



children



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Children with Reading Difficulties: How to Intervene and Treat?

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Message from the Guest Editors

Reading difficulties influence pupils' performance in most academic domains. Moreover, children who struggle in developing literacy often experience low self-esteem, low-motivation, and are afraid to be involved in school activities, due to the anticipation of their own failure. Due to these negative feelings, poor readers and children with dyslexia are likely to manifest internalizing symptoms and problems in their relationships with their peers. Taking into consideration the high percentage of children with reading difficulties, irrespective of their native language, along with the impact of such difficulties on both academic performance and well-being, the need for effective intervention programs to support pupils in learning to read and achieve in-text comprehension is evident. Therefore, the aim of this Special Issue is to provide an updated overview on evidence-based interventions and treatments, which can be implemented both in person and in telerehabilitation conditions, in order to improve literacy in children and adolescents.



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Special Issue