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“Working Memory: What is it? How does it affect attention and learning (reading, writing, arithmetic) in students with dyslexia and related problems?”

Rosemary Tannock, Ph.D.

Canada Research Chair & Professor in Special Education & Adaptive Technology, Ontario Institute for Studies in Education at the University of Toronto; Professor of Psychiatry, University of Toronto; and Senior Scientist, Neurosciences & Mental Health Research Program, The Hospital for Sick Children, Canada

Thursday • September 30, 2010 • 6:30 - 8:30 pm

Kapi‘olani Medical Center for Women & Children

1319 Punahou Street • Honolulu • 2nd Floor Auditorium

Check in: 6:00 pm • Parking: \$3.00

To register, contact Margaret Higa at HIDA. • Email: mhiga@dyslexia-hawaii.org

Phone: (808) 538-7007 • 1-866-773-4432 (neighbor islands toll free)

OVERVIEW

Dyslexia is known to be an impairment in learning to read and write, primarily associated with a deficit in phonological processing. However, working memory impairments and inattentive behavior also contribute to learning problems in dyslexia and may even impede response to effective reading intervention if they are not adequately addressed. This lecture will explain what working memory is and highlight key research findings showing the relationships amongst working memory, attention, and various aspects of reading (decoding, word recognition, comprehension). Also, practical suggestions will be provided as to how to enhance children’s attention and reduce the load on working memory in the classroom and during reading.

SPEAKER

Dr. Rosemary Tannock is the Canada Research Chair in Special Education and Adaptive Technology. The current research in her lab is focusing on working memory, inhibition, and comprehension of spoken and written language. They are interested in the normal development of these critical aspects of cognitive function, their efficiency in various neurodevelopmental disorders (ADHD, reading disorder/dyslexia, specific language impairments), and their sensitivity to specific treatment modalities (pharmacological, cognitive-behavioral).