

Reading Acquisition And Developmental Dyslexia Essays In Developmental Psychology

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Developmental Dyslexia across Languages and Writing Systems -

Ludo Verhoeven 2019-10-03

The first truly systematic, multi-disciplinary, and cross-linguistic study of the language and writing system factors affecting the emergence of dyslexia.

Handbook of Language and Literacy, Second Edition - C. Addison Stone 2016-05-27

An acclaimed reference that fills a significant gap in the literature, this volume examines the linkages between spoken and written language development, both typical and atypical. Leading authorities address the impact of specific language-related processes on K-12 literacy learning, with attention to cognitive, neurobiological, sociocultural, and instructional issues. Approaches to achieving optimal learning outcomes with diverse students are reviewed. The volume presents research-based practices for assessing student needs and providing effective instruction in all aspects of literacy: word recognition, reading comprehension, writing, and spelling. New to This Edition *Chapters on digital literacy, disciplinary literacy, and integrative research designs. *Chapters on bilingualism, response to intervention, and English language learners. *Incorporates nearly a decade's worth of empirical and theoretical advances. *Numerous prior edition chapters have been completely

rewritten.

Writing and Literacy in Chinese, Korean and Japanese -

Insup Taylor 2014-12-15

The book describes how the three East Asian writing systems-Chinese, Korean, and Japanese- originated, developed, and are used today. Uniquely, this book: (1) examines the three East Asian scripts (and English) together in relation to each other, and (2) discusses how these scripts are, and historically have been, used in literacy and how they are learned, written, read, and processed by the eyes, the brain, and the mind. In this second edition, the authors have included recent research findings on the uses of the scripts, added several new sections, and rewritten several other sections. They have also added a new Part IV to deal with issues that similarly involve all the four languages/scripts of their interest. The book is intended both for the general public and for interested scholars. Technical terms (listed in a glossary) are used only when absolutely necessary.

Reading, Writing and Dyslexia -

Andrew W. Ellis 1993
This textbook attempts to present work on reading and writing and on acquired and developmental dyslexia to a non-specialist audience.

Handbook of Research on Reading Disabilities -

Anne McGill-Franzen 2010-09-17

Bringing together a wide range of research on reading disabilities, this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective. Emphasizing that learning to read proficiently is a long-term developmental process involving many interventions of various kinds, all keyed to individual developmental needs, it addresses traditional questions (What is the nature or causes of reading disabilities? How are reading disabilities assessed? How should reading disabilities be remediated? To what extent is remediation possible?) but from multiple or alternative perspectives. Taking incursions into the broader research literature represented by linguistic and anthropological paradigms, as well as psychological and educational research, the volume is on the front line in exploring the relation of reading disability to learning and language, to poverty and prejudice, and to instruction and schooling. The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations representing the range of disciplines in the field of reading disabilities. Throughout, their contributions are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers.

Natural-Theological Understanding from Childhood to Adulthood - Olivera Petrovich 2018-09-13

It is commonly assumed that young children only begin to think about God as a result of some educational or cultural influence, perhaps provided by their parents. *Natural-Theological Understanding from Childhood to Adulthood* asks if there is anything about God that children can know independently of any specific cultural input; does their knowledge of God simply come from their everyday encounters with the surrounding world? Whilst children's theoretical reasoning in biology, physics and psychology has received considerable attention in recent developmental research, the same could not be said about their religious or theological understanding. Olivera Petrovich explores children's religious concepts, from a natural-theological perspective. Using supporting evidence from a series of studies with children and adults

living in as diverse cultures as the UK and Japan, Petrovich explains how young children begin to construct their everyday scientific and metaphysical theories by relying on their own already advanced causal understanding. The unique contribution that this volume makes to the developmental psychology of religion is its contention that religion or theology constitutes one of the core domains of human cognition rather than being a by-product of other core domains and specific cultural inputs. *Natural-Theological Understanding from Childhood to Adulthood* is essential reading for students and researchers in cognitive-developmental psychology, religious studies, education and cognitive anthropology.

The Science of Reading - Margaret J. Snowling 2013-04-22

The Science of Reading: A Handbook brings together state-of-the-art reviews of reading research from leading names in the field, to create a highly authoritative, multidisciplinary overview of contemporary knowledge about reading and related skills. Provides comprehensive coverage of the subject, including theoretical approaches, reading processes, stage models of reading, cross-linguistic studies of reading, reading difficulties, the biology of reading, and reading instruction. Divided into seven sections: Word Recognition Processes in Reading; Learning to Read and Spell; Reading Comprehension; Reading in Different Languages; Disorders of Reading and Spelling; Biological Bases of Reading; Teaching Reading. Edited by well-respected senior figures in the field.

Blackwell Handbook of Childhood Cognitive Development - Usha Goswami 2008-04-15

This definitive volume provides state-of-the-art summaries of current research by leading specialists in different areas of cognitive development. Forms part of a series of four Blackwell Handbooks in Developmental Psychology spanning infancy to adulthood. Covers all the major topics in research and theory about childhood cognitive development. Synthesizes the latest research findings in an accessible manner. Includes chapters on abnormal cognitive development and theoretical perspectives, as well as basic research topics. Now available

in full text online via xreferplus, the award-winning reference library on the web from xrefer. For more information, visit www.xreferplus.com

International Case Studies of Dyslexia - Peggy L. Anderson
2011-05-09

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.

The Wiley Handbook of Adult Literacy - Dolores Perin 2019-08-09
Examines the widespread phenomenon of poor literacy skills in adults across the globe This handbook presents a wide range of research on adults who have low literacy skills. It looks at the cognitive, affective, and motivational factors underlying adult literacy; adult literacy in different countries; and the educational approaches being taken to help improve adults' literacy skills. It includes not only adults enrolled in adult literacy programs, but postsecondary students with low literacy skills, some of whom have reading disabilities. The first section of The Wiley Handbook of Adult Literacy covers issues such as phonological abilities in adults who have not yet learned to read; gender differences in the reading motivation of adults with low literacy skills; literacy skills, academic self-efficacy, and participation in prison education; and more. Chapters on adult literacy, social change and sociocultural factors in South Asia and in Ghana; literacy, numeracy, and self-rated health among U.S. adults; adult literacy programs in Southeastern Europe and Turkey, and a review of family and workplace literacy programs are

among the topics featured in the second section. The last part examines how to teach reading and writing to adults with low skills; adults' transition from secondary to postsecondary education; implications for policy, research, and practice in the adult education field; educational technologies that support reading comprehension; and more. Looks at the cognitive processing challenges associated with low literacy in adults Features contributions from a global team of experts in the field Offers writing strategy instruction for low-skilled postsecondary students The Wiley Handbook of Adult Literacy is an excellent book for academic researchers, teacher educators, professional developers, program designers, and graduate students. It's also beneficial to curriculum developers, adult basic education and developmental education instructors, and program administrators, as well as clinicians and counselors who provide services to adults with reading disabilities.

Writing Development in Children with Hearing Loss, Dyslexia, or Oral Language Problems - Barbara Arfe PhD 2014-07-10

Writing is challenging for the majority of learners. For students with language problems, difficulties with written expression are considered one of the most common learning challenges. There is much to learn about the ways in which oral language skills impact on the acquisition of written language in children. Writing Development in Children with Hearing Loss, Dyslexia, or Oral Language Problems focuses on the nature of the writing problems experienced by children with oral language problems. Three clinical groups are considered: children with hearing loss, oral language difficulties, and dyslexia. Each contribution comes from an expert or team of experts in these three areas and in the field of language and writing. The volume provides current understandings to help guide and support practitioners and researchers alike. It provides timely information across languages and countries, enhancing our understanding of the links between oral language and written language across languages.

Language at the Speed of Sight - Mark Seidenberg 2017-01-03
In this "important and alarming" book, see why so many American students are falling behind in their reading skills while others around the

world excel (New York Times). In 2011, when an international survey reported that students in Shanghai dramatically outperformed American students in reading, math, and science, President Obama declared it a "Sputnik moment": a wake-up call about the dismal state of American education. Little has changed, however, since then: over half of our children still read at a basic level and few become highly proficient. Many American children and adults are not functionally literate, with serious consequences. Poor readers are more likely to drop out of the educational system and as adults are unable to fully participate in the workforce, adequately manage their own health care, or advance their children's education. In *Language at the Speed of Sight*, internationally renowned cognitive scientist Mark Seidenberg reveals the underexplored science of reading, which spans cognitive science, neurobiology, and linguistics. As Seidenberg shows, the disconnect between science and education is a major factor in America's chronic underachievement. How we teach reading places many children at risk of failure, discriminates against poorer kids, and discourages even those who could have become more successful readers. Children aren't taught basic print skills because educators cling to the disproved theory that good readers guess the words in texts, a strategy that encourages skimming instead of close reading. Interventions for children with reading disabilities are delayed because parents are mistakenly told their kids will catch up if they work harder. Learning to read is more difficult for children who speak a minority dialect in the home, but that is not reflected in classroom practices. By building on science's insights, we can improve how our children read, and take real steps toward solving the inequality that illiteracy breeds. Both an expert look at our relationship with the written word and a rousing call to action, *Language at the Speed of Sight* is essential for parents, educators, policy makers, and all others who want to understand why so many fail to read, and how to change that.

Reading and Learning Difficulties - Peter Westwood 2012-11-12

All teachers recognize how crucial the acquisition of good reading skills is. This book will help teachers understand how pupils learn and help them to meet those pupils' different needs through appropriate

intervention. The book includes: clear explanations of different learning difficulties; guidelines on types of assessment; advice on how to select the best type of intervention and support.

LITERACY ACQUISITION SOCIAL - Egbert M. H. Assink 2014-09-25

First published in 1995. Routledge is an imprint of Taylor & Francis, an informa company.

Why Siblings Matter - Naomi White 2017-10-02

Many people grow up with at least one sibling. These siblings are often 'fellow travellers' through adversity or significant life events; they can act as a source of support for some children while a source of conflict for others. For these reasons, siblings are a potentially powerful influence on development and this book is one of the first of its kind to provide an overview of cutting-edge psychological research on this important relationship. *Why Siblings Matter* is a cornerstone text on siblinghood. Integrating findings from a 10 year longitudinal study alongside wider research, it provides a lifespan perspective examining the impact of sibling relationships on children's development and well-being. This text situates siblings in their historical, developmental and family context, considers the influence of siblings on children's development and adjustment, and provides an introduction to new research on siblings in diverse contexts. The authors discuss sibling relationships in varied populations such as siblings with disabilities, siblings in different cultures and siblings in non-traditional families, while also considering the practical implications of research. Covering both classical studies and new results this book offers take-home messages for promoting positive sibling interactions. It will be invaluable reading for students and researchers in developmental psychology and family studies and professionals in education, health and social work.

Word Recognition in Beginning Literacy - Jamie L. Metsala 2013-06-17

This edited volume grew out of a conference that brought together beginning reading experts from the fields of education and the psychology of reading and reading disabilities so that they could present and discuss their research findings and theories about how children learn to read words, instructional contexts that facilitate this learning,

background experiences prior to formal schooling that contribute, and sources of difficulty in disabled readers. The chapters bring a variety of perspectives to bear on a single cluster of problems involving the acquisition of word reading ability. It is the editors' keen hope that the insights and findings of the research reported here will influence and become incorporated into the development of practicable, classroom-based instructional programs that succeed in improving children's ability to become skilled readers. Furthermore, they hope that these insights and findings will become incorporated into the working knowledge that teachers apply when they teach their students to read, and into further research on reading acquisition.

Reading Acquisition and Developmental Dyslexia - Liliane Sprenger-Charolles 2013-04-15

Most studies on reading have been conducted with English-speaking subjects. It is crucial to also examine studies conducted in different languages, in order to highlight which aspects of reading acquisition and dyslexia appear to be language-specific, and which are universal. *Reading Acquisition and Developmental Dyslexia* sheds new light on dyslexia and its relationship with reading acquisition, presenting two unique advancements in this area. Looking at studies conducted in different languages, the prerequisites of reading acquisition are examined, and the findings from studies of skilled adult readers are presented. The manifestations of developmental dyslexia and the main contemporary explanations for it are outlined, providing an in-depth, well researched discussion of the topic. The authors conclude by offering a new framework which could explain both reading acquisition and developmental dyslexia. A fascinating book offering a unique insight into the topic of dyslexia, it will be of great interest to students and lecturers in cognitive psychology, educational psychology, and psycholinguistics, as well as those with a more everyday involvement with the disorder such as speech and language therapists.

The Adolescent Brain - Eveline A. Crone 2016-12-08

In recent years there have been tremendous advances in understanding how brain development underlies behavioural changes in adolescence.

Based on the latest discoveries in the research field, Eveline A. Crone examines changes in learning, emotions, face processing and social relationships in relation to brain maturation, across the fascinating period of adolescent development. This book covers new insights from brain research that help us to understand what happens when children turn into adolescents and then into young adults. Why do they show increases in sensation-seeking, risk-taking and sensitivity to opinions of friends? With the arrival of neuroimaging techniques, it is now possible to unravel what goes on in an individual's brain when completing cognitive tasks, when playing computer games, or when engaging in online social interactions. These findings help reveal how children learn, control thoughts and actions, plan activities, control emotions and think about intentions of others, offering a new perspective on behaviour and motivations of adolescents. This is the first comprehensive book to cover the many domains of adolescent brain development, stretching from cognitive to affective to social development. It is valuable reading for students and researchers in the field of adolescent development and developmental cognitive neuroscience and those interested in how the developing brain affects behaviour in the teenage years.

Research and Global Perspectives in Learning Disabilities - Daniel P. Hallahan 2001-03

The executive committee of the International Academy for Research in Learning Disabilities planned this volume on the occasion of its 25th anniversary to honor the founder of the Academy, William M. Cruickshank.

Neuroscience in Education - Sergio Della Sala 2012-04-05

'Neuroscience in Education' brings together an international group of leading psychologists, neuroscientists, educationalists and geneticists to critically review new developments, examining the science behind these practices, the validity of the theories on which they are based, and whether they work.

Reading Acquisition and Developmental Dyslexia - Liliane Sprenger-Charolles 2006

Most studies on reading have been conducted with English-speaking

subjects. It is crucial to also examine studies conducted in different languages, in order to highlight which aspects of reading acquisition and dyslexia appear to be language-specific, and which are universal. *Reading Acquisition and Developmental Dyslexia* sheds new light on dyslexia and its relationship with reading acquisition, presenting two unique advancements in this area. Looking at studies conducted in different languages, the prerequisites of reading acquisition are examined, and the findings from studies of skilled adult readers are presented. The manifestations of developmental dyslexia and the main contemporary explanations for it are outlined, providing an in-depth, well researched discussion of the topic. The authors conclude by offering a new framework which could explain both reading acquisition and developmental dyslexia. A fascinating book offering a unique insight into the topic of dyslexia, it will be of great interest to students and lecturers in cognitive psychology, educational psychology, and psycholinguistics, as well as those with a more everyday involvement with the disorder such as speech and language therapists.

Reading Acquisition - Philip B. Gough 2017-11-27

Originally published in 1992. This book brings together the work of a number of distinguished international researchers engaged in basic research on beginning reading. Individual chapters address various processes and problems in learning to read - including how acquisition gets underway, the contribution of story listening experiences, what is involved in learning to read words, and how readers represent information about written words in memory. In addition, the chapter contributors consider how phonological, onset-rime, and syntactic awareness contribute to reading acquisition, how learning to spell is involved, how reading ability can be explained as a combination of decoding skill plus listening comprehension skill, and what causes reading difficulties and how to study these causes.

Developmental Relations among Mind, Brain and Education -

Michel Ferrari 2010-06-09

Robert S. Siegler Robbie Case: A Modern Classic About 15 years ago, Robbie asked me what I thought of a talk we had just heard. I indicated

that I hadn't much liked it and noted several serious problems. Robbie agreed with all of the criticisms, but said that he nonetheless liked the talk, because there was one good idea in it that he could use. I agreed with him that the idea was a good one, but it took me a while to understand the wisdom of his position. If there's one useful idea in a talk, then hearing it has been worthwhile, even if the talk also has numerous deficiencies. On that day and on many others, talking with Robbie changed my thinking for the better. Robbie Case was in many ways a classic developmental psychologist of the old school. The depth and breadth of his theory; the range of age groups, populations, and topics that he studied; and his efforts to connect theory and application are all reminiscent of the greats of the past: Baldwin, Dewey, Piaget, Vygotsky, and Bruner.

Developmental Dyslexia and Anaphora Resolution in English L1/L2 - Nicoletta Simi 2021-06-15

This book presents the results of three experimental studies focusing on the ability of people with dyslexia to resolve ambiguous anaphoric sentences where concrete and abstract referents are present. Each study represents a step in the ongoing investigation of this issue, and stems from questions left unanswered by previous research. This work is primarily inspired by the desire to gain a better understanding of the role of syntactic and lexical knowledge in text comprehension, and, more specifically, of the effects of word concreteness and abstractness in anaphora resolution contexts for readers with dyslexia. The book also investigates the resources necessary to process ambiguous anaphoric sentences. The innovative methodology implemented here comprises both experimental techniques (such as eye-tracking) and the use of questionnaires and standardised tests to answer specific research questions. It also puts forward a hypothesis that explains the different deficits manifesting in people with dyslexia, and suggests that, in reading comprehension tasks, the known impairment in people with dyslexia's working memory may hinder their ability to efficiently and accurately perform tasks involving procedural memory resources. As a consequence, this impairment would emerge as disruptions of people

with dyslexia's semantic and syntactic competence, as well as their functioning in complex tasks which are particularly demanding in terms of working memory resources.

[Discussing Bilingualism in Deaf Children](#) - Charlotte Enns 2021-03-16

This collection unites expert scholars in a comprehensive survey of critical topics in bilingual deaf education. Drawing on the work of Dr. Robert Hoffmeister, chapters explore the concept that a strong first language is critical to later learning and literacy development. In thought-provoking essays, authors discuss the theoretical underpinnings of bilingual deaf education, teaching strategies for deaf students, and the unique challenges of signed language assessment. Essential for anyone looking to expand their understanding of bilingualism and deafness, this volume reflects Dr. Hoffmeister's impact on the field while demonstrating the ultimate resilience of human language and literacy systems.

Space, Time and Number in the Brain - Stanislas Dehaene

2011-07-13

The study of mathematical cognition and the ways in which the ideas of space, time and number are encoded in brain circuitry has become a fundamental issue for neuroscience. How such encoding differs across cultures and educational level is of further interest in education and neuropsychology. This rapidly expanding field of research is overdue for an interdisciplinary volume such as this, which deals with the neurological and psychological foundations of human numeric capacity. A uniquely integrative work, this volume provides a much needed compilation of primary source material to researchers from basic neuroscience, psychology, developmental science, neuroimaging, neuropsychology and theoretical biology. The first comprehensive and authoritative volume dealing with neurological and psychological foundations of mathematical cognition. Uniquely integrative volume at the frontier of a rapidly expanding interdisciplinary field. Features outstanding and truly international scholarship, with chapters written by leading experts in a variety of fields.

Handbook of Literacy in Akshara Orthography - R. Malatesha Joshi

2019-06-11

This volume examines the unique characteristics of akshara orthography and how they may affect literacy development and problems along with the implications for assessment and instruction. Even though akshara orthography is used by more than a billion people, there is an urgent need for a systematic attempt to bring the features, research findings, and future directions of akshara together in a coherent volume. We hope that this volume will bridge that gap. Akshara is used in several Indic languages, each calling it by a slightly different name, for example 'aksharamu', in Telugu, 'akshara' in Kannada, and 'akshar' in Hindi. It is the Bhrami-derived orthography used across much of the Indian subcontinent. There is a growing body of research on the psycholinguistic underpinnings of learning to read akshara, and the emerging perspective is that akshara, even though classified as alphasyllabaries, abugida, and semi-syllabic writing systems, is neither alphabetic nor syllabic. Rather, akshara orthography is unique and deserves to be a separate classification and needs further investigation relating to literacy acquisition in akshara. The chapters in this volume, written by leading authors in the field, will inform the reader of the current research on akshara in a coherent and systematic way.

Learning About Objects in Infancy - Amy Work Needham 2016-03-17

How do young infants experience the world around them? How similar or different are infants' experiences from adults' experiences of similar situations? How do infants progress from relatively sparse knowledge and expectations early in life to much more elaborate knowledge and expectations just several months later? We know that much of infants' learning before four to five months of age is visually-based. As they develop the ability to reach for objects independently, they can explore objects that are of particular interest to them—a new skill that must be important for their learning. Through this transition to independent reaching and exploration, infants go a long way toward forming their own understandings of the objects around them. Towards the end of the first year of life, infants begin manipulating one object relative to another and this skill sets the stage for them to begin using objects.

instrumentally—using one object to create changes in other objects. This new ability opens up many opportunities for infants to learn about using tools. In this volume, Amy Work Needham provides an extensive overview of her research on infant learning, with a particular focus on how infants learn about objects. She begins with an explanation of how basic aspects of how infants' visual exploration of objects allows them to create new knowledge about objects and object categories. She continues with a description of infants' visual and manual learning about hand-held tools and how these tools can be used to achieve goals. Throughout, she focuses on active learning and development, which results in infants making important contributions to their own learning about objects. She concludes by synthesizing the findings discussed, pulls out recurring themes across studies, and brings together fundamental principles of how infants learn about objects.

Reading and Learning Difficulties - Peter S. Westwood 2001

This book is a guide to teaching reading more effectively to a wide range of children. It presents various research-supported approaches to teaching, explains why learning problems sometimes occur, and what can be done to prevent or overcome these difficulties.-- back cover, ed.

Approaching Difficulties in Literacy Development - Felicity Fletcher-Campbell 2009-08-24

This Reader considers the complexity of literacy difficulties, showing how research into literacy difficulties has to be multi-faceted and multi-disciplinary and involve a range of research approaches and methods.

The chapters show that this is necessary to accommodate the wide range of issues that can, potentially, explain literacy difficulties and suggest strategies and interventions to ease those difficulties. Starting from the point that literacy is a contested concept and that acquiring literacy is a complex process, this Reader goes on to consider literacy development in relation to: - Theoretical understandings, implications for practice - Assessing literacy difficulties - Pedagogy and planning - Interventions in different contexts This Reader is relevant to all postgraduate students of Literacy, as well as educators, professionals and policy makers.

Developmental Psychology - Alan M Slater 2012-06-22

Electronic Inspection Copy available here Revisiting the Classic Studies is a series of texts that introduces readers to the studies in psychology that changed the way we think about core topics in the discipline today. It provokes students to ask more interesting and challenging questions about the field by encouraging a deeper level of engagement both with the details of the studies themselves and with the nature of their contribution. Edited by leading scholars in their field and written by researchers at the cutting edge of these developments, the chapters in each text provide details of the original works and their theoretical and empirical impact, and then discuss the ways in which thinking and research has advanced in the years since the studies were conducted. Revisiting the Classic Studies in Developmental Psychology traces 14 ground-breaking studies by researchers such as Harlow, Meltzoff & Moore, Kohlberg and Bandura to re-examine and reflect on their findings and engage in a lively discussion of the subsequent work that they have inspired. Suitable for students on developmental psychology courses at all levels, as well as anyone with an enquiring mind

Identification of Learning Disabilities - Renee Bradley 2002-12-18

Identification of Learning Disabilities: Research to Practice is the remarkable product of a learning disabilities summit conference convened by the Office of Special Education Programs (OSEP) in August 2001 and the activities following that summit. Both the conference and this book were seen as important preludes to congressional reauthorization of the historic Individuals With Disabilities Education Act (IDEA) scheduled for 2002 and subsequent decision making surrounding implementation. The OSEP conference brought together people with different perspectives on LD (parents, researchers, practitioners, and policymakers) and resulted in this book, which examines the research on nine key issues concerning the identification of children with learning disabilities. Coverage includes alternative responses to treatment, classification approaches, processing deficit models, and approaches to decision making. Chapter Structure-- Each of the first nine chapters is organized around a lengthy, issue-oriented paper, which presents the most current research on that topic. These primary papers are then

followed by four respondent papers that reflect a variety of viewpoints on the topic. Summarizing Chapter -- A small group of researchers (listed in the final chapter) dedicated an enormous amount of time to summarizing the research and developing key consensus statements regarding the identification of children with learning disabilities. Their work is sure to have a tremendous impact on future discussions in this area. Expertise-- The following well-known scholars have helped summarize the vast amount of research presented in this book as well as the consensus statements derived therefrom: Lynne Cook, Don Deshler, Doug Fuchs, Jack M. Fletcher, Frank Gresham, Dan Hallahan, Joseph Jenkins, Kenneth Kavale, Barbara Keogh, Margo Mastopieri, Cecil Mercer, Dan Reschley, Rune Simeonsson, Joe Torgesen, Sharon Vaughn, and Barbara Wise.

Bilingual Competence and Bilingual Proficiency in Child

Development - Norbert Francis 2011-11-18

A study of first and second language development in an indigenous community with implications for broader linguistic and cognitive issues. When two or more languages are part of a child's world, we are presented with a rich opportunity to learn something about language in general and about how the mind works. In this book, Norbert Francis examines the development of bilingual proficiency and the different kinds of competence that come together in making up its component parts. In particular, he explores problems of language ability when children use two languages for tasks related to schooling, especially in learning how to read and write. He considers both broader research issues and findings from an ongoing investigation of child bilingualism in an indigenous language-speaking community in Mexico. This special sociolinguistic context allows for a unique perspective on some of the central themes of bilingualism research today, including the distinction between competence and proficiency, modularity, and the Poverty of Stimulus problem. Francis proposes that competence (knowledge) should be considered as an integral component of proficiency (ability) rather than something separate and apart, arguing that this approach allows for a more inclusive assessment of research findings from diverse fields of study. The bilingual indigenous language project illustrates how the

concepts of modularity and the competence-proficiency distinction in particular might be applied to problems of language learning and literacy. Few investigations of indigenous language and culture approach bilingual research problems from a cognitive science perspective. By suggesting connections to broader cognitive and linguistic issues, Francis points the way to further research along these lines.

Understanding Reading Comprehension - Wayne Tennent 2014-09-29

Can baboons read? That is the thought-provoking question that opens this wonderfully accessible book for trainee and practising primary school teachers to fully understand the process of reading comprehension. Comprehension is an essential component of learning to read and a successful teacher of reading will have a portfolio of different strategies and approaches that take in to account that children learn to read in different ways. This book supports the development of student and practising teachers' subject knowledge by providing detailed guidance in to the reading comprehension process, along with practical strategies and lesson ideas for use in the classroom. Drawing from educational and psychological research, coverage includes: School-based activities in every chapter An in-depth focus on the inference making process The role of vocabulary and syntax in comprehension Cognitive and meta-cognitive processes including the use of memory Advice on developing effective classroom talk with different groups of children Using different text genres and selecting texts Why not preview the first chapter? Read Chapter 1: Locating Reading It's a great starting point for discussion and debate on 'what is reading'.

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.

Improving Adult Literacy Instruction - National Research Council
2012-04-26

A high level of literacy in both print and digital media is required for negotiating most aspects of 21st-century life, including supporting a family, education, health, civic participation, and competitiveness in the global economy. Yet, more than 90 million U.S. adults lack adequate literacy. Furthermore, only 38 percent of U.S. 12th graders are at or above proficient in reading. *Improving Adult Literacy Instruction* synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research, practice, and policy. The book focuses on individuals ages 16 and older who are not in K-12 education. It identifies factors that affect literacy development in adolescence and adulthood in general, and examines their implications for strengthening literacy instruction for this population. It also discusses technologies for learning that can assist with multiple aspects of teaching, assessment, and accommodations for learning. There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students' proficiencies, weaknesses, instructional environments, and progress, which might guide instructional planning. *Improving Adult Literacy Instruction* recommends

a program of research and innovation to validate, identify the boundaries of, and extend current knowledge to improve instruction for adults and adolescents outside school. The book is a valuable resource for curriculum developers, federal agencies such as the Department of Education, administrators, educators, and funding agencies.

Handbook of Communication Disorders - Amalia Bar-On 2018-04-23
The domain of Communication Disorders has grown exponentially in the last two decades and has come to encompass much more than audiology, speech impediments and early language impairment. The realization that most developmental and learning disorders are language-based or language-related has brought insights from theoretical and empirical linguistics and its clinical applications to the forefront of Communication Disorders science. The current handbook takes an integrated psycholinguistic, neurolinguistic, and sociolinguistic perspective on Communication Disorders by targeting the interface between language and cognition as the context for understanding disrupted abilities and behaviors and providing solutions for treatment and therapy.

Researchers and practitioners will be able to find in this handbook state-of-the-art information on typical and atypical development of language and communication (dis)abilities across the human lifespan from infancy to the aging brain, covering all major clinical disorders and conditions in various social and communicative contexts, such as spoken and written language and discourse, literacy issues, bilingualism, and socio-economic status.

Developmental Dyslexia: From Cross-Linguistic and Bilingual Perspectives - Fan Cao 2020-12-15

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Adult Learning Disorders - Lorraine E. Wolf 2010-10-18

Recent advances in neuroimaging and genetics technologies have enhanced our understanding of neurodevelopmental disorders in adults. The authors in this volume not only discuss such advances as they apply to adults with learning disorders, but also address their translation into clinical practice. One cluster of chapters addresses developmental concerns as children and adolescents with learning disorders approach young adulthood. Experts discuss dyslexia, language-based and writing disorders, perhaps the most widely studied group of learning disorders, from the point of view of neuroimaging and genetic underpinnings.

Chapters on the neuroscience of nonverbal, math and executive function disorders are also included. Clinically-oriented chapters with case studies, recommendations for accommodation, and considerations for evaluation follow. Study of specialized populations - such as late high school students, college, medical and law students - further demonstrate how our expanded knowledge base may be applicable to clinical practice. The heterogeneity of adults with learning disorders, the complexity of their clinical presentation and co-existing disorders are addressed from both a scientific and clinical point of view demonstrating how empirical research and clinical practice inform each other. This volume will enhance the practice of clinicians and educators working with adults with neurodevelopmental disorders, as well as providing essential current information for researchers of adults with learning disorders.

Social Understanding and Social Lives - Claire Hughes 2011-03-24

Winner of the British Psychological Society Book Award (Academic Monograph category) 2013! Over the past thirty years, researchers have

documented a remarkable growth in children's social understanding between toddlerhood and the early school years. However, it is still unclear why some children's awareness of others' thoughts and feelings lags so far behind that of their peers. Based on research that spans an extended developmental period, this book examines this question from both social and cognitive perspectives, and investigates the real-life significance of individual differences in theory of mind. After tracing the key age-related changes in the development of theory of mind, this book examines individual differences in relation to children's cognitive abilities and their social experiences. Why might language or executive function matter for children's social understanding? And how do children's linguistic environments and relationships with parents and siblings contribute to their ability to reflect on people's thoughts and feelings? The book also reviews the evidence for predictive links between early social understanding and later social behaviour. Using information gathered from classmates, teachers and the children themselves, the author investigates links between individual differences in early social understanding and in the quality of children's interactions with friends, in their ability to resolve conflict, and in diverse aspects of school adjustment. Drawing on rich observational data gathered in this extended longitudinal study, as well as skills acquired during her early experimental studies of children with autism and a six year collaboration with Professor Judy Dunn, the author integrates both cognitive and social accounts of theory of mind. The book is ideal reading for researchers actively working in the field, graduate and undergraduate students specializing in developmental psychology, educational and health professionals, and parents interested in learning about children's early social development.