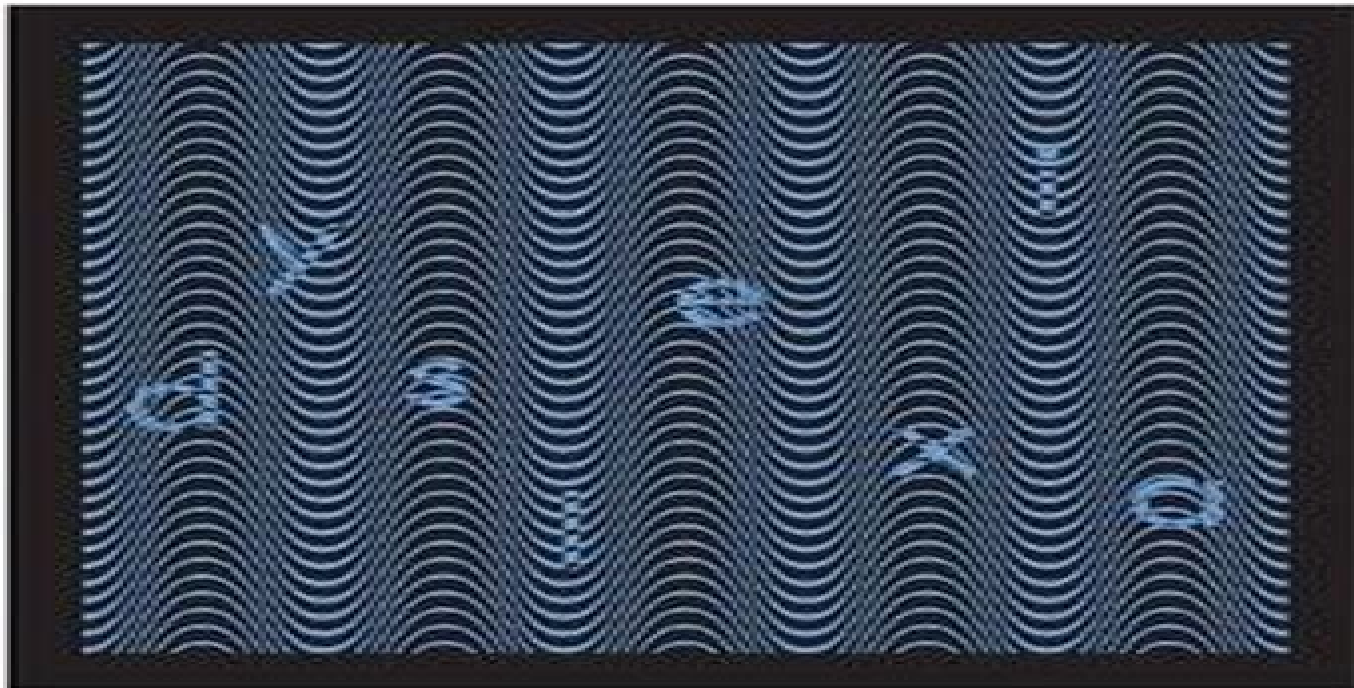


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Visual Aspects of Dyslexia

Edited by
John Stein & Zoï Kapoula

Visual Aspects Of Dyslexia

Yngve Zotterman



Visual Aspects Of Dyslexia:

Visual Aspects of Dyslexia John Stein,Zoï Kapoula,2012-08-23 Although the dominant view of dyslexia is that it is caused by linguistic phonological weakness recent research within neuroscience has shown that it is associated with visual processing problems as well This book brings together research from neurology neuroscience and the vision sciences to present a cutting edge review of this topic *Vision and Visual Dyslexia* John Frederick Stein,1991 **Dyslexia** Carlo Aleci,2013 Even if the ophthalmological aspects of developmental dyslexia are generally considered negligible in comparison to the cognitive and phonological ones a growing body of evidence suggests in many patients the presence of deficiencies related to a neuronal sub population along the visual pathway Still even in the limited area of neuro opthalmological research there is no general agreement on the mechanisms underlying reading impairment and on how the aetiological element determines the phenotype that is to say the typical symptomatology Nevertheless the spatial and temporal vision in dyslexics seem to be defective The purpose of this work is to report in a critical way the state of the art visual research in developmental dyslexia without considering the aspects that go beyond our competence In the second part of the treatise the personal approach to the visuoperceptive impairment in this clinical condition is phenomenological rather than aetiological it investigates the problem from the perceptive symptoms and signs rather than from the causal hypothesis and from the anatomofunctional demonstration Without claiming to exhaust the subject we have pursued a triple aim trying to shed light on one of the most debated and controversial questions providing a rigorous and comprehensive overview on the current acquisitions and why not offering some cues to those who intend to contribute to solve this problem *The Dyslexia Debate* Julian G. Elliott,Elena L. Grigorenko,2014-03-24 An examination of how we use the term dyslexia and how this may undermine aid for struggling readers **Cognitive and Brain Plasticity Induced by Physical Exercise, Cognitive Training, Video Games and Combined Interventions** Soledad Ballesteros,Claudia Voelcker-Rehage,Louis Bherer,2018-07-05 The premise of neuroplasticity on enhancing cognitive functioning among healthy as well as cognitively impaired individuals across the lifespan and the potential of harnessing these processes to prevent cognitive decline attract substantial scientific and public interest Indeed the systematic evidence base for cognitive training video games physical exercise and other forms of brain stimulation such as entrain brain activity is growing rapidly This Research Topic RT focused on recent research conducted in the field of cognitive and brain plasticity induced by physical activity different types of cognitive training including computerized interventions learning therapy video games and combined intervention approaches as well as other forms of brain stimulation that target brain activity including electroencephalography and neurofeedback It contains 49 contributions to the topic including Original Research articles 37 Clinical Trials 2 Reviews 5 Mini Reviews 2 Hypothesis and Theory 1 and Corrections 2 *Fluency and Reading Comprehension in Typical Readers and Dyslexic Readers: Volume II* Manuel Soriano-Ferrer,Simone Aparecida Capellini,Giseli Donadon Germano,2024-03-06 This

Research Topic is the second edition of Fluency and reading comprehension in typical readers and dyslexics readers Volume I This Second Edition Research Topic is focused on the characterization of the reading writing difficulties and their comorbidities and in the analysis of evidence based recommendations for early interventions and treatment of these difficulties within the fields of neuropsychology speech language pathology and educational psychology Reading involves decoding and comprehension components and to become efficient it requires a large number of cognitive and linguistic processes Among those decoding failures can have different origins such as deficits in phonological and or visual processing In addition a child with reading difficulties might also have problems in the acquisition of writing and handwriting performance This is an important point to be discussed as reading and writing both suffer interference from vocabulary acquisition linguistic skills memory skills reading and writing practices and literacy methods These processes become important only when the professional needs to deal with students presenting learning difficulties Difficulty in using the knowledge of conversion rules between grapheme phoneme to word reading construction or phoneme grapheme for writing can be identified in schoolchildren with dyslexia dysgraphia and dysortography being a specific learning disorder with a neurological etiology In addition there is established evidence of a speech language processing basis students with specific learning disabilities can show a range of cognitive difficulties e g rapid naming executive functioning working memory These presented difficulties interfere in their learning process impairing their learning development

Neurorehabilitation - Case Report Collection 2022 Giorgio Sandrini, Thomas Platz, Ross D. Zafonte, 2023-10-10 This Research Topic aims to collect all the Case Reports submitted to the Neurorehabilitation section All the Case Reports submitted to this collection will be personally assessed by the Specialty Chief Editor before the beginning of the peer review process Please make sure your article adheres to the following guidelines before submitting it

ICONECT 2019 Murtono, Moh Kanzunudin, Fina Fakhriyah, Ratri Rahayu, Robbi Rahim, The complex problems of education and technological development and information demands then takes its main innovations in learning The purpose of this Education is Innovation in order to improve the quality effectiveness efficiency relevance and productivity making the learning process more meaningful and fun for children Innovation can be performed in all subjects learning methods media and evaluation Innovation based learning local culture values will yield the superior character that will benefit children in the face of a globalized world So is innovation technology based learning make learning be fun so that children become active and creative ideas thoughts research related to the innovation of education can be presented in International Conference Education Culture and technology is preferred The theme of this Conference Innovation of Education to Improve Character Value for Children

Visual Aspects of Neglect Dyslexia M. Jane Riddoch, Glyn W. Humphreys, University of Birmingham. Cognitive Science Research Centre, 1991

Perception, 2000 **Oscillatory “Temporal Sampling” and Developmental Dyslexia: Towards an Over-Arching Theoretical Framework** Usha Goswami, Alan Power, Marie Lallier, Andrea Facchetti, 2015-04-01 Children with

developmental dyslexia fail to acquire efficient reading and spelling skills despite adequate tuition and an absence of overt sensory and or neural deficits Learning to read and spell requires linguistic skills auditory skills and visual skills Oscillatory temporal sampling theory links the development of sensory and linguistic processes The auditory system samples acoustic information at different temporal rates which for speech processing suggests that temporal information encoded by delta theta and gamma oscillations is bound together in the final speech percept Temporal sampling theory proposed a possible deficit in dyslexia in auditory sampling of the speech signal at syllable relevant rates 10 Hz delta and theta This would hypothetically affect prosodic development prior to reading and syllable based parsing which would affect efficient linguistic skills and consequently reading development across languages The visual system also samples information in the visuo spatial field In theory atypical visual oscillatory sampling could therefore be related to some of the visual features of developmental dyslexia In this special issue we bring together visual and auditory sensory processing studies around the general theme of oscillatory temporal sampling Contributors were encouraged to discuss their findings within a temporal sampling perspective The resulting studies cover a wide range of sensory processes with findings both supporting and contradicting the theory It is also important to note that studies covered a wide range of languages and that the behavioural manifestations of a sampling impairment may differ both with language and over the course of development Nevertheless it is encouraging to see such diverse findings considered within a single theoretical framework even if at the same time it is apparent that an over arching theoretical framework encompassing both visual and auditory deficits in dyslexia is yet to be achieved

Facets of Dyslexia and its Remediation S.F. Wright,R. Groner,2013-10-22 Developmental Dyslexia has been a subject of interest to practitioners for more than a century Despite its long research history however dyslexia the terms specific reading disability reading disability and learning disability are also used interchangeably in this volume still provides a challenge for contemporary cognitive psychology education neurology and physiology By bringing together contributions from researchers and scholars working in a wide range of fields and perspectives it is hoped that this publication will offer a means of considering different facets of dyslexia and enable a greater understanding of reading disorders and their remediation to emerge The book is divided into eight major sections the focus in each section being on a different facet of dyslexia It is hoped this framework enables the reader to assimilate the wide range of pure and applied research and even give rise to a new perspective for the understanding of dyslexia

Progress in Learning Disabilities Helmer R. Myklebust,1978

Concise Encyclopedia of Brain and Language Harry A. Whitaker,2010-04-08 This volume describes in up to date terminology and authoritative interpretation the field of neurolinguistics the science concerned with the neural mechanisms underlying the comprehension production and abstract knowledge of spoken signed or written language An edited anthology of 165 articles from the award winning Encyclopedia of Language and Linguistics 2nd edition Encyclopedia of Neuroscience 4th Edition and Encyclopedia of the Neurological Sciences and Neurological Disorders it provides the most

comprehensive one volume reference solution for scientists working with language and the brain ever published

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Prise en charge des troubles du langage écrit chez l'enfant Séverine Casalis, Gilles Leloup, Françoise Bois Parriaud, 2019-08-13 La maîtrise de la lecture est aujourd'hui un enjeu fondamental pour l'enfant tant du point de vue de son développement que de sa réussite scolaire que de son insertion professionnelle future Cet ouvrage permettra au lecteur d'appréhender les troubles spécifiques du langage écrit et les différentes prises en charge possibles de ces troubles Dans une première partie les troubles spécifiques du langage écrit sont présentés à partir de l'analyse des différentes composantes de la lecture Une place très importante est accordée aux dyslexies de l'enfant 95% de la recherche Les auteurs abordent ensuite la dysorthographe et les liens entre troubles du langage oral et écrit Dans une deuxième partie les auteurs s'attachent à décrire les solutions pour remédier aux troubles et proposent une synthèse des grandes orientations en éducation présentée à la fois selon un point de vue chronologique graphique et théorique Le lecteur orthophoniste éducateur psychologue trouvera aussi un chapitre sur les entraînements éducatifs et les stratégies de compensation illustrées de cas

Dyslexia in Children Christopher B. Hayes, 2006 Dyslexia is a brain based type of learning disability that specifically impairs a person's ability to read Although the disorder varies from person to person common characteristics among people with dyslexia are difficulty with phonological processing the manipulation of sounds and/or rapid visual verbal responding The syndrome of dyslexia does not imply low intelligence or poor educational potential and is independent of race and social background Although dyslexia seems to be more prevalent among males than females the exact ratio is unknown the most commonly quoted figures are between 3:1 and 5:1 The evidence suggests that in at least two thirds of cases dyslexia has a genetic cause but in some cases birth difficulties may play a role Dyslexia may overlap with related conditions such as dyspraxia attention deficit disorder with or without hyperactivity and dysphasia In childhood its effects can be misattributed to emotional or behavioural disorders By adulthood many dyslexics will have developed sophisticated compensating strategies that may mask their difficulties This new book presents state of the art research in this dynamic field

Dyslexia: Neuronal, Cognitive and Linguistic Aspects Yngve Zotterman, 2013-10-22 Dyslexia Neuronal Cognitive however it is stressed that this part of the brain has visuo spatial capabilities The discussion is followed by a presentation of ophthalmological findings among children with learning difficulties The book then proceeds to the relationship of dyslexia with visual problems and linguistic awareness In this regard questions on the ability of children to be able to read prior and during their school years are raised The selection ends with a discussion on how to treat dyslexia through the use of computers This book is a great source of information for neurophysiologists psychophysicists ophthalmologists and teachers who are interested in helping children learn to read and write

New England Journal of Optometry, 1969

Understanding Developmental Dyslexia: Linking Perceptual and Cognitive Deficits to

Reading Processes Pierluigi Zoccolotti, Peter F. de Jong, Donatella Spinelli, 2016-06-24 Understanding the mechanisms responsible for developmental dyslexia (DD) is a key challenge for researchers. A large literature mostly concerned with learning to read in opaque orthographies emphasizes phonological interpretations of the disturbance. Other approaches focused on the visual perceptual aspects of orthographic coding. Recently this perspective was supported by imaging data showing that individuals with DD have hypo activation in occipito temporal areas, a finding common to both transparent and opaque orthographies. Nevertheless it is difficult to infer causal relationships from activation data. Accommodating these findings within the cognitive architecture of reading processes is still an open issue. This is a general problem which is present in much of the literature. For example several studies investigating the perceptual and cognitive abilities that distinguish groups of children with and without DD failed to provide explicit links with the reading process. Thus several areas of investigation e.g. acoustic deficits or magnocellular deficiencies have been plagued by replication failures. Furthermore much research has neglected the possible contribution of comorbid symptoms. By contrast it is now well established that developmental disorders present a large spectrum of homotopic and heterotopic comorbidities that make causal interpretations problematic. This has led to the idea that the etiology of learning difficulties is multifactorial thus challenging the traditional models of DD. Recent genetic studies provide information on the multiple risk factors that contribute to the genesis of the disturbance. Another critical issue in DD is that much of the research has been conducted in English speaking individuals. However English is a highly irregular orthography and doubts have been raised on the appropriateness of automatically extending interpretations based on English to other more regular orthographies. By contrast important information can be gotten from systematic comparisons across languages. Thus the distinction between regular and irregular orthographies is another potentially fruitful area of investigation. Overall in spite of much research current interpretations seem unable to integrate all available findings. Some proposals focus on the cognitive description of the reading profile and explicitly ignore the distal causes of the disturbance. Others propose visual acoustic or phonological mechanisms but fail to link them to the pattern of reading impairment present in different children. The present Research Topic brings together studies based on different methodological approaches i.e. behavioural studies examining cognitive and psycholinguistic factors, eye movement investigations, biological markers, neuroimaging and genetic studies involving dyslexic groups with and without comorbid symptoms and in different orthographies, transparent and opaque, to identify the mechanisms underlying DD. The RT does not focus on a single model or theory of dyslexia but rather brings together different approaches and ideas which we feel are fruitful for a deeper understanding developmental dyslexia. **ASIS '96** American Society for Information Science. Annual Meeting, 1996

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