

FED ERC Seminar

Early Identification and Prevention of Difficulties in Learning to Read - A Global Perspective

Date & Time: 18 November 2015, 13:00 – 14:00 (Light lunch begins at 12:30)

Venue: Room G021, Faculty of Education (E33)

Language: English

Audience: All are welcome

Enquiries & Registration: Ms. Vera CHOI (FED_Event@umac.mo); Tel: 8822-8788

** Complementary light lunch will be provided.*

Abstract

In the seminar, highlights of the Jyväskylä Longitudinal study of Dyslexia (JLD) will be summarized. In the JLD, developmental data from early age to puberty is collected. The JLD-results reveal that the earliest statistically significant predictions of difficulties associated with reading acquisition can be made already at 3-5 days of age on the basis of brain responses to speech sounds. Very accurate identification of children who will face difficulties in learning to read is possible with simple means, years before reading age. A most accurate and helpful identification of the need for support can be made via dynamic assessment of those first training steps that are necessary for the learning of basic reading skill - learning the connections between spoken and written items. Dynamic assessment can be run by using Graphogame (GG) technology which is mainly meant to help children at risk to learn the basic reading skill before they can encounter and experience failure. GG training entails repeated exposure to storing connections between spoken and written language in a game like digital environment. GG has been implemented to help children in more than 10 languages today. Efficacy studies of e.g. English GraphoGame versions in the UK have recently been published in collaboration with British colleagues. Also a Pinyin GG-version meant to help Chinese speaking children to take first steps towards reading skill has been validated recently.

Speaker

Prof. Heikki LYYTINEN is Professor of Department of Psychology, University of Jyväskylä, Finland.

Prof. LYYTINEN is a renowned professor in the field of psychophysiology, developmental neuropsychology and dyslexia. In 2015, he is appointed as UNESCO Professor by the University of Jyväskylä to work for the global project "UNESCO Chair on Inclusive Literacy Learning for All". His research interests include human learning, especially neuropsychological and psychophysiological research of learning difficulties/disorders.

Recently his research team has specified ways to identify of dyslexia possible years before school age and developed training tools helping to minimize the challenges of reading acquisition of children at risk.

