

## DISLEXIA - READING AND WRITING DISORDER

„Dyslexia is a specific difficulty in learning of a constitutional origin. Its characteristic is difficulty in exact and/or fluent recognition of words, decoding and writing them. These difficulties are a result of defects in the phonological component of the language which are unexpected regarding to age, other cognitive capabilities and the conventional school teaching. The secondary consequences include shortcomings in understanding of the text read and insufficient reading experience which can prevent the development of the dictionary and common knowledge.“ (The International Dyslexia Association)

The causes of dyslexia are still not fully established just because the image of dyslexia is not simple. Neurological and genetically reasons are mentioned, as well as methods for teaching reading and writing and unknown reasons.

In addition, there are three potential causes of dyslexia, being:

1. shortcomings in phonological words processing
2. changes in visual information processing
3. inferior short and working memory

All this is connected to cerebral lateralization, i.e. lack of harmonization of the hemispheres, which optimal functioning is jammed by the interference of various parallel processes (according to G. Reid, 2003.)

The symptoms of dyslexia are already visible in the early childhood and especially when starting school and during schooling. They are manifested as specific difficulties during reading, writing, adopting mathematical operations, inferior working memory (which is reflected in adopting almost all school material), orientation in space and time, in audio-visual perception, memory etc. Most difficulties are noted in the language field, from syntax, phonology, dictionary to pragmatics.

The difficulties vary from mild to heavy, they are often and long-lasting and difficult to correct.

Dyslexia is a syndrome of specific difficulties in the language which are not caused by mental damage or lowered intellectual capacities. A wide number of symptoms are already visible in the early childhood and, if not noted and professionally treated, can cause bigger and more serious psycho-physical difficulties. Exactly this early discovery and logopedic treatment, the prevention of school failure, psychosomatic difficulties and behavioral disorders in those children.

Therefore, it is very important that in preschool institution and especially in schools work as many logopedes as possible, as well as other professionals which study dyslexia. It is equally important that as many people as possible, especially teachers, are introduced to causes, symptoms and consequences of dyslexia, so the children can be efficiently helped in overcoming of difficulties in reading and writing as the basic language skills. Dyslexia can be conquered only when we understand what it is, when we know its causes and consequences that come with it.

Schooling of these children must be by the regular program with an individualized approach, not by an adopted one. The teachers in schools have to be educated how to individualize their approach to those children.

The success of all forms of help in children with dyslexia do not depend solely on didactical tools and working methods used by the teacher. As important, if not even more, is the atmosphere in which the help is given.

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