

The effects of audiobooks on the psychosocial adjustment of pre-adolescents and adolescents with dyslexia

Milani A., Lorusso M.L., Molteni M.

Department of Neurorehabilitation - II, Scientific Institute 'E. Medea', 23842 Bosisio Parini (LC), Italy

Abstract: The objective of the present research study was to understand what benefits the use of audiobooks (both school-books and books of various genres, recorded on digital media) could bring to preadolescents and adolescents with developmental dyslexia. Two groups, each consisting of 20 adolescents, were compared. The experimental group used the audiobooks, while the control group continued to use normal books. After 5 months of experimental training, the experimental group showed a significant improvement in reading accuracy, with reduced unease and emotional-behavioural disorders, as well as an improvement in school performance and a greater motivation and involvement in school activities. Copyright © 2009 John Wiley & Sons, Ltd.

Author Keywords: Adolescents; Audiobooks; Dyslexia; Psychosocial adjustment

Year: 2010

Source title: Dyslexia

Volume: 16

Issue: 1

Page : 87-97

Link: [Scopus Link](#)

Document Type: Article

Source: Scopus

Authors with affiliations:

1. Milani, A., Department of Neurorehabilitation - II, Scientific Institute 'E. Medea', 23842 Bosisio Parini (LC), Italy
2. Lorusso, M.L., Department of Neurorehabilitation - II, Scientific Institute 'E. Medea', 23842 Bosisio Parini (LC), Italy
3. Molteni, M., Department of Neurorehabilitation - II, Scientific Institute 'E. Medea', 23842 Bosisio Parini (LC), Italy

References:

1. Achenbach, T.M., (2001) CBCL-Child behaviour Checklist, versione italiana, , a cura di A.Frigerio, IRCCS 'E. Medea, Ass. La Nostra Famiglia, Bosisio Parini
2. Alexander-Passe, N., How dyslexic teenagers cope: An Investigation of self-esteem, coping and depression (2006) Dyslexia, 12, pp. 256-275
3. (1994) The Diagnostic and Statistical Manual of Mental Disorders, , American Psychological Association APA, IVth ed, Washington, DC: American Psychiatric Association
4. Bracken, A.B., (2003) TMA: Test di valutazione Multidimensionale dell'Autostima (Italian adaptation of Multidimensional Self-Concept Scale), , Trento: Erickson
5. Burden, R., Is dyslexia necessarily associated with negative feelings of self-worth? A review and implications for future research (2008) Dyslexia, 14, pp. 188-196

6. Cattell, R.B., Cattell, A.K.S., (1981) Culture Fair: Una piccola batteria di test per la misura del fattore g, , Firenze: Organizzazioni Speciali
7. Cornoldi, C., Colpo, G., (1995) Nuove prove di lettura MT per la Scuola Media inferiore, , Firenze: Organizzazioni Speciali
8. De Beni, R., Moè, A., (1995) Questionario di attribuzione: Attribuzione delle cause di successo/ fallimento in compiti cognitivi, , Firenze: Organizzazioni Speciali
9. Hellendoorn, J., Ruijsenaars, W., Personal experiences and adjustment of dutch adults with dyslexia (2000) Remedial and Special Education, 21 (4), pp. 227-239
10. Luisi, A., & Ruggerini, C. (1997). Dislessia e disagio pedagogico. T.E.M.I.: BolognaMancini, G., Gabrielli, G., (1998) TVD: Test di Valutazione del Disagio e della Dispersione scolastica, , Trento: Erickson
11. McGee, R., Share, D.L., Moffit, T.E., Williams, S.M., Silva, P.A., Reading disability, behaviour problems and juvenile delinquency (1988) Individual Differences in Children and Adolescents: International Perspectives, pp. 158-172. , D. H. Saklofske, & S. G. B. Eysenck Eds, London: Hodder and Stoughton
12. McNulty, M.A., Dyslexia and life course (2003) Journal of Learning Disabilities, 36, pp. 363-381
13. Pakzard, S., Roge, B., Self-esteem and developmental dyslexia (2005) Revue de Psychoeducation, 34 (1), pp. 71-92
14. Pumfrey, P.D., Reforming policy and provision for dyslexic students in higher education: Towards a national code of practice (1998) Support for Learning, 13 (2), pp. 87-90
15. Riddick, B., Sterling, C., Farmer, M., Morgan, S., Self-esteem and anxiety in the educational histories of adult dyslexic students (1999) Dyslexia, 5, pp. 227-248
16. Roskam, I., Pierart, B., Vandenplas-Holper, C., De Maere-Gaudissart, A., The personality of dyslexic and non-dyslexic children: A comparative analysis in the light of the five-factor model (2004) Orientation Scolaire et Professionnelle, 33, pp. 453-474
17. Sundheim, S., Voeller, K., Psychiatric implications of language disorders and learning disabilities: Risks and management (2004) Journal of Child Neurology, 19 (10), pp. 814-826
18. Svetaz, M.V., Ireland, M., Blum, R., Adolescents with learning disabilities: Risk and protective factors associated with emotional well-being: Findings from the National Longitudinal Study of Adolescent Health (2000) Journal of Adolescent Health, 27, pp. 340-348