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The influence of color on transient system activity: implications for dyslexia research.

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Abstract

Metacontrast and apparent motion experiments designed to utilize transient system resources were adopted to investigate the proposal that transient system activity is differentially influenced by different colored stimuli. The results generally showed no effect of color on transient system activity in either adults or children. However, the predicted pattern of results was demonstrated when contrast rather than color was manipulated in a final metacontrast experiment. We discuss the tenuousness of the proposal that color differentially influences transient activity, exploring its physiological implications and its durability as a theory of transient activity regarding reading-disability research.

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