

P-344 - THE PSYCHOLOGICAL EFFECT OF LEARNING SUPPORT FOR CHILDREN WITH LEARNING DISORDERS

Y.Tanaka¹, R.Fukumoto¹, K.Okada¹, M.Suzuki¹, M.Ogura², C.Hatagaki³, K.Nomura¹, The Therapeutic Educational Support Project for Mild Developmental Disorders

¹Center for Developmental Clinical Psychology and Psychiatry, Nagoya University, Nagoya, ²Naruto University of Education, Naruto, ³Shizuoka University, Shizuoka, Japan

Introduction: Children with Learning Disorders (LD) are susceptible to decreased self-esteem and willingness because of their difficulty learning, which can lead to exacerbation of the learning difficulty in a vicious cycle. Appropriate learning supports may help not only in terms of learning, but also psychologically.

Objectives: The purpose of this study was to investigate the psychological effect of learning supports for children with LD.

Aims: The aims are to make clear that psychological changes occur for children by the learning supports.

Methods: We conducted 10 learning support sessions for 12 children (age 8-11 years) diagnosed as LD. Afterward, we gave a questionnaire on motivation and self-efficacy in learning to the children and their parents, and a questionnaire on positive participation in class to the children's teachers.

Results: The children's responses showed increased intrinsic motivation with high autonomy, and decreased extrinsic motivation with low autonomy and self-efficacy after supports. The parents' responses indicated increased self-efficacy and decreased motivation overall after supports, while the teachers' responses indicated increased positive class participation after supports.

Conclusion: Parents and teachers see that willingness for learning improve through learning supports, but the children themselves feel decreased efficacy. At the same time, the children came to have more autonomous intrinsic motivation for learning. Both of motivation and willingness increased through learning supports, but conversely the children came to notice their own weaknesses (true abilities), which is thought to have led to decreased self-efficacy. With continuing support improvement of true efficacy may be expected.