

Slowed Reaction Times in Dyslexic Readers of Chinese

Abstract

In this study, children with dyslexia and age and sex matched control children completed an auditory version of the Stop Reaction Time (Stop RT) and two auditory simple reaction time tasks. In one of the auditory simple reaction time tasks, home and response buttons were used to measure the stimulus evaluation and movement execution time separately. The other auditory simple reaction time task used a response button only. Reaction time was longer for children with dyslexia at all SOAs of the Stop RT task. There was a marginally significant group difference in reaction time of the simple reaction time task with response button only, but not in evaluation and movement execution time. The same amount of response latency of children with dyslexia in all SOAs in Stop RT task means that children with dyslexia do not have a problematic duration representation. Since there was lack of significant group differences in evaluation and movement execution time, the study does not permit isolation of the information processing stage that is deficit in children with dyslexia.

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