A Follow-Up Randomised Controlled Trial Evaluation of the Effects of Business in the Community's *Time to Read* Mentoring Programme: BITC Trial 2

Summary Guide

Introduction

This document outlines the dataset relating to the findings of a follow-up randomised controlled trial (RCT) evaluation of the Business in the Community's 'Time to Read' programme. This is a follow-up of a previous RCT (BITC Trial 1) which was undertaken between September 2006 and June 2008. The second trial took on board recommendations that emerged from the first trial regarding the need to focus and measure more specific outcomes.

The trial was conducted between October 2009 and June 2010 and involved 512 Year 5 children aged between 8 and 9 from 50 schools across Northern Ireland; 249 children were in the control group and 263 were in the intervention group.

23 of the participating schools also took part in the first RCT and all schools had experience of delivering 'Time to Read' in their schools.

'Time to Read' programme

The programme is aimed at children aged 8-9 years and in Year 5 of primary school. Employers are recruited into membership of Business in the Community Northern Ireland and encouraged to support 'Time to Read' as part of their corporate responsibility strategy. Volunteers are recruited, committing to spend one hour each week during term time on a one-to-one basis with two children in primary school. Each week the volunteers spends 30 minutes with each of the two children reading together from a set of reading resources chosen by the group of Literacy Advisors in the Education and Library Boards. Three or more volunteers work in one school at the same time.

Measures

Both literacy and non-literacy outcomes were measured in this trial. Table 1 outlines the measures used. Literacy skills such as decoding, reading rate, accuracy, fluency and comprehension were measured. Decoding (or phonological recoding) is one of the first steps on the road to learning to read. It refers to a child's ability to read a word they have never seen before by pronouncing the word through a process of sounding out the letters. As children become more skilled at decoding they are able to read more quickly (rate) and with fewer mistakes (accuracy), which result in improved reading fluency (which is a measure that combines their rate and accuracy). In turn, greater fluency leads to better comprehension, which is the child's ability to understand what they are reading and construct a logical mental representation of the text.

Table 1: Outcomes and measures

Outcome	Measure
Reading Skills	The Graded Non Word Reading Test (Snowling, McLean & Stothard 1996)[1] - Decoding The Gray Oral Reading Test (Wiederholt & Bryant 2001)[2] - Reading rate - Reading Accuracy - Reading fluency - Reading comprehension
Enjoyment of reading	The Garfield Elementary Reading Attitudes Scale (McKenna & Kear 1990)[3] - Recreational reading - Academic reading
Reading confidence (efficacy)	The Reader Self Perception Scale (RSPS) (Henk & Melnick 1995)[4]
Aspirations	Aspirations for the Future Scale (Loeber et al 1991)[5]

Non-literacy outcomes included enjoyment of reading and confidence, as well as children's aspirations for the future.

Further information

Miller, S., Connolly, P. and Maguire, L. (2010) A follow-up randomised controlled trial evaluation of the effects of Business in the Community's *Time to Read* mentoring programme. Centre for Effective Education: Queen's University Belfast[6]

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[1] Snowling, M., McLean, J. and Stothard, S. (1996) The Graded Non-Word Reading Test Manual. Oxford: Pearson

[2] Wiederholt, J.L. and Bryant, B.R. (2001) Gray Oral Reading Test (4th edition). Oxford: Pearson.

[3] McKenna, M.C and Kear, D.J. (1990) Measuring attitude towards reading: a new tool for teachers. The Reading Teacher, 43(8), 626-639.

[4] Henk, W.A. and Melnick, S.A. (1995) The reader self perception scale (RSPS): a new tool for measuring how children feel about themselves as readers. The Reading Teacher, 48(6), 470-482.

[5] Expectations/Aspirations measure and scoring information available form https://fasttrackproject.org/techrept/e/exa/

[6] Available from http://www.paulconnolly.net/publications/TimeToRead2_fullreport_2011.pdf

Content and structure of dataset (missing data coded as -999)

IdNumber	Child's Unique ID Number	None
SchoolID	School's Unique ID Number	None
Group	Allocation to intervention or control	0 = control 1 = intervention
SOAscore	Pupil level measure of deprivation	None
Gender	Gender of child	0 = girl 1 = boy
GNRT1	Graded non-word reading test - Decoding - T1	None
GNRT2	Graded non-word reading test - Decoding - T1	None
GORTRate1	GORT - Reading Rate T1	None
GORTrate2	GORT - Reading Rate T2	None
GORTAcc1	GORT – Reading Accuracy T1	None
GORTAcc2	GORT – Reading Accuracy T2	None
GORTFlu1	GORT – Reading Fluency T1	None
GORTFlu2	GORT – Reading Fluency T2	None
GORTComp1	GORT – Reading Comprehension T1	None
GORTComp2	GORT – Reading Comprehension T2	None
GORTTotal1	GORT total T1	None
GORTTotal2	GORT total T2	None
GarfieldRec1	Enjoyment of reading – Recreational Reading T1	None
GarfieldRec2	Enjoyment of reading – Recreational Reading T2	None
GarfieldAcad1	Enjoyment of reading – Academic Reading T1	None
GarfieldAcad2	Enjoyment of reading – Academic Reading T2	None
GarfieldTotal1	Enjoyment of reading total T1 - mean(unstandardized items)	None
GarfieldTotal2	Enjoyment of reading total T2 - mean(unstandardized items)	None
Aspirations1	Expectations/Aspirations Total T1	None
Aspirations2	Expectations/Aspirations Total T2	None
RSPSprogress1	RSPS – Progress T1	None
RSPSprogress2	RSPS – Progress T2	None
RSPScomparison1	RSPS – Observational comparison T1	None
RSPScomparison2	RSPS – Observational comparison T2	None
RSPSfeedback1	RSPS – social feedback T1	None
RSPSfeedback2	RSPS – social feedback T2	None
RSPSstates1	RSPS – physiological states T1	None
RSPSstates2	RSPS – physiological states T2	None
RSPStotal1	RSPS – total - mean(unstandardized items) T1	None
RSPStotal2	RSPS – total - mean(unstandardized items) T2	None
NumberofSessions	Number of Sessions	None

Durationinminutes	Duration in minutes	None
Numberofsessionswi thDIFFERENTmen	Number of sessions with DIFFERENT mentors	None