



Dislexia. Nociones a considerar en torno al diagnóstico psicopedagógico. Reflexiones teóricas desde la práctica clínica [

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Analítica

In the face of law S-27306 enactment regarding "Specific Learning Difficulties" (SLD) the psychopedagogic field, which deals with learning issues, should strengthen its ethic and theoretical approach in order to specify its diagnose methods and tools, determining if a child presents learning difficulties and as a consequence identify the precise causes that ban a satisfactory acquisition process. In order to take the first step, this work proposes a look into the patients socio-historical context and its influences as an ethic position and also as a theoretical multifacetic consideration of dyslexia diagnose which also implies a revision of several theories which do not present themselves epistemologically balanced. However, they complement a complex view from the therapists perspective facing the patients condition of life, his family and surroundings, his schooling and cognitive processes in reading and writing acquisition, even his use of written skills with the support of linguistics and the functional aspects of a biological mechanism. All the analysis of the above mentioned variables, will allow within the clinical practice to visualize precise diagnosis for a further treatment according to each case and its needs

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