

Research briefs

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Research brief

[Reading and Writing Ability in Relation to Home Environment: A Study in Primary Education in Rural Tanzania](#)

By Damaris Ngorosho

Published Child Indicators Research,
2011, 4, 369–388. DOI:
10.1007/s12187-010-9089-8



Research brief

Reading Outcomes of Children with Delayed Early Vocabulary: A Follow-up from Age 2–16

By Maria Psyridou, Kenneth Eklund, Anna-Maija Poikkeus, & Minna Torppa

Published Research in Developmental Disabilities, 2018, 78, 114–124. DOI: 10.1016/j.ridd.2018.05.004



Research brief

Leisure Reading (But Not Any Kind) and Reading

Comprehension Support Each Other – A Longitudinal Study Across Grades 1 and 9

By Minna Torppa, Kati Vasalampi, Pekka Niemi, Marja-Kristiina Lerkkanen, Asko Tolvanen, & Anna-Maija Poikkeus

Published Child Development, epub before print, 2019. DOI: 10.1111/cdev.13241



Research brief

GraphoGame Afrikaans as an Intervention Tool for Struggling Readers

By Pamela J. February

Published Jyväskylä: University of

Jyväskylä, 2018, 138 (JYU Dissertations 5).

<http://urn.fi/URN:ISBN:978-951-39-7515-9>



Research brief

GraphoGame as a Reading Acquisition Tool in Namibian Classrooms

By Pamela J. February

Published Jyväskylä: University of Jyväskylä, 2018, 138 (JYU Dissertations 5).

<http://urn.fi/URN:ISBN:978-951-39-7515-9>



Research brief

Grade 1 Teachers' Knowledge and Perceptions Regarding Reading Instruction

By Pamela J. February

Published Jyväskylä: University of Jyväskylä, 2018, 138 (JYU Dissertations 5).

<http://urn.fi/URN:ISBN:978-951-39-7515-9>



Research brief

Examining the Simple View of Reading in a Transparent Orthography: A Longitudinal Study from Kindergarten to Grade 3

By Minna Torppa, George K.

**Georgiou, Marja-Kristiina
Lerkanen, Pekka Niemi, Anna-Maija
Poikkeus, & Jari-Erik Nurmi**

**Published Merrill-Palmer Quarterly, 2016,
62(2), 179–206.
<https://muse.jhu.edu/article/621824>**



Research brief

**Early Cognitive Predictors of
PISA Reading in Children with
and without Family Risk for
Dyslexia**

**By Kenneth Eklund, Minna Torppa,
Sari Sułkunen, Pekka Niemi, & Timo
Ahonen**

**Published Learning and Individual
Differences, 2018, 64, 94–103. DOI:
10.1016/j.lindif.2018.04.012**



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