

Career

Secondary Education

10 O levels (8 grade 1), 5 A levels (grade A), 2 S levels (grade 1) Pure Maths, Applied Maths
Bayliss Open Scholarship in Mathematics (Cambridge Entrance Examination).

Higher Education Qualifications:

(i) Bachelor of Arts, Master of Arts in Mathematics, St. John's College, Cambridge.

First class honours in Mathematics Tripos Part IA, IB and II

(ii) Master of Science in Experimental Psychology, University of Sussex.

Conversion course for scientists (MSc by examination).

(iii) Doctor of Philosophy in Experimental Psychology, University of Cambridge.

Ph.D. awarded for thesis "Identifying stages in learning paired associates".

(iv) Master of Business Administration Edinburgh Business School (Distance) 2004/5

Membership of Learned Societies

British Psychological Society (Associate Fellow: Chartered Psychologist)

Experimental Psychology Society

Higher Education Academy (Fellow)

Career from 1985

1985 Lecturer in Psychology, University of Sheffield.

1993-5 Senior Lecturer, University of Sheffield

1995 Reader, University of Sheffield

1997 Professor of Psychology, University of Sheffield

1998 Senior Research Fellow, Royal Society / Leverhulme Trust University of Sheffield

1999-2004 Head of Psychology, University of Sheffield

2005-08 Dean of the Faculty of Pure Science, University of Sheffield

2006-08 Convenor of Deans, University of Sheffield

2009-12 Director, Institute of Work Psychology, University of Sheffield

2012-17 Professor of Psychology, University of Sheffield

2017 Professor of Psychology, Edge Hill University

2017-2022 Head of Department of Psychology, Edge Hill University

2022 on Professor of Psychology, Edge Hill University

Research History

I have studied the full range of approaches to expertise and its development, initially considering mathematical modelling, symbolic simulations, training studies, and causal models, then developmental psychology, cognitive neuroscience and imaging; and most recently human and organisational capital development. In my time at Cambridge I was convinced by Donald Broadbent's insistence that good applied research can illuminate both practice and theory and his maxim "Apply your theory in the real world. The real world keeps you honest."

Dyslexia, learning and the brain

Over the past three decades, initially working with Angela Fawcett, I have had the good fortune to be able to put Broadbent's maxim into practice for developmental learning disability. Extensive analyses and discussions led to the conclusion that dyslexic children seem to have difficulties becoming completely fluent in any skill (whether or not related to literacy), and we formulated and tested the 'dyslexia automatization deficit' hypothesis – that dyslexic children have difficulties becoming completely fluent (automatic) in any skill. They therefore have to try harder, to use 'conscious compensation' in order to achieve even routine skills that non-dyslexic children can accomplish automatically. This has proved to be a remarkably fruitful, and remarkably concise, simple description of the problems of dyslexic children, and led to the development of our Dyslexia Screening Tests which have had major use nationally and internationally. . We were fortunate to be able to work with Paul Dean, a cerebellar expert, to reformulate the hypothesis at the 'brain level', as the cerebellar deficit hypothesis (1995, 2001), and then at the 'neural systems' level (2008). Our definitive book 'Dyslexia, Learning and the Brain' was published (June 2008) by the leading cognitive neuroscience academic publishers, MIT Press. Subsequently, combining the inspiration of Positive Psychology with the rigour of cognitive neuroscience, I was a cofounder of a new approach to dyslexia, Positive Dyslexia, which encouraged all dyslexic children and adults to find their strengths and craft their lives to work to those strengths rather than their weaknesses, with my book 'Positive Dyslexia' published in 2016. More recently, I have specialised in the causes of neuroplasticity (and, more commonly, neurorigidity), with the aim of rejuvenating brain plasticity processes through targeted interventions, from coordinative exercise to transcranial brain stimulation.

Research Citations and Impact

I have published over 100 journal articles, almost all as first author or co-authored with my collaborator, Angela Fawcett. These articles have exceptional originality, including four major theories for developmental dyslexia, providing explanations respectively at the cognitive level, the brain level and the 'neural systems' level. The work continues to be highly cited both in academia (with 108 articles published, 4000 citations and h-index of 30 (Web of Science), and more generally, with a Google Scholar h-index of over 50 and an i-10 index over 100.

Research outputs

A technology-enhanced learning intervention for statistics in higher education using bite-sized video-based learning and precision teaching

Tan, A. J. Y., Davies, J., Nicolson, R. I. & Karaminis, T., 28 Feb 2023, In: Research and Practice in Technology Enhanced Learning. 18, p. 1-27 1.

Gender-based personality traits in physically aggressive and non-aggressive antisocial behaviours

Eman, S., Nicolson, R. I., Blades, M. & Jha, R. P., 30 Sept 2022, In: Current Issues in Personality Psychology. 10, 3, p. 205-215 11 p.

Mathematics Disability vs. Learning Disability: A 360 Degree Analysis

Nicolson, R. I. & Fawcett, A. J., 24 Sept 2021, (E-pub ahead of print) In: Frontiers in Psychology. 12, 725694.

Exploring the impact of group identity at university on psychological and behavioural outcomes.

SPIRIDON, ELENA., DAVIES, JEAN., KAYE, LINDA., NICOLSON, RODERICK., TANG, BRYAN. WEN. XIAO., TAN, ANGEL. JIA. YIUEN. & RANSOM, HEATHER., 2021, In: Journal of Further and Higher Education. 45, 7, p. 932-942 11 p.

Problems in Audiovisual Filtering for Children with Special Educational Needs

Armstrong-Gallegos, S. & NICOLSON, RODERICK., 26 Aug 2020, In: i-Perception. 11, 4, p. 1-19 19 p.

'Cerebellar challenge' for adolescents at risk of school failure: Evaluation of a school-based 'whole person' intervention: Cerebellar Challenge

Blouchou, P. & NICOLSON, RODERICK., 10 Jul 2020, In: Frontiers in Education. 2020, p. 1-12 12 p., 88.

Integrated Learning Communities as a peer support initiative for first year university students

SPIRIDON, ELENA., KAYE, LINDA., NICOLSON, RODERICK., RANSOM, HEATHER., TAN, ANGEL. JIA. YIUEN. & TANG, BRYAN. WEN. XIAO., 15 Apr 2020, (E-pub ahead of print) In: Journal of Applied Social Psychology.

Developing creative thinking skills in adolescents through play-based pedagogic planning principles

MAWTUS, BRIDGET., RODRIGUEZ-CUADRADO, SARA., Ludke, K. M. & NICOLSON, RODERICK., 31 Dec 2019, In: Psychology Teaching Review. 25, 2

Development of Dyslexia: The Delayed Neural Commitment Framework

NICOLSON, RODERICK. & Fawcett, A., 21 May 2019, In: Frontiers in Behavioral Neuroscience. 13, 112.

Behavioral influences on driver crash risks in Ghana: A qualitative study of commercial passenger drivers

Dotse, J., Nicolson, R. & Rowe, R., 17 Feb 2019, In: Traffic Injury Prevention. 20, 2, p. 134-139 6 p.

The Behavior Analysis Coding System: An Applied, Real-time Approach for Measuring and Improving Interactive Skills

Farley, S., Evison, R., Rackham, N., Nicolson, R. & Dawson, J., 1 Jan 2018, *The Cambridge Handbook of Group Interaction Analysis*. Cambridge University Press, p. 584-593 10 p.

"Cerebellar Challenge" for Older Adults: Evaluation of a Home-Based Internet Intervention

Gallant, Z. & Nicolson, R., 27 Oct 2017, (E-pub ahead of print) In: Frontiers in Aging Neuroscience. 9, 332

Find your dyslexic people and nurture them

Nicolson, R., 4 Nov 2016, In: Psychologist. 29, 12, p. 934-936 3 p.

The experience of being an older worker in an organization: A qualitative analysis

Taneva, S. K., Arnold, J. & Nicolson, R., 1 Oct 2016, In: Work, Aging and Retirement. 2, 4, p. 396-414 19 p.

Attitudes towards people with intellectual disability in the UK and Libya: A cross-cultural comparison

Benomir, A. M., Nicolson, R. & Beail, N., 9 Jan 2016, (E-pub ahead of print) In: Research in Developmental Disabilities. 51-52, p. 1-9

Motor sequence learning in dyslexia: Is consolidation the key?

Needle, J., Nicolson, R. I. & Fawcett, A. J., 31 Aug 2015, In: BPA Applied Psychology Bulletin. 64, 273, p. 5-15 11 p.

The first OSCE; Does students' experience of performing in public affect their results? Assessment and evaluation of admissions, knowledge, skills and attitudes

Chan, M., Bax, N., Woodley, C., Jennings, M., Nicolson, R. & Chan, P., 26 Mar 2015, In: BMC Medical Education. 15, 1, 59.

Developmental dyslexia: Into the future

Nicolson, R. I., 3 Jun 2014, *Contextualising Difficulties in Literacy Development: Exploring Politics, Culture, Ethnicity and Ethics*. Taylor and Francis Inc., p. 166-184 19 p.

Consensus Paper: Language and the Cerebellum: an Ongoing Enigma

Nicolson, R., 7 Dec 2013, (E-pub ahead of print) In: The Cerebellum. 13, 3, p. 386-410

Neurophysiological and behavioural correlates of coherent motion perception in dyslexia

Taroyan, N. A., Nicolson, R. I. & Buckley, D., 1 Aug 2011, In: Dyslexia. 17, 3, p. 282-290 9 p.

Dyslexia, dysgraphia, procedural learning and the cerebellum

Nicolson, R. I. & Fawcett, A. J., 1 Jan 2011, In: Cortex. 47, 1, p. 117-127 11 p.

Striking the right balance: Motor difficulties in children and adults with dyslexia

Brookes, R. L., Tinkler, S., Nicolson, R. I. & Fawcett, A. J., 1 Nov 2010, In: Dyslexia. 16, 4, p. 358-373 16 p.

A talking head for speech tutoring

Dey, P., Maddock, S. & Nicolson, R., 21 Oct 2010, *Proceedings - FAA 2010: ACM/SSPNET 2nd International Symposium on Facial Analysis and Animation*. p. 14 1 p. (ACM International Conference Proceeding Series).

Evaluation of A viseme-driven talking head

Dey, P., Maddock, S. & Nicolson, R., 8 Sept 2010, *Theory and Practice of Computer Graphics 2010, TPCG 2010 - Eurographics UK Chapter Proceedings*. p. 139-142 4 p. (Theory and Practice of Computer Graphics 2010, TPCG 2010 - Eurographics UK Chapter Proceedings).

Procedural learning and dyslexia.

Nicolson, R. I., Fawcett, A. J., Brookes, R. L. & Needle, J., 1 Aug 2010, In: Dyslexia (Chichester, England). 16, 3, p. 194-212 19 p.

Reading words and pseudowords in dyslexia: ERP and behavioural tests in English-speaking adolescents

Taroyan, N. A. & Nicolson, R. I., 1 Dec 2009, In: International Journal of Psychophysiology. 74, 3, p. 199-208 10 p.

Cerebellar volume and cerebellar metabolic characteristics in adults with dyslexia

Laycock, S. K., Wilkinson, I. D., Wallis, L. I., Darwent, G., Wonders, S. H., Fawcett, A. J., Griffiths, P. D. & Nicolson, R. I., 2 Dec 2008, *Learning, Skill Acquisition, Reading, and Dyslexia*. Blackwell Publishing Inc., p. 222-236 15 p. (Annals of the New York Academy of Sciences; vol. 1145).

Comment on 'Curing dyslexia and attention-deficit hyperactivity disorder by training motor co-ordination: Miracle or myth?'

Reynolds, D. & Nicolson, R., 1 Sept 2008, In: Journal of Paediatrics and Child Health. 44, 9, p. 521-522 2 p.

Dyslexia and Skill: Theoretical Studies

Nicolson, R. I. & Fawcett, A. J., 16 Apr 2008, *Dyslexia Matters: A Celebratory Contributed Volume to Honour Professor T.R. Miles*. Wiley, p. 41-55 15 p.

Dyslexia: The Role of the Cerebellum

Fawcett, A. J. & Nicolson, R. I., 11 Feb 2008, *Dyslexia in Context: Research, Policy and Practice*. Whurr Publishers Ltd, p. 13-22 10 p.

Learning from the Science of Learning: Implications for the Classroom

Nicolson, R. I. & Fawcett, A. J., 11 Feb 2008, *Dyslexia in Context: Research, Policy and Practice*. Whurr Publishers Ltd, p. 257-277 21 p.

Dyslexia and the cerebellum

Fawcett, A. J. & Nicolson, R. I., 1 Jan 2008, *The SAGE Handbook of Dyslexia*. SAGE Publications Inc., p. 77-98 22 p.

Learning, cognition and dyslexia

Nicolson, R. I. & Fawcett, A. J., 1 Jan 2008, *The SAGE Handbook of Dyslexia*. SAGE Publications Inc., p. 192-211 20 p.

Prisms throw light on developmental disorders

Brookes, R. L., Nicolson, R. I. & Fawcett, A. J., 1 Aug 2007, In: *Neuropsychologia*. 45, 8, p. 1921-1930 10 p.

Follow-up of an exercise-based treatment for children with reading difficulties

Reynolds, D. & Nicolson, R. I., 1 May 2007, In: *Dyslexia*. 13, 2, p. 78-96 19 p.

Sound design and balanced analyses: Response to rack and colleagues

Nicolson, R. I. & Reynolds, D., 1 May 2007, In: *Dyslexia*. 13, 2, p. 105-109 5 p.

Behavioural and neurophysiological correlates of dyslexia in the continuous performance task

Taroyan, N. A., Nicolson, R. I. & Fawcett, A. J., 1 Apr 2007, In: *Clinical Neurophysiology*. 118, 4, p. 845-855 11 p.

Dyslexia, learning, and pedagogical neuroscience

Fawcett, A. J. & Nicolson, R. I., 1 Apr 2007, In: *Developmental Medicine and Child Neurology*. 49, 4, p. 306-311 6 p.

Procedural learning difficulties: reuniting the developmental disorders?

Nicolson, R. I. & Fawcett, A. J., 1 Apr 2007, In: *Trends in Neurosciences*. 30, 4, p. 135-141 7 p.

Balance and dyslexia: An investigation of adults' abilities

Needle, J. L., Fawcett, A. J. & Nicolson, R. I., 1 Nov 2006, In: *European Journal of Cognitive Psychology*. 18, 6, p. 909-936 28 p.

Balancing and pointing tasks in dyslexic and control adults

Stoodley, C. J., Fawcett, A. J., Nicolson, R. I. & Stein, J. F., 1 Nov 2006, In: *Dyslexia*. 12, 4, p. 276-288 13 p.

Do cerebellar deficits underlie phonological problems in dyslexia?

Nicolson, R. I. & Fawcett, A. J., 1 May 2006, In: *Developmental Science*. 9, 3, p. 259-262 4 p.

Impaired balancing ability in dyslexic children.

Stoodley, C. J., Fawcett, A. J., Nicolson, R. I. & Stein, J. F., 1 Dec 2005, In: *Experimental brain research. Experimentelle Hirnforschung. Expérimentation cérébrale*. 167, 3, p. 370-380 11 p.

Developmental dyslexia, learning and the cerebellum

Nicolson, R. I. & Fawcett, A. J., 18 Nov 2005, *Neurodevelopmental Disorders*. Fleischhacker, W. W. & Brooks, D. J. (eds.). p. 19-36 18 p.

Dyslexia: Beyond the myth

Nicolson, R., 1 Nov 2005, In: Psychologist. 18, 11, p. 658-659 2 p.

Dyslexia: The role of the cerebellum

Fawcett, A. & Nicolson, R., 1 Oct 2004, In: Electronic Journal of Research in Educational Psychology. 2, 4, p. 35-58 24 p.

Dyslexic students have more everyday cognitive lapses

Smith-Spark, J. H., Fawcett, A. J., Nicolson, R. I. & Fisk, J. E., 1 Mar 2004, In: Memory. 12, 2, p. 174-182 9 p.

Investigating the central executive in adult dyslexics: Evidence from phonological and visuospatial working memory performance

Smith-Spark, J. H., Fisk, J. E., Fawcett, A. J. & Nicolson, R. I., 1 Oct 2003, In: European Journal of Cognitive Psychology. 15, 4, p. 567-587 21 p.

Science, sense and synergy: Response to commentators

Nicolson, R. I. & Reynolds, D., 1 Aug 2003, In: Dyslexia. 9, 3, p. 167-176 10 p.

Attention deficits in dyslexia: Evidence for an automatisisation deficit?

Moore, E., Nicolson, R. I. & Fawcett, A. J., 1 Jul 2003, In: European Journal of Cognitive Psychology. 15, 3, p. 321-348 28 p.

Sound findings and appropriate statistics: Response to Snowling and Hulme

Nicolson, R. I. & Reynolds, D., 1 May 2003, In: Dyslexia. 9, 2, p. 134-135 2 p.

Dyslexia and music: Measuring musical timing skills

Overy, K., Nicolson, R. I., Fawcett, A. J. & Clarke, E. F., 1 Feb 2003, In: Dyslexia. 9, 1, p. 18-36 19 p.

Evaluation of an exercise-based treatment for children with reading difficulties

Reynolds, D., Nicolson, R. I. & Hambly, H., 1 Feb 2003, In: Dyslexia. 9, 1, p. 48-71 24 p.

Children with dyslexia are slow to articulate a single speech gesture

Fawcett, A. J. & Nicolson, R. I., 1 Oct 2002, In: Dyslexia. 8, 4, p. 189-203 15 p.

Evidence for a neuroanatomical difference within the olivo-cerebellar pathway of adults with dyslexia.

Finch, A. J., Nicolson, R. I. & Fawcett, A. J., 1 Sept 2002, In: Cortex. 38, 4, p. 529-539 11 p.

The dyslexia ecosystem

Nicolson, R. I., 1 Apr 2002, In: Dyslexia. 8, 2, p. 55-66 12 p.

Eyeblink conditioning indicates cerebellar abnormality in dyslexia

Nicolson, R. I., Daum, I., Schugens, M. M., Fawcett, A. J. & Schulz, A., 1 Mar 2002, In: Experimental Brain Research. 143, 1, p. 42-50 9 p.

Developmental dyslexia: The cerebellar deficit hypothesis

Nicolson, R. I., Fawcett, A. J. & Dean, P., 1 Sept 2001, In: Trends in Neurosciences. 24, 9, p. 508-511 4 p.

Dyslexia, development and the cerebellum

Nicolson, R. I., Fawcett, A. J. & Dean, P., 1 Sept 2001, In: Trends in Neurosciences. 24, 9, p. 515-516 2 p.

Effectiveness of reading intervention in junior school

Fawcett, A. J., Nicolson, R. I., Moss, H., Nicolson, M. K. & Reason, R., 1 Sept 2001, In: Educational Psychology. 21, 3, p. 299-312 14 p.

Cerebellar tests differentiate between groups of poor readers with and without IQ discrepancy

Fawcett, A. J., Nicolson, R. I. & Maclagan, F., 1 Mar 2001, In: Journal of Learning Disabilities. 34, 2, p. 119-135 17 p.

Computer-assisted reading intervention in a secondary school: An evaluation study

Lynch, L., Fawcett, A. J. & Nicolson, R. I., 1 Oct 2000, In: British Journal of Educational Technology. 31, 4, p. 333-348 16 p.

Dyslexia and dyspraxia: commentary.

Nicolson, R., 17 Aug 2000, In: Dyslexia (Chichester, England). 6, 3, p. 203-204 2 p.

Long-term learning in dyslexic children

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Evaluation of a computer-based reading intervention in infant and junior schools

Nicolson, R., Fawcett, A. & Nicolson, M., 1 Jun 2000, In: Journal of Research in Reading. 23, 2, p. 194-209 16 p.

Evaluating frequency proximity in stream segregation

Baker, K. L., Williams, S. M. & Nicolson, R. I., 1 Jan 2000, In: Perception & Psychophysics. 62, 1, p. 81-8 8 p.

Developmental dyslexia: The role of the cerebellum

Nicolson, R. I. & Fawcett, A. J., 10 Sept 1999, In: Dyslexia. 5, 3, p. 155-177 23 p.

Slowing of reaction time in Parkinson's disease: the involvement of the frontal lobes

Berry, E. L., Nicolson, R. I., Foster, J. K., Behrmann, M. & Sagar, H. J., 1 Jun 1999, In: Neuropsychologia. 37, 7, p. 787-95 9 p.

Association of abnormal cerebellar activation with motor learning difficulties in dyslexic adults

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Early reading intervention can be effective and cost-effective

Nicolson, R. I., Fawcett, A. J., And, H. M., Nicolson, M. K. & Reason, R., 1 Mar 1999, In: British Journal of Educational Psychology. 69, 1, p. 47-62 16 p.

Performance of Dyslexic Children on Cerebellar and Cognitive Tests

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Development of objective procedures for screening and assessment of dyslexic students in higher education

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Developmental dyslexia: Past, present and future

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Impaired performance of children with dyslexia on a range of cerebellar tasks

Fawcett, A. J., Nicolson, R. I. & Dean, P., 31 Jan 1996, In: Annals of Dyslexia. 46, 1, p. 259-83 25 p.

Bridging the gap between theory and practice: A multimedia tutorial for students of voice therapy

Freeman, M., Syder, D. & Nicolson, R., 1 Jan 1996, In: Journal of Voice. 10, 3 2, p. 292-298 7 p.

Persistence of phonological awareness deficits in older children with dyslexia

Fawcett, A. J. & Nicolson, R. I., 31 Dec 1995, In: Reading and Writing. 7, 4, p. 361-376 16 p.

Persistent deficits in motor skill of children with dyslexia

Fawcett, A. J. & Nicolson, R. I., 30 Sept 1995, In: *Journal of Motor Behavior*. 27, 3, p. 235-240 6 p.

Impaired recognition of traffic signs in adults with dyslexia

Brachacki, G. W., Nicolson, R. I. & Fawcett, A. J., 31 May 1995, In: *Journal of Learning Disabilities*. 28, 5, p. 297-301, 308

Time estimation deficits in developmental dyslexia: evidence of cerebellar involvement

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The Dyslexia Early Screening Test

Fawcett, A. J. & Nicolson, R. I., 1 Jan 1995, In: *The Irish Journal of Psychology*. 16, 3, p. 248-259 12 p.

Naming speed in children with dyslexia

Fawcett, A. J. & Nicolson, R. I., 31 Dec 1994, In: *Journal of Learning Disabilities*. 27, 10, p. 641-6 6 p.

Adults with dyslexia have a deficit in voice recognition

Brachacki, G. W., Fawcett, A. J. & Nicolson, R. I., 28 Feb 1994, In: *Perceptual and Motor Skills*. 78, 1, p. 304-6 3 p.

Construction of a visual (video-supported active learning) resource

Nicolson, R. I., Syder, D. & Freeman, M., 28 Feb 1994, In: *Computers and Education*. 22, 1-2, p. 91-97 7 p.

Reaction times and dyslexia

Nicolson, R. I. & Fawcett, A. J., 28 Feb 1994, In: *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*. 47, 1, p. 29-48 20 p.

Comparison of deficits in cognitive and motor skills among children with dyslexia

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Computer-based spelling remediation for dyslexic children

Fawcett, A. J., Nicolson, R. I. & Morris, S., 30 Sept 1993, In: *Journal of Computer Assisted Learning*. 9, 3, p. 171-183 13 p.

Children with Dyslexia Automate Temporal Skills More Slowly

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Children with Dyslexia Classify Pure Tones Slowly

NICOLSON, RODERICK. I. & FAWCETT, ANGELA. J., 30 Jun 1993, In: *Annals of the New York Academy of Sciences*. 682, 1, p. 387-389 3 p.

Event-related Potentials and Dyslexia

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Computer-Based Spelling Remediation for Dyslexic Children using the Selfspell Environment

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Development of the Dest Test for the Early Screening for Dyslexia

Fawcett, A. J., Pickering, S. & Nicolson, R. I., 1 Jan 1993, *Studies in Visual Information Processing*. C ed. p. 483-496 14 p. (Studies in Visual Information Processing; vol. 3, no. C).

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Automatisation deficits in balance for dyslexic children.

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Design and evaluation of the SUMIT intelligent teaching assistant for arithmetic

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Spelling remediation for dyslexic children using the SelfSpell programs

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Using HyperCard to create a flexible learning package for statistics: Costs, benefits and effectiveness

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A hypercardTM spelling support environment for dyslexic children

Nicolson, R. I., Pickering, S. & Fawcett, A. J., 1 Jan 1991, In: *Computers and Education*. 16, 2, p. 203-209 7 p.

Vocabulary training for children with dyslexia.

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Automaticity: A new framework for dyslexia research?

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The intelligent authoring of computer assisted learning software

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A short-term plan for CAL

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Cognitive factors in simple reactions: a developmental study

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