

STATEMENT

From

Assoc. prof. Krasimir Ivanov, M.D. Ph.D

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"Chernorizets Hrabar"

on

dissertation with the topic

**"The Possibilities of Cognitive-Behavioral Psychotherapy
for Managing Depressive States in Developmental
Dyslexia"**

for awarding the educational and scientific degree "Doctor" in
the scientific field: 3.2 Psychology (Clinical Psychology)

PhD student: Vaska Zdravkova

Supervisor: Prof. Vanya Matanova

The dissertation proposed for statement is laid out in a complex interdisciplinary field, marked by many difficulties in terms of diagnosis, therapy and prognosis of the complex problems related to dyslexia.

The work meets academic requirements for volume, structure, and research. The dissertation consists of 170 pages, of which 132 pages of main text, 28 pages of bibliographic reference, 8 pages of appendices, 5 pages of title page and table of contents. 5 figures and 10 tables are used. The bibliography includes 214 titles, including those in Bulgarian, Macedonian, Serbian, Croatian and English. On the topic of the dissertation, 5 publications have been made in scientific journals.

The theoretical part discusses the main aspects of the problems concerning children with symptoms of depression in developmental dyslexia, a problem that is common, disabling and recurring, which is often not recognized and/or not treated.

The PhD student has presented data from the Ministry of Health in the Republic of Macedonia that present facts that Macedonian children, who represent the future hopes and resources for the development of the country, are at high risk of depression.

The PhD student explored the already existing experience of leading countries and clearly stated the purpose of this dissertation was to evaluate, in Macedonian children with depressive symptoms, the effectiveness of cognitive-behavioral psychotherapy in reducing depressive symptoms and negative automatic thought and in improving social functioning.

The main objective of this study is further developed through the possibility of investigating the differences in treatment response in children with depression receiving cognitive-behavioral psychotherapy and children receiving treatment in the usual way.

The theoretical overview is complete and presents a good skill in working with professional matter. The focus falls on the definitions of dyslexia, the medical and social model of understanding dyslexia, etiology, clinical picture and classification of dyslexia and depression in children with dyslexia.

A good impression is made by the analysis and description of the most common and used definitions of dyslexia. An interesting emphasis is the reference to the definition of the British Dyslexia Association, which was adopted in the Republic of Macedonia. The historical experience at the beginning of the century is presented for dyslexia research, which began to use a number of models to interpret the social experience of children living with this condition. These models were developed by the discipline "Research on Children with Disorders", which defines a number of alternative definitions of "disorders" from the dominant medical classification. Depending on the model used, the problems associated with dyslexia are interpreted either due to physiological deficits, that is, biomedical, or due to structural inequalities, that is, social.

In the conducted psychological research, all requirements in terms of purpose, tasks, hypotheses and tools were again met.

The main goal of the study is the differences in the response to treatment in children with depression receiving cognitive-behavioral psychotherapy and children receiving treatment in the usual way.

The participants in the study were selected through schools in three main centers of the socio-demographic regions in the Republic of Macedonia (Stip, Eastern Region; Skopje, Central Region; Bitola, Western Region), which is an interesting cross-section for the region.

The described study itself is performed exactly, with professional skill and skill for therapeutic work.

The results are clearly presented and well interpreted. The obtained data form the practical and applied contributions of the dissertation research, and they bear the author's mark. The difficulties and limitations are also correctly presented, such as the fact that clinical psychology and psychopathology of development in the Republic of Macedonia are still at an early stage of development. Therefore, there is a small number of scientific studies in the field of mental disorders in children.

Future directions for the study of the problem are also presented.

The publications of the PhD student are commensurate with the topic and are sufficient for the scientometric requirements. I have no critical remarks.

All this gives me grounds to propose to the Scientific Jury to award Vaska Zdravkova the educational and scientific degree of "Doctor" in the scientific field:

3.2 Psychology (Clinical Psychology)

22.08.2024

Varna.

Assoc. Prof. Krasimir Ivanov, M.D. Ph.D.