

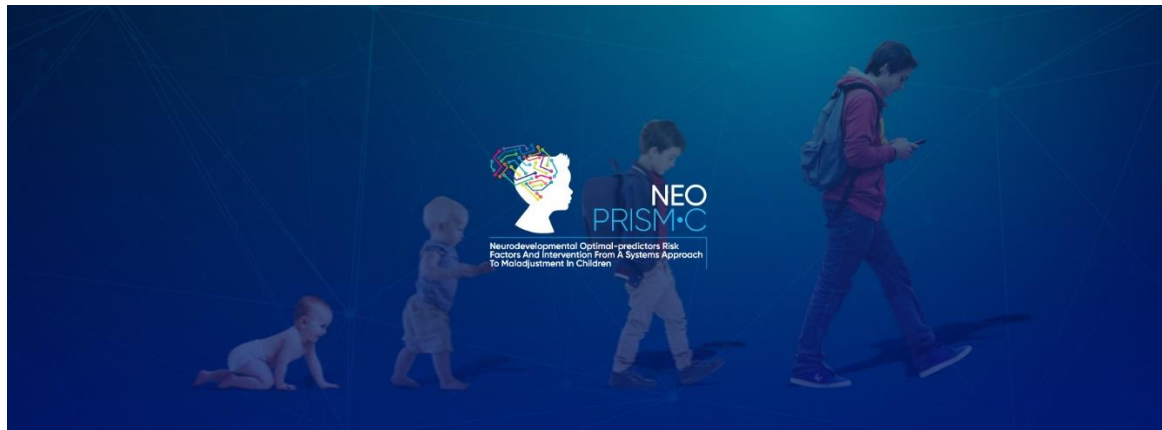
NEurodevelopmental Optimal-Predictors, Risk factors and Intervention from a Ssystems approach to Maladjustment in Children

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**Neo-PRISM-C
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Neo-PRISM-C (Training) Events

Midterm Meeting (MTM, online): January 22, 2021, Neo-PRISM-C Consortium, University of Cyprus, Cyprus

A full-day meeting with Project Officer Paula Hokkanen (REA) and the external expert, Dr. Malin Åberg, Sahlgrenska University Hospital, Sweden, during which the project progress was assessed successfully.



3rd Training Workshop on Cognitive Systems II (online): September 22-24, 2021, University of Crete, Greece, <http://www.neoprismc.org/3rd-training-workshop/#overview3>

Training Modules: **METH**¹: Advanced data analysis: Structural equation modeling / Systematic review + meta-analysis – Theoretical part & hands-on Training—**NEURO**²: Advanced course on attentional and executive control systems—**TREAT**³: Evidence-based support for attention and learning difficulties—**FACT**⁴: The role of a multicomponent model of working memory and executive control in learning difficulties / From attention deficits to learning difficulties—**TS**⁵: Ethics in clinical practice / Social media training.



4th Training Workshop on Valence/Arousal Systems (hybrid): November 10-12, 2021, Université Catholique de Louvain, Belgium, <http://www.neoprismc.org/4th-training-workshop-on-valence-and-arousal-systems/#overview4>

Training Modules: **METH**¹: Advanced statistical methods on Latent Class Models—**NEURO**²: Advanced course on cognition-emotion interactions—**TREAT**³: Investigating exposure treatment mechanisms using Virtual Reality and physiological responses—**FACT**⁴: Emotional competencies and anxiety disorders in children / How to interpret and apply genetic methods mean in the literature to the cognitive systems from RDoC — **TS**⁵: Open science and data sharing / Implementing research results into the practice: The commercialization of GraphoLearn/GraphoGame from NMI.

¹Methods; ²Neurobiological Systems; ³Treatment; ⁴Risk and Protective Factors; ⁵Transferable Skills



www.neoprismc.org



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Grant Holder



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Dissemination

Neo-PRISM-C Publications

Gkoumas, C., & Shimi, A. (2021). Levels of visual clutter differentially impact search-based learning in naturalistic scenes. *Journal of Vision*, 21, 2081-2081. <https://doi.org/10.1167/jov.21.9.2081>.

Gkoumas, C., & Shimi, A. (2021). The influence of clutter on search-based learning, long-term memory, and memory-guided attention in real-world scenes: an eye-movement research protocol. In *ACM Symposium on Eye Tracking Research and Applications* (pp. 1-3). <https://doi.org/10.1145/3450341.3457990>.

Khanolainen, D., Psyridou, M., Silinskas, G., Lerkkanen, M. K., Niemi, P., Poikkeus, A. M., & Torppa, M. (2020). Longitudinal effects of the home learning environment and parental difficulties on reading and math development across grades 1-9. *Frontiers in Psychology*, 11, 2735. <https://doi.org/10.3389/fpsyg.2020.577981>.

Kwok, J., Hall, H.A., Murray, A.L., Auyeung, B. (2020). The association between analgesic drug use in pregnancy and neurodevelopmental disorders: protocol for an umbrella review. *Systematic Reviews*, 9, 202. <https://doi.org/10.1186/s13643-020-01465-9>.

Nárai, Á., Amora, K. K., Vidnyánszky, Z., & Weiss, B. (2021). Predicting Reading Speed from Eye-Movement Measures. In A. Del Bimbo, R. Cucchiara, S. Sclaroff, G. M. Farinella, T. Mei, M. Bertini, H. J. Escalante, & R. Vezzani (Eds.), *Pattern Recognition. ICPR International Workshops and Challenges* (pp. 453-466). Cham, Switzerland: Springer International Publishing. https://doi.org/10.1007/978-3-030-68796-0_33.

Papadopoulos, T. C., Csépe, V., Aro, M., Caravolas, M., Diakidoy, I. A., Olive, T., & (2021). Methodological issues in literacy research across languages: Evidence from alphabetic orthographies. *Reading Research Quarterly*, 56, S351-S370. <https://doi.org/10.1002/rrq.407>.

Salminen, J., Khanolainen, D., Koponen, T., Torppa, M., & Lerkkanen, M. K. (2021). Development of numeracy and literacy skills in early childhood: A longitudinal study on the roles of home environment and familial risk for reading and math difficulties. *Frontiers in Education*, 6. <https://doi.org/10.3389/educ.2021.725337>.

Szalma, J., Amora, K. K., Vidnyánszky, Z., & Weiss, B. (2021). Investigating the effect of inter-letter spacing modulation on data-driven detection of developmental dyslexia based on eye-movement correlates of reading: A machine learning approach. In A. Del Bimbo, R. Cucchiara, S. Sclaroff, G. M. Farinella, T. Mei, M. Bertini, H. J. Escalante, & R. Vezzani (Eds.), *Pattern Recognition. ICPR International Workshops and Challenges* (pp. 467-481). Cham, Switzerland: Springer International Publishing. https://doi.org/10.1007/978-3-030-68796-0_34.

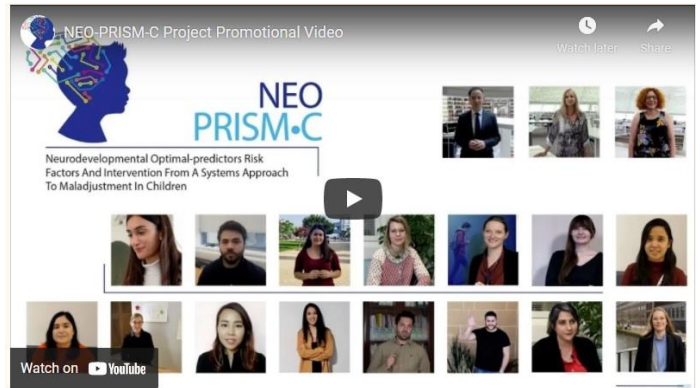
Varga, V., Tóth, D., Amora, K. K., Czikora, D., & Csépe, V. (2021). ERP correlates of altered orthographic-phonological processing in dyslexia. *Frontiers in Psychology*, 12, 4528. <https://doi.org/10.3389/fpsyg.2021.723404>.

Verwimp, C., Tijms, J., Snellings, P., Haslbeck, J., & Wiers, R. (2021). A network approach to dyslexia: Mapping the reading network. *Development and Psychopathology*, 1-15. <https://doi.org/10.1017/s0954579421000365>.

Zavogianni, M.I., & Honbolygó, F. (2021). Profiling the central auditory processing of speech sounds: An MMN multi-feature study. In *ExLing 2021* (pp. 265-268). <https://doi.org/10.36505/ExLing-2021/12/0067/000540>.



Promo video <https://youtu.be/puG7jdk0ZYA>



Research Outcomes

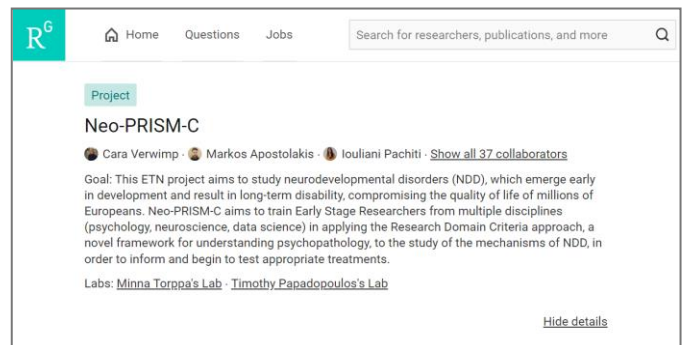
RitMoZ website: A music training program for children with dyslexia (RCNS, Hungary)

<https://sites.google.com/view/ritmoz-website/home>



Neo-PRISM-C on ResearchGate

<https://www.researchgate.net/project/Neo-PRISM-C-3>



Next Events

5th Training Workshop on Social Processes: University of Edinburgh, Edinburgh, March 30-April 1, 2022

6th Training Workshop on CDP, National and Kapodistrian University of Athens, Athens, Greece, TBA

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