# Motivationomics

Reading Engagement for Adolescent Development

(READ) PROFILE

### Educator and Rationale:

#### *Reading motivation and engagement*

This questionnaire can help teachers better understand student's motivation to read and recognize how reading may be associated with future academic success and mental wellbeing. Reading motivation refers to the thoughts, beliefs, and self-perceptions that drive a student's choice to engage in and sustain reading-related activities. [2]

Reading motivation has been shown to have a significant relationship to many reading skills (e.g., fluency, comprehension, etc.) and academic achievement outcomes. The amount of reading that adolescents engage in is related to their reading achievement.[3,4]

#### *Reading and wellbeing*

According to current motivation research,[5] how successful adolescents think they will be when it comes to their ability to read and succeed in school can set a life course trajectory that supports their wellbeing.[6] Teachers, peers, and family members are important too. Caring adults, peers, and the context around adolescents (e.g., school, classroom, home) help in the adolescent's development and in shaping their reading identities, reading behaviors, and reading motivators.[7] Research has linked adolescent's reading difficulties with higher prevalence to mental health issues,[8,9] and poor academic outcomes.[10] Youth with low self-efficacy are more likely to adopt fixed beliefs about intelligence (e.g., "I'm not smart" or "only smart people read"), which is a maladaptive characteristic associated with competition and anxiety[11] and ultimately poor academic achievement.[12] Reading difficulties among adolescents can be risk factors that may lead to anxiety, stress, and depression later in life.[13]

#### *Reading engagement as a protective factor*

Using motivating approaches (including storytelling) as protective factors that capture the intrinsic interest of adolescents can generate a sense of joy when practicing and sharing stories.[14] Additionally, feeling a unique connection with others in a harmonious and non-competitive learning environment,[15] can foster a culture of positive development and wellbeing.[16] Simply put, adolescents who consistently engage in reading and see themselves as strong readers early in life, are more likely to demonstrate socioemotional resilience,[17] which includes self-efficacy, self-regulation, emotional empathy, sense of identity and social awareness. Resilient adolescents are also better able to cope with life adversities and show fewer signs of stress, anxiety, and depression later in life.[18] Reading engagement helps adolescents build the varied set of protective factors requisite to better mental wellbeing.

#### *Reading engagement as an intervention*

Students who engage in reading activities can lead to positive mental wellbeing[19] by reducing levels of stress and anxiety. Adolescents who are avid readers can also strengthen their sense of connectedness and empathy by injecting themselves into a story and translating similar emotions and behaviors in their real-world social interactions. Social connections are cornerstones of health and mental wellbeing and have a critical effect on adolescent's development. Students with high reading or literacy engagement may also report high mental wellbeing compared to students with negative experiences toward reading.[20] Strong reading engagement can create positive attitudes that enhances students' motivation to read and engagement in reading-related activities. The ability to read is a strength that supports learning and language development.[21] For example, researchers found adolescents' reading difficulties and the negative emotions to be related to poor language abilities and literacy skills.[22] Reading as an intervention during early childhood can be an important strategy toward preventing mental health problems and maintaining a positive mental wellbeing in later years.

**Student:**

Through this questionnaire we want to help you gain better insight to the factors that may influence your development as a reader. We want to ask you about your ideas about reading? Please place the number that best describes you on the line left of each question. There are no right or wrong answers. Please answer as best as you can.

| Not at all like me 1 | Somewhat like me 2 | Occasionally like me 3 | Usually like me 4 | Very much like me 5 |
|---|---|---|---|---|

1. ____ I am confident that I can succeed in reading-related activities.

2. ____ I believe I can improve as a reader.

3. ____ I believe in working hard on reading tasks can make me a strong reader.

4. ____ I believe I can succeed in reading more difficult material.

5. ____ I like people to see me as someone who enjoys reading.

6. ____ Reading is a valuable activity to me in living my life.

7. ____ I gain more from reading when I identify with the characters in the book.

8. ____ I like readings that reflect who I am.

9. ____ I see reading as a strength that allows me to connect with my inner self.

10. ___ Reading about people who are different from me helps me appreciate my life experiences.

11. ___ I like to put myself in the shoes of the characters in a story.

12. ___ I imagine how I would respond if the events in a story were happening to me.

13. ___ I like to imagine as though I am one of the characters in a story.

14. ___ Reading helps me feel like I belong in a character's world.

15. ___ When I read, I like connecting with the experiences of a character in a story.

16. ___ I like to be asked what I want to read.

17. ___ I enjoy having free time to read independently.

18. ___ A teacher explaining to me why I am reading a particular book, makes me want to read it more.

19. ___ I enjoy reading when a teacher encourages me to create my own questions about the readings.

20. ___ When reading aloud in the classroom, I volunteer to read and bring the text to life for others.

21. ___ It is important that I see myself as a strong reader.

22. ___ It is important to me to be a strong reader to get a high paying job.

23. ___ I am driven to work hard to get better at reading and prepare me for my future.

24. ___ Going on field trips and connecting in class readings to real-life experiences is important to me.

25. ___ Reading is important to me because it will help me understand things better.

**Scoring instructions:**

Transfer the scores you entered on the previous page to the columns below. Then, add each column.

### 1. Self-Efficacy (SE)

(1) _____
(2) _____
(3) _____
(4) _____
(5) _____

_____ **SE Total**

Divide your **SE Total** by **5** to get your average:

_____ / __5__ = _____ (average)

### 2. Identity (ID)

(6) _____
(7) _____
(8) _____
(9) _____
(10) _____

_____ **ID Total**

Divide your **ID Total** by **5** to get your average:

_____ / __5__ = _____ (average)

### 3. Empathy (EM)

(11) _____
(12) _____
(13) _____
(14) _____
(15) _____

_____ **EM Total**

Divide your **EM Total** by **5** to get your average:

_____ / __5__ = _____ (average)

### 4. Autonomy (AU)

(16) _____
(17) _____
(18) _____
(19) _____
(20) _____

_____ **AU Total**

Divide your **AU Total** by **5** to get your average:

_____ / __5__ = _____ (average)

### 5. Utility Value (UV)

(21) _____
(22) _____
(23) _____
(24) _____
(25) _____

_____ **UV Total**

Divide your **UV Total** by **5** to get your average:

_____ / __5__ = _____ (average)

Average Ranges:

If your average is 1.00 to 1.49, then write a **1.**
If your average is 1.50 to 2.49, then write a **2.**
If your average is 2.50 to 3.49, then write a **3.**
If your average is 3.50 to 4.49, then write a **4.**
If your average is 4.50 to 5.00, then write a **5.**

| Item | Averages | Total #s |
|---|---|---|
| **SE (Avg.)** | _____ | _____ |
| **ID (Avg.)** | _____ | _____ |
| **EM (Avg.)** | _____ | _____ |
| **AU (Avg.)** | _____ | _____ |
| **UV (Avg.)** | _____ | _____ |

1) Now transfer your averages for each section.
2) Using the average ranges on your lower left, apply the number indicated (*e.g., if avg. is between 2.50 and 3.49, then write the number 3*).

_____
**Total Score**

3) Add your total #s to get total score.
4) Transfer your total score to the top of next page.

**TOTAL SCORE: _____** (transfer your total score from the previous page. Then match the reading engagement profile that best describes your total score).

This questionnaire categorizes students into reading engagement profile groups based upon their pattern of responses and scoring across a 25-item questionnaire examining intrinsic and extrinsic motivation including: (a) self-efficacy, (b) perceived identification as a reader, (c) perceived empathy or emotional connection to a character or text, (d) autonomy, and perceived utility value or usefulness of reading-related activity. This process yielded **three reading engagement profile groups**.

**Less than 15:** *Low intrinsic and moderate extrinsic reading motivation.*

You demonstrate low confidence in reading. Your reading engagement has low strength. Someone with this profile can be described as an ambivalent reader or someone with mixed feelings toward reading-related activities. You may be curious about reading a topic that interests you but may resent having to dedicate time to read. It is possible that you don't see personal value in reading or as a satisfying or entertaining activity. And most of your reading-related activities may be done for a class grade or when forced to read.

**15-20:** *Moderate intrinsic reading motivation accompanied with moderate to high extrinsic motivation.*

You are a confident and compliant reader. Your reading engagement has modest strength. While you demonstrate confidence in your reading ability, you may be more inclined to read mostly when the task is tied to an assignment (compliant and extrinsic value). However, there is a personal satisfaction (intrinsic) from having completed a reading assignment that led to a favorable class grade.

**21 or more:** *High intrinsic reading motivation paired with moderate to low extrinsic motivation.*

You are an avid and motivated strong reader. Your reading engagement has high strength. You enjoy reading, you are confident in your reading skills, you see the value in reading, and you believe in the importance of reading. Reading provides you with a sense of relaxation, reflection, and wellbeing even during periods of high exposure to stress.

**Individualized reading intervention(s):**

It is important that the interpretation of student's reading engagement scores and any intervention be done side-by-side the student(s), their parent(s) and/or teacher(s) so that the students feel supported by caring adults and included in designing their own intervention. ***Please see intervention guide and template***.

In addition to the quantitative instrument, interviewing students and gaining additional insight on their backgrounds, experiences, access to literature and other reading-related resources can be extremely helpful. Again, being inclusive of the student's support system when designing strategies and solutions that focus on the unique motivational and skill needs of struggling readers can lead to positive outcomes.

There is empirical literature showing strong associations between reading engagement, literacy achievement, and mental wellbeing. However, because the questionnaire relies on student self-report, all responses and score results should be interpreted with caution. There could be other variables are at play (e.g., limited English proficient students, social, economic, environmental determinants). To be clear, the results and interpretation from this questionnaire are not a diagnosis. It is simply an instrument to initiate an exploratory conversation about your reading motivation and engagement and its potential relationship to academic success and its connection to wellbeing.

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