



Department of Educational Psychology
The Chinese University of Hong Kong

Departmental Seminar

Understanding Multi-factorial Measures of Literacy Acquisition in Young Children: Insights from Behavioral and ERP Studies

Abstract

About 5-12% of children have developmental dyslexia, a neurological disorder that affects reading and spelling acquisition and which cannot be otherwise explained by lack of intelligence or schooling, low socioeconomic status, or other developmental disorders. Researchers have increasingly recognized a multifactorial etiology of dyslexia, in which children with dyslexia may have different underlying deficit profiles that manifest as reading difficulties. My research has focused on examining different factors including sensory, perceptual, and cognitive-linguistic processes that are indicative of children's reading proficiency, including children with reading difficulties. I will present behavioral data suggesting the unique role of handwriting for Chinese spelling in kindergarten children. I will then present behavioral and ERP evidence suggesting the contribution of letter-sound integration for English reading in primary school children. I will conclude by discussing how this research and future studies can help unravel the complexities of individual differences and subtypes of dyslexia, improve our ability to identify dyslexia early, and provide more effective interventions.



Online registration

https://www3.fed.cuhk.edu.hk/faculty/applications/EPS_Seminar_20200108

Speaker: **Siu Yin Silvia CLEMENT-LAM**
University of Connecticut

Silvia Siu-Yin Clement-Lam is a Postdoctoral Research Associate in the Department of Psychological Sciences at the University of Connecticut. She holds a PhD in Communication Sciences and Disorders from Northwestern University. Her research has spanned the fields of education, psychology, and neuroscience, with an interest in early literacy development through the lenses of such factors as typical vs. atypical development and monolingual vs. multilingual environments. Using a multi-method approach (standardized behavioral assessments, real-world interventions, event-related potentials), her research seeks to understand the mechanisms underlying children's literacy acquisition and to ultimately improve diagnosis and interventions for disorders such as developmental dyslexia in children with diverse language backgrounds.

Date

8 January 2020
Wednesday

Time

11:00 am - 12:30 pm

Venue

Room 201
Ho Tim Building
CUHK

All are welcome

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