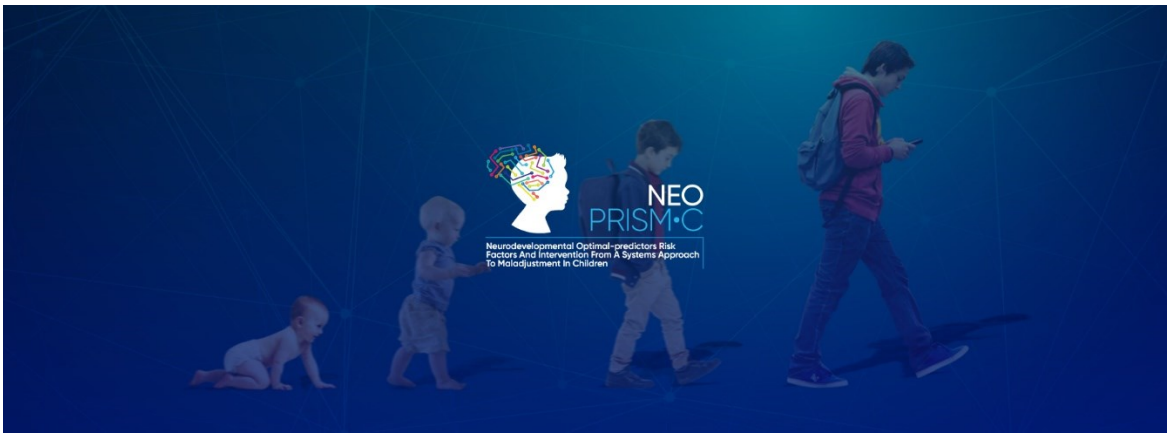
Neo-PRISM-C

July 2023
Newsletter 4

NEurodevelopmental **O**ptimal-**P**redictors, **R**isk factors, and **I**ntervention from a **S**ystems approach to **M**aladjustment in **C**hildren

INSIDE



Neo-PRISM-C Training Events

5th Training Workshop on Social Processes (hybrid): March 30- April 1, 2022, University of Edinburgh, Edinburgh, UK, https://neoprismc.org/5th-training-workshop-on-on-social-processes/

Training Modules: METH[1]: Model-based clustering and psychometrics approach as tools informing RDoC / An introduction to longitudinal modeling in R: Applications to neurodevelopmental research—**NEURO[2]**: Developing a theory of mind: Insights from fMRI studies of children—**TREAT[3]:** Toward more optimal coordination of cognitive control with age—**FACT[4]:** Prenatal maternal inflammation and child development / The role of early-life environmental risk factors in the etiologic origins of mental disorders in children and youth / Risks of preterm birth and its possible consequences in language development—**TS[5]:** Entrepreneurial skills: From science to company and IPR

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

6th Training Workshop on Career Development Plan (onsite): September 21-23, 2022, National and Kapodistrian University of Athens, Athens, Greece, https://neoprismc.org/6th-training-workshop-on-cdp-career-development-plan/

Training Modules: TS[5]: Introduction to leadership skills, leading research (expertise) teams / Leadership in clinical practice / Leadership in an entrepreneurial setting / National and EU funding acquisition and proposal writing / Build your knowledge portfolio / Doctoral education in Europe today: How to support doctoral candidates? / Contagion processes in social networks

Final *Neo-PRISM-C* Conference (onsite): May 31-June 3, 2023, University of Cyprus, Nicosia, Cyprus, https://neoprismc.org/final-conference/

Theme: NEurodevelopmental **O**ptimal-**P**redictors **R**isk factors and **I**ntervention from a **S**ystems approach to **M**aladjustment in **C**hildren (*Neo-PRISM-C*)

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Grant Holder University of Cyprus Center for Applied Neuroscience CAN

Dissemination

Neo-PRISM-C Publications

2023

Fanti, K. A., Konikkou, K., Georgiou, G., Petridou, M., Demetriou, C., Soursou, G., & Kyranides, M. N. (2023). Physiological reactivity to fear moderates the relation between parenting distress with conduct and prosocial behaviors. *Child Development, 94*, 363-379. https://doi.org/10.1111/cdev.13865

Khanolainen, D., Salminen, J., Eklund, K., Lerkkanen, M. K., & Torppa, M. (2023). Intergenerational transmission of dyslexia: How do different identification methods of parental difficulties influence the conclusions regarding children's risk for dyslexia?. *Reading Research Quarterly, 58*, 220-239. https://doi.org/10.1002/rrq.482

2022

Amora, K. K., Tretow, A., Verwimp, C., Tijms, J., Leppänen, P. H., & Csépe, V. (2022). Typical and Atypical Development of Visual Expertise for Print as Indexed by the Visual Word N1 (N170w): A Systematic Review. *Frontiers in Neuroscience*, *16*. https://doi.org/10.3389/fnins.2022.898800

Kwok, J., Hall, H. A., Murray, A. L., Lombardo, M. V., & Auyeung, B. (2022). Maternal infections during pregnancy and child cognitive outcomes. *BMC Pregnancy and Childbirth, 22*, 848. https://doi.org/10.1186/s12884-022-05188-8

2021

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

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). 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/feduc.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). Springer International Publishing. https://doi.org/10.1007/978-3-030-68796-0_34

(*continued*)

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

Verwimp, C., Tijms, J., Snellings, P., Haslbeck, J. M., & Wiers, R. W. (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

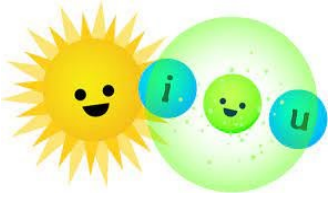
2020

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

Publications Complete List: https://neoprismc.org/scientific-publications/

Research Outcomes

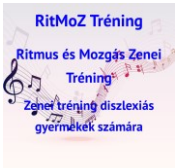
Kosmos klikker: A game introducing Dutch letter-speech sound correspondences in a highly engaging game environment (RID, Netherlands): https://www.youtube.com/watch?v=xFzklf3tiAQ



Child ViReal Support program: An intervention program for children with ADHD utilizing Virtual Reality (VR) technology (UOC, Greece): https://www.neoprismc.org/research-outcomes/

Sanajua: A game-based intervention for children needing extra support in reading development (JYU, Finland): https://www.jyu.fi/edupsy/en/research/sanajuna

RitMoZ website: A music training program for children with dyslexia (RCNS-BIC, Hungary) https://sites.google.com/view/ritmoz-website/home



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