

# PHDEG571B: Evidence Based Practice: Specific Learning Difficulties (Dyslexia): Module 2

[View Online](#)

1.

Brooks G, Dyslexia Trust. What Works for Children with Literacy Difficulties?: The Effectiveness of Intervention Schemes. Vol Research report (Great Britain. Department for Education and Skills). DfES; 2016.  
<http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf>

2.

Carroll JM, Bowyer-Crane C, Duff FJ, Hulme C, Snowling MJ. Developing Language and Literacy. John Wiley & Sons, Ltd; 2011.  
[http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3835146280004761&institutionId=4761&customerId=4760](http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835146280004761&institutionId=4761&customerId=4760)

3.

Carter M, Wheldall K. Why Can't a Teacher Be More Like a Scientist? Science, Pseudoscience and the Art of Teaching. Australasian Journal of Special Education. 2008;32(1):5-21. doi:10.1080/10300110701845920

4.

Clarke PJ, Hulme C, Snowling MJ, Truelove E. Developing Reading Comprehension. 1st ed. Wiley; 2013. <http://ucl.eblib.com/patron/FullRecord.aspx?p=1420227>

5.

Duff FJ, Clarke PJ. Practitioner Review: Reading disorders: what are the effective

interventions and how should they be implemented and evaluated? *Journal of Child Psychology and Psychiatry*. 2011;52(1):3-12. doi:10.1111/j.1469-7610.2010.02310.x

6.

Griffiths Y, Stuart M. Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties. *Journal of Research in Reading*. 2013;36(1):96-116. doi:10.1111/j.1467-9817.2011.01495.x

7.

Hatcher PJ, Duff FJ, Hulme C. *Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties*. 3rd ed. Wiley; 2014.  
<http://UCL.ebib.com/patron/FullRecord.aspx?p=1638365>

8.

Rose J, Great Britain. Department for Children, Schools and Families. *Identifying and teaching children and young people with dyslexia and literacy difficulties*. Published online 2009. <http://dera.ioe.ac.uk/14790/>

9.

Snowling MJ. Early identification and interventions for dyslexia: a contemporary view. *Journal of Research in Special Educational Needs*. 2013;13(1):7-14. doi:10.1111/j.1471-3802.2012.01262.x

10.

Snowling MJ, Hulme C. Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. *British Journal of Educational Psychology*. 2011;81(1):1-23. doi:10.1111/j.2044-8279.2010.02014.x

11.

Stuart M, Stainthorp R. *Reading Development & Teaching*. Sage; 2016.  
[http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3835388030004761&institutionId=4761&customerId=4760](http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835388030004761&institutionId=4761&customerId=4760)

12.

Birsh JR. Multisensory Teaching of Basic Language Skills. 3rd ed. Paul H. Brookes; 2011.

13.

Kelly K, Phillips S. Teaching Literacy to Learners with Dyslexia: A Multisensory Approach. 2nd ed. SAGE; 2016.

14.

Reid G. Dyslexia: A Practitioner's Handbook. 5th ed. John Wiley & Sons; 2016.  
<https://www-dawsonera-com.libproxy.ucl.ac.uk/abstract/9780470745496>

15.

Thomson M. Supporting Students with Dyslexia in Secondary Schools: Every Class Teacher's Guide to Removing Barriers and Raising Attainment. Routledge; 2008.

16.

Carroll JM, Bowyer-Crane C, Duff FJ, Hulme C, Snowling MJ. Developing Language and Literacy. John Wiley & Sons, Ltd; 2011.  
[http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3835146280004761&institutionId=4761&customerId=4760](http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835146280004761&institutionId=4761&customerId=4760)

17.

Carter M, Wheldall K. Why Can't a Teacher Be More Like a Scientist? Science, Pseudoscience and the Art of Teaching. Australasian Journal of Special Education. 2008;32(1):5-21. doi:10.1080/10300110701845920

18.

Griffiths Y, Stuart M. Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties. Journal of Research in Reading. 2013;36(1):96-116.  
doi:10.1111/j.1467-9817.2011.01495.x

19.

Hattie J. Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. Routledge; 2009.

[https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=5482863310004761&institutionId=4761&customerId=4760](https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5482863310004761&institutionId=4761&customerId=4760)

20.

Snowling MJ, Hulme C. Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. *British Journal of Educational Psychology*. 2011;81(1):1-23. doi:10.1111/j.2044-8279.2010.02014.x

21.

Backhouse G, Ruback P. *Special Needs Language and Literacy Assessment Handbook*. Hodder Education; 2011.

22.

Scanlon DM, Anderson KL, Sweeney JM. *Early Intervention for Reading Difficulties: The Interactive Strategies Approach*. Second edition. Guilford Press; 2017.

23.

Scanlon DM, Anderson KL. *Early Intervention for Reading Difficulties: The Interactive Strategies Approach*. Vol Solving Problems in Teaching of Literacy. Guilford Publications; 2011. <http://UCL.ebib.com/patron/FullRecord.aspx?p=544120>

24.

Griffiths Y, Stuart M. Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties. *Journal of Research in Reading*. 2013;36(1):96-116. doi:10.1111/j.1467-9817.2011.01495.x

25.

Jones A, Kindersley K. Dyslexia: Assessing and Reporting : The Patoss Guide. [2nd ed.]. Hodder Education; 2013. <http://UCL.ebib.com/patron/FullRecord.aspx?p=1531896>

26.

Rose J, Great Britain. Department for Children, Schools and Families. Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties. Department for Children, Schools and Families; 2009. <http://dera.ioe.ac.uk/14790/>

27.

Backhouse G, Ruback P. Special Needs Language and Literacy Assessment Handbook. Hodder Education; 2011.

28.

Black P, Wiliam D. Assessment and Classroom Learning. Assessment in Education: Principles, Policy & Practice. 1998;5(1):7-74. doi:10.1080/0969595980050102

29.

Black P, Wiliam D. Assessment and Classroom Learning. Assessment in Education: Principles, Policy & Practice. 1998;5(1):7-74. doi:10.1080/0969595980050102

30.

Snowling MJ, Stackhouse J. Dyslexia, Speech and Language: A Practitioner's Handbook. 2nd ed. Whurr; 2006.  
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780470034460>

31.

Phillips S, Kelly KS, Symes L. Assessment of Learners with Dyslexic-Type Difficulties. SAGE; 2013.  
[https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=5482556120004761&institutionId=4761&customerId=4760](https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5482556120004761&institutionId=4761&customerId=4760)

32.

Phillips S, Kelly KS, Symes L. Assessment for Learners with Dyslexia-Type Difficulties. SAGE; 2013. <http://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1534962>

33.

Snowling MJ, Stackhouse J. Dyslexia, Speech and Language: A Practitioner's Handbook. 2nd ed. Whurr; 2006.  
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470034460>

34.

Reason R, Boote R. Helping Children with Reading and Spelling: A Special Needs Manual. Routledge; 1994.  
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780203426845>

35.

Reid G. Dyslexia: A Practitioner's Handbook. 4th ed. Wiley-Blackwell; 2009.  
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470745496>

36.

Reid G. Dyslexia: A Practitioner's Handbook. 5th ed. John Wiley & Sons; 2016.

37.

Carroll JM, Bowyer-Crane C, Duff FJ, Hulme C, Snowling MJ. Developing Language and Literacy. John Wiley & Sons, Ltd; 2011.  
[http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3835146280004761&institutionId=4761&customerId=4760](http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835146280004761&institutionId=4761&customerId=4760)

38.

Hatcher PJ, Hulme C, Snowling MJ. Explicit phoneme training combined with phonic reading instruction helps young children at risk of reading failure. *Journal of Child Psychology and Psychiatry*. 2004;45(2):338-358. doi:10.1111/j.1469-7610.2004.00225.x

39.

Snowling MJ, Hulme C. Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. *British Journal of Educational Psychology*. 2011;81(1):1-23. doi:10.1111/j.2044-8279.2010.02014.x

40.

Compton DL, Fuchs D, Fuchs LS, Bryant JD. Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures. *Journal of Educational Psychology*. 2006;98(2):394-409. doi:10.1037/0022-0663.98.2.394

41.

Duff FJ, Fieldsend E, Bowyer-Crane C, et al. Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention. *Journal of Research in Reading*. 2008;31(3):319-336. doi:10.1111/j.1467-9817.2008.00376.x

42.

Snowling MJ, Stackhouse J. *Dyslexia, Speech and Language: A Practitioner's Handbook*. 2nd ed. Whurr; 2006.

<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470034460>

43.

Hatcher PJ, Hulme C, Miles JNV, et al. Efficacy of small group reading intervention for beginning readers with reading-delay: a randomised controlled trial. *Journal of Child Psychology and Psychiatry*. 2005;47(8):820-827. doi:10.1111/j.1469-7610.2005.01559.x

44.

Chhabra V, McCardle PD. The Voice of Evidence in Reading Research. Paul H. Brookes; 2004.

45.

Stuart M, Masterson J, Dixon M. Spongelike acquisition of sight vocabulary in beginning readers? *Journal of Research in Reading*. 2000;23(1):12-27. doi:10.1111/1467-9817.00099

46.

Cogan J, Flecker M. *Dyslexia in Secondary School: A Practical Handbook for Teachers, Parents and Students*. Whurr; 2004.

47.

Ebbers SM, Denton CA. A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties. *Learning Disabilities Research & Practice*. 2008;23(2):90-102. doi:10.1111/j.1540-5826.2008.00267.x

48.

Marinac JV. *Phonological Core Dyslexia in Secondary School Students*. Plural Pub; 2008.

49.

Roberts G, Torgesen JK, Boardman A, Scammacca N. Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities. *Learning Disabilities Research & Practice*. 2008;23(2):63-69. doi:10.1111/j.1540-5826.2008.00264.x

50.

*Addressing Difficulties in Literacy Development*. Routledge; 2002. doi:10.4324/9781315015712

51.

Townend J, Turner M. *Dyslexia in Practice: A Guide for Teachers*. Kluwer; 1999.



52.

Oxley J, Thomson M, Great Britain. Department for Education and Skills. Special Educational Needs Division, British Dyslexia Association. Dyslexia: Perspectives for Classroom Practitioners. [British Dyslexia Association]; 2004.

53.

LATHAM GP, LOCKE EA. Enhancing the Benefits and Overcoming the Pitfalls of Goal Setting. Organizational Dynamics. 2006;35(4):332-340. doi:10.1016/j.orgdyn.2006.08.008

54.

Crawley SJ. Remediating Reading Difficulties. 6th ed. McGraw-Hill; 2012.

55.

Duff FJ, Fieldsend E, Bowyer-Crane C, et al. Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention. Journal of Research in Reading. 2008;31(3):319-336. doi:10.1111/j.1467-9817.2008.00376.x

56.

Carroll JM, Bowyer-Crane C, Duff FJ, Hulme C, Snowling MJ. Developing Language and Literacy. John Wiley & Sons, Ltd; 2011. doi:10.1002/9780470977460

57.

Nash M. Developing Reading Comprehension. Child and Adolescent Mental Health. 2014;19(2):160-160. doi:10.1111/camh.12061\_5

58.

Hatcher PJ, Duff FJ, Hulme C. Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties. 3rd ed. Wiley; 2014.  
<http://UCL.ebib.com/patron/FullRecord.aspx?p=1638365>

59.

Hatcher PJ, Hulme C, Miles JNV, et al. Efficacy of small group reading intervention for beginning readers with reading-delay: a randomised controlled trial. *Journal of Child Psychology and Psychiatry*. 2005;47(8):820-827. doi:10.1111/j.1469-7610.2005.01559.x

60.

Rack J, Turner M. *The Study of Dyslexia*. Kluwer Academic/Plenum Publishers; 2004.

61.

Snowling MJ, Stackhouse J. *Dyslexia, Speech and Language: A Practitioner's Handbook*. 2nd ed. Whurr; 2006.

<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470034460>

62.

Seabrook R, Brown GDA, Solity JE. Distributed and massed practice: from laboratory to classroom. *Applied Cognitive Psychology*. 2005;19(1):107-122. doi:10.1002/acp.1066

63.

Solity J, Vousden J. Real books vs reading schemes: a new perspective from instructional psychology. *Educational Psychology*. 2009;29(4):469-511.

doi:10.1080/01443410903103657

64.

Carroll JM, Bowyer-Crane C, Duff FJ, Hulme C, Snowling MJ. *Developing Language and Literacy*. John Wiley & Sons, Ltd; 2011. doi:10.1002/9780470977460

65.

Duff FJ, Hayiou-Thomas ME, Hulme C. Evaluating the effectiveness of a phonologically

based reading intervention for struggling readers with varying language profiles. *Reading and Writing*. 2012;25(3):621-640. doi:10.1007/s11145-010-9291-6

66.

Brooks G, Dyslexia Trust. What Works for Children with Literacy Difficulties?: The Effectiveness of Intervention Schemes. Vol Research report (Great Britain. Department for Education and Skills). DfES; 2016.  
<http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf>

67.

Carroll JM, Bowyer-Crane C, Duff FJ, Hulme C, Snowling MJ. *Developing Language and Literacy*. John Wiley & Sons, Ltd; 2011. doi:10.1002/9780470977460

68.

Griffiths Y, Stuart M. Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties. *Journal of Research in Reading*. 2013;36(1):96-116.  
doi:10.1111/j.1467-9817.2011.01495.x

69.

Wanzek J, Wexler J, Vaughn S, Ciullo S. Reading interventions for struggling readers in the upper elementary grades: a synthesis of 20 years of research. *Reading and Writing*. 2010;23(8):889-912. doi:10.1007/s11145-009-9179-5

70.

Hatcher PJ, Hulme C, Miles JNV, et al. Efficacy of small group reading intervention for beginning readers with reading-delay: a randomised controlled trial. *Journal of Child Psychology and Psychiatry*. 2005;47(8):820-827. doi:10.1111/j.1469-7610.2005.01559.x

71.

Hindson B, Byrne B, Fielding-Barnsley R, Newman C, Hine DW, Shankweiler D. Assessment and Early Instruction of Preschool Children at Risk for Reading Disability. *Journal of*

Educational Psychology. 2005;97(4):687-704. doi:10.1037/0022-0663.97.4.687

72.

Melby-Lervåg M, Lyster SAH, Hulme C. Phonological skills and their role in learning to read: A meta-analytic review. *Psychological Bulletin*. 2012;138(2):322-352.  
doi:10.1037/a0026744

73.

Hulme C, Snowling MJ. *The Science of Reading: A Handbook*. Vol Blackwell handbooks of developmental psychology. Blackwell Publishing; 2007.  
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470757635>

74.

Snowling MJ. Early identification and interventions for dyslexia: a contemporary view. *Journal of Research in Special Educational Needs*. 2013;13(1):7-14.  
doi:10.1111/j.1471-3802.2012.01262.x

75.

Duff FJ, Hayiou-Thomas ME, Hulme C. Evaluating the effectiveness of a phonologically based reading intervention for struggling readers with varying language profiles. *Reading and Writing*. 2012;25(3):621-640. doi:10.1007/s11145-010-9291-6

76.

Ron Nelson J, Benner GJ, Gonzalez J. Learner Characteristics that Influence the Treatment Effectiveness of Early Literacy Interventions: A Meta-Analytic Review. *Learning Disabilities Research and Practice*. 2003;18(4):255-267. doi:10.1111/1540-5826.00080

77.

Rose J, Great Britain. Department for Children, Schools and Families. *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. Department for Children, Schools and Families; 2009. <http://dera.ioe.ac.uk/14790/>

78.

Snowling MJ, Hulme C. Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. *British Journal of Educational Psychology*. 2011;81(1):1-23. doi:10.1111/j.2044-8279.2010.02014.x

79.

Fuchs LS, Fuchs D, Compton DL. Rethinking Response to Intervention at Middle and High School. *School Psychology Review*. 2010;39(1):22-28. doi:10.1080/02796015.2010.12087787

80.

Roberts G, Torgesen JK, Boardman A, Scammacca N. Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities. *Learning Disabilities Research & Practice*. 2008;23(2):63-69. doi:10.1111/j.1540-5826.2008.00264.x

81.

Sainsbury M, Whetton C, Mason K, Schagen I. Fallback in attainment on transfer at age 11: evidence from the Summer Literacy Schools evaluation. *Educational Research*. 1998;40(1):73-81. doi:10.1080/0013188980400107

82.

Hulme C, Snowling MJ. *The Science of Reading: A Handbook*. Vol Blackwell handbooks of developmental psychology. Blackwell Publishing; 2007. <http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470757635>

83.

Vaughn S, Fletcher JM. Response to Intervention With Secondary School Students With Reading Difficulties. *Journal of Learning Disabilities*. 2012;45(3):244-256. doi:10.1177/0022219412442157

84.

Wanzek J, Wexler J, Vaughn S, Ciullo S. Reading interventions for struggling readers in the upper elementary grades: a synthesis of 20 years of research. *Reading and Writing*. 2010;23(8):889-912. doi:10.1007/s11145-009-9179-5

85.

Cogan J, Flecker M. *Dyslexia in Secondary School: A Practical Handbook for Teachers, Parents and Students*. Whurr; 2004.

86.

Ebbers SM, Denton CA. A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties. *Learning Disabilities Research & Practice*. 2008;23(2):90-102. doi:10.1111/j.1540-5826.2008.00267.x

87.

Marinac JV. *Phonological Core Dyslexia in Secondary School Students*. Plural Pub; 2008.

88.

*The SAGE Handbook of Writing Development*. SAGE Publications Ltd; 2009. doi:10.4135/9780857021069

89.

Townend J, Turner M. *Dyslexia in Practice: A Guide for Teachers*. Kluwer; 1999.

90.

Clarke PJ, Snowling MJ, Truelove E, Hulme C. Ameliorating Children's Reading-Comprehension Difficulties. *Psychological Science*. 2010;21(8):1106-1116. doi:10.1177/0956797610375449

91.

Nation, KateClarke, PaulaMarshall, Catherine MDurand, Marianne. Hidden Language Impairments in Children: Parallels Between Poor Reading Comprehension and Specific Language Impairment? Journal of Speech, Language, and Hearing Research. 47(1):199-211. <https://search.proquest.com/docview/232339801?accountid=14511>

92.

Duff FJ, Fieldsend E, Bowyer-Crane C, et al. Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention. Journal of Research in Reading. 2008;31(3):319-336. doi:10.1111/j.1467-9817.2008.00376.x

93.

Greenway C. The Process, Pitfalls and Benefits of Implementing a Reciprocal Teaching Intervention to Improve the Reading Comprehension of a Group of Year 6 Pupils. Educational Psychology in Practice. 2002;18(2):113-137. doi:10.1080/02667360220144557

94.

MacKay N. Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit. 3rd ed. SEN; 2012.

95.

Addressing Difficulties in Literacy Development. Routledge; 2002.  
doi:10.4324/9781315015712

96.

WRAY D. Comprehension monitoring, metacognition and other mysterious processes. Support for Learning. 1994;9(3):107-113. doi:10.1111/j.1467-9604.1994.tb00169.x

97.

Donovan JL, Marshall CR. Comparing the Verbal Self-Reports of Spelling Strategies Used by Children With and Without Dyslexia. International Journal of Disability, Development and Education. 2016;63(1):27-44. doi:10.1080/1034912X.2015.1111302

98.

Improving Literacy by Teaching Morphemes. Routledge; 2006.  
doi:10.4324/9780203969557

99.

Teaching Spelling. Routledge; 2014. doi:10.4324/9781315815909

100.

Bourassa D, Treiman R. Spelling in Children With Dyslexia: Analyses From the Treiman-Bourassa Early Spelling Test. *Scientific Studies of Reading*. 2003;7(4):309-333.  
doi:10.1207/S1532799XSSR0704\_1

101.

Hurry \*J, Nunes T, Bryant P, et al. Transforming research on morphology into teacher practice. *Research Papers in Education*. 2005;20(2):187-206.  
doi:10.1080/02671520500078291

102.

Oxley J, Thomson M, Great Britain. Department for Education and Skills. Special Educational Needs Division, British Dyslexia Association. *Dyslexia: Perspectives for Classroom Practitioners*. [British Dyslexia Association]; 2004.

103.

Jamieson C, Jamieson J. *Manual for Testing and Teaching English Spelling: A Comprehensive and Structured System for the Planning and Delivery of Spelling Intervention*. Whurr; 2003.

104.

Nunes T, Bryant P, Olsson J. Learning Morphological and Phonological Spelling Rules: An Intervention Study. *Scientific Studies of Reading*. 2003;7(3):289-307.



doi:10.1207/S1532799XSSR0703\_6

105.

Stirling J. Teaching Spelling to English Language Learners. Lulu; 2011.

106.

Clarke PJ, Snowling MJ, Truelove E, Hulme C. Ameliorating Children's Reading-Comprehension Difficulties. Psychological Science. 2010;21(8):1106-1116. doi:10.1177/0956797610375449

107.

Nash M. Developing Reading Comprehension. Child and Adolescent Mental Health. 2014;19(2):160-160. doi:10.1111/camh.12061\_5

108.

Duff FJ, Fieldsend E, Bowyer-Crane C, et al. Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention. Journal of Research in Reading. 2008;31(3):319-336. doi:10.1111/j.1467-9817.2008.00376.x

109.

Oakhill J, Cain K, Elbro C. Understanding and Teaching Reading Comprehension: A Handbook. Routledge; 2015. <http://ucl.ebib.com/patron/FullRecord.aspx?p=1770605>

110.

Oakhill J, Cain K, Elbro C. Understanding and Teaching Reading Comprehension: A Handbook. Taylor and Francis; 2014. <http://ucl.ebib.com/patron/FullRecord.aspx?p=1770605>

111.

Roberts W, Norwich B. Using precision teaching to enhance the word reading skills and

academic self-concept of secondary school students: a role for professional educational psychologists. *Educational Psychology in Practice*. 2010;26(3):279-298.  
doi:10.1080/02667363.2010.495215

112.

Hoy MMP, Egan MY, Feder KP. A Systematic Review of Interventions to Improve Handwriting. *Canadian Journal of Occupational Therapy*. 2011;78(1):13-25.  
doi:10.2182/cjot.2011.78.1.3

113.

Santangelo T, Graham S. A Comprehensive Meta-analysis of Handwriting Instruction. *Educational Psychology Review*. 2016;28(2):225-265. doi:10.1007/s10648-015-9335-1

114.

Snowling MJ, Stackhouse J. *Dyslexia, Speech and Language: A Practitioner's Handbook*. 2nd ed. Whurr; 2006.  
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780470034460>

115.

Broomfield H, Combley M. *Overcoming Dyslexia: A Practical Handbook for the Classroom*. 2nd ed. Whurr; 2003.

116.

Townend J, Turner M. *Dyslexia in Practice: A Guide for Teachers*. Kluwer; 1999.

117.

Mortimore T, ed. *Dyslexia and Learning Style*. Jhon Wiley & Sons, Ltd; 2008.  
doi:10.1002/9780470987940

118.

Alstad Z, Barnett A, Connelly V, Berninger V, Sanders E. Modes of Alphabet Letter Production during Middle Childhood and Adolescence: Interrelationships with Each Other and Other Writing Skills. *Journal of Writing Research*. 2015;6(3):199-231. doi:10.17239/jowr-2015.06.03.1

119.

Chambers ME, Sugden D. *Children with Developmental Coordination Disorder*. Whurr; 2005.

120.

Christensen CA. The Role of Orthographic-Motor Integration in the Production of Creative and Well-Structured Written Text for Students in Secondary School. *Educational Psychology*. 2005;25(5):441-453. doi:10.1080/01443410500042076

121.

Sumner E, Connelly V, Barnett AL. The influence of spelling ability on handwriting production: Children with and without dyslexia. *Journal of Experimental Psychology: Learning, Memory, and Cognition*. 2014;40(5):1441-1447. doi:10.1037/a0035785

122.

Broomfield H, Combley M. *Overcoming Dyslexia: A Practical Handbook for the Classroom*. 2nd ed. Whurr; 2003.

123.

*Addressing Difficulties in Literacy Development*. Routledge; 2002. doi:10.4324/9781315015712

124.

Hulme C, Snowling MJ. *Developmental Disorders of Language Learning and Cognition*. 1st ed. Wiley; 2009. <http://UCL.eblib.com/patron/FullRecord.aspx?p=1166316>

125.

MacKay N. Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit. 3rd ed. SEN; 2012.

126.

Bryant DP, Goodwin M, Bryant BR, Higgins K. Vocabulary Instruction for Students with Learning Disabilities: A Review of the Research. *Learning Disability Quarterly*. 2003;26(2). doi:10.2307/1593594

127.

Cogan J, Flecker M. Dyslexia in Secondary School: A Practical Handbook for Teachers, Parents and Students. Whurr; 2004.

128.

Denti L, Guerin GR. Effective Practice for Adolescents with Reading and Literacy Challenges. Routledge; 2008.

129.

Ebbers SM, Denton CA. A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties. *Learning Disabilities Research & Practice*. 2008;23(2):90-102. doi:10.1111/j.1540-5826.2008.00267.x

130.

Torgerson C, Porthouse J, Brooks G. A systematic review of controlled trials evaluating interventions in adult literacy and numeracy. *Journal of Research in Reading*. 2005;28(2):87-107. doi:10.1111/j.1467-9817.2005.00256.x

131.

Bird R. The Dyscalculia Toolkit: Supporting Learning Difficulties in Maths. Third edition. SAGE; 2017.

132.

Chinn SJ, Ashcroft JR. Mathematics for Dyslexics: A Teaching Handbook. 2nd ed. Whurr; 1998.

133.

Gifford S. Dyscalculia: myths and models. Research in Mathematics Education. 2006;8(1):35-51. doi:10.1080/14794800008520157

134.

Hecht SA, Torgesen JK, Wagner RK, Rashotte CA. The Relations between Phonological Processing Abilities and Emerging Individual Differences in Mathematical Computation Skills: A Longitudinal Study from Second to Fifth Grades. Journal of Experimental Child Psychology. 2001;79(2):192-227. doi:10.1006/jecp.2000.2586

135.

Dyslexia, Dyscalculia and Mathematics. Routledge; 2012. doi:10.4324/9780203803882

136.

Hunt JH, Valentine C, Bryant DP, Pfannenstiel KH, Bryant BR. Supplemental Mathematics Intervention: How and Why Special Educators Intensify Intervention for Students With Learning Disabilities. Remedial and Special Education. 2016;37(2):78-88. doi:10.1177/0741932515597293

137.

Lewis C, Hitch GJ, Walker P. The Prevalence of Specific Arithmetic Difficulties and Specific Reading Difficulties in 9- to 10-year-old Boys and Girls. Journal of Child Psychology and Psychiatry. 1994;35(2):283-292. doi:10.1111/j.1469-7610.1994.tb01162.x

138.

Marsh HW, British Psychological Society. Education Section. Self-Concept Theory, Measurement and Research into Practice: The Role of Self-Concept in Educational Psychology. Vol Vernon-Wall lecture. British Psychological Society; 2006.

139.

Dyslexia and Mathematics. Routledge; 2004. doi:10.4324/9780203390061

140.

Yeo D, ed. Dyslexia, Dyspraxia and Mathematics. Whurr Publishers Ltd; 2002.  
doi:10.1002/9780470699096

141.

Young-Loveridge JM. The relationship between children's home experiences and their mathematical skills on entry to school. *Early Child Development and Care*. 1989;43(1):43-59. doi:10.1080/0300443890430105

142.

Buckingham D. *Beyond Technology: Children's Learning in the Age of Digital Culture*. 1st ed. Wiley; 2013. <http://ucl.ebilib.com/patron/FullRecord.aspx?p=1174290>

143.

Burden RL, Snowling MJ. *Dyslexia and Self-Concept: Seeking a Dyslexic Identity*. Whurr; 2005.

144.

Addressing Difficulties in Literacy Development. Routledge; 2002.  
doi:10.4324/9781315015712

145.

Snowling MJ, Stackhouse J. *Dyslexia, Speech and Language: A Practitioner's Handbook*. 2nd ed. Whurr; 2006.  
[https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/1klfcc3/TN\\_cdi\\_askewsholts\\_vl\\_ebooks\\_9781118687758](https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/1klfcc3/TN_cdi_askewsholts_vl_ebooks_9781118687758)

146.

Rack J, Turner M. The Study of Dyslexia. Kluwer Academic/Plenum Publishers; 2004.

147.

Abrami PC, Bernard RM, Borokhovski E, et al. Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis. Review of Educational Research. 2008;78(4):1102-1134. doi:10.3102/0034654308326084

148.

Dignath C, Buettner G, Langfeldt HP. How can primary school students learn self-regulated learning strategies most effectively? Educational Research Review. 2008;3(2):101-129. doi:10.1016/j.edurev.2008.02.003

149.

Mortimore T, ed. Dyslexia and Learning Style. Jhon Wiley & Sons, Ltd; 2008. doi:10.1002/9780470987940

150.

Mortimore T, Dupree J. Dyslexia-Friendly Practice in the Secondary Classroom. Vol Achieving QTS Cross-Curricular Strand Series. 1st ed. SAGE Publications; 2008. <http://UCL.ebib.com/patron/FullRecord.aspx?p=686461>

151.

The Routledge Companion to Dyslexia. Routledge; 2009. doi:10.4324/9780203549230

152.

Rose J, Great Britain. Department for Children, Schools and Families. Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties. Department for Children, Schools and Families; 2009. <http://dera.ioe.ac.uk/14790/>

153.

Pashler H, McDaniel M, Rohrer D, Bjork R. Learning Styles. *Psychological Science in the Public Interest*. 2008;9(3):105-119. doi:10.1111/j.1539-6053.2009.01038.x

154.

Townend J, Turner M. *Dyslexia in Practice: A Guide for Teachers*. Kluwer; 1999.

155.

Oxley J, Thomson M, Great Britain. Department for Education and Skills. Special Educational Needs Division, British Dyslexia Association. *Dyslexia: Perspectives for Classroom Practitioners*. [British Dyslexia Association]; 2004.

156.

MacKay N. *Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit*. 3rd ed. SEN; 2012.