

# ASSESSING READING RELATED EMOTIONS IN CHILDREN AND ADOLESCENTS

Taylor Bryant Berrier & Suzanne Adlof



UNIVERSITY OF  
South Carolina

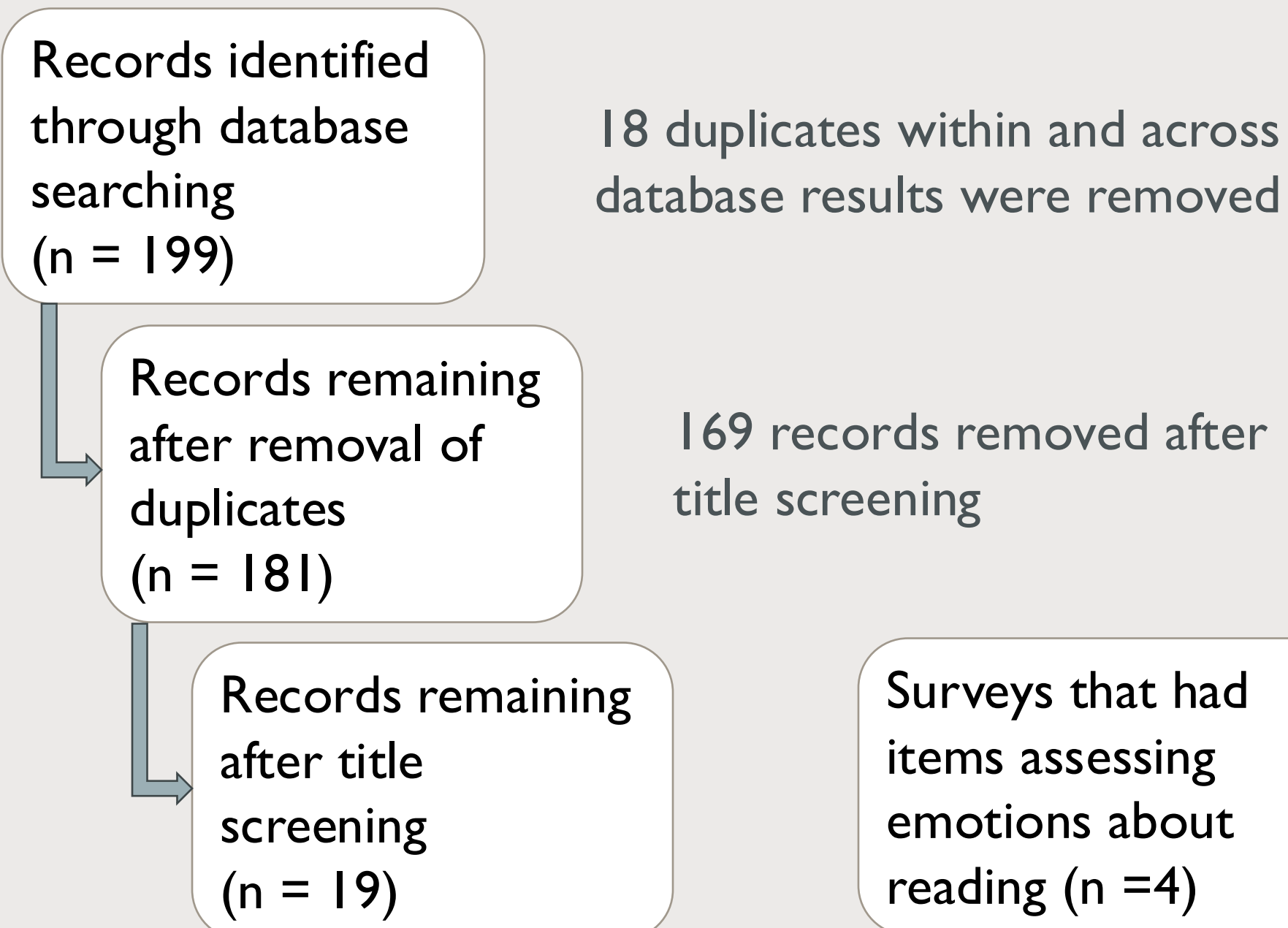
## INTRODUCTION

- We recently found that children with comorbid reading, language, and attention difficulties display significantly worse emotion regulation skills than typically developing children (Berrier et al., 2023).
- This finding builds on past research that suggests that risk for developing emotional problems is higher for children with learning disorders (e.g., dyslexia) than for children with typical development (Francis et al., 2019; McArthur et al., 2020).
- However, little research has considered the emotions that children experience **during** reading activities. We think this is important because:
  - Students with reading difficulty may experience negative emotions during and about reading tasks.
  - Poor ability to regulate emotions, when paired with frequent negative emotions about reading, could negatively impact academic outcomes over time.
- Items and subscales of self-report measures of related constructs (e.g., reading attitudes or motivation) may assess emotions about reading and be employed to fill this gap in the literature.

### Study aims:

Determine the self-report measures of reading-related and general academics-related emotions that have been used in research on literacy development and disorders.

Evaluate items and subscales of available measures to determine the extent to which these measures assess emotions surrounding reading and/or academics.



## METHOD

- This review adheres to Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines (Shamseer et al., 2015). Databases ERIC and PsycINFO were searched in November, 2021
- Included studies that presented psychometric information for surveys of reading- or general academics-related emotions or motivation in elementary and middle school students.
- Excluded studies not peer-reviewed, published within 1992-2022, written in a foreign language, measuring emotions or motivations about a specific academic subject that is not reading, validating a survey for another language, or targeting students aged high school or older.
  - (“development” or “validity” or “psychometrics” or “measurement”) AND (“survey” or “checklist” or “questionnaire” or “scale”) AND (“academic motivation” or “academic emotions” or “reading emotions” or “reading motivation” or “reading attitude” or “achievement emotions” or “fear of failure”) AND “elementary”

## RESULTS

Measure	Primary Constructs Assessed	# Items	Underlying Factors
Elementary Reading Attitudes Survey (ERAS; McKenna & Kear, 1990)	Positivity/negativity toward academic reading & recreational reading	39/39 items	2 factor solution: academic reading & recreational reading
Achievement Emotions Questionnaire-Elementary School (AEQ-ES; Lichtenfield et al., 2012)	Enjoyment, anxiety, and boredom in a given academic subject (early elementary school)	28/28 items	8 factor solution: enjoyment, anxiety, boredom in classroom and learning, plus enjoyment and anxiety in testing
Self-Regulation Questionnaire-Reading Motivation (SRQ-RM; De Naeghel et al., 2012)	Intrinsic versus extrinsic motivation across recreational and educational contexts	8/48 items	2 factor solution (per context) representing intrinsic vs. extrinsic reading motivation
Motivations for Reading Questionnaire (MRQ; Wigfield & Guthrie, 1995)	Social, intrinsic-vs.-extrinsic, value, self-efficacy, and goal-related motivational factors	10/54 items	Obtained 6 different 2-factor solutions

Note: The Reading and Me Survey (Adelson et al., 2019) and the Baylor Revision of the Motivation to Read Survey (Styck et al., 2020) were included in the 19 records remaining for evaluation. These surveys do not contain emotion-specific items so they are not listed above, but they do include items about *liking* to read.

## DISCUSSION

- Measures available can offer information about whether positive or negative feelings are associated with reading activities in general (in the case of the ERAS and RMS) or whether enjoyment, anxiety, or boredom are associated with reading activities in general (in the case of the AEQ-ES).
- They also can provide information about how positivity or enjoyment/anxiety/boredom associations change when the context for reading is recreational or academic.
- However, we did not find an available survey assesses students' emotions **during** a single, specific reading event or how frequently within the last week/month they have felt a specific emotion.
  - This limits our ability to assess the emotional impact of certain kinds of reading instruction activities and reading evaluations. It also limits our ability to determine whether the emotional state of the reader impacted their success in either of these contexts.
- More research is needed to investigate what emotional experiences are occurring in individuals with reading difficulties such as dyslexia and whether a relationship exists between those experiences and mental health outcomes.

### Where does the field need to go next?

- Development of tools assessing emotions about recently completed reading tasks
- Multimethod assessment of emotions that combine self-report with behavioral and physiological measures
- Evaluation of state vs. trait emotional factors that influence reading achievement

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