

Literaturliste

Abbott, R., Mickail, T., Richards, T., Renninger, K. A., Hidi, S. E., Beers, S., & Berninger, V. (2017). Understanding interest and self-efficacy in the reading and writing of students with persisting specific learning disabilities during middle childhood and early adolescence. *International Journal of Educational Methodology*, 3(1), 41–64.

<https://doi.org/10.12973/ijem.3.1.41>.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC6100801/>

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.

Berninger, V. W., Abbott, R. D., Augsburger, A., & Garcia, N. (2009). Comparison of pen and keyboard transcription modes in children with and without learning disabilities. *Learning Disability Quarterly*, 32(3), 123–141. <https://doi.org/10.2307/27740364>

Berninger, V. W., Abbott, R. D., Zook, D., Ogier, S., Lemos-Britton, Z., & Brooksher, R. (1999). Early intervention for reading disabilities: Teaching the alphabet principle. *Journal of Learning Disabilities*, 32(6), 491–503.

<https://doi.org/10.1177/002221949903200604>

Deci, E. L., & Ryan, R. M. (2000).

The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.

https://doi.org/10.1207/S15327965PLI1104_01

Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011).

From game design elements to gamefulness: Defining gamification. (MindTrek 2011 conference paper). <https://doi.org/10.1145/2181037.2181040>

Elbeheri, G. (2021). *Motivating students with dyslexia: 100 ideas for empowering teachers in the classroom*. Routledge. (Verlagsseite)

<https://www.routledge.com/Motivating-Students-with-Dyslexia-100-Ideas-for-Empowering-Teachers-in-the-Classroom/Elbeheri/p/book/9780367622367>

Goy, M., Valtin, R., & Hußmann, A. (2017). Leseselbstkonzept, Lesemotivation, Leseverhalten und Lesekompetenz. In A. Hußmann, H. Wendt, W. Bos, A. Bremerich-Vos, D. Kasper, E.-M. Lankes, N. McElvany, T. C. Stubbe, & R. Valtin (Eds.), *IGLU 2016: Lesekompetenzen von Grundschulkindern in Deutschland im internationalen Vergleich* (pp. 143–175). Waxmann.

https://www.pedocs.de/volltexte/2020/20755/pdf/Goy_Valtin_Hussmann_2017_Leseselbstkonzept_Lesemotivation_Leseverhalten.pdf

Heikkilä, R., Aro, M., Närhi, V., Westerholm, J., & Ahonen, T. (2013). Does training in syllable recognition improve reading speed? A computer-based trial with poor readers from second and third grade. *Scientific Studies of Reading*, 17(6), 398–414.

<https://doi.org/10.1080/10888438.2012.753452>

Hintikka, S., Landerl, K., Aro, M., & Lyytinen, H. (2008).

Training reading fluency: Is it important to practice reading aloud and is generalization possible? *Annals of Dyslexia*, 58(1), 59–79. <https://doi.org/10.1007/s11881-008-0012-7>

Huemer, S., Aro, M., Landerl, K., & Lyytinen, H. (2010).

Repeated reading of syllables among Finnish-speaking children with poor reading skills. *Scientific Studies of Reading*, 14(4), 317–340.

<https://doi.org/10.1080/10888430903150659>

Huemer, S., Landerl, K., Aro, M., & Lyytinen, H. (2008).

Training reading fluency among poor readers of German: Many ways to the goal. *Annals of Dyslexia*, 58(2), 115–137.

<https://doi.org/10.1007/s11881-008-0017-2>

Hußmann, A., Wendt, H., Bos, W., Bremerich-Vos, A., Kasper, D., Lankes, E.-M., McElvany, N., Stubbe, T. C., & Valtin, R. (Eds.). (2017). *IGLU 2016: Lesekompetenzen von Grundschulkindern in Deutschland im internationalen Vergleich*. Waxmann.

(Verlagsseite) <https://www.waxmann.com/buch3700>

Kargl, R. (n.d.). *Trumpf auf! ... mit Rechtschreibung* [Kartenspiel]. ProLog.

(Beispiel-Produktseite) <https://www.prolog-shop.de/shop/kindliche-sprachentwicklung-und-sprachentwicklungsstoerungen/lesenschreibenrechnen/schriftspracherwerbblrs/7038/trumpf-auf...-mit-rechtschreibung>

Kargl, R., & Purgstaller, C. (2010). *MORPHEUS – Morphemunterstütztes*

Grundwortschatz-Segmentierungstraining [Trainingsprogramm].

Hogrefe. <https://www.hogrefe.com/at/shop/morphemunterstuetztes-grundwortschatz-segmentierungstraining.html>

Kargl, R., Purgstaller, C., Berger, M., & Fink, A. (2023). Überprüfung der Wirksamkeit eines adaptiven Lern- und Fehlerworttrainings.

Lernen und Lernstörungen, 12(1), 17–26. <https://doi.org/10.1024/2235-0977/a000394>

Levy, B. A. (2001). Moving the bottom: Improving reading fluency. In M. Wolf (Ed.), *Dyslexia, fluency, and the brain* (pp. 357–379). York Press.

Levy, B. A., Bourassa, D. C., & Horn, C. (1999). Fast and slow namers: Benefits of

segmentation and whole word training. *Journal of Experimental Child Psychology*, 73(2), 115–138. <https://doi.org/10.1006/jecp.1999.2497>

Longcamp, M., Zerbato-Poudou, M.-T., & Velay, J.-L. (2005). The influence of writing practice on letter recognition in preschool children: A comparison between handwriting and typing. *Acta Psychologica*, 119(1), 67–79. <https://doi.org/10.1016/j.actpsy.2004.10.019>

Müller, B., Richter, T., Karageorgos, P., Krawietz, S., & Ennemoser, M. (2017). Effects of a syllable-based reading intervention in poor-reading fourth graders. *Frontiers in Psychology*, 8, Article 1635. <https://doi.org/10.3389/fpsyg.2017.01635>

Scheerer-Neumann, G. (1981). Prozessanalyse der Leseschwäche. In R. Valtin, U. Jung, & G. Scheerer-Neumann (Eds.), *Legasthenie in Wissenschaft und Unterricht* (pp. 184–210). Wissenschaftliche Buchgesellschaft.

Tacke, G. (2012). *Flüssig lesen lernen* (Ausgabe ab 2012) [Reihe: 1/2, 2/3, 4]. Ernst Klett Verlag. (Produktübersicht) <https://www.klett.de/lehrwerk/fluessig-lesen-lernen/produktuebersicht>

Thaler, V., Ebner, E. M., Wimmer, H., & Landerl, K. (2004). Training reading fluency in poor readers of German: Effects of training with regular and irregular letter patterns. *Annals of Dyslexia*, 54, 89–113. <https://doi.org/10.1007/s11881-004-0006-2>

Tressoldi, P. E., Vio, C., & Iozzino, R. (2007). Efficacy of an intervention to improve fluency in children with developmental dyslexia in a regular orthography. *Journal of Learning Disabilities*, 40(3), 203–209. <https://doi.org/10.1177/00222194070400030201>

van Gorp, K., Segers, E., & Verhoeven, L. (2017). The role of feedback and differences between good and poor decoders in a repeated word reading paradigm in first grade. *Annals of Dyslexia*, 67(1), 1–25. <https://doi.org/10.1007/s11881-016-0129-z>