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Typology of spelling errors in school children with and without learning difficulties

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Introduction: Competent written language is the goal of the first years of scholar learning. At this phase, spelling errors made by scholars are among the biggest and more frequent teacher complains.

Objectives: Compare the typology of spelling errors of children in the fourth grade of elementary school with and without learning difficulties.

Methods: It is a cross-sectional analytical study in which 63 children from Elementary School, between 9 and 11 years-old has participated. The Scholar Performance Test (SPT) was used with writing evaluation.

Results: It was found statistically significant values in the association between SPT test outcomes and economic classification of the participants, being greater the adequation for schoolchildren with higher percapita income. Statistically significant correlation was found for the errors: Voice/unvoiced mistakes, confusion between similar letters, letter addition and others.

Conclusion: One third of the children presented inappropriate outcome in the writing test. In summary, spelling errors with statistically significant outcomes are prevalent in schoolchildren with inappropriate outcomes for writing and expresses initial and primitive difficulties, primordial for alphabetic system acquisition.

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