|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1. **Search** | 1. **Appraisal** | 1. **Synthesis** | 1. **Analysis** |
|  | **What** | **Completed by…** | **Deliverable** | **Status** |
|  | Literature review research question:  What are the influential item predictors in word recognition processes and how do they vary as a function of individual differences? | | | |
| 1 | preliminary scoping searches |  |  |  |
| Finalise review protocol |  |  |  |
| Completion of pilot searches |  |  |  |
| Completion of full searches |  |  |  |
| 2 | Quality Assessment |  |  |  |
| Risk of bias assessment |  |  |  |
| Piloting of data extraction form |  |  |  |
| 3 | Data extraction |  |  |  |
| Table of study characteristics completed |  |  |  |
| 4 | Data analysis |  |  |  |
|  | Draft Report |  |  |  |
|  | Draft editing |  |  |  |
|  | Final Report |  |  |  |

|  |  |  |
| --- | --- | --- |
| **P** | **P**opulation | Struggling or low literate readers across the age range, in contrast to skilled readers across the age range. Male and female. OR: Key stages (related to age expected levels of reading…): Age 7, 11; GCSE – 16 / 17 |
| I | Intervention / Incident | Failing to attain age expected levels of skill in reading |
| C | Comparison | Experimental paradigms for word recognition: Word naming / Lexical Decision / Masking Paradigm…there may be others for consideration; as a function of RT and accuracy? |
| O | Outcomes | Effect sizes of experiments: Variance explained? Cohen’s d / (Adjusted) R squared / Odds ratio? – standardized measures? |
| C | Context | United Kingdom? |

REVIEW PROTOCOL

* Background: Reading is a primary skill that is taught from early years in UK schools, yet many young people remain functionally illiterate when they leave school. The government has been moved to iterate and implement several policies to remediate this weakness both in immediate school leaver populations and older adult populations of low literate individuals. Much reading research is conducted with skilled undergraduate readers and typically developing children with an additional substantial body of research concerning patterns of word recognition found amongst dyslexic readers. The body of literature that does concern struggling readers is predominantly concerned with person centred constructs such as phonological skills and vocabulary skills, with less focus upon word attributes from the reading stimuli.
* Review Question: What are the influential item predictors in word recognition processes and how do they differ as a function of individual differences?
* Study selection criteria and procedures: EM to select studies by an abstract-sift and checking keywords: a comparison between any of the groups listed below using person and item level effects and one of the experimental paradigms will be included.
  + Types of studies
    - Randomized controlled studies
    - Quasi experimental studies
    - …using experimental designs to manipulate person level and item level predictors
  + Types of populations
    - Comparisons between skilled and struggling readers defined as
      * School age
      * Young people
      * Adults
      * Language disorders – developmental and acquired
  + Types of interventions / exposure
    - Word naming
    - Lexical Decision
    - Masked Priming
  + Types of outcome
    - Effects of person level measures / item level measures and interactions
    - Variation in size and direction of effect
  + Settings / context
    - Schools
    - Adult learner education settings
    - Special schools
* Search Strategy:
  + Electronic database search of
    - Ebscohost
    - PsychInfo
    - PsycArticles
    - Academic Search Complete
    - Scopus
    - Dissertations and Theses.
  + Using keywords:
    - Individual differences
    - Word recognition
    - Item effects / psycholinguistic predictors
      * Word frequency / contextual diversity
      * Word length
      * Age of acquisition
      * Neighbourhood effects
        + Orthographic
        + Phonographic
      * Consistency effects
      * Imageability effects
      * Valence effects
    - Person-level effects / subject attributes
      * Word reading
      * Phonological decoding / nonword reading
      * Phonnological ability / spoonerisms
      * Vocabulary
        + Receptive / expressive
        + Breadth / depth
      * Spelling
    - Experimental tasks
      * Lexical Decision
      * Word Naming
      * Masked Priming
* Study quality assessment checklists and procedures
  + Need to read chapter 7 of book and evaluate checklists for use / adapt
  + Watch Cochrane online learning module for review
* Data extraction strategy
  + Need training / to read about meta-analysis here: RevMan 5 / beta web-based version of RevMan 2017
  + Need to read chapters 8 / 9 of book
  + Forest plots?. R package ‘Meta’
  + Possibly need to conduct a sensitivity analysis pg. 196 / 209
* Synthesis of the extracted evidence
  + Quantitative data
* Project timetable – above

Submission to Psych Bulletin – latest 30 June 2017