

**MITTWOCHSVORTRAGSREIHE AM PSYCHOLOGISCHEN INSTITUT
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Thema: Memory for facts of reading and additions

To better understand developmental disorders such as dyslexia and dyscalculia the role of storing factual knowledge into memory is studied. In reading the accumulation of orthographic knowledge is suggested to play an important role, whereas learning to add simple sums is much facilitated by the establishment of so called number facts. In my presentation two empirical studies will be presented. In the first study a comparison is made between the learning of orthographic information during reading for comprehension by normal, dyslexic, and epileptic children. In the second experimental training study a direct comparison is made between acquisition of word-specific orthographic knowledge and learning about simple number facts. The conclusion will be that memory seems to be quite specific for the different domains, and provides no simple explanation for comorbidity of dyslexia and dyscalculia.