

عنوان مقاله:

Neurocognitive Profile of Children With Reading Disability in Kannada

محل انتشار:

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خلاصه مقاله:

Background: The present study was based on the Planning, Attention, Simultaneous, and Successive processes (PASS) theory. Objectives: We hypothesized that there would be significant differences between children with and without reading disability (RD) on PASS components. Furthermore, we predicted that deficits in children with RD would not be uniform across PASS components. Patients and Methods: Children with RD who participated in the study were two grades below the expected reading level for their age but were otherwise normal with respect to intellectual functioning, opportunities, and instructions. The comparison group consisted of age-matched children. Results: Independent-samples t tests (two-tailed) showed significant difference between the groups on all the PASS component subtests. The PASS scores of children with RD were scattered unevenly around the average to well below the average range. Conclusions: Kannada children with RD were particularly poor on simultaneous and successive .processing. Our results support the heterogeneity view of RD

کلمات کلیدی:

Cognitive, Dyslexia, Neuropsychology

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