Relationships between Reading Motivation, Reading Activity, Oral Language, and Reading Achievement in Children with Attention-Deficit/Hyperactivity Disorder

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Abstract

Fifteen-third and fourth graders with attention-deficit/hyperactivity disorder were asked to complete reading self-efficacy and reading activity scales and standardized tests of oral and written language to examine the relationships between reading self-efficacy, reading activity, oral language, and reading achievement, with gender and age controlled. Students with higher self-efficacy for personally relevant reading activities displayed higher reading achievement, whereas those who held higher self-efficacy for fundamental reading skills displayed lower reading achievement, suggesting inflated perceived competence possibly due to metacognitive deficits. Students’ reading performance decreased with age, suggesting the presence of Matthew effects. Fourth graders displayed higher task self-efficacy than third graders. Reading activity, oral language, and gender did not contribute significantly to predicting reading achievement in this sample of children.