Alan A. Beaton

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Dyslexia, Reading and the Brain Alan Beaton, 2004-10-14 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 The Corsini Encyclopedia of Psychology, Volume 1 Irving B. Weiner, W. Edward Reading and the Brain Craighead, 2010-01-19 Psychologists researchers teachers and students need complete and comprehensive information in the fields of psychology and behavioral science The Corsini Encyclopedia of Psychology Volume One has been the reference of choice for almost three decades This indispensable resource is updated and expanded to include much new material It uniquely and effectively blends psychology and behavioral science The Fourth Edition features over 1 200 entries complete coverage of DSM disorders and a bibliography of over 10 000 citations Readers will benefit from up to date and authoritative coverage of every major area of psychology Introduction to Neuropsychology J. Graham Beaumont, 2008-05-21 This outstanding text gives students a solid grounding in clinical and experimental neuropsychology. The author is a leading authority whose engaging writing style and thorough yet concise coverage of brain localization anatomy and their links to cognitive function make the book ideal for undergraduate or graduate use It is illustrated with more than 60 figures including six color plates Foundations of Special Education Michael Farrell, 2009-07-13 A unique cross disciplinary critique of the foundations of Special Education Covers legal conceptual medical pharmacological neuropsychological social behavioural cognitive psychotherapeutic psycholinguistic technological and pedagogical foundations Provides examples of how each foundation provides insights or practical contributions to special education generally and to specific disabilities and disorders in particular Delivers information across all major types of disorder disability in a single volume creating a must have reference for anyone involved in special education training research or teaching Talking the Talk Trevor A. Harley, 2017-02-02 Talking the Talk provides a comprehensive introduction to the psychology of language written for the reader with no background in the field or any prior knowledge of psychology Written in an accessible and friendly style the book answers the questions people actually have about language how do we speak listen read and learn language The book advocates an experimental approach explaining how psychologists can use experiments to build models of language processing Considering the full breadth of psycholinguistics the book covers core topics including how children acquire language how language is related to the brain and what can go wrong with it Fully updated throughout this edition also includes Additional coverage on the genetics of language Insight into potential cognitive advantages of bilingualism New content on brain imaging and neuroscience Increased emphasis on recursion and what is special about language Talking the Talk is written in an engaging style which does not hesitate to explain complex concepts It is essential reading for all undergraduate students and those new to the topic as well as the interested lay reader Science John Michels (Journalist),2005 **Journal for Research in Mathematics Education** ,2012 Book Review Index ,2006 Every 3rd

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Forthcoming Books Rose Arny, 1997-12 **Journal of Cognitive Neuroscience** ,1993 American Book Publishing **Human Learning** Jeanne Ellis Ormrod, 2008 Human Learning fifth edition is the leading text on learning theories applied to education It covers a broad range of learning theories including behaviorist social cognitive cognitive and developmental Complex learning and cognition including metacognition transfer and social processes in knowledge construction are also covered as is motivation Coverage demonstrates through the author's extremely lucid and engaging prose how different concepts relate to one another The book provides dozens of proven examples and emphasizes meaningful learning that makes the fundamentals of these theories comprehensible to students with little or no prior coursework in psychology Key revisions to this book include a thoroughly updated section on behaviorism a new separate chapter on the developmental theories of Piaget and Vygotsky and a reorganized motivation section **How Children Learn to Read** Ken Pugh, Peggy McCardle, 2011-02-25 This book brings together information about the neurobiological genetic and behavioral bases of reading and reading disabilities Research findings and interventiona approaches by leaders in the field are presented The volume provides essential reading for a range of researchers clinicians and other professionals interested in Learning Disabilities Corinne Roth Smith, 1991 This fourth edition examines the reading and reading disability characteristics of individuals with learning disabilities and how their success is mediated by the demands and attitudes of their families and school environments The book takes an ecological perspective on learning disabilities A focus on multicultural diversity issues is included in special sections throughout It is written in a readable style with many anecdotes and over 45 personal vignettes contributed by individuals with learning disabilities their parents teachers and psychologists Topics to this new edition include the concept of learning disabilities causes of learning disabilities task and setting contributors academic development social emotional development assessment and more Educators of students with learning Medical and Health Care Books and Serials in Print ,1986 Reading in the Brain Stanislas disabilities Dehaene, 2010-10-26 Brings together the cognitive the cultural and the neurological in an elegant compelling narrative A revelatory work Oliver Sacks M D The act of reading is so easily taken for granted that we forget what an astounding feat it is How can a few black marks on white paper evoke an entire universe of meanings It seven more amazing when we consider that we read using a primate brain that evolved to serve an entirely different purpose In this riveting investigation Stanislas Dehaene author of How We Learn explores every aspect of this human invention from its origins to its neural underpinnings A world authority on the subject Dehaene reveals the hidden logic of spelling describes pioneering research on hiw we

process languages and takes us into a new appreciation of the brain and its wondrous capacity to adapt The Dyslexia Debate Julian G. Elliott, Elena L. Grigorenko, 2014-03-24 The Dyslexia Debate examines how we use the term dyslexia and questions its efficacy as a diagnosis While many believe that a diagnosis of dyslexia will shed light on a reader s struggles and help identify the best form of intervention Julian G Elliott and Elena L Grigorenko show that it adds little value In fact our problematic interpretation of the term could prove to be a major disservice to many children with difficulties learning to read This book outlines in detail the diverse ways in which reading problems have been conceptualized and operationalized Elliott and Grigorenko consider the latest research in cognitive science genetics and neuroscience and the limitations of these fields in terms of professional action They then provide a more helpful scientifically rigorous way to describe the various types of reading difficulties and discuss empirically supported forms of intervention Dyslexia, Learning, and the Brain Roderick Nicolson, Angela Fawcett, 2010-08-13 A unique overview of research on dyslexia and an account of the underlying causes at cognitive brain and neural system levels that provides a framework for significant progress in the understanding of dyslexia and other related learning disabilities Dyslexia research has made dramatic progress since the mid 1980s Once discounted as a middle class myth dyslexia is now the subject of a complex and confusing body of theoretical and empirical research In Dyslexia Learning and the Brain leading dyslexia researchers Roderick Nicolson and Angela Fawcett provide a uniquely broad and coherent analysis of dyslexia theory Unlike most dyslexia research which addresses the question what is the cause of the reading disability called dyslexia the authors work has addressed the deeper question of what is the cause of the learning disability that manifests as reading problems. This perspective allows them to place dyslexia research within the much broader disciplines of cognitive psychology and cognitive neuroscience and has led to a rich framework including two established leading theories the automatization deficit account 1990 and the cerebellar deficit hypothesis 2001 Nicolson and Fawcett show that extensive evidence has accumulated to support these two theories and that they may be seen as subsuming the established phonological deficit account and sensory processing accounts Moving to the explanatory level of neural systems they argue that all these disorders reflect problems in some component of the procedural learning system a multiregion system including major components of cortical and subcortical regions The authors answer to the fundamental question what is dyslexia offers a challenge and motivation for research throughout the learning disabilities laying the foundations for future progress

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