# Psychosocial Problems among School Age Children with Learning Disabilities and their Parents' Behaviors

#### Thesis

Submitted for Partial Fulfillment of Master Degree in Psychiatric and Mental Health Nursing

### By

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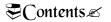
Finally, I praise and thank the children with learning disabilities who helped me in this study and their accompanied parents.

I am really indebted to you

# Dedication

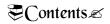
There are many times when silence speaks so much loudly than words, but I would like to express my gratitude to all of my family members and in Iaws for their continuing love, support and encouragement over the years. A special – Thank you-to my husband (Khaled), the person who always believed in my ability to achieve all what I set out to accomplish. I also dedicate this to my children (Mohamed) and (Razan) who are inspirations and the reason I strive to be my best.

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### **List of Abbreviations**

Abbreviation	Meaning
ADHD	Attention-deficit hyperactivity disorder
ASD	Autism spectrum disorder
APD	Auditory processing disorder
СВ	Challenging behavior
CBT	Cognitive behavioral therapy
IQ	Intellectual quotient
LD	Learning disability
LDs	Learning disabilities
ОНІ	Other health impairments
SAF	Self-assessment framework
SIB	Self-injurious behavior
SLD	Specific learning disability
VPD	Visual processing disorder
WHO	World health organization

# **Operational definitions**

Definition	Meaning
Dyslexia	Difficulty with reading, Problems reading,
	writing, spelling, speaking
Dyscalculia	Difficulty with math, Problems doing math,
	understanding time, using money
Dysgraphia	Difficulty with writing, Problems with
	handwriting, spelling, organizing ideas
Dyspraxia	Difficulty with fine motor skills, Problems
	with hand-eye coordination, balance, manual
	dexterity
Dysphasia/Aphasia	Difficulty with language, Problems
	understanding spoken language, poor reading
	comprehension
Auditory	Difficulty hearing differences between
Processing	sounds, Problems with reading
Disorder	comprehension, language
Visual Processing	Difficulty interpreting visual information,
Disorder	Problems with reading, math, maps, charts,
	symbols, pictures

#### **Abstract**

Learning disabilities among school-age children increase the risk of psychosocial problems. The aims of this study are to assess psychosocial problems among school age children with learning disabilities and to assess parents' behaviors towards their children with learning disabilities. A descriptive design was utilized in this study. A purposeful **sample** included 70 children with learning disabilities. The study **setting** was at two learning disabilities centers, one of them was at Zagazig city, and the other was at Menia El Kamh city. Four tools of data collection used: 1) structured questionnaire which demographic characteristics of children and their parents 2) standardized Egyptian scale for children's psychosocial problems 3) parenting behaviors scale 4) standardized Egyptian scale for children's attention and adaptation. Results of this study revealed that lower than half of children with learning disabilities suffer from psychosocial problems and also lower than half of parents of studied children have a dysfunction in the behaviors towards their children. More than half of LD children experienced inattention at home and school. There were statistically positive correlations between all variables. (Psychological problems, behavioral problems, parenting dysfunction, and children's attention and adaptation -home and study **Concluded** that images). The approximately half of parents of studied children have a dysfunction in the behaviors towards their children. The study **Recommendation** included specialized supporting groups for both parents and children with learning disabilities, for rehabilitation and counseling.

**Key words:** learning disabilities – psychosocial problems – attention disorders – parenting dysfunction.

#### Introduction

Learning Disabilities (LDs) mean disorders in one or more of the basic psychological processes involved in understanding or in using language, spoken or written that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, dysgraphia and dyscalculia (*Bency & Begum*, 2017).

The prevalence of learning disabilities in different regions of the world is estimated from 3 to 12 percent (*Keivan*, 2012).

Types of specific learning disabilities are categorized as follows: Dyslexia, a reading disability, Dysgraphia, a writing disability, Dyscalculia, A math disability, Dyspraxia, a motor coordination disability, Dysphasia, a language disability related to difficulty with reading comprehension, Aphasia, a language disability related to difficulty with understanding spoken language, Central Auditory Processing Disorder, a sensory disability related to processing sounds, Visual Processing Disorder, a sensory disability related to processing bisorder, a

Verbal Learning Disorder, a visual-spatial disability related to body control (*Gibson*, 2015).

Learning disabilities are the problems that affect the brains ability to receive process, analyze, or store information. These problems can make it difficult for a student to learn as quickly. LDs have an impact on all family members. They can be lifelong conditions that, in some cases affect many parts of a child's existence: school or work, daily routines (*Osman*, 2012).

Emotional difficulties can be considered one of the primary issues of the learning disabled and come about as a result of academic failure; in the other, emotional difficulties are a result of the secondary issues: frustration, lack of self-confidence, aggressiveness, and depression that arise from social and academic failure. Fear of failure leads to avoiding communication, which generates feelings of helplessness arising from the inability (or lack of confidence) to influence social conditions (*Accariya & Khalil, 2016*).

Additionally behaviors that challenge among children with learning disabilities can include aggression, destruction, self-injury, and other behaviors (e.g. running away) associated with personal or social risks. Children

with LD are much more likely to show behaviors that challenge (*Totsika et al.*, 2011).

Nurse must facilitate opportunities for the child with a learning disability to be involved in decisions using materials that are accessible to them, for example, using augmentative communication strategies such as simple language, pictures, objects of reference, etc. and finally involve others important to the person who can help empower them or give information to identify what is felt to be the best decision for the person (*Clapham*, 2014).

The effective teaching goes further: creating an environment that not only makes learning possible now, but also teaches attitudes and behaviors that enhance learning and success in later life. Student skills in self-regulation, such as self-monitoring and self-evaluation, are vital for life-long learning (*Watkins*, 2013).

#### Significance of the study

A learning disability affects the way a child understands information and how they communicate. Children with more severe LD may have no or extremely limited verbal communication and may require support with all everyday tasks such as dressing and toileting.

Many will experience complex physical health, sensory, and mobility difficulties (*Crouse*, 2013).

The prevalence of learning disabilities among Egyptian primary school children is 25% (*Husin*, 2014).

A few studies have focused on the psychosocial problems of children with LD. Research on the social problems and social skills of those children is rather limited, but findings generally point to difficulties in understanding social interactions, and to social perception problems (*Sermed-Clikeman et al.*, 2010).

A learning disability can't be cured or fixed; it is a lifelong issue. However, learning disabilities cause a variety of psychosocial problems as well as attention disorders, children with learning disabilities can succeed in school and go on to successful, often distinguished careers later in life with the right support and intervention.