

Title

The relationship between self-reported dyslexia symptoms and executive functioning in adults

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Purpose

The effects of dyslexia in adulthood are persistent and extend beyond the literacy domain, but research in this area is limited, and has tended to focus on university student samples. The present online study aimed to recruit a larger, community-based sample to investigate the relationship between self-reported dyslexia symptomatology (not diagnosis) and five distinct executive functioning domains, that contribute to the successful daily functioning of adults.

Methods

One hundred and eighty adult participants completed the Adult Reading Questionnaire as a screening tool for dyslexia symptomatology and the ADHD self-report scale, to screen and control for potential co-occurring ADHD-related symptoms. They also completed the Barkley Deficits in Executive Functioning Scale as a measure of executive functioning ability across five everyday domains. Hierarchical multiple regression analyses were used to determine whether self-reported dyslexia-related symptomatology was a significant predictor of more frequent problems with executive functioning.

Results/Conclusions

Analyses revealed that increased levels of self-reported dyslexia symptomatology were associated with more frequent problems with self-management to time, self-organisation/problem solving and self-motivation, even after controlling for self-reported ADHD symptomatology. No significant associations were found between dyslexia symptoms and self-restraint or self-regulation of emotion. The results underline the importance of studying dyslexia in adulthood to enhance everyday support, and have important implications for dyslexia theory.