

## **Attributional style and reading disabilities: proposal of training**

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Educational research emphasizes training to promote the internalization of attributional style, particularly aimed at supporting effort as the cause of different school performances. In our study, an attributional training, articulated in 14 sessions, was designed to attribute performance to effort or lack of effort, rather than other causes. The sample, selected in the screening phase on the basis of reading abilities and cognitive level, was composed by 35 8-year-olds, reading disabled pupils.

First results suggest a growth of attributions to effort and a parallel decrease of attributions to luck and ease of task. In summary, our study underlines again that attributional factors are strongly related to cognitive variables and play a critical role in school achievement.

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