

Fostering Reading Success: From Child Functioning to Learning Environments

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Day 1

Module 1: Reading acquisition and child emotional/behavioral functioning		
Module 2: Evidence-based practices to foster a positive classroom environment for reading development		
Topics covered	Please define the contents covered by the module (100 words)	There is strong evidence that children’s emotional and behavioural difficulties are closely intertwined with their reading development (see review by Bulotsky-Shearer & Fantuzzo, 2011). Research shows that hyperactivity, inattention, and other behaviour problems can hinder the acquisition of pre-reading and word-reading skills by increasing conflict and straining relationships with teachers and peers, thereby reducing children’s engagement with instruction and learning activities (e.g., Medford & McGeown, 2016; Zuppardo et al., 2023). Conversely, persistent reading difficulties can heighten the likelihood of behavioural problems over time and are often accompanied by emotional difficulties (Nachshon et al., 2018; Vieira et al., 2024). Many children experience elevated levels of anxiety, low self-efficacy, and reduced self-esteem as their literacy struggles intensify, which may in turn lead to task avoidance (Schmidt et al., 2025). These modules aim to provide an overview of the relationships between early emotional and behavioural difficulties and reading development. Specifically, we will explore how to identify externalizing and internalizing problems that may interfere with children’s acquisition of reading skills. The module will also address practical strategies for preventing or reducing disruptive behaviours in the classroom and for promoting a positive, inclusive learning environment that supports the well-being and academic progress of children who struggle with reading.
Suggested schedule	Please indicate the activities presenting them chronologically	Module 1: Reading acquisition and child emotional/behavioral functioning 9:00-9:15 Presentation / Introduction 9:15-10h45 Speaker 10:45-11:00 Coffee break 11:00-12:00 Speaker Module 2: Evidence-based practices to foster a positive classroom environment for reading development 14:00-15h30 Speaker 15:30-15:45 Coffee break 16:00-17:00 Speaker
Teaching Methodology	Please define the teaching methodology to be used	Different teaching methodologies will be implemented, with a strong emphasis on active learning approaches: -Interactive lectures , aimed at providing foundational knowledge on the early emotional/behavioral difficulties and their impact on learning. -Case studies , designed to examine the practical application of strategies that promote a positive classroom environment in supporting children's learning and well-being. -Collaborative activities , such as group discussions and hands-on activities, to facilitate the exchange of perspectives and deepen understanding of the associations between emotional/behavioural functioning and reading.
Teaching Contents	Please indicate the suggested teaching contents	-Links between emotional/behavioural functioning and reading development. Overview of research on bidirectional influences, including the impact of hyperactivity, inattention, disruptive behaviour, and emotional



		difficulties on early literacy acquisition. -Identification of externalizing and internalizing difficulties. Key behavioural and emotional indicators that interfere with reading development; recognising early signs of risk; implications for screening, assessment, and monitoring in educational contexts. -Promoting positive classroom environments and reducing behavioural barriers to learning. Evidence-based strategies to prevent or minimise disruptive behaviour, strengthen teacher–child and peer relationships, and foster inclusive, supportive learning environments that enhance the well-being and literacy progress of struggling readers.
Suggested Teaching Material	Please indicate the suggested teaching material	PowerPoint presentations will be made available to teachers. Speakers will provide additional content to help overcome language barriers and adapt it to the local context.
Suggested Bibliography	Please indicate the suggested bibliography Please indicate the referencing styles to be used	Selected articles: Medford, E., & McGeown, S. P. (2016). Social, emotional and behavioural influences on young children's pre-reading and word reading development. <i>Journal of Applied Developmental Psychology</i>, 43, 54–61. https://doi.org/10.1016/j.appdev.2015.12.008 Vieira, A. P. A., Peng, P., Antoniuk, A., DeVries, J., Rothou, K., Parrila, R., & Georgiou, G. (2024). Internalizing problems in individuals with reading, mathematics, and unspecified learning difficulties: a systematic review and meta-analysis. <i>Annals of Dyslexia</i>, 74(1), 4–26. https://doi.org/10.1007/s11881-023-00294-4 An additional bibliography will be provided by each speaker to overcome language barriers and adapt it to the local context.
Online Resources	Please indicate website to access related material	https://ler.edulog.pt/texto/manual-abc https://avamec.mec.gov.br/#/instituicao/sealf/curso/12361/informacoes https://www.youtube.com/playlist?app=desktop&list=PLzxLVXqwLrjIIYH ubEdHFgkq2TGQSKTE Speakers will provide additional content to overcome language barriers and adapt it to the local context.

Day 2

Module 3: Cognitive and contextual risk and protective factors for reading achievement		
Module 4: Introducing the READY platform		
Topics covered	Please define the contents covered by the module	Difficulties in acquiring literacy skills affect a significant number of children across Europe. Reading, however, constitutes a key developmental milestone, underpinning children's progress in multiple domains (Smart et al., 2017). An ecological perspective on reading development has therefore become essential, enabling the early identification of cognitive, family, school, and societal risk and protective factors (e.g., Dahl-Leonard et al., 2025; Peng et al., 208). Digital learning tools can play a valuable role in this process by transforming educational practices and increasing children's engagement—particularly for those who struggle with reading—although they may also introduce new challenges. These modules aim to provide an integrated overview of both child-related factors (e.g., cognitive skills, self-regulation) and contextual influences (family, school, and broader societal environment) that may hinder or support learning. Cognitive components include, for example, attention and executive functions. Contextual factors comprise family literacy practices and parental involvement, the quality of the school environment, and the use of inclusive teaching approaches, as examples. Additionally, we will introduce teachers to the READY platform as an innovative, ecological tool for the early identification of children at risk for reading difficulties.



Suggested schedule	Please indicate the activities presenting them chronologically	Module 3: Cognitive and contextual risk and protective factors for reading achievement 9:00-9:15 Presentation / Introduction 9:15-10h45 Speaker 10:45-11:00 Coffee break 11:00-12:00 Speaker Module 4: Introducing the READY platform 14:00-15h30 Speaker 15:30-15:45 Coffee break 16:00-17:00 Speaker
Teaching Methodology	Please define the teaching methodology to be used	Different teaching methodologies will be implemented, with a strong emphasis on active learning approaches: - Interactive lectures , to provide foundational knowledge on cognitive, family/school, and other societal factors and their impact on reading. - Case studies , to apply theoretical concepts to real-world scenarios. - Collaborative group activities and discussions , to encourage teachers to connect course concepts to their own teaching practices.
Teaching Contents	Please indicate the suggested teaching contents	- Proximal societal and family/school contexts . Exploring how, for example, socioeconomic factors, family literacy, parental involvement, and community environments influence educational opportunities. - Self-regulation and cognitive factors . Explore how child self-regulation and, in particular, executive functions contribute to reading acquisition. - The READY platform . Explore the READY platform as a tool to help teachers identify children at risk of reading difficulties early on, and discuss ways to improve it.
Suggested Teaching Material	Please indicate the suggested teaching material	PowerPoint presentations will be made available to teachers. Speakers will provide additional content to help overcome language barriers and adapt it to the local context.
Suggested Bibliography	Please indicate the suggested bibliography	Peng, P., Barnes, M., Wang, C., Wang, W., Li, S., Swanson, H. L., Dardick, W., & Tao, S. (2018). A meta-analysis on the relation between reading and working memory. <i>Psychological Bulletin</i> , 144(1), 48–76. https://doi.org/10.1037/bul0000124 Smart, D., Youssef, G. J., Sanson, A., Prior, M., Toumbourou, J. W., & Olsson, C. A. (2017). Consequences of childhood reading difficulties and behaviour problems for educational achievement and employment in early adulthood. <i>The British Journal of Educational Psychology</i> , 87(2), 288–308. https://doi.org/10.1111/bjep.12150 Dahl-Leonard, K., Hall, C., Cho, E. et al (2025). Examining the Effects of Family-Implemented Literacy Interventions for School-Aged Children: A Meta-Analysis. <i>Educational Psychology Review</i> , 37, 17-34. https://doi.org/10.1007/s10648-025-09985-3 An additional bibliography will be provided by each speaker to overcome language barriers and adapt it to the local context.
Suggested links to deepen the contents	Please indicate website to access related material	https://ler.edulog.pt/texto/manual-abc https://avamec.mec.gov.br/#/instituicao/sealf/curso/12361/informacoes https://www.youtube.com/playlist?app=desktop&list=PLzxLVXqwLrjIIYHUbEdHFgkq2TGQSKTE Speakers will provide additional content to overcome language barriers and adapt it to the local context.

