

NEUROPSYCHOLOGY AND COGNITION

Written Expression Disorders

Noël Gregg

Written Expression Disorders Neuropsychology And Cognition

N. Gregg



Written Expression Disorders Neuropsychology And Cognition:

Written Expression Disorders N. Gregg, 2012-12-06 A critical review of the literature on written expression disorders of individuals with learning disabilities The purpose of the book is to shed light on issues concerning definition assessment and interaction for individuals with writing disorders The integrated model of written expression offered draws on the work of cognitive psychology neurolinguistics and sociolinguistics The model illustrates the interrelationship between cognitive and affective processing networks that influence the selection and use of linguistics and information structures in producing a written text Particularly noteworthy aspects of this book are the emphasis on the role of writing in developing higher mental functions other texts on writing disorders have placed greater emphasis on lower order aspects not only the addition and integration of the sociolinguistic dimension into the model of writing but also the inclusion of guidelines for assessing this dimension specification of needed research in which both populations and tasks have been carefully defined and finally notice of the importance of a continuum for defining assessing and treating each component of written expression This state of the art work on disorders of writing is of interest to both researchers and clinicians concerned with written expression disorders in children and or adults

Cross-Linguistic Study of Acquired Reading Disorders Prathibha Karanth, 2003-12-31 This volume focuses on cross linguistic studies of the acquired disorders of reading and what they can tell us about the models of reading and the human brain The author has compiled a source book on cross linguistic studies of reading disorders with data from the alphasyllabaries of India in addition to showing the implications of these findings on the understanding of reading its acquisition and the developmental and acquired reading disorders and their management

Developmental Disorders Stephen R. Hooper, George W. Hynd, Richard E. Mattison, 2013-05-13 These two companion volumes provide a comprehensive review and critical evaluation of the major DSM III and DSM III R child disorders Their major goal is to provide diagnostic and assessment guidelines that are based on scientific literature in specific clinical domains Each chapter contains a discussion of the historical background of a particular diagnosis definitional issues a critical but selective review of the literature addressing the diagnosis in question proposed changes in the diagnostic criteria based on the available literature and proposed assessment models and methods based on the designated criteria Given the scientific bases for many of these discussions of diagnostic criteria these two volumes will serve professionals and graduate students in a wide variety of fields clinical child psychology child psychiatry pediatrics pediatric and school psychology special education social work and other child mental health specialties

Metacognition in Learning and Instruction Hope J. Hartman, 2001-02-28 Unique and stimulating this book addresses metacognition in both the neglected area of teaching and the more well established area of learning It addresses domain general and domain specific aspects of metacognition including applications to the particular subjects of reading speaking mathematics and science This collection spans theory research and practice related to metacognition in education at all school levels from elementary through university

Cognitive Processing of

the Chinese and the Japanese Languages C.K. Leong, Katsuo Tamaoka, 2013-03-09 The area of cognitive processing of Chinese and Japanese is currently attracting a great deal of attention by leading cognitive psychologists. They aim to find out the similarities and differences in processing the morphosyllabic Chinese and Japanese syllabary as compared with alphabetic language systems. Topics under the processing of Chinese include the use of phonological codes in visual identification of Chinese words, the constraint on such phonological activation, recognition of Chinese homophones, Chinese sentence comprehension and children's errors in writing Chinese characters. Topics under the processing of Japanese include the automatic recognition of kanji within an interactive activation framework, on reading and Kun reading of kanji characters, processing differences between hiragana and kanji, the effect of polysemy on katakana script and the writing behavior of Japanese and non-Japanese speakers. The interactive activation model provides the phonologic orthographic links in processing both language systems. The present volume should add greatly to our understanding of this topic. Many of the contributors are internationally known for their experimental psychological work. **Problems and Interventions in**

Literacy Development P. Reitsma, L. Verhoeven, 2013-03-09 From August 19-23 1996 an international expert meeting on problems and interventions in literacy development took place in Amsterdam. The meeting was organized by Pieter Reitsma, Paedologisch Instituut, Vrije Universiteit Amsterdam and Ludo Verhoeven, University of Nijmegen and funded by the Dutch National Science Foundation. Various experts in the field of literacy problems from 12 countries attended the meeting while presenting a paper based on current perspectives and recent research. A selection of the papers being presented is now integrated into a single academic reference after being edited and updated. The editors wish to thank all contributors to this volume for redrafting their original papers. The present volume aims to integrate recent research in the field of literacy problems and interventions into a single academic reference. The volume will capture the state of the art in the rapidly expanding field of literacy problems and interventions. The target group of readers of this volume includes researchers and graduate students in language and literacy development. Moreover, the book is of interest for practitioners working in the field of literacy problems. Pieter Reitsma and Ludo Verhoeven. vii. LIST OF CONTRIBUTORS Peter Afflerbach, University of Maryland 2304C Benjamin Building, College Park, MD 20742 USA. Jesus Alegria, Universite Libre de Bruxelles, LAPSE, CP 191 Avenue F. Roosevelt 50, B-1050 Bruxelles, Belgium. Elisabeth Arnbak, Department of General Applied Linguistics, Njalsgade 80, DK-2300 Copenhagen, Denmark. Janwillem Bast, Paedologisch Instituut, VU Amsterdam, Postbus 303, 1115 ZG Duivendrecht, The Netherlands. *Basic Functions of Language, Reading and Reading Disability* Evelin Witruk, Angela D. Friederici, Thomas Lachmann, 2002-05-31 This highly interdisciplinary project presents new results and the state of the art of knowledge in the psychology and neurophysiology of language reading and dyslexia. It concentrates on basic cognitive functions of understanding and producing language and disorders within its spoken and written execution. The book grew out of the Basic Mechanisms of Language and Language Disorders conference, Leipzig, Sept 1999. **Written Language Disorders** Ann M.

Bain, Laura Lyons Baily, Louisa Cook Moats, 1991 **Subject Guide to Books in Print**, 2001 *Neurogenic Disorders of Language* Laura L. Murray, Heather M. Clark, 2006 Brain damage due to stroke traumatic brain injury TBI progressive neurological disease and other etiologies is extremely common worldwide Neurogenic language disorders that result from the illnesses accidents or progressive diseases that cause brain damage can negatively impact an individual's communicative and cognitive well-being This thoughtful text provides speech language pathologists and related health care professionals with a comprehensive examination of the concepts and procedures surrounding the management of adult neurogenic disorders Information is provided on the major disorders including aphasia traumatic brain injury right hemisphere disorders and dementia and assessment procedures and treatment approaches are discussed In addition clinical issues both theoretical and applied are highlighted throughout the book making this an excellent choice for anyone working with neurogenic language disorders **The Varieties of Orthographic Knowledge** Virginia Wise Berninger, 1995 **Child Neuropsychology** Anne Teeter Ellison, Phyllis Anne Teeter, Margaret Semrud-Clikeman, 1997 This study provides information on the influences of brain function on the cognitive perceptual learning behavioural and psychosocial adjustment of children and adolescents **Linguistics and Language Behavior Abstracts**, 2008 [Language Intervention Strategies in Adult Aphasia](#) Roberta Chapey, 1986 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> **Cognition in Individual and Social Contexts** Adrienne Bennett, Kevin M. McConkey, 1989 This volume consists of 58 papers concerned with cognition in individual and social contexts It is organized into eight parts each containing papers that reflect current concerns of that area The diversity of areas illustrates the degree to which cognitive psychology has spread beyond its original boundaries and the important links that cognitive psychologists are forging with other areas Overall several chapters discuss the nature of consciousness and others consider the link between theory and methodology other chapters argue the relevance of computational models to cognitive processing and others highlight the relevance of individual differences in aspects of cognition **Handbook of Psychological Assessment, Case Conceptualization, and Treatment: Children and adolescents** Michel Hersen, 2008 Handbook of Psychological Assessment Case Conceptualization and Treatment provides in two volumes comprehensive coverage of the fundamentals of psychological practice across the age spectrum and features contributions from leading international researchers and professionals This book gathers contributions from leading international scholars and practitioners to present the latest evidence based findings regarding best practices for a number of prevalent DSM disorders and other

issues facing individuals of all ages as well as special groups Language and Writing Disorders Robert Piazza,1979

Annals of Dyslexia Leong Che Kan,2003 American Book Publishing Record ,1995 **Stevens' Handbook of Experimental Psychology, Learning and Cognition** Richard C. Atkinson,Richard J. Herrnstein,Gardner Lindzey,R. Duncan Luce,1988 This is a new edition of the established reference and graduate text on experimental psychology Widely used for over 25 years this edition has been completely updated and expanded into two volumes contributors to these works are among the most highly renowned professionals in the field Volume 1 includes coverage of the physics and retinal physiology of vision the nature of auditory perception speech and emotional patterns and the latest theories and findings in the area of behavioural genetics Volume 2 includes studies exploring such topics as the psychobiology of learning and memory the influences of choice and reinforcement in human behaviour psycholinguistics individual variations in cognitive functioning and much more

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