

Rationale

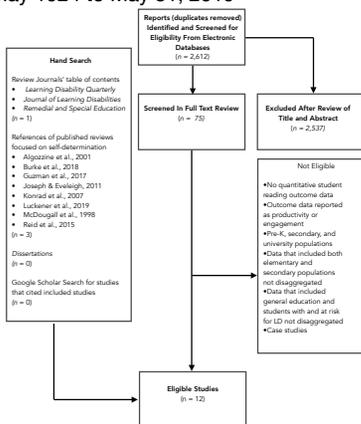
- Students with LD have reading deficits that have long term consequences on their quality of life (Cortiella & Horowitz, 2014; Wagner et al., 2005)
- Self-determination can improve reading achievement for students with LD (Konrad, Fowler, Test, & Wood, 2007) with most self-determination literature focused on adolescents (Chambers, Wehmeyer, Saito, Lida, Lee, & Singh, 2007; Hagiwara, Shogren, & Leko, 2017; Palmer & Wehmeyer, 2003; Wehmeyer, Sands, Doll, & Palmer 1997)
- Self-determined learning develops across the lifespan and the foundation should be built in elementary school for complex self-determination knowledge later in life (Heller et al., 2011)

Research Questions

- What components of self-determination are included in interventions targeted at improving reading outcomes for students with and at risk for LD in kindergarten through 5th grade?
- Is there evidence that interventions that include components of self-determination improve reading outcomes for elementary students with LD?

Method

- Four indices searched: PsychINFO, ERIC, Academic Search Complete, and Education Source
- Published in peer-reviewed journals from May 1924 to May 31, 2019



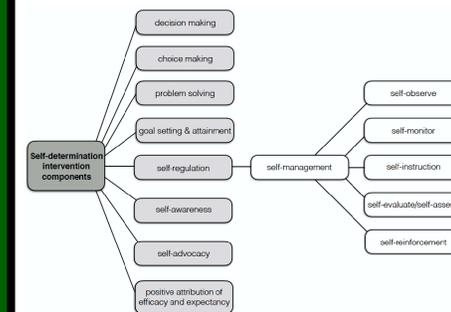
The application of **self-determination** in **elementary** grades for students **with and at risk LD** is **limited**; the only component exclusively incorporated within interventions targeted at improving reading outcomes was **self-regulation**

Results

Included studies				
12 included studies	SCD (k = 10)	RCT (k = 2)		
Participants				
124 participants	Kindergarten (k = 1)	3 rd grade (k = 6)*	4 th grade (k = 4)*	5 th grade (k = 3)
100% with or at risk for LD	LD (k = 4)	With or at risk for RD (k = 5) (k = 3)		
Setting				
Public school (k = 8)	Private school (k = 2)	Alternative setting (k = 2)		
General education (k = 6)	Bilingual classroom (k = 1)	Resource classroom (k = 1)	Self-contained classroom (k = 1)	
Dosage				
Session length (M = 26.6 min; SD = 5.89)	Duration (M = 6.71 wks; SD = 4.39)	Frequency (M = 3.67 day/wk; SD = 1.17)		
Effect Sizes				
20 total effect sizes	RCT (M d = 1.04; SD = 0.51)		SCD (M Tau-U = 0.63; SD = 0.26)	
Comprehension (ES n = 13)	Vocabulary (ES n = 4)	Fluency (ES n = 2)	General reading (ES n = 1)	
Self-Determination Components				
Self-regulation (k = 12)	Goal setting always paired with self-regulation (k = 7)		Positive attributions paired with goal setting and self-regulation (k = 1)	
Self-observation (k = 4)	Self-monitoring (k = 7)	Self-evaluation (k = 1)	Self-instruction (k = 3)	Self-reinforcement (k = 3)

Discussion

- Self-regulation included as part of every intervention, alone or packaged with other components
 - Goal setting paired in seven studies
 - Positive attributions paired with goal setting and self-regulation in one study (Solis et al., 2017)
- Gap in literature to include other components of self-determination at the elementary level
- Majority of studies were single-case design
- Only one study (Mason, 2004) attempted to measure skills related to self-determination (i.e., intrinsic motivation, self-efficacy)
- Researchers need to define components of self-determination consistently



Lisa Didion^a, Jessica R. Toste, Sarah A. Benz, Karrie A. Shogren

^aThe University of Iowa, Department of Teaching and Learning

