

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

Figure 1. Consequences

Adapted from Livingston

of Reading Deficits.

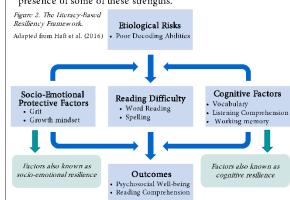
Primary Consequences

- Academic Performance
- Family/Teachers Notice
- Stigma

Individuals with reading difficulties may be more likely than peers to experience ongoing socio-emotional consequences, such as

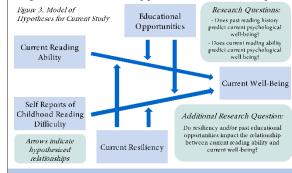
Secondary Consequences

- Emotional Well-Being • Social Relationships
- · Self-Esteem
- 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.



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.



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.

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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
ielf-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)

TOWRE-2 = Test of Word Reading Efficiency, 2nd edition; WRMT-III = Woodcock Reading Mastery Test, 3nd edition

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

CONCEPT	DESCRIPTION/OUTPUT Public, private, homeschool, or other	
School Type		
Dyslexia Diagnosis		
Presence & method of diagnosis	Testing through a school, center, or psychologist	
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

	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.

REFERENCES

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