



# Dyslexia: its forms

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# Dyslexia -

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is a partial disorder in the process of mastering reading, manifested in numerous repeated errors of a persistent nature caused by the lack of formation of mental functions involved in the process of mastering reading.



## According to modern research

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- There are up to 10% of children with dyslexia (according to Z. Mateychek - 2-4%, according to B. Halgren - up to 10%, according to A.N. Kornev - 4.8%) in European countries.
- Reading distortion is observed in 3% of primary school children; in schools for children with a severe speech disorder, the number of children with dyslexia reaches 22% (according to R. Banker).
- Among Japanese children, a very small amount of dyslexia, only 0.98% (according to K. Makita), is found.

# Characteristic of forms of dyslexia

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The classification of dyslexia, which is based on the lack of formation of certain operations of the reading process proposed by R.I. Lalaeva is the most reasonable.

# The following forms of dyslexia are distinguished

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- phonemic dyslexia,
- semantic dyslexia,
- agrammatic dyslexia,
- optical dyslexia,
- mnestic dyslexia,
- tactile (in blind children).



# Phonemic dyslexia 1

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*The mechanism* of this form of dyslexia is a distortion of the formation of phonemic perception (auditory differentiation of phonemes).

*Symptoms:* mixing, replacing phonetically close sounds when reading, difficulties in mastering letters denoting acoustically and articulately similar sounds.



## Phonemic dyslexia 2

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*The mechanism* of this form of dyslexia is a distortion of the formation of phonemic analysis and synthesis.

*Symptoms:* letter-by-letter reading, distortion of the sound-syllabic structure of a word when reading (omission of consonants when they merge, insertion of vowels between consonants, permutation of sounds, omissions, permutation of syllables, etc.)



# Agrammatic dyslexia

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*The mechanism* of this form of dyslexia is the lack of formation of morphological generalizations, the difficulty of differentiating grammatical forms of inflection and word formation, and the fuzziness of ideas about the syntactic structure of sentences.

*Symptoms: morphological agrammatism* (distortion of the word formation function: incorrect reproduction of endings, suffixes, prefixes, word forms when reading); *syntactic agrammatism* (distortion of the connection of words in a sentence: coordination and control - violation of the change of words by categories of number, gender, case, time when reading, difficulties in using prepositions when reading: replacements, omissions).





## Semantic dyslexia

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*The mechanism* of this form of dyslexia is associated with the underdevelopment of sound-syllabic synthesis, the lack of formation of ideas about the syntactic connections of words in a sentence, the lack of formation of grammatical generalizations.

*Symptoms:* distortion of reading comprehension during technically correct reading (prepositions, in whole words), mechanical reading.



# Optical dyslexia

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*The mechanism* of this form of dyslexia is associated with the lack of formation of visual-spatial functions: visual gnosis, visual mnesis, visual analysis and synthesis, spatial representations.

*Symptoms:* replacing and mixing graphically similar letters when reading: letters that differ only in one element, letters consisting of identical elements but differently located in space; mirror reading.



# Mnestic dyslexia

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*The mechanism* of this form of dyslexia is associated with difficulties in establishing associations between sound and letter, a violation of the process of speech memory.

*Symptoms:* distortion of the assimilation of letters, the sequence of sounds or words when reading: reduction in their number, omissions of sounds, words; undifferentiated replacements when reading.



# Tactile dyslexia

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*The mechanism* of this form of dyslexia is associated with difficulties in differentiating tactilely perceived letters of Braille alphabet.

It occurs in blind children.

*Symptoms:* mixing of letters consisting of the same number of points, points located mirrored, located above or below or differing in one point is noted in the process of reading.



## Literature:

1. Lalaeva, R.I., Venediktova, L.V. Diagnosis and correction of reading and writing disorders in primary school students / R.I. Lalaeva, L.V. Venediktova. - St. Petersburg: Soyuz, 2001.
2. Lalaeva, R.I. Reading Disorders and Ways of Their Correction in Junior Schoolchildren / R.I. Lalaev. - St. Petersburg: Soyuz, 1998.
3. Speech Therapy / Ed. L.S. Volkova. - M .: VLADOS, 2007 .-- 703 p.