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

View Online

Abrami, P. C., Bernard, R. M., Borokhovski, E., Wade, A., Surkes, M. A., Tamim, R., & Zhang, D. (2008). Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis. Review of Educational Research, 78(4), 1102–1134. https://doi.org/10.3102/0034654308326084

Addressing Difficulties in Literacy Development. (2002a). Routledge. https://doi.org/10.4324/9781315015712

Addressing Difficulties in Literacy Development. (2002b). Routledge. https://doi.org/10.4324/9781315015712

Addressing Difficulties in Literacy Development. (2002c). Routledge. https://doi.org/10.4324/9781315015712

Addressing Difficulties in Literacy Development. (2002d). Routledge. https://doi.org/10.4324/9781315015712

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

Backhouse, G., & Ruback, P. (2011a). Special needs language and literacy assessment handbook. Hodder Education.

Backhouse, G., & Ruback, P. (2011b). Special needs language and literacy assessment handbook. Hodder Education.

Bird, R. (2017). The dyscalculia toolkit: supporting learning difficulties in maths (Third edition). SAGE.

Birsh, J. R. (2011). Multisensory teaching of basic language skills (3rd ed). Paul H. Brookes.

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

Black, P., & Wiliam, D. (1998b). Assessment and Classroom Learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7–74.

https://doi.org/10.1080/0969595980050102

Bourassa, D., & Treiman, R. (2003). Spelling in Children With Dyslexia: Analyses From the Treiman-Bourassa Early Spelling Test. Scientific Studies of Reading, 7(4), 309–333. https://doi.org/10.1207/S1532799XSSR0704_1

Brooks, G. & Dyslexia Trust. (2016a). What works for children with literacy difficulties?: the effectiveness of intervention schemes: Vol. Research report (Great Britain. Department for Education and Skills). DfES. http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf

Brooks, G. & Dyslexia Trust. (2016b). What works for children with literacy difficulties?: the effectiveness of intervention schemes: Vol. Research report (Great Britain. Department for Education and Skills). DfES. http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf

Broomfield, H., & Combley, M. (2003a). Overcoming dyslexia: a practical handbook for the classroom (2nd ed). Whurr.

Broomfield, H., & Combley, M. (2003b). Overcoming dyslexia: a practical handbook for the classroom (2nd ed). Whurr.

Bryant, D. P., Goodwin, M., Bryant, B. R., & Higgins, K. (2003). Vocabulary Instruction for Students with Learning Disabilities: A Review of the Research. Learning Disability Quarterly, 26(2). https://doi.org/10.2307/1593594

Buckingham, D. (2013). Beyond Technology: Children's Learning in the Age of Digital Culture (1st ed.) [Electronic resource]. Wiley. http://ucl.eblib.com/patron/FullRecord.aspx?p=1174290

Burden, R. L., & Snowling, M. J. (2005). Dyslexia and self-concept: seeking a dyslexic identity. Whurr.

Carroll, J. M., Bowyer-Crane, C., Duff, F. J., Hulme, C., & Snowling, M. J. (2011a). Developing Language and Literacy. John Wiley & Sons, Ltd. http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835146280004761&institutionId=4761&customerId=4760

Carroll, J. M., Bowyer-Crane, C., Duff, F. J., Hulme, C., & Snowling, M. J. (2011b). Developing Language and Literacy. John Wiley & Sons, Ltd. http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835146280004761&institutionId=4761&customerId=4760

Carroll, J. M., Bowyer-Crane, C., Duff, F. J., Hulme, C., & Snowling, M. J. (2011c). Developing Language and Literacy. John Wiley & Sons, Ltd. http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835146280004761&institutionId=4761&customerId=476

0

Carroll, J. M., Bowyer-Crane, C., Duff, F. J., Hulme, C., & Snowling, M. J. (2011d). Developing Language and Literacy. John Wiley & Sons, Ltd. https://doi.org/10.1002/9780470977460

Carroll, J. M., Bowyer-Crane, C., Duff, F. J., Hulme, C., & Snowling, M. J. (2011e). Developing Language and Literacy. John Wiley & Sons, Ltd. https://doi.org/10.1002/9780470977460

Carroll, J. M., Bowyer-Crane, C., Duff, F. J., Hulme, C., & Snowling, M. J. (2011f). Developing Language and Literacy. John Wiley & Sons, Ltd. https://doi.org/10.1002/9780470977460

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

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

Chambers, M. E., & Sugden, D. (2005). Children with Developmental Coordination Disorder. Whurr.

Chhabra, V., & McCardle, P. D. (2004). The voice of evidence in reading research. Paul H. Brookes.

Chinn, S. J., & Ashcroft, J. R. (1998). Mathematics for dyslexics: a teaching handbook (2nd ed). Whurr.

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

Clarke, P. J., Hulme, C., Snowling, M. J., & Truelove, E. (2013). Developing Reading Comprehension (1st ed.) [Electronic resource]. Wiley. http://ucl.eblib.com/patron/FullRecord.aspx?p=1420227

Clarke, P. J., Snowling, M. J., Truelove, E., & Hulme, C. (2010a). Ameliorating Children's Reading-Comprehension Difficulties. Psychological Science, 21(8), 1106–1116. https://doi.org/10.1177/0956797610375449

Clarke, P. J., Snowling, M. J., Truelove, E., & Hulme, C. (2010b). Ameliorating Children's Reading-Comprehension Difficulties. Psychological Science, 21(8), 1106–1116. https://doi.org/10.1177/0956797610375449

Cogan, J., & Flecker, M. (2004a). Dyslexia in secondary school: a practical handbook for teachers, parents and students. Whurr.

Cogan, J., & Flecker, M. (2004b). Dyslexia in secondary school: a practical handbook for teachers, parents and students. Whurr.

Cogan, J., & Flecker, M. (2004c). Dyslexia in secondary school: a practical handbook for

teachers, parents and students. Whurr.

Compton, D. L., Fuchs, D., Fuchs, L. S., & Bryant, J. D. (2006). Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures. Journal of Educational Psychology, 98(2), 394–409. https://doi.org/10.1037/0022-0663.98.2.394

Crawley, S. J. (2012). Remediating reading difficulties (6th ed). McGraw-Hill.

Denti, L., & Guerin, G. R. (2008). Effective practice for adolescents with reading and literacy challenges. Routledge.

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

Donovan, J. L., & Marshall, C. R. (2016). Comparing the Verbal Self-Reports of Spelling Strategies Used by Children With and Without Dyslexia. International Journal of Disability, Development and Education, 63(1), 27–44. https://doi.org/10.1080/1034912X.2015.1111302

Duff, F. J., & Clarke, P. J. (2011). Practitioner Review: Reading disorders: what are the effective interventions and how should they be implemented and evaluated? Journal of Child Psychology and Psychiatry, 52(1), 3–12. https://doi.org/10.1111/j.1469-7610.2010.02310.x

Duff, F. J., Fieldsend, E., Bowyer-Crane, C., Hulme, C., Smith, G., Gibbs, S., & Snowling, M. J. (2008a). Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention. Journal of Research in Reading, 31(3), 319–336. https://doi.org/10.1111/j.1467-9817.2008.00376.x

Duff, F. J., Fieldsend, E., Bowyer-Crane, C., Hulme, C., Smith, G., Gibbs, S., & Snowling, M. J. (2008b). Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention. Journal of Research in Reading, 31(3), 319–336. https://doi.org/10.1111/j.1467-9817.2008.00376.x

Duff, F. J., Fieldsend, E., Bowyer-Crane, C., Hulme, C., Smith, G., Gibbs, S., & Snowling, M. J. (2008c). Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention. Journal of Research in Reading, 31(3), 319–336. https://doi.org/10.1111/j.1467-9817.2008.00376.x

Duff, F. J., Fieldsend, E., Bowyer-Crane, C., Hulme, C., Smith, G., Gibbs, S., & Snowling, M. J. (2008d). Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention. Journal of Research in Reading, 31(3), 319–336. https://doi.org/10.1111/j.1467-9817.2008.00376.x

Duff, F. J., Hayiou-Thomas, M. E., & Hulme, C. (2012a). Evaluating the effectiveness of a phonologically based reading intervention for struggling readers with varying language profiles. Reading and Writing, 25(3), 621–640. https://doi.org/10.1007/s11145-010-9291-6

Duff, F. J., Hayiou-Thomas, M. E., & Hulme, C. (2012b). Evaluating the effectiveness of a phonologically based reading intervention for struggling readers with varying language profiles. Reading and Writing, 25(3), 621–640. https://doi.org/10.1007/s11145-010-9291-6

Dyslexia and Mathematics. (2004). Routledge. https://doi.org/10.4324/9780203390061

Dyslexia, Dyscalculia and Mathematics. (2012). Routledge. https://doi.org/10.4324/9780203803882

Ebbers, S. M., & Denton, C. A. (2008a). A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties. Learning Disabilities Research & Practice, 23(2), 90–102. https://doi.org/10.1111/j.1540-5826.2008.00267.x

Ebbers, S. M., & Denton, C. A. (2008b). A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties. Learning Disabilities Research & Practice, 23(2), 90–102. https://doi.org/10.1111/j.1540-5826.2008.00267.x

Ebbers, S. M., & Denton, C. A. (2008c). A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties. Learning Disabilities Research & Practice, 23(2), 90–102. https://doi.org/10.1111/j.1540-5826.2008.00267.x

Fuchs, L. S., Fuchs, D., & Compton, D. L. (2010). Rethinking Response to Intervention at Middle and High School. School Psychology Review, 39(1), 22–28. https://doi.org/10.1080/02796015.2010.12087787

Gifford, S. (2006). Dyscalculia: myths and models. Research in Mathematics Education, 8 (1), 35–51. https://doi.org/10.1080/14794800008520157

Greenway, C. (2002). 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, 18(2), 113–137. https://doi.org/10.1080/02667360220144557

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

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

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

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

Hatcher, P. J., Duff, F. J., & Hulme, C. (2014a). Sound Linkage: An Integrated Programme for

Overcoming Reading Difficulties (3rd ed.). Wiley.
http://UCL.eblib.com/patron/FullRecord.aspx?p=1638365

Hatcher, P. J., Duff, F. J., & Hulme, C. (2014b). Sound Linkage: An Integrated Programme
for Overcoming Reading Difficulties (3rd ed.). Wiley.
http://UCL.eblib.com/patron/FullRecord.aspx?p=1638365

Hatcher, P. J., Hulme, C., Miles, J. N. V., Carroll, J. M., Hatcher, J., Gibbs, S., Smith, G.,
Bowyer-Crane, C., & Snowling, M. J. (2005a). Efficacy of small group reading intervention
for beginning readers with reading-delay: a randomised controlled trial. Journal of Child
Psychology and Psychiatry, 47(8), 820–827.
https://doi.org/10.1111/j.1469-7610.2005.01559.x

Hatcher, P. J., Hulme, C., Miles, J. N. V., Carroll, J. M., Hatcher, J., Gibbs, S., Smith, G.,
Bowyer-Crane, C., & Snowling, M. J. (2005b). Efficacy of small group reading intervention
for beginning readers with reading-delay: a randomised controlled trial. Journal of Child
Psychology and Psychiatry, 47(8), 820–827.
https://doi.org/10.1111/j.1469-7610.2005.01559.x

Hatcher, P. J., Hulme, C., Miles, J. N. V., Carroll, J. M., Hatcher, J., Gibbs, S., Smith, G.,
Bowyer-Crane, C., & Snowling, M. J. (2005c). Efficacy of small group reading intervention
for beginning readers with reading-delay: a randomised controlled trial. Journal of Child
Psychology and Psychiatry, 47(8), 820–827.
https://doi.org/10.1111/j.1469-7610.2005.01559.x

Hatcher, P. J., Hulme, C., & Snowling, M. J. (2004). Explicit phoneme training combined with
phonic reading instruction helps young children at risk of reading failure. Journal of Child
Psychology and Psychiatry, 45(2), 338–358.
https://doi.org/10.1111/j.1469-7610.2004.00225.x

Hattie, J. (2009). Visible learning: a synthesis of over 800 meta-analyses relating to
achievement. Routledge.
https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveServ
ice&package_service_id=5482863310004761&institutionId=4761&custome
rId=4760

Hecht, S. A., Torgesen, J. K., Wagner, R. K., & Rashotte, C. A. (2001). 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, 79(2), 192–227.
https://doi.org/10.1006/jecp.2000.2586

Hindson, B., Byrne, B., Fielding-Barnsley, R., Newman, C., Hine, D. W., & Shankweiler, D.
(2005). Assessment and Early Instruction of Preschool Children at Risk for Reading
Disability. Journal of Educational Psychology, 97(4), 687–704.
https://doi.org/10.1037/0022-0663.97.4.687

Hoy, M. M. P., Egan, M. Y., & Feder, K. P. (2011). A Systematic Review of Interventions to
Improve Handwriting. Canadian Journal of Occupational Therapy, 78(1), 13–25.
https://doi.org/10.2182/cjot.2011.78.1.3

Hulme, C., & Snowling, M. J. (2007a). The science of reading: a handbook: Vol. Blackwell handbooks of developmental psychology [Electronic resource]. Blackwell Publishing. http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470757635

Hulme, C., & Snowling, M. J. (2007b). The science of reading: a handbook: Vol. Blackwell handbooks of developmental psychology [Electronic resource]. Blackwell Publishing. http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470757635

Hulme, C., & Snowling, M. J. (2009). Developmental Disorders of Language Learning and Cognition (1st ed.) [Electronic resource]. Wiley. http://UCL.eblib.com/patron/FullRecord.aspx?p=1166316

Hunt, J. H., Valentine, C., Bryant, D. P., Pfannenstiel, K. H., & Bryant, B. R. (2016). Supplemental Mathematics Intervention: How and Why Special Educators Intensify Intervention for Students With Learning Disabilities. Remedial and Special Education, 37 (2), 78–88. https://doi.org/10.1177/0741932515597293

Hurry *, J., Nunes, T., Bryant, P., Pretzlik, U., Parker, M., Curno, T., & Midgley, L. (2005). Transforming research on morphology into teacher practice. Research Papers in Education, 20(2), 187–206. https://doi.org/10.1080/02671520500078291

Improving Literacy by Teaching Morphemes. (2006). Routledge. https://doi.org/10.4324/9780203969557

Jamieson, C., & Jamieson, J. (2003). Manual for testing and teaching English spelling: a comprehensive and structured system for the planning and delivery of spelling intervention. Whurr.

Jones, A., & Kindersley, K. (2013). Dyslexia: assessing and reporting : the Patoss guide ([2nd ed.]) [Electronic resource]. Hodder Education. http://UCL.eblib.com/patron/FullRecord.aspx?p=1531896

Kelly, K., & Phillips, S. (2016). Teaching literacy to learners with dyslexia: a multisensory approach (2nd ed). SAGE.

LATHAM, G. P., & LOCKE, E. A. (2006). Enhancing the Benefits and Overcoming the Pitfalls of Goal Setting. Organizational Dynamics, 35(4), 332–340. https://doi.org/10.1016/j.orgdyn.2006.08.008

Lewis, C., Hitch, G. J., & Walker, P. (1994). 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, 35(2), 283–292. https://doi.org/10.1111/j.1469-7610.1994.tb01162.x

MacKay, N. (2012a). Removing dyslexia as a barrier to achievement: the dyslexia friendly schools toolkit (3rd ed). SEN.

MacKay, N. (2012b). Removing dyslexia as a barrier to achievement: the dyslexia friendly schools toolkit (3rd ed). SEN.

MacKay, N. (2012c). Removing dyslexia as a barrier to achievement: the dyslexia friendly schools toolkit (3rd ed). SEN.

Marinac, J. V. (2008a). Phonological core dyslexia in secondary school students. Plural Pub.

Marinac, J. V. (2008b). Phonological core dyslexia in secondary school students. Plural Pub.

Marsh, H. W. & British Psychological Society. Education Section. (2006). Self-concept theory, measurement and research into practice: the role of self-concept in educational psychology: Vol. Vernon-Wall lecture. British Psychological Society.

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

Mortimore, T. (Ed.). (2008a). Dyslexia and Learning Style. Jhon Wiley & Sons, Ltd. https://doi.org/10.1002/9780470987940

Mortimore, T. (Ed.). (2008b). Dyslexia and Learning Style. Jhon Wiley & Sons, Ltd. https://doi.org/10.1002/9780470987940

Mortimore, T., & Dupree, J. (2008). Dyslexia-friendly Practice in the Secondary Classroom: Vol. Achieving QTS Cross-Curricular Strand Series (1st ed.) [Electronic resource]. SAGE Publications. http://UCL.eblib.com/patron/FullRecord.aspx?p=686461

Nash, M. (2014a). Developing Reading Comprehension. Child and Adolescent Mental Health, 19(2), 160–160. https://doi.org/10.1111/camh.12061_5

Nash, M. (2014b). Developing Reading Comprehension. Child and Adolescent Mental Health, 19(2), 160–160. https://doi.org/10.1111/camh.12061_5

Nation, KateClarke, PaulaMarshall, Catherine MDurand, Marianne. (n.d.). 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

Nunes, T., Bryant, P., & Olsson, J. (2003). Learning Morphological and Phonological Spelling Rules: An Intervention Study. Scientific Studies of Reading, 7(3), 289–307. https://doi.org/10.1207/S1532799XSSR0703_6

Oakhill, J., Cain, K., & Elbro, C. (2014). Understanding and Teaching Reading Comprehension: A handbook [Electronic resource]. Taylor and Francis. http://ucl.eblib.com/patron/FullRecord.aspx?p=1770605

Oakhill, J., Cain, K., & Elbro, C. (2015). Understanding and teaching reading comprehension: a handbook. Routledge. http://ucl.eblib.com/patron/FullRecord.aspx?p=1770605

Oxley, J., Thomson, M., Great Britain. Department for Education and Skills. Special

Educational Needs Division, & British Dyslexia Association. (2004a). Dyslexia: perspectives for classroom practitioners. [British Dyslexia Association].

Oxley, J., Thomson, M., Great Britain. Department for Education and Skills. Special Educational Needs Division, & British Dyslexia Association. (2004b). Dyslexia: perspectives for classroom practitioners. [British Dyslexia Association].

Oxley, J., Thomson, M., Great Britain. Department for Education and Skills. Special Educational Needs Division, & British Dyslexia Association. (2004c). Dyslexia: perspectives for classroom practitioners. [British Dyslexia Association].

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

Phillips, S., Kelly, K. S., & Symes, L. (2013a). Assessment for learners with dyslexia-type difficulties. SAGE. http://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1534962

Phillips, S., Kelly, K. S., & Symes, L. (2013b). Assessment of learners with dyslexic-type difficulties. SAGE. https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveServ ice&package_service_id=5482556120004761&institutionId=4761&custome rId=4760

Rack, J., & Turner, M. (2004a). The study of dyslexia. Kluwer Academic/Plenum Publishers.

Rack, J., & Turner, M. (2004b). The study of dyslexia. Kluwer Academic/Plenum Publishers.

Reason, R., & Boote, R. (1994). Helping children with reading and spelling: a special needs manual [Electronic resource]. Routledge. http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/exter nal/AbstractView/S9780203426845

Reid, G. (2009). Dyslexia: a practitioner's handbook (4th ed) [Electronic resource]. Wiley-Blackwell. http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/exter nal/AbstractView/S9780470745496

Reid, G. (2016a). Dyslexia: a practitioner's handbook (5th ed). John Wiley & Sons. https://www-dawsonera-com.libproxy.ucl.ac.uk/abstract/9780470745496

Reid, G. (2016b). Dyslexia: a practitioner's handbook (5th ed). John Wiley & Sons.

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

Roberts, G., Torgesen, J. K., Boardman, A., & Scammacca, N. (2008b). Evidence-Based

Strategies for Reading Instruction of Older Students with Learning Disabilities. Learning Disabilities Research & Practice, 23(2), 63–69. https://doi.org/10.1111/j.1540-5826.2008.00264.x

Roberts, W., & Norwich, B. (2010). 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, 26(3), 279–298. https://doi.org/10.1080/02667363.2010.495215

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

Rose, J. & Great Britain. Department for Children, Schools and Families. (2009a). Identifying and teaching children and young people with dyslexia and literacy difficulties. Department for Children, Schools and Families. http://dera.ioe.ac.uk/14790/

Rose, J. & Great Britain. Department for Children, Schools and Families. (2009b). Identifying and teaching children and young people with dyslexia and literacy difficulties. Department for Children, Schools and Families. http://dera.ioe.ac.uk/14790/

Rose, J. & Great Britain. Department for Children, Schools and Families. (2009c). Identifying and teaching children and young people with dyslexia and literacy difficulties. Department for Children, Schools and Families. http://dera.ioe.ac.uk/14790/

Rose, J. & Great Britain. Department for Children, Schools and Families. (2009d). Identifying and teaching children and young people with dyslexia and literacy difficulties. Department for Children, Schools and Families. http://dera.ioe.ac.uk/14790/

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

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

Scanlon, D. M., & Anderson, K. L. (2011). Early Intervention for Reading Difficulties: The Interactive Strategies Approach: Vol. Solving Problems in Teaching of Literacy [Electronic resource]. Guilford Publications. http://UCL.eblib.com/patron/FullRecord.aspx?p=544120

Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2017). Early intervention for reading difficulties: the interactive strategies approach (Second edition). Guilford Press.

Seabrook, R., Brown, G. D. A., & Solity, J. E. (2005). Distributed and massed practice: from laboratory to classroom. Applied Cognitive Psychology, 19(1), 107–122. https://doi.org/10.1002/acp.1066

Snowling, M. J. (2013a). Early identification and interventions for dyslexia: a contemporary view. Journal of Research in Special Educational Needs, 13(1), 7–14.

https://doi.org/10.1111/j.1471-3802.2012.01262.x

Snowling, M. J. (2013b). Early identification and interventions for dyslexia: a contemporary view. Journal of Research in Special Educational Needs, 13(1), 7–14. https://doi.org/10.1111/j.1471-3802.2012.01262.x

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

Snowling, M. J., & Hulme, C. (2011b). Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. British Journal of Educational Psychology, 81(1), 1–23. https://doi.org/10.1111/j.2044-8279.2010.02014.x

Snowling, M. J., & Hulme, C. (2011c). Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. British Journal of Educational Psychology, 81(1), 1–23. https://doi.org/10.1111/j.2044-8279.2010.02014.x

Snowling, M. J., & Hulme, C. (2011d). Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. British Journal of Educational Psychology, 81(1), 1–23. https://doi.org/10.1111/j.2044-8279.2010.02014.x

Snowling, M. J., & Stackhouse, J. (2006a). Dyslexia, speech and language: a practitioner's handbook (2nd ed) [Electronic resource]. Whurr. http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780470034460

Snowling, M. J., & Stackhouse, J. (2006b). Dyslexia, speech and language: a practitioner's handbook (2nd ed) [Electronic resource]. Whurr. http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470034460

Snowling, M. J., & Stackhouse, J. (2006c). Dyslexia, speech and language: a practitioner's handbook (2nd ed) [Electronic resource]. Whurr. http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470034460

Snowling, M. J., & Stackhouse, J. (2006d). Dyslexia, speech and language: a practitioner's handbook (2nd ed) [Electronic resource]. Whurr. http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470034460

Snowling, M. J., & Stackhouse, J. (2006e). Dyslexia, speech and language: a practitioner's handbook (2nd ed) [Electronic resource]. Whurr. http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780470034460

Snowling, M. J., & Stackhouse, J. (2006f). Dyslexia, speech and language: a practitioner's handbook (2nd ed) [Electronic resource]. Whurr. https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/1klfcc3/TN_cdi_askewsholts_vlebooks_9781118687758

Solity, J., & Vousden, J. (2009). Real books vs reading schemes: a new perspective from instructional psychology. Educational Psychology, 29(4), 469–511. https://doi.org/10.1080/01443410903103657

Stirling, J. (2011). Teaching spelling to English language learners. Lulu.

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

Stuart, M., & Stainthorp, R. (2016). Reading development & teaching. Sage. http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835388030004761&institutionId=4761&customerId=4760

Sumner, E., Connelly, V., & Barnett, A. L. (2014). The influence of spelling ability on handwriting production: Children with and without dyslexia. Journal of Experimental Psychology: Learning, Memory, and Cognition, 40(5), 1441–1447. https://doi.org/10.1037/a0035785

Teaching Spelling. (2014). Routledge. https://doi.org/10.4324/9781315815909

The Routledge Companion to Dyslexia. (2009). Routledge. https://doi.org/10.4324/9780203549230

The SAGE Handbook of Writing Development. (2009). SAGE Publications Ltd. https://doi.org/10.4135/9780857021069

Thomson, M. (2008). Supporting students with dyslexia in secondary schools: every class teacher's guide to removing barriers and raising attainment. Routledge.

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

Townend, J., & Turner, M. (1999a). Dyslexia in practice: a guide for teachers. Kluwer.

Townend, J., & Turner, M. (1999b). Dyslexia in practice: a guide for teachers. Kluwer.

Townend, J., & Turner, M. (1999c). Dyslexia in practice: a guide for teachers. Kluwer.

Townend, J., & Turner, M. (1999d). Dyslexia in practice: a guide for teachers. Kluwer.

Vaughn, S., & Fletcher, J. M. (2012). Response to Intervention With Secondary School Students With Reading Difficulties. Journal of Learning Disabilities, 45(3), 244–256. https://doi.org/10.1177/0022219412442157

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

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

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

Yeo, D. (Ed.). (2002). Dyslexia, Dyspraxia and Mathematics. Whurr Publishers Ltd.
https://doi.org/10.1002/9780470699096

Young-Loveridge, J. M. (1989). The relationship between children's home experiences and their mathematical skills on entry to school. Early Child Development and Care, 43(1), 43–59. https://doi.org/10.1080/0300443890430105