

Dyslexia An International Journal Of Research And Practice

Until about two decades ago, the study of writing systems and their relationship to literacy acquisition was sparse and generally modeled after studies of English language learners. This situation is now changing. As the worldwide demand for literacy continues to grow, researchers from different countries with different language backgrounds have begun examining the connection between their writing systems and literacy acquisition. This text, which derives from a NATO sponsored conference on orthography and literacy, brings together the research of 70 scholars from across the world--the largest assemblage of such experts to date. Their findings are grouped into three parts, as follows: Part I, Literacy Acquisition in Different Writing Systems, describes the relationship between orthography and literacy in twenty-five orthographic systems. This section serves as a handy reference source for understanding the orthographies of languages as diverse as Arabic, Chinese, English, Icelandic, Kannada, and Kishwahili. Part II, Literacy Acquisition From a Cross-Linguistic Perspective, makes direct comparisons of literacy acquisition in English and other orthographic systems. The overall conclusion that emerges from these eight chapters is that the depth of an orthographic system does influence literacy acquisition primarily by slowing down the acquisition of reading skills. Even so, studies show that dyslexic readers can be found across all orthographic systems whether shallow or deep, which shows that dyslexia also has internal cognitive and biological components. Part III, Literacy Acquisition: Instructional Perspectives, explores literacy acquisition from developmental and instructional perspectives and ends with a look into the future of literacy

Get Free Dyslexia An International Journal Of Research And Practice

research. This Handbook is appropriate for scholars, researchers, and graduate students in such diverse fields as cognitive psychology, psycholinguistics, literacy education, English as a second language, and communication disorders. This is the first book to examine in-depth the crucial role of the speed of information processing in the brain in determining reading fluency in both normal and dyslexic readers. Part I explains fluency in reading from both traditional and modern perspectives. Fluency has historically been viewed as the outcome of other reading-related factors and has often been seen as a convenient measure of reading skills. This book, however, argues that fluency has a strong impact on other aspects of reading and plays a central role in the entire reading process. Part II deals with the determinants of reading fluency. Chief among these is the speed of information processing in the brain. Using both behavioral and electrophysiological evidence, the book systematically examines the features of processing speed in the various brain systems involved in reading: visual-orthographic, auditory-phonological, and semantic and shows how speed of processing affects fluency in reading. Part III deals with the complex issues of cross-modal integration and specifically with the need for effective synchronization of the brain processes involved in reading. It puts forward the Synchronization Hypothesis and discusses the role of the Asynchrony Phenomenon as a major factor in dyslexia. Finally, it summarizes research on manipulating reading rate by means of the Acceleration method, providing evidence for a possible intervention aimed at reducing Asynchrony. Key features of this outstanding new book include: *Expanded View of Fluency. Reading fluency is seen as both a dependent and an independent Variable. Currently available books focus on reading rate solely as the outcome of other factors whereas this volume stresses that it is both an

Get Free Dyslexia An International Journal Of Research And Practice

outcome and a cause. *Information Processing Focus. Fluency itself is determined to a large extent by a more general factor, namely, speed of processing in the brain. The book presents wide-ranging evidence for individual differences in speed of processing across many subpopulations. *Brain Synchronization Focus. The book posits a new theory arguing that effective reading requires synchronization of the different brain systems: visual orthographic, auditory-phonological, and semantic. *Research-Based Interventions. Interventions to enhance fluency and, thereby, reading skills in general are presented in detail. *Author Expertise. Zvia Breznitz is Head of the Department of Learning Disabilities and Director of the Laboratory for Neurocognitive Research at Haifa University in Israel, where she has been researching this topic for over a decade. This book is appropriate for researchers and advanced students in reading, dyslexia, learning disabilities, cognitive psychology, and neuropsychology.

This is a celebratory volume in honour of Professor T.R. Miles of the Bangor Dyslexia Unit. Among the papers offered by known specialists in the field are "Differential Diagnosis of Developmental Dyslexia", by P. Aaron, and "Evaluating Teaching Methods", by Michael Thompson.

This book highlights the most recent developments in the area of research, policy and practice. All the authors are well known in the field of dyslexia and they will offer significant contributions at the forthcoming BDA conference 'Dyslexia: the dividends from research to policy and practice' to be held at Warwick University in March 2004. In addition to the opening chapter, which provides an overview of developments in dyslexia, there are also chapters on the research associated with neurological factors, the cerebellum, genetics and the links between research and practice. The policy section provides insights into policy developments from

Get Free Dyslexia An International Journal Of Research And Practice

Europe, the UK and the United States, as well as policy developments relating to both children and adults. The practice section is comprehensive with chapters on multilingualism, the range of specific learning difficulties, ICT, mathematics, the implications for the classroom from the science of learning and the features of dyslexia friendly schools.

DyslexiaMcGraw-Hill Education (UK)

This volume brings together chapters which collectively address issues relating to inclusive language education and technology. Topics include language teaching to the Deaf, Hard of Hearing and students with dyslexia, benefits of multimodal approaches for language learning, examples of software use in the language classroom, and copyright matters. The book demonstrates not only a commitment to inclusive practices but suggests practical ideas and strategies for practising and aspiring language teachers and those in support roles. The book also provides case studies and relates the issues to theoretical and policy frameworks. In drawing on different European perspectives, the book aims to promote discussion and collaboration within an international community of practice, especially about the role of technology in widening and strengthening opportunities for teachers and pupils alike and ensuring more effective Modern Foreign Language teaching, learning and assessment for all learners. This fully revised new edition provides advice on the identification, assessment and support of bilingual learners and assists practitioners in identifying the difference between literacy difficulties due to bilingualism or multilingualism and dyslexia. An essential text for staff development, it includes innovative approaches in technology and teaching programmes beneficial to multilingual learners and advice on learning additional languages. With contributions from experts from across the globe, this book will provide guidance on key

Get Free Dyslexia An International Journal Of Research And Practice

themes, including: the assessment of multilingual learners the impact of dyslexia on bilingualism the literacy challenges facing learners from Indigenous cultures the role of the SENCO in identifying children with English as an additional language and Dyslexia the emotional needs of learners with bi/multilingualism and Dyslexia This book will provide guidance to anyone involved in literacy development and language learning. With the increase in international schools around the globe and the ever growing desire for parents to ensure that their children become proficient in English, this book will appeal to teachers, teaching assistants, specialists, and all other practitioners who work with bi/multilingual children.

This volume addresses the question of how different brain activity measures may help to understand the complexity of language specific and domain general functions underlying reading, how atypical brain structures may be responsible for failures in the reading performance, and how the brain activity pattern of dyslexics may change from childhood to adulthood. It is a valuable resource for those working in the fields of psycholinguistics, speech pathology, neuropsychology, cognitive development, educational psychology, developmental psychology, child development and language acquisition.

Neuroimaging provides a valuable noninvasive window into the human neural system and is used in fundamental and clinical research. Imaging techniques are essential for understanding spontaneous neural activity and brain mechanisms engaged in the processing of external inputs, memory formation, and cognition. Modern imaging modalities make it possible to visualize memory

processes within the brain and to create images of its structure and function. Scientists and technologists are joining forces to pave the way for improving imaging technologies and methods, data analysis, and the application of imaging to investigate the wide spectra of neurological diseases, neuropsychological disorders, and aging. Imaging techniques are essential for the identification of biological markers of the earliest stages of neurodiseases and the development of new therapies. This book intends to provide the reader with a short overview of the current achievements in the state-of-the-art imaging modality methods, their highlights, and limitations in neuroscience research and clinical applications. The current state of in-vivo neuroimaging methods in the context of the understanding and diagnosis of mental disorders and relation to the mind is also discussed in a modern compact format, featuring the latest and most relevant research results.

Psychology.

The SAGE Handbook of Dyslexia is a comprehensive overview of a complex field. It is a rich, critical assessment of past and present theory and current research, which also looks to the future. The editors have brought together key figures from the international academic world - both researchers and practitioners - to examine the relationships between theoretical paradigms, research and

Get Free Dyslexia An International Journal Of Research And Practice

practice, and to map new areas of research. The book has 5 main sections: - neurological/genetic perspectives - cognitive and learning perspectives - educational influences - beyond school - international perspectives.

The Second Edition of this bestselling book provides a structured multi-sensory programme for teaching literacy to children and young people from 5-18 with dyslexia and other specific literacy difficulties.

Supported by a wealth of resources available online and updated throughout, the new edition now includes a brand new section on Implementing the Accelerated Programme for learners who have already acquired some literacy skills. This includes: A placement test to indicate whether the programme is appropriate A diagnostic assessment procedure to determine where the learner should begin on the Accelerated Programme Examples of lesson plans, reading cards and spelling cards to help teachers prepare resources for their students With tried and tested strategies and activities this book continues to provide everything you need to help improve and develop the literacy skills of learners in your setting including; the rationale for a structured multi-sensory approach the development of phonological, reading, writing and spelling skills working with learners who have English as an Additional Language (EAL) lesson structure and lesson-planning alphabet and dictionary skills memory work and study skills

Get Free Dyslexia An International Journal Of Research And Practice

teaching the programme to groups ideas for working with young children.

In this revised and fully updated second edition of the classic bestselling text, the formidable team of expert contributors, including Professor Tim Miles OBE, draw on their extensive experience in the field. The outcome is a wealth of material based on individual case studies supported by practical and accessible teaching strategies. The new material includes: * discussion of the latest thinking in the field - ideas on dyscalculia * information from a survey of primary school children * guidance on suitable testing material * innovative contributions on practice. The long awaited second edition of *Dyslexia and Mathematics* is unique in terms of its coverage and authority, and is a must-buy text for teachers, student teachers and special needs co-ordinators.

Highly readable, practical and informative, Gavin Reid's book will prove invaluable for teachers, trainees, SENCOs and teaching assistants.

This book focuses on realistic strategies for non-specialists to use when working with pupils who have dyslexia. It offers detailed, practical guidance on defining and identifying dyslexia, dyslexia in the early and middle years and at secondary school, and worked examples of IEPs. It also discusses providing effective support for the literacy and numeracy hours, raising self-esteem, and working

Get Free Dyslexia An International Journal Of Research And Practice

with parents and voluntary organizations. In addition, the authors cover using checklists and assessments, choosing suitable programs and resources, and useful addresses and books. Teachers and teaching assistants in mainstream classrooms and parents wanting to help their children will find this book invaluable.

Dyslexia is a disability that exists in all countries that have high expectations for literacy. The inability to read in spite of normal intellectual potential represents one of the most puzzling educational challenges for literate societies, regardless of the culture or language. This book examines medical, psychological, educational, and sociological data from comprehensive case studies of preteen dyslexic children, in order to profile the disability as it occurs in seventeen different nations. Interviews with the children and their parents reveal how children with dyslexia are identified and treated around the world, and provide a look at various perceptions of dyslexia and its challenges. Researchers and practitioners in education, psychology, and health-related professions will find this case book to be an excellent reference. Parents of children with dyslexia will find the advocacy recommendations helpful. Increasingly dyslexia is becoming a whole-school issue. The responsibility for addressing the needs of dyslexic students no longer rests with one individual but is the responsibility of all school staff - subject

Get Free Dyslexia An International Journal Of Research And Practice

specialists and school management. This timely book addresses this need by providing specific guidance to secondary school staff on how to support dyslexic students within different subject areas and within the principles and practices of inclusion.

In long-ago 1999, the Dyslexia Institute and Plenum Press conceived a plan for two books which would gather the best of current knowledge and practice in dyslexia studies. This would benefit those—but not only those—many individuals who train with us, acquiring a postgraduate certificate and diploma with our higher education partner, the University of York. Since then, the century changed, the hinge of history creaked and Plenum was taken over by Kluwer Academic Publishers, but the first of the pair, *Dyslexia in Practice*, emerged quickly and on schedule (Townend and Turner, 2000). Written by staff and close associates of the Institute, its chapters were produced under close scrutiny and with the expedition of a command economy. To our delight, the book has seen a success which went beyond the dreams of its editors: it has been adopted by other courses similar to our own and is widely referred to. The same was never likely to be true of *The Study of Dyslexia*, which was envisaged as a theoretical companion volume written by authors and researchers of international repute. Nearly five years after the idea first took shape, this

second volume now arrives to complete the enterprise, but it has been a very different project. This book presents first-hand accounts of what dyslexia means for children themselves, and for the people around them.

For the past five to ten years researchers have been developing tools and guidelines for developing accessible e-learning experiences for students with disabilities. Despite this, very few practitioners in higher education are confident that they know how to develop accessible e-learning experiences. This is prompting researchers to work with practitioners in order to develop meaningful approaches to addressing accessibility; ones that facilitate the development of a clear conceptualisation of why and how practice can be changed to meet the varied needs of students. This book describes these approaches and explores the extent to which they might challenge current thinking and understanding. Topics covered include: approaches to developing accessible multimedia and learning objects holistic approaches to developing accessible e-learning and blended learning experiences institutional and programme approaches to addressing accessibility issues. Exploration and discussion of these topics will challenge practitioners to reconceptualise their understanding of 'best practice' in relation to accessibility and e-learning and offer directions for future practice and development. This book was

Get Free Dyslexia An International Journal Of Research And Practice

previously published as a special issue of Alt-J.

This fully updated third edition contains practical and useful advice that will be invaluable for students with dyslexia, their parents and all of those involved in teaching and supporting them in their studies.

Including the latest research into dyslexia, changes in legislation and information technology and the real-life experiences of six former Bangor students this book will:

- guide students through the process of applying for university, suggesting strategies for general organisation and for particular aspects of study
- outline how to get the best personally and academically from higher education
- give practical advice on setting up and using support facilities (both human and technological)
- be an accessible text for mainstream lecturers and tutors who need to be aware of the implications of the Disability Discrimination Act.

New chapters include 'Dyslexia plus', giving information on dyspraxia, attention disorders, Asperger's syndrome, and the more controversial 'dyscalculia'. 'Out of College and into Work' gives advice for students on the challenges they face after graduation.

The first guide of its kind written specifically for trainee and newly qualified teachers, this standards-based text explores the needs of dyslexic learners in mainstream secondary schools. In light of the current dyslexia-friendly schools initiative, it looks at organisational-level support for dyslexic children,

together with pragmatic strategies which teachers can use to support children's cross-curricular learning. Further, it includes case studies and practical tasks to build readers' confidence in supporting Specific Learning Difficulties, as well as a range of coping strategies and practical advice, based upon the authors' experience of working with dyslexic learners in different contexts over many years.

The Routledge Companion to Dyslexia is a groundbreaking analysis of the whole field of dyslexia by a distinguished team of international contributors and editors, engaged in literacy, inclusion and learning. Their diverse perspectives and wide expertise make this invaluable guide one of the most important additions to the field of dyslexia for over a decade. Dyslexia is without doubt the most high profile and contentious learning difficulty, and it is a topic that has attracted a vast amount of research, opinion, professional schisms, and debate. The Companion provides an invaluable overview of the field of dyslexia with vital and clear emphasis on linking theoretical perspectives with best practice. This accessible text: presents a survey of current and future development in research, with a focus on how research can inform practice focuses on areas such as neurobiology, phonological processing, literacy acquisition, numeracy and multilingualism considers assessment and identification, with contributions on

early identification, reading, spelling and mathematics addresses identifying and meeting needs in an inclusive context discusses inclusion and barriers to learning in a variety of different national contexts includes models of instruction, direct instruction, co-operative learning and cross-curricular learning. The Routledge Companion to Dyslexia is a superb resource for anyone interested in the subject, whether in education or related subjects such as psychology or neurology. Fully indexed and cross-referenced, with helpful further reading sections at the end of each entry, it is ideal for those coming to the field of dyslexia for the first time as well as students and practitioners already familiar with the subject.

Written by two practising clinicians, this book is a guide for those who work with children. In clear, simple language it focuses upon some of the most common, yet often incapacitating, difficulties which are frequently encountered by young children and adolescents. After introducing and discussing different forms of therapy and treatment used in clinical work with children, the book focuses on a range of specific difficulties. Drawing upon recent research findings, and employing detailed case illustrations, it seeks to help the reader to understand the nature of each problem and offers a guide as to how the child in difficulty can best be helped. This new edition has been fully updated to include new

Get Free Dyslexia An International Journal Of Research And Practice

material on conditions such as dyspraxia and ADHD. The authors also make full references to advances in the field of special education since the first edition was published, and provide a variety of sources for further reading and information. This practical book will be of particular value to those working in education, social work, health and child-care settings, and anyone else who needs to be able to recognise and help children in difficulty.

Dyslexia is a specific learning difficulty that hinders the learning of literacy skills. This problem with managing verbal codes in memory is neurologically based and tends to run in families. Other symbolic systems, such as mathematics and musical notation, can also be affected. Dyslexia can occur at any level of intellectual ability. It can accompany, but is not a result of, lack of motivation, emotional disturbance, sensory impairment or meagre opportunities. The effects of dyslexia can be alleviated by skilled specialist teaching and committed learning. Moreover many dyslexic people have visual and spatial abilities which enable them to be successful in a wide range of careers. The appearance of this book .. is to be welcomed. It represents a full statement of the best practice to be found in the many kinds of intervention that are conducted with dyslexic students. It addresses some fundamental questions that are seldom asked and much of what the skilled teacher knows and does is set down here in print for the first time. From the Preface: `Collectively, the chapters provide a synthesis of current practice focusing on how to assess and treat the symptoms of dyslexia, guided by a proper understanding of the cognitive and linguistic weaknesses that underpin the condition. The book makes clear that the backbone of intervention for dyslexia is a highly

Get Free Dyslexia An International Journal Of Research And Practice

structured multisensory approach that teaches reading and spelling skills at the appropriate rate. However, it is also explicit in pointing out that such a programme must be delivered with due attention to individual differences in the other cognitive skills that contribute to literacy development, and take account of the learner's style, interests and not least their confidence and self-esteem. This book provides an important resource for teachers who wish to become competent in the skills required for the assessment, teaching, supporting and counselling of dyslexic people in a variety of settings. It promises to reach many teachers and in turn, their students and families'. Margaret J. Snowling, University of York, UK

The focus of this book is on examining issues of dyslexia, social exclusion and crime. Current estimations suggest that people with dyslexia are considerably over-represented in the UK's criminal justice system. The aim of this book is to employ a psycho-sociological methodology to expand knowledge on dyslexia and criminal behaviour. This approach rejects the bio-medical model of crime and places dyslexia and criminality within a social context. Developing a social model of crime and dyslexia, the book utilizes both quantitative and qualitative research methods to establish links between undiagnosed dyslexia, restricted literacy levels and criminal behaviours. The idea that social inequalities are due to issues of socio-economic status is an essential viewpoint in this study. The book primarily explores sociological links between undiagnosed dyslexia and reoffending and emphasizes the importance of dyslexia support. It uses a social model approach to locate disabling barriers with the aim of improving support for people with dyslexia and reducing reoffending.

What are the distinctive characteristics of dyslexia? How much progress has been made in discovering the causes of

Get Free Dyslexia An International Journal Of Research And Practice

dyslexia? What are the latest ideas on ways in which dyslexics can be helped? It is just over a hundred years since Dr Pringle Morgan published his famous account of Percy, a boy of 14 who could 'only with difficulty spell out words of one syllable', who wrote his name as 'Precy' and 'did not notice the mistake until his attention was called to it more than once'. Yet 'the schoolmaster who taught him for some years says that he would be the smartest lad in the school if the instruction were entirely oral'. *Dyslexia: A Hundred Years On* is an overview of the field. It traces the historical influences and examines the contributions of various disciplines. The new edition (1998) is a complete re-write of the original book and brings accounts of research fully up to date. There are also new chapters which report on new areas of research and raise questions about the different forms which dyslexia can take in different languages. The book also looks afresh at assessment, teaching approaches, and counselling. This book is an invaluable resource for trainee and practising teachers including special needs teachers; professionals and lay persons interested in dyslexia; psychologists, doctors, health visitors and college students (particularly those in the field of psychology, education, and linguistics).

Music and dyslexia is of particular interest for two reasons. Firstly, research suggests that music education can benefit young dyslexics as it helps them focus on auditory and motor timing skills and highlights the rhythms of language. Secondly, dyslexic musicians at a more advanced level face particular challenges such as sight-reading, written requirements of music examinations and extreme performance nerves. This is a sequel to the highly successful *Music and Dyslexia: Opening New Doors*, published in 2001. The field of dyslexia has developed rapidly, particularly in the area of neuropsychology. Therefore this book focuses on these research advances, and draws out the aspects of

Get Free Dyslexia An International Journal Of Research And Practice

music education that benefit young dyslexics. The contributors also discuss the problems that dyslexic musicians face, and several chapters are devoted to sight-reading and specific strategies that dyslexics can use to help them sight-read. The book offers practical techniques and strategies, to teachers and parents to help them work with young dyslexics and dyslexic musicians.

"In his book *Understanding Dyslexia* Denis Lawrence leaves no stone unturned. This up-to-date book provides a comprehensive account of all aspects of dyslexia. The author's knowledge, experience and empathy is evident and the book can be recommended for all who want a simple account of the nature and consequences of dyslexia."

Professor Maggie Snowling, University of York, UK "[This book is] a very readable introduction and guide covering theories of dyslexia and important areas of practical importance to those living with dyslexia or providing support for them." J.B.Thomas, Loughborough University, UK
Dyslexia affects at least ten per cent of children and is the most common special educational need that teachers encounter. However, the characteristics of dyslexia can mean that it is often confused with other learning difficulties.

Whether you are a teacher or a parent, this easy-to-read book helps you to understand what is meant by 'dyslexia', providing clear guidance for identifying the signs and outlining practical strategies for helping and supporting dyslexic children. As well as examining current popular definitions of dyslexia, the book offers a fresh definition, based on current research. Each chapter helps you to understand the unique challenges faced by dyslexic children in their learning of literacy skills and shows that the combined efforts of parents and teachers really can make a difference. Key features include: Coverage of the most popular methods used in the assessment of dyslexia Strategies and techniques to help

Get Free Dyslexia An International Journal Of Research And Practice

dyslexic children develop their literacy skills at school and at home A focus on how to enhance and maintain self-esteem in dyslexic children A look at other specific learning difficulties that overlap or can be confused with dyslexia Discussion of society's attitude towards dyslexia and the need for further understanding of the concept Understanding Dyslexia is valuable reading for trainee and practising teachers, SENCOs and parents.

The first section of this research based but practical book has been updated to examine the most recent research in two key areas: dyslexia and the dyslexic experience and the major cognitive and learning styles. In the light of increased controversy around the use of learning style theory in the educational arena, suggestions are made as to ways in which these theories can be utilized to inform teaching and learning and maximize success for vulnerable learners. The second section provides a range of ways in which to enable learners to understand and utilize their individual styles along with techniques to help students to absorb, process and create responses to information across the curriculum; practical strategies to help teachers to adapt material to suit differing ways of learning and activities to help students to become more flexible and successful in their approach.

This book provides a unique and accessible account of current research on reading and dyslexia in different orthographies. While most research has been conducted in English, this text presents cross-language comparisons to provide insights into universal aspects of reading development and developmental dyslexia in alphabetic and non-alphabetic languages. The book brings together contributions from a group of leading literacy researchers from around the world. It begins by examining the development of language skills in monolingual speakers of alphabetic and non-alphabetic languages; it then explores

Get Free Dyslexia An International Journal Of Research And Practice

literacy acquisition in bilingual children learning to read in languages with different spelling-sound rules, including English, French, Greek, Welsh and Japanese. The second section is devoted to developmental dyslexia in monolingual and bilingual speakers of different languages and examines the impact of variations in orthography on the symptoms and aetiology of dyslexia. The final section explores the contribution of brain imaging to the study of impaired and unimpaired reading, giving an up-to-the-minute picture of how the brain deals with different languages and writing systems. This is ideal reading for advanced undergraduates and postgraduates who have an interest in language acquisition, reading and spelling, as well as speech and language therapists, teachers and special educational needs professionals.

This third edition of this bestselling book for teachers contains new material on early identification and intervention.

Proceedings of the NATO Advanced Study Institute, Maratea, Italy, October 10-22, 1982

The aim of this book is to establish a sociological understanding of dyslexia within adulthood. The research explores the effects dyslexia has on the lives of individuals within an educational and employment context. A feature of the study is that it draws from literature within the social model of disability rather than employing the psycho-educational approach that dominates contemporary research. The study has placed dyslexia within the field of disability studies in an attempt to understand how this syndrome can be interpreted through the concept of disabling barriers. In order to explore dyslexia within the field of disability studies the book employs a biographical narrative approach. The book discusses the importance of identifying and supporting people with dyslexia within education and employment. By acknowledging that dyslexia is affected by issues of socio-

Get Free Dyslexia An International Journal Of Research And Practice

economic status, the research has broadened the debate in relation to labelling individuals within education. The study has developed a pro-labelling approach based on evidence from the social and educational perspectives in order to represent the voices of participants within this study. Despite the wealth of literature available on the subject of dyslexia, there is little that explores the subject beyond a single theoretical framework. The need for a comprehensive review of the literature by both researchers and practitioners from different fields and theoretical backgrounds is the central motivation behind *Dyslexia, Reading and the Brain*. By combining the existing fragmented and one-sided accounts, Alan Beaton has created a sourcebook that provides the much-needed basis for a more integrated and holistic approach to dyslexia. The book is divided into two sections: the first, *The Cognitive Context*, outlines the theoretical context of normal reading development and introduces the role of phonological awareness and the relation between dyslexia and IQ. Section two, *The Biological Context*, provides an explanation of the genetic background as well as exploring hormonal theories and the visual aspects of dyslexia. By including both historical theories and some of the most recent developments, *Dyslexia, Reading and the Brain* succeeds in presenting the reader with a balanced and unbiased overview of the current thinking and achieves a unique breadth and depth of coverage. The comprehensive coverage and impartial approach mean that this sourcebook will prove an invaluable resource for anyone involved in study, research or practice in the fields of reading and dyslexia.

This volume draws together current research on dyslexia and literacy in multilingual settings across disciplines and methodologies. The contributors, all internationally recognised in the field, address developmental and acquired

Get Free Dyslexia An International Journal Of Research And Practice

literacy difficulties and dyslexia in a range of language contexts including EAL/EFL. The book uses theories and analytical frameworks of a critical nature to reveal prejudicial social practices, and suggests future research directions towards a critical re-consideration of current understandings of dyslexia in multilingual settings, with a view to foregrounding the potential for interdisciplinarity. The book also suggests ways forward for evidence-informed practice, and it will be a valuable resource for researchers, practitioners and students alike.

Dyslexia affects about 10% of all children and is a potent cause of loss of self-confidence, personal and family misery, and waste of potential. Although the dominant view is that it is caused by specifically linguistic/phonological weakness, recent research within the field of neuroscience has shown that it is associated with visual processing problems as well. These discoveries have led to a resurgence in visual methods of treatment, which have shown promising results. 'Visual aspects of dyslexia' brings together cutting edge research from a range of disciplines - including neurology, neuroscience, and the vision sciences, to present the first comprehensive review of this recent research. It includes chapters from leading specialists which, in addition to reporting on the latest research, show how this knowledge is being successfully applied in the development of effective visual treatments for this common problem. Sections within the book cover the role of eye movements in reading, visual attention and reading, the neural bases of reading, and the relationship between visual stress and dyslexia. Making a valuable contribution in helping us develop a deeper understanding of dyslexia, this is an important book for those in the fields of psychology, neuroscience, and education. A well-known pioneer of dyslexia, professor Tim Miles leads the reader through the fifty years of his research into dyslexia.

Get Free Dyslexia An International Journal Of Research And Practice

Tracing important developments in theories and ways of treating the condition, this fascinating autobiographical account shows how scientific understanding has affected policy and practice. Tim Miles set up the Bangor Dyslexia Unit in the 1970s, when he was Head of the Department of Psychology. The Bangor Dyslexia Unit has grown steadily ever since and is now a nationally and internationally renowned, specialised Unit. Tim Miles is also founder of the journal *Dyslexia* and the author of several books on dyslexia. His best known titles include *Dyslexia: The Pattern of Difficulties* and *Dyslexia: A Hundred Years On*, co-authored with his wife, Elaine Miles.

[Copyright: 3457e0637312595958dd5975d11e5d7b](https://doi.org/10.1080/13670050.2015.1055555)