

A Réy Összetett Ábra diagnosztikai értékének vizsgálata a specifikus tanulási zavarokra (diszlexiára, diszgráfiára és diszkalkuliára) nézve

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Abstract

The goal of the research is to examine if the Réy Complex Figure is able to differentiate between the typical developing children and those having specific learning disabilities like dyslexia, dysgraphia, and dyscalculia. The participants were primary school children, of age of 8 (2nd grade) to 15 (8th grade).

A database in SPSS program was realised, the data were processed using the independent-sample t-test. The independent variable was the same in all hypothesis, namely the presence of one type of learning disability. The dependent variables are the following: the number and the accuracy of the copied and recalled elements, the time of copying and recalling, the copying and the recalling style.

The results showed that two hypothesis out of four were integrally certified and the last one only partially. The research concluded that the number and the accuracy of the copied and recalled elements and the recalling style are differentiating between typically developed and specific learning disabled children.

Keywords

differential psychology, dyslexia, dysgraphia, and dyscalculia