



University of Alicante

Title:

Social and Emotional Problems Related to Dyslexia

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Samuel T. Orton, M.D. was one of the first researchers to describe the emotional aspects of dyslexia. His research on preschoolers with dyslexia revealed that most were happy and well adjusted, yet emotional problems began to develop when early reading instruction was not effective.

Over the years, students with dyslexia may develop increasing frustration if the reading skills of their classmates begin to surpass their own. Access to effective Structured Literacy teaching will help these students, but they may still experience social and emotional problems

Why is dyslexia discouraging and frustrating?

The frustration that individuals with dyslexia experience often stems from their inability to succeed, no matter how hard they try.

It can be painful and frustrating to struggle with basic reading and writing skills and to be unable to achieve in the eyes of their teachers, classmates, and parents. A sense of failure and inferiority may generalize beyond the classroom and may last into adulthood. At times, it can even lead successful adults to mistrust their own capabilities.

What might the person with dyslexia feel or experience?

Anxiety

Anger

Poor Self-Image

Depression

Social Problems

Family Problems



Elements that characterize the writing of a dyslexic student are :

- replacement, omission, invasion of letters
- mirror writing (eg. 3 instead of e)
- replacement of word with synonyms (eg dad-father)
- use uppercase letters between the lowercase letters of the word
- does not use stress
- does not use punctuation
- present clutter in his notebook
- its writing is illegible

How can parents and teachers help?

Help them learn to talk about what they are feeling.

Listening to a child's feelings.

Provide a clear, simple explanation of dyslexia and describe the possible causes of the challenges that result.

Reward effort, not just the product or the outcome. For the student with dyslexia, grades should be less important than progress.

Help students set realistic goals for themselves.

Encourage the child to be involved in activities that build on their strengths and can help cultivate abilities that are more subtle and less obvious.

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