

DOCUMENT RESUME

ED 376 447

CS 011 889

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 TITLE Reading and Children with Dyslexia or Attention Deficit Disorders 1983-1992: Citations and Abstracts from the ERIC Database.
 INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
 SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
 PUB DATE Dec 92
 CONTRACT RI88062001
 NOTE 18p.
 AVAILABLE FROM ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (\$5).
 PUB TYPE Information Analyses - ERIC Clearinghouse Products (071) -- Reference Materials - Bibliographies (131)
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS Annotated Bibliographies; *Attention Deficit Disorders; *Dyslexia; Elementary Education; Parent Child Relationship; *Reading Difficulties; *Reading Skills; Teaching Methods
 IDENTIFIERS ERIC

ABSTRACT

This annotated bibliography of material from the ERIC database presents 59 annotations on the topic of reading and children with dyslexia or attention deficit disorders. Entries in the bibliography are organized into background information on dyslexia and attention deficit disorders, information for parents, and information for teachers. The annotated bibliography contains listings for a wide range of materials, including journal articles, books, reports, practica, conference papers, and dissertations. A list of five additional sources of information is attached. (RS)

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Reading and Children with Dyslexia or Attention Deficit Disorders

1983-1992

Citations and Abstracts from the ERIC Database

Dec. 1992

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BACKGROUND INFORMATION ON DYSLEXIA AND ATTENTION DEFICIT DISORDERS

AN: ED344190

AJ: Smith, Carl B.; Sensenbaugh, Roger

TI: **Helping Children Overcome Reading Difficulties. ERIC Digest.**

CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

PY: 1992

AV: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

NT: 3 p.

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: This digest discusses children with reading difficulties and how these children can be helped to read and learn more effectively. The digest offers a definition and discussion of dyslexia, examines instructional conditions that help the reading comprehension of children labeled as learning disabled, offers suggestions for choosing helpful reading materials, and stresses the importance of a positive attitude on the part of the child. (RS)

AN: EJ359433

AU: Stein, N. L.

TI: **Lost in the Learning Maze.**

PY: 1987

JN: Journal of Learning Disabilities; v20 n7 p409-10 Aug-Sep 1987

AB: Written by a dyslexic adult woman, the paper recounts the author's troubles in a special class and in her interpersonal relationships. Current progress in a program of individual educational therapy and the benefits of same are described. (DB)

AN: ED334756

AU: Dempsey, Denise P., Comp.

TI: **Dyslexia.**

CS: Library of Congress, Washington, DC. Science and Technology Div.

PY: 1991

JN: LC Science Tracer Bullet; Jan 1991

AV: Science Reference Section, Science and Technology Division, Library of Congress, 10 First St., S.E., Washington, DC 20540.

NT: 16 p.

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: This bibliography on dyslexia has approximately 110 listings representing a variety of resources published from 1972 to 1990. A definition of dyslexia is also provided. Materials available in the reference collection of the Library of Congress Science Reading Room are identified. Publications and other resources are grouped according to the following categories: introductions; Library of Congress subject headings; basic texts; guides for parents and teachers; additional titles; related titles; bibliographies, directories, and handbooks; biographical material; conference proceedings; abstracting and indexing services; journals; representative journal articles; selected technical reports; materials available in the Library of Congress pamphlet boxes; and organizational sources of information. (DB)

AN: EJ408584

AU: Enfield, Mary Lee

TI: **The Quest for Literacy.**

PY: 1988

JN: Annals of Dyslexia; v38 p8-21 1988

AV: UMI

AB: The paper reviews the theoretic legacy of the Orton Dyslexia Society, describes a longitudinal study conducted in a large public school system which has proven the effectiveness of the Orton Gillingham system of reading instruction, and underlines the role of educators in the quest for literacy. (JDD)

AN: EJ291335

AU: Koenke, Karl

TI: ERIC/RCS: Dyslexia: A View of the Theories.

PY: 1983

JN: Journal of Reading; v27 n3 p274-77 Dec 1983

AV: UMI

NT: Thematic Issue ("Reading in the Content Areas").

AB: Argues that teachers should know something of the range and depth of the work done by researchers in defining the term dyslexia, and presents a review of the various theories concerning the disorder. (FL)

AN: EJ278071

AU: White, Margaret

TI: Identification of Dyslexia: A Ninety-Minute Procedure.

PY: 1983

JN: Journal of Learning Disabilities; v16 n1 p32-34 Jan 1983

AB: An economical procedure for identifying the dyslexic child is described using a parent questionnaire, the Wechsler Intelligence Scale for Children-Revised (particularly noting behavioral idiosyncrasies), a brief sentence reading test, a brief spelling test, and laterality tests. Procedures for synthesizing the evaluation information are considered. (Author/CL)

AN: EJ354650

AU: Vellutino, Frank R.

TI: Dyslexia.

PY: 1987

JN: Scientific American; v256 n3 p34-41 Mar 1987

AB: Examines previous hypotheses of the causes of dyslexia. Proposes that dyslexia results from a subtle language deficiency rather than from defects in the visual system. Discusses current theories and assesses instructional strategies for dyslexics. (ML)

AN: EJ353943

AU: Shannon, Albert J.

TI: Dyslexia: Causes, Symptoms, Definition.

PY: 1986

JN: Journal of Reading, Writing, and Learning Disabilities International; v2 n3 p217-23 1986

AB: The article reviews proposed causes and observable symptoms that characterize dyslexia, concluding that individualized analysis and specialized treatments are required and that, until an operational definition can be agreed upon, use of the label "dyslexia" is counterproductive. (DB)

AN: EJ349235

AU: Rawson, Margaret Byrd

TI: The Many Faces of Dyslexia.

PY: 1986

JN: Annals of Dyslexia; v36 p179-91 1986

UMI

NT: For related information see EC 191 620.

AB: The editor of The Orton Society examines issues relevant to the neurological characteristics and treatment of dyslexics in the context of the heritage of S. Orton and the four principles of the Orton Society: (1) Differences are personal. (2) Diagnosis is clinical. (3) Treatment is educational. (4) Understanding is scientific.

AN: ED274123

TI: **Facts about Dyslexia.**

CS: National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Orton Society, Towson, Md.

PY: [1986]

AV: NICHD, P.O. Box 29111, Washington, DC 20040 (free).

NT: 16 p.

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: Developmental dyslexia is a specific learning disability characterized by difficulty in learning to read. Some dyslexics also may have difficulty learning to write, to spell, and to speak or work with numbers. Some researchers estimate that as many as 15 percent of American students may be classified as dyslexic. Children with dyslexia are not all alike--the only trait they share is that they read at levels significantly lower than is typical for children of their age and intelligence. Most experts agree that a number of factors probably work in combination to produce this disorder; possible causes of dyslexia may be grouped under three broad categories: educational, psychological, and biological. Educational causes may include teaching methods, the nature of the English language, and interpretation of intelligence tests. The usual treatment for dyslexic students is to modify teaching methods and the educational environment based on the specific learning problems of the individual dyslexic student. The prognosis for dyslexic students is mixed because there is a wide diversity of symptoms and degrees of severity. However, it is clear that an effective remedial program is very crucial and that early diagnosis and treatment are essential. (CB)

AN: ED262500

AU: Harrie, Roger P.; Weller, Carol

TI: **What Is Dyslexia?: 1984 Digest.**

CS: ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

PY: 1984

AV: ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).

NT: 3 p.

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: The digest focuses on the nature of dyslexia and its characteristics. An initial section notes the variations in definitions as a function of the discipline. Diagnosis of dyslexia is said to isolate the specific difficulties associated with the problem and to suggest appropriate educational intervention. Typical characteristics of dyslexia are noted, including a family history of reading problems, predominant occurrence in males, an average or above average IQ and possibly a proficiency in math, lack of enjoyment of reading as a leisure activity, problems of letter and word reversal, and difficulty transferring information from what is heard to what is seen and vice versa. The contribution of three major factors to dyslexia is addressed: ocular problems, language problems, and visual-spatial-motor problems. A list of references and resources concludes the digest. (CL)

AN: EJ425752

AU: Dykman, Roscoe A.; Ackerman, Peggy T.

TI: **Attention Deficit Disorder and Specific Reading Disability: Separate but Often Overlapping Disorders.**

PY: 1991

JN: Journal of Learning Disabilities; v24 n2 p96-103 Feb 1991

AV: UMI

AB: Within a large sample of clinic-referred children (n=182) with diagnosed attention deficit disorder (ADD), 82 met discrepancy criteria for specific reading disability (RD) with proportionately more boys than girls meeting the RD criteria. Boys in the ADD sample who did not meet RD criteria had significantly higher IQs. (Author/DB)

AN: EJ436910

AU: Frick, Paul J.; Lahey, Benjamin B.

TI: **The Nature and Characteristics of Attention-Deficit Hyperactivity Disorder.**

PY: 1991

JN: School Psychology Review; v20 n2 p163-73 1991

AV: UMI

NT: Theme issue with title "Mini-Series: Attention-Deficit Hyperactivity Disorders in Children: Clinical and Treatment Issues."

AB: Current research on the basic characteristics of Attention-Deficit Hyperactivity Disorder (childhood hyperactivity) is reviewed, and a critique of the most recent classification system is given. The current definition ignores important distinctions among the attention deficit disorders. Primary symptoms and associated adjustment problems are discussed. (SLD)

AN: ED258378

AU: Dykman, Roscoe A.; And Others

TI: **Reading Disabled and ADD Children: Similarities and Differences.**

PY: 1984

NT: 35 p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).

PR: EDRS Price - MF01/PC02 Plus Postage.

AB: This paper covers selected findings from three studies that compared different diagnostic groups: boys with attention deficit disorder (ADD) with or without hyperactivity (HY) but normal reading ability; boys with reading disability (RD) but not HY; and boys with both RD and HY. Studies examined an adapted task to assess frontal and temporal lobe function, the effects of methylphenidate dosage, and information processing. It is suggested that HY subjects' inability to sustain attention, their lack of effort to think and remember, their inability to suppress extraneous and distracting stimuli, and their aggressive or impulsive behavior indicate frontal-lymbic dysfunction, with probable deficits in the "wiring" of inhibitory connections. Findings also suggested that the central nervous system dimension of sensitivity appeared to be a better predictor of drug efficacy than diagnostic labels. RD subjects appeared more impaired in auditory than visual vigilance, with HY subjects demonstrating the opposite. Five figures and a reference list are appended. (CL)

AN: ED294358

TI: **Learning Disabilities: A Report to the U.S. Congress.**

CS: Interagency Committee on Learning Disabilities, Washington, DC.

PY: 1987

NT: 236 p.

PR: EDRS Price - MF01/PC10 Plus Postage.

AB: The report to Congress by the Interagency Committee on Learning Disabilities, required by the Health Research Extension Act of 1985, Public Law 99-158, provides a review and assessment of Federal research priorities, activities, and findings regarding learning disabilities. Included in the report is information on (1) the number of persons affected by learning disabilities and the demographic data describing them; (2) current research findings on the causes, diagnoses, treatments, and prevention of learning and prevention of learning disabilities; and (3) recommendations for legislation and administrative actions to increase research effectiveness and prioritize research needs. Chapter I provides a summary of Committee activities, while Chapter II summarizes testimony of 23 persons representing various associations and organizations and purposes. Results of a survey of member agencies of the Committee concerning programs, achievements, and perceived needs are contained in the following chapter. Chapter IV contains results of a review of the epidemiologic and survey literature on incidence and characteristics of learning disabilities. Current research findings in the following five areas are reviewed in the next chapter: neurobiology of learning and memory; specific developmental disabilities of reading, writing, and mathematics; developmental language disorders; social skills deficits; and hyperactivity/attention deficit disorder. Chapter VI contains the Committee's recommendations including the need to revise the legislative definition of learning disabilities and the proposal of a revised definition. (DB)

INFORMATION FOR PARENTS

AN: EJ431354

AU: Fawcett, Angela J.; Nicolson, Roderick I.

TI: Vocabulary Training for Children with Dyslexia.

PY: 1991

JN: Journal of Learning Disabilities; v24 n6 p379-83 Jun-Jul 1991

AV: UMI

AB: A vocabulary training program, using parents as sole instructors, led to significant and lasting improvements in word knowledge and lexical access speed for 13 adolescents with dyslexia. Furthermore, when the trained words matched the current vocabulary of the child, the improvement generalized to untrained words. (Author)

AN: EJ368949

AU: Cicci, Regina

TI: Dyslexia: Especially for Parents.

PY: 1987

JN: Annals of Dyslexia; v37 p203-11 1987

AV: UMI

AB: This guide outlines the characteristics of dyslexia and its educational implications. Parental understanding of the problem and support for intervention efforts are stressed. Various learning activities are suggested, along with guidelines to help the child cope with the disability, become better organized, study for tests, etc. (JDD)

AN: EJ361106

AU: Kelso, Jill

TI: Nurturing a Special Child.

PY: 1987

JN: Exceptional Parent; v17 n8 p50-53 Nov-Dec 1987

AV: UMI

AB: A mother of a son with epilepsy and dyslexia offers 10 guidelines for parents including: acknowledge your grief; recognize assets and limitations; encourage independence; ignore unsolicited advice; be proud of your child's achievements; make use of financial aid; subscribe to newsletters; get to know your child's physician; and make time for yourself. (DB)

AN: EJ310119

AU: Hartwig, Leonard J.

TI: Living with Dyslexia: One Parent's Experience.

PY: 1984

JN: Annals of Dyslexia; v34 p313-18 1984

AB: The father of a young adult with dyslexia describes his son's progress as a result of educational interventions and offers other parents suggestions for coping with the condition. (CL)

AN: EJ436916

AU: Newby, Robert-F.; And Others

TI: Parent Training for Families of Children with ADHD.

PY: 1991

JN: School Psychology Review; v20 n2 p252-65 1991

AV: UMI

NT: Theme issue with title "Mini-Series: Attention-Deficit Hyperactivity Disorders in Children:

Clinical and Treatment Issues."

AB: An overview is provided of parent training approaches for treating Attention-Deficit Hyperactivity Disorder (ADHD). The empirical and theoretical roots of these therapies are discussed, with a brief review of parent training program developed by (1) R. B. Barkley (1987); (2) G. R. Patterson (1972); and (3) R. Forehand (1981). (SLD)

INFORMATION FOR TEACHERS

AN: EJ441365

AU: Simmons, Deborah C.

TI: **Perspectives on Dyslexia: Commentary on Educational Concerns.**

PY: 1992

JN: Journal of Learning Disabilities; v25 n1 p66-70 Jan 1992

AV: UMI

AB: This response to Bashir and Scavuzzo (EC 602 669) suggests that their view that dyslexia is a chronic, pervasive condition is too limiting. An alternative view of dyslexia as an acute, interactive condition is proposed, and related implications for instructional curricula and reading achievement are offered. (Author/ DB)

AN: EJ441361

AU: Sawyer, Diane J.

TI: **Dyslexia: Introduction to the Special Series.**

PY: 1992

JN: Journal of Learning Disabilities; v25 n1 p38-39 Jan 1992

AV: UMI

AB: This article introduces four papers (and responses to them) originally given at an April 1990 conference on the identification and treatment of dyslexia. Noted is the lack of consensus on what dyslexia is, how the condition comes to be, and what the nature of educational intervention ought to be, though developmental views are seen to predominate. (DB)

AN: EJ425824

AU: Elbro, Carsten

TI: **Dyslexics and Normal Beginning Readers Read by Different Strategies: A Comparison of Strategy Distributions in Dyslexic and Normal Readers.**

PY: 1991

JN: International Journal of Applied Linguistics; v1 n1 p19-37 1991

AB: Comparison of the individual reading strategies of 26 severely impaired developmental dyslexics and 26 nonhandicapped readers found a distribution of skills and strategies over a continuum in both groups. Dyslexic students were specifically impaired in phonological processing, and half of them employed more whole-word-oriented strategies than the nonhandicapped controls. (46 references) (Author/CB)

AN: EJ424260

AU: Hannell, Glynis; And Others

TI: **Reading Improvement with Tinted Lenses: A Report of Two Cases.**

PY: 1991

JN: Journal of Research in Reading; v14 n1 p56-71 Feb 1991

AV: UMI

AB: Reports the findings in two dyslexic brothers, both of whom showed a marked improvement in reading facility when reading print material either through a semitransparent tinted plastic sheet (overlay) or through tinted spectacle lenses. (MG)

AN: EJ423016
AU: Rooney, Karen J.
TI: **Controversial Therapies: A Review and Critique.**
PY: 1991
JN: *Intervention in School and Clinic*; v26 n3 p134-42 Jan 1991
AB: The article offers guidelines to educators evaluating controversial therapies and applies them to four such therapies: tinted lenses as a cure for dyslexia; orthomolecular treatments for learning disabilities; pharmaceutical intervention for dyslexia; and visual training for children with learning disabilities. (DB)

AN: EJ408617
AU: Stirling, Eileen
TI: **The Adolescent Dyslexic: Strategies for Spelling.**
PY: 1989
JN: *Annals of Dyslexia*; v39 p268-78 1989
AV: UMI
AB: The spelling difficulties of the adolescent dyslexic student are described, and techniques are presented to provide the student with the tools needed to cope with spelling requirements, including the study of vowel sounds, doubling the consonant following a short vowel, root words, and laws of probabilities. (JDD)

AN: EJ408597
AU: Cox, Aylett Royall; Hutcheson, Lenox
TI: **Syllable Division: Prerequisite to Dyslexics' Literacy.**
PY: 1988
JN: *Annals of Dyslexia*; v38 p226-42 1988
AV: UMI
AB: Data from a 10-year study involving over 1,000 dyslexics, age 7-15, went into the development of the Alphabetic Phonics curriculum. One aspect of the curriculum, the Syllable Division Formulas, is described. It emphasizes scientific, automatic, multisensory procedures for dividing longer words into easily read syllables. (Author/JDD)

AN: EJ406787
AU: Moore, Sharon Arthur; And Others
TI: **Dyslexia, What's Lysdexia? (Professional Resource).**
PY: 1990
JN: *Reading Teacher*; v43 n7 p506-07 Mar 1990
AV: UMI
AB: Reviews four professional resources about dyslexia and learning disabilities that differ in perspective but have many commonalities in their advice to teachers. (MG)

AN: EJ400611
AU: Salas, Beverly Ann
TI: **The Phenomenon of Dyslexia in One Public School System.**
PY: 1989
JN: *Academic Therapy*; v25 n1 p59-73 Sep 1989
AV: UMI
AB: One school district's effort to develop a specialized reading program for students with dyslexia is described. Discussed are: guidelines for diagnosing dyslexics; primary characteristics of 12 youngsters identified as dyslexic; and recommendations for other school districts concerning definitions, screening, referral, and service delivery. (JDD)

AN: EJ386231
AU: Grondin, Patricia A.; And Others
TI: **Special Students, Special Needs.**

PY: 1988

JN: Science Teacher; v55 n8 p21-27 Nov 1988

AV: UMI

AB: Describes guidelines that can be used by teachers to promote student learning. Suggests that realistic expectations, the use of activities, demonstrations, labs, a variety of teaching methods, and good discipline are important to higher-level motivation of lower-level students. Discusses testing of mildly handicapped children, and dealing with dyslexia. (RT)

AN: EJ368950

AU: Rothschild, Lois H.

TI: **Scholastic Aptitude Test Preparation for the Adolescent Dyslexic.**

PY: 1987

JN: Annals of Dyslexia; v37 p212-27 1987

AV: UMI

AB: Scholastic Aptitude Test skills of dyslexics can be enhanced through use of special test administration arrangements and a structured program of vocabulary development, test-taking strategies, and a pattern of analysis to improve reading comprehension. Two case studies illustrate the impact of drill and reinforcement, multimodal imagery techniques, and overlearning. (Author/JDD)

AN: EJ349243

AU: Jones, Bobbie H.

TI: **The Gifted Dyslexic.**

PY: 1986

JN: Annals of Dyslexia; v36 p301-17 1986

AV: UMI

AB: Guidelines are offered for diagnosing and teaching the gifted dyslexic. Characteristics of the gifted and of children with attention-deficit disorders are listed. A diagnostic battery is recommended. Educational suggestions include family involvement, remediation of academic skill deficits, and student guidance in developing organization and study skills. (DB)

AN: EJ343704

AU: Hirsh Pasek, Kathy

TI: **Beyond the Great Debate: Fingerspelling as an Alternative Route to Word Identification for Deaf or Dyslexic Readers.**

PY: 1986

JN: Reading Teacher; v40 n3 p340-43 Dec 1986

AV: UMI

AB: Shows that fingerspelling makes learning the task of separating the word into its parts fun as well as easier for some students. (FL)

AN: EJ331572

AU: Gough, Philip B.; Tunmer, William E.

TI: **Decoding, Reading, and Reading Disability.**

PY: 1986

JN: Remedial and Special Education (RASE); v7 n1 p6-10 Jan-Feb 1986

AV: UMI

AB: To clarify the role of decoding in reading and reading disability, a model of reading is proposed, which holds that reading equals the product of decoding and comprehension. Three types of reading disability are posited, resulting from an inability to decode (dyslexia), an inability to comprehend (hyperlexia), or both (reading disability). (Author/CL)

AN: EJ331474

AU: Dinsmore, Julie A.; Isaacson, Douglas K.

TI: Tactics for Teaching Dyslexic Students.

PY: 1986

JN: Academic Therapy; v21 n3 p293-300 Jan 1986

AV: UMI

AB: A checklist is offered to help classroom teachers determine behaviors characteristic of dyslexic functioning (both visual-spatial and auditory-linguistic types). Tactics are then suggested for tailoring approaches to their characteristics--strong visual/weak auditory processing skills or strong auditory/weak visual processing skills. (CL)

AN: EJ331347

AU: Gow, David W.

TI: Dyslexia: Why Some Johnnies Can't Read.

PY: 1986

JN: Principal; v65 n3 p38-40 Jan 1986

AV: UMI

AB: Outlines the problems of students with dyslexia and the history of the recognition of the problem. Includes a detailed list of symptoms that may indicate dyslexia is a problem for a student. (MD)

AN: EJ356236

AU: Hynd, Cynthia R.

TI: Instruction of Reading Disabled/Dyslexic Students.

PY: 1987

JN: Teacher Education and Practice; v3 n2 p17-33 Fall-Win 1986-87

AB: The article discusses current research and theory regarding neurological correlates of reading and various subtypes of reading disability, contrasts remedial efforts versus compensatory instruction, describes a diagnostic and instructional procedure, and provides a description of some instructional strategies for each subtype of reading disability. (CB)

AN: EJ329366

TI: Facets: How Can English Teachers Best Use Computers?

PY: 1986

JN: English Journal; v75 n2 p22-25 Feb 1986

AV: UMI

AB: Four teachers discuss using the word processor to (1) teach writing, (2) help students with dyslexia, and (3) access an information retrieval service for research papers, as well as for other classroom purposes. (EL)

AN: ED323534

AU: Blau, Harold; Sinatra, Richard

TI: Word Learning: Using the Right Brain.

PY: 1980

NT: 8 p.

PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

AB: A reasonably accurate knowledge of the location of certain learning functions has been achieved through the steady accumulation of data concerning hemispheric specialization. One learning disabilities teacher (van den Honert, 1977) applied hemisphere specialization techniques to eliminate processing conflicts between the hemispheres by sending word information to the left hemisphere while occupying the right hemisphere with noncompeting information. The Loveless-Blau technique is another example of an effort to employ neuropsychological concepts to learning. Concentrating on spelling, these researchers cut off the visual modality altogether. The purpose of the technique was to stimulate the right hemisphere, linked specifically to "manual pattern" recognition, by using the tactile modality of left hand to right hemisphere. Further investigations using matched groups of learning disabled students are needed to determine which multisensory techniques are most effective: those using the right hand alone or those using the left hand alone. More research needs to be done on the absence of the visual input while learning spelling from raised letters. Also to be explored is a procedure for

learning words through the concomitant use of visual stimulation either in the form of picture or configuration cues. While successful reading and writing requires the interaction of both hemispheres for normal learners, the activation of right hemisphere processing alone may hold more promise for the severely word-disabled. (Sixteen references are attached.) (MG)

AN: EJ318699

AU: Pournelle, Jerry

TI: A High-Tech Education.

PY: 1985

JN: Popular Computing; v4 n8 p46-47,49 Jun 1985

AV: UMI

AB: Discusses several ways computers, software, and peripheral equipment may aid in teaching dyslexic children to read, i.e., using voice synthesizers and speech software; employing human readers to translate what's on the screen; utilizing word processing functions; using microcomputers to control tape recorders; and utilizing "creativity software." (MBR)

AN: ED306556

AU: Shermis, Michael

TI: Strategies To Help Dyslexic Students. Focused Access to Selected Topics (FAST) Bibliography No. 37.

CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

PY: 1989

NT: 5 p.

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: This bibliography contains 35 annotations on resources in the ERIC database (ranging from 1982 to 1988) dealing with strategies to help dyslexic students. The bibliography is arranged into three sections: the first section provides an overview of dyslexia, the second section contains several citations on instructional strategies that can be used with the dyslexic student, and the last section refers to research on dyslexia. (MS)

AN: ED292282

AU: Phelps, Joanne; Stempel, Lynn

TI: Revisiting an "R"—News and Views of Writing.

PY: 1987

NT: 11 p.

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: Despite predictions that handwriting would become obsolete in the age of technology, it is still considered an important skill today. Examples are cited of individuals who improved their understanding of themselves and of particular concepts after writing about their thoughts and feelings. Frequently, dyslexic students are denied access to this avenue of expression because they have difficulty recalling letter shapes and trouble transcribing them on paper. The Children's Handwriting Evaluation Scale (CHES), developed at Texas Scottish Rite Hospital's Child Development Division, measures the rate and quality of cursive handwriting from elementary through college levels. The Children's Handwriting Improvement Program, developed at the same hospital, uses visual-auditory-kinesthetic methods to help students gain handwriting fluency. The correlation between CHES scores and academic achievement, intelligence tests, and visual-motor skills is analyzed. Teachers, tutors, and parents are urged to work with dyslexic children on their handwriting skills for 5 minutes a day. (Author/JDD)

AN: EJ291703

AU: Burrows, Dian; Wolf, Beverly

TI: Creativity and the Dyslexic Child: A Classroom View.

PY: 1983

JN: Annals of Dyslexia; v33 p269-74 1983

AB: Multisensory techniques can be used to provide opportunities for creative expression for children with specific language disabilities. Dramatics, art, movement activities, music, poetry, and dancing can help meet the children's emotional needs while also enhancing their self-concepts. (CL)

AN: EJ291702

AU: Greenwood, Julia Ann; And Others

TI: **Adapting a College Preparatory Curriculum for Dyslexic Adolescents. I: Rationale. II: The Focus: Confronting the Problems of What to Teach. III: Applications for the Classroom.**

PY: 1983

JN: *Annals of Dyslexia*; v33 p235-68 1983

AB: Three papers focus on adapting typical college preparatory curricula for dyslexic secondary students. The rationale and necessity for such adaptation are examined in the first, while the second addresses three major problems (too much information, lack of prepackaged curricula, lack of basic skills). The final paper considers classroom application factors. (CL)

AN: ED288276

AU: Wasserwald, Lee

TI: **De-Fusing Dyslexia. Part II.**

PY: 1986

NT: 31 p.; For part 1 of this study, see ED 265 707. Portions of appendixes may be marginally legible.

PR: EDRS Price - MF01/PC02 Plus Postage.

AB: In a continuation study, 12 students with dyslexia participated in muscle testing and exercises. Six areas were evaluated via pre- and post-tests: academics (using measures of spelling, reading, and math); parental observations of changes in their children (behavioral, academic or affective); perceptual drawing; oral reading; written language; and information retention. Eleven of the twelve students showed significant growth in one to six of the academic tests. Parental observations revealed 10 positive responses. There was no pattern evident in scores on the Slossom Perceptual Drawing Test. Six students showed positive significant results in accuracy on oral reading samples, and seven demonstrated significant comprehension improvements. Copies of letters written by parents are appended. (CL)

AN: ED340194

AU: Cherkes Julkowski, Miriam; Stolzenberg, Jonathan

TI: **Reading Comprehension, Extended Processing and Attention Dysfunction.**

PY: 1991

NT: 11 p.; Paper presented at the Meeting of the National Council on Learning Disabilities (Minneapolis, MN, October 1991). For a related document, see EC 300 843.

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: This study investigated the role of executive function in children with attention deficit disorders (ADD) by comparing differences resulting when diagnostic measures of reading comprehension consisting of either short or long passages were used. Subjects (all in grades 1-12) were grouped as having an attention deficit disorder (ADD) and not taking medication (N=37), as non-ADD learning disabled (N=36), as ADD on medication (N=19), and as non-handicapped (N=58). Findings indicated that the ADD subjects tended to: (1) do more poorly in comprehending extended reading passages than shorter ones; (2) do more poorly than other children on extended reading passages; and (3) manifest a greater difference between their abilities to comprehend shorter versus longer passages than other groups at three of the five age levels considered. Results also supported the existence of two types of learning disability: attention-based LD and language-based LD. (Author/DB)

AN: EJ427084

AU: Lam, Chee M.; Beale, Ivan L.

TI: **Relations among Sustained Attention, Reading Performance, and Teachers' Ratings of Behavior Problems.**

PY: 1991

JN: *Remedial and Special Education (RASE)*; v12 n2 p40-47 Mar-Apr 1991

AV: UMI

AB: Students (n=190) from a normal primary school in New Zealand were tested on sustained attention, reading ability, and classroom behavior measures. Results showed that the Continuous Performance Test, the Delay Task, and ratings on the Inattention factor on the Conners Teacher Rating Scale were significantly correlated with reading scores. (Author/PB)

AN: EJ356809

AU: Richardson, Ellis; And Others

TI: **What Is the Role of Academic Intervention in the Treatment of Hyperactive Children with Reading Disorders?**

PY: 1986

JN: Journal of Children in Contemporary Society; v19 n1-2 p153-67 Fall-Win 1986

NT: For related information, see EC 200 013-023.

AB: The clinical interaction of Attention Deficit Disorder with Hyperactivity (ADD/HA) and Developmental Reading Disorder (DRD) is discussed. A study is reported which supports the effectiveness of both special reading instruction and drug therapy using methylphenidate. (Author/DB)

AN: EJ326275

AU: Tolfa, Debra; And Others

TI: **Format Changes in Reading Achievement Tests: Implications for Learning Disabled Students.**

PY: 1985

JN: Psychology in the Schools; v22 n4 p387-91 Oct 1985

AV: UMI

AB: Evaluated number of format and direction changes across tests and grade levels of major elementary standardized reading achievement tests. Number of format changes varies from one change every 1.2 minutes on Metropolitan Achievement Test Level E1 to one change every 21.3 minutes on P1 level of Stanford Achievement Test. (Author)

AN: ED292077

AU: Sullivan, Joyce L.

TI: **Reading Aloud to Children and Its Effect on Their Attention Span.**

PY: 1988

NT: 49 p.; Master's Thesis, Kean College.

PR: EDRS Price - MF01/PC02 Plus Postage.

AB: A study examined whether reading aloud to kindergarten children on a regular basis would have an effect on their attention span. Subjects, 28 kindergarten students from a New Jersey school, were pretested and then assigned either to an experimental group or to a control group (14 in each group). The experimental sample received the treatment of being read aloud to by their teacher five times per week for approximately 15 minutes each time, whereas the control sample received read-aloud sessions only once a week. In order to determine any effect on their attention span, both groups were also posttested. A questionnaire dealing with reading habits in the home was compiled by the researcher and distributed to the parents of the children involved. Results indicated that the read-aloud treatment to kindergarten children five times per week had a positive effect on their test scores relating to auditory memory and attention span. The results of the questionnaire distributed to the parents of the children showed that reading habits in the home also affected the child in positive ways. (Five tables of data and a figure are included, and 12 pages of a related research review, 3 pages of references, and 8 appendixes--containing developmental profile sheets, auditory memory data, comparative statistics, pretest and posttest information, and parent interview information--are attached.) (JK)

AN: EJ291243

AU: Smyth, William Douglas; Bebensee, Elisabeth Lord

TI: **The "Success" Program and the A.D.D. Child.**

PY: 1983

JN: Reading Improvement; v20 n4 p274-77 Win 1983

AV: UMI

AB: Describes the Success in Reading and Writing Program, designed to help students with attention deficit disorders by involving all four language processes. (FL)

AN: EJ285978

AU: Felmlee, Diane; Eder, Donna

TI: Contextual Effects in the Classroom: The Impact of Ability Groups on Student Attention.

PY: 1983

JN: Sociology of Education; v56 n2 p77-87 Apr 1983

AV: Reprint: UMI

AB: How students' ability group assignments affect their attention spans is examined. Data were gathered from videotaped lessons of first-grade reading groups. Assignment to a low-ability group had a strong negative effect on student attentiveness, suggesting that classroom factors are important in shaping student behavior. (Author/IS)

AN: ED272859

AU: Zuk, Dorie; Danner, Fred

TI: The Effects of Microcomputers on Children's Attention to Reading Tasks.

PY: 1986

NT: 19 p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

PR: EDRS Price - MF01/PC01 Plus Postage.

AB: A study investigated the effects of microcomputers on children's attention to reading tasks and the relationship between previous reading achievement and grade level on such attentional behavior. Fifty-five third and fifth graders read two stories each, one presented on a microcomputer and one presented in print. Television cartoons and rock music were presented as a distraction during the readings. Videotapes of the subjects were used to determine each subject's frequency of instances off task (FOT), cumulative time off task (TOT), and total completion time (TCT). The results indicated subjects took longer to complete the story presented on the microcomputer than one presented in text, although more subjects preferred the microcomputer presentation to the text presentation. Fifth graders were off task fewer times than third graders and completed the task faster than the third graders. In addition, significant differences were found between good, average, and poor reading achievement groups for FOT, TCT, and comprehension scores. (HTH)

AN: EJ385380

AU: Felton, Rebecca H.; Wood, Frank B.

TI: Cognitive Deficits in Reading Disability and Attention Deficit Disorder.

PY: 1989

JN: Journal of Learning Disabilities; v22 n1 p3-13,22 Jan 1989

AB: Data from three studies identified the cognitive deficits associated with reading difficulties as distinct from attentional deficits. The studies found consistent cognitive deficits (especially naming and phonological awareness) associated with difficulty in reading. Deficits were consistent across samples, developmental levels, definitions, and subtypes of reading disabilities. (Author/DB)

AN: EJ381886

AU: Sawyer, Walter E.

TI: Attention Deficit Disorder: A Wolf in Sheep's Clothing...Again.

PY: 1989

JN: Reading Teacher; v42 n4 p310-12 Jan 1989

AV: UMI

AB: Examines the trend of using Attention Deficit Disorder (ADD), commonly known as hyperactivity, to classify students as learning disabled (LD). Notes that ADD characteristics are frequently observed in children with reading problems, and argues that misclassifying students as LD denies them appropriate reading instruction. (MM)

AN: ED344376

AU: Weaver, Constance

TI: **Understanding and Educating Attention Deficit Hyperactive Students: Toward a Systems-Theory and Whole Language Perspective.**

PY: [1992]

NT: 32 p.

PR: EDRS Price - MF01/PC02 Plus Postage.

AB: This paper argues that Attention Deficit Hyperactivity Disorder (ADHD) should be viewed as a dysfunctional relationship between an individual with certain predispositions and an environment which generates certain expectations, demands, and reactions. The paper presents a model in which: ADHD behaviors result from a combination of inherent neurological factors interacting with environmental circumstances and demands; relevant aspects of the individual's inherent biochemical nature may have been determined by either hereditary or environmental factors or both; ADHD behaviors may be alleviated most effectively by attending to both the individual and the environment; and ADHD students will succeed best when teachers and schools try to meet the needs of these students rather than merely trying to fit them into a rigid system, while considering the usefulness of medication. The paper then presents a systems-theory approach to educating ADHD students. Ten ways that whole language classrooms may be particularly beneficial for ADHD students are discussed. The paper also describes additional ways of providing the kinds of structure that ADHD students need, an example illustrating a whole language approach to behavior problems, and low-cost but high-efficiency support services that the school might provide to ADHD students and their teachers. (49 references) (JDD)

AN: ED344351

AU: Poillion, Mary Jo

TI: **Educational Alternatives for Children with Attention Deficit-Hyperactivity Disorder.**

PY: 1991

NT: 41 p.; Paper presented at the Council for Exceptional Children Topical Conference on At-Risk Children & Youth (New Orleans, LA, November 10-12, 1991).

PR: EDRS Price - MF01/PC02 Plus Postage.

AB: This literature review on educational alternatives for children with attention deficit hyperactivity disorder (ADHD) reports that only 17 citations were found that specifically addressed teacher training, program efficacy, or management of ADHD children. One was a teacher training program developed as a dissertation project, seven were research reports on the efficacy of specific educational treatment programs or instructional methods for students with ADHD, and the remaining nine books or articles were commercial publications of prescriptive classroom modifications and instructional techniques for this population. Each publication was evaluated in terms of teacher time requirements for in-service training, program/strategy implementation, and record keeping. Just one publication reviewed presented an approach judged to be appropriate with respect to time requirements (less than 15 hours in-service training, less than 60 minutes total implementation, and less than 60 minutes paperwork daily). The research reports did not report replication data and the publications presenting prescriptive techniques did not include validity and reliability support for the efficacy of the interventions. (60 references) (DB)

AN: ED337755

AU: Weaver, Constance

TI: **Alternatives in Understanding and Educating Attention-Deficit Students: A Systems-Based Whole Language Perspective.** NCTE Concept Paper Series. Concept Paper No. 3.

CS: National Council of Teachers of English, Urbana, Ill.

PY: 1991

AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 01291).

NT: 53 p.

PR: EDRS Price - MF01/PC03 Plus Postage.

AB: The prevailing concept of Attention-Deficit Hyperactivity Disorder (ADHD) is a medical one: those exhibiting significant problems in maintaining attention and restraining impulses are said to have a "disorder," which implies some sort of malfunction within the individual. What is needed is a "both/and" perspective: a

perspective that simultaneously acknowledges the validity of the social criticisms of the origin and consequences of ADHD, and at the same time acknowledges and attempts to alleviate the very real difficulties of children. A general systems view of ADHD sees causes as multi-dimensional and multi-directional—a view compatible with and contributing to a whole language philosophy. The forthcoming "Diagnostic and Statistical Manual" (version IV) will list the defining characteristics of ADHD under two relatively separate behavioral dimensions: inattention-disorganization, and impulsivity-hyperactivity. It is not easy even for trained clinicians to distinguish ADHD from other problems. Research indicates that medication complemented by cognitive or behavioral therapy is more effective than any of the treatments alone. There are numerous strategies effective in educating ADHD children that reflect a systems perspective by adjusting the environment and environmental demands to meet the needs of students. Because whole language theory reflects a "both/and" stance toward responsibility for learning and a conviction that teachers need to work with children to help them control their behavior, whole language teachers may be particularly effective with ADHD students. (Four figures are included; 55 references and a list of 14 items for further reading are attached.) (RS)

AN: EJ428340

AU: Hughes, Selma

TI: **Appropriate Programming for Children with Attention Deficits.**

PY: 1990

JN: Arizona Reading Journal; v19 n1 p21-23 Fall-Win 1990

AB: Discusses Attention Deficit Hyperactivity Disorder (ADHD), the particular characteristics of children with ADHD, treatment of ADHD, and strategies to improve the academic performance of such children. Recommends careful application of existing strategies from the field of reading. (SR)

Additional Sources of Information

Council for Exceptional Children
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Reston, VA 22091
Telephone: (703) 620-3660

Council for Learning Disabilities
P.O. Box 40303
Overland Park, KS 66204
Telephone: (913) 492-8755

Learning Disabilities Association
c/o Jean S. Peterson, Executive Director
4156 Library Road
Pittsburgh, PA 15234
Telephone: (212) 687-7211

National Council for Learning Disabilities
99 Park Avenue, 6th Floor
New York, NY 10016
Telephone: (212) 687-7211

Orton Dyslexia Society
724 York Road
Baltimore, MD 21204
Telephone: (301) 296 0232
or 1-800-ABCD-123

The above information is from:
Dempsey, Denise. *Dyslexia*. LC Science Tracer Bullet: Washington, DC. 1991