

# Neural correlates of (dys)fluent reading acquisition in typically reading and dyslexic children

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## Propositions of the thesis

### Neural correlates of (dys)fluent reading acquisition in typically reading and dyslexic children

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1. Dysfluent reading is the most persistent and impaired characteristic of developmental dyslexia in transparent orthographies.
2. Impairments in neural integration of letters and speech sounds are in direct relation to the level of reading (dys)fluency.
3. A moderate improvement in reading fluency is possible with training, but it is dependent on the impairments in neural integration of letters.
4. Electroencephalographic event related potentials and effective connectivity during word reading suggest that nine year old dyslexics are relying on phonology and still do not switch to fast word recognition.
5. Dyslexia has neurobiological origins and different (combinations of) genes related to dyslexia can lead to different deficits that ultimately hurdle the same complex cognitive function – reading.
6. The timing of a neural event is as important as the location of the neural event.
7. Successful research of learning disabilities requires cooperation between scientists and practitioners.
8. Neuroscientific measures are a useful tool in the evaluation of the reading trainings offered to children with learning disabilities.
9. “Valid criticism does you a favor.” *Carl Sagan*
10. “The first principle is that you must not fool yourself - and you are the easiest person to fool.” *Richard Feynman*
11. Neuroscientist is a neuron’s way of knowing about neurons. Adapted from *George Wald*

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