

1. Record Nr.	UNINA9910460964303321
Titolo	Explaining individual differences in reading : theory and evidence // edited by Susan A. Brady, David Braze, Carol A. Fowler
Pubbl/distr/stampa	New York : , : Psychology Press, , 2011
ISBN	1-283-15118-9 9786613151186 1-136-73284-5 0-203-81796-6
Descrizione fisica	1 online resource (277 p.)
Collana	New directions in communication disorders research : integrative approaches
Altri autori (Persone)	BradySusan A BrazeDavid FowlerCarol A
Disciplina	418/.4019
Soggetti	Reading disability Reading - Physiological aspects Phonetics Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	pt. 1. Theoretical foundations : phonology and reading -- pt. 2. Phonological factors in learning to read -- pt. 3. Sources of individual differences beyond phonological deficits -- pt. 4. Unraveling the biology of reading and reading differences.
Sommario/riassunto	"Research into reading development and reading disabilities has been dominated by phonologically guided theories for several decades. In this volume, the authors of 11 chapters report on a wide array of current research topics, examining the scope, limits and implications of a phonological theory. The chapters are organized in four sections. The first concerns the nature of the relations between script and speech that make reading possible, considering how different theories of phonology may illuminate the implication of these relations for reading development and skill. The second set of chapters focuses on phonological factors in reading acquisition that pertain to early

language development, effects of dialect, the role of instruction, and orthographic learning. The third section identifies factors beyond the phonological that may influence success in learning to read by examining cognitive limitations that are sometimes co-morbid with reading disabilities, contrasting the profiles of specific language impairment and dyslexia, and considering the impact of particular languages and orthographies on language acquisition. Finally, in the fourth section, behavioral-genetic and neurological methods are used to further develop explanations of reading differences and early literacy development. The volume is an essential resource for researchers interested in the cognitive foundations of reading and literacy, language and communication disorders, or psycholinguistics; and those working in reading disabilities, learning disabilities, special education, and the teaching of reading"-- Provided by publisher.

2. Record Nr.	UNISALENTO991003306279707536
Autore	Allen, Tim
Titolo	Poverty and development into the 21. century / edited by Tim Allen and Alan Thomas
Pubbl/distr/stampa	Milton Keynes : Open university
ISBN	0198776268
Descrizione fisica	XI, 572 p. : ill. ; 25 cm.
Altri autori (Persone)	Thomas, Alan
Soggetti	Poverta
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia