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Dyslexia in Children: Characteristics, Diagnosis, and Consequences

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Annotation: *This article examines dyslexia in children, a specific learning disability with a neurobiological origin. It discusses the main signs and cognitive features of children with dyslexia, as well as the impact of this disorder on their emotional sphere and social adaptation. Important aspects of diagnosis and factors associated with an increased risk of developing dyslexia are considered, emphasizing the need for timely and effective assistance to these children*

Keywords: *Dyslexia, cognitive functions, reading disorders, school adaptation, emotional consequences, comorbidity, diagnosis*

Introduction

Dyslexia is one of the most common specific learning disabilities, affecting 7% to 20% of children. Despite its prevalence, children's difficulties with learning to read are often ignored or attributed to a lack of effort. This article discusses the characteristics of dyslexia, its neurobiological nature, and its impact on the cognitive and emotional development of children.

Main Part

Definition of Dyslexia

According to the British Dyslexia Association, dyslexia is a specific learning disability with a neurobiological origin that persists throughout life. This disorder is not related to hearing or vision impairments, nor is it due to insufficient intelligence or speech development. It is important to note that dyslexia significantly affects reading acquisition more than writing and arithmetic skills.

Diagnostic Criteria

Diagnosing dyslexia involves assessing the persistence of a child's reading difficulties under optimal learning conditions and the relationship between their intelligence and speech development. Children with dyslexia often show a discrepancy between their low reading skill level and their normal intelligence.

Cognitive Features in Dyslexia

Children with dyslexia face various cognitive difficulties, including problems with information fixation and reproduction, sequential processing, visual-motor coordination, working memory, and adaptability. These features can lead to the development of reading-related and school-related phobias.

Neurobiological Nature of Dyslexia

Research indicates that dyslexia has a genetic predisposition and is associated with structural and functional characteristics of the brain involved in phonological processing and orthography. Risk factors include maternal smoking during pregnancy, low birth weight, and the family's socioeconomic status.

Comorbidity of Dyslexia

Dyslexia often co-occurs with other disorders such as attention deficit hyperactivity disorder (ADHD), depressive and anxiety disorders, and deviant behavior. According to international studies, 40% of children with dyslexia have at least one comorbid disorder.

Psychological Consequences of Dyslexia

Dyslexia significantly affects a child's emotional sphere, motivation, and quality of life. Persistent learning difficulties can lead to withdrawal, anxiety, depression, and low self-esteem. Social and behavioral problems associated with dyslexia are often exacerbated by school bullying and a lack of understanding from parents and teachers.

Conclusion

Dyslexia is a multifaceted disorder that requires attention and support from parents, teachers, psychologists, and speech therapists. Timely diagnosis and effective assistance are crucial for the successful adaptation and development of children with dyslexia. Understanding the characteristics and manifestations of dyslexia contributes to creating favorable learning conditions and emotional well-being for children.

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