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Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 263-324) and indexes.
Nota di contenuto	Pt. I. The cognitive context . What is dyslexia? Introduction ; The concept of dyslexia ; Dyslexia and IQ ; Dyslexics versus poor readers ; Is dyslexia part of a continuum of reading ability? ; One hump or two? -- The theoretical context of normal reading development. Theoretical approaches to reading ; Stage theories of reading development -- The development of reading: the role of phonological awareness. Knowledge of letter names and sounds ; The assessment of phonological awareness ; The relation between phonological awareness and reading ; The self-teaching hypothesis ; On rhymes and rimes ; The role of analogy in children's reading ; The clue-word studies ; Rhyme versus phonemic segmentation in early reading: the small- versus large-unit debate -- Phonological awareness, phonological recoding and dyslexia. The phonological deficit hypothesis of dyslexia ; Phonological recoding in dyslexia ; Intervention studies ; Phonological awareness and verbal memory ; Sight reading of whole words ; Are there sub-types of dyslexia? ; Reading in orthographically transparent and opaque languages: the orthographic depth hypothesis -- The general language context. Poor comprehenders ; reading and general language ability ; Naming deficits in dyslexia ; Articulation problems in dyslexia ; Developmental language delay (specific language impairment) and dyslexia -- Auditory perception, the temporal

processing deficit hypothesis and motor skills. Speech perception and reading difficulties ; Electrophysiological indices of auditory processing impairment in dyslexia ; Temporal order and reading ; Temporal aspects of speech perception ; The temporal processing deficit hypothesis of dyslexia ; More on temporal processing: psychophysical and electrophysiological studies of auditory perception in relation to reading ; Correlations between temporal aspects of auditory and visual functions and reading ; Motor deficits in dyslexia ; The automatization deficit hypothesis ; The cerebellar deficit hypothesis.

Pt. II: The biological context. Biological aspects of dyslexia. Genetic factors in reading disability ; Genetics and definitions of dyslexia ; Genetics and normal variation in reading and language ability ; Gyrus patterns -- Laterality, dyslexia and hormones. Mirror-writing and mirror reading ; Handedness and crossed hand-eye dominance ; Is left-handedness sinister? ; Left-handedness and dyslexia ; Pathological left-handedness ; Cerebral laterality and reading ; The hormonal theory of dyslexia -- Neuro-anatomic aspects of dyslexia. Broca's area ; The planum temporale ; Interhemispheric transfer and the corpus callosum ; Bimanual coordination deficits in dyslexia: the callosal deficit hypothesis ; Morphology of the corpus callosum in dyslexia ; Beyond the cortex -- Functional brain imaging and reading. Positron emission tomography ; Functional magnetic resonance imagery ; PET studies and dyslexia ; fMRI studies and dyslexia ; Further neuro-electric techniques ; The cerebellum and dyslexia -- Visual aspects of dyslexia. Visuo-perceptual factors in reading and dyslexia ; Eye movements and dyslexia ; Orthoptic and binocular factors in reading ; The use of coloured lenses and overlays in reading ; Retinal factors in dyslexia -- The magnocellular deficit hypothesis. The magnocellular sub-division of the visual system ; Dyslexia and the magno system -- Concluding comments. Who is dyslexic? ; What causes dyslexia?

Sommario/riassunto

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: th
