

Peer-reviewed Publications and Presentations:

Repeated Oral Assisted Reading and Use of The Initial Teaching Alphabet for Remediation of Dyslexia

Jane Flynn Anderson, Ph.D.

A. Publications by Author

Flynn, J. (1994). The Use of the Initial Teaching Alphabet for Remediation of Dyslexia. New York: Initial Teaching Alphabet Foundation.

Flynn, J., & Deering, W. (1993). Eavesdropping on the brain: The Gundersen Medical Foundation dyslexia studies. The Gundersen Medical Journal, 1 (2), 49-54.

Flynn, J., Deering W., Goldstein, M., and Rahbar, M. (1992). Electrophysiological correlates of dyslexic subtypes. Journal of Learning Disabilities, 25, 133-141.

Lyon, G.R., and Flynn, J. (1991). Educational validation studies with subtypes of learning disabled readers. In B.P. Rourke (Ed.). Neuropsychological Validation of Learning Disability Subtypes. New York: Guilford Press, 223-242.

Lyon, G.R., Moats, L., and Flynn, J. (1988). From assessment to treatment: Linkage to interventions with children. In M. Tramontana and S. Hooper (Eds.). Assessment Issues in Child Neuropsychology. New York: Plenum Press, 113-142.

B. Regional, National and International Presentations

Flynn, J., and Cichosz, D. (October, 1999). "Embedding Phonological Awareness and Spelling Remediation within a Process Writing Program." The International Reading Association 26th Plains Regional Conference, Minneapolis, MN.

Flynn, J. (November, 1996). "Remediation of Dyslexia in Children With and Without ADD." CH.A.D.D. Eighth International Conference, Chicago, IL.

Flynn, J. (November, 1993). "The Effectiveness of the ITA Remediation Program for Children at Risk." Wisconsin State Superintendent's Council on Exceptional Education. Wisconsin Department of Instruction. Madison, WI.

Flynn, J. (September, 1991). "Topographic Brain Mapping and Developmental Dyslexia." 3rd Annual Conference on Brain Function and Learning, University of North Texas, Texas.

Flynn, J., & Deering, W. (March, 1989). "Early Detection and Remediation of Reading Disabilities: Educational and Neurophysiological Studies." Council for Exceptional Children's

68th Annual Convention, Washington, D.C.

Flynn, J. (November, 1989). "Los Subtipos de Dislexia de Desarrollo." Thirteenth Latin American Medical Congress of Rehabilitation. Lima, Peru.

C. Publications about Flynn-Anderson's ROAR/i.t.a. research

Meyer, M., & Felton, R. (1999). Repeated reading to enhance fluency: Old approaches and new directions. Annals of Dylexia, 49, 283-306.

D. Publications supporting repeated guided oral reading for remediation of reading disabilities

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. National Institute of Child Health and Human Development. Washington, D.C.

E. Research on effectiveness of i.t.a. for beginning reading instruction

Adams, M. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: The MIT Press. P. 131.

Frith, U., Wimmer, H., & Landerl, K. (1998). Differences in phonological recoding in German- and English-speaking children. *Scientific Studies of Reading*, 2 (1), 31-54.

Pearson, P.D. (1997). The First-Grade Studies: A personal reflection. *Reading Research Quarterly*, 32, 87-91.

Thorstad, G. (1991). The effect of orthography on the acquisition of literacy skills. *British Journal of Psychology*, 82, 527-537.

