Abstract

This article is the first in a series of five about vision and reading difficulties, and provides an introduction and an overview of learning disabilities and specific learning difficulties. It outlines the role of the optometrist in helping people with such problems; it describes the symptoms that optometrists should look for and it provides an introduction of the evidence-based approach. The second article in this series will cover the optometric and orthoptic correlates of reading difficulties. Articles three and four will describe the use of coloured filters, including background, techniques, evidence, and mechanism. The final article will draw together the themes in the series of articles and discuss the clinical protocol and the role of the eye care practitioner in managing visual factors associated with reading difficulties.

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Reading, Difficulties and. Disabilities. A Guide for Educators. Is there an association between functional vision and learning to read? Clin.Exp.Optom. 2001:84:346-53. Contrast sensitivity, ocular dominance and specific reading disability. Clinical Vision Sciences 1993:8:345-53. 39. Evans BJW, Drasdo N, Richards IL. School underachievement and specific learning difficulties. In Rey JM (ed), IACAPAP e-Textbook of Child and Adolescent Mental Health. Geneva: International Association for Child and Adolescent Psychiatry and Allied Professions 2012. Specific learning difficulties C.3. 1. • When a known sensory deficit such as nystagmus or low vision accompanies the underachievement, the extent of learning delay should be far in excess. • The lower levels of achievement must be seen to be interfering with academic achievement and daily. • The child’s extent of learning must be substantially below that of peers who have received equivalent. In such situations, the learning difficulties and low level attainments mimic the difficulties and skills profile seen among children with dyslexia.