

Special Issue

Dyslexia, Dysgraphia and Related Developmental Disorders

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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You are invited to contribute a research article or a comprehensive review for consideration and publication in *Brain Sciences* (ISSN 2076-3425). *Brain Sciences* is an open access, peer-reviewed scientific journal that publishes original articles, critical reviews, research notes, and short communications on neuroscience. The scientific community and the general public can access the content free of charge as soon as it is published.

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