

Developmental and acquired dyslexia - neuropsychological and neurolinguistic perspectives

Kluwer Academic - Developmental and Acquired Dyslexia von C.K. Leong / R.M. Joshi (Hgg.)

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Neuropsychology -- congresses.

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Marburger Studien zur Vor- und Frühgeschichte ;

Neuropsychology and cognition -- 9 Developmental and acquired dyslexia - neuropsychological and neurolinguistic perspectives

Notes: Companion v. to: Reading disabilities / edited by R. Malatesha Joshi, Che Kan Leong. c1993.

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If such inhibition does not occur, visual processing of a given letter within a word would be compromised by abnormal persistence of the preceding letter s. This is a case of acquired dyslexia.

neurological basis of developmental dyslexia

These findings are globally consistent with the fact that more symmetrical brains may possess more overall right plus left brain tissue in temporoparietal regions connected through the posterior part of the callosum. Using this visual strategy, children are able to read or perceive words that are significant to them and are stored in their limited vocabulary. Table 1 summarizes the main characteristics and results of these different studies.

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Journal of Child Psychology and Psychiatry, 45 1 , 2-40. In both reading conditions, dyslexics activated two regions to a lesser degree than controls: left basal temporal lobe area 37 and left frontal operculum.

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According to Ehri 1995 , the concept of alphabetic processing is crucial to the definition of developmental phases in reading.

Developmental and Acquired Dyslexia

We will now move on to a review of the model proposed by Frith 1986 Frith, U. Dyslexia, 7 1 , 12-36. In nine out of 15 conditions tested, dyslexics were significantly poorer than controls.

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Relative increase of activation in phonological versus orthographic tasks is greater in posterior regions areas 21, 40, 39, 37 in normal readers and in anterior regions BA 44—47 and 11 in dyslexics. Dyslexics demonstrate a functional disruption in an extensive system in posterior cortex encompassing both traditional visual areas and traditional language regions, a portion of association cortex. Special Educational Needs, Inclusion and Diversity.

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