Universitätsklinikum Jena

Klinik für Kinder- und Jugendpsychiatrie, Psychosomatik und Psychotherapie

Referenzliste Abendvorlesung „Lese-Rechtschreibstörung"

Dr. Carolin Ligges, Klinik für Kinder- und Jugendpsychiatrie, Psychosomatik und Psychotherapie, UKJ

1 Referenzen Vortrag:

Klassifikationssysteme:

ICD-10: https://www.icd-code.de/icd/code/F81.2.html

ICD-11: https://www.bfarm.de/DE/Kodiersysteme/Klassifikationen/ICD/ICD-11/uebersetzung/_node.html

Doppeltes Diskrepanzkriterium:

Hoskyn, M. & Swanson, H. L. (2000). Cognitive Processing of Low Achievers and Children with Reading Disabilities: A Selective Meta-Analytic Review of the Published Literature. School Psychology Review, 29(1), 102–119. https://doi.org/10.1080/02796015.2000.12086000

Schriftsprachentwicklung:

Frith, U. (1985). *Surface dyslexia. Neuropsychological and cognitive studies of phonological reading* (Psychology library editions: Psychology of reading, Volume 8). London: Routledge.

Prävalenz:

Yang, L., Li, C., Li, X., Zhai, M., An, Q., Zhang, Y., Zhao, J. & Weng, X. (2022). Prevalence of Developmental Dyslexia in Primary School Children: A Systematic Review and Meta-Analysis. *Brain Sciences*, *12*(2). https://doi.org/10.3390/brainsci12020240

Komorbiditäten:

Visser, L., Kalmar, J., Linkersdörfer, J., Görgen, R., Rothe, J., Hasselhorn, M. & Schulte-Körne, G. (2020). Comorbidities between specific learning disorders and psychopathology in elementary school children in Germany. Vorab-Onlinepublikation. https://doi.org/10.25656/01:22955

Ursachen der LRS:

Ramus, F. (2003). Developmental dyslexia: specific phonological deficit or general sensorimotor dysfunction? *Current Opinion in Neurobiology*, *13*(2), 212–218. https://doi.org/10.1016/S0959-4388(03)00035-7

Ligges, C. & Lehmann, T. (2022). Multiple Case Studies in German Children with Dyslexia: Characterization of Phonological, Auditory, Visual, and Cerebellar Processing on the Group and Individual Levels. *Brain Sciences*, *12*(1292), 1–23. https://doi.org/10.3390/brainsci12101292

Neurobiologie Lesen und LRS:

Turker, S. & Hartwigsen, G. (2021). Exploring the neurobiology of reading through non-invasive brain stimulation: A review. Cortex, 141, 497–521. https://doi.org/10.1016/j.cortex.2021.05.001

Ligges, C., Ligges, M. & Gaser, C. (2022). Cross-Sectional Investigation of Brain Volume in Dyslexia. *Frontiers in neurology*, *13*, 847919. https://doi.org/10.3389/fneur.2022.847919

Grünling, C., Ligges, M., Huonker, R., Klingert, M., Mentzel, H. J., Rzanny, R., Kaiser, W. A., Witte, H. & Blanz, B. (2004). Dyslexia: the possible benefit of multimodal integration of fMRI- and EEG-data. Journal of Neural Transmission, 111(7), 951–969. https://doi.org/10.1007/s00702-004-0117-z

Ligges, C., Ungureanu, M., Ligges, M., Blanz, B. & Witte, H. (2010). Understanding the time variant connectivity of the language network in developmental dyslexia: New insights using Granger causality. Journal of Neural Transmission, 117(4), 529–543. https://doi.org/First

Wilcke, A., Ligges, C., Burkhardt, J., Alexander, M., Wolf, C., Quente, E., Ahnert, P., Hoffmann, P., Becker, A., Muller-Myhsok, B., Cichon, S., Boltze, J. & Kirsten, H. (2012). Imaging genetics of FOXP2 in dyslexia. European Journal of Human Genetics, 20(2), 224–229. https://doi.org/10.1038/ejhg.2011.160

2   Förderung und Handreichungen

Ise, E., Engel, R. R. & Schulte-Körne, G. (2012). Was hilft bei der Lese-Rechtschreibstörung? Kindheit Und Entwicklung, 21(2), 122–136. https://doi.org/10.1026/0942-5403/a000077

Förderprogramme:

Marburger Lese-Rechtschreibtraining und Lautgetreue Lese-Rechtschreibförderung:

https://www.winklerverlag.com/lrs_de.htm#Training

Softwarebasierte Förderung:

https://www.meistercody.com/collections/forderung-und-training/products/namagi-deutsch-meistern

Bundesverband Legasthenie und Dyskalkulie: https://www.bvl-legasthenie.de/legasthenie.html

Londi-Plattform: https://www.londi.de