



Comparison of copying strategies and social adjustment of students with reading disorder and mathematic disorder and Normal

Elham Zamani Behbahani

* Department of Psychology of Exceptional Children, Islamic Azad University Central Tehran

Abstract

The goal of this study was comparison of copying strategies and social adjustment of students with reading disorder and mathematic disorder and normal. The research method was causal-comparative. The sample consisted of 105 people (35 students with reading disorder, 35 people with mathematics disorder and 35 people normal students) who were selected randomly. Research instruments included the coping strategies questionnaire with mental pressure of Endler and Parker (1997) and children's adjustment questionnaire of Dokhanchi (1998). Multivariate analysis of variance (MANOVA) and ANOVA were used for data analysis. Results showed that there is a significant differences between coping style with problem-focused stress, emotion-oriented, avoidance and social adjustment of students with mathematics disorder and reading disorder with normal students and students with mathematics disorder and reading disorder to problem-oriented normal students have less emotion-oriented, more avoidance style and less social adjustment.

Keywords: *Comparison of copying strategies, social adjustment, reading disorder, mathematics disorder.*

Introduction

Students who have learning disorder, an important aspect of their educational performance is impaired that it is effective on their cognitive, psychological and social health. Students who have a learning disorder in reading and or mathematics have basic problem in the development and growth process of education, and experience cognitive and social conflicts. Undoubtedly pay attention to the various aspects of the lives of these students is one of important factor in reducing the cognitive and social problems. Some of the problems facing them in education have been raised, depression, anxiety and social anxiety, inadequate coping, low assertiveness, hostility, social compatibility and aggressiveness (Serlin, 2013).



Elementary school students, their emotional and social maturity depends on the type of family atmosphere and training community (Abhari, 2011).

Students of this period because they are in an important basis, family and school have high expectations of them, they experience several challenges in terms of education, family and education system, that suffer from stress in education and academic achievement. On the other hand one of the factors of lack of academic success of students is learning disorders in them that will lead to academic failure of students, decrement in self-esteem and they will leave school and will enter psychologically and economically irreparable harms to the child, the family and the education system (Biravand, 2013).

Many students with learning disabilities have serious problems in writing and the use of written language and mathematics and these disorders may make trouble for students in the use of coping strategies with stress. Psychological pressure, is one of the main difficulties of students in the course of education and their perceptions can affect their coping capacities and compatibility depending on that to what extent they perceive stressful a specific situation.

Researches show that stress covers physical, mental and emotional reactions that as a result are experienced the life changes and needs of people and the answer of people is very different (Clark, 2010)

Students who cannot be compatible with stressful situations, they can develop to physical, emotional and mental exhaustion, so the use of coping strategies with mental pressure is one of the key concepts in dealing with stress. According to the being inevitability of stress, the use of coping strategies with proper mental pressure can protect the individual against severe stresses. Skill of ability to cope with stress and identifying the right way to deal with stressful changes made it possible for people to know their sources of stress and the way of its impact on their lives and by applying and taking the correct positions and in its place can reduce stress and pressure in themselves and provide their relaxation (Aspada et al., 2014). But another dimension that may make a difference between students with learning disorders and normal students is the rate of social compatibility of students. One of the concerns of teachers, parents and the educational system about children with learning disorders is their social compatibility. Compatibility is considered one of the most important assignments of growth and character development in this life cycle. It can have a strong bond with feedbacks, parental behaviors and their interactions with their student (Glaser 1975, quoted of Sarabi, 2007).



Children develop social compatibility through interaction and emotional involvement with entourages and specially parents in the form of horizontal communication, because they have common characteristics. Childhood years are considered a highlight and important step for growth and social development. Growth and development of social skills and social compatibility cause to increase confidence in dealing with problems in the family and training environments (Afzal, 2013).

Social compatibility is a set of abilities, which causes social and useful relations and expands friendship and intimacy with peers. Compatibility of satisfactory relations creates at school and allows people to adapt themselves with situations and accept the demands of the social environment. Social adaptability is a concept that helps remarkably children to manage in the various positions. Social compatibility of children can have significant influence on the social and personal development (Gersham et al., 20130). Therefore, according to what was said students with reading disabilities and primary school mathematics developed to numerous emotional and cognitive problems that is possible to impair social compatibility and coping strategy with their psychological pressure. Therefore it must be stated that, research can identify multiple causing problem factors in order to compare psychological and social factors of these students with normal students in incidence the learning disorders and finally, remarkably helps in order to reduce this event. This issue is considered in present research article that is there a difference between coping strategies and social adjustment of students with a reading disorder, mathematics disorder, and normal?

Research Methodology

In this research considering on the type of objectives and research hypotheses was used causal-comparative study design. Statistical population of research included all male and female students with reading and mathematics disabilities and normal students in fifth and sixth grade of primary school in Ahvaz in the academic year of 2015. Sample of this research consisted of 35 male and female students with reading disabilities which 15 persons out of this number were females and 20 were males, and 35 students with math disorders that were 19 female students and 16 male students out of this number, that were randomly selected according to Morgan table model among the 80 persons referred to the center of learning disorder and also included a 35 normal students (17 female students and 18 male students) that were selected among elementary students through multi-stage cluster.

So that first one area was selected of quad areas, then two primary schools were randomly selected of male and female primary schools and then fifth and sixth grade were chosen from different levels and one class was selected of classes of each level



and finally a list of students per class was prepared that consisted of 82 persons and then 35 persons were selected randomly from each class according to the total number and according to Morgan table based on Simulating gender with students with reading and math disorders and questionnaire was delivered to them.

Research Tools

- A) A questionnaire of coping stress with styles: This test is performed both individually and in group and are used to measure styles of coping with psychological stress. This questionnaire has been prepared by Endler and Parker (1997). This questionnaire measures three coping styles of problem-oriented, emotion-oriented and avoidant and scoring this test is as a 5 degree Likert spectrum and maximum score is 5 score for each category and the minimum score is 1. The questionnaire contains 60 expressions that, each one styles contains 20 expressions (Zardvosh, 2012). By reviewing the results of conducted studies in Iran, including researches of Qureyshi (1997), Tabatabai (1998), Fotovat and Ahmadi (2001) show Internal correlation and its correlation with respect to the different variables are relatively in high limit that this quality introduces the credit of test (Zardosh, 2012). In the research of Zardosh (2012) also the reliability coefficient of the questionnaire was calculated by Cronbach's alpha method that were obtained respectively for the entire questionnaire 0.86, problematic coping style 0.83, emotion-oriented coping style 0.81 and avoidant coping style 0.80. Also the validity of the questionnaire was obtained through correlating with questionnaire of Lazarus coping styles equal 0.51 at the level of 0.001 that shows the high validity of questionnaire. In present research also the reliability coefficient of questionnaire was obtained by Cronbach's alpha method 0.76 for problematic coping style, 0.78 for emotion-oriented coping style and 0.79 for avoidant coping style.
- B) **Questionnaire of assessing the level of compatibility of schoolchildren:** This questionnaire was made by Dokhanchi (1998) and has 37 questions and 5 levels: very low, low, medium, and..... that is scored in the form of Likert spectrum from 1 to 5. Validity of this questionnaire was approved by Khalili (2013) through factor analysis and also the reliability of the questionnaire was reported 0.80 and 0.81 respectively through Cronbach's alpha and split-half that show high reliability of the questionnaire. Reliability of the scale was reported 0.83 by Salehi (2011) by Cronbach's alpha. In a study by Amin Yazdi and Salehi in the year (1998, quoted of Salehi, 2011) by using Cronbach's alpha was reported 0.81 that showed reliability of questionnaire is



in acceptable limit. In present study also the reliability of questionnaire was obtained 0.81by Cronbach's alpha method

Research finding

Descriptive findings of present study are as mean, standard deviation and the number of subjects of the sample for research variables that have been presented in the table.

Table 4-4: Mean and standard deviation of coping styles with stress and social compatibility of students with reading and math disabilities and normal

variable	Statistical Indicators	Mean	Sd	Number
	group			
Problem-oriented style	reading disorder	31.42	6.86	35
	Mathematics disorder	27.14	3.91	35
	Normal	57.45	7.88	35
Emotional-oriented style	reading disorder	28.20	4.65	35
	Mathematics disorder	30.60	7.67	35
	Normal	68.45	6.59	35
Avoidance style	reading disorder	60.34	4.62	35
	Mathematics disorder	58.14	5.24	35
	Normal	24.82	82.92	35
variable	reading disorder	71.20	15.03	35
	Mathematics disorder	61.11	17.84	35
	Normal	157.85	6.41	35

As it can be seen in Table 1, the mean and standard deviation of Problem-oriented style were obtained for students with reading disorder 31.42, 6.86, for students with math disorder 27.14, 3.91and for normal students 57.45, 7.88, for emotion-oriented style of students with reading and mathematics disorders, respectively, 28.20, 4.65and 30.60, 7.67 and 68.45for normal students, 6.59; for avoidant style of students with



reading , math disorders and normal, respectively, 60.34, 4.62, 58.14, 5.24and 24.82, 2.92and ultimately for social compatibility of students with reading disorder 71.20, 15.03, 61.11, for mathematics disorder, 17.84and 157.85and 6.41for normal students.

Table 2: Results of Levin test about the default of equality and variances of the score of research variables of two groups

variable	F	First degree of freedom	Second degree of freedom	Significance level
problem-oriented style	0.26	1	102	0.76
Emotion-oriented style	0.65	1	102	0.58
Avoidance style	1.63	1	102	0.13
Social adjustment	2.49	1	102	0.09
problem-oriented style (reading)	1.27	1	33	0.26
Style problem-oriented (mathematic)	0.06	1	33	0.80
Emotion-oriented style (reading)	3.40	1	33	0.07
Emotion-oriented style (mathematic)	0.70	1	33	0.61
Avoidance style (reading)	3.57	1	33	0.06
Avoidance style (mathematic)	0.20	1	33	0.65
Social adjustment (reading)	0.48	1	33	0.49
Social adjustment (reading)	0.01	1	33	0.89

As can be seen in Table 2, Levine test is not significant in variables of coping styles with stress and social compatibility.

Therefore variance of two groups is not significant in coping styles with stress and social compatibility, as a result is confirmed the assumption of homogeneity of variances and zerois confirmed for equality of variances of two groups in all the research variables. It means the default of equality of variances of scores was confirmed in the two groups.

Table 3: Results of multivariate analysis of variance on the mean of scores of coping styles with stress of students with reading and math disorders and normal



Test Name	value	DF hypothesis	DF error	F	P	Statistical power
Testing the effects of Pilae	1.10	6	202	41.20	0.001	1
Wilks Lambda Test	0.02	6	200	181.36	0.001	1
test of Hotelling effect	35.31	6	198	582.63	0.001	1
Biggest test of root	35.16	3	101	1183.85	0.001	1

As Table 3 shows, significant levels of all the tests show that there is significant different between students with reading and math disorders and normal at least in terms of one of the dependent variables (coping styles with stress) ($p < 0.001$ and $F = 181.36$).

To understand this difference, was performed a one way analysis of variance at Manoa text that obtained results has been presented in Table 4. Statistical power is equal to 1, in other words, there is no possibility of a type II error.

Table 4: Results of one-way analysis of variance at Manoa text on mean scores of coping styles with stress of students with reading and math disorders and normal

Variable	Sum of squares	Degrees of freedom	Mean Squares	F	P	Statistical power
problem-oriented style	18839.44	2	9419.72	226.14	0.001	1
Emotion-oriented style	35694.87	2	17847.43	431.72	0.001	1
Avoidance style	27719.37	2	13859.68	723.06	0.001	1

As Table 4 shows, there is significant different between students with reading and math disorders and normal in terms of one of the problem-oriented style ($p < 0.001$ and $F = 226.14$), Emotion-oriented style ($p < 0.001$ and $F = 431.72$) and avoidant style ($p < 0.001$ and $F = 723.06$).

In other words, there is a significant difference between problem-oriented style, and emotional-oriented style and avoidant style of students with reading and math disorders and normal. But due to this that difference between the groups is not specified in the analysis of Manoa variance and followed by it a post hoc test was performed to determine the differences between the three groups that the results have been presented in Table 5.



Table 5: Comparison of means of coping styles with stress of students with reading and math disorders and normal

Variable		Mean of differences	P
problem-oriented style	reading disorder - Mathematic disorder	3.28	0.09
	reading disorder - Normal	-26.02	0.001
	Normal - Mathematic disorder	-30.31	0.001
Emotion-oriented style	reading disorder - Mathematic disorder	-2.40	0.36
	reading disorder - Normal	-40.25	0.001
	Normal - Mathematic disorder	-37.85	0.001
Avoidance style	reading disorder - Mathematic disorder	2.20	0.11
	reading disorder - Normal	35.51	0.001
	Normal - Mathematic disorder	33.31	0.001

As can be seen in Table 5 there is no difference between students with reading and math disorders according to the desired level of study (0.05) in terms of any of the styles of problem-oriented coping styles, emotion-oriented and avoidant-oriented styles. But there is a significant difference between the students with reading and mathematics disorder and normal and according to the amount of means in Table 6 students with reading and math disorder than normal students have less problem-oriented style and emotion-oriented style and more avoidant style.

Table 6: Results of one-way analysis of variance at Manoa text on mean scores of social compatibility of students with reading and math disorders and normal

Variable	Sum of squares	Degrees of freedom	Mean Squares	F	P	Statistical power
Social adjustment	197987.65	2	197987.65	61.56	0.001	1

As can be seen in Table 6 there is significant difference between students with reading and math disorders and normal in terms of social compatibility ($p < 0.001$ and $F = 61.56$). In other words there is a significant difference between the social compatibility of students with reading and math disorders and normal. But due to this that the difference is not specified between the groups in the analysis of Manoa variance and followed by it a post hoc test was performed to determine the differences between the three groups that the results have been presented in Table 7.



Table 7: Comparison of means of social compatibility of students with reading and math disorders and normal

Variable		Mean of differences	P
Social adjustment	reading disorder - Mathematic disorder	10.08	0.88
	reading disorder - Normal	-86.65	0.001
	Normal - Mathematic disorder	-95.74	0.001

As can be seen in Table 4-11 there is no difference between students with reading and math disorders according to the desired level of study (0.05) in terms of social compatibility. But there is a significant difference between the students with reading disorder and normal and mathematics disorder and normal in terms of social compatibility and according to the amount of means in Table 4-4 students with reading and math disorder than normal students have less social compatibility.

Discussion and conclusion

The purpose of this study was to compare coping strategies and social compatibility of students with reading disorder and math disorder and normal. According to the results of table 4 was determined, that there is a significant difference between the students with reading and math disorders and normal in terms of problem-oriented style ($p < 0.001$ and $F = 226.14$), emotion-oriented style ($p < 0.001$ and $F = 431.72$) and avoidant style ($p < 0.001$ and $F = 723.06$).

In other words, there is a significant difference between the problem-oriented style, emotion-oriented style and avoidant style of students with reading and math disorders and normal and in Table 5 was determined that there is no difference between students with reading and mathematics disorders according to the desired level of study (0.05) in terms of any of the styles of problem-oriented coping strategies, emotion-oriented and avoidant style. But there is a significant difference between the students with reading disorder and normal and mathematics disorder and normal and according to the amount of means, students with reading and math disorder than normal students have less problem-oriented style and emotion-oriented style and more avoidant style.

The result obtained with research of Behzadi. and Gholami (2014), Radmanesh, Asghari, Yekeh Yazdan and Asgarabadi (2010), Mohammad Jamal (2015) that showed that there is a tremendous difference between problem-oriented control and emotion-oriented control of two groups of students and Students with math problems



compared to the normal group have lower problem-oriented control and emotion-oriented control, Dunn et al (2014), Serlin (2013) showed in a study among students with various math disorder that there is no difference between avoidant coping style and problem-oriented style and emotional of students with different learning disorders, that there is alignment.

In explaining the finding related to this research result can be said about the students who have learning disorder in reading and math act weaker than normal student in countering and controlling over the position, breaking the problem into smaller components, Determine the specific objectives in order to help for solving the problem and due to psychological pressure and stress due to poor academic performance perceive many individual and academic stressors that effect on their mental and physical capacity and cause that students with reading and math disorders have less problem-focused strategy, have qualities control behavior, had little knowledge than their abilities and in behavior with different situations, are not able to regulate and manage correctly their emotions in stressful conditions compared to normal students and hence to solve problems and reduce the stresses have encountered with lack of proper planning and they perceive a lot of stress and anxiety due to lack of their ability in reading and math and are not able to use the knowledge, positive emotions and are not able to primary and secondary assess in correct and realistic way than normal students and they experience lethargy in dealing with problems.

That's why it can be said that coping with stress in problem-oriented style in students with mathematics and reading disorder is more than normal students. Also was determined that there is difference between students with reading and math disorder and normal in terms of emotion-oriented coping style and normal students have more coping with emotion-oriented stress. It can be said in students with learning disorder, embarrassment and humiliation cause to appearance of inappropriate responses; and compliance of students is carried out in various forms including denial (along with unusual euphoria), depression, deprivation and hostility and compared with normal students when the stressor factor covers the students' life, emotional state and thinking get out of the its normal and balanced level, cognitive activities are become vulnerable and behavioral problems are called in anxiety and depression feeling and this students have less positive emotional response compared to their normal counterparts, are not able to change and control the emotions that causes that person allows him/herself to pour out his/her emotions and try little to reduce their stress, they are unable to control their emotions and so show much less emotion-oriented strategies (eg, physical exercise, meditation, expressing emotions and social support seeking) had normal students in low or moderate stressful situations to control emotional discomfort and distress.



But it was identified in this study, there is a difference between avoidance coping strategy with stress of students with math and reading disorders with normal students and students with reading and mathematics disorder have more avoidant coping. It can be noted that students with a disability in learning math and reading deny their more stressful conditions and try by undermining stressors positions, cause to deny or minimize the damages of their learning disabilities.

That's why they have more passive mood and helpless attitude and fantasize more about ways to change their situation than normal students and do nothing to deal with the problem and deny the existence of any problem and have more hope that their problems be resolved on their own, so these students have more tensions and discomfort due to an inefficient strategy that comes from lack of good judgment and poor insight and as a result show more avoidant strategy than normal students. In this study was determined that there is no difference between students with reading and mathematics disorder in terms of problem-oriented style, emotion-oriented and avoidant style. In this regard, can be said that same problems of these students are in lack of proper learning and learning disorders can cause to lack of difference in providing coping with stress and these students show same High avoidant dysfunctional coping and problem-oriented coping and less emotion-oriented.

According to the results presented in table 6 were determined, that there is a significant difference between students with reading and math and disorders and normal in terms of social compatibility ($p < 0.001$ and $F = 61.56$). In other words there is a significant difference between the social compatibility of students with reading and math disorder and normal students and It was found in Table 7., that there is no difference among students with reading and mathematics disorder according to the desired level of study (0.05) in terms of social compatibility, but there is a significant difference between students with reading disorder and normal students and mathematics disorder and normal students in terms of social compatibility and according to the average amount of students with reading and math disorders have less social compatibility than normal students.

The results achieved by the research of Norouzi (2013) showed that has been obtained difference between the compatibility of two students population and these differences showed that students with reading and dictate disorder have much lower compatibility, Tozandeh (2013) showed that there is difference between social compatibility of these students and students who have difficulty in mathematics have low social compatibility, Pardo et al (2014) concluded that these students have different compared to their normal counterparts in social compatibility and students with learning math disabilities have lower social compatibility, Amdar, Peter and Alonson (2014) showed that students with learning disabilities compared with normal individuals have lower social compatibility, Nolsen (2014) stated that there is



difference between social compatibility of these two categories and normal students have higher social compatibility, George (2013) showed that students with math disorder have different educational anxiety and social compatibility and students with math disorder have lower social compatibility and Rosen et al (2012) showed that there is difference between the social adjustment of students with learning disorders and normal students and students with learning disorders have less social compatibility, is aligned.

In explaining this result can be said that students with math and reading disorders usually show less social compatibility because of lack of success in the learning process, conflicts and emotional stress come from failure in learning process than normal students. These students in the current of academic activity probably because they feel inferiority and this kind of inferiority leads to an inability to control their behavior and social compatibility and are not be able to adapt with their circumstances. Students who have a learning disability in math and reading, their tolerance and flexibility are lower in front of social challenges and in social situations because of lack of mastery on the their educational process, have negative perceptions of themselves in the community and in social interactions of admission, express little discharge of excitement and in family community and social life outside the family show little ability to belong to different groups than normal students.

It can be said that these students due to lack of compatibility with conditions cause to concerns of parents, teachers and the school environment and due to poor social compatibility express low social engagement with others and peers. But in this study was determined that students with math and reading disorder have no difference in terms of social compatibility with each other. It can be explained that the social relations that have to students with mathematics and reading disorder are weak and these students because of same kind of perception that have of their learning situation cannot adapt themselves with social unorganized conditions well and accept less the demand of social environment, for this reason these students do not have difference in social compatibility with each other and social compatibility of students who are impaired in reading and math has the same size and in total have low social compatibility.

The sample of students with reading and mathematics disorder, were encountered with ambiguity in completing the questionnaires because of lack of understanding of some questions of questionnaires that was the limits of research and it is possible have an impact on the type of their answers. According to clarify the difference between coping styles with stress and social compatibility of students with reading and math disorder and normal students, it is suggested in this regard, necessary training perform with respect to stress condition and Social compatibility of students with math and reading disorder. It is suggested education authorities, teachers and families of



students with reading and math disorder according to the obtained results to be consider training and special cognitive - social planning for these students to improve the status of coping with stress and social compatibility. It is recommended that consultants and experts, according to the obtained results use effective intervention to improve coping style and social compatibility of students with reading and math disorders.

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Appendixes

Questionnaire of Coping with stress Style

Phrases	At all	Quantitative	Medium	High
1. I try as a result of this experience, I grow as an individual.				
2. In order to banish my thinking of problem i pay to works and alternative activities.				



3. I am sad and i express my upset.				
4. i try about the what should I do I get help of other people				
5. I focus my efforts on doing something to solve the problem.				
6. I say to myself it is not true.				
7. I trust in God.				
8. I laugh to that position.				
9. I accept that will not do this responsibility and do not attempt again.				
10. I refrain from doing anything that is hasty.				
11. I share my feelings with someone else.				
12. I use drugs order to feel better.				
13. I come away with this idea that what is that has already happened.				
14. For more information about that situation I speak with another person.				
15. I do not let other thoughts and activities prevent me from focusing on the problem.				
16. I fantasize about other issues besides the main issue.				
17. I sad and completely i aware of my discomfort.				
18. I ask God for help.				
19. I plan a practical application to solve the problem.				
20. I make jokes about the problem.				
21. I accept that it is a problem that has happened and cannot be changed.				
22. As long as the appropriate conditions come i refuse from doing something about the problem.				
23. I try to get emotional support from my friends and relatives.				
24. I do not try to achieve my goal.				
25. In order to overcome the problem I am more active.				
26. I try to smoke or consume make own free oh that problem				
27. I deny of what has happened.				
28. I pour out my feelings.				



29. I try to show positive effects of the problem i see it of different aspects.				
30. I speak with someone who can do special in relation to this issue.				
31. I sleep more than usual.				
32. I try to find a solution for what I should do.				
33. I try to focus on my problems and i banish other issues.				
34. I ask for understand and empathize of other person.				
35. I smoke for the less thinking about it.				
36. I mock and playing to that issue.				
37. I do not try to achieve what I want.				
38. About what is happening?I look for positive aspects.				
39. I think about cases that how should I solve the problem in the best Way.				
40. I pretend that it has happen no problem.				
41. I am sure that by doing something rash i do not worsen the problem.				
42. I'm trying to interfere of cases in my efforts to solve the problem, I avoid.				
43. I go to cinema or watch television order to think less of the problem.				
44. I accept the fact that it has happened.				
45. I ask of people who have similar experiences that what they did.				
46. I feel more emotional turmoil and i understand that i express those feelings too much.				
47. I act to resolve the problem directly.				
48. I try to take comfort from religion.				
49. I force myself until the right time to do something, i to wait about it.				
50. I trifle the opportunity.				
51. I reduce my effort to solve the problem.				
52. I'm talking about feeling with one other person.				
53. I use alcohol to help me for passing the problem of head.				
54. I learn to live with this problem.				



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55. I banish other activities order to focus on the problem.				
56. I think about steps that i should to take order to solve the problem				
57. I behave in a way like no matter has happened.				
58. I do step by step, step by step, what should be done.				
59. I experience from that lesson.				
60. I worship and pray more than usual of the past.				