

COPING MECHANISMS IN CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES

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Abstract

Our research investigated the relationship between the coping mechanisms and the reading level measured by number of errors and time, reading speed comprehension and writing, in the case of a group of students (N = 55), aged between 12 and 14. For this, the Developmental Dyslexia and Dysgraphia Assessment Battery was used - DDE-2 (Sartori, Job, & Tressoldi, 2007, adapted for Romanian population by David & David & Roşan, 2017). The battery comprises eight sub-headings: five for the analysis of the reading process, and three for the analysis of the writing process. We also used the Emotional Cognitive Emotion Regulation Questionnaire - CERQ (Garnefski & Kraaij, 2007), that identifies nine coping strategies. The results show that, in general, our group adopted highly adaptive coping strategies in stress management, especially focusing on planning, positive reassessment, while the dysfunctional coping mechanisms were ruminating and self-blaming. Another important finding indicates that as students grow, the time used in reading and writing tests decreases, and the level of speed, accuracy and comprehension of the writing increases, but unfortunately, the number of errors recorded per reading does not decrease as the students approach the eighth grade. This correlates with studies showing that the reading speed of a student with dyslexia is lower than that of a child of the same chronological age with no specific learning disorders.

Keywords: coping strategies; learning disabilities; students

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