

NEUROLINGUISTIC **A**PPROACH TO **R**EADING

*A Guide for Speech-Language
Pathologists Treating Dyslexia*

Carol A. Kamara



Neurolinguistic Approach To Reading A Guide For Speech Language Pathologists Treating Dyslexia

Heidi McMartin Heeringa



Neurolinguistic Approach To Reading A Guide For Speech Language Pathologists Treating Dyslexia:

Neurolinguistic Approach to Reading Carol A. Kamara, 2015-02-25 **Advances in the Neurolinguistic Study of Multilingual and Monolingual Adults** Mira Goral, Aviva Lerman, 2023-10-20 This edited volume examines current themes in the neurolinguistic study of multilingual and monolingual adults and highlights several new directions the field is moving toward. The organization of the book is as follows: Part I focuses on language processing in multilingual and monolingual adults; Part II explores language processing in multilingual and monolingual adults with dementia; and Part III centers on language processing in multilingual and monolingual adults with stroke-induced aphasia. Chapters feature empirical data and/or literature reviews discussing the key issues in the field that are currently engaging scholars and practitioners with topics including language attrition, cognitive flexibility, aging, and the brain; eye tracking studies of aphasia; translanguaging and multilingualism in dementia. The book includes cutting-edge research from researchers and practitioners who are all alumni and colleagues of Professor Loraine K. Obler, to whom this book is dedicated. Presenting crucial topics in the field, the book is highly relevant for students, researchers, and practitioners in the fields of neurolinguistics, psycholinguistics, sociolinguistics, applied linguistics, and language disorders. The Education Index, 1984 Linguistics and Language Behavior Abstracts, 2008 **The British National Bibliography** Arthur James Wells, 1995 **Language Intervention Strategies in Adult Aphasia** Roberta Chapey, 1994 This newly revised and updated Fourth Edition continues to focus on speech therapy addressing concerns that aid in the rehabilitation and recovery of aphasia patients. Topics include assessment of language and communication; principles of language intervention; restorative approaches to language intervention; cognitive neuropsychological approach; implications; functional intervention and treatment for each syndrome. Other approaches and therapy for associated neuropathologies of speech and language-related functions are also discussed. For more information, visit <http://connection.lww.com/go/chapey>. **Medical and Health Care Books and Serials in Print**, 1997 American Book Publishing Record, 1985 Exceptional Child Education Resources, 1984 *Current Index to Journals in Education*, 1984 **Developmental and Acquired Dyslexia** C.K. Leong, R.M. Joshi, 1994-12-31 This volume on neuropsychological and neurolinguistic perspectives of dyslexia and alexia is based on the papers presented at the NATO Advanced Study Institute held towards the end of 1991. The book, consisting of sixteen chapters from cognitive neuropsychologists and neurolinguists from different countries, is divided into three parts addressing the following issues: Part I Neuropsychological substrates; Part II Case studies; and Part III Computational and linguistic approaches. The contributors are from England and Wales, different parts of Europe, Scandinavia, North America, and Russia. This volume and the companion volume *Reading Disabilities: Diagnosis and Component Processes* (Kluwer, 1993) are helpful to researchers in the fields of literacy and cognitive neuropsychology. It is intended for researchers, clinicians, university professors, senior or postgraduate students in psychology, psycholinguistics, cognitive neuropsychology, educational psychology, and special education. **Developmental Reading**

Disabilities Candace L. Goldsworthy, 1996 *Developmental Reading Disabilities A Language Based Treatment Approach* provides reasons and rationale for speech language pathologists involvement in identifying and managing reading disabilities This book is written for practitioners who work with preschool and elementary age children who display subtle or overt oral and written language problems However many of the assessment tools and suggestions for remediation are applicable for adolescent students who demonstrate oral and written language problems The book is also designed for graduate students in speech language pathology and those in regular and special education who plan to work with students experiencing oral and written language problems Dyslexia, Speech and Language Margaret J. Snowling, Joy Stackhouse, 2013-05-21 This authoritative handbook presents current ideas on the relationship between spoken and written language difficulties It provides clinical and educational perspectives on the assessment and management of children's reading and spelling problems The book begins with a theoretical overview The second edition continues the theme of linking theory and practice It is aimed at practitioners in the fields of education speech and language therapy and psychology All original chapters have been updated and new chapters are added to reflect current developments *The Visual Brain and Peripheral Reading and Writing Disorders* Heidi Heeringa, 2024-06-01 *The Visual Brain and Peripheral Reading and Writing Disorders A Guide to Visual System Dysfunction for Speech Language Pathologists* familiarizes the reader with the complex workings of the human visual system the motor and sensory components of normal vision as they relate to the recognition of letters and words and to the acquisition and rehabilitation of reading and writing This text brings together findings from the neuropsychological neurooptometric neurolinguistic occupational therapy and speech language pathology literature on acquired visual system impairment from the past 20 years and the ways visual system dysfunction impacts reading writing and cognition Chapters include Review of structural elements of the eye the cortical and subcortical structures of the visual brain and the motor and sensory components of normal vision The distinct functions of the three primary visual pathways central peripheral and retinotectal and how they relate to reading and writing Review of five formal tests of reading and writing that are designed or may be adapted to assess peripheral reading and writing disorders And much more A few of the features inside Figures illustrating the various components of the visual brain that are engaged when we read and write Information on visual system deficits in left hemisphere lesions with and without aphasia Detailed descriptions of peripheral reading disorders and associated error patterns Diagnostic criteria for three different types of neglect viewer centered stimulus centered object centered Description of treatment materials and methods suited to clients with acquired dyslexia due to visual system dysfunction *The Visual Brain and Peripheral Reading and Writing Disorders* explains the heterogeneous nature of peripheral reading and writing disorders describes the association between visual motor and sensory dysfunction and the acquired dyslexias and provides the speech language pathologist with specific guidelines regarding the assessment and treatment of reading and writing disorders associated with visual system dysfunction The Visual Brain and Peripheral Reading and

Writing Disorders Heidi McMartin Heeringa, 2019 A guide to visual system dysfunction for speech language pathologists
Cover *The Visual Brain and Peripheral Reading and Writing Disorders* Heidi McMartin Heeringa, 2019 The Visual Brain and Peripheral Reading and Writing Disorders A Guide to Visual System Dysfunction for Speech Language Pathologists familiarizes the reader with the complex workings of the human visual system the motor and sensory components of normal vision as they relate to the recognition of letters and words and to the acquisition and rehabilitation of reading and writing This text brings together findings from the neuropsychological neurooptometric neurolinguistic occupational therapy and speech language pathology literature on acquired visual system impairment from the past 20 years and the ways visual system dysfunction impacts reading writing and cognition Chapters Include Review of structural elements of the eye the cortical and subcortical structures of the visual brain and the motor and sensory components of normal vision The distinct functions of the three primary visual pathways central peripheral and retinotectal and how they relate to reading and writing Review of five formal tests of reading and writing that are designed or may be adapted to assess peripheral reading and writing disorders And much more Provided by publisher **Neuropsychological Treatment of Dyslexia** Dirk J. Bakker, 1990 This volume provides a complete description of the relationship between learning to read and hemispheric functioning which has been found to change during the course of development Initial reading skills are controlled primarily by the right cerebral hemisphere but as readers become more advanced the left hemisphere becomes dominant Some children fail to make this shift and are at risk of developing one dyslexia while children who prematurely rely on left hemispheric reading strategies may develop another type These two types of dyslexia have been found to respond to different types of stimulation The book includes comprehensive information on these treatments with extensive discussion of their strengths weaknesses and limitations along with an analysis of a number of experimental field and individual case studies It is an invaluable guide for child psychologists clinical neuropsychologists pediatric neurologists special educators remedial teachers and speech and language pathologists **Dyslexia, Speech and Language** Margaret J. Snowling, Joy Stackhouse, 1996-09-04 This book presents current ideas on the relationship between spoken and written language difficulties and provides clinical and educational perspectives on the assessment and management of children's reading and spelling problems **Identifying, Assessing, and Treating Dyslexia at School** Catherine Christo, John M. Davis, Stephen E. Brock, 2009-04-21 As many as one in four children experiences problems with reading Dyslexia the most common learning disability leads to well documented negative effects on school and ultimately adult success Therefore it is critical that school professionals provide early and effective assessment and intervention Identifying Assessing and Treating Dyslexia at School equips practitioners with in depth understanding of the disorder and a wealth of practical information for meeting student needs This volume Reviews up to date findings on dyslexia causes prevalence and related conditions Provides research based tools for identifying and addressing dyslexia Offers a detailed framework for case finding and screening diagnostic and

psychoeducational assessment as well as age and grade appropriate intervention Explains the roles and responsibilities of school psychologists when it comes to identifying students with dyslexia Focuses solely on dyslexia unlike most other books on learning disabilities As the duties of school psychologists and related education professionals become more complex recognizing and providing services for students with learning disorders has become progressively more demanding Identifying Assessing and Treating Dyslexia at School offers practitioners an accessible and easy to read reference that they will use for years to come *The Visual Brain and Peripheral Reading and Writing Disorders* Heidi McMartin Heeringa, 2019

The Visual Brain and Peripheral Reading and Writing Disorders A Guide to Visual System Dysfunction for Speech Language Pathologists familiarizes the reader with the complex workings of the human visual system the motor and sensory components of normal vision as they relate to the recognition of letters and words and to the acquisition and rehabilitation of reading and writing This text brings together findings from the neuropsychological neurooptometric neurolinguistic occupational therapy and speech language pathology literature on acquired visual system impairment from the past 20 years and the ways visual system dysfunction impacts reading writing and cognition Chapters Include Review of structural elements of the eye the cortical and subcortical structures of the visual brain and the motor and sensory components of normal vision The distinct functions of the three primary visual pathways central peripheral and retinotectal and how they relate to reading and writing Review of five formal tests of reading and writing that are designed or may be adapted to assess peripheral reading and writing disorders And much more A few of the features inside Figures illustrating the various components of the visual brain that are engaged when we read and write Information on visual system deficits in left hemisphere lesions with and without aphasia Detailed descriptions of peripheral reading disorders and associated error patterns Diagnostic criteria for three different types of neglect viewer centered stimulus centered object centered Description of treatment materials and methods suited to clients with acquired dyslexia due to visual system dysfunction The Visual Brain and Peripheral Reading and Writing Disorders explains the heterogenous nature of peripheral reading and writing disorders describes the association between visual motor and sensory dysfunction and the acquired dyslexias and provides the speech language pathologist with specific guidelines regarding the assessment and treatment of reading and writing disorders associated with visual system dysfunction

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