

# New Technologies in Recognizing Reading Difficulties and Developing Advanced Training Methods

MTA-TTK Reading Difficulties Research Group  
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## **Report on the 1<sup>st</sup> year activities**

In the 1<sup>st</sup> year of the research programme, the work in each Work Package progressed as planned. Preparatory work was carried out to ensure that the music training aimed at developing the language and literacy skills of children with reading difficulties could be properly launched from Year 2 onwards.

We have developed a protocol for the selection of children with reading difficulties. This includes a pre-screening based on teachers' assessment, a computerised rapid test of reading fluency (3DM-H) and an IQ test (Raven Progressive Matrices) for a quick assessment of intellectual ability. We have also begun contacting schools participating in the research.

We also developed a test battery to measure the effectiveness of the training. The aim in developing the test battery was to assess as many areas of ability as possible: although the main outcome variable is reading development, it is also essential to test the basic language skills related to reading. In addition, we believe it is important to assess musical skills and rhythmic skills.

Furthermore, we designed the music training programs. Two different music training programs are used in the research: a specific program, based on movement and rhythm training and a generic program, based on folk dance. Both programs have been largely developed.