

Annals of Dyslexia

An Interdisciplinary Journal of
The Orton Dyslexia Society

VOLUME XLV
1995

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VOLUME XLIII
1993

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The International
Dyslexia Association
Founded in memory of Samuel T. Orton

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1997

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Annals Of Dyslexia 1984:

Annals of Dyslexia, 1984 ,1984 **Reading and Writing Disorders in Different Orthographic Systems** P. G. Aaron,R.M. Joshi,2012-12-06 Even though Specific Reading Disability Dyslexia has been clinically recognized as a developmental learning disorder for nearly a hundred years only within the past two decades it has become the subject of major experimental investigation Because by definition dyslexic children are of average or superior intelligence it is often suspected that some arcane feature of the written language is responsible for the inordinate difficulty experienced by these children in learning to read The occasional claim that developmental dyslexia is virtually nonexistent in some languages coupled with the fact that languages differ in their writing systems has further rendered orthography a subject of serious investigation The present Volume represents a collection of preliminary reports of investigations that explored the relationship between orthography and reading disabilities in different languages Even though not explicitly stated these reports are concerned with the question whether or not some orthographies are easier to learn to read and write than others One dimension on which orthographies differ from each other is the kind of relationship they bear to pronunciation The orthographies examined in this book range from the ones that have a simple one to one grapheme phoneme relationship to those which have a more complex relationship **Dyslexia** Jonathan Glazzard,Samuel Stones,2021-06-16 This book includes a variety of perspectives on dyslexia from different contexts Chapters provide examples of empirical research the outcomes of which have the potential to improve the experiences of individuals with dyslexia The book emphasises the importance of adopting a capability rather than a deficit approach **Dyslexia and Hyperlexia** P. G. Aaron,2012-12-06 Even though I had been studying reading problems in children for a number of years as a means of understanding cognitive processes I became deeply committed to the study of developmental dyslexia after my encounter with S H a dyslexic college student Until then dyslexia to me remained an interesting phenomenon but somewhat removed from the mainstream of my research interests The facts that in spite of his superior IQ S H could read no better than a child in the fifth grade and misspelled even common words such as was and here however took me by surprise and made me appreciate the intriguing and challenging nature of developmental dyslexia This led to a series of studies of college students with reading disability a group that is relatively unexplored The general plan of these investigations was to study a small number of disabled readers at any given time rather intensively Even though this approach limits the generalizability of the research findings it lays bare some of the most interesting facts about dyslexia which are obscured in large scale statistical studies These studies have now extended well over a decade and are still continuing As soon as these studies were started it became obvious that not all reading disabled college students are alike and that disabled readers could be classified into three broad categories those with poor decoding skill those with poor comprehension ability and those with a combination of these two deficits **Toward A Genetics of Language** Mabel L. Rice,2013-02-01 The past decade has brought important new advances in the fields of genetics

behavioral genetics linguistics language acquisition studies of language impairment and brain imaging Although these advances are each highly relevant to the determination of what a child is innately prepared to bring to language acquisition the contributing fields of endeavor have traditionally been relatively self contained with little cross communication This volume was developed with the belief that there is considerable value to be gained in the creation of a shared platform for a dialogue across the disciplines Leading experts in genetics linguistics language acquisition language impairment and brain imaging are brought together for the purpose of exploring the current evidence theoretical issues and research challenges in a way that bridges disciplinary boundaries and points toward future developments in the search for the genetic and environmental bases of language acquisition and impairments This collection provides discussions and summaries of breakthrough findings of the genetic underpinnings of dyslexia theoretical and empirical developments in the specification of a phenotype of language acquisition and impairment evidence of familiarity and twin concordances of specific language impairment and new evidence from brain imaging It concludes with a critical response from an advocate of rational empiricism

Applications of Nonlinear Dynamics To Developmental Process Modeling Karl M. Newell, Peter C.M. Molenaar, 2014-03-05 There has been an increasing interest in the application of dynamical systems to the study of development over the last decade The explosion of the dynamical systems framework in the physical and biological sciences has opened the door to a new Zeitgeist for studying development This appeal to dynamical systems by developmentalists is natural given the intuitive links between the established fundamental problems of development and the conceptual and operational scope of nonlinear dynamical systems This promise of a new approach and framework within which to study development has led to some progress in recent years but also a growing appreciation of the difficulty of both fully examining the new metaphor and realizing its potential Divided into 4 parts this book is a result of a recent conference on dynamical systems and development held at Pennsylvania State University The first 3 parts focus on the content domains of development that have given most theoretical and empirical attention to the potential applications of dynamical systems physical growth and movement cognition and communication These parts show that a range of nonlinear models have been applied to a host of developmental phenomena Part 4 highlights two particular methodological issues that hold important implications for the modeling of developmental phenomena with dynamical systems techniques

Dyslexia at College T. R. Miles, Dorothy Gilroy, Elizabeth Ann Du Pre, 2013-01-11 Published in the year 2002 *Dyslexia at College* is a valuable contribution to the field of Education

Linguistics: The Cambridge Survey: Volume 2, Linguistic Theory: Extensions and Implications Frederick J. Newmeyer, 1988-04-21 *Linguistics The Cambridge Survey* is a comprehensive introduction to prevalent research in all branches of the field of linguistics from syntactic theory to ethnography of speaking from signed language to the mental lexicon from language acquisition to discourse analysis Each chapter has been written by a specialist particularly distinguished in his or her field who has accepted the challenge of reviewing the current issues and future

prospects in sufficient depth for the scholar and with sufficient clarity for the student Each volume can be read independently and has a particular focus Volume I covers the internal structure of the language faculty itself while Volume II considers the evidence for and the implications of a generativist approach to language Psycholinguistics and neurolinguistics are covered in Volume III and Volume IV concentrates on sociolinguistics and the allied fields of anthropological linguistics and discourse and conversation analysis Several of the chapters in the work concentrate on the interface between different aspects of linguistic theory or the boundaries between linguistic theory and other disciplines Thus in both its scope and in its approach the Survey is a unique and fundamental work of reference It undoubtedly fulfils the editor s principal aim of providing a wealth of information insight and ideas that will excite and challenge all readers with an interest in linguistics

Writing Under Control Judith Graham, Alison Kelly, 2013-01-11 Now in its third edition and reflecting changes in the Primary National Strategy this best selling textbook introduces primary teachers to key issues in the teaching of writing Strongly rooted in classroom practice the book includes the history theory and practice of teaching writing children writing in and out of school EAL and gender issues in writing the development of writing across the years of the primary school planning classroom routines and organising resources balancing the composition and transcription elements in writing monitoring and assessing writing meeting individual needs managing specific learning difficulties in writing such as dyslexia With its companion Reading under Control also in its third edition this book provides undergraduate and postgraduate teachers with comprehensive guidance for the teaching of literacy

Distinguishing Characteristics of Gifted Students with Disabilities Terry Friedrichs, 2001 This reference book offers information for parents policy makers and teachers about the traits of gifted students with learning emotional physical visual hearing mental and multiple disabilities often referred to as twice exceptional This book helps in the identification of both strengths and weaknesses in these students Educationa

Visual Processes in Reading and Reading Disabilities Dale M. Willows, Richard Kruk, Evelyne Corcos, 2012-12-06 Over the last 25 years reading processes have been the focus of an enormous amount of research in experimental psychology as well as in other disciplines The theories and models emerging from this research have greatly advanced understanding of both normal acquisition and of reading disabilities Although great progress has been made there are certain aspects that have been relatively neglected in the current understanding Specifically the role of visual factors has received less attention than that of other component processes This is particularly surprising since reading and writing are distinct from the other language processes of speaking and listening in large part by virtue of the fact that a visual dimension is involved Relevant research is broadly scattered both geographically and in terms of disciplines and there have been no major reviews or books concerned with the visual dimension of reading and reading disabilities The purpose of this book is to bring together a broad range of evidence that concerns the role of visual information in reading and reading disabilities Because reading processes are of central interest to cognitive scientists neuropsychologists psycholinguists clinicians and educators this book should

draw a very broad readership Speech and Language Impairments in Children Dorothy V.M Bishop, Laurence B Leonard, 2014-04-23 Delayed development of speech and or language is one of the commonest reasons for parents of preschool children to seek the advice of a paediatrician Accessible to non academic Speech and Language Impairments provides an overview of recent research developments in specific speech and language impairments written by experts in the field Topics include normal and disordered development of problems crosslinguistic studies pragmatic language impairments early identification educational and psychiatric outcomes acquired epileptic aphasia and experimental studies of remediation The book concludes with a chapter by Michael Rutter that gives guidelines for conducting and evaluating research in this field *Learning Disabilities* Pol Ghesquière, A. J. J. M. Ruijsenaars, 2005 Research on learning disabilities has known a tremendous growth the last 25 years Yet despite the progress that is made in diverse domains learning disabilities still stay a serious challenge to teaching and instruction In this book the authors try to link original research findings on learning disabilities with instructional methods and teaching practices The first part of the book brings together contributions about the cognitive metacognitive and socio emotional correlates of learning disabilities These factors generally form a core aspect of the challenge of learning disabilities to teaching and instruction The first three chapters concern the phenomenon of dyslexia Van den Broeck critically evaluates the disputable role of intelligence in the concept and definition of dyslexia Hutchinson Whiteley and Smith explore the role of cognitive linguistic skills in the early identification of reading problems in emergent bilingual children Van Ingelghem and colleagues study auditory temporal processing in children with dyslexia In chapter 4 Desoete and Roeyers summarize their research on metacognition in children with mathematics learning disabilities Finally Gadeyne Ghesquière and Onghena explore the relationship between academic achievement and behaviour problems The second part of this book goes deeper into research on intervention and instruction methods The first three chapters focus on reading problems Whiteley and her colleagues try to analyze why some children do not benefit from early phonologically based interventions leading to implications for the development of early screening tools and intervention schemes for these non beneficiaries Van Kraaenrood Rohl and Rivalland report findings of an Australian study examining the programs and strategies used to teach and intervene in Australian classrooms for students with learning problems Bouwer and Jordaan argue for the use of imaging as a learning support technique for children with dyslexia The last two chapters explore the differential effect of direct and guided instruction for children with arithmetic learning problems Kroesbergen and Van Luit focus on the acquisition and use of multiplication strategies Milo and Ruijsenaars do the same for addition and subtraction up to 100 After reading this book not all challenges of learning disabilities to teaching and instruction will be tackled But it surely can offer some contribution in getting away from some of them The authors hope it gives a lot of inspiration to the diverse audience we had in mind practitioners as well as researchers of different disciplines **Handbook of Children's Literacy** Terezinha Nunes, Peter Bryant, 2013-03-09 PETER BRYANT TEREZINHA NUNES The time that it

takes children to learn to read varies greatly between different orthographies as the chapter by Sprenger Charolles clearly shows and so do the difficulties that they encounter in learning about their own orthography Nevertheless most people who have the chance to learn to read do in the end read well enough even though a large number experience some significant difficulties on the way Most of them eventually become reasonably efficient spellers too even though they go on make spelling mistakes at any rate if they are English speakers for the rest of their lives So the majority of humans plainly does have intellectual resources that are needed for reading and writing but it does not always find these resources easy to marshal What are these resources Do any of them have to be acquired Do different orthographies make quite different demands on the intellect Do people differ significantly from each other in the strength and accessibility of these resources If they do are these differences an important factor in determining children s success in learning to read and write These are the main questions that the different chapters in this section on Basic Processes set out to answer

Handbook of Cognitive, Social, and Neuropsychological Aspects of Learning Disabilities Stephen J. Ceci, 2013-01-11 Recognized as the definitive reference in the field this book addresses a broad range of biologically based disorders that affect children s learning and development Leading authorities review the genetics of each disorder its course and outcome associated developmental cognitive and psychosocial challenges and what clinicians and educators need to know about effective approaches to assessment and intervention Coverage encompasses numerous lower incidence neurodevelopmental disabilities as well as more frequently diagnosed learning and behavior problems with a genetic component

Current Index to Journals in Education ,1986

Children With Handicaps Gershon Berkson, 2013-06-17 Psychological research on children with mental and physical handicaps began two hundred years ago Its major development awaited the maturation of psychology as an empirical science and of social movements for child welfare and education This book is a record of the research accomplished in the 1980s While at the end of the 19th century behavioral research on handicapped children could at best be characterized as pioneering by the beginning of the 1990s it had become a vigorous activity with scientists producing hundreds of articles a year The result has been a level of detail in theory and factual support that was not previously available This volume is written for those who know something about psychology and education but who are unfamiliar with research on children with handicaps This might include parents of children with handicaps upper level undergraduate and graduate students looking for research topics and professionals in developmental psychology and the education of normal children who wish to familiarize themselves with the recent developments in the study of deviations in behavioral development

Assessment Issues in Child Neuropsychology Michael G. Tramontana, Stephen R. Hooper, 2013-11-21 Neuropsychology has its roots in clinical neurology Reading case de scriptions by 19th century neurologists such as Wernicke s painstakingly detailed examinations of patients with the aphasic symptom complex makes it obvious that neuropsychology is not a new discipline Even the marriage with psychology is not new the neurologist Arnold

Pick for example was fully conversant with the developments in contemporary psychological as well as linguistic research. However the primary focus of 19th and early 20th century psychology was on general psychology and only a small number of psychologists ventured into what then was called differential psychology the psychology of individual differences including a few who became attached to neurological research and rehabilitation units after World War I. It remained until World War II for psychologists to establish a more solid working relationship with neurology. What psychology had to offer to neurology was its experimental skill the development of a sophisticated methodology and for clinical work the development of psychometrics. On the whole the marriage between the two disciplines has been fruitful leading to new insights models and discoveries about brain behavior relationships documented in several textbooks which appeared in rapid succession since the 1960s. In clinical practice neuropsychology has been inventive in some respects in others merely introducing psychometric rigor to already existing neurological examinations. As described in greater detail in this book developmental neuropsychology is of even more recent origin.

Foundations of Reading Acquisition and Dyslexia Benita A. Blachman, 2013-03-07

The chapters in this volume are based on presentations made at a recent conference on cognitive and linguistic foundations of reading acquisition. The researchers who participated have all made contributions to the theoretical and empirical understanding of how children learn to read. They were asked to address not only what they have learned from their research but also to discuss unsolved problems. This dialogue prompted numerous questions of both a theoretical and applied nature generated heated debate and fueled optimism about the important gains that have been made in the scientific understanding of the reading process especially of the critical role played by phonological abilities.

Learning Disabilities Nirbhay N. Singh, Ivan L. Beale, 2012-12-06

It is important to reaffirm the reality of the learning disabilities LD phenomenon as a condition that imposes genuine constraints on a student's ability to function and not as some chimerical entity defined by an ever changing political situation. Perceptual memory attention linguistic social cognitive and neuropsychological factors are an integral part of LD. By mapping out in great detail and with much new data the acquired knowledge on learning disabilities both empirical and theoretical this book unravels many mysteries. This book is a landmark in learning disabilities studies and it lays down solid foundations for future research and practical intervention in the field.

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