



The Dyslexia Debate (Cambridge Studies in Cognitive and Perceptual Development)

Julian G. Elliott, Elena L. Grigorenko

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The Dyslexia Debate examines how we use the term "dyslexia" and questions its efficacy as a diagnosis. While many believe that a diagnosis of dyslexia will shed light on a reader's struggles and help identify the best form of intervention, Julian G. Elliott and Elena L. Grigorenko show that it adds little value. In fact, our problematic interpretation of the term could prove to be a major disservice to many children with difficulties learning to read. This book outlines in detail the diverse ways in which reading problems have been conceptualized and operationalized. Elliott and Grigorenko consider the latest research in cognitive science, genetics, and neuroscience, and the limitations of these fields in terms of professional action. They then provide a more helpful, scientifically rigorous way to describe the various types of reading difficulties and discuss empirically supported forms of intervention.



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