

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

[View Online](#)

[1]

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

[2]

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

[3]

M. Carter and K. Wheldall, 'Why Can't a Teacher Be More Like a Scientist? Science, Pseudoscience and the Art of Teaching', Australasian Journal of Special Education, vol. 32, no. 1, pp. 5-21, Apr. 2008, doi: 10.1080/10300110701845920.

[4]

P. J. Clarke, C. Hulme, M. J. Snowling, and E. Truelove, Developing Reading Comprehension, 1st ed. Hoboken: Wiley, 2013 [Online]. Available: <http://ucl.ebib.com/patron/FullRecord.aspx?p=1420227>

[5]

F. J. Duff and P. J. Clarke, 'Practitioner Review: Reading disorders: what are the effective interventions and how should they be implemented and evaluated?', *Journal of Child Psychology and Psychiatry*, vol. 52, no. 1, pp. 3–12, Jan. 2011, doi: 10.1111/j.1469-7610.2010.02310.x.

[6]

Y. Griffiths and M. Stuart, 'Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties', *Journal of Research in Reading*, vol. 36, no. 1, pp. 96–116, Jan. 2013, doi: 10.1111/j.1467-9817.2011.01495.x.

[7]

P. J. Hatcher, F. J. Duff, and C. Hulme, *Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties*, 3rd ed. Hoboken: Wiley, 2014 [Online]. Available: <http://UCL.ebib.com/patron/FullRecord.aspx?p=1638365>

[8]

J. Rose and 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, [London], 2009 [Online]. Available: <http://dera.ioe.ac.uk/14790/>

[9]

M. J. Snowling, 'Early identification and interventions for dyslexia: a contemporary view', *Journal of Research in Special Educational Needs*, vol. 13, no. 1, pp. 7–14, Jan. 2013, doi: 10.1111/j.1471-3802.2012.01262.x.

[10]

M. J. Snowling and C. Hulme, 'Evidence-based interventions for reading and language difficulties: Creating a virtuous circle', *British Journal of Educational Psychology*, vol. 81, no. 1, pp. 1–23, Mar. 2011, doi: 10.1111/j.2044-8279.2010.02014.x.

[11]

M. Stuart and R. Stainthorp, *Reading development & teaching*. Los Angeles: Sage, 2016

[Online]. Available:

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835388030004761&institutionId=4761&customerId=4760

[12]

J. R. Birsh, Multisensory teaching of basic language skills, 3rd ed. Baltimore, Md: Paul H. Brookes, 2011.

[13]

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

[14]

G. Reid, Dyslexia: a practitioner's handbook, 5th ed. Chichester, West Sussex: John Wiley & Sons, 2016 [Online]. Available:
<https://www-dawsonera-com.libproxy.ucl.ac.uk/abstract/9780470745496>

[15]

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

[16]

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

[17]

M. Carter and K. Wheldall, 'Why Can't a Teacher Be More Like a Scientist? Science, Pseudoscience and the Art of Teaching', Australasian Journal of Special Education, vol. 32, no. 1, pp. 5–21, Apr. 2008, doi: 10.1080/10300110701845920.

[18]

Y. Griffiths and M. Stuart, 'Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties', *Journal of Research in Reading*, vol. 36, no. 1, pp. 96–116, Jan. 2013, doi: 10.1111/j.1467-9817.2011.01495.x.

[19]

J. Hattie, *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, 2009 [Online]. Available: https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5482863310004761&institutionId=4761&customerId=4760

[20]

M. J. Snowling and C. Hulme, 'Evidence-based interventions for reading and language difficulties: Creating a virtuous circle', *British Journal of Educational Psychology*, vol. 81, no. 1, pp. 1–23, Mar. 2011, doi: 10.1111/j.2044-8279.2010.02014.x.

[21]

G. Backhouse and P. Ruback, *Special needs language and literacy assessment handbook*. London: Hodder Education, 2011.

[22]

D. M. Scanlon, K. L. Anderson, and J. M. Sweeney, *Early intervention for reading difficulties: the interactive strategies approach*, Second edition. New York, NY: Guilford Press, 2017.

[23]

D. M. Scanlon and K. L. Anderson, *Early Intervention for Reading Difficulties: The Interactive Strategies Approach*, vol. *Solving Problems in Teaching of Literacy*. New York: Guilford Publications, 2011 [Online]. Available: <http://UCL.ebib.com/patron/FullRecord.aspx?p=544120>

[24]

Y. Griffiths and M. Stuart, 'Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties', *Journal of Research in Reading*, vol. 36, no. 1, pp. 96–116, Jan. 2013, doi: 10.1111/j.1467-9817.2011.01495.x.

[25]

A. Jones and K. Kindersley, *Dyslexia: assessing and reporting : the Patoss guide*, [2nd ed.]. London: Hodder Education, 2013 [Online]. Available: <http://UCL.ebib.com/patron/FullRecord.aspx?p=1531896>

[26]

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

[27]

G. Backhouse and P. Ruback, *Special needs language and literacy assessment handbook*. London: Hodder Education, 2011.

[28]

P. Black and D. Wiliam, 'Assessment and Classroom Learning', *Assessment in Education: Principles, Policy & Practice*, vol. 5, no. 1, pp. 7–74, Mar. 1998, doi: 10.1080/0969595980050102.

[29]

P. Black and D. Wiliam, 'Assessment and Classroom Learning', *Assessment in Education: Principles, Policy & Practice*, vol. 5, no. 1, pp. 7–74, Mar. 1998, doi: 10.1080/0969595980050102.

[30]

M. J. Snowling and J. Stackhouse, *Dyslexia, speech and language: a practitioner's*

handbook, 2nd ed. London: Whurr, 2006 [Online]. Available:
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780470034460>

[31]

S. Phillips, K. S. Kelly, and L. Symes, Assessment of learners with dyslexic-type difficulties. Los Angeles, California: SAGE, 2013 [Online]. Available:
https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5482556120004761&institutionId=4761&customerId=4760

[32]

S. Phillips, K. S. Kelly, and L. Symes, Assessment for learners with dyslexia-type difficulties. London: SAGE, 2013 [Online]. Available:
<http://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1534962>

[33]

M. J. Snowling and J. Stackhouse, Dyslexia, speech and language: a practitioner's handbook, 2nd ed. London: Whurr, 2006 [Online]. Available:
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470034460>

[34]

R. Reason and R. Boote, Helping children with reading and spelling: a special needs manual. London: Routledge, 1994 [Online]. Available:
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780203426845>

[35]

G. Reid, Dyslexia: a practitioner's handbook, 4th ed. Chichester: Wiley-Blackwell, 2009 [Online]. Available:
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470745496>

[36]

G. Reid, *Dyslexia: a practitioner's handbook*, 5th ed. Chichester, West Sussex: John Wiley & Sons, 2016.

[37]

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

[38]

P. J. Hatcher, C. Hulme, and M. J. Snowling, 'Explicit phoneme training combined with phonic reading instruction helps young children at risk of reading failure', *Journal of Child Psychology and Psychiatry*, vol. 45, no. 2, pp. 338–358, Feb. 2004, doi: 10.1111/j.1469-7610.2004.00225.x.

[39]

M. J. Snowling and C. Hulme, 'Evidence-based interventions for reading and language difficulties: Creating a virtuous circle', *British Journal of Educational Psychology*, vol. 81, no. 1, pp. 1–23, Mar. 2011, doi: 10.1111/j.2044-8279.2010.02014.x.

[40]

D. L. Compton, D. Fuchs, L. S. Fuchs, and J. D. Bryant, 'Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures.', *Journal of Educational Psychology*, vol. 98, no. 2, pp. 394–409, 2006, doi: 10.1037/0022-0663.98.2.394.

[41]

F. J. Duff et al., 'Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention', *Journal of Research in Reading*, vol. 31, no. 3, pp. 319–336, Aug. 2008, doi: 10.1111/j.1467-9817.2008.00376.x.

[42]

M. J. Snowling and J. Stackhouse, *Dyslexia, speech and language: a practitioner's handbook*, 2nd ed. London: Whurr, 2006 [Online]. Available: <http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470034460>

[43]

P. J. Hatcher et al., 'Efficacy of small group reading intervention for beginning readers with reading-delay: a randomised controlled trial', *Journal of Child Psychology and Psychiatry*, vol. 47, no. 8, pp. 820–827, Oct. 2005, doi: 10.1111/j.1469-7610.2005.01559.x.

[44]

V. Chhabra and P. D. McCardle, *The voice of evidence in reading research*. Baltimore, Md: Paul H. Brookes, 2004.

[45]

M. Stuart, J. Masterson, and M. Dixon, 'Spongelike acquisition of sight vocabulary in beginning readers?', *Journal of Research in Reading*, vol. 23, no. 1, pp. 12–27, Feb. 2000, doi: 10.1111/1467-9817.00099.

[46]

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

[47]

S. M. Ebbers and C. A. Denton, 'A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties', *Learning Disabilities Research & Practice*, vol. 23, no. 2, pp. 90–102, May 2008, doi: 10.1111/j.1540-5826.2008.00267.x.

[48]

J. V. Marinac, *Phonological core dyslexia in secondary school students*. San Diego: Plural Pub, 2008.

[49]

G. Roberts, J. K. Torgesen, A. Boardman, and N. Scammacca, 'Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities', *Learning Disabilities Research & Practice*, vol. 23, no. 2, pp. 63–69, May 2008, doi: 10.1111/j.1540-5826.2008.00264.x.

[50]

Addressing Difficulties in Literacy Development. Routledge, 2002 [Online]. Available: <http://www.tandfebooks.com/isbn/9781315015712>

[51]

J. Townend and M. Turner, *Dyslexia in practice: a guide for teachers*. New York: Kluwer, 1999.

[52]

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

[53]

G. P. LATHAM and E. A. LOCKE, 'Enhancing the Benefits and Overcoming the Pitfalls of Goal Setting', *Organizational Dynamics*, vol. 35, no. 4, pp. 332–340, Jan. 2006, doi: 10.1016/j.orgdyn.2006.08.008.

[54]

S. J. Crawley, *Remediating reading difficulties*, 6th ed. New York: McGraw-Hill, 2012.

[55]

F. J. Duff et al., 'Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention', *Journal of Research in Reading*, vol.

31, no. 3, pp. 319–336, Aug. 2008, doi: 10.1111/j.1467-9817.2008.00376.x.

[56]

J. M. Carroll, C. Bowyer-Crane, F. J. Duff, C. Hulme, and M. J. Snowling, *Developing Language and Literacy*. Chichester, UK: John Wiley & Sons, Ltd, 2011 [Online]. Available: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835453890004761&institutionId=4761&customerId=4760

[57]

M. Nash, 'Developing Reading Comprehension', *Child and Adolescent Mental Health*, vol. 19, no. 2, pp. 160–160, May 2014, doi: 10.1111/camh.12061_5.

[58]

P. J. Hatcher, F. J. Duff, and C. Hulme, *Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties*, 3rd ed. Hoboken: Wiley, 2014 [Online]. Available: <http://UCL.ebib.com/patron/FullRecord.aspx?p=1638365>

[59]

P. J. Hatcher et al., 'Efficacy of small group reading intervention for beginning readers with reading-delay: a randomised controlled trial', *Journal of Child Psychology and Psychiatry*, vol. 47, no. 8, pp. 820–827, Oct. 2005, doi: 10.1111/j.1469-7610.2005.01559.x.

[60]

J. Rack and M. Turner, *The study of dyslexia*. New York: Kluwer Academic/Plenum Publishers, 2004.

[61]

M. J. Snowling and J. Stackhouse, *Dyslexia, speech and language: a practitioner's handbook*, 2nd ed. London: Whurr, 2006 [Online]. Available: <http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470034460>

[62]

R. Seabrook, G. D. A. Brown, and J. E. Solity, 'Distributed and massed practice: from laboratory to classroom', *Applied Cognitive Psychology*, vol. 19, no. 1, pp. 107–122, Jan. 2005, doi: 10.1002/acp.1066.

[63]

J. Solity and J. Vousden, 'Real books vs reading schemes: a new perspective from instructional psychology', *Educational Psychology*, vol. 29, no. 4, pp. 469–511, Jul. 2009, doi: 10.1080/01443410903103657.

[64]

J. M. Carroll, C. Bowyer-Crane, F. J. Duff, C. Hulme, and M. J. Snowling, *Developing Language and Literacy*. Chichester, UK: John Wiley & Sons, Ltd, 2011 [Online]. Available: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835453890004761&institutionId=4761&customerId=4760

[65]

F. J. Duff, M. E. Hayiou-Thomas, and C. Hulme, 'Evaluating the effectiveness of a phonologically based reading intervention for struggling readers with varying language profiles', *Reading and Writing*, vol. 25, no. 3, pp. 621–640, Mar. 2012, doi: 10.1007/s11145-010-9291-6.

[66]

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

[67]

J. M. Carroll, C. Bowyer-Crane, F. J. Duff, C. Hulme, and M. J. Snowling, *Developing Language and Literacy*. Chichester, UK: John Wiley & Sons, Ltd, 2011 [Online]. Available: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835453890004761&institutionId=4761&customerId=4760

[68]

Y. Griffiths and M. Stuart, 'Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties', *Journal of Research in Reading*, vol. 36, no. 1, pp. 96–116, Jan. 2013, doi: 10.1111/j.1467-9817.2011.01495.x.

[69]

J. Wanzek, J. Wexler, S. Vaughn, and S. Ciullo, 'Reading interventions for struggling readers in the upper elementary grades: a synthesis of 20 years of research', *Reading and Writing*, vol. 23, no. 8, pp. 889–912, Sep. 2010, doi: 10.1007/s11145-009-9179-5.

[70]

P. J. Hatcher et al., 'Efficacy of small group reading intervention for beginning readers with reading-delay: a randomised controlled trial', *Journal of Child Psychology and Psychiatry*, vol. 47, no. 8, pp. 820–827, Oct. 2005, doi: 10.1111/j.1469-7610.2005.01559.x.

[71]

B. Hindson, B. Byrne, R. Fielding-Barnsley, C. Newman, D. W. Hine, and D. Shankweiler, 'Assessment and Early Instruction of Preschool Children at Risk for Reading Disability.', *Journal of Educational Psychology*, vol. 97, no. 4, pp. 687–704, 2005, doi: 10.1037/0022-0663.97.4.687.

[72]

M. Melby-Lervåg, S.-A. H. Lyster, and C. Hulme, 'Phonological skills and their role in learning to read: A meta-analytic review.', *Psychological Bulletin*, vol. 138, no. 2, pp. 322–352, 2012, doi: 10.1037/a0026744. [Online]. Available: <http://ovidsp.ovid.com.libproxy.ucl.ac.uk/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00006823-201203000-00006&LSLINK=80&D=ovft>

[73]

C. Hulme and M. J. Snowling, *The science of reading: a handbook*, vol. Blackwell handbooks of developmental psychology. Oxford: Blackwell Publishing, 2007 [Online]. Available: <http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/exter>

nal/AbstractView/S9780470757635

[74]

M. J. Snowling, 'Early identification and interventions for dyslexia: a contemporary view', *Journal of Research in Special Educational Needs*, vol. 13, no. 1, pp. 7–14, Jan. 2013, doi: 10.1111/j.1471-3802.2012.01262.x.

[75]

F. J. Duff, M. E. Hayiou-Thomas, and C. Hulme, 'Evaluating the effectiveness of a phonologically based reading intervention for struggling readers with varying language profiles', *Reading and Writing*, vol. 25, no. 3, pp. 621–640, Mar. 2012, doi: 10.1007/s11145-010-9291-6.

[76]

J. Ron Nelson, G. J. Benner, and J. Gonzalez, 'Learner Characteristics that Influence the Treatment Effectiveness of Early Literacy Interventions: A Meta-Analytic Review', *Learning Disabilities Research and Practice*, vol. 18, no. 4, pp. 255–267, Nov. 2003, doi: 10.1111/1540-5826.00080.

[77]

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

[78]

M. J. Snowling and C. Hulme, 'Evidence-based interventions for reading and language difficulties: Creating a virtuous circle', *British Journal of Educational Psychology*, vol. 81, no. 1, pp. 1–23, Mar. 2011, doi: 10.1111/j.2044-8279.2010.02014.x.

[79]

L. S. Fuchs, D. Fuchs, and D. L. Compton, 'Rethinking Response to Intervention at Middle and High School', *School Psychology Review*, vol. 39, no. 1, pp. 22–28, Mar. 2010, doi:

10.1080/02796015.2010.12087787.

[80]

G. Roberts, J. K. Torgesen, A. Boardman, and N. Scammacca, 'Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities', *Learning Disabilities Research & Practice*, vol. 23, no. 2, pp. 63–69, May 2008, doi: 10.1111/j.1540-5826.2008.00264.x.

[81]

M. Sainsbury, C. Whetton, K. Mason, and I. Schagen, 'Fallback in attainment on transfer at age 11: evidence from the Summer Literacy Schools evaluation', *Educational Research*, vol. 40, no. 1, pp. 73–81, Mar. 1998, doi: 10.1080/0013188980400107.

[82]

C. Hulme and M. J. Snowling, *The science of reading: a handbook*, vol. Blackwell handbooks of developmental psychology. Oxford: Blackwell Publishing, 2007 [Online]. Available: <http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470757635>

[83]

S. Vaughn and J. M. Fletcher, 'Response to Intervention With Secondary School Students With Reading Difficulties', *Journal of Learning Disabilities*, vol. 45, no. 3, pp. 244–256, May 2012, doi: 10.1177/0022219412442157.

[84]

J. Wanzek, J. Wexler, S. Vaughn, and S. Ciullo, 'Reading interventions for struggling readers in the upper elementary grades: a synthesis of 20 years of research', *Reading and Writing*, vol. 23, no. 8, pp. 889–912, Sep. 2010, doi: 10.1007/s11145-009-9179-5.

[85]

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

[86]

S. M. Ebbers and C. A. Denton, 'A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties', *Learning Disabilities Research & Practice*, vol. 23, no. 2, pp. 90–102, May 2008, doi: 10.1111/j.1540-5826.2008.00267.x.

[87]

J. V. Marinac, *Phonological core dyslexia in secondary school students*. San Diego: Plural Pub, 2008.

[88]

The SAGE Handbook of Writing Development. 1 Oliver's Yard, 55 City Road, London EC1Y 1SP United Kingdom : SAGE Publications Ltd, 2009 [Online]. Available: https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/luapog/UCL_LMS_DS51233417470004761

[89]

J. Townend and M. Turner, *Dyslexia in practice: a guide for teachers*. New York: Kluwer, 1999.

[90]

P. J. Clarke, M. J. Snowling, E. Truelove, and C. Hulme, 'Ameliorating Children's Reading-Comprehension Difficulties', *Psychological Science*, vol. 21, no. 8, pp. 1106–1116, Aug. 2010, 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*, vol. 47, no. 1, pp. 199–211 [Online]. Available: <https://search.proquest.com/docview/232339801?accountid=14511>

[92]

F. J. Duff et al., 'Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention', *Journal of Research in Reading*, vol. 31, no. 3, pp. 319–336, Aug. 2008, doi: 10.1111/j.1467-9817.2008.00376.x.

[93]

C. Greenway, '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*, vol. 18, no. 2, pp. 113–137, Jun. 2002, doi: 10.1080/02667360220144557.

[94]

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

[95]

Addressing Difficulties in Literacy Development. Routledge, 2002 [Online]. Available: <http://www.tandfebooks.com/isbn/9781315015712>

[96]

D. WRAY, 'Comprehension monitoring, metacognition and other mysterious processes', *Support for Learning*, vol. 9, no. 3, pp. 107–113, Aug. 1994, doi: 10.1111/j.1467-9604.1994.tb00169.x.

[97]

J. L. Donovan and C. R. Marshall, 'Comparing the Verbal Self-Reports of Spelling Strategies Used by Children With and Without Dyslexia', *International Journal of Disability, Development and Education*, vol. 63, no. 1, pp. 27–44, Jan. 2016, doi: 10.1080/1034912X.2015.1111302.

[98]

Improving Literacy by Teaching Morphemes. Routledge, 2006 [Online]. Available:

<http://www.tandfebooks.com/isbn/9780203969557>

[99]

Teaching Spelling. Routledge, 2014 [Online]. Available:
<http://www.tandfebooks.com/isbn/9781315815909>

[100]

D. Bourassa and R. Treiman, 'Spelling in Children With Dyslexia: Analyses From the Treiman-Bourassa Early Spelling Test', *Scientific Studies of Reading*, vol. 7, no. 4, pp. 309–333, Oct. 2003, doi: 10.1207/S1532799XSSR0704_1.

[101]

J. Hurry * et al., 'Transforming research on morphology into teacher practice', *Research Papers in Education*, vol. 20, no. 2, pp. 187–206, Jun. 2005, doi: 10.1080/02671520500078291.

[102]

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

[103]

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

[104]

T. Nunes, P. Bryant, and J. Olsson, 'Learning Morphological and Phonological Spelling Rules: An Intervention Study', *Scientific Studies of Reading*, vol. 7, no. 3, pp. 289–307, Jul. 2003, doi: 10.1207/S1532799XSSR0703_6.

[105]

J. Stirling, Teaching spelling to English language learners. Raleigh, United States: Lulu, 2011.

[106]

P. J. Clarke, M. J. Snowling, E. Truelove, and C. Hulme, 'Ameliorating Children's Reading-Comprehension Difficulties', *Psychological Science*, vol. 21, no. 8, pp. 1106–1116, Aug. 2010, doi: 10.1177/0956797610375449.

[107]

M. Nash, 'Developing Reading Comprehension', *Child and Adolescent Mental Health*, vol. 19, no. 2, pp. 160–160, May 2014, doi: 10.1111/camh.12061_5.

[108]

F. J. Duff et al., 'Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention', *Journal of Research in Reading*, vol. 31, no. 3, pp. 319–336, Aug. 2008, doi: 10.1111/j.1467-9817.2008.00376.x.

[109]

J. Oakhill, K. Cain, and C. Elbro, *Understanding and teaching reading comprehension: a handbook*. London: Routledge, 2015 [Online]. Available: <http://ucl.ebib.com/patron/FullRecord.aspx?p=1770605>

[110]

J. Oakhill, K. Cain, and C. Elbro, *Understanding and Teaching Reading Comprehension: A handbook*. Hoboken: Taylor and Francis, 2014 [Online]. Available: <http://ucl.ebib.com/patron/FullRecord.aspx?p=1770605>

[111]

W. Roberts and B. Norwich, '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*, vol. 26, no. 3, pp. 279–298,

Sep. 2010, doi: 10.1080/02667363.2010.495215.

[112]

M. M. P. Hoy, M. Y. Egan, and K. P. Feder, 'A Systematic Review of Interventions to Improve Handwriting', *Canadian Journal of Occupational Therapy*, vol. 78, no. 1, pp. 13–25, Feb. 2011, doi: 10.2182/cjot.2011.78.1.3.

[113]

T. Santangelo and S. Graham, 'A Comprehensive Meta-analysis of Handwriting Instruction', *Educational Psychology Review*, vol. 28, no. 2, pp. 225–265, Jun. 2016, doi: 10.1007/s10648-015-9335-1.

[114]

M. J. Snowling and J. Stackhouse, *Dyslexia, speech and language: a practitioner's handbook*, 2nd ed. London: Whurr, 2006 [Online]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780470034460>

[115]

H. Broomfield and M. Combley, *Overcoming dyslexia: a practical handbook for the classroom*, 2nd ed. London: Whurr, 2003.

[116]

J. Townend and M. Turner, *Dyslexia in practice: a guide for teachers*. New York: Kluwer, 1999.

[117]

T. Mortimore, Ed., *Dyslexia and Learning Style*. West Sussex, England: Jhon Wiley & Sons, Ltd, 2008 [Online]. Available: <http://doi.wiley.com/10.1002/9780470987940>

[118]

Z. Alstad, A. Barnett, V. Connelly, V. Berninger, and E. Sanders, 'Modes of Alphabet Letter Production during Middle Childhood and Adolescence: Interrelationships with Each Other and Other Writing Skills', *Journal of Writing Research*, vol. 6, no. 3, pp. 199–231, Feb. 2015, doi: 10.17239/jowr-2015.06.03.1.

[119]

M. E. Chambers and D. Sugden, *Children with Developmental Coordination Disorder*. London: Whurr, 2005.

[120]

C. A. Christensen, 'The Role of Orthographic–Motor Integration in the Production of Creative and Well-Structured Written Text for Students in Secondary School', *Educational Psychology*, vol. 25, no. 5, pp. 441–453, Oct. 2005, doi: 10.1080/01443410500042076.

[121]

E. Sumner, V. Connelly, and A. L. Barnett, 'The influence of spelling ability on handwriting production: Children with and without dyslexia.', *Journal of Experimental Psychology: Learning, Memory, and Cognition*, vol. 40, no. 5, pp. 1441–1447, 2014, doi: 10.1037/a0035785.

[122]

H. Broomfield and M. Combley, *Overcoming dyslexia: a practical handbook for the classroom*, 2nd ed. London: Whurr, 2003.

[123]

Addressing Difficulties in Literacy Development. Routledge, 2002 [Online]. Available: <http://www.tandfebooks.com/isbn/9781315015712>

[124]

C. Hulme and M. J. Snowling, *Developmental Disorders of Language Learning and Cognition*, 1st ed. Hoboken: Wiley, 2009 [Online]. Available: <http://UCL.ebib.com/patron/FullRecord.aspx?p=1166316>

[125]

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

[126]

D. P. Bryant, M. Goodwin, B. R. Bryant, and K. Higgins, 'Vocabulary Instruction for Students with Learning Disabilities: A Review of the Research', *Learning Disability Quarterly*, vol. 26, no. 2, Spring 2003, doi: 10.2307/1593594.

[127]

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

[128]

L. Denti and G. R. Guerin, *Effective practice for adolescents with reading and literacy challenges*. New York: Routledge, 2008.

[129]

S. M. Ebbers and C. A. Denton, 'A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties', *Learning Disabilities Research & Practice*, vol. 23, no. 2, pp. 90–102, May 2008, doi: 10.1111/j.1540-5826.2008.00267.x.

[130]

C. Torgerson, J. Porthouse, and G. Brooks, 'A systematic review of controlled trials evaluating interventions in adult literacy and numeracy', *Journal of Research in Reading*, vol. 28, no. 2, pp. 87–107, May 2005, doi: 10.1111/j.1467-9817.2005.00256.x.

[131]

R. Bird, *The dyscalculia toolkit: supporting learning difficulties in maths*, Third edition. Los Angeles: SAGE, 2017.

[132]

S. J. Chinn and J. R. Ashcroft, *Mathematics for dyslexics: a teaching handbook*, 2nd ed. London: Whurr, 1998.

[133]

S. Gifford, 'Dyscalculia: myths and models', *Research in Mathematics Education*, vol. 8, no. 1, pp. 35–51, Apr. 2006, doi: 10.1080/14794800008520157.

[134]

S. A. Hecht, J. K. Torgesen, R. K. Wagner, and C. A. Rashotte, '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*, vol. 79, no. 2, pp. 192–227, Jun. 2001, doi: 10.1006/jecp.2000.2586.

[135]

Dyslexia, Dyscalculia and Mathematics. Routledge, 2012 [Online]. Available: <http://www.tandfebooks.com/isbn/9780203803882>

[136]

J. H. Hunt, C. Valentine, D. P. Bryant, K. H. Pfannenstiel, and B. R. Bryant, 'Supplemental Mathematics Intervention: How and Why Special Educators Intensify Intervention for Students With Learning Disabilities', *Remedial and Special Education*, vol. 37, no. 2, pp. 78–88, Mar. 2016, doi: 10.1177/0741932515597293.

[137]

C. Lewis, G. J. Hitch, and P. Walker, '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*, vol. 35, no. 2, pp. 283–292, Feb. 1994, doi: 10.1111/j.1469-7610.1994.tb01162.x.

[138]

H. W. Marsh and 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. Leicester: British Psychological Society, 2006.

[139]

Dyslexia and Mathematics. Routledge, 2004 [Online]. Available:
<http://www.tandfebooks.com/isbn/9780203390061>

[140]

D. Yeo, Ed., Dyslexia, Dyspraxia and Mathematics. Philadelphia, PA, USA: Whurr Publishers Ltd, 2002 [Online]. Available: <http://doi.wiley.com/10.1002/9780470699096>

[141]

J. M. Young-Loveridge, 'The relationship between children's home experiences and their mathematical skills on entry to school', Early Child Development and Care, vol. 43, no. 1, pp. 43-59, Jan. 1989, doi: 10.1080/0300443890430105.

[142]

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

[143]

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

[144]

Addressing Difficulties in Literacy Development. Routledge, 2002 [Online]. Available:
<http://www.tandfebooks.com/isbn/9781315015712>

[145]

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

[146]

J. Rack and M. Turner, *The study of dyslexia*. New York: Kluwer Academic/Plenum Publishers, 2004.

[147]

P. C. Abrami et al., 'Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis', *Review of Educational Research*, vol. 78, no. 4, pp. 1102–1134, Sep. 2008, doi: 10.3102/0034654308326084.

[148]

C. Dignath, G. Buettner, and H.-P. Langfeldt, 'How can primary school students learn self-regulated learning strategies most effectively?', *Educational Research Review*, vol. 3, no. 2, pp. 101–129, Jan. 2008, doi: 10.1016/j.edurev.2008.02.003.

[149]

T. Mortimore, Ed., *Dyslexia and Learning Style*. West Sussex, England: Jhon Wiley & Sons, Ltd, 2008 [Online]. Available: <http://doi.wiley.com/10.1002/9780470987940>

[150]

T. Mortimore and J. Dupree, *Dyslexia-friendly Practice in the Secondary Classroom*, 1st ed., vol. *Achieving QTS Cross-Curricular Strand Series*. London: SAGE Publications, 2008 [Online]. Available: <http://UCL.ebib.com/patron/FullRecord.aspx?p=686461>

[151]

The Routledge Companion to Dyslexia. Routledge, 2009 [Online]. Available: <http://www.tandfebooks.com/isbn/9780203549230>

[152]

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

[153]

H. Pashler, M. McDaniel, D. Rohrer, and R. Bjork, 'Learning Styles', Psychological Science in the Public Interest, vol. 9, no. 3, pp. 105–119, Dec. 2008, doi: 10.1111/j.1539-6053.2009.01038.x.

[154]

J. Townend and M. Turner, Dyslexia in practice: a guide for teachers. New York: Kluwer, 1999.

[155]

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

[156]

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