

CURRICULUM VITAE

Professor Charles Hulme

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DATE OF BIRTH: 12 October 1953

EDUCATION

1973-76 Open Scholarship (Natural Science) to Oriel College, University of Oxford; awarded First Class Honours degree in Experimental Psychology
1976-78 Research Student, Department of Experimental Psychology, University of Oxford
1977-78 Graduate Scholarship, Wolfson College, University of Oxford
March 1979 DPhil, University of Oxford. Thesis title: 'Reading Retardation and a Method of Remedial Teaching'

PREVIOUS APPOINTMENTS HELD

1978-1988 Lecturer in Psychology, Department of Psychology, University of York
1988-1992 Reader in Psychology, University of York.
1992-2011 Professor of Psychology, University of York (including Head of Department for 4-year term, 1997-2001)

AWARDS

1985 The Spearman Medal of the British Psychological Society
"for published psychological work of outstanding merit"
1998 Feitelson Research Award with (P.Hatcher and A.Ellis) for the paper
"Ameliorating Early Reading Failure by Integrating the Teaching of Reading and Phonological Skills: The Phonological Linkage Hypothesis."
2014 Doctor of Philosophy (Honoris Causa) – University of Oslo, Norway
2015 Elected to Membership Academia Europea
2016 Elected to the Reading Hall of Fame
2016 The Marion Welchman Award for Contributions to the study of Dyslexia (British Dyslexia Association)
2016 Elected to a Fellowship of the RSA
2016 Elected to a Fellowship of Academy of Social Sciences
2016 Elected to a Fellowship of the Association of Psychological Science

MEMBERSHIP OF PROFESSIONAL BODIES

1980	Member of Experimental Psychology Society
1987	Member of Association for Child Psychology and Psychiatry
1989	Member of British Psychological Society, with Chartered Status.
1989	Member of British Neuropsychological Society
1990	Elected to Fellowship of British Psychological Society.
1990	Elected to Fellowship of International Academy for Research in Learning Disabilities
1993	Member, Society for Research in Child Development
1999	Member, Society for the Scientific Study of Reading

EDITORIAL EXPERIENCE

2007-2011	Associate (Action) Editor: Psychological Science
2012-	Senior Editor: Psychological Science
2005-2008	Editor in Chief: Scientific Studies of Reading
1990-1994	Associate Editor - British Journal of Psychology
1989-	Associate Editor - Reading and Writing: An Interdisciplinary Journal
1994	Member Editorial Board – Dyslexia
1994	Member Editorial Board – Journal of Experimental Child Psychology
1998	Member Editorial Board – Infant Behaviour and Development
1995-	Series Editor: Studies in Developmental Psychology, Psychology Press

EXTERNAL CONSULTING

1994-1998	Member ESRC Research Grants Board
1996	Member MRC Search Committee for Director of MRC Applied Psychology Unit, Cambridge
2000-	Member MRC Advisory Board
2003	Consultant to City University Psychology Department (Research Strategy, RAE submission)
2005	Consultant to University of Southampton, Professorial Pay Review Panel

ADMINISTRATIVE DUTIES

External Examining

1989 -1991	BSc in Speech Sciences, University College, London.
1993-1995	MSc in Experimental Psychology, University of Sussex
1994-1997	BSc in Psychology, University of Northumbria at Newcastle
1994-1996	BSc in Psychology, University of Dundee
1999-2003	BSc in Psychology, University College London
1994	MSc by Research, University of Cambridge
2004-2007	BA in Experimental Psychology, University of Oxford
PhDs at the Universities of Dundee, Manchester, Oxford, Leeds, Cambridge, Montreal (Canada), and Jyvaskyla (Finland), Western Australia	

Graduate Students Supervised

Rebecca Baxter (2014-)	Language interventions for children with Down Syndrome
Imogen Long (2014-)	Mathematical development
Gillian West (2014-)	Procedural learning deficits and language difficulties

- Hannah Dyson (2012-2015) Interventions to increase vocabulary knowledge
- Francina Clayton (2012-2016) Letter-sound integration and learning to read
- Lulin Zhou (2012-2016) Learning to read in Chinese
- Nabilah Halal (2008-11) The development of reading skills in Arabic
- Silvana Mengoni (2008-2012) Reading and language skills in Down Syndrome
- Fiona Duff (2006-09) Reading development and disorder
- Sophie Brigstocke (2005-09) "Number processing deficits in children with Down syndrome"
- Debbie Gooch (2005-08) "Co-morbidities between reading and attentional difficulties in children"
- Meesha Warmington (2004-07) "Verbal learning and phonological processing deficits in adults with dyslexia"
- Marianne Durand (2001-2004) "Nonverbal Learning Difficulties: Mathematical and Cognitive Deficits"
- Richard Allen (1999-2002) "Mechanisms of verbal short-term memory"
- Helen Aslett (1998-2002) "The function and form of the non-verbal analogue magnitude code in arithmetic processing"
- Shyamala Vhamathawan (1995-98) "The underlying mechanisms of verbal and non-verbal short-term memory"
- Emma Laing (1995-98) "Phonological and semantic factors in children's acquisition of a sight vocabulary in reading"
- Robin Mercer (1994-96) "Phonological skills and learning to read: Evidence from children with Down Syndrome"
- Kate Nation (1991-93) "Children's spelling: phonological and lexical influences".
- Peter Hatcher (1990-93) "An intervention study for children with reading difficulties"
- Susan Stothard (1989-92) "Reading difficulties in children: Problems of decoding and comprehension"
- Jaqueline Bock (1987-90) "Perceptual grouping in visual word recognition".
- Richard Lord (1984-87) "Information-processing impairments in clumsy children".
- Karin Carter (1983-86) "Phonological recoding in the lexical decision task".
- Ian Kilby (1982-85) "Models of syllogistic inference in children".
- Susan Mackenzie (1978-81) "Short-term memory and mental subnormality"

RESEARCH

Research Interests

Reading, memory and language processes, their development, and disorders of development.
Randomised Controlled Trials for Reading and Language Disorders

Grants Awarded

- 1981-84 "The development and functions of short-term memory in children". Grant No. G.8010389. UK Medical Research Council. (Value £13,078)

- 1984-87 "The development of verbal short-term memory". Grant No. G8410938N. UK Medical Research Council. (Value £20,173)
- 1988-89 University of York Innovation and Research Priming Fund. (Value £16,560)
- 1989-90 Social Science Research Fellowship, Nuffield Foundation. (Value £16,560)
- 1990-94 "A connectionist model of the development of visual word recognition". MRC/SERC/ESRC Initiative in Cognitive Science (joint award with Dr M Snowling) Grant No SPG 8920217. (Value £139,790)
- 1990-93 "Extent and correlates of variability amongst different groups of readers". ESRC (joint award with Professor A Ellis and Dr A Monk). Grant No R 000 232 002. (Value £56,070)
- 1991-94 "The development and evaluation of a connectionist model of short-term memory" (joint award with Dr. G.D.A. Brown). ESRC Grant No R 000 232 567. (Value £121,270)
- 1994-95 "Children's learning of a sight vocabulary in early reading development". University of York Innovation and Research Priming Fund. (Value £8,050)
- 1995-98 "Arithmetic skills in specific language impairment". Leverhulme Trust. (Value £64,180)
- 1995-98 "Response timing and the mechanisms of verbal memory span and its development". Medical Research Council. (Value £92,862)
- 1996-99 "A model of human sequential memory and its development" (joint award with Prof G D A Brown and Prof G V Jones). ESRC Grant No R 000 236 216. (Value £186,799)
- 1998-2003 "Development, integration, and disorders of language and mind" (MRC Cooperative Group Grant with Ellis, Young, Altman and Snowling). MRC (£15,367)
- 1996-1999 "Phonological skills and the prevention of reading difficulties" (with Peter Hatcher and Maggie Snowling). ESRC (£211,574)
- 2001-2003 "Word frequency effects on memory: Item frequency vs item- association frequency". BBSRC grant. C Hulme with Dr G Stuart, University of East London. (Value £61K)
- 2001 Grant from Wellcome Trust (SRIF initiative) to build a Centre for Language, Mind and Emotion. Principal Applicant A. Young, Co-ordinating Applicant C. Hulme (other co-applicants Altmann, Ellis, Gaskell, Hatcher, Nation, Quinlan, Snowling) £1.9M
- 2001 "Evaluating early literacy interventions" North Yorks County Council (with Snowling and Hatcher) Value £26,551
- 2003-2006 "Reading Language and number skills in children with Down syndrome" The Health Foundation (with Snowling) Value £154K
- 2004-2006 '*Centre for Child Development and Social Well-Being*', University of York, Planning Committee, (with Snowling, Bradshaw, J. and Sinclair) Value £175K
- 2003-2006 "The efficacy of two theoretically motivated interventions for children at risk of speech and language difficulties" Nuffield Foundation. (with Snowling, Carroll & Miles) Value £218K

2006-2009 Efficacy of three theoretically motivated interventions for poor reading comprehension." ESRC. (with Clarke & Snowling) Value £529K

2006-2009 Snowling, M.J., Hulme, C., Bowyer Crane, C. & Clarke, P *Reading Aloud: the development of a suite of reading tests*. Granada Learning. £512K

2007-Snowling, M.J. & Hulme, C. (2007). *Successful bid on behalf of the university for laboratories for memory and language research*. Wolfson Foundation. Awarded £500, 000

Snowling, M.J., Hulme, C., & Hayiou-Thomas, E. (2007-2013) *Developmental relationships between dyslexia and specific language impairment* Wellcome Trust Programme Grant WT082032MA £1,268, 505. Researchers: Hannah Nash, Debbie Gooch, Lorna Hamilton, Ruth Levitt.

Hulme., C (2007-2010) Reading and Language skills in Children with Down Syndrome. ESRC Case Studentship Award. £80K Researcher Silvana Mengoni.

Snowling, M.J., Bowyer-Crane, C., & Hulme, C. (2008-2011) *Can pre-school training of oral language skills improve children's response to reading instruction? A randomized controlled trial (RCT)*. Nuffield Foundation £236,263. Researcher Silke Fricke.

European Commission Marie-Curie Initial Training Network: ELDEL: Enhancing Literacy in European Languages, 5 years (2008 - 2013). Investigators: Maggie Snowling , Charles Hulme. Researchers: Kristina Moll, Ariana Loff, Alison Haley. 3.5M Euros.

UK Big Lottery Fund: REVI+, 4 years (2009-2013). Investigators: Charles Hulme, Maggie Snowling, Sue Buckley. Researcher: Fiona Duff

Esmee Fairbairn Foundation: Promoting Psychological Resilience: supporting Vulnerable Learners in their transition to secondary School. 18 months (2009-2011). Investigators: Poppy Nash, Charles Hulme. Researcher: Lisa Henderson

2008- 2010 Torgerson, C., Wiggins, A, Askew, M, Barmby, P, Bland, M, Higgins, S, Hodgen, Hulme, C. and Torgerson, D, National Evaluation of Every Child Counts, DCSF, £305K,. 2008-2010

2012-2014. Fricke, S., Bowyer-Crane, C. Hulme, C. Promoting Oral Language in Children with English as an Additional Language and Monolingual Children with Language Weaknesses. Nuffield Foundation. £206,744

2012-2015. Hulme, C., Snowling, M. Fricke, S., Bowyer-Crane, C. The Nuffield Early Language Intervention Programme: A randomized controlled trial. Education Endowment Foundation. £738,112

2013-2015. Hulme, C., Snowling, M., & Clarke, P. Reading interventions for secondary school pupils: A randomized controlled trial. Education Endowment Foundation. £525,000

2015-2017. Hulme, C., Nash, H., & Halliday, L. The role of automatic letter-speech sound integration in reading development and dyslexia. ESRC. £352,000

2015-2017. Hulme, C., Snowling, M. & Burgoyne, K. Evaluating a parent-delivered language enrichment programme for disadvantaged pre-school children. . Nuffield Foundation. £232,140

2015-2017. Newbury, D. Snowling, M. & Hulme, C. A language and reading intervention programme for Chile, piloted in the Robinson Crusoe population. ESRC. £ 348,731

PUBLICATIONS

Books

1. Hulme, C. (1981). *Reading Retardation and Multi-Sensory Teaching* (International Library of Psychology). London: Routledge and Kegan Paul.
2. Hulme, C. and Mackenzie, S. (1992) *Working Memory and Severe Learning Difficulties*. London: Lawrence Erlbaum Associates.
3. Hulme, C. and Snowling, M. (Eds, 1994) *Reading Development and Dyslexia*. London: Whurr Publishers.
4. Hulme, C. and Snowling, M. (Eds, 1997) *Dyslexia: Biology, Identification and Remediation* London: Whurr Publishers.
5. Hulme, C. & Joshi, R.M. (Eds, 1998) *Reading and Spelling: Development and Disorders*. Newark NJ: Lawrence Erlbaum Associates.
6. Snowling, M. & Hulme, C. (Eds, 2005) *The Science of Reading: A Handbook*. Oxford: Blackwell.
7. Hulme C. & Snowling M. (2009) *Developmental Disorders of Language, Learning and Cognition*. Chichester: Wiley-Blackwell.
8. Carroll, J. M., Bowyer-Crane, C., Duff, F., Hulme, C., & Snowling, M. J. (2011). *Developing Language and Literacy: Effective intervention for language and literacy in the early years*. Oxford: Wiley-Blackwell.
9. Burgoyne, K., Duff, F., Clarke, P. Smith, G. Buckley, S. Snowling, M. J. & Hulme, C., (2013). *A Reading and Language Intervention for Children with Down Syndrome: Teacher's Handbook*. Down Syndrome Education International.
10. Clarke, P., Truelove, E., Hulme, C. & Snowling, M., (2013). *Developing Reading Comprehension*. Wiley-Blackwell.
11. Hatcher, P., Duff, F & Hulme, C. (2014). *Sound Linkage (3rd Edition)*. Wiley-Blackwell.

Articles and Chapters

1. Bradley, L., Hulme, C. and Bryant, P.E. (1979). The connection between different verbal difficulties in a backward reader. *Developmental Medicine and Child Neurology*, 21, 790-795.
2. Hulme, C. (1979). The interaction of visual and motor memory for graphic forms following tracing. *Quarterly Journal of Experimental Psychology*, 31, 249-261.
3. Hulme, C. (1980). Reading retardation, verbal memory difficulties and a method of remedial teaching. *Dyslexia Review*, 3, No. 2.
4. Bradley, L., Hulme, C., Hughes, J. and Bryant, P. (December 1980) Speak, write and spell. *Times Educational Supplement*.
5. Hulme, C. and Ryder-Richardson, J. (1981). The effects of articulatory suppression on reading ideographic and alphabetic numbers. *Quarterly Journal of Experimental Psychology*, 33A, 121-132.
6. Hulme, C. (1981). The effects of manual tracing on memory in normal and retarded readers: some implications for multi-sensory teaching. *Psychological Research*, 43, 179-181. (Special issue: Experimental Approaches to Dyslexia and Dysgraphia).
7. Hulme, C., Biggerstaff, A., Moran, G. and McKinlay, I. (1982). Visual, kinaesthetic and cross-modal judgements of length in normal and clumsy children. *Developmental Medicine and Child Neurology*, 24, 461-471.
8. Hulme, C., Smart, A., and Moran, G. (1982). Visual perceptual deficits in clumsy children. *Neuropsychologia*, 20, 475-481.
9. Hulme, C., and Turnbull, J. (1983). Intelligence and inspection time in normal and mentally retarded subjects. *British Journal of Psychology*, 74, 365-370.
10. Monk, A. and Hulme, C. (1983). Errors in proofreading: evidence for the use of word shape in word recognition. *Memory and Cognition*, 11, 16-23.
11. Hulme, C. (1983) Reading as a complex cognitive skill. In Harre, R.M. and Lamb, R. (Eds). *The Encyclopaedic Dictionary of Psychology*. Blackwell, Oxford.
12. Hulme, C. (1983) Clumsy children. In: Harre, R.M. and Lamb, R. (Eds). *The Encyclopaedic Dictionary of Psychology*. Blackwell, Oxford.
13. Hulme, C., Smart, A., Moran, G. and Raine, A. (1983). Visual kinaesthetic and cross-modal development: Relationships to motor skill development. *Perception*, 12, 477-483.
14. Hulme, C., and Monk, A. (1984). Word shape and word length as cues for visual word recognition: some possible implications for the teaching of reading. In Martin, H. and Pugh, A.K. (Eds). *Reading in a Foreign Language*, Munich: Goethe Institute.
15. Hulme, C., and Bradley, L. (1984). An experimental study of multi-sensory teaching with normal and retarded readers. In Malatesha, R.N. and Whitaker, H.A. (Eds). *Dyslexia: A Global Issue*. The Hague: Nijhoff.
16. Hulme, C. (1984). Developmental differences in the effects of acoustic similarity on memory span. *Developmental Psychology*, 20, 650-652.

17. Hulme, C., Smart, A., Moran, G. and McKinlay, I. (1984). Visual kinaesthetic and cross-modal judgements of length by clumsy children: A comparison with young normal children. *Child Care, Health & Development*, 10, 117-125.
18. Hulme, C., Thomson, N., Muir, C. and Lawrence, A.L. (1984). Speech rate and the development of short-term memory span. *Journal of Experimental Child Psychology*, 38, 241-253.
19. Hulme, C. (1984). Reading: Extracting information from printed and electronically presented text. In Monk, A.F. (Ed.) *Fundamentals of Human-Computer Interaction*. New York: Academic Press.
20. Hulme, C. and Muir, C. (1985). Developmental changes in speech rate and memory span: A causal relationship? *British Journal of Developmental Psychology*, 3, 175-181.
21. Hulme, C., Silvester, J., Smith, S. & Muir, C. (1986). The effects of word length on memory for pictures: Evidence for speech coding in young children. *Journal of Experimental Child Psychology*, 41, 61-75.
22. Hulme, C., and Lord, R. (1986). Clumsy children: A review of recent research. *Child Care, Health and Development*, 12, 257-269.
23. Hulme, C. (1986). Memory development: Interactions between theories in cognitive and developmental psychology. (Text of the 1985 Spearman Medal Lecture to the British Psychological Society) *Bulletin of the British Psychological Society*, 39, 247-250.
24. Hulme, C. (1986) The cognitive psychology of reading and reading difficulties. In A.K. Pugh and C. Volkmar (Eds) *Aspects of Literacy*. Munich: Goethe Institute.
25. Hulme, C. (1987). The effects of acoustic similarity on memory in children: A comparison between visual and auditory presentation. *Applied Cognitive Psychology*, 1, 45-51.
26. Lord, R. and Hulme, C. (1987) Perceptual judgements in normal and clumsy children. *Developmental Medicine and Child Neurology*, 29, 250-57.
27. Hulme, C. (1987). Reading retardation. In J. Beech and A. Colley (Eds) *Cognitive approaches to reading*. Chichester: Wiley.
28. Hulme, C., Monk, A. and Ives, S. (1987). Some experimental studies of multi-sensory teaching: The effects of manual tracing on children's paired-associate learning. *British Journal of Developmental Psychology*, 5, 299-307.
29. Mackenzie, S. and Hulme, C. (1987). Memory span development in Down's syndrome, severely subnormal and normal subjects. *Cognitive Neuropsychology*, 4, 303-319.
30. Lord, R. and Hulme, C. (1987). Kinaesthetic sensitivity in normal and clumsy children. *Developmental Medicine and Child Neurology*, 29, 720-725.
31. Hulme, C. (1988) The implausibility of low-level visual deficits as a cause of children's reading difficulties. *Cognitive Neuropsychology*, 5, 369-374.

32. Hulme, C. (1988). Short-term memory development and learning to read. In M. Gruneberg, P. Morris, and R. Sykes (Eds) *Practical aspects of memory: Current research and issues*. Vol. 2: Clinical and Educational Implications. Chichester: Wiley.
33. Lord, R. and Hulme, C. (1988). Patterns of rotary pursuit performance in clumsy and normal children. *Journal of Child Psychology and Psychiatry*, 29, 691-701.
34. Lord, R. and Hulme, C. (1988). Visual perception and drawing ability in clumsy and normal children. *British Journal of Developmental Psychology*, 6, 1-9.
35. Hulme, C. and Snowling, M. (1988) The classification of children with reading difficulties. *Developmental Medicine and Child Neurology*, 30, 398-402.
36. Hulme, C. and Tordoff, V. (1989). Working memory development: The effects of speech rate, word length and acoustic similarity on serial recall. *Journal of Experimental Child Psychology*, 47, 72-87.
37. Hulme, C. (1989). Working memory and learning to read. In P.G. Aaron and R. Malatesha Joshi (Eds). *Developmental and acquired disorders of reading and writing systems in different languages*. The Hague: Martinus Nijhoff. (pp329-340).
38. Hulme, C. and Lord, R. (1989) Kinaesthetics and psychometrics: A reply to Laszlo and Bairstow. *Developmental Medicine and Child Neurology*, 30, 689-691.
39. Snowling, M. and Hulme, C. (1989). A longitudinal case study of developmental phonological dyslexia. *Cognitive Neuropsychology*, 6, 379-401.
40. Snowling, M. and Hulme, C. (1989). Dyslexia: Recent trends and future prospects. In N. Jones (Ed.) *Special Educational Needs Review, Vol 3*. Brighton: Falmer Press. (pp 188-205).
41. Snowling, M., Hulme, C and Goulandris, N. (1990) Phonological coding deficits in dyslexia. In G. Hales (Ed) *Meeting Points: Proceedings of the First International Conference of the British Dyslexia Association*. Open University Press. (pp 126-134)
42. Hulme, C. and Snowling, M. (1990). Connections only connections: a comment on Bryant and Goswami. *British Psychological Society Education Section Review*, 14, 16-18.
43. Hulme, C. and Snowling, M. (1991). Deficits in output phonology cause developmental phonological dyslexia. *Mind and Language*, 6, 130-134
44. Raine, A., Hulme, C, Chadderton, H. and Bailey, P. (1991). Verbal short-term memory span in speech disordered children: Implications for articulatory coding in short-term memory. *Child Development* , 62, 415-423.
45. Stothard, S. and Hulme, C. (1991) A note of caution concerning the Neale Analysis of Reading Ability (Revised). *British Journal of Educational Psychology*, 60, 98-101
46. Snowling, M., Hulme, C. (1991) Speech processing and learning to spell. In R. Ellis and R Bowler (Eds) *Language and the Creation of Literacy*. Baltimore: Orton Dyslexia Society. (pp 33-39).

47. Hulme, C. Maughan, S and Brown, G.D.A. (1991) Memory for familiar and unfamiliar words: Evidence for a long-term memory contribution to short-term memory span. *Journal of Memory and Language*, 30, 685-701.
48. Hulme, C, Snowling, M. and Quinlan, P. (1991) Connectionism and learning to read: Steps towards a psychologically plausible model. *Reading and Writing*, 3, 159-168.
49. Snowling, M. Chiat, S. and Hulme, C. (1991) Words, non-words and phonological processes: Some comments on Gathercole, Willis, Emslie and Baddeley. *Applied Psycholinguistics*, 12, 369-373.
50. Hulme, C and Snowling, M (1992) Phonological Deficits In Dyslexia: A "Sound" Reappraisal of the Verbal Deficit Hypothesis? In N. Singh and I. Beale (Eds) *Progress in Learning Disabilities*. New York: Springer-Verlag (pp 270- 301).
51. Snowling, M., and Hulme, C (1992) Phonological deficits and literacy failure: Evidence from a single case study. In P Lecocq (Ed) *La Lecture: Processus, Apprentisages, Evaluation, Troubles*. Lille: Presses Universitaires de Lille
52. Hulme, C. and Snowling, M. (1992) Deficits in output phonology: a cause of reading failure? *Cognitive Neuropsychology*, 9, 47-72.
53. Snowling, M., Hulme, C., Wells, W. Goulandris, A. (1992) Continuities between speech and spelling in a case of developmental dyslexia. *Reading and Writing*, 4, 19-32.
54. Cox, R., Hulme, C. and Brown, G.D.A. (1992) STM Experimentor: Using Hypercard and MacRecorder in short-term memory experiments. *Behavior Research Methods, Instruments & Computers*, 24, 575-579.
55. Brown, G.D.A. and Hulme, C. (1992) Cognitive psychology and second language processing: the role of short-term memory. In R.J Harris (Ed) *Cognitive processing in bilinguals*. Amsterdam: Elsevier. (pp. 105-121)
56. Stothard, S. and Hulme, C. (1992) Reading Comprehension Difficulties in Children: The Role of Language Comprehension and Working Memory Skills. *Reading and Writing*, 4, 245-256.
57. Hulme, C., Lee, G. and Brown, G.D.A. (1993) Short-term memory impairments in Alzheimer-type dementia: Evidence for separable impairments of articulatory rehearsal and long-term memory. *Neuropsychologia*, 31, 161-172
58. Rack, J, Hulme, C. and Snowling, M. (1993) Learning to read: A theoretical synthesis. In H. Reese (Ed) *Advances in child development and behavior*, Vol. 24. New York: Academic Press (pp. 99-132).
59. Bock, J.M., Monk, A.F. and Hulme, C. (1993) Perceptual grouping in visual word recognition. *Memory and Cognition*, 21, 81-88.
60. Hulme, C. and Snowling, M. (1993) Phonological deficits and the development of word recognition skills in developmental dyslexia. (pp 225-236) In R.M. Joshi and C.K. Leong (Eds) *Differential Treatment of Reading and Writing Disorders*. The Hague: Martinus Nijhoff.

61. Roodenrys, S.J., Hulme, C., and Brown, G.D.A. (1993) The development of short-term memory span: Separable effects of speech rate and long-term memory. *Journal of Experimental Child Psychology*, 56, 431-442.
62. Snowling, M. and Hulme, C. (1993) Developmental Dyslexia and Language Disorders. In G. Blanken, J. Dittman, H. Grimm, J.C. Marshall, and C.W. Wallesch (Eds). *Linguistic Disorders and Pathologies: An International Handbook*. New York: De Gruyter.
63. Hulme, C. and Snowling, M. (1993) Developmental Dyslexia and Cognitive Processes. In G. Blanken, J. Dittman, H. Grimm, J.C. Marshall, and C.W. Wallesch (Eds). *Linguistic Disorders and Pathologies: An International Handbook*. New York: De Gruyter.
64. Brown, G.D.A. and Hulme, C. (1993) Connectionist models of human short-term memory. In Omid M. Omidvar (Ed) *Progress in Neural Network Research*, Vol 4. New York: Ablex. (pp 99-135).
65. Hatcher, P., Hulme, C. and Ellis, A.W. (1994) Ameliorating early reading failure by integrating the teaching of reading and phonological skills: The phonological linkage hypothesis. *Child Development*, 65, 41-57.
66. Cowan, N., Keller, T.A., Hulme, C., Roodenrys, S.J., McDougall, S., & Rack, J. (1994) Verbal memory span in children: Speech timing clues to the mechanisms underlying age and word length effects. *Journal of Memory and Language*, 33, 234-250.
67. Snowling, M., Hulme, C. and Goulandris, A. (1994). Word recognition in developmental dyslexia: A connectionist interpretation. *Quarterly Journal of Experimental Psychology*, 47A, 895-916.
68. Rack, J., Hulme, C. and Snowling, M., & Wightman, J (1994). The role of phonology in young children learning to read words: The direct mapping hypothesis. *Journal of Experimental Child Psychology*, 57, 42-71.
69. McDougall, S., Hulme, C., Ellis, A.W. & Monk A. (1994). Learning to read: the role of short-term memory and phonological skills. *Journal of Experimental Child Psychology*, 58, 112-23
70. Snowling, M., Hulme, C., Smith, A. & Thomas, J (1994). The effects of phonetic similarity and list length on children's sound categorization performance. *Journal of Experimental Child Psychology*, 58, 160-180.
71. Roodenrys S., Hulme, C, Alban, J. Ellis, A. W. & Brown, G.D.A. (1994). Effects of word frequency and age of acquisition on short-term memory. *Memory and Cognition*, 22, 695-701.
72. Snowling, M. and Hulme, C. (1994). The development of phonological skills in children. *Philosophical Transactions of the Royal Society of London*, B346, 21-27.
73. McDougall, S. & Hulme, C. (1994) Short-term memory, speech rate and phonological awareness as predictors of learning to read. In Hulme, C. and Snowling, M. (Eds). *Reading Development and Dyslexia*. London: Whurr Publishers.

74. Brown, G.D.A., Hulme, C., Hyland, P., & Mitchell, I.J. (1994). Programmed cell suicide in the developing nervous system: A functional neural network model. *Cognitive Brain Research*, 2, 71-75.
75. Brown, G.D.A., Hyland, P., & Hulme, C. (1994). The effects of varying memory vector size in a network that learns to learn. *Proceedings of the World Congress on Computational Intelligence, IV*, 2291-2296. Washington: IEEE Press.
76. Hulme, C. and Roodenrys S. (1995) Practitioner review: Verbal working memory development and its disorders. *Journal of Child Psychology and Psychiatry*, 36, 373-398.
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