



Características lectoras de niños con trastorno del aprendizaje de la lecturap1(B [

2009

text (article)

Analítica

The aim of this research study was to identify the characteristics of precision, comprehension and reading speed in children with Reading Learning Disability. Fourteen children, between the ages of 8 and 11years old, participating in the study, were diagnosed according to the DSM IV-Tr criteria. They were assessed through the reading test taken from the Evaluación Neuropsicológica Infantil (ENI) (Neuropsychological Assessment for Children). Results showed specific characteristics of the disability according to gender, age and school level. Performance was low on text reading precision and reading speed. The most frequent errors were literal and derivational substitution, error in functional word and failure in reading rhythm. The study concluded that the Reading Learning Disability has diverse manifestations and that diagnostic criteria may not include processes underlying the disability. It is recommended that assessment processes emphasize tasks where major difficulties can be found and that rehabilitation strategies respond to particular characteristics of the disability

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