DOCUMENT RESUME

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TITLE Dyslexia: Exceptional Child Bibliography Series.
Information Center on Exceptional Children.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE),
Washington, D.C.
PUB DATE Feb 71
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DESCRIPTORS *Annotated Bibliographies; *Bibliographies;
*Dyslexia; *Exceptional Child Education; *Reading
Difficulty; Remedial Reading; Teaching Methods

ABSTRACT

Contained in the annotated bibliography are 84
references to texts, journal articles, research reports, and teaching
or program guides concerning dyslexia. The bibliography is one in a
series of over 50 similar listings on handicapped and gifted
children. Such topics as identification and educational diagnosis,
research on dyslexia, lateral dominance and other neurological
considerations, perception, reading difficulty, reading skills,
remedial reading, and teaching methods are covered. For each of the
references, which were selected from Exceptional Child Education
Abstracts, bibliographic data, availability information, indexing and
retrieval descriptors, and an abstract are given. Author and subject
indexes are provided. (KW)
DYSLEXIA

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.
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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc., for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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Some bibliographies in Exceptional Children Bibliography Series contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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For documents over 1,000 pages in length, add $3.29 for each additional 1-100 page increment.
ABSTRACT 10250
EC 01 0250 ED 018 049
Publ. Date 67 Ellington, Careth
The Shadow Children, a Book about Children's Learning Disorders.
EDRS not available
Descriptors: exceptional child education; learning disabilities; reading; tests; teaching methods; children; minimally brain injured; case studies (educational); reading difficulty; reading failure; behavior; clinical diagnosis; educational objectives; remedial instruction; special programs; neurologically handicapped; dyslexia; perceptually handicapped; family background; intelligence tests; diagnostic tests; directories

Intended for parents and classroom teachers, the book translates the often technical professional literature which already exists concerning children with learning disorders. Dyslexia (the lack of ability or inability to read) is discussed, and two case studies are provided. Minimal brain dysfunction and the range of its terminology and symptoms are also treated. Information on testing and teaching includes checklists and sample visual materials. Also given are a glossary of 24 items, a suggested reading list of 64 items, a list of 27 references, and a 148-page directory (organized by states) of private and public agencies which provide testing, diagnosis, and special education services for children with learning disabilities. For each facility, address, directory, diagnostic facilities, testing facilities, educational facilities, and special requirements are stated. This document is available from Topaz Books, Five North Wabash Avenue, Chicago, Illinois 60602, for $6.50. (DF)

ABSTRACT 10480
EC 01 0480 ED 014 176
Publ. Date 29 Apr 66 Barsch, Ray H.; Bryant, N. Dale
Rutgers University, New Brunswick, N. J.
EDRS MF. HE
Descriptors: exceptional child education; learning disabilities; remedial instruction; special classes; dyslexia; psychoeducational processes; children; diagnostic teaching; educational improvement; learning theories; perceptual development; teaching methods; clinical diagnosis; educational programs; classification

Papers by two speakers are presented, together with brief bibliographies (totaling 15 items) of their recent articles. A Perspective on Learning Disabilities and the Concept of Movement Efficiency by Barsch, surveys the problem of classifying children in educational programs and suggests that classes for special learning disabilities be part time units which prepare the children for return to regular classes. The child's disability depends on the child, the task, and the learning situation. An experimental classroom in Madison is described. In the Role of the Clinical Educator in the Diagnosis and Treatment of Learning Disorders, Bryant discusses three major areas of knowledge crucial to diagnosis and treatment of learning disabilities—(1) knowing the multitude of component steps necessary for learning any skill, (2) understanding the nature of the disability, and (3) using learning principles to avoid or overcome handicaps by progressing toward each learning goal. The dyslexic child is used as an example of learning disability. Guiding principles include--starting with the most basic element with which the child has trouble, making the steps small enough (90 percent correct responses), and avoiding negative learning and confusion. The child should make noticeable improvement at every lesson. Overlearning and reviews will help keep retention high. This document is available from the New Jersey Association for Brain Injured Children, 61 Lincoln Street, East Orange, New Jersey 07017. (JA)

ABSTRACT 10455
EC 01 0555 ED 021 352
Publ. Date 07 Jul 67 Johnson, Doris J.; Myklebust, Helmer R.
Learning Disabilities: Educational Principles and Practices.
EDRS not available
Grune and Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($9.75).

Descriptors: exceptional child education; learning disabilities; teaching methods; minimally brain injured; perceptually handicapped; neurologically handicapped; dyslexia; remedial instruction; arithmetic; nonverbal learning; written language; auditory perception; visual perception; educational planning; learning; educational principles

Intended for teachers, educators, and specialists who are interested in the problems of learning disabilities, the text presents principles and practices necessary in the clinical teaching approach to children with learning disabilities. Areas considered include learning disabilities in general, the brain and learning, and special education and learning disabilities. Also treated are nonverbal disorders of learning and disorders of auditory language, reading, written language, and arithmetic. Implications and outlook are discussed. Approximately half of the 74 illustrations are teaching aids and half are examples of children's drawings or writings which show the effects of various learning disabilities. A reference list cites 186 items. (LE)
performance on a language learning facility scale. The lowest 20 were rated as dyslexic, with specific developmental language disability. The followup study was done in 1964 and 1965. The subjects ranged from 26 to 40 years of age, with a mean of 33.4. All had completed secondary school; 48 had earned their baccalaureate degrees; and three were still undergraduates. Mean numbers of college years completed were 5.45 (high group), 5.69 (medium group), and 6.02 (low group). All were employed and classified by Warne’s Scale in Social Class in America, and the low group had the highest rating with nine in the first class, nine in the second, and one each in the fourth and fifth classes of the five classes. Twenty boys in the low group (IQ range 94 to 135) were matched with one from the other two groups (IQ range 111 to 185) by achievement in education, age, type of college, socioeconomic status, and occupation. The difference between the mean IQ’s favored 14 nondyslexic and five dyslexic boys (p less than .001). (SN)

ABSTRACT 10521
EC 01 0521 ED 023 216
Publ. Date 68 91p.
Edington, Ruth; and Others
Helping Children with Reading Disability
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($1.00).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials; eye hand coordination; phonics; auditory training; writing; spelling; kinesthetic perception; dyslexia; instructional aids

Intended for parents helping their children with reading disabilities, the book describes specific activities in eight areas. The eight areas include general suggestions for the study period, hand and eye coordination activities, phonics training, ear training, reading, relaxation activities, muscle memory, writing, and spelling. Thirteen approaches to and methods of teaching are specified. The appendix lists instructional materials, including commercial work and textbooks and programs, as well as other materials. Twenty-seven aids are also illustrated. (LE)

ABSTRACT 10606
EC 01 0606 ED N.A.
Publ. Date 30 Nov 67 4p.
Schmitz, Earl P.
Some Considerations Regarding Dyslexia, Vision and Optometry
EDRS not available
Optometric Weekly, VS8 N48 P17-20 Nov 30 1967

Descriptors: exceptional child research; learning disabilities; visually handicapped; reading; dyslexia; optometrists; visual perception; reading difficulty; research reviews (publications)

Research on the relationship between optometry and the problems of the poor reader or dyslexic child is discussed, and studies of the influence of vision on school performance are described. Also covered are estimates of the prevalence of school children with reading difficulties; the refractive status of poor readers; the effect of anisometropia on reading performance; reading failure and visual anomalies; and dyslexia as a primary or secondary factor in emotional disturbance. Twenty-five references are given. (SN)

ABSTRACT 10659
EC 01 0669 ED N.A.
Publ. Date 66 423p.
Money, John, Ed.; Schiffman, Gilbert, Ed.
The Disabled Reader; Education of the Dyslexic Child
EDRS not available
The Johns Hopkins Press, Baltimore, Maryland 21218 ($8.50).

Descriptors: exceptional child education; learning disabilities; teaching methods; reading; reading ability; remedial instruction; remedial programs; dyslexia; perceptually handicapped; lateral dominance; language handicaps; initial teaching alphabet; linguistics; phonics; mor- phonemics; kinesthetic methods; spelling; behavior modification; experimental psychology; perceptual motor coordination; case studies (education)

Twenty-two papers consider theories of reading disability and various teaching methods. Disorders of spelling, linguistics, developmental factors in reading and writing awkwardness, reading as operant behavior, experimental psychology of learning to read, the epidemiology of reading retardation and a program for preventive intervention, and learning and not learning to read are discussed. Teaching methods presented as alternatives to the whole word method are the Orton-Gillingham approach, tracing and kinesthetic techniques, the Initial i eaching Alphabet, the morphologico-algebraic approach, the color phonics system, and the phonetic choice reading method; mature content for immature skills and program administration in a school system are included. Case histories illustrate space-form deficit; directional rotation and poor finger localization, conceptual idiosyncrasy; phonemic-graphemic matching defect, arrested literacy, and the developmental Gerstmann syndrome. A critique on teaching reading is presented. A glossary, a bibliography, and a selected bibliography of tests are included. (LE)

ABSTRACT 10695
EC 01 0954 ED N.A.
Publ. Date 67 13p.
Bannatyne, Alex
The Etiology of Dyslexia and the Color Phonics System
Illinois University, Urbana, Institute for Research on Exceptional Children EDRS not available

The Association for Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).

Paper Published in International Approach to Learning Disabilities of Children and Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 67-79.

Descriptors: exceptional child education; reading; learning disabilities; dyslexia; etiology; conference reports; anatomy; communication (thought transfer); neurological defects; memory; lateral dominance; emotional problems; parent child relationship; heredity; genetics; testing; neurological organization

Dyslexia is classified by cause and type: primary emotional (communicative causes), minimal neurological dysfunction, genetic dyslexia, and social, cultural, or educational deprivation. The first three species of dyslexia are further divided into subspecies, with most attention paid to genetic dyslexia, its background, the problem of dominance, and lateralization. Neurological plasticity and memory are discussed; research evidence is reviewed from four studies. The color phonics system is mentioned. (JD)
Public Health Service (DHEW), Washington, D.C., Bureau of State Services EDRS not available The Association for Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole: $2.50).

Paper Published in International Approach to Learning Disabilities of Children and Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 80-97.

Descriptors: exceptional child education; learning disabilities; perception; reading; neurologically handicapped; perceptually handicapped; dyslexia; heredity; anomalies; cerebral dominance; conference reports; Turner's Syndrome

The process involved in reading disability and a specific type of learning disability are discussed. The laws of object, directional, and form constancy are explained, and the problems of mixed dominance (left-right discrimination) and hemispheric dominance for language are considered. Intersensory transfer is also discussed.Turner’s Syndrome (occurring in girls who have 45 chromosomes and an X chromosome missing as the result of a genetic accident) is next presented. Research showing partial spaceform blindness, difficulties with directional sense, and relatively low nonverbal IQ is reviewed, and the finding that the girls were not dyslexic is considered. (DF)

**ABSTRACT 10957**

EC 01 0987 ED N.A. Publ. Date 67 19p. McLeod, John Psychological and Psycholinguistic Aspects of Severe Reading Disability in Children: Some Experimental Studies. Queensland University, Australia, Remedial Education Centre EDRS not available

The Association for Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole: $2.50).


Descriptors: exceptional child research; learning disabilities; reading; perception; identification; dyslexia; visual perception; reading tests; primary grades; conference reports; redundancy; psycholinguistic; auditory perception; testing; test validity; Dyslexia Schedule

The concept of redundancy in language (oral and written) and the development of the new science of psycholinguistics is presented as background material for a discussion of the identification and remediation of dyslexia. A tachistoscopic presentation of printed letter sequences of three different orders of approximation to English was given to a group of 23 dyslexic children (equivalent to Grade 1 in the United States) in Grade 2 in Brisbane, Australia, and a normal control group (randomly selected). The control group was significantly superior at all three levels of approximation (p equals .001). Additional studies found no difference in discrimination (Weisman Test of word pairs) between the dyslexic children and the superior scoring controls. Results indicated that failure to read in children with dyslexia is due to failure to process redundant visual linguistic signals. Implications for further study of remediation techniques are given; a screening test, the Dyslexia Schedule, which was developed to discriminate between dyslexic children and others is described; and studies on spelling ability, vowel and consonant substitutions, and articulation are mentioned. An appendix contains the Dyslexia Schedule discriminating items. (DF)

**ABSTRACT 10987**

EC 01 0987 ED N.A. Publ. Date Jun 67 10p. Friedman, Nathan Fixation Stress: A Cause of Retarded Reading. American Optometric Association, St. Louis, Missouri EDRS not available

Journal of the American Optometric Association; V38 N6 P463-72 Jun 1967

Descriptors: exceptional child research; learning disabilities; fixation; visually handicapped; sensory training; tracking; behavior change; dyslexia; reading improvement; saccades; eye movements; space orientation; visual acuity; retarded readers; remedial programs; experimental programs; audiovisual instruction

Specific visual fixation training was given to boys with reading difficulty and average or above intelligence. Fourteen severely retarded readers below seventh grade showed an average advance in reading of 2.3 years over a testing period of 6 months while seventeen boys in grades 7 through 9 averaged 1.7 years advance in reading. An analysis of object, space, and moving fixation showed that all but one of the 14 boys below grade 7 had severe stress in at least two of these areas and that of the 17 boys in grades 7 through 9, nine had severe stress in all three fixation areas, five in two areas, and three in one area. Their fatigue, headaches, reversal, and blurring of images were eased with the visual training and classroom behavior improved. The conclusion was that a defined relationship exists between fixation and reading. The visual fixation training techniques are described. (LE)

**ABSTRACT 11011**

EC 01 1011 ED N.A. Publ. Date 66 13p. Schiffman, Gilbert; Clemmens, Raymond L.

Observations on Children With Severe Reading Problems. Maryland State Department of Education, Baltimore; Maryland University, Baltimore, University Hospital EDRS not available


Chapter in Learning Disorders, Volume 2, Pages 297-310.

Descriptors: exceptional child research; learning disabilities; reading; perception; achievement; reading achievement; dyslexia; perceptual motor learning; remedial reading; developmental reading; reading difficulty; elementary school students; remedial students; reading instruction; reading level; reading research; special classes; multisensory learning; visual discrimination; followup studies

Elementary and secondary students with near average or better intelligence who had severe reading retardation with problems in word recognition were divided into developmental reading, corrective reading, and remedial reading groups and were treated during the 1961-62 school year. Developmental reading instruction was carried out in regular classrooms, corrective reading in small groups and special classes, and remedial reading as a clinical program with multisensory specialized techniques for difficulty with visual associations. The elementary remedial group made significantly (p equals .01) greater improvement than its other two divisions at the close of the 1-year instructional program and the 1-year follow-up period. While the secondary remedial group scored significantly better (p equals .01) at the end of the instructional program, there was no difference among the three secondary divisions at the end of the follow-up year. A commentary on six ratios and maturational factors in learning problems is included. (DF)

**ABSTRACT 11263**

EC 01 1263 ED N.A. Publ. Date 65 28p. A Profile...The EH Child...And His Needs. Contra Costa County Department of Education, Pleasant Hill, California EDRS not available

Contra Costa Department of Education, 75 Santa Barbara Road, Pleasant Hill, California 94523.

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; neurologically handicapped; hyperactivity; perception; language arts; perceptual motor coordination; language development; mathematical concepts; mental retardation; neurological development; emotionally disturbed; epilepsy; dyslexia

The educationally handicapped child and his needs are discussed. Lectures treat mental retardation, function and malfunction of the nervous system, epilepsy, the education of the hyperactive child, perception, visual motor coordination and teaching materials, training perception, sensory motor training, special help in specific areas, and dyslexia. Student committee reports consider methods and materials encouraging the sequential development of quantitative concepts.
eight authorities on visual perception and fine motor coordination; methods and materials for teaching reading, spelling, and writing; teaching methods and techniques for auditory perception and language development; and gross motor development materials and teaching and evaluation methods. An additional report discusses psychologic services for emotionally handicapped children. The appendixes provide a diagnostic test to be administered by teachers to discover potential learning difficulties of children and outline the regulations relating special education programs for emotionally handicapped minors; a general bibliography cites 101 items. (LE)

ABSTRACT 11384
EC 01 1384 ED N.A. 175p.
Smith, Bert Kruger
Your Nonlearning Child: His World of Upside Down.
Beacon Press, Beacon Street, Boston, Massachusetts (2108 $4.95).

Descriptors: exceptional child services; perception; learning disabilities; educational needs; minimally brain injured; dyslexia; aphasia; neurologically handicapped; clinical diagnosis; clinic; self concept; case studies; education; family problems; educational programs; educational planning; child rearing; special schools; educational legislation; student teacher relationship; current child relationship

Directed to teachers, volunteers, and parents working with the unlearning child, the text describes the child with specific learning disabilities in terms of perception, thought development, language, and symptoms. The damaged child's view of himself as a failure is discussed; case histories are provided; causes stated; and parent and teacher views of the child are presented. Guidelines for parents are provided which describe a study period, discipline, and independent training; guidelines for teachers describe sources of help including the Houston Speech and Hearing Center, the Institute for Language Disorders in Evanston, Illinois, the Pathway School in Morrisown, Pennsylvania, and the Menninger Foundation in Topeka, Kansas. The responsibility for these children is examined in light of legislative programs, recommendations from Associations for Children with Learning Disabilities, the Bureau of Education for the Handicapped, current research, and activities and information sources. (LE)

ABSTRACT 11586
EC 01 1586 ED N.A. 8p.
Swanson, William L.
Strephosymbolia—What Can We Do About It?
Los Angeles County Optometric Association, California. Committee on Visual Problems of Children And Youth
EDRS not available
Journal of the American Optometric Association; V38 N8 P646-53 Aug 1967

Descriptors: exceptional child services; learning disabilities; perceptually handicapped; dyslexia; visually handicapped; perceptual motor coordination; visual perception; clinical diagnosis; auditory visual tests; perception tests; stereopsis; visual acuity; eye hand coordination; eye movements; motor development; lateral dominance; Strophosymbolia

Clinical diagnosis of strephosymbolia, or vision and perception disabilities, is described with mention of tests used, studies, and case histories. Visual analysis and retinopathy are discussed and use of a pen light or dangled bell to test for rotations or near point of convergence noted. Particulars from the Keystone Visual Skills Test and Progress of Fusion Test are detailed for diagnosing difficulties in fusion, stereopsis, fusional reserves (duction tests), suppression, accommodative flexibility; and amplitude, visual acuity, and the controlling eye. The Leavell Hand-Eye Coordination Test is used for testing dominance and the visual imagery reaction. Other tests described are the Gray Oral Reading Test; the Spache Test for gross suppression of either eye in the reading act; the Murroughs Phonovisual Test for determining the integration of auditory visual areas; and the Veit Test for visual motor development; flashing digits at a tenth of a second for testing speed and span of perception; use of the Herr or Dolch test for vocabulary; hopping on one foot, crawling, and posture used in writing for determining gross motor ability; and the Keystone Card AN3 Stereoscopic Stair Pattern for testing hand-eye coordination. (LE)

ABSTRACT 11588
EC 01 1588 ED N.A. 222p.
Money, John, Ed.
Reading Disability; Progress and Research Needs in Dyslexia.
Johns Hopkins Medical Institutions, Baltimore, Maryland. Association for the Aid of Crippled Children, New York, New York
EDRS not available
Johns Hopkins Press, Baltimore, Maryland (21218 $6.00).

Descriptors: exceptional child research; learning disabilities; dyslexia; reading; achievement; psycholinguistics; cognitive processes; reading process; reading material; reading; summer programs; remedial reading programs; music; intelligence level; learning characteristics; reading processes

Decoding problems in reading were studied in children attending a summer institute for retarded readers. On the average, the children were 2.2 grade levels behind their actual school grade on the Gray Oral Reading Test and had an IQ of 110.6. Control subjects, who were children attending nearby camps, were 0.4 grade levels above their actual grade on the Gray test. The Gates Basic Reading Test and music ability tests were administered and studied along with intelligence subtest patterns. The reading problems children showed difficulties in handling closely related tasks simultaneously and in reproducing interior details within a more general configuration. They were also found to have difficulty in automatization (performing simple, repetitive tasks rapidly and accurately), perhaps as a result of nervous system fatigue. Research was cited relating decoding problems to weak automatization. The Institute's remedial program, which examined through a presentation of characteristics of these studies and data from an experiment studying the effectiveness of differing modes of therapy. Another paper provides an example of a population study of reading achievement and contrasts it with the clinical study method to suggest that both methodologies be used in a complementary fashion. Psychiatric considerations are recognized and this discipline is related to others dealing with dyslexia. Several papers review the pertinent literature to explain the anatomy of acquired reading disorders and to examine the relationships of dyslexia to form perceptions in a directional sense, to cerebral dominance, and to language acquisition and concept formation. One paper utilizes a quantitative approach to research in word blindness while another studies the theoretical considerations underlying the research into the maturation of visual function. There is a discussion concerning some of the possible relations between dyslexia and clinical methods and findings applicable to hearing and speech problems. The final paper investigates the influence of dysfunctions in the nervous system on dyslexia. (IM)

ABSTRACT 11591
EC 01 1591 ED N.A. 12p.
Drake, Charles; Schnell, Melvyn
Decoding Problems in Reading: Research and Implications.
Freyburg Academy Reading Research Institute, Maine
EDRS not available
Reprint From Pathways in Child Guidance.

Descriptors: exceptional child research; learning disabilities; dyslexia; reading; achievement; psycholinguistics; cognitive processes; reading process; reading material; reading; summer programs; remedial reading programs; music; intelligence level; learning characteristics; reading processes

Decoding problems in reading were studied in children attending a summer institute for retarded readers. On the average, the children were 2.2 grade levels behind their actual school grade on the Gray Oral Reading Test and had an IQ of 110.6. Control subjects, who were children attending nearby camps, were 0.4 grade levels above their actual grade on the Gray test. The Gates Basic Reading Test and music ability tests were administered and studied along with intelligence subtest patterns. The reading problems children showed difficulties in handling closely related tasks simultaneously and in reproducing interior details within a more general configuration. They were also found to have difficulty in automatization (performing simple, repetitive tasks rapidly and accurately), perhaps as a result of nervous system fatigue. Research was cited relating decoding problems to weak automatization. The Institute's remedial program, which examined through a presentation of characteristics of these studies and data from an experiment studying the effectiveness of differing modes of therapy. Another paper provides an example of a population study of reading achievement and contrasts it with the clinical study method to suggest that both methodologies be used in a complementary fashion. Psychiatric considerations are recognized and this discipline is related to others dealing with dyslexia. Several papers review the pertinent literature to explain the anatomy of acquired reading disorders and to examine the relationships of dyslexia to form perceptions in a directional sense, to cerebral dominance, and to language acquisition and concept formation. One paper utilizes a quantitative approach to research in word blindness while another studies the theoretical considerations underlying the research into the maturation of visual function. There is a discussion concerning some of the possible relations between dyslexia and clinical methods and findings applicable to hearing and speech problems. The final paper investigates the influence of dysfunctions in the nervous system on dyslexia. (IM)
ties; age differences; lateral dominance; reading achievement; learning

Journal of Learning Disabilities; V2 N9 P441-7 Sep 1969

Delacato

O’Donnell, Patrick A.; Eisenson, Jon

EC 01 1796

ED N.A.

PUBL. DATE SEP 69

7p.

Dyslexia; reading instruction; teaching methods; dyslexia; reading; remedial techniques for older pupils with severe reading disability as well as methods for helping the bright high school student who is not achieving up to capacity. Case histories illustrating various facets of the problem are presented. The appendices offer representative tests; listings of selected books by grade level; descriptions of games, devices, and workbooks; and word lists. (JM)

ABSTRACT 11979

EC 01 1976

ED 031 012

19p.

Gold, Lawrence

Approach to Diagnosis and Treatment of Pupils with Developmental Dyslexia

Learning Center, Binghamton, New York;

Broome County School District, New York;

Tioga County School District, New York Office of Education (DHEW), Washington, D.C.

EDRS MF, BC


Descriptors: exceptional child education; learning disabilities; identification; dyslexia; teaching methods; program planning; clinical diagnosis; tutoring; student characteristics; interdisciplinary approach; individual instruction; language skills; reading centers; reading difficulty; supplementary educational centers; remedial educational programs; tutorial programs; program evaluation

A history of the growing interest and knowledge concerning dyslexia is provided to clarify theoretical models, while the operational model is described in terms of admission criteria, instruction, diagnostic and evaluative techniques, role of interdisciplinary staff, and pupil characteristics. Methods, materials, and approach of the instructional program, and instruments used for program evaluation are presented. (RD)

ABSTRACT 11984

EC 01 1984

ED N.A.

PUBL. DATE DEC 68

296p.

Dechert, Emerald

Diagnosis and Remediation of Reading Disability


Descriptors: exceptional child education; learning disabilities; identification; dyslexia; reading; teaching methods; instructional materials; dyslexia; reading difficulty; testing; remedial reading, clinical diagnosis; instructional materials; identification; prevention; vocabulary development; remedial reading; psychotherapy; case studies (education); educational diagnosis; etiology; identification; underachievers

The causes, diagnosis, and treatment of reading disability are examined; the nature of reading disability is defined; and the diverse characteristics of students with reading disability are considered. A multidisciplinary approach to treatment is advanced, and the varied causes and their interfunctioning are analyzed. Diagnosis is approached from two angles: the contributions and means of investigation of both the teacher and the psychologist. Aspects of treatment described include psychotherapeutic principles as applied to remedial reading instruction, the major methods of teaching word recognition, and the application of its techniques within a group or individual setting. Basic components and remedial methods connected with developing comprehension, study skills, and vocabulary are also explained. The scope of the discussion is extended by applying principles to pupils of widely differing ages and stages of achievement and describing remedial techniques for older pupils with severe reading disability as well as methods for helping the bright high school student who is not achieving up to capacity. Case histories illustrating various facets of the problem are presented. The appendices offer representative tests; listings of selected books by grade level; descriptions of games, devices, and workbooks; and word lists. (JM)

ABSTRACT 11963

EC 01 1963

ED 030 997

83p.

Robbins, Richard C. and Others

A Model Exemplary Clinic for Learning Disabilities; A Project of Title III, ESEA

Riverside Unified School District, California

EDRS MF

Riverside Unified School District, Riverside, California 92502.

Descriptors: exceptional child research; program evaluation; dyslexia; teaching methods; learning disabilities; auditory training; motor development; school visitation; behavior rating scales; remedial reading; academic achievement; student evaluation; student attitudes; retarded readers; testing; in-service teacher education; remedial programs; visual perception; Riverside; California

To demonstrate creative methods and materials for the remediation of severe learning disabilities, to help children with these difficulties, and to train professional personnel, six teachers working in teams of two taught seven remedial classes with a maximum of 12 students using a program designed to remediate deficiencies in the auditory, aural, visual and motor areas. They taught basic reading skills to functional non-readers in grades 3 through 6; and focused on reading skills with less remediation of perceptual-motor deficiencies in two elementary classes and three secondary classes.

Two 10-week in-service courses presented the theory and methods of remediation. Visitors and participants answered questionnaires and indicated that their involvement with the Learning Center was valuable; all classes but one made progress at the .05 level of significance in all areas of reading and spelling; and structured teacher ratings showed few changes in student attitudes and behavior. Informal comments of teachers and aids, parent questionnaire responses, and student interviews, however, indicated positive changes in the students' attitudes toward school and learning. An outline of the instructional methods and materials is included. (LE)

ABSTRACT 11980

EC 01 1976

ED N.A.

PUBL. DATE MAY 67

26p.

LeRoy, Paul and Others

Two Models of Reading Instruction: A Study of the Effects of Motor and Aural Characteristics on Reading Improvement

Journal of Learning Disabilities; V2 N9 P37-40 Apr 1969

PUBL. DATE APR 69

34p.

Robbins, Richard C. and Others

A Model Exemplary Clinic for Learning Disabilities; A Project of Title III, ESEA

Riverside Unified School District, California

EDRS MF

Riverside Unified School District, Riverside, California 92502.

Descriptors: exceptional child research; program evaluation; dyslexia; teaching methods; learning disabilities; auditory training; motor development; school visitation; behavior rating scales; remedial reading; academic achievement; student evaluation; student attitudes; retarded readers; testing; in-service teacher education; remedial programs; visual perception; Riverside; California

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ABSTRACT 11984

EC 01 1984

ED N.A.

PUBL. DATE DEC 68

296p.

Dechert, Emerald

Diagnosis and Remediation of Reading Disability


Descriptors: exceptional child education; learning disabilities; identification; dyslexia; reading; teaching methods; instructional materials; dyslexia; reading difficulty; testing; remedial reading, clinical diagnosis; instructional materials; identification; prevention;
remedial reading programs; reading instruction; program planning; individualized instruction

Intended for the classroom teacher, the text presents methods for preventing, diagnosing, and remediating reading problems. Areas considered include identification of the difficulty, diagnostic testing, investigation of causes, and organization and implementation of remediation. A survey of reading methods is provided, along with a discussion of meeting the individual needs of children whose reading problems are compounded by other handicapping conditions. Various remedial procedures are described; guidelines are offered and materials listed in the areas of skill improvement materials, audiovisual materials, mechanical devices, and professional books. Information is appended regarding the following: tests of intelligence and reading readiness as well as reading surveys, diagnostic reading, and oral reading tests; the role of the reading specialist; and 47 test and 231 book publishers.

ABSTRACT 20062
EC 02 0062  ED N.A.
Publ. Date 66  26p.
Neurological Organization in the Classroom
California Association for Neurologically Handicapped Children, Santa Ana, Orange County Chapter
EDRS not available
California Association for Neurologically Handicapped Children, Orange County Chapter, P. O. Box 1592, Santa Ana, California 92720.

Descriptors: exceptional child education; learning disabilities; reading; neurologically handicapped; clinical diagnosis; remedial programs; kindergarten children; eye movements; neurological organization; evaluation methods; perception tests; cerebral dominance; teaching methods; dyslexia; visual perception; lateral dominance; Doman Delacato Method.

The relationship between brain development and functioning is considered, along with the reading process. Techniques for evaluating functional neural development of mid-brain, cortex, and cortical hemispheric dominance are presented; and a remedial program involving movement and visual training are provided for each of these three areas. A kindergarten program of neurological organization, six Doman and/or Delacato books, two teaching films, and the Keystone Telebinocular and Stereoreader are suggested for use. (LE)

ABSTRACT 20133
EC 02 0133  ED N.A.
Publ. Date 67  27p.
McLeod, John
Some Psycholinguistic Correlates of Reading Disability in Young Children.
EDRS not available
Researching Quarterly; V2 N3 P5-31 Spr 1967

Descriptors: exceptional child research; learning disabilities; reading; dyslexia; psycholinguistics; auditory discrimination; visual discrimination; verbal ability; speech skills.

Three experiments compared the ability of 23 second grade children who were disabled readers with the ability of a control group to reproduce tachistoscopically presented letter sequences and to discriminate and reproduce vocally auditorily presented words. Both the letter sequences and the context of the words were of varying approximations to English. The reading disability group was significantly and consistently inferior in reproducing the visually presented letter sequences of the zero-, first-, and second-order approximations to printed English; their difficulty was independent of the order of approximation. They were also significantly inferior in vocally reproducing auditorily presented words which had been preceded by contexts of first- and third-order approximations to spoken English. Less inferior when a stimulus words were preceded by the more redundant English context. In addition, the reading disability group was significantly inferior in discriminating between two monosyllabic words which differed in only a single phoneme, but did not differ in the ability to vocally reproduce isolated monosyllabic words.

ABSTRACT 20240
EC 02 0240  ED N.A.
Publ. Date Apr 69  310p.
Surang, Ruth
Diagnostic Teaching of Reading.
EDRS not available

Descriptors: exceptional child education; reading; teaching methods; reading diagnosis; remedial reading; reading tests; interviews; case studies (education); reading instruction; diagnostic tests; classroom observation techniques; reading skills; diagnostic teaching; evaluation methods; learning disabilities; teacher role; oral reading; reading interests; dyslexia.

Designed for a first course in the diagnosis of reading difficulties or for a major part of an intensive course in the teaching of reading, the text clarifies diagnostic theory, develops applications, and suggests specific ways to carry out the procedures described. Specific examples and cases illustrate the use of various diagnostic and remedial procedures at both elementary and secondary school levels. Excerpts from recorded interviews form the basis of a study of interview techniques. Discussions of group methods include the role of the teacher in diagnosis, observation in the classroom, oral reading as a diagnostic technique, introspective-retrospective reports, speechreading, and the contribution of tests. Individual methods featured are physical factors in reading diagnosis, reading tests administered individually, indicators of reading potential, interview techniques, projective methods, and interpretation, synthesis, and treatment. Each chapter includes references and suggested readings.

ABSTRACT 20249
EC 02 0249  ED N.A.
Publ. Date Jan 67  564p.
Bond, Guy L.; Tinker, Miles A.
Reading Difficulties: Their Diagnosis and Correction.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 (57.50).

Descriptors: exceptional child education; reading; reading instruction; reading diagnosis; remedial instruction; learning disabilities; paralexia; individual differences; teaching methods; individualized instruction; etiology; physical fitness; adjustment (to environment); diagnostic tests; reading tests; word recognition; reading comprehension; reading speed; case studies (education); reading difficulties.

The principles of reading instruction and the nature and causes of reading difficulties are discussed, and the diagnosis of reading difficulties is described in terms of general principles, analysis, and specific approaches. Remedial treatment techniques considered are basic principles, development of comprehension abilities, correcting word-recognition difficulties, treating orientation problems, overcoming specific defects, and improving reading for content and comprehension. Also treated are special reading problems. Appendices list reading tests, teaching and remedial reading resources, monographs, pamphlets, conference reports, selected sources of graded book lists, sources of materials, and bibliographies of literature. (KN)

ABSTRACT 20373
EC 02 0373  ED N.A.
Publ. Date Spr 69  11p.
Mulligan, William
A Study of Dyslexia and Delinquency.
EDRS not available
Academic Therapy Quarterly; V4 N3 P77-87 Spr 1969.

Descriptors: exceptional child research; delinquency; dyslexia; perceptually handicapped; etiology; student evaluation; educational needs; learning disabilities; individual characteristics.

A survey of 60 juvenile delinquents clearly indicated that most (80%) were reading below grade level. Dyslexia may have been a contributing factor in their delinquency. The article discusses the causes and symptoms of dyslexia followed by procedures. When a child is referred to the Sonoma County (California) Probation Department, a report is obtained from the school, and a medical history is obtained. If the case warrants further investigation, a recently developed screening test is administered; if problems are noted, parents are advised that learning difficulty is suspected, and further examination is recommended. A
have learning disabilities are found in preliminary screening of tests referred for delinquent tendencies. Three of 23 subjects reading below grade level were diagnosed as dyslexic while 19 showed no problems. At the present time, schools do not have sufficient funds to provide these children with remedial educational services, although such services would cost about $40,000 to maintain and an additional $40,000 to provide even more delinquent behavior.

**ABSTRACT 20390**

0390 ED N.A. Date Oct 69 2p.

Mary, Christopher. *Psychosocial Adjustment of Children With Dyslexia.*

Not available. National Children; V36 N2 P126-7 69

Descriptors: exceptional child research; dyslexia; adjustment (to environment); reading disabilities; emotional adjustment; behavior patterns

Dyslexic children and 20 nondyslexic children were administered three reading comprehension tests to assess their reading abilities. Personality traits that were associated with dyslexic subjects were impulsiveness, anxiety, and unwillingness to accept blame or responsibility for their actions and mistakes. (RJ)

**ABSTRACT 20407**

0407 ED N.A. Date Apr 67 260p.

Robert M. *Annotated and Remedial Reading for Room and Classroom.*

Not available. E. Merrill Books, Inc., 1300 Creek Drive, Columbus, Ohio (5$). 69

Descriptors: exceptional child education; teaching methods; reading; identification; intellectual characteristics; educational diagnosis; remedial reading; reading comprehension; vocabulary; test role; special programs; instruction; materials; specialists; dyslexia; role; testing; administrator reliability; learning disabilities

This communication link between classroom, teacher, and the reading instruction is a text provides guidelines for specific, tested methods which will increase and satisfaction to the problem reader. Chapters deal with the following topics: characteristic traits and problems of problem readers; basic, non-verbal, and educational diagnosis; principles of remediation and remedial techniques for orientation, vocabulary, comprehension difficulties; evaluation remedial reading; parents' role in remediation, remediation and prevention; professional responsibilities and programs. Suggested readings are listed at the end of each chapter. (KJ)

**ABSTRACT 20471**

0471 ED N.A. Date Oct 69 151p.


International Reading Association, Newark, Delaware

EDRS not available

International Reading Association, 6 Tyre Avenue, Newark, New Jersey 19711

Proceedings of the Annual Convention of the International Reading Association (13th, Boston, Massachusetts, April 24-27, 1968).

Descriptors: exceptional child research; learning disabilities; reading; perception; identification; dyslexia; reading difficulty; clinical diagnosis; visual perception; perceptual motor coordination; perceptual motor learning; remedial reading programs; remedial instruction; research reviews (publications); reading failure; reading difficulty; lateral dominance; motorically handicapped; psychoeducational processes

Included are three papers on interpretations of dyslexia, six papers on the identification of dyslexics, two discussions of the role of visual perception, three approaches to the treatment of dyslexia, three methods of improving perception, and a satirical forecast of diagnosis and remediation of dyslexia in 1980. (AB)

**ABSTRACT 20650**

0650 ED N.A. Date Oct 69 35p.

Robinson, Helen M. and Others. *Physiology and Psychology of Reading.*

EDRS not available

Reading Research Quarterly; V2 N2 P22-56 Win 1966-67

Descriptors: exceptional child research; learning disabilities; reading; sex differences; language ability; visual perception; auditory perception; vocabulary; reading difficulty; personality; reading interests; readability; research reviews (publications); dyslexia; intelligence

Areas of research reviewed are physiology and psychology of reading (two studies), sex differences (two), intellectual abilities and reading (nine), modes of learning (five), experiments in learning related to reading (nine), visual perception and reading (six), auditory perception (three), and reading and language abilities (11) and included in this review are six studies on vocabulary, three on language and reading, 10 on other factors related to reading, 14 on factors related to reading disability, 16 concerning personality and reading, five on reading interests, four dealing with factors in interpretation, and 15 on readability and legibility. (RJ)

**ABSTRACT 20694**

0694 ED N.A. Date Oct 69 6p.

Jones, Joyce. *Dyslexia: Identification and Remediation in a Public School Setting.*

EDRS not available


Descriptors: exceptional child research; dyslexia; remedial programs; instructional programs; nonprofessional personnel; testing; reading achievement; learning disabilities

A Title III grant made possible a 3-year experimental program to determine if children with the specific reading disability, dyslexia, could be remediated by the use of a structural-linguistic approach taught through a multidisciplinary approach. This remedial procedure was taught on one-to-one basis of instruction through the use of para-educational personnel under close supervision in a regular public school setting. During the years of the program 78 students attended the full day Perceptual Development Center Program and 545 students participated in a half-day reading program. Test-retest data revealed that students receiving this specialized training improved in reading skills and retained this gain or further improved after dismissal from the program. (Author)
ABSTRACT 20721
EC 02 0721
ED N.A.
Pub. Date 68
99p.
Heckelman, R. G.
A Neurological-Impress Method of Remedial-Reading Instruction.
EDRS not available

ABSTRACT 20770
EC 02 0770
ED N.A.
Pub. Date Sum 69
6p.
Heckelman, R. G.
A Neurological-Impress Method of Remedial-Reading Instruction.
EDRS not available

ABSTRACT 20727
EC 02 0827
ED 032 693
Pub. Date 28 Aug 69
195p.
Ashlock, Patrick
Teaching Reading to Individuals with Learning Disabilities.
EDRS not available
Charles C Thomas, Publisher, 301-327
East Lawrence Avenue, Springfield, Illinois
62703 ($10.75).

ABSTRACT 20714
EC 02 0714
ED N.A.
Pub. Date 67
176p.
Cohn, Stella M.; Cohn, Jack
Teaching the Retarded Reader; A Guide for Teachers, Reading Specialists, and Supervisors.
EDRS not available
The Odyssey Press, Inc., 55 Fifth Avenue, New York, New York 10003.

ABSTRACT 20720
EC 02 0720
ED N.A.
Pub. Date 69
6p.
Arenda, John T., Ed.
Building Spelling Skills in Dyslexic Children.
EDRS not available
Academic Therapy Publications, 1534 4th Street, San Rafael, California
94901 ($2.95).

ABSTRACT 20709
EC 02 0709
ED N.A.
Pub. Date 66
345p.
Gillingham, Anna; Stillman, Bessie W.
Remedial Training for Children with Specific Disability in Reading, Spelling, and Writing.
EDRS not available
Educators Publishing Service, Inc., 301 Vassar Street, Cambridge, Massachusetts
02139.

ABSTRACT 20732
EC 02 0732
ED N.A.
Pub. Date 70
81p.
Smith, Carl B. and Others
Remedial Reading in the United States; and Educational Therapy for Persons with Reading Problems.
EDRS not available
Academic Therapy Quarterly; V4 N4
P77-82 Sum 1969

Descriptors: exceptional child research; teaching methods; learning disabilities; remedial reading programs; oral reading; reading instruction; imitation; teacher role; dyslexia

The neurological-impres method, first attempted in 1952, is a system of unison reading whereby the student and the teacher read aloud, simultaneously, at a rapid rate. The disabled reader and the teacher hold the book jointly, and the teacher uses her finger as a locator. No attention is called to accompanying pictures or content of the story. In a study using 24 disabled readers from seventh to tenth grade, students worked with instructors for 15 minutes daily for 6 weeks. The mean gain in reading comprehension was 1.9 grade levels. Aural material skills, bidirectional gain was substantial, the gains were significant at the .001 level. It appeared that the phonics-bound condition of the reading process of many students was broken, allowing more fluent reading. It is suggested that this method of teaching reading is probably one of the most direct and fundamental systems. (LE)
Treating Reading Disabilities: The Specialist's Role.

Indiana University, Bloomington
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS m/hc

Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; reading; remedial reading; reading difficulty; educational diagnosis; testing; reading tests; instructional materials; remedial teachers; tutoring; reading programs; personnel needs; classrooms; student evaluation; inservice teacher education; individualized instruction.

One of four books directed to reading specialists, the text provides information on methods for identifying problems that can be efficiently treated in a remedial reading group and on methods for handling these problems. Consideration is given to the scope of the problem and to three categories of disabilities. Levels of diagnosis, types of tests, environmental factors, and the role of tests are discussed. Also discussed are the following: selection of children, remedial classes, special equipment, and guidelines for effective programs; the role of the reading coordinator, tutoring, small group instruction, rereading, a saturation program, junior high classes, working with parents, and full use of equipment; and the establishment of a remedial program, the extent of need, the establishment of objectives, personnel needs, the creation of facilities, purchase of materials, and evaluation of trial and regular evaluation, reports of results, and inservice programs. Appendixes include diagnostic and corrective procedures for specific reading skills and methods for individualizing instruction. (WW)

ABSTRACT 20860

EC 02 0860 ED 028 556
Publ. Date 13 Dec 68
86p.
Simpson, Dorothy M.
Learning to Learn. The Slow Learner Series.
EDRS not available

Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.50).

Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; perception; psychomotor skills; reading; perceptual motor coordination; instructional materials; eye movements; testing; sensory integration; reading readiness; visual discrimination; evaluation techniques; visual perception; lateral dominance.

The author gives an account of her early teaching experiences, her awareness that many children did not learn to read, her early investigations of readiness, and her conclusions that difficulty in numbers, copying, or tracing were closely related to reading disability. The importance of visual perception, eye mobility, early child development, and physical activities to develop coordination and laterality are discussed. Instructional materials, evaluation methods, criteria for pupil selection and time allocation, teaching methods for group and individual instruction, and adaptation of pursuit training to other classroom activities are described for a program of visual motility. An experiment in perceptual training conducted with 24 first grade children which indicated that the experimental children made greater gains in reading is reported; also mentioned are the predictive validity of tests and an examination of 20 readiness workbooks. (RJ)

ABSTRACT 20875

EC 02 0875 ED 028 571
Publ. Date 69
382p.
Remedial Teaching: Research and Comment.
EDRS not available

Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107.

Descriptors: exceptional child education; remedial instruction; research reviews (publications); underachievers; learning disabilities; dyslexia; tests; student evaluation; teaching methods; case records; reading; handwriting; arithmetic; spelling; written language.

Following suggestions by the editors on how to evaluate their selections, are 49 articles on research and o: programs and procedures in remedial and corrective education. Papers included treat the following topics: problems of underachievement, correlates of learning disability, approaches to the diagnosis of learning problems, approaches to corrective and remedial teaching, the case report, reading, handwriting, arithmetic, spelling, and written expression. (JD)

ABSTRACT 20982

EC 02 0982 ED 033 522
Publ. Date 69
102p.
Tomas, Alfred
Dyslexia.
EDRS not available

University of Ottawa Press, Ottawa, Ontario, Canada.

Descriptors: exceptional child education; learning disabilities; dyslexia; listening; auditory perception; auditory agnosia; historical reviews; teachers; physicians; psychologists; lateral dominance; auditory training; human posture.

It is stated that dyslexia is a disorder of auditory origin. The meaning of dyslexia is deduced into the medical and educational aspects of the disease in an attempt to lead the teacher to emphasize hearing in education rather than merely sight. The role of the teacher, doctor, and psychologist in the history of dyslexia is discussed. In dealing with the proposed concept of dyslexia, it is suggested that there is an interaction between audio-phonatory functions and that this function is important in reading. The methods of audio-psycho-phonologic diagnosis are treated along with audio-psycho-phonologic treatment using filtered music, the maternal voice, and electronic auditory equipment. The conclusion reached is that better listening leads to better reading. (TM)

ABSTRACT 21074

EC 02 1074 ED N.A.
Publ. Date Feb 70
7p.
Zedler, Empress Y.
Better Teacher Training--The Solution for Children's Reading Problems.
EDRS not available

Journal of Learning Disabilities; V3 N2 P106-12 Feb 1970

Descriptors: teacher education; reading instruction; program proposals; teacher improvement; learning disabilities; dyslexia; teacher education curriculum.

In a 2 year research project, schoolastically underachieving pupils were taught by teachers specifically trained and supervised in using unconventional, as well as traditional, methods in the teaching of reading. These experimental subjects made significantly greater gains in academic achievement and mental function than did the control group whose teachers did not have this specialized training. An improved approach to the supercharge methods used only conventional methods (Zedler, 1968). This paper points out the problems and issues involved in the preparation of teachers of children who are unable to learn to read by conventional methods and procedures; and suggests some possible solutions. (Author)

ABSTRACT 21095

EC 02 1095 ED 028 915
Publ. Date Apr 68
12p.
Schubert, Delwyn G.
Diagnosis in Severe Reading Disabilities.
EDRS m/hc

Paper Presented at International Reading Association Conference, Boston, Massachusetts, April 24-27, 1968.

Descriptors: exceptional child education; diagnostic tests; dyslexia; lateral dominance; neurological defects; reading failure; theories; learning disabilities.

The relationship between neurological impairment or brain damage and severe reading disability is investigated. Symptoms and causes of neurological impairment are listed, and reading disability theories are discussed. Smith and Carrigan offer a neurochemical explanation of reading disability based on synaptic transmission problems. Orton, Dearborn, and Delacato point to a relationship between reading disability and lateral dominance. However, the paper quickly notes that none of the mentioned theories have been supported by empirical data. Some helpful psychological tests for the identification of neurological defects are listed. It is pointed out that there is no sure way to diagnose neurological causes and that teachers must rely primarily on a pattern of symptoms when making neurological referrals. General labels such as dyslexia and congenital word blindness are seen as confusing the issue and as creating a matter of concern. A bibliography is included. (RT)

ABSTRACT 21099

EC 02 1099 ED 032 130
Publ. Date 65
17p.
Friedman, Fay T.
Learning disabilities are described as a result of a variety of disorders, from the biological to the environmental, and the present tendency to seize upon one such disorder and to investigate the learning disability concept in that narrow view only is attacked. It is suggested that a multifactor approach be used and that system concepts and models be developed to understand learning disability as a multidimensional disorder. One problem with such an approach is noted to be the difficulty in effecting a commonality of effort among the many professional disciplines involved in the subject of learning disability. Difficulties cited include conceptualizing multidimensionality, deciding on the approach to use, and applying the multidimensional approach when it is decided upon. On the basis of knowledge gained from an integrated systems approach used at the day care center at the University of Colorado Medical Center in Denver, it is suggested that a coordinated plan to utilize the efforts of the various professional groups be created, and cross-communication be developed between them, in order to establish the integrated approach necessary to the investigation and treatment of multidimensional learning disabilities.

ABSTRACT 21300

EC 02 1300  ED 028 911
Publ. Date Mar 69  12p.
Lerner, Janet W.
Dyslexia or Reading Disability: A Thorne By Any Name.
EDRS mf,he
Paper Presented at the Association for Children With Learning Disabilities (Fort Worth, Texas, March 6-8, 1969).
Descriptors: exceptional child education; developmental reading; dyslexia; educational research; historical reviews; medical evaluation; neurological defects; reading difficulty

Through a review of the literature, diverse definitions of the term dyslexia are presented, and the historical development of the term is examined. Two independent strands of thought development, medical and educational, are revealed. It is stated that although medical studies have sought for a common behavior pattern of all dyslexic children and for clear-out evidence of neurological etiology, conclusive evidence from both a statistical and pathological standpoint is still lacking. Educators are described as rejecting the theory of neurological dysfunction as a sole cause for reading failure, and emphasizing the developmental sequence of reading skills and search for the child's break on the developmental reading pattern. They reportedly see the diagnosis of dyslexia as lacking operationality in that it does not lead to appropriate teaching strategies. It is noted that the medically oriented clinician is likely to focus on the the disabled child and to emphasize individual treatment, while the educator is likely to devote a portion of his time to and developmental reading program of the entire school in seeking preventative measures. The study concludes that a need exists for a pooling of thought and research from both the educational and medical professions. A bibliography is included. (RT)

ABSTRACT 21304

EC 02 1304  ED 031 366
Publ. Date Mar 69  27p.
Shedd, Charles L.
Some Exploratory Studies on the Clinical Management of Dyslexia.
EDRS mf,he
Paper Presented at the Association for Children With Learning Disabilities Conference (Fort Worth, Texas, March 6-8, 1969).
Descriptors: exceptional child education; teaching methods; reading; clinics; dyslexia; instructional materials; learning disabilities; multisensory learning; tutorial programs; program planning; material development

Problems concerning dyslexia are specified, suggestions for working with dyslexics are made, and a number of programs to serve as models to be improved upon are described. The major problem noted is the development of materials and procedures that can be used effectively with dyslexics. Emphasis is placed on decoding procedures such as reading from left to right, training in letter-sound correspondence, training in sound discrimination and training in blending. It is stated that hearing sounds accurately is important in producing the sounds orally or in writing. Critical ingredients of clinical management of dyslexics pointed out are one-to-one instruction, a multisensory approach, and highly structured material. The beliefs that instructors who carry on the tutorial work do not need to be highly trained, and that there is no need for additional equipment such as machines and special games are presented. No one method is specified; it is recommended that a variety of environmental, emotional, and intellectual situations be employed so that modifications, variations, and alterations can be made whenever necessary. References are included. (RT)

ABSTRACT 21385

EC 02 1385  ED N.A.
Publ. Date Apr 69  5p.
Prostig, Marianne; Orpet, Russell E.
Four Approaches to the Diagnosis of Perceptual Disturbances in Reading Disability.
EDRS not available
British Journal of Disorders of Communication; V4 N1 P41-5 Apr 1969
Descriptors: dyslexia; perception; learning disabilities; perceptually handicapped; etiology; identification; perception tests; visual perception; emotional adjustment; evaluation methods

Four approaches to the diagnosis of perceptual disturbances in reading disability are described as psycho-social, neuro-physiological, developmental, and functional. References to the Frostig test and illustrative studies are also included. (RD)
A general measure of academic potential is proposed. Standard regression techniques are employed to develop the model, which can be used with continuous or grouped IQ data. A simplified approximation of the method is also described. (Author)

**ABSTRACT 21780**
EC 02 1780 ED 035 159
Publ. Date 69 492p.
Thid, Robert M., Ed.

*Visual and Perceptual Aspects of the Achieving and Underachieving Child.*

Descr. of a remedial language training program for classroom teachers and school therapists. The aspects of the program are considered: remedial language training and a preventive program, additional needs of students, therapists, and the community, ultimate goals, and a list of materials developed in the language unit. (RJ)

**ABSTRACT 21811**
EC 02 1811 ED N.A.
Publ. Date Apr 70 8p.
Michal-Smith, Harold and Others

*Dyslexia in Four Siblings.*

EDRS not available

Descriptors: exceptional child research; dyslexia; heredity; siblings; genetics; family influence; individual characteristics; family background; learning disabilities.

Examining learning problems in four siblings of middle class background, the authors discuss the specific deficits in each child and points up the similarities and differences in their associated characteristics and their individual emotional development. Based on the history, presenting symptoms and outcome, the authors believe that a genetic factor may be causative. (Author)

**ABSTRACT 21812**
EC 02 1812 ED N.A.
Publ. Date Apr 70 7p.
Rice, Donald

*Learning Disabilities: An Investigation in Two Parts.*

EDRS not available

Descriptors: exceptional child education; learning disabilities; educational planning; dyslexia; reading instruction; educational diagnosis.

In investigating curriculum and program planning for students with learning disabilities, problems discussed are relating planning specifically to learning disabilities, identifying those students with significant problems, and suggestions for remediating identified problems. Suggestions for solutions include the following: the development of psychoeducational processes, the definition of the basic purpose of education, greater involvement with preschool education by public schools, earlier diagnosis of problems, ungraded classes, testing of teaching techniques, initial reading approaches, testing the effectiveness of remedial reading programs, a study of
ABSTRACT 22069
EC 02 2069 Ed N.A.
Publ. Date Apr 69
Kasdin, Lawrence M.
Causes of Reading Difficulties—Facts and Fiction.
EDRS m.fhc
Paper Presented at the International Reading Association Conference (Kansas City, Missouri, April 30-May 3, 1969).
Descriptors: exceptional child research; dyslexia; interpersonal approach; learning difficulties; parent attitudes; reading difficulty; reading failure; reading processes
The disagreement on terminology used to describe reading difficulties and to classify reading underachievers is illustrated. Some of the research findings on physical, intellectual, emotional, and educational factors which cause reading difficulty are described, with emphasis on replying to questions asked by parents and on clarifying some misconceptions held by lay persons and educators. It is emphasized that the causes of reading failure rarely occur in isolation, and therefore the study of the interaction effect of several factors becomes essential. The typical ex post facto studies of learners from 9 to 20 years of age work poorly because of the age work from effect to find causes. It is suggested that longitudinal studies, particularly when conducted by an interdisciplinary team, would be much more useful in providing accurate information about causes of reading failure. A bibliography is included. (CM)

ABSTRACT 22108
EC 02 2108 Ed 023 537
Publ. Date Apr 68
Levine, Jane B.
The University of Pennsylvania Dyslexia Information Center.
EDRS m.fhc
Paper Presented at the International Reading Association Conference (Boston, Massachusetts, April 24-27, 1968).
Descriptors: exceptional child research; learning disabilities; annotated bibliographies; dyslexia; information centers; information dissemination; information sources
A systematic search is necessary in order to pull together a complete bibliography on dyslexia because the literature is divided among several quite different disciplines, notably medicine, education, and psychology. If the results of this search are shared, time will be saved and the general quality of research efforts will improve. The Reading Clinic of the University of Pennsylvania has produced an annotated bibliography which will be published in . . . 58. The bibliography will contain some 500 articles through 1965 from the entire spectrum of professions dealing with dyslexia and severe reading disabilities and will include articles from domestic and foreign language publications. Most articles have been abstracted and indexed, and a few have have been copied and placed in Reading Clinic files. (Author/TiS)

ABSTRACT 22133
EC 02 2133 Ed N.A.
Publ. Date Jan 70
Edelstein, Ruth
Use of Group Processes in Teaching Retarded Readers.
EDRS not available
Reading Teacher; V23 N4 P318-24, 393 Jan 1970
Descriptors: exceptional child education; learning disabilities; group therapy; dyslexia; emotional problems; group dynamics
Observations are discussed which were made in an educational setting which provided an integrated clinical and instructional approach to the problem of teaching retardates at least 1/2 years in reading. The permissive atmosphere of the room is discussed as are the group norms which developed to guide individuals, and group leadership, goals, and cohesiveness. Conclusions drawn are that the provision of goals and acceptable norms is instrumental in creating a climate conducive to academic learning. However the placement of a disturbed child with learning difficulties in a combined therapy and teaching group is considered questionable due to additional elements of uncertainty that this introduces. It is suggested that children be evaluated as to the type of group they would fit in best. (RJ)

ABSTRACT 22134
EC 02 2134 Ed N.A.
Publ. Date Jan 70
Waldman, Marvin
Psychodynamics and Educational Orientation in the Special School.
EDRS not available
Reading Teacher; V23 N4 P325-30, 359 Jan 1970
Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; special schools; teacher role; counseling
Approaches are set forth that could make teaching children with severe reading disabilities more effective. Advantages and disadvantages of special schools are sketched while developmental psychodynamics are discussed as relevant for sensitive teaching. The employment of a psychotherapist is considered to provide crisis intervention with children and consultation with teachers. Teacher awareness or empathy is seen as necessary to employ stratagems for helping children to adjust or learn. Assisting the child to label his feelings is recommended. (RJ)

ABSTRACT 22147
EC 02 2147 Ed N.A.
Publ. Date 69
Slingerland, Beth H. and Others
Meeting the Needs of Dyslexic Children, and Others. Reprint Collection No. 2.
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Rafael, California 94901.
Descriptors: exceptional child education; learning disabilities; dyslexia; vocabulary development; reading instruction; psychomotor skills; auditory discrimination; perceptual motor coordination
Articles focusing on learning disabilities concern meeting needs of dyslexic children, approaches to overcome reading reversals, vocabulary enrichment, basic motor activities, and the use of rhythmic patterning. Making words meaningful, the acquisition of listening skills, the neurological-impres reading technique, inaccurate readers, and perceptual techniques and materials are also discussed. All articles are reprinted from out of print issues of Academic Therapy Quarterly. (RJ)

ABSTRACT 22148
EC 02 2148 Ed N.A.
Publ. Date 70
EDRS not available
Department of Psychology, Temple University, Broad Street and Montgomery Avenue, Philadelphia, Pennsylvania 19122 ($4.00).
Descriptors: exceptional child education; dyslexia; learning disabilities; reading
A group of articles on reading problems includes the following: early prediction of reading failure, prediction of dyslexia, and a follow-up study of dyslexic and nondyslexic boys identified between 1930 and 1947. Also discussed are the problem of cerebral dominance, reading and speech problems, language disability, and ego identity and the dyslexic child. (RJ)

**ABSTRACT 22313**

EC 02 2313 ED N.A. 276p.

Durr, William K., Ed.  Reading Difficulties: Diagnosis, Correction, and Remediation. Selected Conve; ion Papers. International Reading Association, Newark, Delaware

EDRS not available

International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; conference reports; reading; remedial reading; reading difficulty; reading instruction; reading programs; reading research; informal reading inventory; disadvantaged youth; reading materials; summer programs; reading diagnosis; test validity; teaching methods; dyslexia

Papers selected from a convention of the International Reading Association are presented. Topics of the 28 papers included various factors associated with reading difficulties, informal diagnostic procedures, correction of reading problems in the classroom (including problems of the inner city schools), and remedial programs of the reading specialist. (MS)

**ABSTRACT 22320**

EC 02 2330 ED N.A. 28p.


EDRS not available

Developmental Psychology Monographs; VI N6 Part 2 PI-28 Nov 1969

Descriptors: exceptional child research; learning disabilities; dyslexia; memory; aural stimuli; visual stimuli; recall (psychological); thought processes; cognitive processes

To investigate memory and attention differences between retarded and adequate readers, an audiovisual analogue of dichotic listening presented three pairs of simultaneous, discrepant item pairs for free and directed recall. Forty eight boys with reading disabilities and a normal control group were studied. The greatest difference between groups was the weakness of the learning-disabled boys to form audiovisual units with which to structure their recall. Analysis suggested that these subjects had two separate storage systems, one for auditory and one for visual stimuli. They preferred auditory stimuli, possibly due to constant failure with reading material. The experimental group also made a disproportionately large number of ordering errors; both groups were able to benefit from redundancy. Additional results and interpretations are reported. (RJ)

**ABSTRACT 22322**

EC 02 2322 ED N.A. 15p.


Bulletin of the Orton Society; V19 P67-81 1969

Descriptors: exceptional child research; learning disabilities; dyslexia; Chinese; testing

To study children with specific reading disabilities in English, Chinese, or both, 425 Chinese children attending an English speaking public school and a Chinese language school were subjects. The percentage of disabilities noted in each language and in both languages was below that reported in a majority of North American studies; only 4.7% had a reading disability for English while 8.9% had a disability in Chinese. These percentages increased to 9.1% and 13.3% respectively when the group with disabilities in both languages was added. Additional results are reported. Indications were that the most important factor in learning to read is the teaching method, and that a multisensory phonics approach is less likely to produce reading disability. (RJ)

**ABSTRACT 22624**

EC 02 2624 ED N.A. 7p.

Harvey, Ann E.; Jones, Joyce C.  Dyslexia Classes in the Public Schools. EDRS not available

FACEreport; P114 1 Sep 1969

Descriptors: exceptional child education; learning disabilities; dyslexia; educational programs; program development; program evaluation; remedial reading programs

The development of a program for students identified as dyslexic is described in terms of objectives, organization, and operation. The establishment of two special classes, the use of volunteers as teacher aids, an in-service training course held in the summer, and the addition of programs in nearby counties are discussed. After 320 hours of reading instruction, the original two classes were retested; the younger group showed an average 1.9 grade increase while the older children increased an average of 2.4 grade levels. Evaluation of all programs indicated that program goals are being met. (RJ)

**ABSTRACT 22985**

EC 02 2625 ED N.A. 1lp.


EDRS not available

Developmental Psychology Monographs; VI N6 Part 2 PI-28 Nov 1969

Descriptors: exceptional child research; learning disabilities; dyslexia; memory; aural stimuli; visual stimuli; recall (psychological); thought processes; cognitive processes

To investigate memory and attention differences between retarded and adequate readers, an audiovisual analogue of dichotic listening presented three pairs of simultaneous, discrepant item pairs for free and directed recall. Forty eight boys with reading disabilities and a normal control group were studied. The greatest difference between groups was the weakness of the learning-disabled boys to form audiovisual units with which to structure their recall. Analysis suggested that these subjects had two separate storage systems, one for auditory and one for visual stimuli. They preferred auditory stimuli, possibly due to constant failure with reading material. The experimental group also made a disproportionately large number of ordering errors; both groups were able to benefit from redundancy. Additional results and interpretations are reported. (RJ)
Jackson, M. S.  
The Visuo-Thematic Approach to the Teaching of Reading and Language to Backward Readers.  
EDRS not available  
Slow Learning Child; V16 N3 P172-82 Nov 1969  
Descriptors: exceptional child education; teaching methods; reading difficulty; dyslexia; case studies (education); reading  
Presented is the visuo-thematic approach to reading which uses a visual stimulus to generate discussion and a story. The thesis that a child obtains meaning from a printed page to the extent that he puts meaning into it is explained. A case of chronic dyslexia is used in illustration and case findings are described. (MS)  

**ABSTRACT 22643**  
EC 02 2643 ED N.A. Publ. Date 69 4p. Solomon, Neil  
Children with Learning Difficulties.  
EDRS not available  
Journal of the Association for the Study of Perception; V4 N2 P26-9 Fall 1969  
Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; perceptual motor coordination  
Problems posed by non-readers are discussed with a focus on getting the child to change his attitude toward the process of reading rather than concentrating on mechanical skills alone. Suggestions include developing a trusting relationship, avoidance of haphazard perceptual-motor training, use of materials other than books, emphasizing the positive, and placing quality before quantity. (RJ)  

**ABSTRACT 22645**  
EC 02 2845 ED N.A. Publ. Date 65 97p. Root, Jane H., Comp., and Ed.  
Diagnostic Teaching: Methods and Materials.  
Syracuse University, New York, School of Education  
EDRS not available  
Syracuse University Press, Box 87, University Station, Syracuse, New York 13210 ($1.50).  
Descriptors: exceptional child education; reading; teaching methods; grouping (instructional purposes); reading instruction; reading diagnosis; dyslexia; college students; remedial reading; thought processes; study skills; diagnostic teaching  
Papers selected from the Sixth Annual Reading Conference of Syracuse University suggest ways to make the teaching of reading more precise and more successful. Individual speaker's topics include a discussion of diagnostic teaching in the primary grades, a review of diagnostic teaching in the junior high school, methods for teacher diagnosis of reading problems in grades K-12, the consequences of what has been learned yesterday and how it influences today's teaching, and a discussion of differential diag- 

**ABSTRACT 22960**  
EC 02 2960 ED N.A. Publ. Date 67 96p. Zedler, Empress Y.  
Southwest Texas State College, San Marcos Office of Education (DHEW), Washington, D. C.  
EDRS not available  
OEG-4-7-08270-2684  
Southwest Texas State College, San Marcos, Texas.  
Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; conference reports; educational needs; research needs; teacher education; educational diagnosis; special education  
A conference on dyslexia and related learning disorders, considering facilities, programs, and needs, was held at Southwest Texas State College on May 15 and 16, 1967, with 25 participants representing key professions and relevant interest groups, and 10 observers representing federal agencies. With respect to dyslexia and related learning disabilities the conferenees addressed themselves to the following areas of research, diagnosis and evaluation, teacher preparation, and corrective education. The executive committee endorsed the reports of the four working groups and recommended that a commission of non-federal specialists be appointed at the highest possible national level to examine the problem area in detail, make recommendations concerning the need for a continuing national program to deal with the problem, and develop, if indicated, guidelines for establishing such a program. Reports of the four working groups and the executive committee are presented. Participants and observers are listed. Appendixes include the research proposal, the agenda, correspondence, results of a mail survey, and results of a survey conducted for the executive committee of the conference. (Author)  

**ABSTRACT 23080**  
EC 02 3080 ED N.A. Publ. Date Jul 70 6p. McClurg, William H.  
Dyslexia: Early Identification and Treatment in the Schools.  
EDRS not available  
Journal of Learning Disabilities; V3 N7 P172-7 Jul 1970  
Descriptors: exceptional child education; dyslexia; diagnostic teaching; identification; remedial programs; learning disabilities; reading difficulty  
With the abundance of information and materials now available, it is noted that elementary schools can ill afford to be without programs designed for the early identification and treatment of dyslexia and related reading problems. Although such programs require interdisciplinary teamwork, a major role is cited to be the alert teacher who spots the symptoms and can help create and initiate treatment procedures. The paper discusses behavioral symptoms, diagnostic tests, and programs for prevention and remediation of dyslexia. Careful consideration of these aspects of the problem will help classroom teachers in working with dyslexic children. (Author)  

**ABSTRACT 23537**  
EC 02 3537 ED 042 272 Publ. Date 68 16p. Boder, Elena  
Developmental Dyslexia: A Diagnostic Screening Procedure on Three Characteristic Patterns of Reading and Spelling: A Preliminary Report.  
Claremont Reading Conference, Claremont University Center, California  
EDRS not available  
C.A.N.4-305-C. Literature Distribution Center, P.O. Box 790, Lomita, California 90717.  
Reprinted from Claremont Reading Conference, 32nd yearbook, 1968.  
Descriptors: exceptional child education; dyslexia; diagnostic tests; screening tests; identification tests; learning difficulties; teaching difficulties; reading difficulties; remedial reading; word recognition; reading skills  
A diagnostic screening procedure for developmental dyslexia which analyzes how a child reads and writes rather than at what level, is outlined. Briefly, the test entails a presentation of a word list at each reading level to determine the child's sight vocabulary and his ability to employ word-attack skills. Following the administration of the word recognition test, the child is screened for atypical spelling patterns and given a paragraph read from a textbook to ascertain his ability to read in context and his reading comprehension. On the basis of the distinctive reading-spelling patterns the test reveals, three correlated groups of dyslexic children have been delineated. Children in each group typically have a deficit in the ability to auditorize, a deficit in the ability to visualize or a deficit in both ability to auditorize and ability to visualize. Implications for remediation for each group are provided and diagnostic criteria are reviewed. (WW)
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