Basic process theories, 1, 2, 9, 356, 357
use of remedial procedures based on, 358-359
Basic form perception, 107
Behavioral problems
need of research control for, 75
Bender's theory, 41-42, 63-65
Bender's Visual-Motor Gestalt Test,
63, 66, 67, 68, 72-75, 144, 354-355
age and mental maturity and, 80
correlation of oral reading and
phonemic skills and, 80
reading ability and performance on, 77, 79
Berko's test of morphological usage,
279-280
Birch's theory of sensory dominance,
46-48, 187-191, 209
Bisensory memory, 191-199
Bisensory recall task. 220, 324
Boder's classification schema, 48,
355, 356
Body image and optical problems, 16
Brain-behavior relations, 228
Broadbent's dichotic listening tech-
nique, 191
Category matching speed, 252-253
Central perceptual deficits, 195
Central processing deficiencies, 218
Central processing mechanisms, 213
Cerebral palsy, 18, 78
Chomsky's stage theory of syntactic
development, 269, 277
Closure, 62, 71
Cloze technique, 283, 287
Code acquisition and visual-perceptual
skills, 84
Coding
comparison of reader group dif-
fferences in, 251-252
difficulties in, 250, 299
dyslexia and ability in, 299, 300
linguistic awareness and difficulties
in, 350
perception of form and, 114
Coding factors, 94, 116, 150
Cognitive development and reading, 13
Cognitive processing, 142
Cognitive style, 315

Communication unit, 267-268, 274
Complex visual array
comparison of reader groups on
searching of, 201
Component sounds of words, 24
Comprehension, 115, 352
rapid word decoding and skill in, 253
word identification and effect of
training in, 286
Concept learning and spatial re-
dundancy, 169
Conceptual deficiencies, 10
maturational lag and, 74
Conceptual development, 79
Conceptual knowledge and per-
formance, 122
Concrete operational thought, 12
Congenital word blindness, 38
Conrad's theory of memory, 223
Conservation, 95
reading readiness and, 13, 14-15
Constitutional defect and inefficient
perceptual processing, 183
Contextual information, 333
dyslexia and inadequate use of, 283
vocalization latencies and, 255
Coordination problems, 23
Critical reading behaviors, 9
Cross-modal deficit theory, 199-201,
336. See also Intersensory defi-
cit theory
Cross-modal transfer, 337, 340
dysfunction in, 191, 203
nonverbal learning tasks in evalua-
tion of, 201-204
temporal ordering and, 214
Cross-referencing, 307, 309
strategies for, 310
Cross-validation, 33-34, 35
Cue elaboration, 283
Cueing function of word features, 306
Cultural-deficit hypothesis, 21
Cumulative-deficit hypothesis, 20-21
Curve-fitting procedures and grade
equivalent scores, 25-26

Decentration, 12-13, 143, 333
operational definition of, 13
Decoding, 115, 125
dyslexia and problems in, 151, 233,
322
featural information and, 156, 158
Definitional problems, 8-9, 14
Demographic characteristics, 28, 29
Descriptive analysis and transformational analyses, 276
Design copying tests, 76
Detection condition compared with differential reinforcement, 128-129
Deutsch’s cumulative-deficit hypothesis, 20-21
Developmental difficulties, 10, 17-18
dyslexia and, 321-327
intersensory integration theories and, 335
maturational lag and, 65
Developmental language disorder, 236-237
Developmental theories of dyslexia, 37-42, 62
Developmental variables, 235
Dextrad orientation, 39
Diamond illusion test, 13
Dichotic listening tasks, 206
Differential reinforcement, 128-129
Differential reinforcement paradigm, 126
Digit processing, 106
comparison of reader groups on, 103-104
DiLollo’s two-stage model of visual short-term memory, 114-115
Directional and spatial orientation, 116-135
Directional impairment, 133-134
Directional inaccuracies in beginning readers, 140
Directionality, 332
Directional problems, 42, 117, 169
Directional scanning, 179, 180-181
Directional sequencing errors, 8
Directional set theories, 126
Discontinuity detection, 114
Discourse comprehension, 250-251
Discriminant function analysis, 275-276
Discrimination accuracy, 91
Discrimination of speech sounds, 291
Discrimination tasks, 132
Distal stimulus distortion of, 39, 43
misperception of, 117
Distinctive features of words, 145-146

Dominant hemisphere and “writing center,” 137
Downward scanning hypothesis, 129-130
Draw-a-Person Test, 75-76
Drew’s theory, 45
Dual processing theories, 179
Dyseidetic dyslexics, 48-49, 355
Dyslexia
anomalies associated with, 23, 34-35
bases for most descriptions of, 2-3
characteristics correlated with, 23-24
critique of trace persistence theories of, 108-115
definitional problems in study of, 8-9, 321-327
developmental theories of, 37-42
early study of, 38-39
emotional factors and, 19-20
four basic areas of concern in theories of, 51
hereditary aspects of, 43-44
multifactor theories of, 46-50
operational definition of, 24-35
problems associated with definition of, 9
sex differences in, 23, 34
single-factor theories of, 37-42
spatial redundancy theory of, 165-169
traditional conceptualizations of, 1-4
Dysphonetic dyslexics, 48, 355
Economy of processing, 105
EEG patterns, 23
Ego strength and reading achievement, 72
Embedded figures test, 13, 14
comparison of reader groups on, 143-144
Emotional problems, 19-20
visual-motor test performance and, 68
Encoding, 157
Encoding deficit hypothesis, 194
Engrams, mirror-image, 169
retrieval of, 117
storage of, 39, 41
INDEX

Environmental experience, 7, 18–19
Equivalence judgments and short-term memory, 196
Eustis’ theory, 42
Eye-hand coordination dysfunction, 16
Eye movements in reading, 112–113, 114
Exclusionary criteria, 9, 17, 19–23
absence of measures for assessment of, 322
in definition of research population, 321–322
sample selection and, 29
Exophoria, 16
Experience, 122, 145–146, 147
competence in reading and, 80
discerning unique properties of figures and, 130
effect of, 325
figure-drawing test performance and, 81–82
mirror writing and, 138
orientation of objects and, 128–129
perceptual attitude change and, 140–141
visual matching tests and, 93
visual-motor integration and, 80–81
Expressive language, 72
Extrinsic causative factors in dyslexia, 7, 8, 322–323

Families of dyslexics, 23, 34
False recognition paradigm, 300
Featural encoding, 306–307
Featural information, five types of, 4
Featural information stage in perception of form, 114
Featural storage, 185
Feature detection, 107
Feedback and self-correction, 150
Field dependency, 315
Figure-drawing test, 61, 65, 75–76, 323
evaluating form perception through, 62
experience and performance on, 81–82
Figure-ground perception, 41, 47, 141–152, 331
reading achievement and, 72
visual analysis and malfunction in, 116
Figure rotation test, 144
Figure scanning, 129
Fine motor functioning, 72
First-level processes, 150
Fixation, 110, 115
Flexibility and reading ability, 146
Focal attention, 58, 313
relation between memory and, 146
Forced-choice task, 100, 102, 103
Format, effect of, 91, 93
Form perception, 63–115
age-related change in, 129
correlation between reading ability and, 72
perceptual deficit and, 158
Frostig Test of Visual Perception, 75–76
Functional attributes of forms, 132
Functional meaning, 131
Fusion effects, 112

Generalization ability, 17
Genetic factors, 46, 76
Genotypic deviations and dyslexia, 23, 34
Geometric designs, 176
Gerstmann’s syndrome, 43
Gesell’s developmental studies, 41, 42
Gestalten, 63–64
Gestalt theories, 41
perceptual deficit hypothesis and, 62
Ghent’s downward scanning hypothesis, 129–130
Gibson’s feature storage theory, 185
Gibson’s theory of word perception, 175, 179, 313
Gottschaldt Embedded Figures Test, 144, 294
Grade equivalents, 25–28, 31–32
Graham-Kendall Memory for Designs Test, 171
Grammatical competence and paradigmatic substitution, 149
Grammatical constructions, 352
Grammatical inflections and dyslexia, 290–291
Grammatical relationships and skill acquisition, 265
Grapheme-phoneme correspondence rules, 29, 285, 294-295
Grapheme-phoneme invariants, 260
Grapheme sequences, 228
Graphemic identification, 105, 156
Graphic features of letters and words, 4, 59, 110, 111, 112, 156
Graphic patterns encoded analyses of, 148-149
Graphic redundancies, 151
Graphic vs. verbal reproduction, 328-329
Graphomotor skill, 81
Gross memory, 341
Gross motor functioning, 72

Handedness. See Hemispheric dominance
Handwriting disorders. See Mirror writing
Hearing loss, 15
Hebrew letter stimuli studies, 179-180
Hemispheric dominance, 1, 39, 45, 46, 55, 117, 124
dyslexia and, 45
handwriting disorders and, 40
rotation errors and, 120
Hermann's theory, 42-43, 117
Higher-order semantic organization, 250-251
Hyperopia, 16
Idiosyncratic cues, 283
Inattention, 25, 114
Individual letters as basic perceptual units, 158
Inflectional errors and phonetic coding problems, 305
Inflectional performance and reading ability, 280
Information processing, 221, 261
components of structures for depiction of, 55
difficulty at later stages of, 108
Information storage, 95-106
Initial-stage processing, 94-95, 104
direct assessment of, 94-115
malfunction during, 169
theory of visual memory and, 114
Inner speech, 314
Intelligence, 7, 10-15
appropriate measure of, 11
correlation between perceptual tests and, 71
linguistic performance and, 272-273
operational definition of exclusion criterion of, 32-33
problems associated with measurement of, 15
Intelligence tests, 15
correlation between reading achievement and, 11, 72
differential reliability of, 10
empirical validity of, 10
Interhemisphere transfer, 204-207
Intermodal disorder, 204-207
Intermodal equivalence, concept of, 189
Intermodal functioning and intramodal abilities, 190
Intermodal shifting, 200
Intersensory deficit theory of dyslexia, 2, 187, 197-198
sensory hierarchical dominance and, 47
Intersensory integration, 51, 327, 336-337
comparison of reader group differences on tasks of, 187-207
correlation between reading achievement and, 210
sensory dominance and, 210
Intersensory learning, 201-204
Intersensory processing and short-term memory tasks, 191-192
Interstimulus interval, 96, 98, 101, 105
Intramodal abilities and intermodal functioning, 190
Intramodal matching format, 189
Intramodal processing, 336
Intramodal shifting, 200
Intrasensory learning, 201-204
Intrinsic factors, 322-323
Item and order information, 223-224
Item intrusion errors, 223
Invariant features, 145-146
Kimura's test of memory for recurring figures, 181
Kinesthetic stimuli, 16
Kolers' model of reading process, 147–152

Labeling deficiencies, 259
"Lamb Chop Test," 119–121

Language
acquisition of, 265, 272
comprehension problems and, 249, 250
correlation between composite reading scores and, 280
developmental changes in, 267–270
development studies of, 267–273 dyslexia and inefficient use of, 282–289
internal structure of, 346–347
need for studies of normal development of, 353
problems with, 46, 74, 217, 234–235
three components of, 234
Lateral dominance, 39, 117
correlation of reader group differences and, 122–123
delayed development of, 60
spatial impairment and, 122–123
spelling disability and, 137
Lateral masking effects, 111
Lateral preference and reading ability, 195

Learning
of paired associates and reading ability, 238–244
maturation, inheritance and, 132
visual-perceptual skills and, 84
Learning opportunities, 22–23
Left-handedness and mirror writing, 136–137
Left-right confusion, 42, 69
Left-right identification, 135
correlation of reader group differences on, 122–123
spatial impairment and, 122–123
verbal labeling deficits and, 124
Left-right matching format, 90
Left-right transformations, 130
Left-to-right processing, 162, 167
Left-to-right set, 117

Letter and word discrimination and prediction of reading success, 78, 85
Letter and word identification, 117
Letter and word matching, 72, 87
reading readiness and, 86
Letter-matching tasks, 90
Letter naming and reading achievement, 72, 73
Letter recall, 104, 301–302
Letter reversal, 1, 8, 70
Letter stimuli, verbal responses to, 132–133
Letter string processing, 93

Lexical access
need for comprehensive theory of, 348
problems in, 306

Lexical features and word decoding, 307–309
Lexical information
cross-referencing of, 307–308
dysfunction in retrieval of, 344

Linguistic ability, 20–21
Linguistic awareness, 295, 346
coding difficulties and, 350
Linguistic cues
dyslexia and processing of, 150
in oral reading, 140–141
Linguistic deficiencies, 235, 270, 276–277
verbal labeling and, 124
Linguistic distortions, 304
Linguistic functioning, 287, 311
correlation of reader group differences on, 73
studies of reader group differences on, 349–350
Linguistic information, processing of, 329–334
Linguistic interference hypothesis, 21
Linguistic intrusion errors, 125
verbal encoding deficiencies and, 132–133
Linguistic measures, intercorrelation of, 269
Linguistic response biases, 110
Linguistic skills
need for studies of, 352
Linguistic structure and single-word identification, 285
Linguistic symbols and spatial discrimination, 117
Listening comprehension as a function of reading skill, 227-278
Logical operations
as precursors of success in beginning reading, 15
use of, 12
Long-term memory, 114, 166, 170, 181-182, 251, 259, 328, 342
Kolers' model of reading process and, 147
typographic material and, 148
Long-term storage, 146
deficiencies in, 169
exchange of information between short-term and, 307-309

Marble Board Test, 67
Masking effects, 109-110
Matching tasks, 62
Match-to-standard tests, 61, 72, 85, 119, 121, 174, 207, 335
Maturation, 42, 123
learning and, 132
mirror writing and, 138-139
perception and role of, 84
perceptual disorders and, 66
Maturational immaturity, 105
Maturational lag, 46, 50, 72, 117, 172-173, 333
developmental disorders and, 65
dyslexia and, 45, 49, 74
Measurement problems and reading readiness, 14
Memory
attentional processes and, 313
attention and, 58
basic process model of, 56-58
critical components of, 148-149
decay of, 106
for digits, 258
engrams, 39
long-term, 58, 114
multiform processing and, 225
for order, 165
permanent storage stage of, 58

INDEX
reciprocal and interactive relationships in, 58
relation between focal attention and, 146
stages of, 56-58, 146
visual
analysis of studies dealing with, 328
two-stage models of, 114-115
matching tests of, 93
word-matching tasks and, 93
Memory deficit, and long-term storage, 169
Memory probe paradigm, 250
Memory scanning task, 302-303
Memory span impairment, 258, 259, 301-302
Memory trace, atypical persistence of, 109-110
duration of, 114
lateral masking effect and, 111
major effect of perseveration of, 110
rate of decay of, 93, 106, 107
Mental retardation and mirror writing, 136
Metalinguistic ability and reading, 342, 346
Miller's theory of lexical memory, 285-286
Minimum distance principle, 271, 277
Mirror-image obliques, 128-129
Mirror images, 39, 60
Mirror writers, 41
Mirror writing, 117, 135-141
age and, 138-139
dyslexia and, 136
hemispheric dominance and, 40
incidence of, 136
left-handedness and, 136-137
mental retardation and, 136
motor hypothesis of, 137
as secondary manifestation of dyslexia, 141
spatial deficit theories and, 135
three explanations of, 137
Mispronunciations, 110
Modality recall, 221
Modality shifting, speed of, 199-201
Modality-specific sequencing disability, 212
INDEX

Modality-specific stimuli, 194
Morphological rules, 279, 280, 345
Morphological usage, 276
Morphology, inflectional, 279-282
Motivation, 7, 25, 75, 154
Motor programming difficulties, 260
Motor programs, preliminary, 139
Multifactor theories of dyslexia, 46-50, 327, 354-358
summary of, 50
Multiform processing and memory, 225
Myklebust's postulates, 48
Name retrieval, 203, 255, 259, 348
Naming deficiencies, 259, 348
Negative learning and deficient visual-verbal integration, 125-126
Neisser's two-stage model of visual memory, 114
Neurological dysfunction, 17-19, 46, 123, 212
as secondary cause of dyslexia, 17
spatial and directional orientation and, 116
visual perception and memory associated with, 60
Neurological factors
dyslexia and, 324
in primary attention deficits, 314-315
Neurological soft signs, 23-24
Neurological structures and serial order recall, 225, 227
Neurological syndromes, 357-358
Neuropathological studies of brain-damaged adults, 255-256
Neuropsychological tests, 153
Nonalphabetic stimuli, 168
Nonlinguistic visual task, 181
Nonverbal intelligence, 144
Nonverbal learning tests, 239
Nonverbal material, processing of, 240, 242
Nonverbal measures of sequencing, 221-222
Nonverbal stimuli, 325
dyslexia and memory for, 249
prediction of, reading achievement and, 87
temporal order perception and, 213
verbal mediation ability and, 214
Oculomotor functions and visual perception, 15-16
Olson's organismic theory, 42
Operational criteria and dyslexia research, 9
Operational definition of dyslexia, 24-35
Optical problems, 16
Optical reversibility, 133, 331
Oral language, 73
correlation of reader group differences on, 274-278
Oral reading, 125
correlation of reader group differences on, 288
correlation of Bender Visual-Motor Gestalt Test and, 80
correlation of Slosson Test of Intelligence scores and, 80
linguistic cues in, 140-141
measures of, 246-248
miscues in, 110
visual discrimination errors in, 133
Oral reading test, 29, 256
Orientation
beginning readers and inaccuracies in, 140
errors in, 110, 133, 178, 304
functional meaning and, 131
importance of experience in, 128
linguistic nature of errors in, 133
pattern-analyzing operations and, 148
pretraining conditions attuned to differences in, 132
problems in, 60, 65, 169
transformations in, 139
Orienting attitudes, 145-146
Orthographic feature of words, 59, 166, 333-334
Orthographic invariance, 13, 166
Orthographic material, efficiency in processing of, 151
Orthographic redundancies, 84, 151
Orthographic structure, 167
problems in analysis of, 150
INDEX

Orton’s theory, 60, 116-117, 120, 124, 133, 137, 185, 206, 242, 354
influence of, 38-39
stuttering and, 40

Paired associates learning, 172, 174
dyslexia and, 238-244
reader group differences in, 203, 336

Pair-order recall, 192, 193, 221

Paradigmatic associative behavior, 152

Paradigmatic substitution and grammatical competence, 149
Pattern analysis of written sentences, 149-150, 151

Pattern-analyzing operations, 147, 148

Pattern construction tasks, 302

Pattern copying task, 71

Pattern perception, 141-152
visual analysis and malfunction in, 116

Parameter estimation by sequential testing (PEST), 101
Partial-report technique, 107
Part-whole relationships, 12

Patterned information, 147

Pause duration, 110, 115

Percentile ranking
grade equivalent scores and, 27
relative merits for sample selection of, 31-32

Perception
in concrete operational thought, 12
as a dynamic process, 82-84
maturation and motor functioning in, 62, 84
model of, 313
in preoperational thought, 12
reciprocity of conceptual functioning and, 333

Perceptual attitude, 140-141

Perceptual deficit, 165
dyslexia and, 66
form perception and, 158
maturation and, 66, 74
sensory-motor integration and, 66
spatial orientation and, 158

spatial redundancy and, 158
in visual processing, 157

Perceptual deficit theories, 115-116
assumptions of, 332-333
dependent variables in studies of, 61
developmental theories and, 62
Gestalt theories and, 62
lack of empirical support for, 329-331
linking of dyslexia and mirror writing in, 138-139
methodological weaknesses in, 60-61
mirror writing and, 136
visual matching test findings and, 87-88
visual memory and, 169
visual-spatial organization dysfunction in, 61-62
Perceptual discrimination, effects of training on, 131

Perceptual inefficiency, definition of, 331

Perceptual integration, 72, 112
age difference and, 102
comparison of reader group differences on, 102
Perceptual integration task, 100, 101-102

Perceptual judgments and sense modalities, 209-210

Perceptual-motor immaturity and dyslexia, 82-84

Perceptual-motor integration sensory stimuli and, 16
stages in, 82

Perceptual processing
basic constitutional defect and, 184
inefficiency in, 317-318
match-to-standard test and evaluation of, 85
speed of, 85, 152, 158

Perceptual test and intelligence measures, 71

Perceptual strategies and reading success, 201

Perceptual synthesis, 159

Performance
conceptual knowledge and, 122
Perseverating memory trace, 110
Personality factors in primary attention deficits, 315–316
Perspective and letter discrimination, 131
Phonemic coding and temporal order recall, 224
Phonemic segmentation, 295–304
Phonemic substitutions, 325
Phonetic-articulation mediation, 246
Phonetic coding, 248, 295–304
dyslexia and deficiencies in use of,
240, 299–300, 345
and identification of printed words,
300–301
inflectional errors and problems in,
305, 346
in short-term memory, 297–298, 348
theory of, 300–301
Phonetic elements of words, 203
Phonetic encoding,
ability in, 169
deficiencies in, 298, 344
Phonetic similarity, 299–300
Phonetic structure of words, 291
Phonic skill, 80
Phonologic disorders, 349, 350
Phonologic factors, 291–305
Phonologic feature of words, 59
Phonologic units, 267
Physical disability, 17–19
Piaget’s stage theory of intelligence,
13–14, 15, 79
Picture discrimination and prediction of reading success, 85
Picture naming, 73
Positional constancy, 94
Positional redundancy, 165
Precategorical store, 56
Preoperational thought, characteristics of, 12
Prereading skills, 89–90
Preschool language functioning and dyslexia, 238
Primary attention deficit, 313–316
Primitivization, 65, 67
Printed word, five types of featural information in, 4
Proactive inhibition, 301, 302
Proactive interference, 180

INDEX
Probe-digit task, 249–250
Problem-solving ability, 79
Processing economy, 283
Processing information, hemispheric specialization in, 55
Processing rate
age differences in, 102
dyslexia and, 250
forced-choice method and, 103
Pseudowords, 29
Psychological correlates of dyslexia, 3
Psychoneurological learning disabilities, 48
Rabinovitch’s postulates, 44–45
Rapid naming studies, 255–257,
258–262, 325, 348
Raven Progressive Matrices, 144
Reaction time, 156
Reading
cognitive developments and, 13
intact linguistic ability in, 2
as language-based skill, 4
linguistic functioning and, 342–343
natural language coding in, 2
viewed as second-order language-based skill, 295
Reading achievement
and auditory-visual integration, 191
Bender Visual-Motor Gestalt Test
performance and, 77, 78
correlation of decentralization measures with, 13
correlation between phonemic segmentation ability and, 297
correlation between verbal functioning and, 73
correlation of visual discrimination measures with, 85
dichotic listening tasks and, 217
figure-ground perception and, 72
index of, 72
letter and word discrimination test and prediction of, 78
measures of, 323
memory for order and, 165
nonverbal measures of, 86–87, 119
Piagetian constructs and, 13
Reading achievement (continued) 
subject-verb number disagreement and prediction of, 276
temporal order recall and, 217
verbal skills tests and prediction of, 78
visual discrimination and prediction of, 87
visual-motor functioning and, 72, 78
visual-verbal learning test and prediction of, 78
Reading comprehension skills
dyslexia and deficiency in, 233, 282-284
as a function of reading skill, 277-278
inefficient use of syntactic information and difficulties in, 284
measures of, 247, 248
relationship between word identification and, 283-284
word decoding and problems in, 245-246
Reading disability. See Dyslexia
Reading readiness
axial rotations and measures of, 119-120
conservation and, 14-15
definitional problems and, 14
letter and word matching and, 86
measurement problems and, 14
tests of, 72
visual discrimination as measure of, 85
Reading tests, 25-28, 80
Recall
comparison of reader group differences on, 179, 298-299
dyslexia and use of visual code for, 303
effect of phonetically similar material on, 298-300
encoding problems and, 194
organizational problems and, 194
Receptive language, 72, 345-346
Rehearsal strategies, 259, 299
Remediation, 358-362
Repeated measures design, 104
Research instruments, validity of, 9
Research population defining of, 7-36, 321
identification of, 24, 35-36
measure of intelligence and identification of, 11
use of exclusionary criteria in selection of, 8
Response errors in word retrieval, 305-306
Response generalization and mirror-writing, 139
Response latencies, 155-157, 254, 256-257
Response programming, 254, 259
Retention, capacity limit on, 170
Retinal painting technique, 98-99
Retrieval, 254, 348-349
Retrieval difficulties, 254, 260, 341
Reversal errors, 42, 71
Rotation errors, 42, 43
Saccadic movements, 111, 112, 115, 170
Same-different matching tests, 197
Sampling procedures, 25-35, 322-323
Scanning, 145, 155
Search time, 162-163
Selective attention, 146, 334
Selective reading, 316-317
Self-correction and feedback, 150
Semantic access, 251-252
Semantic categorizing and comprehension, 343-344
Semantic components of language, 344-345
Semantic content apprehension, 254-255
Semantic features of words, 4, 59, 307-308
Semantic generalization errors, 307-308
Semantic incongruity, 306
Semantic integration paradigm, 246
Semantic interference, test of, 247-248
Semantic memory, 344, 348-349
Semantic processing, 244-264
deficiency in, 262-263
verbal encoding and, 246-255
vocabulary and, 262-263
Semantic redundancy, 254
Semantic response errors, 307-308
Semantic rules of natural language, 151
Semantics, processing of, 234
Semantic substitutions, 325
errors in, 110
Semantic-syntactic content, 267–268
Semantic-syntactic environment of words, 207–208
Sentence constituents, 268
Sentence deletion task, 282–283
Sentence memory, 73
Sentence orientation, 148
Sense modalities and perceptual judgments, 209–210
Sensory dominance
deficiency in, 143
intersensory integration and, 210
as a relative phenomenon, 143
task specificity of, 143
theory of, 47
Sensory equivalence, universal, 208
Sensory functions, 7, 15–17, 103
Sensory information, storage of, 95–106
Sensory integration deficit theory, 16, 194
Sensory masking effects, 193
Sensory-motor integration, 66
Sensory persistence, 110, 114
Sensory processing, initial stage, 169
Sensory skills, absolute ordering of, 143
Sensory stimuli, synthesis of, 62
Sensory storage, 56, 61–62, 140
Sensory symbols and higher-order invariants, 337
Sensory systems, 2, 47
Sequencing
events, 42, 110, 133, 178, 304
deficiencies, 222, 228
Sequential deficit hypotheses, 339
Serial deficit, 2, 28, 338
dyslexia and, 228
theory of, 357
Serial information, 221, 225
Serial order memory and verbal encoding, 340
Serial order recall, 51, 220, 322
analysis of studies of, 338–342
comparison of reader group differences on, 222
dyslexia and, 218, 225
major determinants of, 227
neurological structures and, 225, 227
verbal mediation and, 219
Serial organization, 219
Serial-processing deficit theory, 341
Serial process model and word recognition, 230
Sex differences
controlling for, 34
in temporal ordering, 215–216
visual-auditory tasks and, 215
visual-spatial and visual-motor tests and, 69–70
Sex linkage and dyslexia, 76
Shape orientation, 85, 132
Short-term memory, 90, 94, 95, 106, 181–182, 221, 251, 259, 328
brief duration of, 170
capacity limits of, 185, 249–250
control for, 208
dysfunction at level of, 170
dyslexia and, 196, 222, 326
employment of auditory code in, 298
equivalence judgments and, 196
inefficient processing in, 263–264
as a limited capacity system, 170
phonetic coding in, 297–298, 344, 348
reciprocity between long-term memory and, 303–304
retention of linguistic information in, 248
unique processes of, 170
verbal coding mechanisms and, 342
word decoding and, 301
Short-term memory tasks, 191–192
Short-term storage, 307–309
verbal coding as aid to, 174
visual and auditory systems and, 302
Short-term visual recall, 175
Silent reading ability and reading achievement, 219
Single-factor theories of dyslexia, 37–42, 45–46, 50, 51, 327
Single-word decoding, 252
  relation of syntactic information to, 284-285
test of, 247-248
identification, 111, 285
Size and shape distortions, 65
Slosson Test of Intelligence, 80
Socioeconomic disadvantage, 19-22
  Bender Gestalt Test and, 74-75
  controlling for, 33
Socioeconomic status, 199-201, 273
Somatosensory functions, 124, 142
Spatial and directional orientation, 116-135
Spatial confusion theories, 124-125, 133
Spatial deficiencies, 131-132
Spatial deficit theories, 118
  mirror writing and, 135
  reasons for rejection of, 331-332
Spatial disorientation, 331
Spatial impairment, 122-123, 133-134
Spatial skill measures, 69
Spatial order memory, 169, 225
Spatial order perception, 162, 163
Spatial orientation, 16, 119
  constitutional vs. experiential determinants of, 126-135
  perceptual deficit and, 158
Spatial redundancy, 158-169
  theory of, 165-169
  use of, 166
Spatial summation effect, 99
Spatial-temporal matching tests, 197-198
Specific reading disability. See Dyslexia
Speech-motor articulation, 254-259
Speech-motor deficits, 356-357
Speech perception
  developmental lag and, 291-292
distinguishing order of phonemes and, 213
  higher-order structural principles and, 227
Speed
  of naming, 259
  of processing, 172-173
  of response, 257
Spelling, 8, 14, 40, 48, 137
patterns in, 146-147
lateral dominance and disability in, 137
Sperling paradigm, 106
Sperling’s two-stage model of visual memory, 114
Split-brain studies, 204, 205
Stage concept of syntactic development, 271-272
Stanford-Binet, 70, 144
Storage, 38, 55, 174, 247, 312, 348-349
Storage dysfunction, 61-62, 254, 341
Strephosymbolia, 39
Structural analysis and developmental changes, 268
Structural disparities in language use, 274-278
Stuttering, 40
Surface characteristics and reading speed, 148
Symbolic learning, 76
Syntactic competence
  comparison of reader group differences on, 273, 278, 281-282
  definition of, 264
dyslexia and, 264-266
  relationship of reading skill and, 270
  word identification process and, 351
Syntactic components of language, 344-345
Syntactic deficiencies, 276-277
Syntactic development
  adolescence and, 270
correlation of reading ability and, 277-278
  individual differences in, 266-289
  stage concept of, 271-272
Syntactic factors in reading, 264-291
Syntactic features of words, 307-308
Syntactic flexibility, 269
Syntactic information
  difficulties in reading comprehension and use of, 284
dyslexia and use of, 287, 288
Syntactic patterns
acquisition of, 272-273
age and emergence of, 269
Syntactic rules of natural language, 151
Syntax
deficiencies in, 282-291
processing of, 234
Synthesis dysfunction, 47, 166

Tactile-tactile learning tasks, 204
Target search tasks, 160-161
Task specificity and sensory dominance, 143
Task-training advantage and remedial programs, 105
Teleoceptor systems, 47, 336
Template storage, 184-185
Template theory, 41
Temporal order difficulties and dyslexia, 217
Temporal ordering
cross-modal transfer studies and, 214
sex differences in, 215-216
Temporal order perception, 195
dyslexia and deficiencies in, 225
general threshold for perception of, 226, 227
nonverbal stimuli and, 213
Temporal order processing, 223
Temporal order recall
organizational and rehearsal strategies and, 218
phonemic coding and, 224
reading achievement and, 217
Temporal sequencing
dyslexia and dysfunction in, 44
hemispheric specialization in, 213
Temporal-spatial pattern codes, 225
Theory of lexical memory, 285-286
Thorndike-Lorge frequency count, 256
Trace duration, 104, 172-173
oscillating slit speed and, 99
studies of, 95-106
two measures of, 100
Trace persistence
age and duration of, 102
two procedures for measurement of, 95-96

use of forced-choice technique in evaluation of, 100
Trace persistence theories, 95-115
critique of, 108-115
visual afterimages and, 111-112
Transfer skills, 80-81
Transformational analysis of language, 268, 269, 276
Transformational rules
comparison of reader group differences on, 274-278, 352
dyslexia and, 345
Transformed text paradigm, 149
Transformed typography
cognitive process and analysis of, 150
dyslexia and, 147-152
Transmission deficits, 337-338
Transposition errors, 223, 224
Two-storage memory model, 258-259
Typography of sentences, 149

Verbal abilities and reading skills, 84
Verbal coding, 174, 311, 342
Verbal concept
ability, 262-263
deficiencies, 190-191
formation, 236
processing, 252-253
Verbal deficiencies, 131-132, 171, 236, 237
Verbal deficit theory, 262, 264
Verbal encoding, 155, 175, 338-342
deficiencies in, 174, 220, 249, 325
linguistic intrusion errors and, 132-133
semantic processing and, 246-255
serial order memory and, 340
Verbal fluency, 267-268
Verbal functioning
development stages and, 142
dyslexia and tests of, 237
reading achievement and, 73
Verbal identification and dyslexia, 205
Verbal labeling problems, 124-125, 219-214
Verbal learning, 202, 233, 238, 242-244
<table>
<thead>
<tr>
<th>Index Terms</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal learning tests and prediction of dyslexia</td>
<td>239</td>
</tr>
<tr>
<td>Verbal mediation</td>
<td>174–182, 214, 219, 314</td>
</tr>
<tr>
<td>Verbal memory defects in</td>
<td>348–349</td>
</tr>
<tr>
<td>effects of phonetic similarity on</td>
<td>299–300</td>
</tr>
<tr>
<td>phonologic deficiencies and</td>
<td>350</td>
</tr>
<tr>
<td>storage and retrieval of verbal information and</td>
<td>348–349</td>
</tr>
<tr>
<td>Verbal processing</td>
<td>51, 125, 261–262, 327, 336, 342–347</td>
</tr>
<tr>
<td>Verbal rehearsal strategies</td>
<td>220, 326, 340</td>
</tr>
<tr>
<td>Verbal short-term memory</td>
<td>88</td>
</tr>
<tr>
<td>Verbal skills deficiencies</td>
<td>235–236, 237, 281, 303–304</td>
</tr>
<tr>
<td>Verbal skills test</td>
<td>78</td>
</tr>
<tr>
<td>Verbal stimuli</td>
<td>16, 87, 213</td>
</tr>
<tr>
<td>Visual acuity problems</td>
<td>15, 114</td>
</tr>
<tr>
<td>Visual afterimages</td>
<td>111</td>
</tr>
<tr>
<td>Visual analysis</td>
<td>47, 62, 85, 115–170</td>
</tr>
<tr>
<td>Visual association learning</td>
<td>174</td>
</tr>
<tr>
<td>Visual-auditory learning</td>
<td>182, 202, 215</td>
</tr>
<tr>
<td>Visual code for storage</td>
<td>247</td>
</tr>
<tr>
<td>Visual deficit theory</td>
<td>262, 331</td>
</tr>
<tr>
<td>Visual discrimination</td>
<td>72</td>
</tr>
<tr>
<td>age and, 131–132</td>
<td></td>
</tr>
<tr>
<td>correlation of reading achievement with</td>
<td>85</td>
</tr>
<tr>
<td>as measure of reading readiness, 85</td>
<td></td>
</tr>
<tr>
<td>oral reading errors and</td>
<td>133</td>
</tr>
<tr>
<td>reading achievement and nonverbal measures of</td>
<td>86–87</td>
</tr>
<tr>
<td>Visual dysfunction hypothesis</td>
<td>133</td>
</tr>
<tr>
<td>Visual fusion</td>
<td>113</td>
</tr>
<tr>
<td>Visual hierarchical dominance</td>
<td>142</td>
</tr>
<tr>
<td>Visual information processing of</td>
<td>116</td>
</tr>
<tr>
<td>storage of, 97–98, 104</td>
<td></td>
</tr>
<tr>
<td>synthesis of, 144–145</td>
<td></td>
</tr>
<tr>
<td>transfer of sensory to short-term storage of</td>
<td>95</td>
</tr>
<tr>
<td>Visual labeling</td>
<td>135</td>
</tr>
<tr>
<td>Visual learning tasks</td>
<td>172</td>
</tr>
<tr>
<td>Visual linguistic information</td>
<td>239–240</td>
</tr>
<tr>
<td>Visual matching</td>
<td>85–94, 155</td>
</tr>
<tr>
<td>Visual matching tests</td>
<td>experience and, 93</td>
</tr>
<tr>
<td>perceptual deficit hypothesis and</td>
<td>87–88</td>
</tr>
<tr>
<td>memory and, 93</td>
<td></td>
</tr>
<tr>
<td>Visual memory, 51, 169–182, 327, 329</td>
<td></td>
</tr>
<tr>
<td>deficiencies in, 46</td>
<td></td>
</tr>
<tr>
<td>measures of, 170</td>
<td></td>
</tr>
<tr>
<td>perceptual deficit theories and</td>
<td>169–182</td>
</tr>
<tr>
<td>theory of, 114</td>
<td></td>
</tr>
<tr>
<td>two subtypes of problems</td>
<td>169–170</td>
</tr>
<tr>
<td>Visual memory test</td>
<td>78</td>
</tr>
<tr>
<td>Visual-motor ability</td>
<td>63–85</td>
</tr>
<tr>
<td>Visual-motor integration and experience, 80–81</td>
<td></td>
</tr>
<tr>
<td>Visual-nonverbal learning tasks</td>
<td>175</td>
</tr>
<tr>
<td>Visual paired-associates learning</td>
<td>78, 172, 182</td>
</tr>
<tr>
<td>Visual perception</td>
<td>51, 60–63</td>
</tr>
<tr>
<td>analysis of studies dealing with</td>
<td>327–328</td>
</tr>
<tr>
<td>code acquisition and skills in</td>
<td>84</td>
</tr>
<tr>
<td>deficiencies in, 60, 356, 357</td>
<td></td>
</tr>
<tr>
<td>integration of perceptual-motor systems and</td>
<td>16</td>
</tr>
<tr>
<td>learning and, 84</td>
<td></td>
</tr>
<tr>
<td>oculomotor functions and</td>
<td>15–16</td>
</tr>
<tr>
<td>Visual processing</td>
<td>125</td>
</tr>
<tr>
<td>comparison of reader group differences on</td>
<td>106–108, 153</td>
</tr>
<tr>
<td>deficits in, 356–357</td>
<td></td>
</tr>
<tr>
<td>delays in, 258</td>
<td></td>
</tr>
<tr>
<td>dyslexia and deficiencies in</td>
<td>261–262</td>
</tr>
<tr>
<td>economy of, 159</td>
<td></td>
</tr>
<tr>
<td>first stage of, 61–62</td>
<td></td>
</tr>
<tr>
<td>influence of verbal mediation on</td>
<td>174–182</td>
</tr>
<tr>
<td>perceptual inefficiency in</td>
<td>157</td>
</tr>
<tr>
<td>Visual recognition</td>
<td>172, 180</td>
</tr>
<tr>
<td>Visual reproduction</td>
<td>205</td>
</tr>
<tr>
<td>Visual search tasks</td>
<td>156</td>
</tr>
<tr>
<td>Visual sequential memory</td>
<td>217, 222</td>
</tr>
<tr>
<td>Visual-spatial distortions</td>
<td>178</td>
</tr>
<tr>
<td>Visual-spatial orientation</td>
<td>180–181</td>
</tr>
<tr>
<td>Visual-spatial organization dysfunction</td>
<td>61–62</td>
</tr>
</tbody>
</table>
Visual-spatial organization dysfunction, 61-62
Visual-spatial processing, 153, 174
Visual stimuli
dyslexia and recall of, 192
recoding of, 194
storage of, 174
Visual synthesis, 94
Visual systems, 112-114
Visual-tactile learning tasks, 204
Visual templates, 184
Visual trace duration, 97, 103, 108
Visual-verbal associations and word identification, 233-234, 258
Visual-verbal integration, 125-126, 135, 310, 337
Visual-verbal learning
comparison of reader group differences in, 202-203
dyslexia and, 182
and initial word identification, 239
prediction of reading achievement and, 78
Visual-verbal paired-associates task, 80, 238-244
Visual-verbal relationships, 178, 244, 330
Vocabulary
correlation between reading ability and, 343
deficiency in, 263
developmental increase in, 268
reading ability and, 262-263
semantic processing and knowledge of, 262-263
word decoding and, 347-348
Vocabulary set size, 254
Vocalization latencies, 115, 248, 253, 254-255

Wechsler Intelligence Scale for Children. See WISC
Wepman's discrimination theory, 291-293
Wide Range Achievement Test, 149, 160, 298
WISC, 10, 11, 32, 76
block design subtest of, 69, 144, 153, 154, 174
digit span subtest of, 188, 190, 217
object assembly subtest of, 69

INDEX
performance scale of, 154, 172, 258
syntax knowledge subtest of, 69
verbal scale subtest of, 172, 262
vocabulary subtest of, 69, 144, 149, 152
Word anagrams, 13, 14
Word analysis, 24, 166
Word analysis skills test, 29
Word association test, 283
Word blindness, 38, 42
Word decoding, 14, 109, 169
age and skill in, 330
awareness of phonetic contrasts and, 295-296
comparison of reader group differences in, 253
confusion in listening and, 228
dyslexia and, 157, 233, 254-255, 322
process of, 301
reading comprehension problems and, 245-246
reciprocity among memorial systems in, 307-309
use of grammatical relationships in, 286
use of syntax in, 345
vocabulary and, 347-348
Word encoding and syntax, 344-345
Word identification
comparison of reader group differences in, 286
dyslexia and deficiency in, 29, 233, 282-283
effect of comprehension training on, 286
grapheme-phoneme correspondence and, 294-295
as an interactive process, 306
problems in, 245
relationship between reading comprehension and, 283-284
visual-verbal associations and, 233-234
Word identification process, 307-309, 347, 351
Word-matching tasks and memory, 73, 93
Word perception
   developmental theory of, 59
   Gibson's theory of, 179
Word processing, 167, 304
Word recognition, 150–151, 157, 343
Words
   internal structure of, 166
   meaning of, 245
   monitoring function of features of, 306
   visual features of, 156
Word substitutions and naming errors, 239–240
"Writing center" and dominant hemisphere, 137

Zangwill's postulates, 45