



Dyslexia, Dysgraphia and Related Developmental Disorders

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Message from the Guest Editors

Interest in difficulty in learning to read and write has grown considerably in recent years, in part because of the impact of these deficits on the academic and personal development of affected children. By using a variety of paradigms and theoretical perspectives we have broadened our understanding of these disorders. In fact, cognitive analysis has led to important advances in the analysis of individual differences and on the role of orthographic consistency and the co-morbidity between these and related developmental disorders. Experimental studies using a variety of techniques (i.e., reaction times, evoked potentials and eye movements) have provided input for deciphering the mechanisms involved in the genesis of these disorders. Finally, neuroimaging has provided important breakthroughs on the neural bases of reading and writing disorders.

The aim of this Special Issue is to bring together research from these different perspectives to increase our understanding of reading and writing disorders. Original basic and clinical research, case reports, review articles, meta-analyses and systematic reviews related to this topic are welcomed.





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Message from the Editor-in-Chief

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