Injuries.

Directions: Listed below are definitions of terms used in this section of study. Also included are spaces for the terms to be written. Please note that the first letter of each new vocabulary term is provided for you. Fill in the remainder of the blanks with the correct letters to form a word.

1. E _ _ _ _ _

2. C _ _ _ _ _

3. I _ _ _ _ _

4. I _ _ _ _ _

5. C _ _ _ _ _

6. A _ _ _ _ _

7. A _ _ _ _

8. T _ _ _ _ _

9. A _ _ _ _ _

10. P _ _ _ _ _

Definitions:

1. outside.
2. getting dirty or soiled.
3. condition caused by germs or bacteria entering a wound.
4. needing attention now or right away.
5. awake and fully aware.
6. next to, adjoining.
7. to soak up.
8. bandage used to control life-threatening bleeding.
9. stroke.
10. inability to move certain body parts.

Name _____

Wounds, Broken Bones, and Joint Injuries.

Directions: Read chapters 2, 3, and 14 of your text. As you read, provide the information necessary to complete the following statements.

1. The five (5) types of wounds are:

2. The first aid procedure for treating and controlling severe bleeding is:

3. Wound contamination may be prevented by:

4. Four (4) symptoms of suspected head injury are:

5. The first aid objectives in treating suspected head injuries are:

6. Two (2) common types of fractures are:

7. Signs and symptoms of suspected fracture would include:

8. The major difference between a sprain and strain is:

9. The first aid objectives in treating suspected bone or joint injuries are:

Name _____

Wounds, Broken Bones, and Joint Injuries.

Directions: Listed below are procedures for dealing with bone and joint injuries and wounds. The first aid is correct but it is not listed in the correct order. Number the steps in their order of occurrence. (Refer to Chapters 2 and 14.)

Bone and Joint Injuries

- ___ Elevate injured area.
- ___ Call for an ambulance.
- ___ Protect against further injury by immobilizing injured part.
- ___ Apply splints if possible.
- ___ Maintain an open airway.
- ___ Treat for shock.
- ___ Prevent movement of injured parts.

Wounds

- ___ Seek medical attention.
- ___ Prevent contamination by applying sterile dressing.
- ___ Treat for shock.
- ___ Stop and control all bleeding.
- ___ Reassure victim.

Name _____

Wounds, Broken Bones, and Joint Injuries.

Directions: Read the selected pages for each of the following exercises. After reading the passage, answer the questions listed below which best indicate what the author was saying.

1. Read p. 37-44, Wounds.

What was meant by the statement in the text which referred to the impossible task of preventing accidents which produce wounds?

How could wound producing accidents occur in the home even if we were careful?

2. Read p. 219-221, Broken Bones and Joint Injuries.

The author stated that the amount of death and destruction due to auto accidents each year should be an intolerable situation for a civilized society. What does this statement mean?

Does being capable of anticipation and recognition of accident situations always prevent accidents? Explain your answers.

How does a driver's attitude affect judgment towards accident prevention?

Name _____

Wounds, Broken Bones, and Joint Injuries.

Directions: Listed below are word pairs which are related in some way. The first word pair is completed and is related to the second word pair. Fill in the missing word to complete the comparisons. An example is given for you.

Example: Dog:bark - Cat:meow The statement reads: A dog is to bark as a cat is to meow.

1. Sprain:joint - strain:_____
2. Cramp:muscle - _____:workout
3. Injury:accident - _____:careful
4. Splint:immobilize - raise:_____
5. Wound:bleeding - fracture:_____
6. Infection:redness - contamination:_____
7. Direct pressure:bleeding - _____:swelling
8. Cut:laceration - _____:abrasion
9. Bruise:closed - incision:_____
10. Tourniquet:bandage - splint:_____

Directions: Answer the following questions.

1. How is first aid for sprains similar to first aid for fractures?
2. How are first aid procedures alike for all types of wounds?
3. How are the splinting and the immobilizing of an injured part alike?
4. How are stroke and the body's circulation related?

Name _____

Wounds, Broken Bones, and Joint Injuries.

Directions: In each of the following situations, imagine that you are the first person to arrive at the scene. Describe in detail the first aid procedures you would perform in each instance. Include an explanation for the order you choose to perform these first aid procedures. Be specific.

1. Little Jenny likes to explore new places, and the steep back stairs present an exciting challenge. After a few uncertain steps, she loses her balance and tumbles down the stairs. You find her unconscious with her little body twisted in a peculiar way.
2. The ball game was about to start. Greg grabbed his bat and darted out the sliding door - but it was not open. When it shattered, he suffered severe lacerations of the head, legs, and arms. One finger was hanging by strands of skin.
3. Ralph was climbing the big oak tree in your backyard. As he reached for a branch, he lost his balance and began falling. On the way down, he struck his head on the dog house, lacerating his forehead, and landed on his back with both legs turned inward.

Name _____

Wound, Broken Bones, and Joint Injuries.

Directions: Tour the school building and outside campus area. Note anything which you feel may be a safety hazard, i.e., jagged door frames, broken glass, uncut brush, etc. Make a list of your observations and prepare a report to the school administration and the student council citing your findings. You should also prepare a list of reasons why your observations could be considered hazards and suggested measures to correct them.

Name _____

Sudden Emergencies and Illness.

Directions: Listed below are definitions of terms used in this section of study. Also included are spaces for the terms to be written. Please note that the first letter of each new vocabulary term is provided for you. Fill in the remainder of the blanks with the correct letters to form a word.

1. I _____

6. C _____

2. N _____

7. I _____

3. I _____

8. I _____

4. D _____

9. D _____

5. I _____

10. E _____

Definitions:

1. taking into the lungs through breathing.
2. to make neutral or equal.
3. to cause or create.
4. reliance on a substance.
5. the state of drunkenness.
6. rank by groups.
7. to cause pain, to aggravate.
8. redness associated with infection.
9. destroyed or broken down.
10. tired, worn out.

Name _____

Sudden Emergencies and Illnesses.

Directions: Read the chapters which refer to burns, cold exposure, and heat related disorders (Chapters 9, 10, and 11, p. 144-169). As you read, provide the information necessary to complete the following statements.

1. The symptoms of first degree burns are:
2. The symptoms of second degree burns are:
3. The symptoms of third degree burns are:
4. The general first aid in treating burns is:

5. The major differences between frostbite and cold exposure are:

6. The objectives in treating frostbite and cold exposure are:

7. The symptoms of heat exhaustion are:
8. The symptoms of heat stroke are:
9. The objectives in treating heat stroke and heat exhaustion are:

10. Heat cramps are caused by:
11. The treatment for heat cramps is:

Name _____

Sudden Emergencies and Illnesses.

Directions: Listed below are procedures for administering first aid to victims of drug overdose and poisoning. The first aid procedure is correct but they do not appear in correct order. Number the steps in order of their occurrence. (Refer to Chapters 7 and 8.)

Drug Overdose

- ___ Obtain medical help.
- ___ Give artificial respiration if needed.
- ___ Maintain an open airway.
- ___ Keep the victim warm.
- ___ Avoid rough treatment of the victim.
- ___ Arouse the victim if necessary and keep him/her awake.

Poisoning

- ___ Try to identify what has been taken.
- ___ Observe any symptoms the victim may be displaying.
- ___ Dilute the poison.
- ___ Get medical help.
- ___ Neutralize the poison.
- ___ Induce vomiting.
- ___ Save the label of the swallowed substance, or a sample of the vomit.
- ___ Maintain an open airway.

Name _____

Sudden Emergencies and Illnesses.

Directions: After reading the suggested selections, explain how each of the following statements reflects the author's meaning in the reading passage.

-
1. Read p. 95-101, Poisoning.

Explain this statement. Children are more likely to be victims of accidental poisoning than any other age group.

2. Read p. 126-128, Drugs and Their Abuse.

Explain this statement. All drug substances have the capability of becoming abused by unsuspecting human beings.

3. Read p. 144-148, Burns.

Explain this statement. All burns should be cared for by a medical authority.

4. Read p. 160-165, Frostbite and Cold Exposure.

Explain this statement. The dangers of frostbite and cold exposure would indicate an urgent need for direct medical attention.

5. Read p. 166-169, Heat Stroke, Heat Cramps, and Heat Exhaustion.

Explain this statement. It is vitally important that the potential first aider know the difference between heat stroke and heat exhaustion.

Name _____

Sudden Emergencies and Illnesses.

Directions: Listed below are word pairs which are related in some way. The first word pair is completed and is related to the second word pair. Fill in the missing word to complete the comparisons. An example is given for you.

Example: Dog:bark - Cat:meow The statement reads: A dog is to bark as a cat is to meow.

1. Cold:frostbite - heat:_____
2. Exhaustion:fatigue - cramp:_____
3. Respiration:breathing - cyanosis:_____
4. Dilute:vomit - poison:_____
5. Neutralize:weaken - nausea:_____
6. Frostbite:crystals - chemical:_____
7. Confuse:impair - thaw:_____
8. Prevent:avoid - eliminate:_____
9. Rapid:strong - large:_____
10. Signs:symptoms - pain:_____

Directions: Answer the following questions.

1. What are the similarities between drug abuse and poisoning?
2. What do first, second, and third degree burns share in common?
3. How are frostbite and cold exposure alike?

Name _____

Sudden Emergencies and Illnesses.

Directions: In each of the following situations, imagine that you are the first person to arrive at the scene. Describe in detail the first aid procedures you would perform in each instance. Include an explanation for the order you choose to perform these first aid procedures.

Be specific.

1. Baby Jane is sitting in the middle of the bathroom floor crying. In her hand is an empty bottle of baby aspirin you had purchased just that day. Her mouth and hands are orange colored.

2. Granddad collapses while working in the backyard garden one summer day. When you reach him, you notice that he is very red and extremely hot to touch.

3. Lucy is doing her paper route during a driving rain storm. When she finally arrives at home, she is shivering, pale, seems to be incoherent, and complains of tingling in her fingers and toes.

Name _____

Sudden Emergencies and Illnesses.

Directions: Write a letter to an elderly couple who live in a hot climate area of the United States. Since you have heard that the upcoming summer is supposed to be one of the hottest on record, and you know that this elderly couple is very active and like to work hard on their land, provide them a personal plan in your letter on ways to avoid heat stroke and heat exhaustion. Send them my best regards while you are at it.

Name _____

Emergency Rescue and Bandaging.

Directions: Listed below are definitions of terms used in this section of study. Also included are spaces for the terms to be written. Please note that the first letter of each new vocabulary term is provided for you. Fill in the remainder of the blanks with the correct letters to form a word.

1. I _____

2. C _____

3. S _____

4. A _____

5. C _____

6. S _____

7. H _____

8. L _____

9. E _____

10. P _____

Definitions:

1. to make up without preparation.
2. a bandage or dressing.
3. to make clean.
4. a substance which sticks to other substances.
5. a type of bandage, used to hold gauze pads to wounds.
6. the bone structure of the body.
7. that which is considered dangerous.
8. a type of stretcher.
9. arms and legs.
10. lying flat.

Name _____

Emergency Rescue and Bandaging.

Directions: Read the chapter which refers to rescue procedures (Chapter 15, p. 225-253). As you read, provide the information necessary to complete the following statements.

1. Emergency rescue is:

2. Five (5) factors which should be considered in moving an injured person are:

3. Two (2) methods of one person transportation of an injured person are:

4. Two (2) methods of two person transportation of an injured person are:

5. Special care should be taken in rescues involving electricity because:

6. Ice rescues should be attempted only when:

7. Three (3) ways a water rescue could be made are:

Name _____

Emergency Rescue and Bandaging.

Directions: Listed below are the general procedures for applying bandages and for transferring injured victims. The procedures listed are correct but they do not appear in the order of importance. Number the steps in order of their importance. (Refer to Chapters 13 and 15.)

Bandaging

- ___ Loosen bandages if circulation appears to be impaired.
- ___ Apply bandage rather snugly.
- ___ Never apply a tight bandage around the neck of a victim.
- ___ Watch for swelling, discoloration, or coldness of extremities.
- ___ Leave fingers or toes exposed to observe for discoloration.

Transfer of Injured Victims

- ___ Check for injuries.
- ___ Control bleeding.
- ___ Avoid subjecting the victim to unnecessary disturbance.
- ___ Maintain an open airway.
- ___ Arrange for transportation.
- ___ Immobilize injured parts prior to movement of the victim.

Name _____

Emergency Rescue and Bandaging.

Directions: After reading the suggested selections, explain each of the following statements as you have determined the author would explain them.

-
1. Read p. 225-253, Emergency Rescue, and Short-Distance Transfer.

In transporting an injured victim, avoid subjecting the victim to any unnecessary disturbances.

When transporting, it is important to maintain an open airway at all times.

When lifting an injured victim, insure that all parts of the body are protected.

2. Read p. 177-194, Dressings and Bandaging.

A well-intended first aider is actually a liability if he does not have a well-stocked first aid kit.

Bandages serve several purposes, both to the victim and the first aider.

It is absolutely necessary for a first aider to know a variety of bandaging techniques.

Name _____

Emergency Rescue and Bandaging.

Directions: Listed below are word pairs which are related in some way. The first word pair is completed and is related to the second word pair. Fill in the missing word to complete the comparisons. An example is given for you.

Example: Dog:bark - Cat:meow The statement reads: A dog is to bark as a cat is to meow.

1. Lift:carry - project:_____
2. Prone:lying - _____:standing
3. Cravat:bandage - blanket:_____
4. Bandage:cover - _____:support
5. Sling:arm - _____:knee
6. Victim:injury - rescuer:_____
7. Stretcher:litter - _____:dressing
8. Transfer:carry - prevent:_____
9. Rest:recovery - care:_____
10. Extend:reach - _____:raise

Directions: Answer the following questions.

1. How are the first aid objectives in bandaging and transportation of injured victims alike?

2. Compare the four man carry to the five man carry technique. List the similarities.

Name _____

Emergency Rescue and Bandaging.

Directions: In each of the following situations, imagine that you are the first person to arrive at the scene. Describe in detail the first aid procedures you would perform in each instance. Include an explanation for the order you choose to perform these first aid procedures.

Be specific.

1. Larry falls off the porch and begins complaining of back pain and lack of feeling in his legs. You must move him since a tornado is on the way.

2. Sally severely lacerates her arm while slicing a roast. Blood is spurting from her arm. What type of bandaging would you use? Explain your answer.

3. A friend appears to be uninjured but is unable to walk down the hill to the car. You and your other friend must transport him to the car. Which is likely the best method of transporting the victim? Explain your answer.

Name _____

Emergency Rescue and Bandaging.

Directions: Select three of the following practical tests. Be sure that your instructor is available to monitor your demonstration of skills in completing your three choices.

1. With a partner, apply a standard sling to the right arm.
2. Using a partner, apply a figure eight bandage to the left knee.
3. Apply a full-head cover bandage to your partner who has a wound over his left eye.
4. With your partner and a victim, demonstrate the proper procedures for the two man seat carry.
5. Demonstrate the correct procedure for the fore and aft carry with a partner and victim.
6. Demonstrate how you would drag a person down a flight of stairs if he were located in a burning building. You only need to demonstrate this skill to the degree of securing the initial hold and body position of the victim.

Chapter 5

Summary, Conclusions, and Recommendations

Summary

Study of the research revealed that a need exists for including the teaching of reading comprehension skills in the content areas. Studies by investigators have indicated that little time is spent in the development of reading comprehension skills above the literal level of comprehension. Therefore, students must be instructed in the development of higher level reading comprehension skills.

This project consisted of a series of 28 reading comprehension strategies designed to accompany the American Red Cross Standard First Aid and Personal Safety (1977) text. Activities were intended to meet objectives in the areas of literal comprehension with emphasis on vocabulary development, finding detail, and sequencing skills; interpretive comprehension through the use of paraphrasing author meaning and making comparisons; and applied comprehension with emphasis on the development of problem solving skills through the practical application of first aid procedures.

The project was developed to assist students in the understanding and effective use of the first aid textbook.

Conclusions

Several comprehension strategies were developed for use in the first aid classroom. The success of the project was not measured since its implementation into the first aid curriculum will not occur until the 1982/83 school year. Activities will then be evaluated and revised as necessary.

It was found that while the first aid curriculum included a fairly complete outline in terms of concept presentation, it did not include specific activities to aid students in the understanding of the first aid text.

The results of the Fry Readability formula applied to the textbook indicated that the text was written at a college age level and could present difficulty in comprehension for ninth grade students.

Recommendations

At the completion of the project the following recommendations were made.

The project should be implemented and tested at the ninth grade level and should be revised according to the results.

Additional activities should be developed to broaden the scope of reading comprehension strategies in the first aid classroom.

The first aid curriculum outline should be revised and Student Learning Objectives developed to include a more thorough instruction in the use of reading comprehension strategies to promote a broader understanding of the concepts presented in the textbook.

The American Red Cross should provide a revised edition of the textbook appropriate for use at the ninth grade level.

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APPENDIX A
Standard First Aid and Personal Safety
Course Outline

Central Kitsap School District
Standard First Aid and Personal Safety: Course Outline.

Knowledge Objectives:

1. Definitions of First Aid, Shock, and Respiratory Emergencies.
2. Reasons for and values of first aid training.
3. General directions for giving first aid.
4. Causes of shock and respiratory failure.
5. Signs and symptoms of shock.
6. Treatment objectives and first aid for shock.
7. The breathing process.
8. Prevention measures in respiratory accidents.
9. Definitions of wounds and poisoning.
10. Causes of choking, wounds, and poisoning.
11. Signs and symptoms of choking, wounds, poisoning.
12. First aid for swallowed objects, choking, wounds, poisoning.
13. Prevention for contamination and infection.
14. Prevention for choking, wounds, poisoning.
15. Signs and symptoms for head injuries.
16. First aid for head injuries.
17. Definitions of drugs, drug abuse, and first aid for abuse.
18. Definitions of burns, cold and heat exposure.
19. Causes of burns, cold and heat exposure.
20. First aid for burns, cold and heat exposure.
21. Signs and symptoms for various forms of sudden illness.
22. First aid for various forms of sudden illness.
23. Principles involved in selection of bandages.
24. Types and selections of first aid kits.
25. Definitions of fractures, other bone, and joint injuries.
26. Signs and symptoms of fracture, bone, and joint injuries.
27. First aid for fracture, bone, and joint injuries.
28. Splinting principles.
29. Indications for immediate rescue.
30. Classifications and methods of transfer.

Skill Objectives:

1. Effective airway management.
2. Performing exhaled-air methods of artificial respiration.
3. Basic steps for controlling severe bleeding; bleeding control
4. Basic steps for caring for poisoning.
5. Examining for injuries.
6. Dressing application.
7. Bandaging techniques.
8. Splint techniques.
9. Methods of victim transportation.
10. Selecting proper sequence of first aid care for various injuries.

APPENDIX B

Reading Student Learning Objectives

Central Kitsap School District