The problem of learning difficulties is an extremely complex phenomenon in its biopsychosocial connections. Until recently, developmental dyslexia was perceived primarily by identifying it with the difficulties experienced by children in the context of learning. At present, the way of understanding this issue has radically changed. In addition to the difficulties occuring among others in reading and writing, the profile of dyslexic pupils was often enriched by a description of deficits in socio-emotional functioning and under-valued self-esteem. In the literature of the subject we can find more and more research reports that challenge the image of dyslexia, pointing to a different position. Social-emotional competence and self-esteem have begun to be perceived in the context of the psychological resources of dyslexia. In addition, in dyslexia research, there is a tendency to pay attention to its occurrence not only in children but also in adolescents and adults. It cannot be overlooked, that the researchers of the phenomenon began to perceive the need to identify differences between sexes in dyslexia, indicating the different cognitive and social functioning of dyslexic men and women. Another important variable is the participation in the pedagogical therapy. Children and adolescents diagnosed with developmental dyslexia are a group of people with special educational needs that should be covered by psychological and pedagogical help. Literature review confirms the effectiveness of school-based but also social-emotional activities.

Considering the above, this doctoral is an attempt to diagnose social and emotional competences and self-assessments of dyslexic high school students. This will allow a holistic approach to the topic, with the possibility of applying the results in the diagnosis and therapy of dyslexia.

The doctoral consists of six chapters. Chapter I deals with the issues related to dyslexia, indicating the way of defining it, taking into account the characteristics of causes and its symptoms, both in the context of the deficits and psychological resources of dyslexia. The subject of pedagogical therapy in the context of dyslexia, as well as the presentation of dyslexia differences in sex was taken into consideration.

Chapter II is devoted to describing social and emotional competences with an attempt to systematize terminology, present models of their determinants, and the most important concepts of social-emotional competence. Subsequently, the development and the scope of social and emotional competences are presented, as well as the issue of the relationship of social-emotional competence and self-evaluation.

The subject of psychopedagogical aspects of self-esteem was taken in Chapter III. The concept of self-esteem and its related terms, its types and its development in ontogenesis and the context of school education are presented here. The analysis of the determinants of self-evaluation has also been analyzed. Chapter IV contains the problems and my own study program. The purpose of the research, its issues and the hypotheses were given here. With regard to the diagnosis of social competence, the Social Competency Profile of PROKOS by A. Matczak, K. Martowska (2013) was used. The obtained data illustrated general social competence, assertive competence, cooperative competence, social competence, social resourcefulness and community competence. Emotional competence, in turn, was measured by the following tools: Two-dimensional Inventory of Emotional Intelligence DINEMO by A. Jaworska, A. Matczak, A. Ciechanowska, J. Stańczak i E. Zalewska (2006) – the measure the overall ability to process emotional information in terms of intros and interpersonal and the Scale of Emotional Intelligence –Faces (SIE-T) A. Matczak, J. Piekarskiej, E. Strudniarek (2005) – the measurement of emotional intelligence in the recognition of emotions based on facial expressions. To check the level of self-assessment of the subjects Intra Settings Questionnaire, Interpersonal and Attitudes towards the world (KNIIŚ) E. Wysocka`s (2011) were used. Summing the data according to the key, allowed the assessment: non specific self-assessment, specific self- assessment, self-assessment in the cognitive-intellectual sphere, self-evaluation in the physical sphere, self-evaluation in the socio-moral sphere and self-evaluation in the characterological sphere.

The analysis of own research results is contained in Chapter V, two-factor analysis of variance was used here. In chapter VI the discussion of the results was taken into consideration, which suggests that the results were complex and multidimensional although they were often incompatible with the results of available research. They showed the importance of differences in selected aspects, maintaining the tendency of world research. The obtained data confirmed the legitimacy of the hypotheses formulated in the doctoral. This allowed us to create a profile, image of a high school student with developmental dyslexia in terms of social-emotional competence and self-esteem. It is to be mentioned, that people with dyslexia, in the light of the study function well in the socio-emotional field and their self-esteem is also at a satisfactory level. The work ends with a summary ending including both practical implications as well as the limitations of research, an alphabetical list of bibliographic items, List of tables, drawings and graphs.