UvA-DARE (Digital Academic Repository)

Who will develop dyslexia? Cognitive precursors in parents and children

van Bergen, E.

Link to publication

*Citation for published version (APA):*

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: https://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.

UvA-DARE is a service provided by the library of the University of Amsterdam (http://dare.uva.nl)

Download date: 04 Aug 2019
Contents

Chapter 1
General Introduction 11

1.1 Dyslexia 12
1.2 Theoretical Framework 14
  1.2.1 The multiple deficit model 14
  1.2.2 The generalist genes hypothesis 19
  1.2.3 The hybrid model 21
1.3 Precursors in Children 23
  1.3.1 IQ 24
  1.3.2 Preliteracy skills 25
1.4 Precursors in Families 28
  1.4.1 Home literacy environment 28
  1.4.2 Parental skills 29
1.5 The Current Studies 30
  1.5.1 The Dutch Dyslexia Programme 30
  1.5.2 Outline of the thesis 30
1.6 References

Chapter 2
Dutch children at family risk of dyslexia: Precursors, 39
reading development, and parental effects

2.1 Introduction 41
2.2 Methods 44
  2.2.1 Participants 44
  2.2.2 Measures 46
  2.2.3 Procedure 48
  2.2.4 Analytic approach 48
2.3 Results 48
  2.3.1 Parent characteristics and home-literacy environment 48
  2.3.2 Child characteristics 51
2.4 Discussion 53
2.5 References 58
Chapter 3
Child and parental literacy levels within families with a history of dyslexia

3.1 Introduction
3.1.1 FR children without dyslexia
3.1.2 Intergenerational transfer

3.2 Methods
3.2.1 Participants
3.2.2 Measures
3.2.3 Procedure

3.3 Results
3.3.1 Data screening
3.3.2 Children
3.3.3 Intergenerational transfer

3.4 Discussion

3.5 Key Points

3.6 References

Chapter 4
The effect of parents’ literacy skills and children’s preliteracy skills on the risk of dyslexia

4.1 Introduction
4.1.1 Risk factors in families
4.1.2 Risk factors in children
4.1.3 Specificity of precursors

4.2 Method
4.2.1 Participants
4.2.2 Measures

4.3 Results
4.3.1 Family characteristics in relation to children’s group
4.3.2 Children’s characteristics in relation to children’s group
4.3.3 Predictors of children’s reading skills

4.4 Discussion
4.4.1 Intergenerational transfer
4.4.2 Home literacy environment
4.4.3 Preliteracy skills and their specificity

4.5 References
Chapter 5
IQ of four-year-olds who go on to develop dyslexia

5.1 Introduction 119
5.2 Method 121
  5.2.1 Participants 121
  5.2.2 Measures 122
  5.2.3 Procedure 125
5.3 Results 125
  5.3.1 Structure of the IQ test 125
  5.3.2 The relationship of IQ at age 4 and second-grade school achievement 128
  5.3.3 Differences among reading groups 128
5.4 Discussion 131
5.5 References 135

Chapter 6
General Discussion

6.1 Precursors in Children 141
  6.1.1 IQ 141
  6.1.2 Preliteracy skills 143
6.2 Literacy Skills in Children 146
6.3 Precursors in Families 147
  6.3.1 Home literacy environment 148
  6.3.2 Parental skills 150
6.4 The Intergenerational Multiple Deficit Model 153
6.5 Future Directions 156
6.6 Concluding Remarks 158
6.7 References 159

Summary 164
Samenvatting (Summary in Dutch) 167
Acknowledgements 173
Dankwoord (Acknowledgements in Dutch) 177
List of Publications 182
Curriculum Vitae 184