

A BETTER  
START

E Tūpue Rea

# Emotional well-being for children with literacy issues

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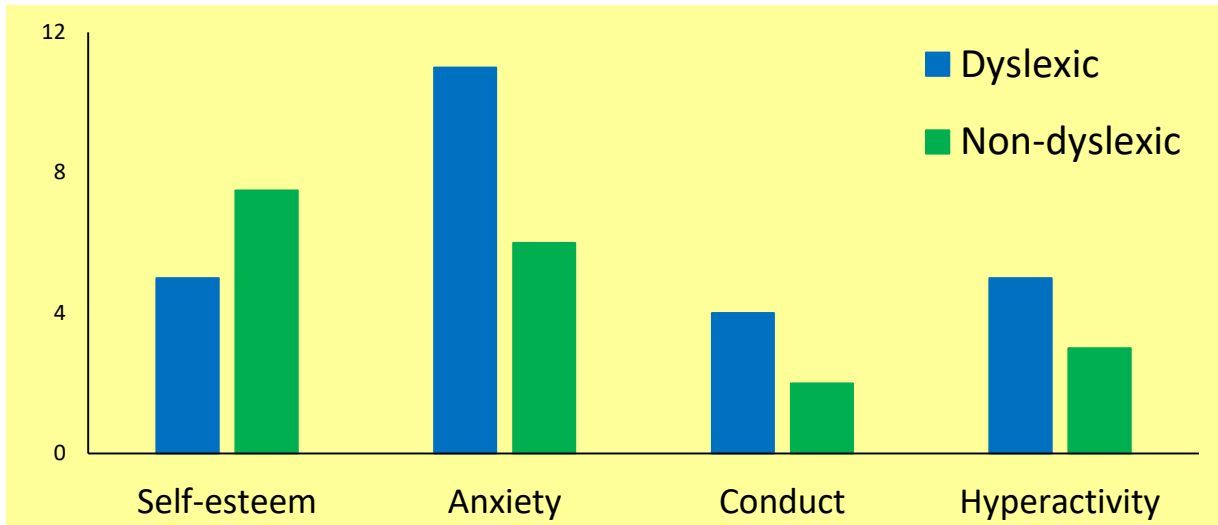
## Facilitating emotional well-being and positive behaviours in children with literacy learning difficulties

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

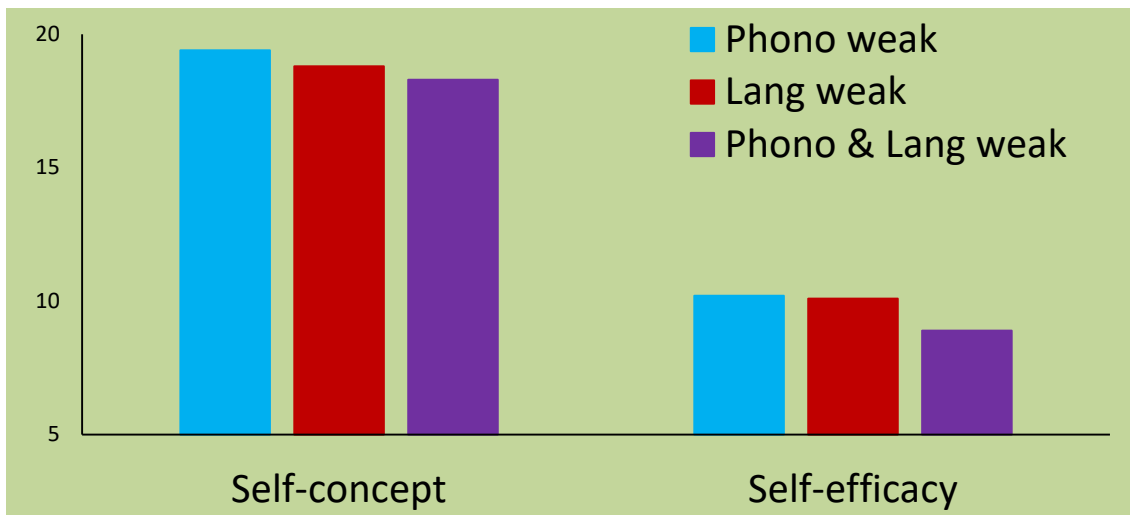
Experiences of failure in school subjects can produce poor self-concept and behavioural problems, and negatively influence general well-being.

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

# Facilitating emotional well-being and positive behaviours in children with literacy learning difficulties



Differences in emotion and behaviour between children with dyslexia and those without



Potential influence of language/literacy weaknesses may be evident as early as first year of school

## Facilitating emotional well-being and positive behaviours in children with literacy learning difficulties

This aim of this study is to investigate whether culturally responsive and research informed interventions aimed at improving reading can support improvements in children's self-concept (self-efficacy and resilience) and reduce negative behaviours.

Measures of literacy, emotion and behaviour – pre and post intervention.

Delayed intervention control group design.

Target students with evidence of reading difficulties.

Aim to include those with Māori or Pasifika backgrounds.

## Facilitating emotional well-being and positive behaviours in children with literacy learning difficulties

The literacy interventions aims to improve basic literacy skills by targeting skills as well as improving areas of weakness.

Focus on reading text, rather than isolated words or word units – though the latter are part of improving text reading:

- strategies involving units of meaning (morphology) though ensuring these are linked to decoding

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

Repetition and paired reading techniques:

- support development of fluency and strategy building