

UNIVERSITY OF SZEGED  
DOCTORAL SCHOOL OF EDUCATION  
Doctoral program in Psychological Questions of Development and Education

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DIAGNOSIS OF ACQUIRED READING DISORDERS ASSOCIATED WITH ADULT  
APHASIA, DEVELOPMENT AND CLINICAL APPLICATION OF AN ADULT  
READING ASSESSMENT

*Abstract of the dissertation*

The importance of reading is not only manifested in school life it is also a key factor for personal and social goals in later life (Blomert & Csépe, 2012; Wolfgang & Molnár, 2012). A multidisciplinary interpretation of the results of studies in the fields of pedagogy, psychology, cognitive neuroscience, and sociology contributes to the understanding of the complex process of reading. Among acquired disorders affecting the central nervous system, reading disorders are common, and in many cases are leading symptoms of language processes (Hallowell & Chapey, 2008; Papathanasiou & Coppens, 2013; Molnár-Tóth, 2021; Tóth, 2018).

The purpose of our thesis is twofold. On the one hand, we aimed to increase knowledge about reading disorders by examining the main characteristics of adult acquired reading disorders. Our work can be considered as filling a gap in the field in the sense that there is no large-scale empirical research available from native Hungarian adult patients on this topic. Based on this, we further aimed to develop a reading battery that would allow for an objective assessment of acquired reading disorders associated with adult neurological disorders.

A total of six studies were conducted. For the pilot measurements the aim was to try out the first version of the reading test and to observe reading disorders associated with aphasia. Based on our results, a modified version of the Adult Reading Test was developed with a scoring system based on the scores and reaction time values obtained in the large sample (N=480). We then used the test to conduct further and more comprehensive exploratory research.

Our results support the view that reading assessment is important not only in exploring typical and atypical developmental trajectories, but also in exploring the overall cognitive-linguistic ability profile of adult acquired disorders. The aim of our thesis was to fully develop a reading assessment procedure that can be used in the clinical diagnostic process as well as in

exploratory research of clinically presenting pathologies. The results obtained from our studies contribute to a multidisciplinary interpretative framework for reading-related knowledge.