

Study questions for:

Nicolson, R.I. and Fawcett, A.J., Developmental dyslexia: The role of the cerebellum, *Dyslexia*, 5 (1999) 155-177.

1. What is the estimated rate of occurrence of dyslexia in schools?
2. What is the phonological deficit hypothesis, and what was the initial evidence for such deficits in dyslexia?
3. What kinds of evidence support a rapid temporal processing deficit in dyslexia?
4. Why do the authors believe that a learning framework for dyslexia makes sense, and that other researchers have not considered learning as part of the disorder?
5. What are the two learning related hypotheses that they set out to test?

Phase 1

6. Which types of gross motor tests showed the clearest problems for dyslexics?

Phase 2

7. What was the goal of the second phase of research?
8. What were the subject groups
9. What types of skill tests were administered, and what were the results?
10. Which type of deficit was observed in all dyslexics?

Phase 3

11. What was the goal of the 3rd phase of research?
12. How did the authors try to demonstrate a link between dyslexia and the cerebellum?
13. What were the experimental tests?
14. What were the results of the tests?
15. Which features of the results do the authors highlight as especially strong indicators of cerebellar dysfunction in dyslexia?
16. Did these results hold up after studying additional groups of children?

...A HYPOTHETICAL CAUSAL CHAIN

17. What do Morrison and Manis argue are the requirements that any 'process deficit' theory of dyslexia must meet?
18. How does the cerebellar theory of dyslexia address the above requirements?
19. What is the proposed causal chain linking cerebellar dysfunction to reading problems (Fig 1)?
20. How do the authors explain the fact that many dyslexics have excellent intellectual functioning?