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Effectiveness of self-healing training on family self-worth and psychological distress among children with Specific Learning Disorder

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Abstract

The purpose of the present study was to investigate the effectiveness of self-healing training on self-worth and psychological distress (depression, anxiety and stress) among family of children with Specific Learning Disorder (SLD). The research method was quasi-experimental with a pretest-posttest design and a control group. The statistical population of the research was 1235 families of elementary school students with SLD in Isfahan City in the academic year of 2018-2019. 40 individuals who were willing to participate in the project were selected through a public announcement in the education learning disorder centers in order to conduct the research. Then, they were randomly assigned to the experimental group (n =20) and the control group (n =20). Contingencies of Self-Worth Scale Crocker et al., (CSWS) and Depression, Anxiety and Stress Scale (DASS-21) were conducted as a self-worth and psychological distress pretest and then the experiment group attended fourteen sessions (30 minutes per week) of self-healing training and post-test for both of the groups was performed after completing the training. Multivariate analysis of covariance and SPSS-24 were used for data analysis. The results demonstrated that self-healing training had significant impacts on increasing self-worth and improving the participants' psychological distress (depression, anxiety and stress) ($p < \text{point zero five}$). According to the results of the research, self-healing educational method could be used as one of the new positive approaches for promoting the psychological health of families of children with specific learning disorder with relatively lasting effects, in order to increase self-care skills.

Keywords: *Self-Healing, Self-Worth, Psychological Distress, Specific Learning Disorder.*

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