

# **Reading Retardation and Multi-Sensory Teaching**

**Charles Hulme**

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**John R. Beech**



## **Reading Retardation And Multi Sensory Teaching:**

**Reading Retardation and Multi-Sensory Teaching (Psychology Revivals)** Charles Hulme, 2014-10-14 Originally published in 1981 this title is based on the author's doctoral thesis and the research reported was carried out at the Department of Experimental Psychology University of Oxford By the 1980s it was generally recognised that there are a number of children of adequate general intelligence who nevertheless experience inordinate difficulties in learning to read This book examines some of the possible reasons for those children's reading difficulties and at the same time explores the basis of a teaching technique which was reputed to help them to learn to read Although the terminology is very much of the time this book will still be of interest to those concerned with the reasons behind the difficulties children have in learning to read

**Reading Retardation and Multi-Sensory Teaching (Psychology Revivals)** Charles Hulme, 2014-10-14 Originally published in 1981 this title is based on the author's doctoral thesis and the research reported was carried out at the Department of Experimental Psychology University of Oxford By the 1980s it was generally recognised that there are a number of children of adequate general intelligence who nevertheless experience inordinate difficulties in learning to read This book examines some of the possible reasons for those children's reading difficulties and at the same time explores the basis of a teaching technique which was reputed to help them to learn to read Although the terminology is very much of the time this book will still be of interest to those concerned with the reasons behind the difficulties children have in learning to read

**Understanding and Teaching Reading** Emerald Dechant, 2013-09-13 In the words of Aldous Huxley Every man who knows how to read has it in his power to magnify himself to multiply the ways in which he exists to make his life full significant and interesting Few people question the value of reading in fact most extol its virtues As our culture becomes more complex reading plays an increasingly greater role in satisfying personal needs and in promoting social awareness and growth In the last 20 years the teaching of this invaluable skill has focused so intensely on comprehension and prediction from context that it has lost sight of the significance of automaticity and fluency in the word identification process Reading is a synthesis of word recognition and comprehension thus this text is about these basic processes and their integration A common plea from teachers today is that research and psychology be translated into teaching behavior Therefore the aim of this book is twofold one to identify report organize and discuss those bits of data research and theory that are most relevant to the teacher's understanding of the reading process and two to help educators to interpret and apply theory and research data to everyday classroom teaching as well as to the problems encountered frequently in developmental and remedial teaching

**Linguistic Disorders and Pathologies** Gerhard Blanken, Jürgen Dittmann, Hannelore Grimm, John C. Marshall, Claus-W. Wallesch, 2008-07-14 This handbook is geared towards the following aims Reviewing the state of research on disordered language perception and production in adults and children Describing and discussing present attempts at modelling human language processing by using linguistic disorders and pathologies as a data base Presenting diagnostic and

therapeutic concepts Pointing out gaps and inconsistencies in current knowledge and theories In bringing together knowledge of different sources and disciplines under a common roof the editors have achieved a comprehensive overview of the state of the art in the field of language pathology Because of the diversity of the disciplines contributing to this scientific field the chapters differ clearly in theories and methodologies Yet this handbook represents a clear and common interdisciplinary contribution to linguistic disorders and pathologies and furthermore demonstrates the amount of interdisciplinary interaction still required We chose this title in order to encompass as broadly as possible abnormalities and alterations of language perception comprehension and production in adults and children including nonpathological disorders This handbook will be of interest to anybody involved with disordered language and or language and speech disturbances such as linguists and psychologists working in related research areas or teaching related subjects scientists analyzing and modelling linguistic and cognitive processes e g in Cognitive Psychology Psycholinguistics Neurolinguistics Neuropsychology Behavioural Neurology Artificial Intelligence Research and Cognitive Science clinicians dealing with acquired or developmental language disorders and speech pathologists and therapists Besides presenting the state of the art the handbook provides rich bibliographical information for research workers clinicians and advanced students

*Understanding Specific Learning Difficulties* Margot Prior, 2022-03-01 An increase in research into all facets of learning difficulties has resulted in a deeper understanding of the problems This book includes a description and explanation of reading spelling and learning difficulties provides chapters on psychological and neuropsychological assessment explains the associations between behavioural problems and learning difficulties and critically reviews remedial approaches incorporating a summary of what is known about their efficacy The importance of dealing with attendant behavioural problems and the significance of phonological knowledge in literacy learning are central themes Intended to be a succinct and accessible synthesis of current knowledge in this area this book should be of interest to professionals who encounter children with learning difficulties tertiary students and parents Children's Difficulties In Reading, Spelling and Writing Peter

Pumfrey, Colin Elliott, 2013-10-15 Reflects a wide range of issues regarding children's literacy problems mainly at the primary school level The purposes of the book are twofold in part 1 to identify some challenges in the field of literacy and in part 2 to give an account of **Reading Acquisition Processes** George Brian Thompson, William E. Tunmer, Tom Nicholson, 1993

Presents the latest findings and theoretical frameworks on what actually happens when people learn to recognize printed words Among the topics are phonological recoding identifying meaning the context the text provides approaches to teaching and the relation between reading acquisition and language development Annotation copyright by Book News Inc Portland OR

**Spelling** Diane Montgomery, 1997-03-20 Designed for teachers wanting to know what to do to help pupils with spelling difficulties this book combines practical advice with theory research and accounts of the author's own experience The author looks at how spelling skills develop in both young children and older pupils *Reversing Lower Attainment* Diane

Montgomery,2013-10-28 First Published in 1998 All learners and in particular lower attainers need to have a curriculum which is cognitively challenging motivating and enriching This book aims to help teachers adapt their teaching strategies so that they can offer such a curriculum especially to lower attainers The nature of lower attainment is examined in its various forms in the highly able the slower learner the dyslexic and disaffected The origins of these problems and how they may be identified are also discussed An evaluation of the different curriculum models and methods of differentiation is provided and the author outlines the general principles and practices of good teaching with reference to a wide range of curriculum areas

**Applications of Nonverbal Behavioral Theories and Research** Robert S. Feldman,2014-02-25 This book is intended to accomplish several goals First it is designed to provide a broad overview of the major areas of application of theory and research relating to nonverbal behavior Second individual chapters emphasize how the applications have been drawn from underlying theories and empirical bases thereby making the link between theory research and applications apparent Finally the volume links individual chapter contributions demonstrating how theoretical progress over the last few decades has led to important applied advances The contributors to this book consider a wide variety of settings and topics Their common thread however is a shared conviction that an understanding of nonverbal behavior can bring about an improvement in the human condition Each of the authors has made suggestions regarding future directions for both research and practice and their ideas offer real promise

The Ascent of Babel Gerry T. M. Altmann,1998-09-03 Language is one of the faculties that sets humans apart from animals the crucial thing which makes our complex social interactions possible The Ascent of Babel explores the ways in which the mind produces and understands language the ways in which the sounds of language evoke meaning and the ways in which the desire to communicate causes us to produce those sounds to begin with The ascent symbolises different things the progression from sound to meaning the ascent that we each undergo from birth onwards as we learn our mother tongue and the quest to understand the mental processes which underlie our use of language Gerry Altmann leads the reader on this ascent a fascinating tour which takes us from babies learning to say words to the production of spoken and written language the effects of brain damage on language and the ways in which computer simulations of interconnecting nerve cells can learn language The Ascent of Babel is a journey of discovery written in an engaging and witty style at the end of which it becomes clear that Babel's summit the secret of language may actually lie at its foundations where babies play and language is learned

A Bibliography on Writing and Written Language Konrad Ehlich,Florian Coulmas,Gabriele Graefen,2011-06-01 The bibliography offers information on research about writing and written language over the past 50 years No comprehensive bibliography on this subject has been published since Sattler's 1935 handbook With a selection of some 27 500 titles it covers the most important literature in all scientific fields relating to writing Emphasis has been placed on the interdisciplinary organization of the bibliography creating many points of common interest for literacy experts educationalists psychologists sociologists linguists cultural anthropologists and historians The bibliography is

organized in such a way as to provide the specialist as well as the researcher in neighboring disciplines with access to the relevant literature on writing in a given field While necessarily selective it also offers information on more specialized bibliographies In addition an overview of norms and standards concerning script and writing will prove very useful for non professional readers It is therefore also of interest to the generally interested public as a reference work for the humanities

**Early Reading Instruction** Diane McGuinness,2006-01-20 Early Reading Instruction is a comprehensive analysis of the research evidence from early writing systems to computer models of reading In this book Diane McGuinness provides an innovative solution to the reading war the century old debate over the efficacy of phonics sound based versus whole word meaning based methods She has developed a prototype a set of elements that are critical to the success of a reading method McGuinness shows that all writing systems without exception are based on a sound unit in the language This fact and other findings by paleographers provides a platform for the prototype Other elements of the prototype are based on modern research For example observational studies in the classroom show that time spent on three activities strongly predicts reading success learning phoneme symbol correspondences practice at blending and segmenting phonemes in words and copying writing words phrases and sentences Most so called literacy activities have no effect and some like sight word memorization have a strongly negative effect The National Reading Panel 2000 summarized the research on reading methods after screening out thousands of studies that failed to meet minimum scientific standards In an in depth analysis of this evidence McGuinness shows that the most successful methods children reading a year or more above age norms include all the elements in the prototype Finally she argues because phonics type methods are consistently shown to be superior to whole word methods in studies dating back to the 1960s it makes no sense to continue this line of research The most urgent question for future research is how to get the most effective phonics programs into the classroom

### **Literacy Disorders**

Ula C. Manzo,Anthony V. Manzo,1993 A holistic view of children s abilities in reading and language arts Includes means for assessing and improving writing spelling and emotional well being a full chapter on how to promote higher order literacy and a full chapter and appendices devoted to the diagnosis and treatment of dyslexia or severe reading disorders

**Individual Differences and Instructed Language Learning** Peter Robinson,2002-09-27 Second language learners differ in how successfully they adapt to and profit from instruction This book aims to show that adaptation to L2 instruction and subsequent L2 learning is a result of the interaction between learner characteristics and learning contexts Describing and explaining these interactions is fundamentally important to theories of instructed SLA and for effective L2 pedagogy This collection is the first to explore this important issue in contemporary task based immersion and communicative pedagogic settings In the first section leading experts in individual differences research describe recent advances in theories of intelligence L2 aptitude motivation anxiety and emotion and the relationship of native language abilities to L2 learning In the second section these theoretical insights are applied to empirical studies of individual differences treatment interactions in

classroom learning experimental studies of the effects of focus on form and incidental learning and studies of naturalistic versus instructed SLA      **Specific Learning Difficulties (Dyslexia)** Mr Peter D Pumfrey, Peter Pumfrey, Rea

Reason, 2013-09-05 Drawing on the work of eleven experienced educational psychologists this book presents a variety of approaches to prevention identification and intervention and makes practical recommendations for future progress

Working Memory and Severe Learning Difficulties (PLE: Memory) Charles Hulme, Susie Mackenzie, 2014-05-09 Working memory is a term used to refer to the systems responsible for the temporary storage of information during the performance of cognitive tasks The efficiency of working memory skills in children may place limitations on the learning and performance of educationally important skills such as reading language comprehension and arithmetic Originally published in 1992 this monograph considers the development of working memory skills in children with severe learning difficulties These children have marked difficulties with a wide range of cognitive tasks The studies reported show that they also experience profound difficulties in verbal working memory tasks These memory problems are associated with a failure to rehearse information within an articulatory loop Training the children to rehearse material is shown to help alleviate these problems The implications of these studies for understanding normal memory development and for models of the structure of working memory and its development are discussed It is argued that the working memory deficits seen in people with severe learning difficulties may contribute to their difficulties on other cognitive tasks      *Learning to Read* John R. Beech, 2021-06-23

Originally published in 1985 Learning to Read presents a balanced view of contemporary research into the reading process and theories accounting for reading and poor reading The book focuses in particular on children who experience considerable difficulty in acquiring necessary reading skills It considers how reading ability is assessed and the problematic subject of dyslexia It also adopts a comprehensive approach to the cognitive factors behind poor reading as well as possible developmental and environmental factors Learning to Read will appeal to those with an interest in how children learn to read and the development of research on this subject      Handbook of Communication Disorders Amalia Bar-On, Dorit

Ravid, Elitzur Dattner, 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      *Working Memory and Neurodevelopmental Disorders* Tracy Packiam Alloway, Susan E. Gathercole, 2012-08-06

Short term or working memory the capacity to hold and manipulate information mentally over brief periods of time plays an important role in supporting a wide range of everyday activities particularly in childhood Children with weak working memory skills often struggle in key areas of learning and given its impact on cognitive abilities the identification of working memory impairments is a priority for those who work with children with learning disabilities *Working Memory and Neurodevelopmental Disorders* supports clinical assessment and management of working memory deficits by summarising the current theoretical understanding and methods of assessment of working memory It outlines the working memory profiles of individuals with a range of neurodevelopmental disorders including Down s syndrome Williams syndrome Specific Language Impairment and ADHD and identifies useful means of alleviating the anticipated learning difficulties of children with deficits of working memory This comprehensive and informative text will appeal to academics and researchers in cognitive psychology neuropsychology and developmental psychology and will be useful reading for students in these areas Educational psychologists will also find this a useful text as it covers the role of working memory in learning difficulties specific to the classroom



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