

Basic Visual Processes and Learning Disability

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This volume is concerned with the interaction of visual and learning processes and how dysfunction in each relates to learning disability. For the purposes of this book, "learning disability" is referred to as a retardation, disorder or delayed development in one or more of the processes of speech, language, reading, writing or arithmetic in a child of average, near average or above average intellectual ability which may be caused by deficits other than primary mental retardation or poor instruction. This book examines the most frequently cited characteristics of children with learning disabilities in relation to basic visual processes. Among these are hyperactivity; perceptual motor impairment; emotional lability; general orientation defects; disorders of attention; impulsivity; disorders of memory and thinking; difficulty with reading, writing and spelling; disorders of speech and hearing; and equivocal EEG irregularities and neurological signs.

Vision is viewed in this book as a broad and dynamic process including function related to the peripheral end-organ, the neural extension, the integration into the total sensory-motor systems of the body and the role of the

subserving processes. This view of vision will provide a better understanding of the physical, physiological and psychological relationships between vision and the total behavior of the learning disabled child.

The book also discusses the way in which many of the problems encountered by these children are based in central nervous system deficits. It is the contention of the editor and contributors that therapeutic intervention should be directed more toward a holistic approach than toward a symptomatic one.

This volume stresses that learning disability is a multifaceted, interdisciplinary problem which cannot be approached from either a laboratory or classroom perspective exclusively. Instead, the chapters concerning the many assorted handicaps of the learning disability entity will indicate that basic integrative and associational processes are involved and that the ultimate answers will have to come from research.

To integrate the effort toward a better understanding of the total problem, this book describes basic processes and outlines specific disorders, diagnoses and treatment possibilities.

Basic Visual Processes And Learning Disability

Jianjun Gao



Basic Visual Processes And Learning Disability:

Basic Visual Processes and Learning Disability Gerald Leisman,1975 *Basic Visual Processes and Learning Disabilities* Gerald Leisman,1976 **Learning About Learning Disabilities** Po-Zen Wong,Bernice Wong,2014-05-19 This is the first textbook to give equal attention to the intellectual conceptual and practical aspects of learning disabilities Topical coverage is both comprehensive and thorough and the information presented is up to date Provides a balanced focus on both the conceptual and practical aspects of learning disabilities LD The research covered is far more comprehensive and of greater depth than any other LD textbook The work is distinctive in its treatment of such important areas as consultation skills and service delivery **Eye Movements and the Higher Psychological Functions** John W. Senders,Dennis F. Fisher,Richard A. Monty,2017-03-27 Originally published in 1978 this volume reflects the proceedings of a conference held in February 1977 in California and is a natural successor to the earlier volume *Eye Movements and Psychological Processes* Monty information about the position of the eye in the head and the perception of visual space saccades and visual functioning and masking In further parts it goes on to look at methodology and models cognitive processes reading processes looking at static and dynamic display and finally chapters on problems and applications *Resources in Education* ,1977 *Handbook of Cognitive, Social, and Neuropsychological Aspects of Learning Disabilities* S. J. Ceci,Stephen J. Ceci,2014-05-22 First Published in 1986 This is the companion volume to the *Handbook of Cognitive Social and Neuropsychological Aspects of Learning Disabilities Vol 1* As such it is a continuation of the theme and approach taken in the first volume There are four thematic sections comprised of three to four chapters each dealing with cognitive micro level and macro level social and neurological characteristics of learning disabled individuals [Visual Processes in Reading and Reading Disabilities](#) Dale M. Willows,Evelyne Corcos,Richard S. Kruk,1993 First Published in 1993 Routledge is an imprint of Taylor Francis an informa company **International Journal of Neuroscience** ,1977 **Learning Disabilities Sourcebook** Linda M. Shin,1998 Basic information about disorders such as dyslexia visual and auditory processing deficits attention deficit hyperactivity disorder and autism along with statistical and demographic data reports on current research initiative an explanation of the assessment process and a special section for adults with learning disabilities **Chicorel Index to Reading and Learning Disabilities, an Annotate Guide: Books** Marietta Chicorel,1977 Separate listings of current books on reading and learning disabilities Each entry gives bibliographical information annotation and subjects covered Author title subject indexes **Acta Neurobiologiae Experimentalis** ,1978 **Dyslexia, Interdisciplinary Approaches to Reading Disabilities** Herman K. Goldberg,Gilbert B. Schiffman,Michael Bender,1983 **Learning Disabilities** Corinne Roth Smith,1991 This fourth edition examines the characteristics of individuals with learning disabilities and how their success is mediated by the demands and attitudes of their families and school environments The book takes an ecological perspective on learning disabilities A focus on multicultural diversity issues is included in special

sections throughout It is written in a readable style with many anecdotes and over 45 personal vignettes contributed by individuals with learning disabilities their parents teachers and psychologists Topics to this new edition include the concept of learning disabilities causes of learning disabilities task and setting contributors academic development social emotional development assessment and more Educators of students with learning disabilities

Learning Disabilities Janet W. Lerner,1989 **Auditory Processing and Learning Disabilities** Donald L. Rampp,1980 **Resources in Education**,1996 **Education of Children and Adolescents with Learning Disabilities** Abraham Ariel,1992 **Neurobehavioral and Perceptual Dysfunction in Learning Disabled Children** Delmont C. Morrison,1985 20/20 is Not Enough Arthur Seiderman,Steven E. Marcus,David Hapgood,1989 An astonishing and inspiring book that reveals the nature of vision exposes the critical need for vision testing and points to the availability of new effective treatments that can correct or dramatically improve vision disorders Illustrated **Dioptric Review and British Journal of Physiological Optics** ,1976

The Enigmatic Realm of **Basic Visual Processes And Learning Disability**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Basic Visual Processes And Learning Disability** a literary masterpiece penned by a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of people who partake in its reading experience.

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