



Examining the Impact of Past Educational Experiences on Current Reading Ability and Psychological Functioning

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INTRODUCTION

- Many college students experience difficulties that may hinder their academic performance, and a large proportion of students who matriculate into university settings do not complete their degrees.¹
- One reason for these findings is that students who enter university settings may not be sufficiently prepared to interact with the advanced materials required by their courses.

Areas of Difficulty

- Reading
- Learning
- Attention

Reading ability occurs along a continuum and is influenced by a multitude of factors such as **resiliency** and **educational experience**.²

Primary Consequences

- Academic Performance
- Family/Teachers Notice
- Stigma

Secondary Consequences

- Emotional Well-Being
- Social Relationships
- Self-Esteem

- Individuals with reading difficulties may be more likely than peers to experience ongoing **socio-emotional consequences**, such as depression and anxiety, that can exacerbate reading struggles.³⁻⁴
- Yet, these individuals may also demonstrate **resilience** or strengths in cognitive, linguistic, and/or emotional factors.⁵
- A person's **educational experiences** may influence the presence of some of these strengths.

Figure 1. Consequences of Reading Deficits. Adapted from Livingston et al. (2018)

Figure 2. The Literacy-Based Resiliency Framework.

Adapted from Haft et al. (2016)

Etiological Risks

- Poor Decoding Abilities

Socio-Emotional Protective Factors

- Grit
- Growth mindset

Reading Difficulty

- Word Reading
- Spelling

Cognitive Factors

- Vocabulary
- Listening Comprehension
- Working memory

Factors also known as socio-emotional resilience

Outcomes

- Psychosocial Well-being
- Reading Comprehension

Factors also known as cognitive resilience

HYPOTHESES

- While substantial research shows that childhood reading problems, such as **dyslexia**, often persist into adulthood, few studies have addressed the impact of past educational experiences on adult reading performance and well-being.

Figure 3. Model of Hypotheses for Current Study

Current Reading Ability

Educational Opportunities

Current Well-Being

Self Reports of Childhood Reading Difficulty

Current Resiliency

Research Questions:

- Does past reading history predict current psychological well-being?
- Does current reading ability predict current psychological well-being?

Additional Research Question:

- Do resiliency and/or past educational opportunities impact the relationship between current reading ability and current well-being?

Arrows indicate hypothesized relationships

METHODS

- The ongoing study examines the relationship of past education, current reading, and well-being in a sample of MTSU students.
- In a virtual meeting, participants complete a reading and spelling battery, an interview about educational opportunities, and a self-report survey about socioemotional functioning.

CONSTRUCT	TEST/SUBTEST/SCALE
Reading and Literacy Skills	
Untimed Real Word Reading	WRMT-III Word Identification
Timed Real Word Reading	TOWRE-2 Sight Word Efficiency
Untimed Pseudoword Reading	WRMT-III Word Attack
Timed Pseudoword Reading	TOWRE-2 Phonemic Decoding Efficiency
Spelling	Developmental Spelling Analysis
Reading Comprehension	WRMT-III Passage Comprehension
Listening Comprehension	WRMT-III Listening Comprehension
Self-Report Measures	
History of Reading Difficulties	ARHQ (LeFly & Pennington, 2000)
Reading Attitudes	Adult Survey of Reading Attitudes (Smith, 1990)
Growth Mindset	Petscher et al. (2017)
Grit	Duckworth & Quinn (2009)
Life Engagement	Scheier et al. (2006)
Life Satisfaction	Diener et al. (1985)
Overall Health	Hays et al. (1993)
Psychological Functioning	BASC SRP (Anxiety, depression, self-esteem & ...)
Educational History	Lab created item(s)

Figure 4. Construct Table
TOWRE-2 = Test of Word Reading Efficiency, 2nd edition; WRMT-III = Woodcock Reading Mastery Test, 3rd edition

- A semi-structured interview provides information about the participant's perceptions of their experiences learning to read.

CONCEPT	DESCRIPTION/OUTPUT
School Type	Public, private, homeschool, or other
Dyslexia Diagnosis	Presence & method of diagnosis
Intervention	Types: Small groups, one-on-one, and/or tutoring Settings: At school, through an institution or individual Duration: Estimation (in months) of length of service(s)
Perceptions	Perceived benefits: Perceived reading and/or spelling improvements
Accommodations	Alternative conditions: Extra time and/or quiet/remote settings Alternative methods: Oral directions, reduced assignment lengths, etc. Devices: Audiobooks, recorders, keywords, graphics, etc.

Figure 5. Educational Experience Interview Breakdown

- Self-report measures capture psychological well-being and resiliency.

CONSTRUCT	DESCRIPTION	SCALES
Resiliency	Persistence and belief that intelligence is changeable	Grit & Growth Mindset
Well-Being	Mental, physical, and social health	BASC SRP, Life Engagement, Life Satisfaction

Figure 6. Resiliency vs. Well-Being

DISCUSSION

- If past educational opportunities are found to mediate the persistence of reading difficulties, it will help to understand how educators can best support students to encourage their successful graduation and, ultimately, mental well-being.

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