

Literacy Studies

Volume 13

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While language defines humanity, literacy defines civilization. Understandably, illiteracy or difficulties in acquiring literacy skills have become a major concern of our technological society. A conservative estimate of the prevalence of literacy problems would put the figure at more than a billion people in the world. Because of the seriousness of the problem, research in literacy acquisition and its breakdown is pursued with enormous vigor and persistence by experts from diverse backgrounds such as cognitive psychology, neuroscience, linguistics and education. This, of course, has resulted in a plethora of data, and consequently it has become difficult to integrate this abundance of information into a coherent body because of the artificial barriers that exist among different professional specialties. The purpose of this series is to bring together the available research studies into a coherent body of knowledge. Publications in this series are of interest to educators, clinicians and research scientists in the above-mentioned specialties. Some of the titles suitable for the Series are: fMRI, brain imaging techniques and reading skills, orthography and literacy; and research based techniques for improving decoding, vocabulary, spelling, and comprehension skills.

More information about this series at <http://www.springer.com/series/7206>

Rachel Schiff • R. Malatesha Joshi
Editors

Interventions in Learning Disabilities

A Handbook on Systematic Training
Programs for Individuals with Learning
Disabilities

 Springer

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ISSN 2214-000X

Literacy Studies

ISBN 978-3-319-31234-7

DOI 10.1007/978-3-319-31235-4

ISSN 2214-0018 (electronic)

ISBN 978-3-319-31235-4 (eBook)

Library of Congress Control Number: 2016943549

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Printed on acid-free paper

This Springer imprint is published by Springer Nature
The registered company is Springer International Publishing AG Switzerland

Acknowledgements

A volume of this significance is not possible without the contribution of well-known researchers and we are indebted to our contributors for their timely contribution and revising the chapters based on the reviews. We also wish to express our gratitude to various reviewers who made the chapter better despite their busy schedule. We are indebted to Ms. Jolanda Voogd and Ms. Helen van der Stelt at Springer publishing, who saw the value of this project from early on and provided support and guidance throughout the process. We hope that this collection will benefit a wide audience of scholars and practitioners working with individuals with LD and related disorders.

Finally, we thank our families for their love and support.

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