

A study of the interrelationship between dyslalia and child personality

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Abstract

Introduction. In this article we analyze the existence of personality characteristics associated with childhood dyslalia. Bibliographic references with regard to this topic are few and not recent. Different authors indicate that certain personality traits can act on some occasions as triggers to or as to encourage such alterations, and in other cases as maintaining or aggravating the child's difficulty.

Method. The following study puts forward the results from applying the *Cuestionario de Personalidad para Niños* [Personality questionnaire for children] and the *Cuestionario de Ansiedad Infantil* [Childhood Anxiety Questionnaire] to a sample of 20 children diagnosed with dyslalia, between the ages of 6 and 8 years.

Results. The data corroborate that children with dyslalia show a higher-than-average level of anxiety, tension and insecurity, and are more prone to lose emotional control. Likewise, they are inhibited and have difficulty relating to others. On the other hand, we recognize the difficulty in determining whether these children's personality characteristics cause the linguistic disorder, or if on the contrary they are an outcome of the latter.

Discussion. This research highlights the need for greater and more in-depth knowledge about the role that personality plays in the language disorders which occur most frequently in early school years. Specifying the personality characteristics of the child with dyslalia will allow us to adapt ourselves to their reality during the intervention process. We must keep very much in mind the child's personal, relational, social and emotional aspects, since understanding these can help towards a more speedy overcoming of their difficulties.

Key words: dyslalia, investigation, research, personality, speech disorder