

[Percept Mot Skills](#). 1985 Dec;61(3 Pt 2):1295-8.

## **Abilities of normal and reading-disabled children to combine the visual and auditory modalities with dimensions of space and time.**

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### **Abstract**

The effects of various combinations of modalities with the dimensions of space and time on reproduction of stimulus patterns by 162 normal and 83 reading-disabled children aged 6 to 12 yr. was studied. Scores on three subtests with three different combinations of modalities with space and time dimensions were analyzed. They were visual temporal input, vocal temporal output; auditory temporal input, vocal temporal output; and visual spatial-temporal input, vocal temporal output. Visual spatial-temporal input was superior to the other subtests. Auditory temporal input was superior to visual temporal input. There were significant differences between normal and reading-disabled subjects on each subtest so the spatial dimension gives an advantage. The spatial and temporal dimensions need to be attended to in research.

PMID: 4094874 [PubMed - indexed for MEDLINE]