

Contents

<i>Editor's Introduction</i>	ix
1 What Seems to be the Problem?	1
The milestone of reading	
A case of categorization	
Special educational needs — not categories	
2 The Problem of the Difficulty	7
Acquired dyslexia	
Developmental dyslexia	
Circular definitions	
Different perspectives	
How to be dyslexic without difficulty	
Specific difficulties	
The indefinable	
What to do with the word "dyslexia"	
Reading difficulties in the context of adult illiteracy	
Illiteracy — the size of the problem	
The incidence of dyslexia in children	
Criteria for literacy	
Responsibilities for literacy	
3 The Process of Reading	32
Getting bike-borne and print-borne	
The gulf between spoken and written language	

Reading isn't only reading words
 The surface structure of print
 The redundancy of print
 Patterns of print and language
 Models of the reading process
 The phonic model
 Look-and-say and sentence models
 The language experience model
 Psycho-linguistic models
 A holistic model of reading
 Reading and the curriculum
 A holistic instructional model
 MODES of reading

- 4 Dyslexia and Research** 68
- An overview
 The reading brain
 Acquired dyslexia and language disorders
 Handicapped children and reading difficulties
 Neurological development and language
 Models of the brain
 Survival and development
 Limits of neurology
 Some problems of research design
 Hypothetical factors
- 5 Questions of Research and Dyslexia** 83
- Does dyslexia run in families?
 Why do more boys than girls have reading difficulties?
 Are there signs by which we can identify dyslexic children?
 What about laterality and cerebral dominance?
 Are reading difficulties associated with speech problems?
 Do hearing problems cause reading difficulties?
 Are dyslexic children likely to have behaviour problems?
 Do dyslexic children have handwriting problems or do
 mirror writing?
 Do dyslexic children have poor memories?
 Do dyslexic children have erratic eye movements?
 Is dyslexia the result of a language deficiency?
 Do dyslexic children have persistent spelling difficulties?
 Conclusions

6	Reasons and Remedies — Assessment, Diagnosis and Remediation	114
	Multidisciplinary assessment	
	The doctor's role	
	The psychologist's role	
	Tests of ability	
	Reading tests	
	Diagnosing reading difficulties	
	Assessing perceptual development	
	Check-lists of symptoms	
	Other dimensions of difficulties	
	The Aston Index	
	Making a decision	
	Remedies: types of remediation programmes	
	Beyond remediation	
7	The Problem in Perspective	137
	The need for change	
	'Reading recovery' in New Zealand	
	Parents as a resource of energy and goodwill	
	Action research for dyslexic pupils	
	The real results	
	What the parents did	
	Paired-reading	
	Prepared reading	
	Activities	
	The Holiday Schools	
	A problem with homework	
	A sub-project in schools	
	Evaluation of the project	
	Realizing the right to read	
	Reading subjects at university — and at school	
	Children as active partners	
	Dyslexia and learning	
	Conclusion: what must be done	
	Appendix	
	Playing The Language Game — A Holistic Model	162
	Glossary	165
	Bibliography	170
	Index	174