

## Background

- Literacy is essential
- Literacy difficulties impact quality of life
- Some children show resilience despite literacy difficulties<sup>1,2,3,4</sup>

## Aim of PhD project

- Exploratory project into academic resilience
- Identify protective factors for literacy development
- These cover cognitive, socio-emotional, educational, interpersonal, and family-related areas

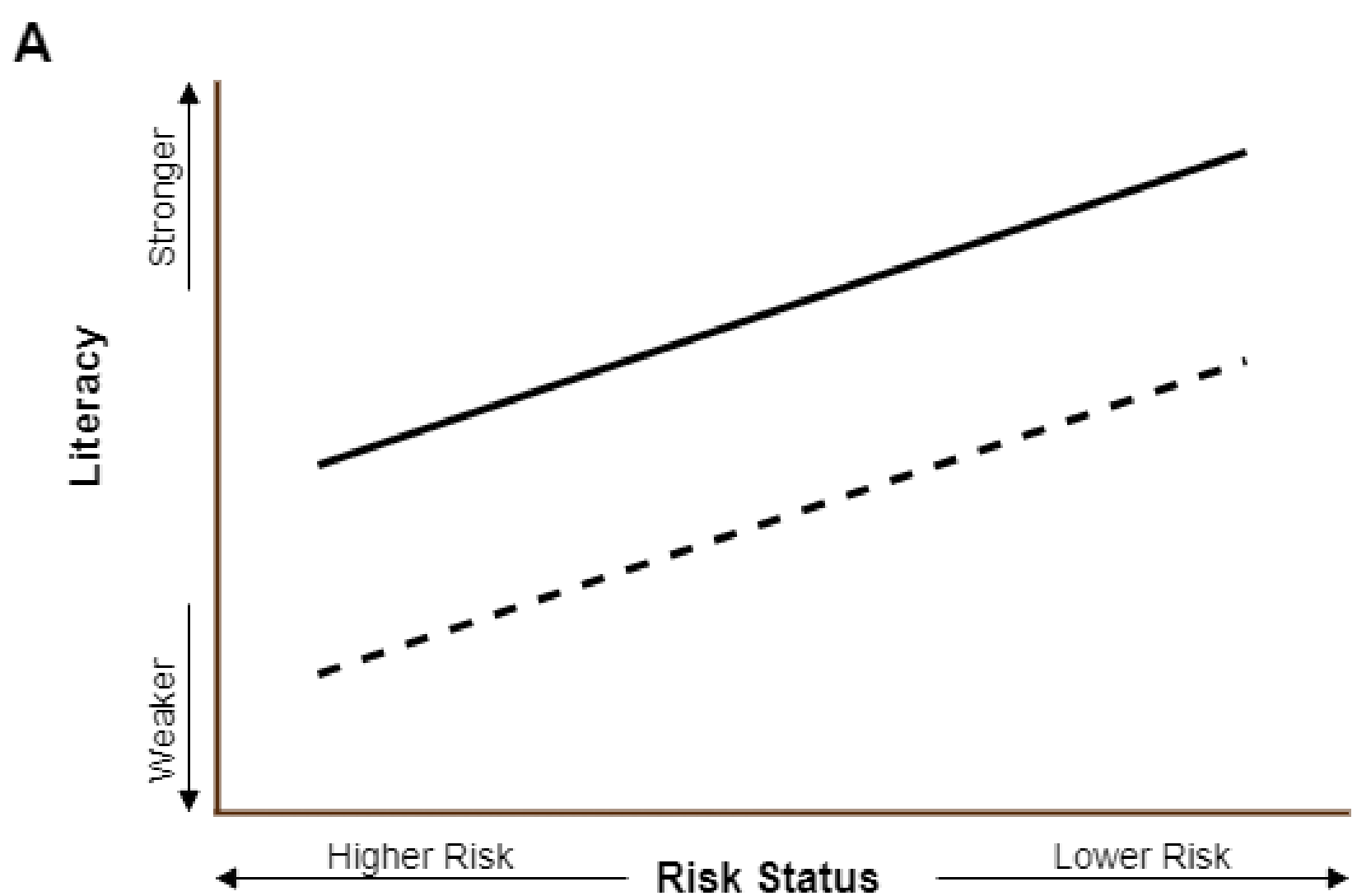


Figure 1a. Example of a gap-maintaining effect, illustrating a promotive factor.

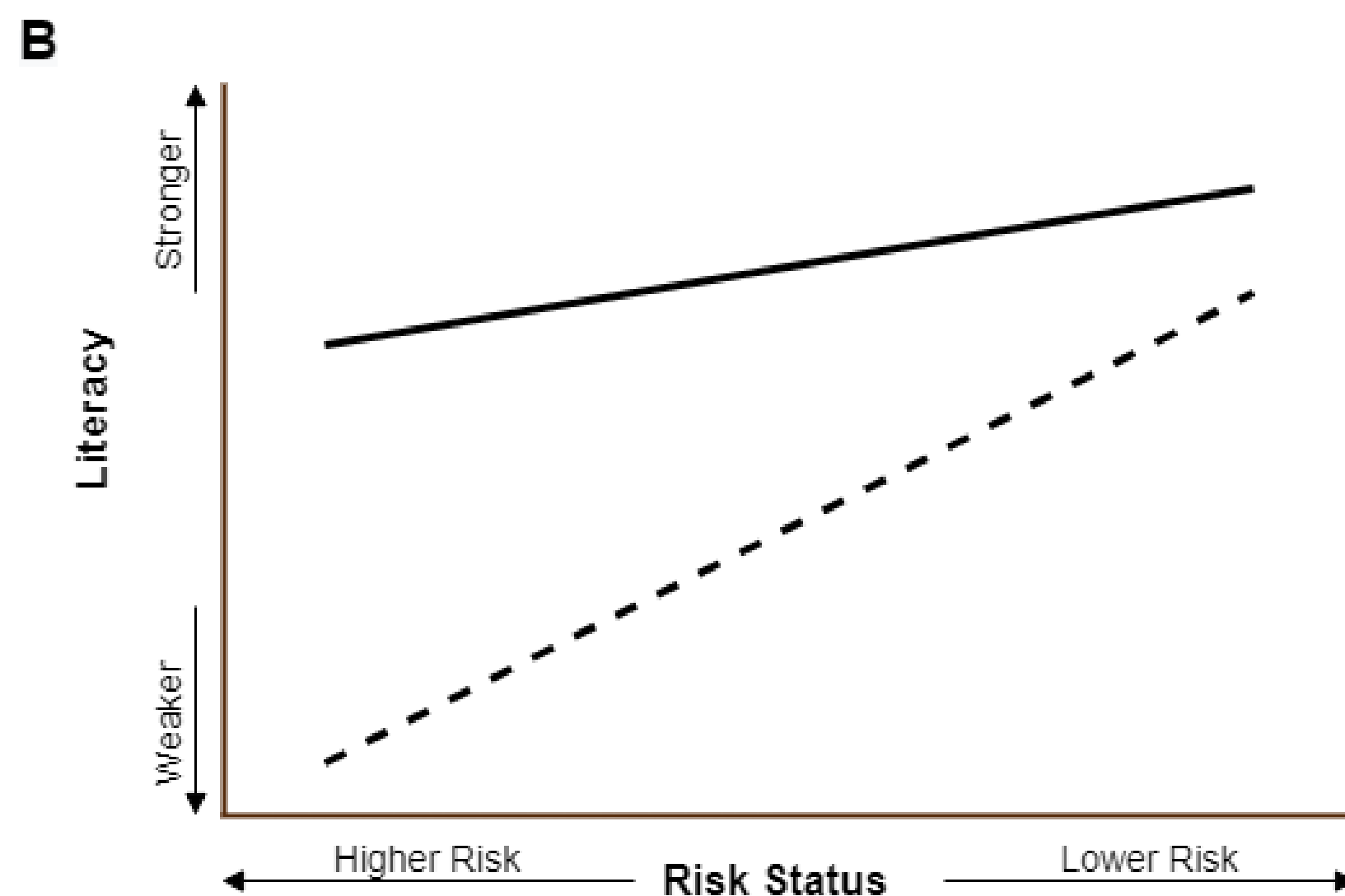


Figure 1b. Example of a gap-closing effect, illustrating a protective factor.

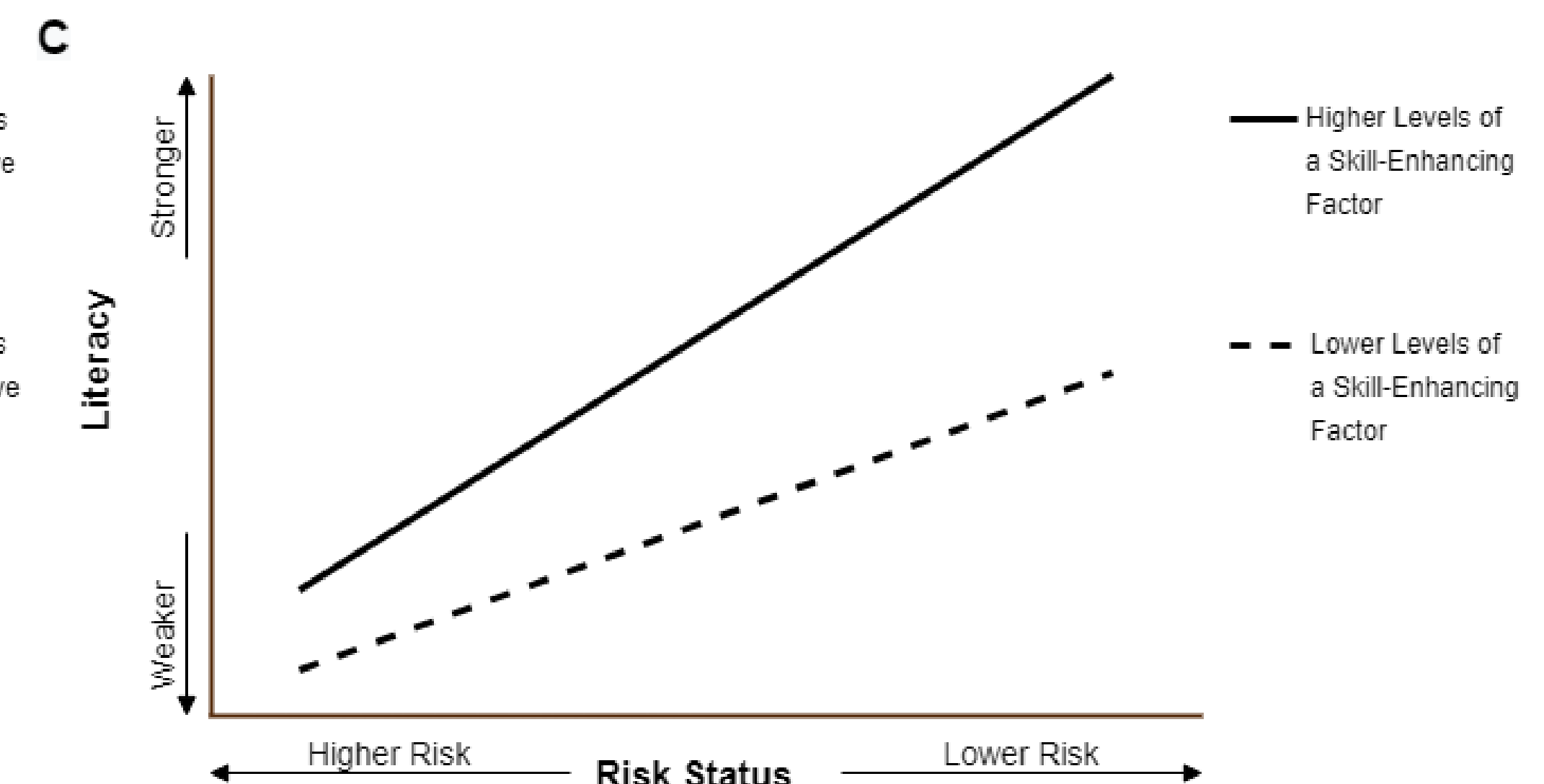
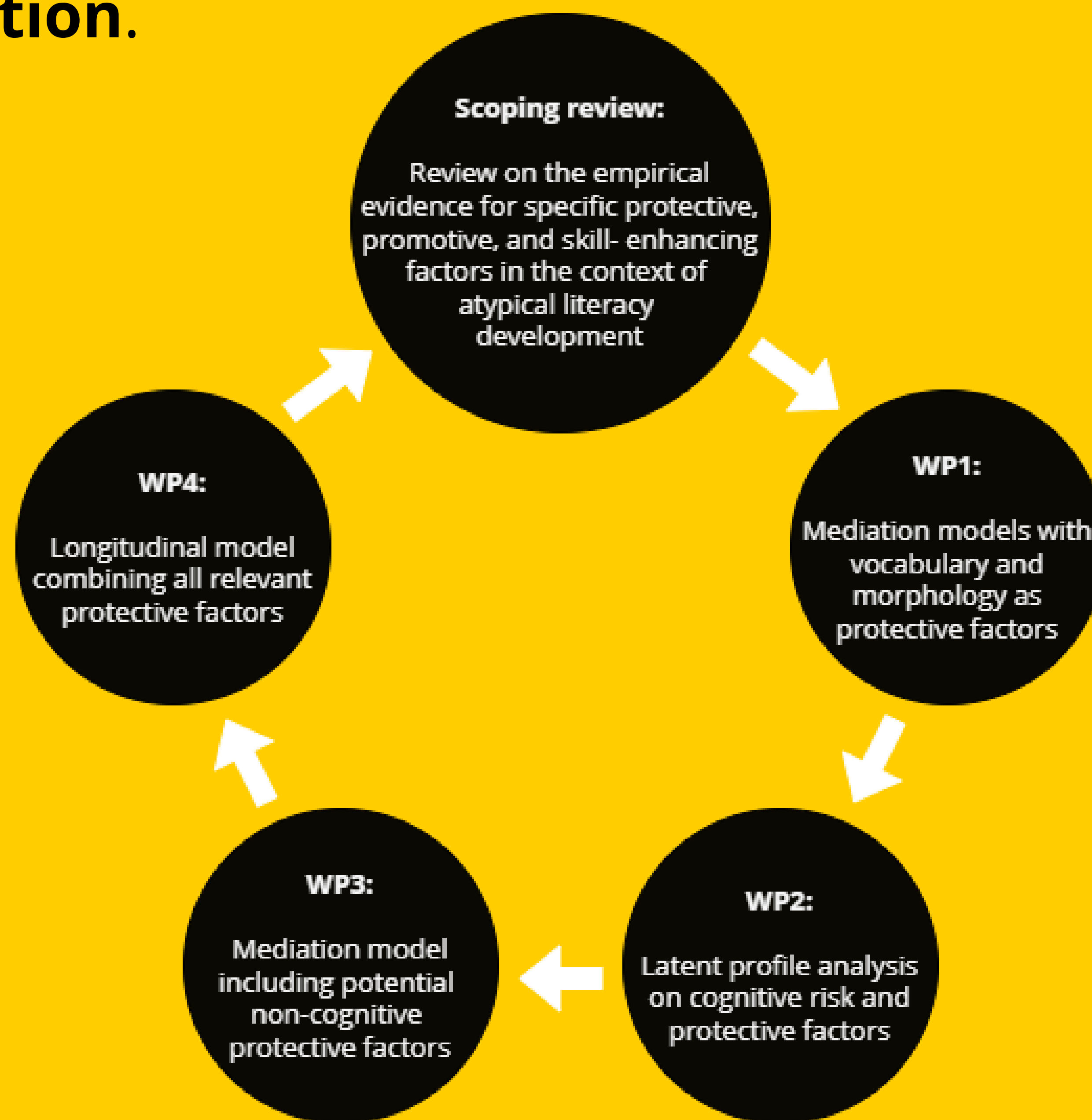


Figure 1c. Example of a gap-enlarging effect, illustrating a skill-enhancing factor.

In this project, we aim to unveil the mechanisms behind resilient trajectories in atypical literacy acquisition.



## Key terms and definitions

- **Resilience:** trajectory from a clear risk for and/or presence of low literacy outcomes towards positive adaptation and successful literacy acquisition<sup>5,6</sup>
- **Promotive factors:** associated with positive reading and/or spelling outcomes *regardless* of the presence or degree of literacy difficulties (Fig. 1a)<sup>7,8</sup>
- **Protective factors:** associated with better-than-expected outcomes specifically for children with literacy difficulties (Fig 1b)<sup>7,8</sup>
- **Skill-enhancing factors:** associated with even better-than-expected outcomes for children without literacy difficulties (Fig 1c)<sup>8</sup>

## Compensatory mechanisms

There are different ways to model compensatory mechanisms that lead to resilience (Fig 2)

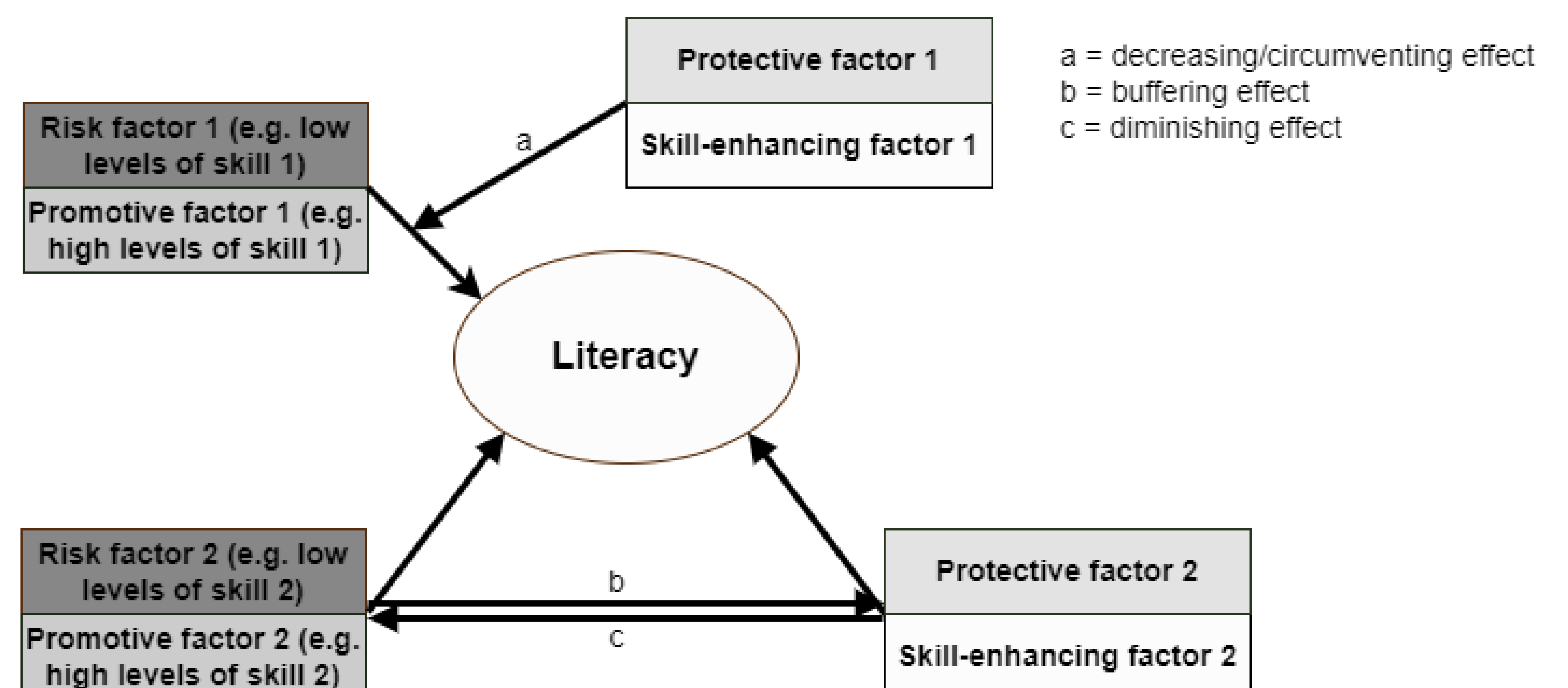


Figure 2. Overview of Risk and Protective Factors in the Context of Resilience in Literacy

