

Diagnostisch Materiaal Pi Dictee Geelhoed

PI-dictee PI dictee Het PI dictee PI-dictee Understanding Developmental Dyslexia: Linking Perceptual and Cognitive Deficits to Reading Processes Dyslexie 2.0 Update van het Protocol Dyslexie Diagnostiek en Behandeling Tien keer beter! 3 Improving Working Memory in Learning and Intellectual Disabilities Associations between Reading and Mathematics: Genetic, Brain Imaging, Cognitive and Educational Perspectives Brinkman's cumulatieve catalogus van boeken Brinkman's Cumulatieve catalogus van boeken de in Nederland en vlaanderen zijn uitgegeven of herdrukten Children's Competencies Development in the Home Learning Environment Brinkman's catalogus van boeken en tijdschriften PI-einddictee voor het basisonderwijs Jan Geelhoed J. W. Geelhoed Jan Geelhoed Pierluigi Zoccolotti Ludo Verhoeven Silvia Lanfranchi Sarit Ashkenazi Frank Niklas Pieter Reitsma

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understanding the mechanisms responsible for developmental dyslexia dd is a key challenge for researchers a large literature mostly concerned with learning to read in opaque orthographies emphasizes phonological interpretations of the disturbance other approaches focused on the visual perceptual aspects of orthographic coding recently this perspective was supported by imaging data showing that individuals with dd have hypo activation in occipito temporal areas a finding common to both

transparent and opaque orthographies nevertheless it is difficult to infer causal relationships from activation data accommodating these findings within the cognitive architecture of reading processes is still an open issue this is a general problem which is present in much of the literature for example several studies investigating the perceptual and cognitive abilities that distinguish groups of children with and without dd failed to provide explicit links with the reading process thus several areas of investigation e.g. acoustic deficits or magnocellular deficiencies have been plagued by replication failures furthermore much research has neglected the possible contribution of comorbid symptoms by contrast it is now well established that developmental disorders present a large spectrum of homotopic and heterotopic comorbidities that make causal interpretations problematic this has led to the idea that the etiology of learning difficulties is multifactorial thus challenging the traditional models of dd recent genetic studies provide information on the multiple risk factors that contribute to the genesis of the disturbance another critical issue in dd is that much of the research has been conducted in english speaking individuals however english is a highly irregular orthography and doubts have been raised on the appropriateness of automatically extending interpretations based on english to other more regular orthographies by contrast important information can be gotten from systematic comparisons across languages thus the distinction between regular and irregular orthographies is another potentially fruitful area of investigation overall in spite of much research current interpretations seem unable to integrate all available findings some proposals focus on the cognitive description of the reading profile and explicitly ignore the distal causes of the disturbance others propose visual acoustic or phonological mechanisms but fail to link them to the pattern of reading impairment present in different children the present research topic brings together studies based on different methodological approaches i.e. behavioural studies examining cognitive and psycholinguistic factors eye movement investigations biological markers neuroimaging and genetic studies involving dyslexic groups with and without comorbid symptoms and in different orthographies transparent and opaque to identify the mechanisms underlying dd the rt does not focus on a single model or theory of dyslexia but rather brings together different approaches and ideas which we feel are fruitful for a deeper understanding developmental dyslexia

voor het diagnosticeren en behandelen van dyslexie wordt een protocol gevolgd dat in 2006 is ingesteld sinds die tijd zijn er veel nieuwe inzichten ten aanzien van de onderkenning en behandeling van dyslexie opgedaan bovendien is er in het klinisch veld ruime ervaring verkregen met het werken aan de hand van het genoemde protocol de positieve en negatieve effecten beginnen zich af te tekenen zodat het protocol op basis van nieuwe wetenschappelijke inzichten en ervaringen vanuit de praktijk tegen het licht kan worden gehouden in het perspectief van optimalisering in dit boek staat daarom de vraag centraal of en zo ja op welke wijze het protocol toe is aan een update met andere woorden moet er een versie 2.0 komen van het protocol voor diagnose en behandeling van dyslexie in dit boek wordt deze vraag ingeleid

door allereerst de inhoud van het huidige protocol samen te vatten en vervolgens nieuwe wetenschappelijke inzichten omtrent de etiologie het diagnosticeren en behandelen van dyslexie en ervaringsgegevens vanuit de praktijk te belichten van daaruit worden de contouren van een follow up versie van het protocol geschetst

the last forty years of research have demonstrated that working memory wm is a key concept for understanding higher order cognition to give an example wm is involved in reading comprehension problem solving and reasoning but also in a number of everyday life activities it has a clear role in the case of atypical development too for instance numerous studies have shown an impairment in wm in individuals with learning disabilities ld or intellectual disabilities id and several researchers have hypothesized that this can be linked to their difficulties in learning cognition and everyday life the latest challenge in the field concerns the trainability of wm if it is a construct central to our understanding of cognition in typical and atypical development then specific intervention to sustain wm performance might also promote changes in cognitive processes associated with wm the idea that wm can be modified is debated however partly because of the theoretical implications of this view and partly due to the generally contradictory results obtained so far in fact most studies converge in demonstrating specific effects of wm training i e improvements in the trained tasks but few transfer effects to allied cognitive processes are generally reported it is worth noting that any maintenance effects when investigated are even more meagre in addition a number of methodological concerns have been raised in relation to the use of 1 single tasks to assess the effects of a training program 2 wm tasks differing from those used in the training to assess the effects of wm training and 3 passive control groups these and other crucial issues have so far prevented any conclusions from being drawn on the efficacy of wm training bearing in mind that the opportunity to train wm could have a huge impact in the educational and clinical settings it seems fundamentally important to shed more light on the limits and potential of this line of research the aim of the research discussed here is to generate new evidence on the feasibility of training wm in individuals with ld and id there are several questions that could be raised in this field for a start can wm be trained in this population are there some aspects of wm that can be trained more easily than others can a wm training reduce the impact of ld and id on learning outcomes and on everyday living what kind of training program is best suited to the promotion of such changes

converging evidence demonstrates a strong link between reading and mathematics multiple cognitive processes are shared between reading and mathematics including the representation and retrieval of symbolic information attention working memory and cognitive control additionally multiple brain networks are involved in both math and reading and last common genetic factors might influence both reading and math hence it comes as no surprise that there are meaningful associations between aspects of

math and reading abilities moreover comorbidity rates between math learning disabilities md and reading disabilities rd are high up to 66 and prevalence rate of the comorbid condition is reported to be more common than the prevalence rate of isolated math learning disabilities accordingly the goal of the research topic is to explore the underline mechanisms of this overlap between reading and math the research topic aims to include the following topics genetics it has been found that both rd and md are based on genetic factors and run in families moreover math problem solving shares significant genetic overlap with general cognitive ability and reading decoding whereas math fluency shares significant genetic overlap with reading fluency and general cognitive ability hence this topic will explore the shared and unique genetic risk factors to rd and md in addition to shared and unique genetic influence on reading and math neural perspective converging evidence from both structural and multiple functional imaging studies involving a wide range of numerical tasks points to the intraparietal sulcus ips as a core region that involve in quantity manipulation however several additional brain areas such as frontoparietal and temporoparietal areas were found to be involved in numerical tasks individuals with md show deficits in a distributed set of brain regions that include the ips fusiform gyrus in posterior brain regions and pre frontal cortex regions similarly converging evidence indicate that the left hemisphere regions centered in the fusiform gyrus temporoparietal cortex and pre frontal cortex regions are strongly involve in typical reading and present lower activity connectivity or abnormal structure in rd thus there is a meaningful neural overlap between reading and math hence the authors can submit empirical studies on the role of several of brain regions that are involved in math and reading commonality and diversity both in the typical and a typical development cognitive factors that play role in mathematics and reading and comorbidity between rd and md there is a long lasting debate whether md and rd originate from unique cognitive mechanisms or not multiple cognitive processes are shared between reading and mathematics therefore impairments in any one of domain general skills could conceivably play an important role in both pure and comorbid conditions moreover it has been suggested that phonological processing has a significant role in some aspects of numerical processing such as retrieval of arithmetical facts education it will be interesting to look at the effect of interventions that aim to improve reading such as phonological awareness and there transfer effect on improving mathematical processing alternatively it will be good to test whether math interventions will improve reading

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