

VOLUME 3

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STUDIES IN VISUAL INFORMATION PROCESSING

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# **FACETS OF DYSLEXIA AND ITS REMEDICATION**

Edited by  
S.F. Wright and R. Groner

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North-Holland

# Facets Of Dyslexia And Its Remediation Studies In Visual Information Processing

**National Library of Medicine (U.S.)**



## **Facets Of Dyslexia And Its Remediation Studies In Visual Information Processing:**

Facets of Dyslexia and its Remediation S.F. Wright,R. Groner,2013-10-22 Developmental Dyslexia has been a subject of interest to practitioners for more than a century Despite its long research history however dyslexia the terms specific reading disability reading disability and learning disability are also used interchangeably in this volume still provides a challenge for contemporary cognitive psychology education neurology and physiology By bringing together contributions from researchers and scholars working in a wide range of fields and perspectives it is hoped that this publication will offer a means of considering different facets of dyslexia and enable a greater understanding of reading disorders and their remediation to emerge The book is divided into eight major sections the focus in each section being on a different facet of dyslexia It is hoped this framework enables the reader to assimilate the wide range of pure and applied research and even give rise to a new perspective for the understanding of dyslexia     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     **Vision, Reading Difficulties and Visual Stress** Arnold J. Wilkins,Bruce J. W. Evans,2024-11-20 This book provides an overview of the research surrounding the relevance of visual factors for those who struggle with reading Visual interventions that have been advocated as helping with reading include spectacles that simply correct refractive errors e g long sightedness coloured overlays sheets placed on the page and coloured lenses vision therapy and computer games This book explains the rationale behind these interventions and discusses the evidence supporting them Clear advice is given in plain English to those wondering if these interventions will be helpful Vision Reading Difficulties and Visual Stress 3rd Edition is a fully revised edition that draws together disparate research findings in a range of neurological disorders where vision is compromised by cortical hyperexcitability Optometrists orthoptists ophthalmologists educational psychologists teachers and vision scientists will find this book to be an interesting resource as well as students in these disciplines and parents of children who struggle

with reading     Routledge International Handbook of Schools and Schooling in Asia Kerry J. Kennedy, John Chi-Kin Lee, 2018-05-11 This comprehensive handbook is the ultimate reference work providing authoritative and international overviews of all aspects of schools and schooling in Asia Split into 19 sections it covers curriculum learning and assessment private supplementary tutoring special education gender issues ethnic minority education and LGBTQI students in Asian schools The volume displays the current state of the scholarship for schools and schooling in Asia including emerging controversial and cutting edge contributions using a thematic approach The content offers a broad sweep of the region with a focus on theoretical cultural and political issues as well as identifying educational issues and priorities such as curriculum assessment teacher education school leadership etc all of which impact students and learning in multiple ways The Routledge International Handbook of Schools and Schooling in Asia brings together experts in each area to contribute their knowledge providing a multidimensional and rich view of the issues confronting the region's school and education systems Chapters 34 35 36 37 and 38 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

**Fluency in Reading** Zvia Breznitz, 2006-08-15 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 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

*The Cognitive Neuropsychology of Attention* Shane O'Mara, Vincent Walsh, 1994 The theme of this Special Issue is one that is ill served by the existing neuropsychological literature A publication that collates reviews of the developmental physiological clinical and cognitive aspects of this topic is therefore timely and would prove valuable to clinicians researchers and students alike The underlying problem addressed by the invited contributors is how attention is manifest in the intact brain and how disorders of attention present themselves in the damaged brain The topics to be covered will range from the physiology of attention as revealed by single unit recording studies of extra striate cortex of monkeys and PET scans in humans and low frequency EEG recordings to disorders of attention after brain damage e g stroke and chronic pathological disorders of the brain e g dyslexia and mental retardation The range of contributions to the Special Issue demonstrates that the kinds of attentional processing required are determined by the task in hand Correspondingly the volume discusses attention in the parietal temporal and frontal lobes of the human and macaque brain investigated by clinical electrophysiological and behavioural methods Attentional processes are also shown to be distributed in the brain and the effects of diminished attentional capacities which do not result from focal brain lesions are discussed in the context of mental retardation and dyslexia

**National Library of Medicine Current Catalog** National Library of Medicine (U.S.), 1993

*The Scars of Dyslexia* Janice Edwards, 1994 Arising from in depth interviews with eight dyslexic boys aged 16 and 17 who had experienced education in non specialist schools across England this book provides an insight into the results of classroom methods the attitudes of teachers and other pupils and the lack of specialist help

**The Varieties of Orthographic Knowledge** V.W. Berninger, 2012-12-06 The role of orthography in reading and writing is not a new topic of inquiry For example in 1970 Venezky made a seminal contribution with *The Structure of English Orthography* in which he showed how both sequential redundancy probable and permissible letter sequences and rules of letter sound correspondence contribute to orthographic structure In 1972 Kavanagh and Mattingly edited *Language by Eye and by Ear* which contained important linguistic studies of the orthographic system In 1980 Ehri introduced the concept of orthographic images that is the representation of written words in memory and proposed that the image is created by an amalgamation of the word's orthographic and phonological In 1981 Taylor described the evolution of properties orthographies in writing systems from the earliest logographies for pictorial representation of ideas to syllabaries for phonetic representation of sounds to alphabets for phonemic representation of sounds In 1985 Frith proposed a stage model for the role of orthographic knowledge in development of word recognition Initially in the logographic stage a few words can be recognized on the basis

of partial spelling information in the alphabetic stage words are recognized on the basis of grapheme phoneme correspondence in the orthographic stage spelling units are recognized automatically without phonological mediation In 1990 Adams applied connectionism to an analysis of the orthographic processing of skilled readers letter patterns emerge from the association units linking individual letters

**Reading Chinese Script** Jian Wang, Hsuan-Chih Chen, Ralph Radach, Albrecht Inhoff, 1999-02 This volume which includes both Chinese and leading Western researchers will be of interest to all those studying reading and visual symbol processing For cognitive psychologists and cognitive scientists as well as reading researchers

*Basic Functions of Language, Reading and Reading Disability* Evelin Witruk, Angela D. Friederici, Thomas Lachmann, 2012-12-06 The present book contains selected contributions from the international conference Basic Mechanisms of Language and Language Disorders This conference was held in Leipzig in September 1999 and was organized by the Department of Psychology at the University of Leipzig in collaboration with the Max Planck Institute of Cognitive Neuroscience and the Max Planck Institute for Evolutionary Anthropology It was held to commemorate the 120th anniversary of the foundation of the world's first institute of experimental psychology by Wilhelm Wundt in Leipzig This edition examines new results from different fields of psychology and neuro psychology of language reading and reading disability The presented book focuses on the following main topics BASIC FUNCTIONS OF LANGUAGE ACQUISITION AND LANGUAGE COMPREHENSION BASIC FUNCTIONS OF READING BASIC FUNCTIONS OF READING DISABILITY The title Basic Functions of Language Reading and Reading disability expresses the interdisciplinary character of the book It aims not only at bringing together different theoretical approaches but also at connecting these approaches with applied work Since it is necessary to understand basic functions of language and reading in order to understand reading disability the present book strives to foster a scientific exchange and to promote the emergence of synergy effects between the different fields

*Current Catalog* National Library of Medicine (U.S.), 1993

*Dislessia Evolutiva: L'Approccio Visivo* Carlo Aleci, 2014-07-03 Sebbene gli aspetti oftalmologici della dislessia evolutiva siano relegati in secondo piano rispetto a quelli fonologici crescenti evidenze testimoniano la presenza nei pazienti di deficit legati alla via visiva Eppure non c'è accordo sui meccanismi visuoperceptivi corresponsabili delle difficoltà lessicali L'intento di questo lavoro documentare lo stato dell'arte della ricerca visiva sulla dislessia evolutiva Nella seconda parte descritto il contributo dell'autore Senza la pretesa di esaurire l'argomento stato perseguito un triplice obiettivo fare luce su uno dei più controversi e dibattuti argomenti fornire una panoramica rigorosa e comprensiva sulle attuali acquisizioni e per ciò offrire spunti ai colleghi che intendano contribuire alla ricerca di possibili soluzioni

Dyslexia Charles Hulme, Margaret J. Snowling, 1997 This book brings together a selection of papers from those presented at the Fourth International Conference of the British Dyslexia Association in April 1997 The three main themes of the conference are biology identification and intervention

**Learning About Learning Disabilities** Bernice Wong, 2011-10-13 Bernice Wong's Learning about Learning Disabilities was the first text to give equal attention to

the intellectual conceptual and practical aspects of learning disabilities The Third Edition of this popular title presents 80% new material keeping the chapters up to date in this fast moving field With new contributors and seven new chapters coverage is both comprehensive and thorough with three sections encompassing the research aspects of learning disabilities the instructional aspects of learning disabilities and the issues germane to different age ranges of the learning disabled children adolescents and adults Chapters summarizing research on learning disabilities include coverage of ADHD memory language processing social competence self regulation and brain structures as they apply to learning disabilities Chapters focusing on instructional aspects of learning disabilities include coverage of teaching literacy reading comprehension writing and mathematics Readers will find Learning About Learning Disabilities Third edition suitable for use as a reference source for researchers or a graduate level text Reviews from previous editions An undergraduate text that strikes a careful balance between the intellectual psychological and practical aspects of learning disabilities BOOK NEWS INC This text provides a balanced focus on both the conceptual and practical aspects of learning disabilities Its research coverage is more comprehensive and of greater depth than any other LD textbook and it is distinctive in its treatment of such important areas as consultation skills and service delivery CHILD ASSESSMENT NEWS Learning About Learning Disabilities provides a broad overview of some important issues in relation to the education and development of pupils with learning disabilities Wong has succeeded in providing detailed descriptions and comments within a book which covers a broad range of topics Without exception the chapters are clearly written and accessible and many provide the reader with challenging ideas and practical suggestions BRITISH JOURNAL OF SPECIAL EDUCATION Provides a balanced focus on both the conceptual and the practical aspects of learning disabilities Research coverage more comprehensive and of greater depth than any other textbook about learning disabilities The work is distinctive in its treatment of such important areas as consultation skills and service delivery

**1995 IEEE International Conference on Neural Networks**, 1995 Poisonous Plants D. V. Singh, 2007 This book on poisonous plants has been written to provide the requirements of students veterinarians professionals toxicologists and layman interested in poisonous plants Contents Introduction to Poisonous Plants Plant Toxins Poisonous Cultivated Plants Poisonous Wild Plants Poisonous Algae Fungi and Lichen Poisonous Mushrooms Protection from Poisonous Plants List of Poisonous Plants Glossary Dyslexia Valéria Csépe, 2003 Dyslexia Different Brain Different Behavior is intended for anyone with an interest in how processing deficits of the developing human brain may contribute to failures in reading and spelling Readers will learn about 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 Dyslexia Different Brain Different Behavior is a valuable resource for researchers graduate students educators and other professionals in the fields of psycholinguistics speech pathology neuropsychology cognitive development

educational psychology school psychology developmental psychology child development and language acquisition

**Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning** Gessica De Angelis, Ulrike Jessner, Marijana Kresic, 2015-11-05 Which strategies do multilingual learners use when confronted with languages they don't yet know Which factors are involved in activating prior linguistic knowledge in multilingual learning This volume offers valuable insights into recent research in multilingualism crosslinguistic influence and crosslinguistic interaction Experts in the field examine the role of background languages in multilingual learning All the chapters point to the heart of the question of what the multilingual mind is Does learning one language actually help you learn another and if so why This volume looks at languages and scenarios beyond English as a second language Italian Gaelic Dutch and German amongst others are covered as well as instances of third and additional language learning Research into crosslinguistic influence and crosslinguistic interaction essentially contributes to our understanding of how language learning works when there are three or more languages in contact

Current Issues in Developmental Disorders Chloë R. Marshall, 2013 Cognitive development in children is a highly complex process which while remarkably resilient can be disrupted in a variety of ways This volume focuses on two types of neurodevelopmental disorder syndromic conditions such as fragile X syndrome Down syndrome Williams syndrome and velocardiofacial syndrome and non syndromic conditions including dyslexia specific language impairment autism spectrum disorder and attention deficit hyperactivity disorder This book provides a state of the art review of current research and covers key topics across the full range of developmental disorders Topics covered include diagnosis and comorbidity genetics longitudinal studies computational models distinguishing disorder from disadvantage language and culture the modern beginnings of research into developmental disorders The book also looks at how the study of developmental disorders has contributed to our understanding of typical development and themes emerge that are common across chapters including intervention and education and the neurobiological bases of developmental disorders The result is a fascinating and thought provoking volume that will be indispensable to advanced students researchers and practitioners in the fields of developmental psychology neuropsychology speech and language therapy and developmental disorders



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