

PUBLICATIONS 2019 -2023

(Prof.Dr.Karin Landerl)

Papers in Scientific Journals with Peer-review

- Jöbstl, V., Steiner, A.F., Deimann, P., Kastner-Koller, U., & Landerl, K. (2023). A-B-3 – Associations and dissociations of reading and arithmetic: Is domain-specific prediction outdated? *PloS One* 18(5), e0285437. <https://doi.org/10.1371/journal.pone.0285437>
- Kastner-Koller, U., Kaltenberger, A., Jöbstl, V., Landerl, K., Steiner, A.F., Wagner, V., & Deimann, P. (2023). Zur Vorhersage des schulischen Lern- und Arbeitsverhaltens durch domänenübergreifende Vorläuferfähigkeiten. *Lernen und Lernstörungen*. Advance online publication. <https://doi.org/10.1024/2235-0977/a000412>
- Banfi, C., Clayton, F.J., Steiner, A.F., Finke, S., Landerl, K., & Göbel, S.M. (2022). Transcoding counts: Longitudinal contribution of number writing to arithmetic in different languages. *Journal of Experimental Child Psychology*, 223, 105482. <https://doi.org/10.1016/j.jecp.2022.105482>
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Book Chapters and Invited Papers:

- Jöbstl, V., Kastner-Koller, U., Deimann, P., Steiner, A.F., Haller, B., Krötzl, G., & Landerl, K. (2023). Ist mein Kind bereit für die Schule? Entwicklung eines förderorientierten Screenings für die Schuleingangsphase. *Psychologie in Österreich* 43(2), 132-139.
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- Landerl, K. (2019) Behavioral precursors of reading acquisition and dyslexia in different orthographies. In Perfetti, C., Pugh, K. & Verhoeven, L. (Eds.). *Dyslexia across languages and writing systems: A handbook*. Cambridge: Cambridge University Press.
- Landerl, K. (2019). Neurocognitive perspectives on numerical development. In A. Fritz-Stratmann, V. Haase, & P. Räsänen (Eds.). *The International Handbook of Mathematical Learning Difficulties*. Springer International Publishing.
- Landerl, K. (2017). Learning to read German. In C. Perfetti & L. Verhoeven (Eds.) *Reading acquisition across languages and writing systems* (pp.299-323). Cambridge: Cambridge University Press.
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- Willburger, E. & Landerl, K. (2009). Der Ein-Minuten Leseflüssigkeitstest – ein Verfahren zur Diagnose der Leistung im Wort- und Pseudowortlesen. *Tests und Trends*, 7, 65-80.
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Books:

- Landerl, K., Vogel, S.E. & Kaufmann, L. (2022). *Dyskalkulie: Modelle, Diagnostik, Intervention (4. überarbeitete u. erweiterte Auflage)*. München: Ernst Reinhardt UTB.
- Landerl, K. (1996). *Legasthenie in Deutsch und Englisch*. Frankfurt: Verlag Peter Lang.

Tests:

- Kaufmann, L., Pastore, N., Moeller, K., Landerl, K., & Salandin, M. (2008). Neuropsychologisches Screening für 5-11 jährige Kinder (deutsche Adaptation der BVN5-11 [Batteria di valutazione neuropsicologica per l'età evolutiva; Bisiacchi et al., 2005]). Göttingen: Hogrefe.
- Moll, K & Landerl, K. (2010). *Lese- und Rechtschreibtest (SLRT II)* [Reading and spelling test SLRT II]. Bern: Huber
- Landerl, K., Wimmer, H. & Moser, E. (2006) (2. Aufl.). *Salzburger Lese- und Rechtschreibtest: Verfahren zur Differentialdiagnose von Störungen der Teilkomponenten des Lesens und Schreibens für die 1. bis 4. Schulstufe (SLRT)*. Bern: Huber.

Keynotes and Invited Talks (Selected):

- Landerl, K. (2022, December). *Development of Reading, Spelling, and Arithmetic: Associations and Dissociations*. "Annual Workshop of the Macquarie Reading Centre", Macquarie University, Sydney, Australia.
- Landerl, K. (2021, Oktober). *Neuronale Plastizität: Unser Gehirn gezielt fördern und fordern mit Lese-, Rechtschreib- und Rechenstraining*. „Neuronale Plastizität – Unser Gehirn gezielt fördern & fordern“, Initiative Gehirn Steiermark (INGE St), Aula Karl-Franzens-Universität, Graz, Austria.
- Landerl, K. (2021, September). *Der Übergang vom Kindergarten zur Volksschule aus Perspektive der neurokognitiven Entwicklungspsychologie*. „Satellitensymposium Elementarpädagogik“, Austrian-Neuroscience-Association-Meeting, Salzburg, Austria.
- Landerl, K. (2020, December). *Entwicklung des (Wort-)Lesens in unterschiedlichen (Erst-)Sprachen*. „Vom Sprachstand zum Sprachprozess im Kontext von Mehrsprachigkeit“, Innsbruck, Austria.
- Landerl, K. (2020, January). *Förderorientiertes Screening zur Schuleinschreibung*. Steirischer Landesverband der Elternvereine, Graz, Austria.

- Landerl, K. (2016, March). *Associations and dissociations of deficits in reading, spelling, and arithmetic*. International Conference of the British Dyslexia Association, Oxford, UK.
- Landerl, K. (2015, May). *Specific learning disorders – dyslexia and dyscalculia: Neurobiology, cognition, and behavioural manifestations*. 11th European Paediatric Neurology Society Meeting, Vienna.
- Landerl, K. (2014, September). *Predictors of dyslexia in European orthographies with varying complexity*. Workshop “dyslexia across languages and writing systems”, Netherland Institute for Advanced Study in the Humanities and Social Sciences, Wassenaar, The Netherlands.
- Landerl, K. (2014, August). *Dyscalculia – the neglected learning disorder*. 7th Nordic Dyslexia Conference, Stockholm, Sweden.
- Landerl, K. (2014, May). *Numerical processing in dyscalculia*. International Symposium of the German Dyslexia Association „Understanding dyslexia and dyscalculia – New insights from neurobiological research”, Erfurt, Germany.
- Landerl, K. (2014, Mai). *Kognitive Kernmechanismen und schulische Leistungen – Was liegt dazwischen?* Eröffnungsvortrag im Rahmen des Bundeskongresses des deutschen Bundesverbandes für Legasthenie und Dyskalkulie, Erfurt, Deutschland.
- Landerl, K. (2013, September). *Core deficit and individual manifestations of dyscalculia: the role of comorbidity*. Conference of the European Dyslexia Association, Växjö, Sweden.
- Landerl, K. (2013, March). *Core deficit and individual manifestations of dyscalculia: the role of comorbidity*. 5th annual expert meeting of the researchers of mathematical thinking and learning (BENELUX), Luxembourg.
- Landerl, K. (2013, January). *Reading acquisition in German*. Workshop “cross-linguistic study of reading acquisition”, Netherland Institute for Advanced Study in the Humanities and Social Sciences, Wassenaar, The Netherlands.
- Landerl, K. (2012, October). *Associations and dissociations of deficits in reading and spelling*. Annual meeting & international symposium of the BMBF Research Network "Development of scholastic skills" (BMBF Forschungsschwerpunkt "Entwicklung schulischer Fertigkeiten"), Bad Salzschlirf, Germany.
- Landerl, K. (2012, September). *Typical and atypical numerical development in elementary school: A longitudinal study*. Cambridge workshop on developmental dyscalculia. Cambridge, UK.
- Landerl, K. (2012, September). *Associations and dissociations of learning disorders*. 10th Alps Adria Psychology Conference, Lignano, Italy.
- Landerl, K. (2010, April). *Dyscalculia – the neglected learning disorder*. Conference of the European Dyslexia Association, Brügge, Belgium
- Landerl, K. (2010, October). *Associations and dissociations of deficits in reading, spelling, and arithmetic*. Conference “Teaching, learning and diversity” organized by EARLI SIG “Special educational needs”, Frankfurt, Germany.

Conference Presentations (last 5 years):

- Landerl, K., Finke, S., Vogel, S.E., & Göbel, S.M. (2022, June). *Development of symbolic magnitude and order processing and their relation with arithmetic*. Poster presented at the Mathematical Cognition and Learning Society (MCLS) Conference, Antwerp, Belgium.
- Landerl, K., & Jöbstl., V. (2022, July). *What predicts the covariance of reading, spelling, and arithmetic?* Poster presented at the 29th Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Newport Beach, California.
- Jöbstl, V., Wagner, V., Deimann, P., Kastner-Koller, U., & Landerl, K. (2022, September). *Wo liegt die Gemeinsamkeit? Prädiktion der Kovarianz von Lesen und Rechnen*. Poster presented at the 14. Tagung der Österreichischen Gesellschaft für Psychologie, Carinthia, Austria.
- Steiner, A.F., Göbel, S.M., & Landerl, K. (2021, July). *Reading and writing of multi-digit numbers in English- and German-speaking primary school children*. Poster presented at the 28th Annual Meeting of the Society for the Scientific Study of Reading (SSSR), online.

- Jöbstl, V., Steiner, A.F., & Landerl, K. (2021, July). *How specific are domain-specific precursors of reading, spelling, and arithmetic?* Poster presented at the 28th Annual Meeting of the Society for the Scientific Study of Reading (SSSR), online.
- Finke, S., Kemény, F., & Landerl, K. (2021, June). *Early cross-format integration of number words and digits in adults, but not in children.* Poster presented at the 5th International Conference of the European Society for Cognitive and Affective Neuroscience (ESCAN), online.
- Finke, S., Kemény, F., Göbel, S.M., & Landerl, K. (2020, June). *Neurocognitive development of number word-digit integration.* Poster presented at the 3rd Annual Conference of the Mathematical Cognition and Learning Society (MCLS), Dublin, Ireland.
- Kemény, F., Finke, S., Steiner, A., Banfi, C., Perchtold, C.M., Papousek, I., & Landerl, K. (2019). *Statistical learning of number pairs: An argument for unimodal advantage.* Poster presented at the "Workshop Gehirn und Verhalten", Karl-Franzens-University, Graz, Austria.
- Steiner, A.F., Clayton, F.J., Göbel, S.M., & Landerl, K. (2019, September). *Twenty-four or fourandtwenty? The language-dependent influence of number words on transcoding.* Poster presented at the 21st Meeting of the European Society for Cognitive Psychology (ESCoP), Santa Cruz de Tenerife, Spain.
- Banfi, C., Steiner, A., Finke, S., Kemény, F., Göbel, S.M., & Landerl, K. (2019, September). *Audio-visual number identification as a proxy for transcoding: Performance in German- and English-speaking children.* Poster presented at the 21st Meeting of the European Society for Cognitive Psychology (ESCoP), Santa Cruz de Tenerife, Spain.
- Finke, S., Landerl, K., & Göbel, S.M. (2019, September). *Current and longitudinal predictors of symbolic and nonsymbolic number ordering.* Poster presented at the 21st Meeting of the European Society for Cognitive Psychology (ESCoP), Santa Cruz de Tenerife, Spain.
- Banfi, C., Koschutnig, K., Gangl, M., Kemény, F., Fink, A., Moll, K., & Landerl, K. (2019, June). *Functional alterations in children with dyslexia and isolated spelling deficits.* Poster presented at the 25th Annual Meeting of the Organisation of Human Brain Mapping (OHBM), Rome, Italy.
- Clayton, F., Steiner, A., Landerl, K. & Göbel, S.M. (2018, April). *Number writing and its concurrent relationship with arithmetic in year 1 children: does number word inversion matter?* 1st Conference of Numerical Cognition and Learning, Oxford, UK.
- Finke, S., Kemény, F., Perchtold, C.M., Göbel, S.M. & Landerl, K. (2018, April). *Same or different? The ERP signature of uni- and cross-modal integration of number words and Arabic digits.* Poster presented at the 1st Conference of Numerical Cognition and Learning, Oxford, UK.
- Landerl, K., Finke, S. & Freudenthaler, H.H. (2018, April). *Symbolic processing mediates the relationship between nonsymbolic processing and later arithmetic performance.* 1st Conference of Numerical Cognition and Learning, Oxford, UK.
- Kemény, F., Perchtold, C., Papousek, I., & Landerl, K. (2018, April). *Deficient speech sound-grapheme association in reading deficit: A modified stroop study.* Conference of the Austrian Psychological Society, Linz, Austria.
- Landerl, K. (2017, April). *How specific are specific learning disorders?* Conference of the Society for Research on Child Development (SRCD), Austin, Texas.
- Finke, S., Freudenthaler, H. H., & Landerl, K. (2017, September). *Symbolic processing mediates the relationship between nonsymbolic processing and later arithmetic performance.* Poster presented at the conference of the European Society for Cognitive Psychology (ESCoP), Potsdam, Germany.
- Banfi, C., Koschutnig, K., Gangl, M., Kemény, F., Fink, A., Moll, K., Landerl, K. (2017, September). *Neuro-functional and structural alterations in children with mixed or isolated deficits in reading or spelling.* Poster presented at the 20th Conference of the European Society for Cognitive Psychology (ESCoP), Potsdam, Germany.