
Description: The second edition of this highly successful book, Dyslexia and Learning Style builds on the latest research to extend its practical, evidence-based approach to learning style in the educational environment. Containing a response to the most recent critical insights into style theory and new suggestions for practical work for students within a range of educational contexts, this book remains essential for any teacher wishing to use awareness of style preferences to ensure that all students are helped to succeed.

Recent government policy emphasises inclusive teaching for all and personalised learning. This means that all teachers need to consider how they can adapt the ways in which they teach to maximise success for all learners.

The first section of this practical book provides an overview of the latest research into both dyslexia and learning style and how pupils should be helped to consider the ways in which they can take responsibility to make use of their style preferences to learn effectively. The second section provides ways in which style preferences can be established. It offers techniques to help students absorb, process and create responses to information across the curriculum. It suggests practical ways in which teachers can adapt material to make it accessible to a range of learners and provides activities to help students develop a more flexible approach to learning throughout their studies in school and higher education.

Contents:

Preface to the second edition.
Advanced organiser.
Part One: Learning Style.
Chapter 1 Different ways of seeing.
Introduction.
What are cognitive or learning styles?
Models of cognitive or learning style.
Simplifying the picture – two inclusive approaches.
Should style theory go out the window.
Chapter summary.
Chapter 2 Different ways of learning.
Introduction.
Concept maps a visuo-spatial tool.
Helping students cope with the teaching methods of secondary school.
Matching the mode to the style.
Identifying cognitive or learning style.
A caution.
Chapter summary.
Part Two: Dyslexia.

Chapter 3 The 3 `D's: Dyslexia, Definitions and Diagnosis.
Introduction: What is dyslexia?
Defining dyslexia.
Definitions and differences.
How can dyslexia be diagnosed or identified?
Chapter summary.

Chapter 4 Dyslexia – curse or blessing?
Introduction: What impact does dyslexia have on daily life?
The pattern of difficulties.
Dyslexia at home.
Dyslexia at school.
Learning difficulties sometimes related to dyslexia.
Self-esteem and dyslexia – the effects of early negative experiences.
Dyslexia in adults.
Chapter summary.

Chapter 5 Strengths and talents.
Introduction: Does dyslexia bring special talents?
The research background.
Conclusions.
Chapter summary.

Part Three: "It's No Use If You Can't Use It."

Chapter 6 Applying learning style theory to learning.
Introduction: Recap: learning style and dyslexia.
Learning styles and learning strategies.
What theories underpin these strategies?
Schema theory its role in learning.
Memory function its role in learning.
Dyslexia and memory.
What are the most effective ways of providing this support for a vulnerable student?
Summary.
Chapter summary.

Part Four: Strategies for Wholistic and Analytic Learners.

Chapter 7 Wholistic approaches.

Introduction: What types of behaviour and approaches to learning might be characteristic of a wholistic learner?

The learning implications for people with dyslexia.

What strategies can teachers use to help learners with wholistic learners preferences?

Getting students ready to learn.

Teaching and learning strategies to help wholistic learners.

Strategies for getting the information in modes of presentation.

Strategies for processing, storing and revising.

Strategies for getting information out– modes of expression.

Wholistic examination and revision techniques.

Chapter summary.

Chapter 8 Analytical approaches.

Introduction: What types of behaviour and approaches to learning might be characteristic of an analytical learner?

The learning implications for people with dyslexia of adopting an analytical style.

Getting students ready to learn.

Teaching and learning strategies to help analytical learners.

Strategies for getting information in– modes of presentation.

Strategies for processing, storing and revising.

Strategies for getting information out– modes of expression.

Examination and revision techniques for analytics.

Chapter summary

Part Five: Words or Pictures?

Chapter 9 Images and visualisation.

Introduction: The power of images.

Teaching and learning strategies to help imagers.

Strategies for getting information in– modes of presentation.

Strategies for processing, storing and revising– turning words into pictures.

Getting information out– modes of expression: oral and written.

Examination and revision techniques for imagers.
Spelling techniques for imagers.

Chapter summary.

Chapter 10 Verbal strategies.

Introduction: The power of the word.

Teaching and learning strategies to help verbal learners.

Strategies for getting information in – modes of presentation.

Strategies for processing, storing and revising.

Strategies for getting information out – creating text writing frames for verbalisers.

Developing phonological awareness.

Using phonological awareness to improve proofreading skills.

Examination and revision techniques for verbalisers.

Spelling techniques for verbalisers.

Chapter summary

Part Six: What Were Those Last Ten Chapters About?

Chapter 11 Helping students to remember.

Introduction: Dyslexic students and memory.

Learning style and memory.

Making things easier to remember – key memory aids.

Useful techniques.

Chapter summary.

Last words: a caution.

Appendices.

Appendix 1: Assessing the reading level of texts.

Appendix 2: Strategies for kinesthetic learners.

Appendix 3: Visual processing deficit checklist.

Appendix 4: A Common Sight Word list.

Appendix 5: Case studies.

Appendix 6: The thirteen style constructs explored by the report of Coffield and his team (2004).

References.

Further reading.

Index.
Ordering:  

Order Online - [http://www.researchandmarkets.com/reports/2217044/](http://www.researchandmarkets.com/reports/2217044/)

Order by Fax - using the form below

Order by Post - print the order form below and send to

Research and Markets,  
Guinness Centre,  
Taylors Lane,  
Dublin 8,  
Ireland.
Fax Order Form
To place an order via fax simply print this form, fill in the information below and fax the completed form to 646-607-1907 (from USA) or +353-1-481-1716 (from Rest of World). If you have any questions please visit http://www.researchandmarkets.com/contact/

Order Information
Please verify that the product information is correct.

Product Name: Dyslexia and Learning Style. A Practitioner’s Handbook. 2nd Edition
Web Address: http://www.researchandmarkets.com/reports/2217044/
Office Code: SCPLJFDS

Product Format
Please select the product format and quantity you require:

| Quantity       | Hard Copy (Paper back): USD 98 + USD 28 Shipping/Handling |

* Shipping/Handling is only charged once per order.

Contact Information
Please enter all the information below in BLOCK CAPITALS

Title: Mr [ ] Mrs [ ] Dr [ ] Miss [ ] Ms [ ] Prof [ ]
First Name: ___________________________ Last Name: ___________________________
Email Address: * ___________________________
Job Title: ___________________________
Organisation: ___________________________
Address: ___________________________
City: ___________________________
Postal / Zip Code: ___________________________
Country: ___________________________
Phone Number: ___________________________
Fax Number: ___________________________

* Please refrain from using free email accounts when ordering (e.g. Yahoo, Hotmail, AOL)
Payment Information

Please indicate the payment method you would like to use by selecting the appropriate box.

☐ Pay by credit card: You will receive an email with a link to a secure webpage to enter your credit card details.

☐ Pay by check: Please post the check, accompanied by this form, to:
Research and Markets,
Guinness Center,
Taylors Lane,
Dublin 8,
Ireland.

☐ Pay by wire transfer: Please transfer funds to:

<table>
<thead>
<tr>
<th>Account number</th>
<th>833 130 83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sort code</td>
<td>98-53-30</td>
</tr>
<tr>
<td>Swift code</td>
<td>ULSBIE2D</td>
</tr>
<tr>
<td>IBAN number</td>
<td>IE78ULSB8533083313083</td>
</tr>
<tr>
<td>Bank Address</td>
<td>Ulster Bank, 27-35 Main Street, Blackrock, Co. Dublin, Ireland</td>
</tr>
</tbody>
</table>

If you have a Marketing Code please enter it below:

Marketing Code: ____________________________

Please note that by ordering from Research and Markets you are agreeing to our Terms and Conditions at http://www.researchandmarkets.com/info/terms.asp