



# The Co-Development of Literacy

**Professor Richard Wagner**  
Department of Psychology, Florida State University

March 27, 2018 (Tuesday)  
12:40 - 1:40pm  
Room 750, Meng Wah Complex, HKU  
*Chair: Dr Shelley Tong*

**Abstract:**

Although we typically study the development of language, reading, or writing individually, they do not develop in isolation. Rather, each develops in the context of the development of the other two, and also in the context of the development of executive functioning and the brain more generally. Although we know that how good children are relatively in language, reading, and writing is correlated, and we also know that how fast they grow in each of these domains is correlated, do language, reading, and writing influence the development of one other directly? A series of studies will be presented that attempts to answer this question using latent change score modeling of longitudinal data.

**About the speaker:**

Richard Wagner is the Robert O. Lawton Distinguished Research Professor of Psychology and the W. Russell and Eugenia Morcom Chair at Florida State University. He also is a co-founder and a current Associate Director of the Florida Center for Reading Research. He earned a Master's Degree in School Psychology from the University of Akron. He completed his school psychology internship in Cuyahoga Falls, Ohio, then worked for two years as a school psychologist for the Clark County school district in Las Vegas, Nevada. He then earned a Ph.D. in cognitive psychology from Yale University in 1985. His major area of research interest is dyslexia and the normal acquisition of reading. He currently is the principal investigator of a Multidisciplinary Learning Disability Center funded by the National Institute of Child Health and Human Development (NICHD). He helped the state of Arkansas develop guidelines to implement their dyslexia legislation and he recently served on the California advisory group charged with helping the California Department of Education develop guidelines in response to dyslexia legislation in that state. In addition to his research, he has coauthored tests that are commonly used in evaluating children for dyslexia and other learning disabilities including the Comprehensive Test of Phonological Processing (CTOPP-2), the Test of Word Reading Efficiency (TOWRE-2), the Test of Silent Reading Efficiency and Comprehension (TOSREC), and the Test of Preschool Early Literacy (TOPEL).

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