

A BETTER
START

E Tūpue Rea

Successful learning improving self-concept in children with literacy learning difficulties

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Positive self-concept in children with literacy learning difficulties

Problems in reading can impact on most/all areas of a school curriculum, leading to poor educational achievement and restricted job opportunities.

Experiences of failure in school subjects can produce poor self-concept and behavioural problems, and negatively influence general well-being.

Past evidence suggests that individuals with dyslexia are more likely to experience emotional/mental health problems; they also show a greater incidence of school exclusions and antisocial behaviours.

Current study: Facilitating literacy learning, emotional well-being and positive behaviour

Aim: to investigate whether culturally responsive and research informed interventions aimed at improving reading and spelling are associated with positive changes in children's self-concept (self-efficacy and resilience) and reduce negative behaviours.

Measures of: literacy, self-concept, emotional and behavioural difficulties – taken pre and post intervention. (Follow-up May-June 2019)

Design: delayed intervention control group design over 2018.

Students: with evidence of literacy learning difficulties – and those from a range of backgrounds; including Māori or Pasifika backgrounds. Currently **N=57** (end of 2018)

Current study: Targeted intervention work over two terms (assessment and teaching)

The focus was on reading text, but teaching mainly supported word decoding strategies as part of improving text reading:

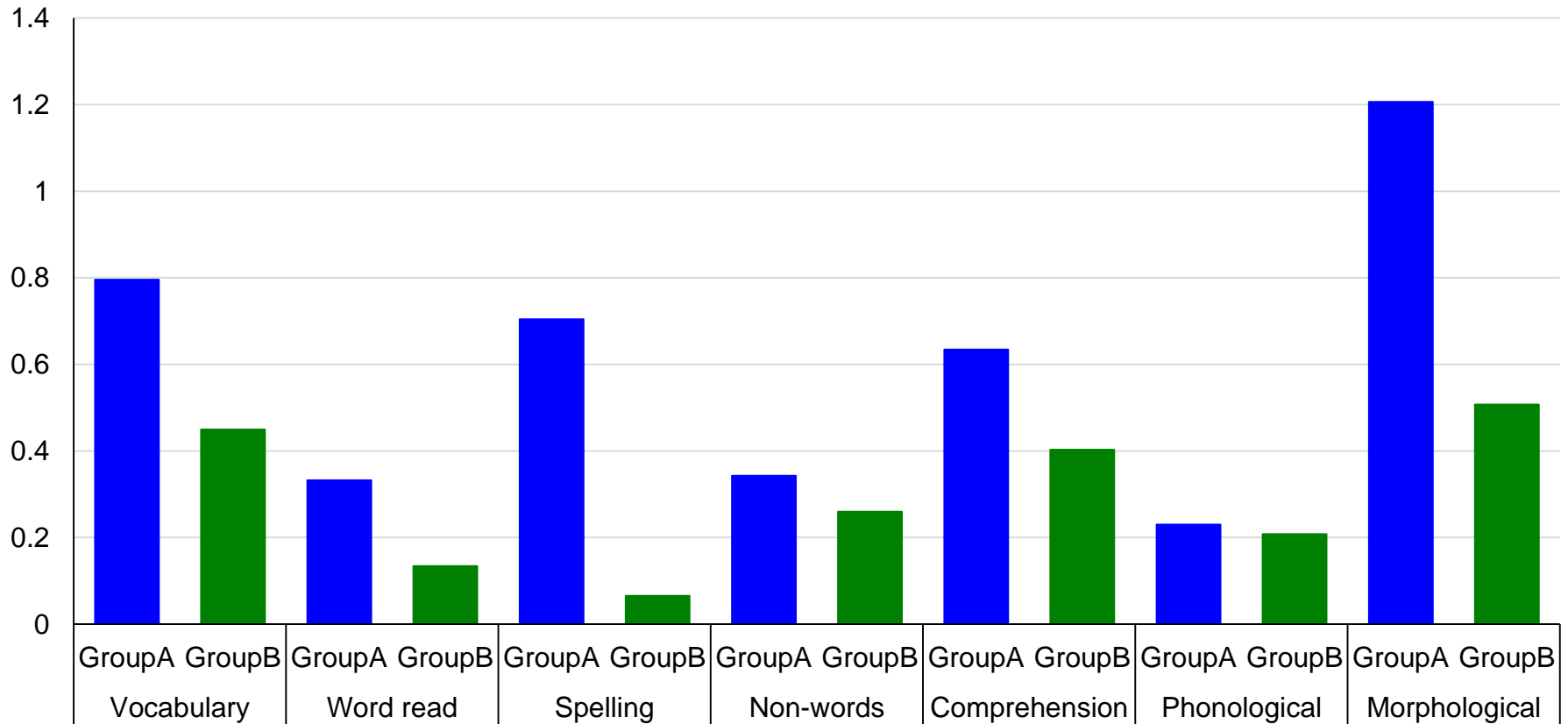
- strategies targeted units of meaning (morphology), though ensured that these were linked to decoding – this was in order to also emphasise relationships between orthography and phonology as well as meaning

Used texts that were matched to chronological age as much as possible – in order to build self-concept.

Included repetition and paired reading techniques:

- support development of fluency and strategy building

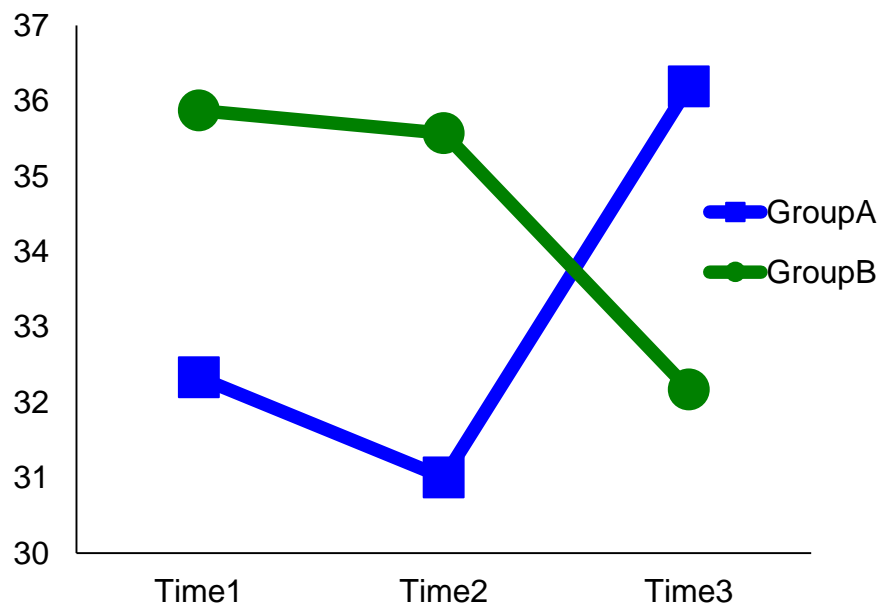
Current study: Results for measures of literacy



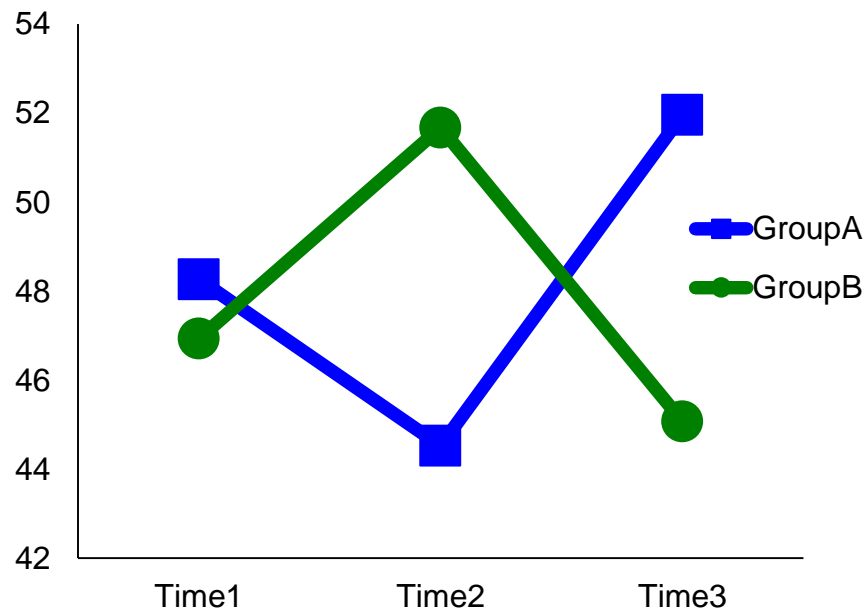
Y-axis represents effect sizes (post-pre / SD) at mid-year point when only Group A has undergone the intervention

Current study: Results for assessments of self-concept

Academic Self-efficacy



Resilience



Y-axis = scores of self-report scales.

Time1 = pre-intervention (beginning of 2018)

Time2 = post-intervention for Group A (mid)

Time3 = post-intervention for Group B (end)

Current study: Conclusions and additional work

1. Improvements in all literacy areas assessed:
 - word reading and spelling, vocabulary development and morphological awareness, and reading comprehension
 - ❖ smaller effects on phonological measures – area for further work following positive gains
2. Improvements were also apparent in self-reports:
 - self-esteem and self-efficacy (academic, emotional and social), internalised (emotional) and externalised (behavioural) difficulties and resilience (feelings that they can cope with challenges)
 - ❖ but effects delayed: need to experience positive effects in school work to influence self-perceptions – follow-up data for 2019 currently being collected