

The dyslexic brain before and after literacy - unifying structural signs

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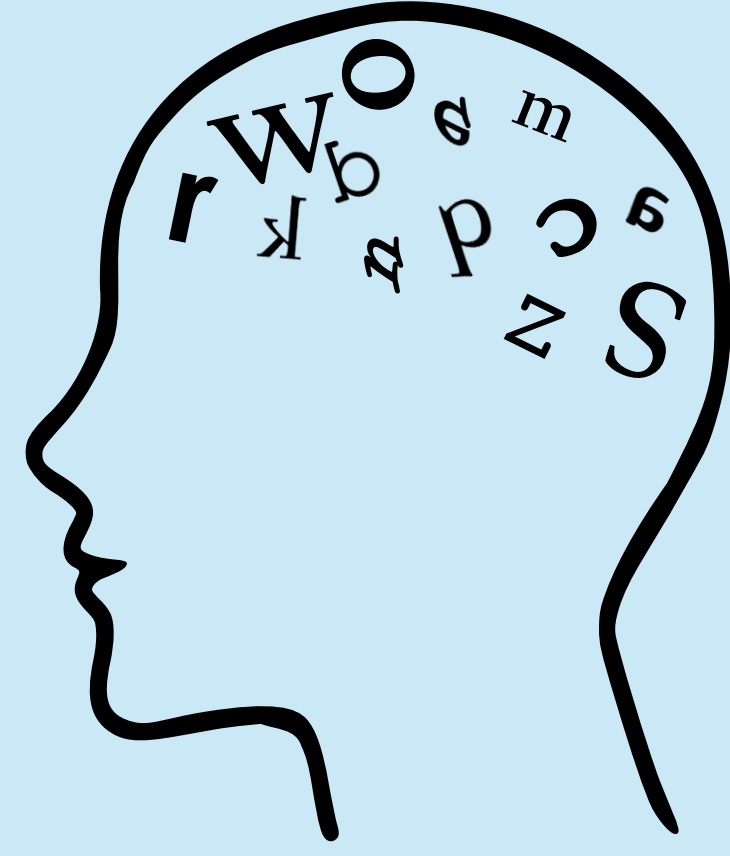
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Introduction

Disentangling **neurobiological predisposition** from the **effect of literacy instruction**:

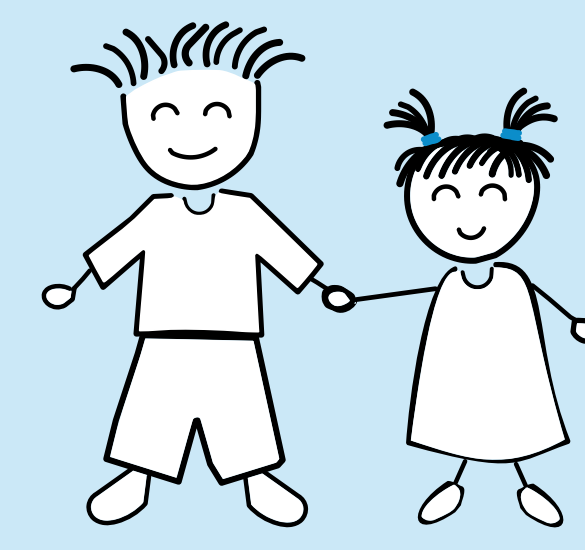
Which cortical features classify as **cause for developmental dyslexia**?



Changes in which cortical measures are a **consequence of being dyslexic**?

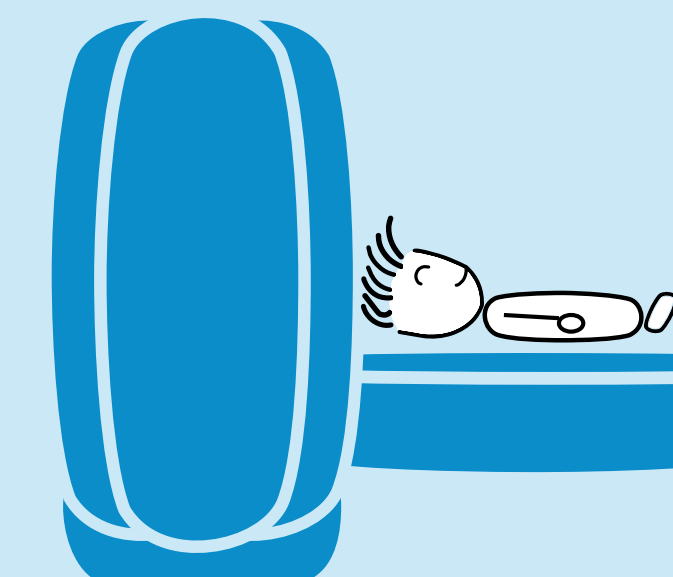
Goswami, 2015

Design



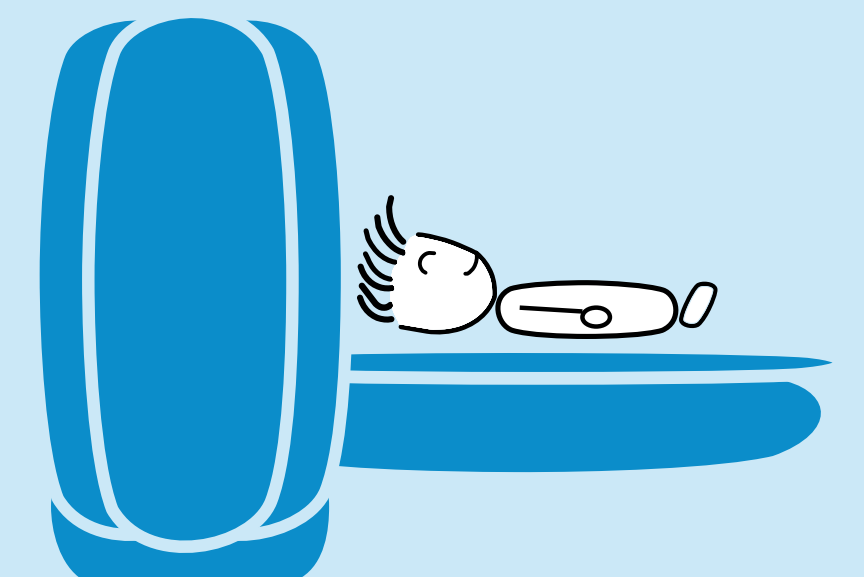
$N_{DD} = 16$
 $N_{Con} = 16$

Before literacy instruction



5y;7mo ± 4

After literacy instruction

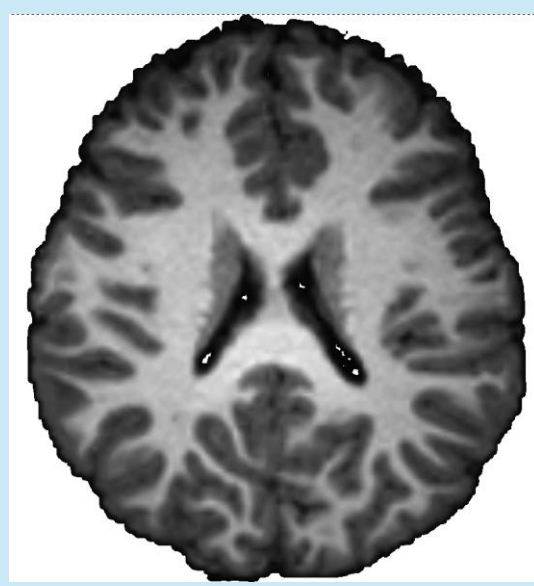


8y;6mo ± 3

Covariates: Sex, Age, IQ, handedness, parental education, arithmetic ability

Data processing

MP2RAGE



CAT12

Gaser & Dahnke, 2016

Cortical thickness (**CT**)

Cortical folding complexity (**CF**)

Yotter et al., 2011

Gyrification index (**GI**)

Luders et al., 2006

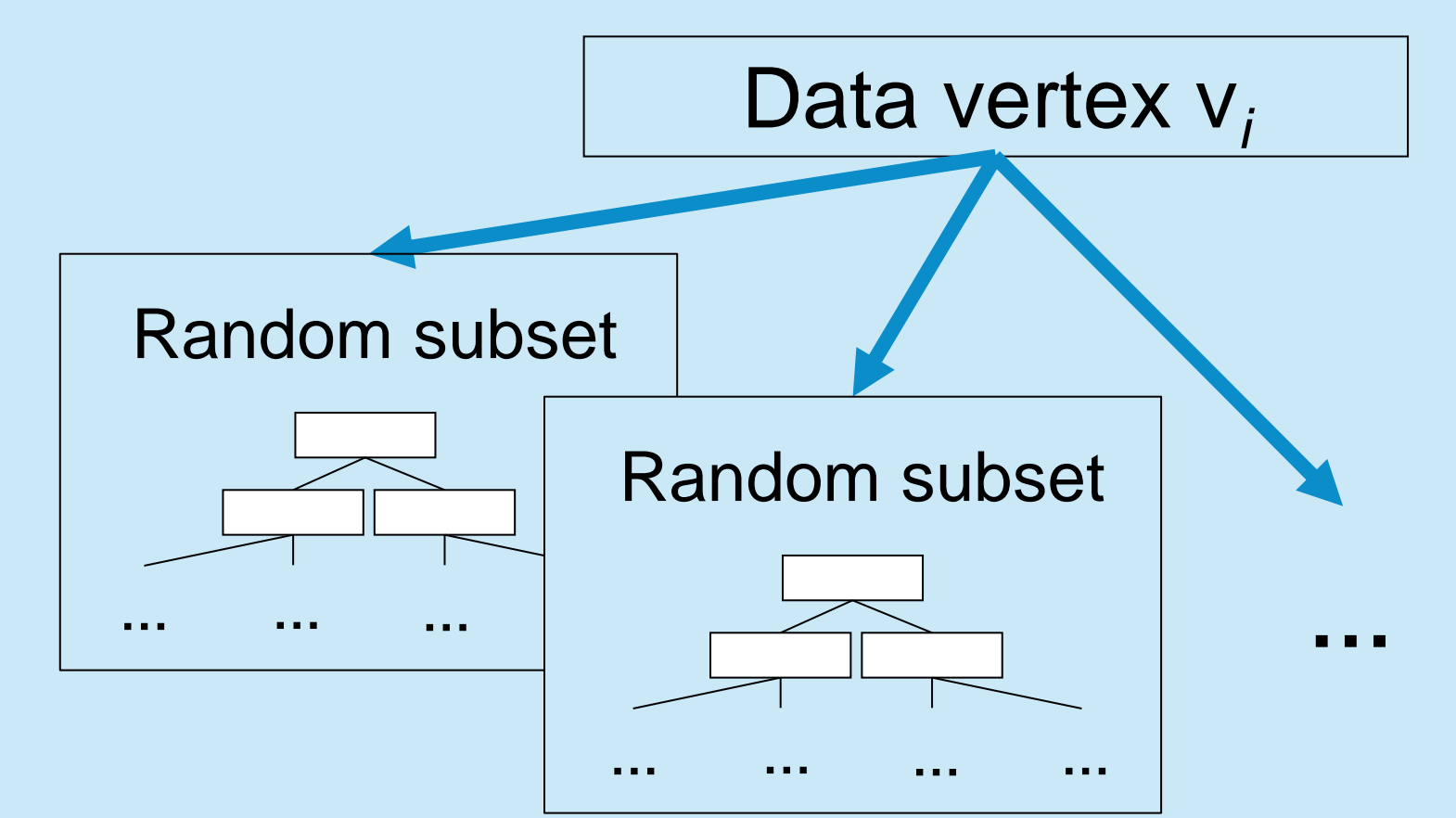
Sulcus depth (**SD**)

Quantitative T1 (**T1w**)

adjusted for covariates

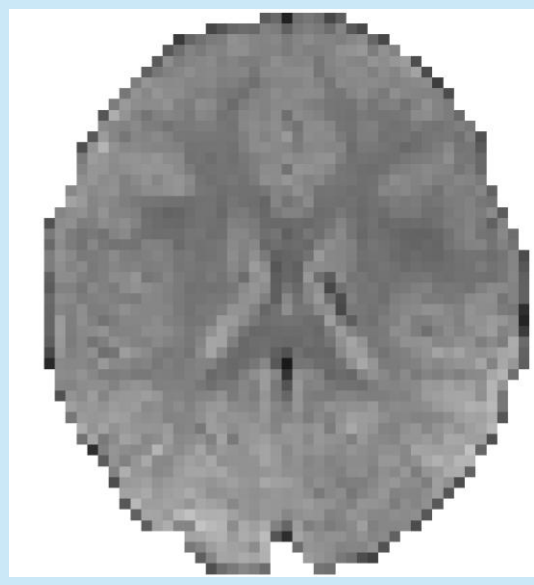
Vertex-wise random forest classification

Breiman, 2001



Vertex-wise whole brain accuracy map

rsfMRI



DPARFS

Chao-Gan & Yu-Feng, 2010

Fractional amplitude of low frequency fluctuations (**fALFF**)

Zou et al., 2008

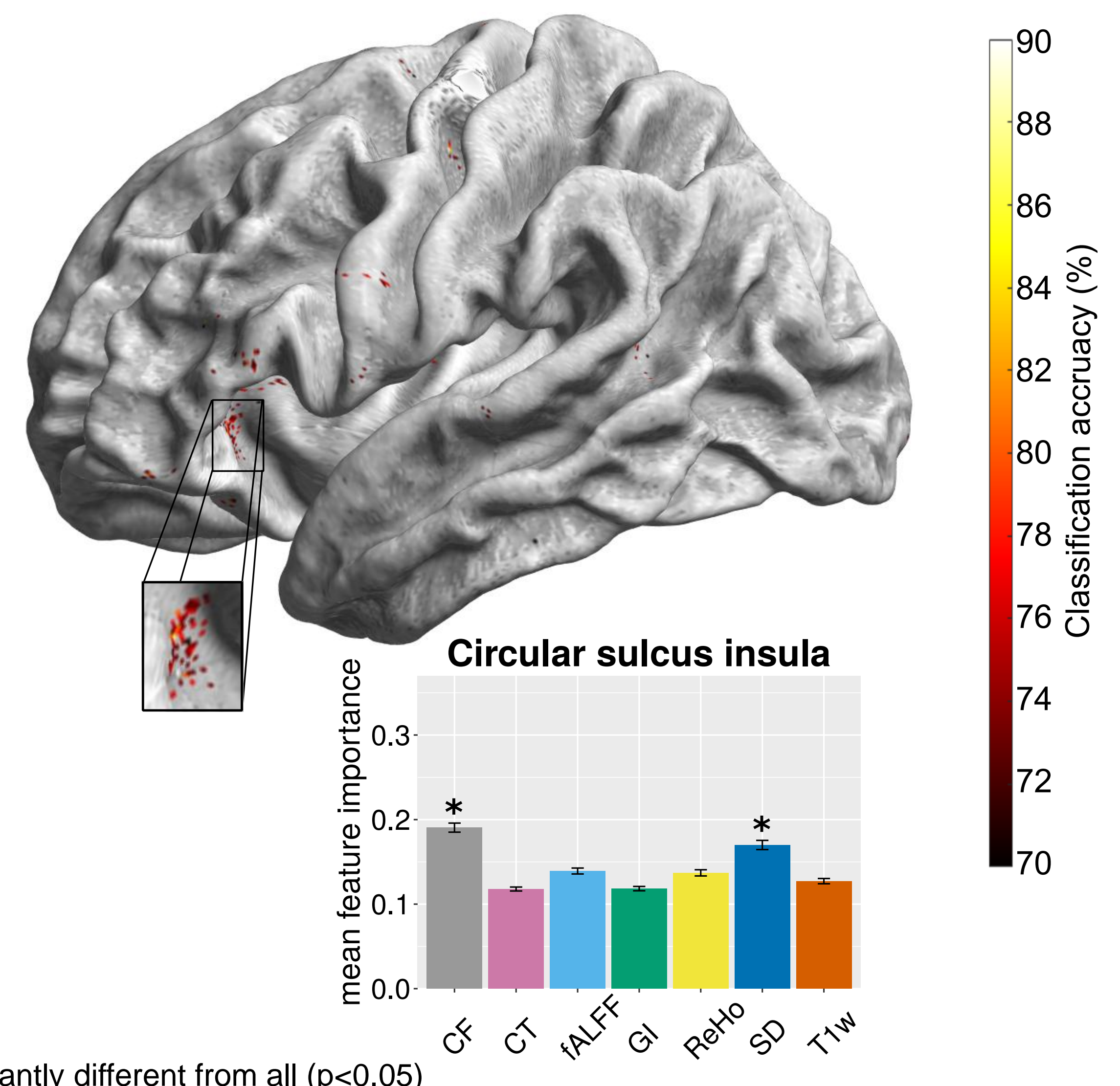
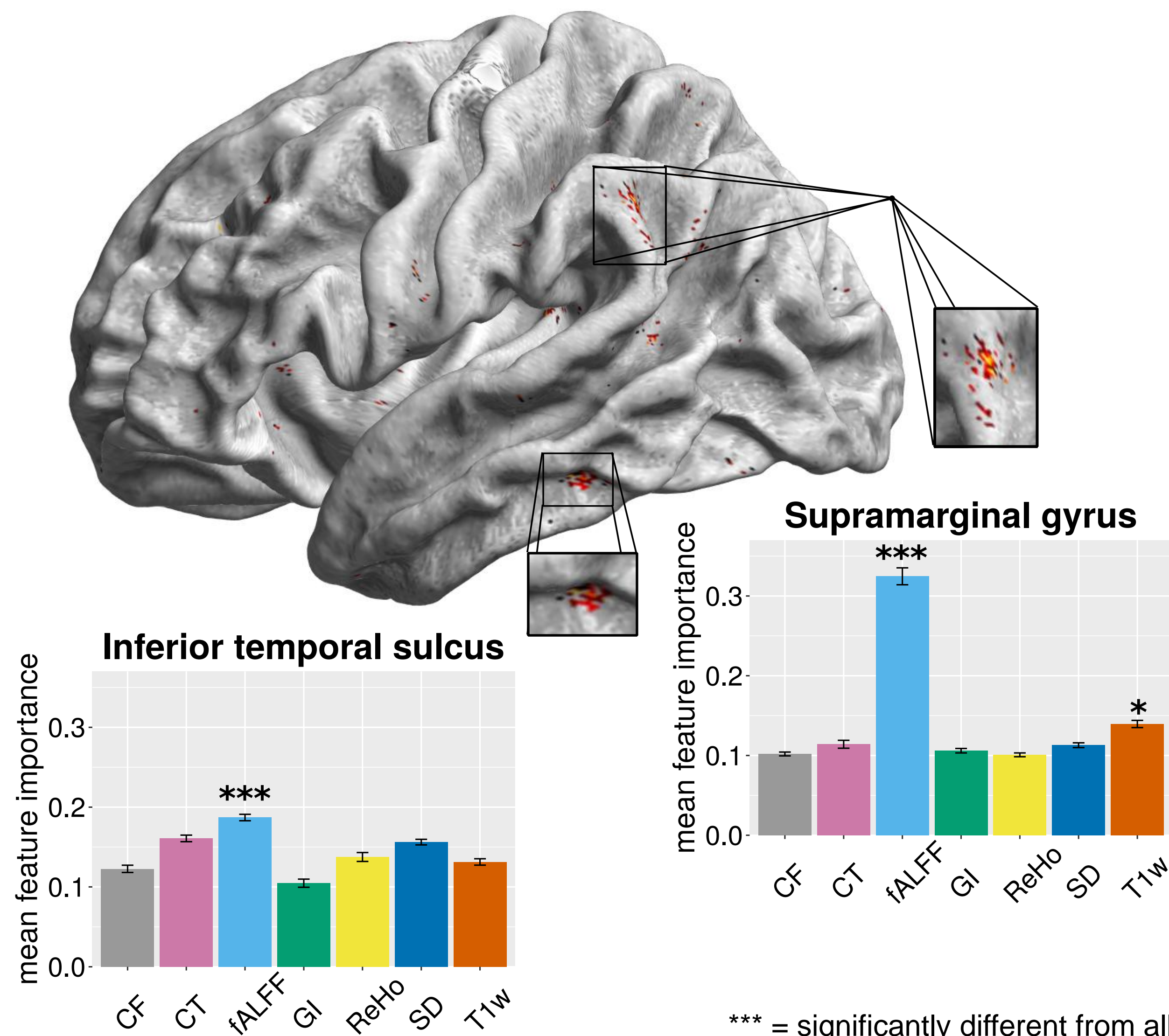
Regional functional homogeneity (**ReHo**)

Zang et al., 2004

Results

Before literacy instruction (5 years)

After literacy instruction (8 years)

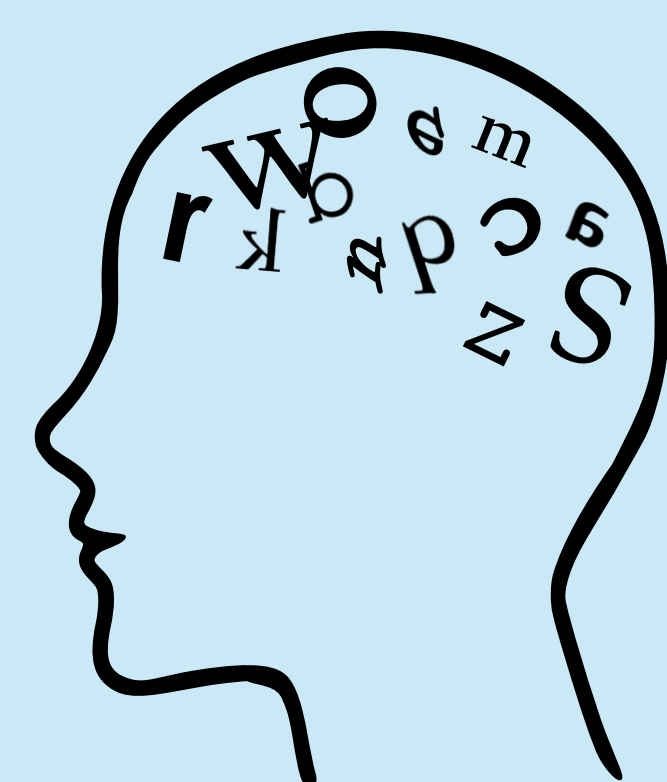


*** = significantly different from all ($p < 0.001$); * = significantly different from all ($p < 0.05$)

Discussion & Conclusion

Before literacy instruction

- Left occipito-temporal cortex
 - close to the 'visual word form area' Skeide et al., 2016
- Left supramarginal gyrus
 - grey matter increase with literacy Carreiras et al., 2009
- Left superior temporal sulcus
 - integration of letters and speech sounds van Attefeldt et al., 2004



After literacy instruction

- Left circular sulcus of the insula
 - deficient temporal processing of speech and non-speech sounds Steinbrink et al., 2009
- Left superior temporal sulcus
 - integration of letters and speech sounds van Attefeldt et al., 2004

Classification performance is **differentially driven by various cortical features.**

Discriminative of dyslexia outcome prior to reading: **Regions later forming the reading network**

References

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