The Psychological Implication of Learning Disabilities

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Introduction

Learning disabilities, as a "differentiation" that occurs during the first school year of a child, have serious psychological, educational and social implications in their life [1-3].

The myths that have prevailed over dyslexia and many other special learning disabilities, inadequate information from both parents and teachers and the refusal of many parents to accept their child's difficulty have led to a distortion of the true image which presents a child with dyslexia and have reinforced misconceptions, such as that the particular children are arctic or low intelligence [4-8].

At this point, it is important to note that dyslexia, like the other Special Learning Disabilities, has absolutely no relation to the child's intelligence, gender or ethnicity, and constitutes a lifelong situation for the individual.

Children with learning disabilities experience almost everyday situations such as shame, anxiety, frustration, social isolation, melancholy and lack of self-confidence [9,10]. Such situations have serious psychological effects on a primary child and contribute to creating a negative self-image and low self-esteem. Generally, these children are hardly motivated to learn because they do not praise very often because of their low performance, and are not internally satisfied for the same reason.

Where learning disabilities coexist with hyperactivity, pupils with learning disabilities receive unfavorable criticism of both their performance and their behavior. Of course, such a treatment has negative effects on learning and shaping the personality of the child [11-13].

A recent survey conducted by the University of Macedonia at the Aristotle University of Thessaloniki on "BULLYING - SCHOOL EDUCATION: Psychosocial, Educational Consequences and their Response" showed that pupils with learning disabilities suffer school bullying at a rate double to ten times the usual (40%) due to their degrading school failure, leading to low self-esteem and isolation.

References

2 Association for Children and Adults with LD (1986) ACLD description: Specific LD. ACLD Newsbriefs 3: 15-16.
13 Greenwood CR, Arreaga MC, Utley CA, Gavin KM, Gresham F (1997) Social competency and students with behavioral disorders: where we’ve been, where we are, and where we should go. Educ Treat Children 20: 233-249.