

Research Involving the Lindamood-Bell® Programs

- Aaron, P.G., R. Malatesha Joshi, Regina Gooden, and Kwesi E. Bentum. 2008. "Diagnosis and Treatment of Reading Disabilities Based on the Component Model of Reading: An Alternative to the Discrepancy Model of LD." *Journal of Learning Disabilities* 41 (1):67-84. doi: 10.1177/0022219407310838.
- Adair, J. C., S. E. Nadeau, T. W. Conway, L. J. Gonzalez-Rothi, P. C. Heilman, I. A. Green, and K. M. Heilman. 2000. "Alterations in the functional anatomy of reading induced by rehabilitation of an alexic patient." *Neuropsychiatry, Neuropsychology, and Behavioral Neurology* 13 (4):303-11.
- Alexander, Ann W., Helen G. Andersen, Patricia C. Heilman, Kytja S. Voeller, and Joseph K. Torgesen. 1991. "Phonological awareness training and remediation of analytic decoding deficits in a group of severe dyslexics." *Annals of Dyslexia* 41 (1):193-206. doi: 10.1007/BF02648086.
- Bell, Nanci. 1991. "Gestalt imagery: A critical factor in language comprehension." *Annals of Dyslexia* 41 (1):246-260. doi: 10.1007/BF02648089.
- Brennan, Stephanie, and G. L. Robinson. 1998. "4 Approaches to comprehension instruction for students with literacy problems at the high school level." *Australian Journal of Learning Disabilities* 3 (4):12-19. doi: 10.1080/19404159809546573.
- Castiglioni-Spalten, M., and L. C. Ehri. 2003. "Phonemic awareness instruction: Contribution of articulatory segmentation to novice beginners' reading and spelling." *Scientific Studies of Reading* 7 (1):25-52.
- Conway, T. W., P. Heilman, L. J. Rothi, A. W. Alexander, J. Adair, B. A. Crosson, and K. M. Heilman. 1998. "Treatment of a case of phonological alexia with agraphia using the Auditory Discrimination in Depth (ADD) program." *Journal of the International Neuropsychological Society* 4 (6):608-20.
- Eden, G. F., K. M. Jones, K. Cappell, L. Gareau, F. B. Wood, T. A. Zeffiro, N. A. Dietz, J. A. Agnew, and D. L. Flowers. 2004. "Neural changes following remediation in adult developmental dyslexia." *Neuron* 44 (3):411-22. doi: 10.1016/j.neuron.2004.10.019.
- Fayez, Orchida, and Ghada Hor. 2009. "Verbalization and Visualization Process and Its Applicability in EFL." *International Journal of Humanities* 7 (8):33-42.
- Johnson-Glenberg, Mina C. 2000. "Training reading comprehension in adequate decoders/poor comprehenders: Verbal versus visual strategies." *Journal of Educational Psychology* 92 (4):772-782. doi: 10.1037/0022-0663.92.4.772.
- Kendall, D. L., S. E. Nadeau, T. Conway, R. H. Fuller, A. Riestra, and L. J. Gonzalez Rothi. 2006. "Treatability of different components of aphasia - insights from a case study." *Journal of Rehabilitation Research & Development* 43 (3):323-36.
- Kennedy, Karen M., and Joan Backman. 1993. "Effectiveness of the Lindamood Auditory Discrimination in Depth Program with students with learning disabilities." *Learning Disabilities Research & Practice* 8 (4):253-259.
- Krafnick, A. J., D. L. Flowers, E. M. Napoliello, and G. F. Eden. 2011. "Gray matter volume changes following reading intervention in dyslexic children." *Neuroimage* 57 (3):733-41. doi:

- 10.1016/j.neuroimage.2010.10.062.
- Lindamood, Patricia, C., Nanci Bell, and Phyllis Lindamood, D. 1997. "Sensory-cognitive factors in the controversy over reading instruction." *Journal of Developmental and Learning Disorders* 1 (1).
- McIntyre, Laureen, Susan Protz, and Lynn McQuarrie. 2008. "Exploring the potential of LiPS instruction for beginning readers." *Developmental Disabilities Bulletin* 36 (1 & 2):18-48.
- Murdaugh, D. L., H. D. Deshpande, and R. K. Kana. 2015. "The Impact of Reading Intervention on Brain Responses Underlying Language in Children With Autism." *Autism Research*. doi: 10.1002/aur.1503.
- Murdaugh, D. L., J. O. Maximo, and R. K. Kana. 2015. "Changes in intrinsic connectivity of the brain's reading network following intervention in children with autism." *Human Brain Mapping*. doi: 10.1002/hbm.22821.
- Olson, Richard K., Barbara Wise, Jerry Ring, and Mina Johnson. 1997. "Computer-Based Remedial Training in Phoneme Awareness and Phonological Decoding: Effects on the Posttraining Development of Word Recognition." *Scientific Studies of Reading* 1 (3):235-253. doi: 10.1207/s1532799xssr0103_4.
- Olulade, Olumide A., Eileen M. Napoliello, and Guinevere F. Eden. 2013. "Abnormal Visual Motion Processing Is Not a Cause of Dyslexia." *Neuron* 79 (1):180-190.
- Patel, Pooja, and Leslie Laud. 2009. "Helping Students to Add Detail and Flair to Their Stories." *Preventing School Failure: Alternative Education for Children and Youth* 54 (1):2-11. doi: 10.3200/psfl.54.1.2-11.
- Pokorni, Judith L., Colleen K. Worthington, and Patricia J. Jamison. 2004. "Phonological Awareness Intervention: Comparison of Fast ForWord, Earobics, and LiPS." *Journal of Educational Research* 97 (3):147-158. doi: 10.3200/joer.97.3.147-158.
- Sadoski, Mark, and Victor L. Willson. 2006. "Effects of a Theoretically Based Large-Scale Reading Intervention in a Multicultural Urban School District." *American Educational Research Journal* 43 (1):137-154. doi: 10.3102/00028312043001137.
- Shaw, Donita Massengill, and Laurel J. Disney. 2012. "Expanding Access, Knowledge, and Participation for Learning Disabled Young Adults with Low Literacy." *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education* 1 (3):148-160.
- Simos, P. G., J. M. Fletcher, E. Bergman, J. I. Breier, B. R. Foorman, E. M. Castillo, R. N. Davis, M. Fitzgerald, and A. C. Papanicolaou. 2002. "Dyslexic-specific brain activation profile becomes normal following successful remedial training." *Neurology* 58 (8):1203-1212.
- Torgesen, J. K., A. W. Alexander, R. K. Wagner, C. A. Rashotte, K. S. Voeller, and T. W. Conway. 2001. "Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches." *Journal of Learning Disabilities* 34 (1):33-58, 78.
- Torgesen, J. K., R. K. Wagner, C. A. Rashotte, J. Herron, and P. Lindamood. 2010. "Computer-assisted instruction to prevent early reading difficulties in students at risk for dyslexia: Outcomes from two instructional approaches." *Annals of Dyslexia* 60 (1):40-56. doi: 10.1007/s11881-009-0032-y.
- Torgesen, Joseph K., Richard K. Wagner, Carol A. Rashotte, Elaine Rose, Patricia Lindamood, Tim

- Conway, and Cyndi Garvan. 1999. "Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction." *Journal of Educational Psychology* 91 (4):579-593. doi: 10.1037/0022-0663.91.4.579.
- Truch, S. 1994. "Stimulating basic reading processes using Auditory Discrimination in Depth." *Annals of Dyslexia* 44.
- Vanderberg, Laura E., Margaret E. Pierce, and Laurel J. Disney. 2011. "Reading Intervention Outcomes for Adults With Disabilities in a Vocational Rehabilitation Setting: Results of a 3-Year Research and Demonstration Grant." *Rehabilitation Counseling Bulletin* 54 (4):210-222. doi: 10.1177/0034355211402518.
- Wise, B. W., J. Ring, and R. K. Olson. 1999. "Training phonological awareness with and without explicit attention to articulation." *Journal of Experimental Child Psychology* 72:271-304.
- Wise, B. W., J. Ring, and R. K. Olson. 2000. "Individual differences in gains from computer-assisted remedial reading." *Journal of Experimental Child Psychology* 77 (3):197-235. doi: 10.1006/jecp.1999.2559.