

Although dyslexia is traditionally regarded as a purely cognitive disorder resulting in well-known and well-researched difficulties in reading, writing and mathematics, this is not a complete picture. Equally important are the attendant difficulties that children with dyslexia face. Most notable among the burdens associated with dyslexia are socio-emotional problems. It has been consistently found in research over much of the West, particularly in the United States and the United Kingdom that children with dyslexia display higher levels of social, emotional and self-concept-related problems than their peers without dyslexia. These socio-emotional problems hinder their already hampered progress and further weigh odds of favourable outcomes against children with dyslexia.

Research into the socio-emotional problems of children with dyslexia is mostly concentrated in Western Europe and North America, 'flic recognition that this is an important area of research has yet to take root in the Czech Republic or in India, where the author has nearly a decade of experience as a special educator. This research project sought to address this gap, albeit at a limited scale. A multiple case study of five boys with dyslexia was conducted at a special education school in the city oi Most in the Czech Republic. Operating from within a constructivist research paradigm and following the recommendations of leading theorists, multiples sources of information (observation, interview, questionnaire and document analysis) were used. The perspectives of three most important stakeholders - children, parents and teachers - were considered. This facilitated a fuller, more nuanced and detailed understanding of the socio-emotional difficulties of children with dyslexia.