

CONTENTS

<i>Foreword</i>	<i>page</i> vii
I INTRODUCTION	I
II THE ASSESSMENT OF READING ACHIEVEMENT	6
III VISUAL PERCEPTION AND READING	10
(1) Development in the perception of form, pattern and sequence	10
(2) Visual perception of printed material	23
(3) Relation of reading to perceptual deficiencies	30
IV AUDITORY AND LINGUISTIC FACTORS IN READING	38
(1) Auditory and linguistic development in children	38
(2) Phonic analysis and synthesis of words	47
(3) Reading of continuous prose	58
(4) Relation of reading to auditory deficiencies	63
(5) Auditory and visual sequences	67
(6) Relation of reading to deficiencies in speech and language	70
V THE RELATION OF READING TO REASONING, AND TO INTELLIGENCE AND OTHER ABILITIES	77
(1) Conceptual reasoning	77
(2) Intelligence and other abilities	83
VI THE EFFECT TO MOTIVATIONAL AND EMOTIONAL FACTORS ON LEARNING TO READ	95
(1) Conditions in the social environment	95
(2) Effects on children's motivation of the home environment	103
(3) Motivation and the school environment	109
(4) Emotional maladjustment	115

CONTENTS

VII	SPECIFIC DEVELOPMENTAL DYSLEXIA	<i>page</i> 123
	(1) General consideration of backwardness in reading	123
	(2) The nature of specific developmental dyslexia	128
	(3) Visual deficiencies in dyslexia	131
	(4) Linguistic deficiencies in dyslexia	145
	(5) The causes of dyslexia	149
	(A) <i>Neurological impairment</i>	149
	(B) <i>Maturational lag</i>	159
	(C) <i>Hereditary factors</i>	164
	(6) The effects of remedial treatment on dyslexia	168
VIII	CONCLUSIONS	173
	<i>References</i>	181
	<i>Index of Authors</i>	203
	<i>Index of Subjects</i>	209