

# What do young people think about their labels of literacy difficulty?

## The relationship between label views, self-concept and attributional style

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### Background

Labelling is recognised as both empowering and problematic (Solvag, 2007) and the utility and validity of labels, including dyslexia, has been subject to debate (Elliot & Grigorenko, 2014). Extant research appears to have neglected young people's involvement to gain their views.

Young people with dyslexia tend to make less adaptive attributions (Frederickson & Jacobs, 2001; Humphrey & Mullins, 2002) and experience lower self-concept in relation to academic domains (Novita, 2016; Terras et al., 2009) compared to typically developing peers.

Research suggests that a label can influence the way a young person sees themselves (Taylor et al., 2009). As yet, no research has explored the extent to which a young person's view of their label may influence their self-concept and attributional style. In addition, previous studies have not included young people with more informal labels of literacy difficulty as is prevalent in current educational contexts.

### Research questions

- 1) Do a group of young people aged 11-15 with literacy difficulty labels in mainstream secondary schools have maladaptive attributional styles?
- 2) Do they have low academic self-concept?
- 3) a) Do they have positive or negative views of their labels of literacy difficulty?  
b) How do they describe their views of and experiences with labels?

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