

Reading Tools Training Manual I

High Tech Center Training Unit

**Of the California Community Colleges at the
Foothill-De Anza Community College District**

**21050 McClellan Road
Cupertino, CA 95014
(408) 996-4636**

Table of Contents

| | |
|--|----|
| BookWise Edge ver 3 (Win 95) | 1 |
| Carmen Sandiego Word Detective (Win/Mac CD-ROM) | 3 |
| Omni 3000 1.1.1 (Win) | 5 |
| OMTI-Rogers (Win CD-ROM) | 7 |
| outSPOKEN (Mac) | 9 |
| Phoneme Sequencing for Reading and Spelling: (Mac/Win CD ROM) | 11 |
| The Reading Edge | 13 |
| SkillsBank 4 (Win) | 15 |
| Speed Reader (Win) | 17 |
| Spell It 3 (Win) | 19 |
| TextAssist (Win 3.x/95) | 21 |
| textHelp! Ver 2.10 (Win) | 23 |
| Ultimate Word Attack (Win/Mac CD)) | 27 |
| Word Munchers Deluxe (Win 3.x, 95/Mac CD) | 31 |
| ZoomText Xtra (Win) | 35 |
| Addendum..... | 41 |

BookWise Edge ver 3 (Win 95)

Publisher:

Xerox Imaging Systems
9 Centennial Drive
Peabody, MA 01960
(800) 248-6550 or (508) 977-2000
www.xerox.com

Retail Cost: \$ 5995.00**System Requirements:**

BookWise 3 will run on any IBM PC 386 or greater with 8 MB RAM and 20 MB of free disk space. BookWise 3.0 is supported on both Windows platforms. A scanner and sound card are necessary if the Reading Edge is not used with BookWise. See the "Notes" section at the end of this guide.

Description:

BookWise Edge is BookWise software running on a PC attached to the Reading Edge scanner which also serves as the synthesizer source. BookWise software alone can be installed on a PC which is attached to a regular scanner and a compatible sound card used as the speech synthesizer source. BookWise is a PC-based interactive system which scans books and other printed materials, converts the text to synthesized speech, highlights the text, and reads it aloud. Bookwise recognizes almost any printed text, including faxed, typewritten, laser-printed and photo-copied materials, and the program recognizes almost every type style from size 8 to 72 points.

BookWise is able to:

- Read at a syllabic, word, phrase or sentence level
- Read at different speeds
- Adjust speech loudness
- Edit scanned text

Recommended Uses:

BookWise is recommended for students who will benefit from a multisensory approach to reading: hearing and seeing.

Basic Use:

1. Turn on Reading Edge and place material to be scanned in scanner.
2. Tap the Select Input key of reading keypad until "Receive ScreenReader input" is heard.

3. Turn on computer; select BookWise from the menu
4. Click the **Scan** icon to start scanning.
5. Give file a name and save the text file; text will appear on-screen.
6. Begin automatic reading by clicking the **Green Arrow** icon.
7. It is possible to edit this scanned text.
8. Explore the menu options for other available settings (e.g., colors, font and size of text, etc.)

Notes:

Pricing:

| | |
|---|----------|
| BookWise System 1 (Includes BookEdge Scanner; BookWise 3.0; read/scan software, and PC DECTalk synthesizer with speakers.) | 4,790.00 |
| BookWise 3.0 Read/Scan station software with PC DECTalk speech | 2,095.00 |
| BookWise 3.0 Read/Scan station software | 895.00 |
| BookWise 3.0 Read station software with PC DECTalk synthesizer | 1,695.00 |
| BookWise Read station software | 495.00 |

Carmen Sandiego Word Detective (Win/Mac CD-ROM)

Publisher:

Broderbund
500 Redwood Blvd.
Novato, CA 94948-6121
(415)-382-4747 tech support
<http://www.broderbund.com>
<http://www.carmensandiego.com>

Retail Cost: \$ 38.95

System Requirements:

For Windows 3.x and 95: 486DX, 66MHz or faster; 8MB RAM for Windows .3.x; 16 MB for Windows 95; minimum of 20 MB hard disk space; 2x CD-ROM; 640x480 SVGA display at 256 colors; High and True colors supported; sound card; video and sound card must be compatible with DirectX for Win 95.

For Macintosh and PowerPC: System 7.1 or higher, 20MHz 68040 processor or faster; PowerPC, free RAM: 6 MB for 68080 Macintosh and 7 MB for the PowerPC, a minimum of 20MB hard disk space, double-speed CD-ROM drive; 640x480 display at 256 colors.

Description:

This program successfully incorporates numerous spelling, vocabulary, and word-reading activities into a rich, engaging multimedia environment. The richness of the multimedia enhances the learning tasks, and the "adventure" element does not overwhelm or diminish the learning activities. If continued to the end, there are more than 60 spelling, grammar and vocabulary activities to be completed in the context of 12 dangerous missions. Successful completion of a mission results in freedom for one of the 12 "good guys" held in the Babble-On machine by Carmen Sandiego and her V.I.L.E. henchmen. When in the clutches of this machine, a person loses the ability to speak normally and only can babble.

There is a practice mode, known as the **Training Simulator** (found under the **Options** button on the main screen) which features a large number of exercises that develop spelling, grammar and vocabulary proficiency, along with 18 fact-filled articles and stories that shed light on science, history, geography, and even the elusive Carmen Sandiego. This option allows a user to practice activities without being in a game mode.

Recommended Uses:

This program should please multiple types of learners wanting a fresh environment in which to practice basic spelling, grammar, and vocabulary exercises.

Basic Use:

1. Open the program by double clicking on the program icon in the training folder. A multimedia segment plays and provides introductory information about the adventure. A log-in screen appears.
2. Enter name and click the **Log-In** button. The main screen appears.
3. Click on the **Options** button, then the **Training Simulator** button to open a menu of activity options. Explore each one to become familiar with the activities which occur during the game. There are three levels of difficulty to choose from.
4. To begin the game, select the level at which to play (one, two or three) by clicking on the desired **Level** button, then click on the **Transport** button and then the **Launch** button to go to the depicted site.
5. When in a location, pass the mouse over the scene to pan around the environment. Hot spots are revealed by a highlight. Click on a highlight and a word activity appears. Successful completion of the activity yields information about a password. More than one activity is contained on a screen. Adequate voice prompts guide the user.
6. Successfully completing the adventure frees one of the ACME agents held in the Babble-On machine.

The Word Machines

- **Code Breaker:** Find or create words from the jumbled letters displayed; similar to a word seek task.
- **Fusion Chamber:** Expand vocabulary by choosing prefixes or suffixes to create new words; then match these words to the correct definition. The program uses color excellently to reinforce concepts of word prefix, root, and suffix.
- **Micropix:** Choose correct parts of speech to complete a variety of text passages. Word choices offer definitions, if desired by user.
- **Power Pack:** Use strategic thinking in this challenging alphabetizing activity. This task requires visual planning skills.
- **Spellanyzer:** A multi-sensory tool (auditory and visual, kinesthetic) to provide spelling practice.

Notes:

Move the mouse pointer to the top of the screen and click the left mouse button to bring up the Carmen Sandiego Word Detective menu bar. General sound control and word presentation mode for the Spellanyzer can be found here.

Omni 3000 1.1.1 (Win)

Publisher:

Kurzweil Educational Systems, Inc.
411 Waverley Oaks Road
Waltham, MA 02154
800-894-5374
<http://www.krurzweiledu.com>

Retail Cost: \$ 1995.00

System Requirements:

- Pentium 75 MHz processor
- 16 MB of RAM required, 32MB recommended
- 1 GB hard disk drive
- 1.44 MB 3.5" floppy disk drive
- CD-ROM drive
- SVGA monitor
- Single-pass color flat-bed scanner, preferably a Hewlett-Packard ScanJet 3p or above
- 16-bit or better sound card
- Microphone, if you wish to use the voice command option
- Full size keyboard with mouse
- Windows 95

Description:

The Omni 3000 is a computer-based reading system that converts printed material into speech. Users can hear printed words spoken aloud as they read them on the computer screen. In addition to reading documents, users can use dictionary and phonetic spelling tools to enhance their **reading**. **Scanned pages appear on the screen as they appear in the original material.** As the Omni 3000 reads, it highlights each word and its context. The reading voice, background/foreground colors, and text size are easily adjustable.

Recommended Uses:

The Omni 3000 was designed for sighted users who have difficulty reading. It could be used in any setting where students need access to print materials. It may also serve as a writing environment for users who would benefit from its special features. Because there are many on-screen controls available, it is not as suitable as a reading machine for non-sighted students as the

companion product the Omni 1000 which provides easy access for non-sighted users.

Basic Use:

1. Start the Omni 3000. Enter your name if prompted. A window appears with a number of menus, buttons, and combo boxes.
2. Run the mouse pointer over the buttons, pausing over each without clicking and read the tool tips that appear which describe each button's function.
3. To scan a document, place it in the scanner and click the **Scan** button.
4. After the image of the document appears on the screen, resize it to your desired size by choosing a percentage in the **Zoom** box or by clicking on the little arrows on the box.
5. Read the document by clicking on the Play button. Notice the Play button changes to a **Pause** button to be clicked when you wish to stop reading.
6. To get more information on a word, highlight any word in the document by double-clicking on it. Click on the **Dictionary** button in the toolbar.
7. Click the **Read** button to hear the definitions read aloud. To see a list of words with similar meanings, click **Get Synonyms**.

Intermediate Use:

1. Click the right mouse button in the document to see a context menu of choices to make. This method may prove to be quicker.
2. To select a reading unit, choose from the **Read By** list box either by word, by phrase, by sentence, by line, or by paragraph.
3. To select a reading mode, choose from the **Read Mode** list box. Continuous mode will read until you stop it with a mouse click or clicking on the pause button. If you choose Self-Paced, reading will pause at the end of whatever reading you have selected.

Notes:

OMTI-Rogers (Win CD-ROM)

Publisher:

OMTI-Rogers
75 Federal Street, Suite 102
San Francisco, CA 94107
(415) 547-1649

Retail Cost: \$ 175.00

System Requirements:

A 486 or higher processor with 8 MB of RAM, Windows 3.1 or higher, Super VGA (640 x 480, 256 color) monitor, at least a double-speed CD-ROM drive, Windows-compatible sound card, speaker.

Description:

This is a multimedia disk designed for facilitated self-study which introduces basic reading skills using Orton-Gillingham methods. True to a multi-sensory approach, it is expected that the student will write for some activities in addition to working on the computer keyboard. Developed by a long-time professional special educator, the program is new, and has been well-received by those who use Orton-Gillingham activities with their students. A student's records and progress are kept and monitored by the program. A good verbal introduction is provided for the student. The graphics are adult in nature and extremely appropriate.

The following basic lessons are included:

Letter Lessons
Reading Lessons
Writing Lessons
Spelling Lessons
Language Rules
Dictionary Skills

Recommended Uses:

The program is recommended for students wishing a foundation course in phonics and basic reading.

Basic Use:

After following the steps to select a personal icon, do the following.

1. Click on the down arrow on the right at the bottom of the screen. This takes the user to the content and lesson menu.
2. Click on the square buttons to hear the content area each represents.
3. To go to a lesson, click on one of the blue lights depicted on the screen.

Notes:

outSPOKEN (Mac)

Publisher:

ALVA Access Group, Inc.
5801 Christie Avenue #475
Emeryville, CA 94608
(510) 883-6280
aagi.com

RetailCost: \$495.00

System Requirements:

Macintosh

Description:

At this time, outSPOKEN is the only screen reader for the Macintosh computer. It reads the Macintosh screen display and provides a keyboard alternative to the mouse. Several embossed sheets aid the blind user in understanding the Macintosh screen layout. Instructions also come in Braille.

Recommended Uses:

Used as a screen reader for persons who are blind, it also is useful for students with learning disabilities who benefit from auditory text editing.

Basic Use:

1. outSPOKEN is installed in the system folder. Press **Command** and the **Clear** key on the numeric keypad to turn outSPOKEN on or off.
2. Open a file to be read with a word processor.
3. Using the mouse, place the I-Bar at the beginning of the word or line to be read. Use the following key commands from the numeric keypad.

Basic Commands:

| | |
|--------------------------------------|--------------------|
| To read a line (I-Bar moves to next) | Two (2) key |
| To read a line (I-Bar does not move) | Enter key |
| To read word at I-Bar, move right | Six (6) key |

Other Commands:

| | |
|---|---------------------------|
| To move I-Bar to top of document screen | Seven (7) key |
| To read word, move left | Four (4) key |
| To read one letter, move right | Shift Six (6) key |
| To read one letter, move left | Shift Four (4) key |

4. It also is possible to read a word by using the mouse to move the I-bar over the word.

Notes:

Phoneme Sequencing for Reading and Spelling: The Lindamood Program (Mac/Win CD ROM)

Publisher:

Gander Publishing
416 Higuera Street
San Louis Obispo, CA 93401
(800) 554-3836

Retail Cost: \$ 295 for single user

System Requirements:

A 486 machine running Windows 3.x or 95; CD ROM drive, (quad-speed is strongly recommended); Sound Blaster Pro (or 100% Sound Blaster compatible); VGA monitor capable of 640 x 480 pixel display at 256 colors; 8 MB of physical RAM (16 megabytes is strongly recommended).

Description:

The overall goal of this program is the direct development of phonemic awareness--the ability to think about and manipulate the identity, number, and order of individual sounds within words-- and application of phonemic awareness for independence and self-correction in spelling and reading

Recommended Uses:

The modules on this CD provide problem-solving activities to reinforce the concepts presented in the Lindamood Phoneme Sequencing Program: that consonants and vowels can be felt, first just as single sounds then as sequences of sounds within words. Before students go to the computer, it is extremely important for an instructor to use the questioning process illustrated in the sample dialogues in the Lindamood Program manual and/or the Training Video Tapes to help students discover they can feel consonant and vowel sounds. This interactive questioning elicits this sensory-cognitive thinking and reasoning base, the computer problem-solving activities can further reinforce this base.

There are five processing steps to be mastered:

- consonants
- vowels
- tracking
- spelling
- reading

With this program, students are helped to integrate oral-motor feedback with visual and auditory feedback to track and verify the identity, number, and order of sounds within spoken words.

Basic Use:

1. Start the program from the Program menu.
2. Enter first and last name in user box so progress can be tracked.
3. Select type of sounds to be practiced.
4. Follow instructions.

Notes:

The activities on this disk represent a milestone in technology for phoneme awareness and practice activities.

The Reading Edge

Publisher:

Xerox Imaging Systems
9 Centennial Drive
Peabody, MA 01960
(800) 248-6550 or (508) 977-2000
www.xerox.com

Retail Cost: \$5,495.00**System Requirements:**

N/A

Description:

The Reading Edge is the most current version of the reading machines in the Kurzweil Personal Reader series. It is an entirely self-contained version of the KPR Model 7315. Reading Edge is intended for persons who are blind, have low-vision or visual processing deficits. The Reading Edge scans most textbooks and other printed materials then reads aloud what it has "seen." The system is accurate, reasonably fast, and easy to use. This is a "dedicated" reading machine which includes both scanning and reading capability.

- Stores 50 to 100 pages of scanned text in memory.
- Reading speed is adjustable from 40 to 550 wpm.
- Reads letters, words, lines, sentences, paragraphs, pages or entire documents.
- Output can be directed to a tape recorder or text file on Macintosh, MS-DOS or UNIX computers.
- Uses high quality DECtalk speech synthesis.
- Full auditory help functions available for all functions at all times.
- Documentation available in print, audio tape, or Braille format.
- Does not read hand written or printed material and works best with clean, original, black and white copy. Letters which touch or copy which is faded or blurred will create problems.

- Can read print from 8 to 77 points in height.

Recommended Uses:

This is a useful tool for persons who are blind, have low vision or learning disabilities. May also be useful for ESL and older adult populations.

Basic Use:

1. Turn on the Reading Edge using the rocker switch located underneath the side of the front left corner of the unit.
2. Open the scanner cover and place the document to be scanned face down on the glass scanner surface. Close the scanner cover.
3. Press the key at the bottom left corner of the keypad labeled Start/Stop Scanning.
4. When the scanner announces "Scanner ready for next page," open the scanner cover and remove document.
5. To start/stop reading, press the large yellow key labeled Stop/Continue Reading or Shift.
6. Volume and reading speed are adjusted using the two control knobs on the right side of the reader. The one which doesn't click is the volume control.
7. To learn more about the operation of all keys on the keypad, first tap and release the key at the bottom right corner of the keypad labeled Help/Status; next, press and hold down the key you wish to learn about. A complete description of the key's function(s) will be read to you.

Notes:

SkillsBank 4 (Win)

Publisher:

Skills Bank Corporation
Park View Center 1
7104 Ambassador Road
Baltimore, MD 21244
(800) 451-5726
www.skillsbank.com

Retail Cost: \$1,245.00**System Requirements:**

Skills Bank 4 will work in Windows 3.1, Windows 95, NT; purchasable as a single-user CD, 5-user lab pack, or as a network version (50-user or unlimited in one building).

Description:

Skills Bank 4 is an all-new version of the basic SkillsBank 3 program. The activities are the same, but the format is different. The program now comes on CD ROM only. Critical thinking strands are incorporated throughout each subject area. The 200 plus topics are contained in 19 subject areas. The program comes contains these basic content areas: reading, language, writing, basic mathematics, intermediate mathematics, and information skills.

Recommended Uses:

Skills Bank software is useful for any student needing a brief, basic tutorial review in major basic skills areas. This new version comes with a complement of in-depth activities which can be purchased. There are two Practice series and a MathCheck starter kit currently available.

Major Components:

Diagnostic and prescriptive pre-tests
Basic skills lessons
Quizzes
Thinking skill lessons

New Features

- Voice and sound guide students through lessons and provide an extra modality for learning
- Lessons on Internet fundamentals are included.
- Mathematics activities have been revised and there are 40 new activities.

- Purchasable Language Practice Series provides 22 add-on lessons with open-ended interactive practice on all concepts in SkillsBank Language Series.
- Purchasable Computation Practice Series features 24 add-on lessons with randomly generated problems in an open-ended interactive setting.
- Enhanced teacher reports
- Purchasable mathematics worksheet generator (MathCheck) which offers add-on libraries of additional math content.

Notes:

Pricing:

| | |
|--------------------------------|-----------|
| Single User Set (Basic Skills) | \$1245.00 |
| 5-User Lab Pack | \$2490.00 |
| 50-User Net Site | \$4980.00 |
| Unlimited Net Site | \$7470.00 |

Speed Reader (Win)

Publisher:

Davidson & Associates, Inc.
P.O. Box 2961
Torrance, CA 90509
(800) 545-7677
www.davd.com

Retail Cost: \$39.95**System Requirements:**

80286 processor or higher with at least 1Mb of memory, hard drive, VGA, EGA, or Hercules card, Windows 3.0 or higher, mouse recommended

Description:

Speed Reader for Windows is designed to help improve reading speed, comprehension and retention rate. It will assess students' current reading speed and comprehension level and prescribe an individualized training program for them.

Speed Reader contains nine different topics of reading passages and allows users to import text using either a text file or the Windows clipboard. The learning activities include: warm-up exercises with letters and words, eye movement lessons, column or newspaper reading, paced reading, timed reading, and Eye Max, a game for improving peripheral vision. Speed Reader has a record keeping feature that will provide reports and graphs of progress. It also provides timing and pacing for off-screen reading practice.

Recommended Uses:

Speed Reader can be used as a self-study course to improve reading speed and comprehension. The manual provides detailed practice sessions to guide the student through the self-study course.

Basic Use:

1. Begin Speed Reader by double clicking on the **Speed Reader** icon. The Student Registration box will appear. You may register as a New Student, a Continuing Student, or as a Visitor.
2. Register as a New Student and take an assessment test to establish your base reading speed and comprehension level, and to set your target reading speed. Speed Reader will create a Training Program to suit your needs and will save your reading speed and comprehension scores.
3. To display your Training Program, click the **Training Program** button. To return to the Main screen, click the **Main Screen** button.

4. Choose one of the activities from the Main Screen by clicking on one of the large buttons **labeled Reading Warm-ups, Eye Movement, Newspaper Reading, Paced Reading, Timed Reading, or Eye Max.**

Notes:

Spell It 3 (Win)

Publisher:

Davidson & Associates, Inc.
P.O. Box 2961
Torrance, CA 90509
(800) 545-7677
www.davd.com

Retail Cost: \$ 49.00**System Requirements:**

A 386/25 MHz or faster DOS-based machine running Windows 3.1; a hard disk with at least 5 MB free space; Windows-supported sound card recommended; 4 MB of RAM

Description:

This program is designed to incorporate fun into the mastery of new spelling words. It is designed to help students of all ages develop and improve spelling skills. As students move through the program, they read spelling words in context sentences, see words broken into syllables, distinguish between correct and incorrect spellings, and complete, unscramble, and edit these words.

Recommended Uses:

This program is useful for a broad range of students, because in addition to the 3600 word from first grade level to adult, there is an authoring component which allows an instructor or student customize spelling lists.

Basic Use:

1. Start Windows; double click on the Spell It 3 icon.
2. Register as New Student, Continuing Student or Visitor.
3. Select desired vocabulary level and a category.
4. Explore the major activities:
 - Bayou Word Preview
 - See Word
 - Finish Word
 - Flash Word
 - Leap to **Complete**
(fill-in missing letters game)
 - **Frog Crossing**
(crossword puzzle game)
 - **Midnight Correction**
(editing, proofing activity)
 - Bullfrog Log Game

(an arcade game based on correct word recognition)

Notes:

TextAssist (Win 3.x/95)

Publisher:

Creative Labs, Inc.
1901 McCarthy Boulevard
Milpitas, CA 95035

Retail Cost: \$ Included w/ Card

System Requirements:

A Sound Blaster card that supports TextAssist, 386SX-25 w/ 4MB RAM, 2 MB hard disk space, Windows 3.x or Windows 95.

Description:

The TextAssist TextReader provides high quality speech output for selected text. Options to change the volume, rate, and pitch of the current TextReader voices are accessible via the TextReader button bar or the System menu. The speech is customizable to the voices of the familiar DECtalk speech synthesizers.

Recommended Uses:

The TextReader application can serve as a proofreader for any user, but is especially useful for those who have difficulty reading.

Basic Use:

1. To launch the Text Assist TextReader, double click on the icon(Win 3.x); in Windows 95, select **Programs, SoundBlaster, and then Text Reader**. A button bar appears on the screen. This bar controls the flow of speech similar to a tape player controls. The right arrow is the play/stop button and the button to its right is the pause/resume button. Clicking the larger rectangle against the right end of the button bar activates the volume and rate slider bar, clicking on the small rectangle against the right end of the button bar closes the Text Reader application.
2. Start an application or file containing text to be read.
3. Highlight the portion of the text to be read by selecting the it with the mouse.
4. Click on the Play button of the button bar to hear the text spoken. If no text is highlighted, clicking the start button will cause TextReader to read the entire document.

Notes:

In Windows 3.x it is possible to have a text file read in File Manager by dragging the file icon up to the TextReader button bar.

In Windows 95, it is possible to do the same from Windows Explorer.

textHelp! Ver 2.10 (Win)

Publisher:

Retail Cost: \$ 250.00

Lorien Systems
Enkalon Business Part
25 Randalstown Road
Antrim
Co. Antrim
Northern Ireland
BT41 4LJ
(44) 0 1849 428574 (Fax)
U.S. contact (800) 747-0429
sales@loriens.com
support@loriens.com

System Requirements:

Windows 3.1x, at least at 386DX processor running at 33 MHz; 4 MB RAM, although 8 is recommended; up to 16 MB free disk space before installation; a Sound Blaster compatible sound card.

Description:

This software program provides students with learning disabilities and dyslexia with specialized tools to make the writing and reading process easier. textHelp! is a free-standing utility which works with other applications. The program speaks text as it be being typed, performs real time spell checking, can suggest phonetically close spellings, will automatically correct words, will support a small magnified viewing area, and provides automatic word prediction as a person types. Although in actual practice any one student generally will only use a few of these features, they all will work together.

Lorien Systems also sells an institutional site license (e.g., \$9,000 for 15,000 users) and all users (staff and students) are free to copy the program

Recommended Uses:

This program is recommended for students who have difficulty spelling, difficulty in reading what they have written, or who have poor recognition ability in differentiating between homonyms. Additionally some students with mild visual disability may benefit from the limited ability of the program to magnify small areas of text, and students with orthopedic difficulties who are unable to key in text rapidly may benefit from using this program.

Basic Use:

Starting the Program

1. From the Program Manager Icon, **double -click** on the textHelp! icon. The program (in default usage) puts up a blank word suggestion box.
2. Start a word processing program: e.g., Word for Windows or Write.
3. Depending upon its settings, textHELP! will appear as a small window on top of the document screen or as a small toolbar positioned in the title bar of the major application.
4. The following basic functions can be accessed by hot keys:

Display the Main Menu

It is possible to display the main menu by pressing **Alt-Ctrl-M**. When the tool bar is displayed, it is also possible to click on the Menu button (the last button on the right) to bring up the main menu.

Toggle Word Prediction

Pressing **Alt-Ctrl-P** starts or stops the word prediction function. When the function is invoked, the toolbar moves to the word prediction panel which is positioned on top of the document window.

Using the word prediction function is very easy: watch the panel as keys are entered, enter the number of the word when it appears in the word prediction panel. Press the Spacebar after the word has been entered. The word will be spoken if the speech option has been set up to include word echo.

Toggle Real Time Spell Check

The command **Alt-Ctrl-S** starts and stops the ability of textHelp! to monitor keystrokes as they are entered. If the program detects a word not in its dictionary, or a misspelled word, a spell check window appears on the screen

In order to bring up suggested word list, enter Alt-G or click on the **Suggest** button. Move the highlight through the words, pressing Alt-S or clicking on the **Speak** button to have the word pronounced. Tapping Enter when the highlight bar is on the desired word replaces the misspelled word with the correctly spelled word. The command Alt-R will do the same thing.

Speak Selected Text

Entering **Alt-Ctrl-V** causes textHelp! to read any text which has been selected. The only way to stop the speech is to select **Stop Speech** from the main menu (**Alt-Ctrl-M**).

Toggle the Magnification Function (the Zoomer)

The command **Alt-Ctrl-Z** turns on and off the textHelp! magnification function. It also is possible to control the magnification function from the main menu.

Temporarily Stop All Text Help Functions

The hotkey combination **Alt-Ctrl-X** stops textHelp! from processing any keystrokes (However, it will not stop speech already in progress; only the Stop Speech selection from the main menu will do that)

Notes:

Ultimate Word Attack (Win/Mac CD))

Publisher:

Davidson & Associates, Inc.
P.O. Box 2961
Torrance, CA 90509
(800) 545-7677

Retail Cost: \$ 29.95

System Requirements:

Multimedia PC with 5 MB free space; Windows 3.1 or 95; 8 MB RAM.
Macintosh: LC III or Power PC with 5 MB free space; System 7.1 or higher.

Description:

Ultimate Word Attack is a versatile, economical program for spelling drill. This version has 2 CDs and is a hybrid set, meaning that for the same price, you get CDs that will run on a Mac or PC. The activities are the same as those in Word Attack 3, but the presentation and graphics have changed. The vocabulary lists are extensive, and well organized by and within category.

In addition to a presentation activity, there are four activities:

- a tile game where definitions must match an exposed tile
- a crossword puzzle game which uses fill-in the sentence blank or definitions as clues
- a maze game with an arcade-type format
- a hat game with an arcade-type format

Record keeping activities and an easy-to-use authoring component are included.

Recommended Uses:

Recommended for students who wish to work on vocabulary development. Both reading and spelling activities are included in response formats.

Basic Use:

The Main Menu

There are four basic menus:

- the File menu which accesses student records or authoring activities;

- the Word List menu which controls word list level and the ability to view an entire word list;
- the Activity menu which controls such basic functions as speech, sound, starting and stopping, options;
- the Help menu which provides access to on-screen instructions or on-screen hints.

Program Activities:

Presentation Activity

Begin with this activity in order to familiarize the student with the vocabulary list. If a speech device is included, each word will be spoken as it is introduced visually. There are three levels of difficulty to work in: **Study**, a passive, activity; **Solve**, an activity requiring the user to enter target word from the keyboard (target word is displayed); or **Complete the Sentence** (user must type in the word from memory).

Tile Activity

The user is challenged to clear the tiles off the screen by matching each word with its definition. The definitions for the words are displayed below the tiles. If one of the words on screen does not match the definition, use the arrows to scroll through the definitions until you are able to make a correct match. A match clears a tile from the screen and uncovers the tile beneath it. Clear all the tiles to win. Double click on a tile to select it.

Crossword Puzzle

In this activity, match each word with its clue. If the highlighted letter box is shared by two words, two clues will appear: one for the across word and one for the down word. To move from word to word, use Tab, arrow keys or click the letter box with the mouse. There three modes of play: clues can be **Definitions, Sentences** or **Mixed**--a combination of clues in definition or sentence form

Maze Game

Move the Mascot Character (M.C.) through the vertical maze before time runs out. This character is to be moved through the maze so that he can eat the word which has its definition displayed at the bottom of the screen. The player needs to figure which word is accessible and then must select its definition (by rotating through the definition list) before the character can be moved to gobble the target word

Slime Game

This is an arcade-type activity. The object is to help the M.C. throw balls at the word that matches each definition that appears at the bottom of the

screen. To play, look at the definition at the bottom of the screen; click at the correct word or use the up or down arrow to move the M.C. directly across **from the word and then press Spacebar**. If the word is correct, a slime creature falls from the pipe. The pace of the game is controlled by **choosing Easy, Medium, or Hard level** of difficulty at the beginning of the game.

Editor

The Editor, an easy-to-use authoring tool, allows the user to make new word lists. It is possible to select words already included in the program or to input new words. It is necessary to provide a definition and two sentences in which the word is used. Give the file a name when it is saved. To use this word list, select custom from the Word List menu, and select from the file names displayed.

Stopping

Go to the Activity Menu at the top of the screen and select Stop. Selecting Quit from the File Menu will exit the program.

An Add-On

There is a companion audio CD with 25 vocabulary lists of 11 words each. Each word is spoken, a definition is given and then the word is used in a sentence. Voices alternate from female to male. The words are not a part of the software game, but are listed in the documentation folder. The auditory information could be transcribed into the editor if one wished to use words from the audio CD. This disc could also be used for vocabulary enhancement while commuting.

Notes:

Word Munchers Deluxe (Win 3.x, 95/Mac CD)

Publisher:

Retail Cost: \$ 14.95

MECC
6160 Summit Drive North
Minneapolis, MN 55430-4003
612-569-1500
<http://www.mecc.com/>

System Requirements:

This disc supports the Macintosh, and Windows 3.x and 95.

- Specific requirements for the Windows 3.x version: 486/50MHz or higher, 256 SVGA color display, 4 MB RAM, although 8 recommended, double-speed CD-ROM, mouse, and sound card.
- Specific requirements for the Windows 95 version: 486/50 MHz or higher, 256 color SVGA display, double-speed CD-ROM, 8 MB RAM, mouse, sound card.
- Specific requirements for the Macintosh: 68040 or higher (Performs 575 or greater), System 7.1 or later, 5 MB RAM (8 recommended), double-speed CD-ROM.

Description:

This program is an expanded version of the original Word Munchers grid game which required students to select words containing a target vowel sound. This model has been increased to include word selection activities related to linguistic elements and tasks. The program is designed for use with a range of ages, and allows the user to choose whether or not to play with "Troggles" (cartoon creatures which chase the player if play is moving too slowly).

The game materials are organized by grade level: grades one through five. The use of "grade level" as the reference for game structure is unfortunate, for the stimulus materials are presented in a relative grade-free manner. For older learners, the term "level one," rather than "grade one" would have been more appropriate.

It is possible to control sound and music options from the menu bar. The only way to stop a game is from the File option on the menu bar.

Recommended Uses:

This program may be useful in facilitating automaticity in the decoding/encoding processes of reading and writing. The small cost of this disc, coupled with its range of linguistic activities structured in the long-popular Word Munchers format, make it a useful addition to a software library. Some activities requiring students to match sounds to objects pictured may be difficult for some persons with visual perceptual difficulties

Basic Use:

1. Double-click on the Word Munchers icon.
2. Select **Play Troogle-Free** and the program will open to the main menu.
3. Select the level of play desired by clicking on the appropriate tab.
4. Select the game content and subject matter by clicking one the topics listed on the left page of the main menu graphic; select or de-select the desired stimulus materials from the right page by clicking the check boxes.
5. Decide whether to have stimulus material topics presented in the order listed or in random fashion by clicking the **In Order/Random** toggle button at bottom of the right page.
6. Click on the Play button at the lower right corner of the screen to begin current game. **Important:** one must double-click a correct item before it is selected.
7. The current game will automatically end when all of the correct items have been selected.
8. To exit a game in progress, go to the **File** menu and select **New Game**.

Program Content

- Grades One and Two: **Classification:** color, shape, design, class; **Grammar:** naming words, action words, describing words; **Phonics:** initial consonants, final consonants, vowels; **Vocabulary:** rhyming words; **Sentences:** naming words, action words, describing words; and **Challenge:** a random presentation of activity.
- Grades Three and Four: **Grammar:** nouns, action words, adjectives, pronouns, adverbs; **Phonics:** vowels; **Vocabulary:** synonyms, antonyms; **Sentences:** nouns, action verbs, adjectives, pronouns, adverbs; and the **Challenge** activity.
- Grade Five: Identical to structure of levels Three and Four with the exception of the following: **Grammar** and **Sentences** contain the additional stimulus topics of prepositions and interjections.

Notes:

ZoomText Xtra (Win)

Publisher

Ai Squared
P.O. Box 669
Manchester Center, VT 05255
(802) 362-3612
<http://www.aisquared.com>

Retail Cost see notes section

System Requirements

486 or higher processor; Windows 3.1 or 95, 16,256 or High Color display driver; minimum 8 MB RAM (16 MB preferred), Windows sound card or SSIL speech synthesizer (required for levels 2 and 3 only)

Description

ZoomText Xtra comes in two levels now and a third is scheduled for release sometime in 1998. Level 1 is a screen magnifier for the Windows 95 environment. Level 2 offers a fully integrated magnifier and screen reader – designed specifically for the low-vision computer user. Level 3, which is still under development, will add scanning, OCR, form-filling and printing.

Another innovative feature of ZoomText Xtra is its document reading module, called DocReader. Existing in all three product levels, DocReader is a full-screen environment for reading text from any Windows application. DocReader automatically reads through complete documents, including web pages and email.

This version also provides Microsoft's Active Accessibility which should be installed if using Microsoft Office 97 applications.

Recommended Uses

ZoomText is intended for use by persons with low vision. It may also be of value to individuals with learning disabilities.

Basic Use

1. To start ZoomText, choose the ZoomText icon from the **Start** menu.
2. When ZoomText is active, pressing **Alt Delete** turns it off. To turn ZoomText back on, press **Alt Insert**.

3. When ZoomText is active, pressing **Alt Insert** or **Ctrl Shift U** will **display** the ZoomText User dialog box. Options may be selected from menus or from Tool icons. Selections may be made from the keyboard or with a mouse.
4. Choose **Contents** from the **Help** menu and browse through the excellent descriptions of the programs functions.

Intermediate Use

Enlarging and Changing Text Size

Text may be enlarged in two ways: from the keyboard, Alt followed by the Plus or Minus key will enlarge or reduce text size.

From the ZoomText menu bar: from the Options menu select Display then click the Magnification tab if it is not already the front tab. From this dialog box it is possible to set horizontal and vertical size, whether the text is proportional (e.g. 3X (Horizontal) by 3X (Vertical) or not, and whether the text is to have smoothed edges (possible with 256 display monitors).

Choosing Display Style

From the ZoomText menu bar: From the **Window** menu select the display desired. The default view is **Overlay**. This view places an window in the lower right quarter of the screen. Cursor and Pointer tracking are on. Moving the mouse pans the screen display in this viewing window. The remaining 75% of the screen remains at normal magnification.

There are five main display options: Full Screen, Lens (a movable, sizable rectangle, H-split (horizontal split) and V-Split (vertical split).

Overlay

The default setting for ZoomText places the Overlay window in the lower quadrant of the screen. Moving the mouse pans the screen; with tracking on, activities using the cursor and mouse are focused in the window.

Re-sizing the Overlay View

It may be useful for students with learning disabilities to re-size the overlay so that only one line of text is magnified. This environment can be used for writing or reading. To do this:

1. Bring up the User dialog box with Alt Insert or with Shift Control U.
2. Select the Re-size icon (the 1st from the left in the lower row of Tool icons).
3. Click the mouse pointer on one of the rectangular "handles" which now appear on the outline of the current overlay window.
4. Click and drag the window borders to the desired positions (left border to the left margin, lower border up a bit, top border down as far as possible, right border a little to the left, if necessary. Click the right mouse button to keep the desired size.

Full Screen

For persons comfortable with all of the screen magnified. Moving the mouse (with tracking on) pans the magnified view.

H-Split

A magnified view of the screen is displayed in the lower half of the screen. Moving the mouse pans the view in the window. Cursor track places cursor activity **in** this view.

Saving Configurations

Configurations are easily saved or loaded into memory. Because a user can easily save a personalized configuration, **it** is easy to make ZoomText work in a highly customized setup.

To Save a Setup

1. Make necessary adjustments to ZoomText values.
2. Bring up the ZoomText User window with **Alt Insert**.
3. Open the File menu and select **Save As**.
4. Name the file (e.g., suzy). ZoomText automatically adds a **.ztw** extension.
5. The new configuration file is now listed at the bottom of the File menu, and can be loaded from there.

Loading Configurations

There are several different ways to load a configuration: From the File menu, select **Load** and select the file. Or from the **File** menu, select the name of the configuration from the bottom of the file menu if it is there. During a work session, once a configuration has been loaded, its name **is** placed at the bottom of the File menu.

How to Scroll Text

Having text scroll by in a magnified view can be an efficient way for some persons to read text. Entering the hot key command **Ctrl Shift S** brings up the **Scroll** icon. Click and hold down the mouse button and the screen starts scrolling action in the direction of the mouse drag. Click the right mouse button or press **Escape** to leave the scroll mode.

DocReader

1. Click the **DocReader** button, the open book icon without the pointer, to launch DocReader to read text from the last active application. The DocReader module is a reading environment that reformats, magnifies and speaks text (level 2 & 3 only) from any Windows application.
2. The text of the last opened application is reformatted into the DocReader window and a toolbar appears at the top. This toolbar is used to read through the text in a method similar to using a tape recorder's buttons. Click on the first button to start reading through the enlarged text. Click it again to stop. For more detailed descriptions of the buttons, see the descriptions from the **Help** menu..
3. With Level 2, speech output is also possible and can be controlled either from the DocReader window or the icons on the application. The icons control the various aspects of the speech function. To learn each icon's function, from the ZoomText Xtra application, click on the ? icon, then on the icon you wish to learn about. A short description will pop up which explains the function of that icon.

Notes:

Level 1 Pricing

ZX Level 1 (for Windows 95 and 3.1) \$395

ZX Level 1 Plus (includes ZoomText for DOS) \$595

ZX Level 1 Upgrade * (from older ZoomText versions) \$95

Level 2 Pricing

ZX Level 2 (for Windows 95 and 3.1) \$595

ZX Level 2 Plus (includes ZoomText for DOS) \$795

ZX Level 2 Upgrade * (from ZX Level 1) \$200
(from older ZoomText versions) \$195

Site License Pricing

Many site license options are available. For details, see the web site listed above.

Addendum

Personal Trainer ACT (Win)

Publisher:

Davidson & Associates, Inc.
P.O. Box 2961
Torrance, CA 90509
(800) 545-7677
<http://www.davd.com/>

Retail Cost: \$ 49.95

System Requirements:

Multimedia PC with 5 MB free space; Windows 3.1 or 95; 8 MB RAM

Description:

This program contains the equivalent number of sample questions equal to five full ACT tests. The subject matter range:

- English: usage and mechanics, and rhetorical skills;
- Reading: arts/literature, social studies/science;
- Mathematics: pre-algebra, intermediate algebra/coordinate geometry, plane geometry/trigonometry;
- Science reasoning.

Recommended Uses:

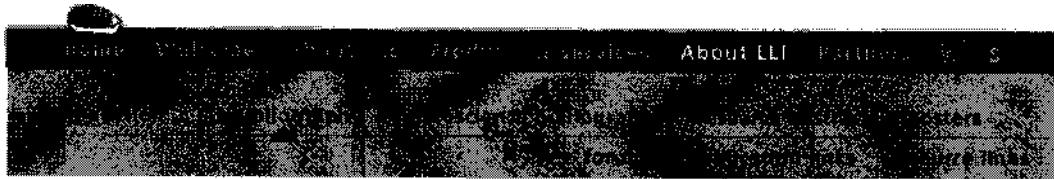
The program provides practice in subject matter areas and may be used for general review as well as for practice in test preparation. The program actually is designed to provide a structure (including a pretest) for preparing for the SAT. Designed for the good to average reader, this program also provides tips and strategies for test taking in these different types of subject matter.

Basic Use:

1. Double-click on the icon to start the program.
2. Click on the advertisement screen to get to the main screen.
3. Click on the **Visitor** button, a choice which allows the user to explore the activities of the program.
4. Click on the **English 1** button to enter subject matter activities.
5. Continue with that subject, if desired.
6. To change to another subject area, click on the **Subject** option of the program menu bar and select another area to explore.

Notes:

This program is one of many test prep programs developed by Davidson software.



Bibliography.

Language Based Learning Disabilities and Dyslexia

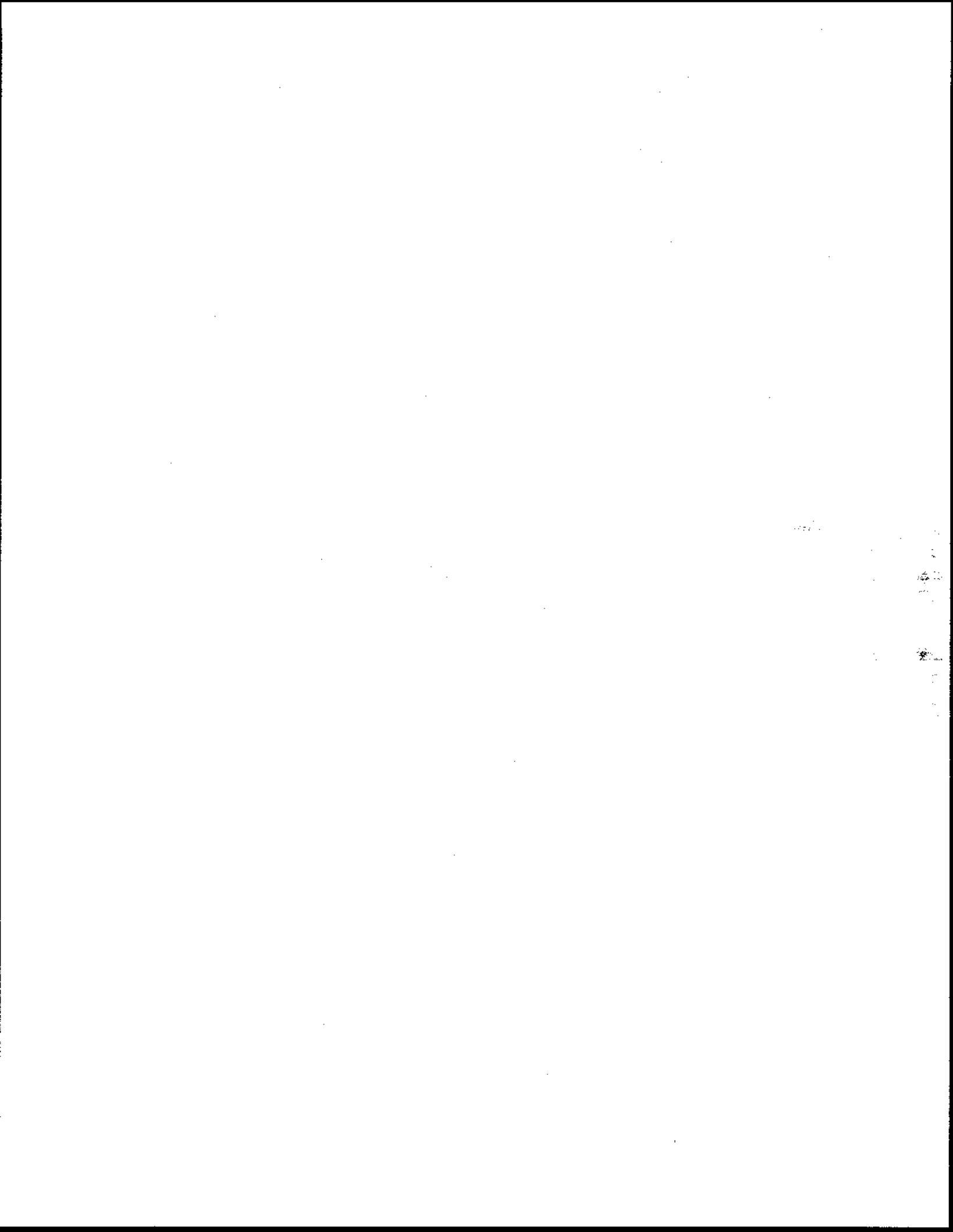
- Adesman AR, Altshuler LA, Lipkin PH, Walco GA. Otitis media in children with learning disabilities and in children with attention deficit disorder with hyperactivity. **Pediatrics**, **85**, (3 Pt 2): 442-6, 1990 Mar.
- Anderson KC, Brown CP, Tallal P. Developmental language disorders: evidence for a basic processing deficit. **Current Opinion in Neurology and Neurosurgery**, **6(1)**: 98-106 1993 Feb, (Review).
- Benasich. AA, Tallal P. An operant conditioning paradigm for assessing auditory temporal processing in 6- to 9-month-old infants. **Annals of the New York Academy of Sciences**, **682**: 312-4, 1993 Jun 14 .
- Benasich AA, Curtiss S, Tallal P. Language, learning, and behavioral disturbances in childhood: a longitudinal perspective. **Journal of the American Academy of Child and Adolescent Psychiatry**, **32(3)**: 585-94, 1993 May.
- Cantwell, Dennis P. **Developmental speech and language disorders**. Dennis P. Cantwell, Lorian Baker; foreword by George Tarjan. New York: Guilford Press, c1987.
- Carnine, Douglas. Teaching complex content to learning disabled students: the role of technology. **Exceptional Children** **v55, n6** 1989 Apr.

- Chalfant, James C. **Central processing dysfunctions in children; a review of research: phase three of a three-phase project**, by James C. Chalfant and Margaret A. Scheffelin. Bethesda, Md. U.S. National Institutes of Health; for sale by the Supt of Docs., U.S. Govt. Print. Off., Washington] 1969 [i.e. 1970].
- Chase CH, Tallal P. A developmental, interactive activation model of the word **superiority effect**. **Journal of Experimental Child Psychology**, 49(3): 448-87, 1990 Jun.
- Curtiss S, Katz W, Tallal P. Delay versus deviance in the language acquisition of language-impaired children. **Journal of Speech and Hearing Research**, 35(2): 373-83, 1992 Apr.
- Duffy FH, McAnulty G. Neurophysiological heterogeneity and the definition of dyslexia: preliminary evidence for plasticity. **Neuropsychologia**, 28(6): 555-71, 1990.
- Espin, Christine A., Sindelar, Paul T. Auditory feedback **and writing: learning disabled and nondisabled students**. **Exceptional Children** v55, n1 1988 Sept.
- Feldman, William **Learning disabilities : a review of available treatments**. William Feldman. Springfield, IL: C.C. Thomas, c1990.
- Felton. RH. Effects of instruction on the decoding skills of children with phonological-processing problems. **Journal of Learning Disabilities**, 26(9): 583-9, 1993 Nov.
- Fletcher, Jack M.; Shaywitz, Sally E.; Shankweiler, Donald P., Katz, Leonard, and others. Cognitive profiles of reading disability: Comparisons of discrepancy and low achievement **definitions**. **Journal of Educational Psychology**, v86 (n1): 6-23, 1994 Mar.

- et,
Gaddes, **Learning disabilities and brain function : a neuropsychological approach.** William.H. Gaddes, Dorothy Edgell; with a foreword by George W. Hynd. 3rd ed. New York: Springer-Verlag, c1994.
- Hagman. jO;Wood: **Cerebral brain metabolism in adult**
Buchsbaum MS, TAM P.-- dyslexic Subjects-assessed with
FloWers--L, Katz- positron emission tomography
during performance of an auditory.
task. Archives of Neurology, 49(7):
734-9, 1992 Jul.
- Jernigan TL, Trauner DA, Hesselink JR, Tallal P. Maturation of human cerebrum
observed in vivo during
adolescence. *Brain*, 114 (Pt 5):
2037-49, 1991 Oct.
- Jernigan TL, Hesselink Sowell. E, Tallal P. Cerebral structure on magnetic
resonance ~~imaging~~ in language-
and learning-impaired children.
Archives of Neurology, 48(5):
539-45, 1991 May.
- Jernigan TL, Tallal P. Late childhood changes in brain
morphology observable with MRI.
**Developmental Medicine and
Child Neurology, 32(5): 379-85,**
1990 May.
- Johnston JR, Miller JF, Curtiss S, Tallal P. Conversations with children who
are language impaired: asking
**questions. Journal of Speech and
Hearing Research, 36(5): 973-8,**
1993 Oct.
- Katz WF, Kripke C, Tallal P. Anticipatory coarticulation in the
speech of adults and young
children: acoustic, perceptual, and
**video data. Journal of Speech and
Hearing Research, 34(6): 1222-32,**
1991 Dec.
- Katz WF, Curtiss S, Tallal P. Rapid automatized naming and
gesture by normal and
language-impaired children. **Brain
and Language, 43(4): 623-41,** 1992
Nov.

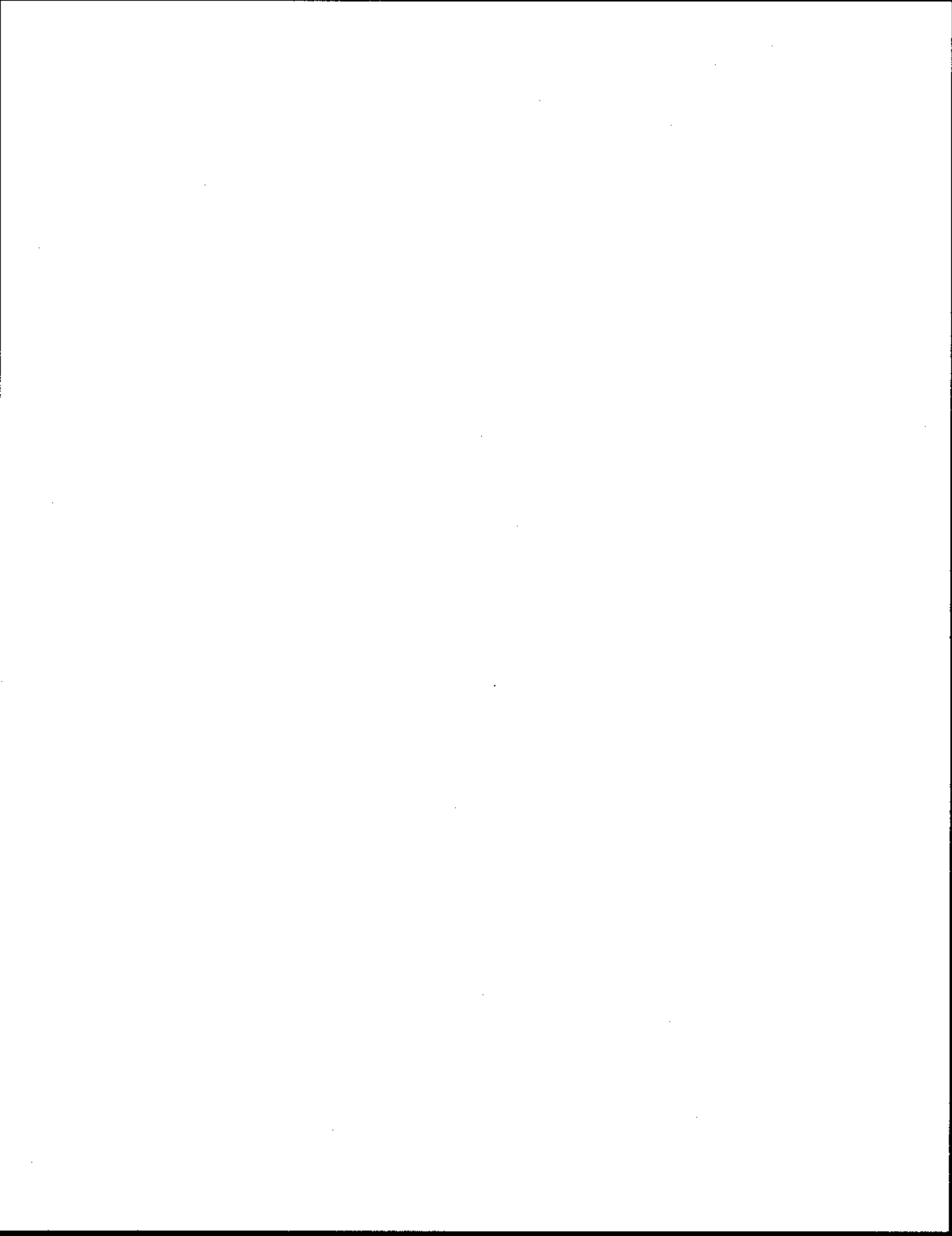
- Naming and gesture by normal and language-impaired children: evidence from a modified rapid automatized naming test. **Annals of the New York Academy of Sciences**, **682**: 359-62, 1993 Jun 14.
- Leek MR, Watson CS. Learning to detect auditory pattern components. **Journal of the Acoustical Society of America**, **76(4)**: 1037-44, 1984.
- Auditory perceptual learning of tonal patterns. **Perception and Psychophysics**, **43(4)**: 389-94, 1988.
- Lincoln AL Dickstein P, Courchesne E, Elmasian R, Tallal. P. Auditory processing abilities in non-retarded adolescents and young adults with developmental receptive language disorder and autism. **Brain and Language**, **43(4)**: 613-22, 1992 Nov.
- Lyon, G. Reid Research initiatives in learning disabilities: Contributions from scientists supported by the National Institute of Child Health and Human Development. **Journal of Child Neurology**, **v10** (nSuppl 1, S120-S126), 1995 Jan.
- Lyon, G. Reid, ed., Gray, David. B., ed., Kavanagh, James F., ed., Krasn.egor, Norman A., ed. **Better understanding learning disabilities: New views from research and their implications for education and public policies.** Paul H. Brookes Publishing; Baltimore, MD, US, 1993.
- MacLachlan, Barbara G., Chapman, Robin S. Communication breakdowns in normal and language learning-disabled children's conversation and narration. **Journal of Speech and Hearing Disorders** **v53**, n1 1988 Feb.
- Moats, Louisa C.; Lyon, G. Reid. Learning disabilities in the United States: Advocacy, science, and the future of the field. **Journal of Learning Disabilities**, **v26 (n5)**: 282-294, 1993 May.

- Na.ss R. Advances in learning **disabilities. Current Opinion in Neurology, 7(2):** 179-86, 1994 Apr.
- Rudel, Rita G. (Rita Gillis) **1921-1984. Assessment of developmental learning disorders: a neuropsychological approach.** Rita G. Rudel with Jane M. Holmes and Joan Rudel Pardes. New York : Basic Books, c1988.
- Shaywitz, Bennett A., Sh.aywitz, Sally E., Pugh., Kenneth R., Constable, R. Todd, and others. Sex differences in the functional organization of the brain for language. *Nature*, v373 (n6515): 607-609, 1995 Feb.
- Shear PK, Tallal P, Delis DC. Verbal learning and memory in language impaired children. **Neuropsychologia**, 30(5): 451-8, 1992 May.
- Sobotowicz, William. S. **Cortical dysfunctioning in children with specific reading disability.** William S. Sobotowicz and James R. Evans. Springfield, Ill.: Thomas, c1982.
- Steffens, Mt, Filers, RE, Gross-Glenn, K., Jalla.d, B. Speech perception in adult subjects with familial dyslexia. **Journal of Speech and Hearing Research v35, n1** (Feb, 1992).
- Tal.lal P. Development and disorders of speech and language: Implications for neural and behavioral plasticity. **In Maturational Windows and Adult Cortical Plasticity.** Eds B. Julesz and I. Kovacs, SFI **Studies in the Sciences of Complexity, Vol. 23**, Addison-Wesley, 239-246,1995.
- Hormonal influences in developmental learning disabilities. **Psychoneuroendocrinology, 16 (1-3):** 203-11, 1991.



- Fine-grained discrimination deficits in language-learning impaired children are specific neither to the auditory modality nor to speech perception. **Journal of Speech and Hearing Research**, 33(3): 616-9, 1990 Sep.
- Tal P, Fitch R.H. Neurobiological basis of speech: a case for the preeminence of temporal processing. **Annals of the New York Academy of Sciences** 682: 27-47, 1993 Jun 14.
- Tal P, McDevine B. Neuroendocrine effects on brain development and cognition [editorial]. **Psychoneuroendocrinology**, 16(1-3): 3-6, 1991.
- Tallal P, Townsend J, Curcio P, Wulfeck B. Phenotypic profiles of language-impaired children based on genetic/family history. **Brain and Language**, 41(1): 81-95, 1991 Jul.
- Torgesen, Joseph K., Wagner, Richard K., Rashotte, Carol A. Longitudinal studies of phonological processing and reading. **Journal of Learning Disabilities**, v27 (n5): 276-286, 1994.
- Torgesen, Joseph K., Wagner, Richard K. Language abilities, reading acquisition, and developmental dyslexia: Limitations and alternative views. **Journal of Learning Disabilities**, v25 (n9): 577-581, 1992 Nov.
- Trauner DA, Ballantyne A, Chase C; Tallal P. Comprehension and expression of affect in language-impaired children. **Journal of Psycholinguistic Research**, 22(4): 445-52 1993 Jul.

- van Daal, VII; van der Leij A. Computer-based reading and spelling practice for children with learning disabilities. **Journal of Learning Disabilities**, 25(3): 186-95, 1992 Mar.
- Wagner, Richard K., Torgesen, Joseph K., Rashotte, Carol A. Development of reading-related phonological processing abilities: New evidence of bidirectional causality from a latent variable longitudinal study. **Developmental Psychology**, v30 (n1): 73-87, 1994 Jan.
- Wagner, Richard K., Torgesen, Joseph K., Laughon, Pamela, Simmons, Karen, and others. Development of young readers' phonological processing abilities. **Journal of Educational Psychology**, v85 (n1): 83-103, 1993 Mar.
- Wagner, Richard K., Torgesen, Joseph K. The nature of phonological processing and its causal role in the acquisition of reading skills. **Psychological Bulletin**, v101 (n2): 192-212, 1987 Mar.
- Willeford, Jack A. **Handbook of central auditory processing disorders in children.** Jack A. Willeford, Joan M. (Billger) Burleigh. Orlando, FL : Grune & Stratton, c1985.
- Williams, Jessie (Baroness Francis-Williams). **Children with specific learning difficulties; the effect of neurodevelopmental learning disorders on children of normal intelligence.** Jessie Francis-Williams. [1st ed.]. Oxford, New York, Pergamon Press 1970. Series title: The Commonwealth and international library. Mental health and social medicine division.



Wulfeck BB, Trauner DA,
Tallal P..

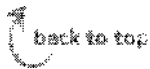
Neurologic, cognitive, and
linguistic features of infants after
early stroke. **Pediatric Neurology**,
7(4): 266-9, 1991 Jul-Aug.

Wright BA, Lombardino
King WM, Puranik CS,
Leonard, CM, Merzenich,
MM..

Deficits in auditory temporal and
spectral resolution in
language-impaired children.
Nature v387 (n:6629): 176, 1997
May 8.

Ziegler M., Tallal P, Curtiss S.

Selecting language-impaired
children for research studies:
insights from the San Diego
Longitudinal Study. **Perceptual
and Motor Skills**, 71(3 Pt 2):
1079-89, 1990 Dec.



[General Info](#) | [Site Map](#) | [Search](#)

lecnNi

■001

