



Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School

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Affiliated to GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY

PSP, Institutional Area, Madhuban Chowk, Rohini Delhi-85, Ph : 011-27550012/13
Fax : 011-27550018 • Email : info rehab@tecnica.in Website : www.rehab.tecnica.in

ASHTAVAKRA JOURNAL CLUB

SESSION 2022-23

B.Ed. Spl. Edu. ASD

Date: 27/1/2023

Time: 2:00PM

Topic- Stress, Depression, and Suicide among Students with Learning Disabilities: Assessing the Risk

Author – William N. Bender, Cecilia B. Rosenkrans and Mary-kay Crane

Name of the Journal (APA)- Bender, W.N. , Rosenkrans, C.B. , Crane, M. ,(Spring, 1999). Stress, Depression, and Suicide among Students with Learning Disabilities: Assessing the risk. Learning Disabilities Quarterly. Vol. 22, No. 2 (Spring 1999), pp. 143-156.

ABSTRACT

Objective: To find out increasing rates of youth suicide, stress, and depression among adolescents with learning disabilities from the risk resilience perspective.

Methods: The methods use in this research is mainly qualitative base data.

Results: The results demonstrated a positive correlation between the anxiety of adolescents with learning disabilities and problems in sleeping. Sleep problems, appeared to be related to worry about feeling incompetent, making mistakes, being teased, getting poor grades, and being criticized. First, Students with LD suffer from higher rates of depression than nondisabled students. Second, independent of depression, some students with LD demonstrate certain cognitive characteristics and / or personality traits that may facilitate or lead to suicide, even when clinical depression is not present. These includes impulsivity, deficits in self-concept, deficits in social cognition and nonverbal problem solving or a less developed cognitive ability to relate causes and consequences.

Conclusion: Service provider must foster each student's awareness, understanding, and acceptance of his/her learning disability, including accepting individual strengths and weakness and the ability to see oneself as more than learning disabled; that is, as a person who can learn and grow given the appropriate alternative teaching strategies. Programs that foster this level of self-understanding tend



also to foster the resiliency factors that can make the difference between long term success and failure for students with LD. Because of the increased stress, depression, and suicide risk for some students with LD, increased resiliency for these students should be nurtured . Parents, teachers, and other professionals must have the opportunity to communicate about the importance of developing a resilience filled environment and, in turn, collaborate in the implementation of this environment, the schools can become the focal point in optimizing the long term success of students with learning disabilities.

Keywords: Learning Disability, Resiliency, Foster, Suicide, Depression, Stress, Implementation

Presenter: Manvi Mittal

Deepak Kumar

Ashtavakra Journal Club Incharge

Sanjana Mittal

Deputy Director

