



**LLCd Symposium.**  
**SPEAKERS AND PRESENTATIONS.**

- Name:** Kristina Moll
- Affiliation:** Department of Psychology, University of York, UK
- Brief Bio:** Dr. Kristina Moll completed a PhD in 2009 at the University of Salzburg, Austria; her thesis investigated 'Associations and Dissociations of Learning Disorders' and was part of a project funded by the Austrian Science Fund, entitled 'Comorbidity of deficits in reading, spelling, arithmetic and attention: prevalence and neuro-cognitive and genetic basis'. Kristina has teaching experience and has worked as a clinical psychologist and an occupational therapist in Germany. Kristina started working at the University of York as an Experienced Researcher in the currently ongoing European project called 'Enhancing Literacy Development in European Languages' (ELDEL). Since June 2011, Kristina is managing the Language for Reading project in York which aims to evaluate the effectiveness of the L4R intervention programme for improving oral language skills in children with oral language weaknesses in Nursery and Reception. The L4R project further aims to investigate if the intervention will help children respond to reading instruction.
- Further information:** <http://www.york.ac.uk/psychology/staff/postdocs/km565/>
- Theme:** Dyslexia and Language Impairment
- Title of Presentation:** Shared risk factors for deficits in attention, literacy and arithmetic.
- Abstract:** Deficits in attention often co-occur with literacy and arithmetic problems. However, the cognitive factors underlying these disorders seem to be rather distinct. In this paper we investigated potential overlapping risk factors that might explain why these disorders co-occur more often than we would expect by chance. We tested 99 children, aged 6 to 11 on a comprehensive cognitive battery, including tasks that are linked to attention skills, i.e. memory, temporal processing and processing speed. The cognitive profiles of children with reading difficulties only, arithmetic difficulties only and with both difficulties will be compared to controls. The main questions are: (1) Are there differences between attention profiles of children with reading and children with arithmetic difficulties? (2) Are attention profiles in the comorbid group a combination of the single deficit group profiles or do they show a different pattern?