

INTEGRATING EIDETIC PSYCHOTHERAPY FOR HOLISTIC INTERVENTION: ADDRESSING LEARNING DIFFICULTIES, EMOTIONAL, AND BEHAVIORAL CHALLENGES IN ADOLESCENTS WITH SPECIFIC LEARNING DISORDERS

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ABSTRACT

Objectives: The present research was conducted to see how effective Eidetic Psychotherapy is as a comprehensive method of curing Specific Learning Disorder (SLD) in adolescent in the context of academic and affective issues remediation.

Design of the Study: The research took the Pre- Post Quasi- Experimental Research Design

Place and Duration of Study: June 2023 to March 2024, at mainstream Islamabad based private schools in Pakistan.

Sample and method: With a purposive sampling, the adolescents (N=50) aged 11-17 years and pursuing between grades 4 and 8 were chosen. Two scales, the Learning Disability Evaluation Scale (LDES) and the Strengths and Difficulties Questionnaire (SDQ) were used as the instruments of measuring learning problems, emotional, and behavioral problems. The treatment program was psychotherapy based on the Eidetic Parent Test (EPT) images.

Results and Conclusion: The significant differences in learning difficulties, emotional and behavioral issues were found to improve significantly after post intervention. The findings have identified Eidetic Psychotherapy as a prospective psychotherapeutic intervention of Specific Learning Disorder in Adolescents in both the Academics and the Emotional focus. It might be applied both in schools and in treatment settings, and provide specific support with an intention of improving the academic achievements and emotional health.

Keywords: Eidetic Psychotherapy; adolescents; emotional and behavioral problems; Specific Learning Disorder.

INTRODUCTION

Specific Learning Disorder (SLD) has been treated as a neurodevelopmental disorder, which is expressed by having enduring problems in learning and using academic skills within the framework of average intellectual abilities and sufficient learning opportunities. SLD typically reflects disturbance in reading, writing, or mathematics and is usually diagnosed in childhood when academic challenges become evident (APA, 2013). SLD persists over time and is not explained by intellectual disabilities, inadequate educational opportunities, or other mental disorders. It can co-occur with other conditions and often continues into adulthood, influenced by cultural and developmental changes (APA, 2013). Diagnostic criteria may vary by region, but key interventions include specialized instruction, assistive technologies, and Individualized Education Plans (IEPs) to support students in academic domain (APA, 2013). Difficulties in reading, writing, and math frequently co-occur across within the domains of SLD (Bruder & Ferreira, 2021; Scott, 2016).

SLD significantly affects how people feel about themselves, their edification, jobs, social life, and daily activities (Elksnin, 2014). When students experience difficult time in school, it may cause problems with friends, and the feelings of being left out, and they may also get bullied. Failing in school several times can lead students to become less confident and to feel bad about themselves which further led them to dislike school and act out in bad ways.

People with SLD may face personal challenges as well as challenges that others can see. Internal struggles include feeling sad, anxious, and having low self-confidence. Studies show that about 5% of children and teenagers have depression, and those with learning or attention problems are more likely to struggle with it (Sofologi et al., 2022). Depression in childhood can make it more likely for someone to have serious depression as an adult (Alesi et al., 2014; Sahoo et al., 2015). Students with SLD often exhibit sadness, anxiety, and social difficulties, particularly those with reading struggles, who shows higher tendencies toward depression, suicidal thoughts, and low self-worth (Alesi et al., 2014; Sahoo et al., 2015). Diagnosing depression in children has been found difficult because of the overlapping symptoms with other psychological conditions (Bernaras et al., 2019). Study findings revealed that children having SLD also experience anxiety issues specifically test-related anxiety as well as avoidance behaviors that negatively affect their academic performance (Haft et al., 2019; Sainio et al., 2019). As per teachers reporting, students with dyslexia often experience attention issues, hyperactivity, anger, and withdrawal due to

their feelings of being incompetence (Danopoulou et al., 2020). Low self-esteem has also found being closely associated with academic struggles, with around 70% of the struggling students reported to have poor self-view (Padeliadu, 2011) which according to Alesi et al. (2014) often leads to self-doubt, fear of failure, and avoidance behaviors. Repeated academic discontents can cause learned helplessness, where students feel themselves unable of change and disengage from learning (Pandy, 2012). Weiner's motivation theory (1974) suggests that students often attribute outside things for their successes or failures which make them feel bad about themselves and lead them pulling away from others. In addition to personal difficulties, SLD also cause problems to person's mental health, social life, and learning (Alevizou & Papadatos, 2016). It has also found that pupil feel embarrassed and left out when placed in special education classes (Sofologi et al., 2022).

Many people face challenges with their feelings as well as their social interactions, that can cause frustration, anger, and low self-confidence. These problems often make them less interested in learning and have a negative opinion of it (Alevizou & Papadatos, 2016; Filippello et al., 2013). These pupil struggle on regular basis to get along with others because they do not understand themselves well and experience difficulty with social skills which in turn results in getting rejected by their peers. Students with health and fitness issues might feel lonely and contribute in fewer activities (Cavioni et al., 2017). The environment at home greatly affects their mentally adjustment (Alevizou & Papadatos, 2016).

Children with special learning needs have school problems; they often act out in an inappropriate way such as unwilling to go attend school, faking ailment, and causing problems at home and in class. Sometimes, they might act wrongly to manage their school difficulties. Besides being more prone to acting-out, these children might also have problems like Attention Deficit Hyperactivity Disorder (ADHD). Teenagers, who perform poorly in school, are more vulnerable to use drugs or alcohol, especially if they have sub average intellectual functioning. People with specific learning disabilities (SLDs) experience challenges of various kind, and these challenges can become more difficult if they co-occur with other issues like mood disorders or ADHD. To help people feel better and happy, dealing of both personal issues and outside challenges (Sahoo et al., 2015).

The development of successful programs to help children improve their academic performance depends on the identification of SLDs accurately. Current

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study helps in the development of healthy support networks meant to reduce the effects of SLDs and help them deal with their learning challenges. These types of programs raise the probability of accomplishments and academic success by boosting-up self-esteem. As SLD may have substantial effects on education, people's well-being, inclusivity, and economic progress of the nation, it is crucial to study it in Pakistan. There are limited ways to help those who have specific learning disabilities and related issues, but eidetic therapy shows potential in treating developmental disorders like intellectual disabilities.

According to Ahsen (1973), parental images hold neurological significance, with the mother typically perceived on the right and the father on the left in visual space. In individuals with learning disabilities, these images appear misaligned or dislocated. Additionally, a sibling may be positioned peripherally within the parental image. Suggestions are made by Ahsen (1973) that learning disabilities can be enhanced through repositioning parental images by administering parental filters in imagery exercises. Eidetic imagery has been found to dissolve emotional conflicts and other related psychological conditions. Through the manipulation of major images associated with the former parental experiences, individuals get relieved and get the symptoms fixed.

The initial fifteen Eidetic Parent Test (EPT) items are normally applied in initiating therapy in cases of SLD. More EPT items can be added to elicit the experiential or emotional processing. In creating certain experiences, experiential images would be employed, whereas parental filters serve to solve the emotional obstacles by keeping parental images in the mind of the client.

Eidetic Parent Test (EPT) in Eidetic Psychotherapy: Eidetic Psychotherapy (ET) is a treatment based on the relationship between the parent and their children and focuses on different aspects of pathology (Ahsen, 1972). The EPT is a 30-item test that is created to reveal the features of this connection and related pathological tendencies. Like the APT, this test determines the related experience and enables therapeutic visualization. These tests enable the client to be open, and structural flaws in images are common with therapists. Sheikh (2002) found two forms of Image defects; unclear (image does not have clarity and vividness) and mutilated image (image does not have detail) which can be taken as resistance. The resistance described by Abdi et al. (2023) is what the author calls the cognitive-imagery gap (CIG), in which clients fail to visualize images, omit information, or give distorted meanings. The model has been proven by Ahsen using case studies that proved that it was effective in treating trauma (Ahsen, 1972).

Evidence-based interventions are needed to adequately deal with the issue of learning. It is imperative to learn about the cognitive strengths and weaknesses of a student, instructional resources, and environmental aspects in order to adapt effective support strategies (Mascolo, 2009). By carrying out a research on SLD in Pakistan, it is achievable to develop interventions that will promote a more accommodative and supportive educational setting. Following are the hypotheses of the study:

1. There will be a significant reduction in symptom severity of Specific Learning Disorders (Dyslexia, Dysgraphia & Dyscalculia) before and after receiving the eidetic psychotherapy among participants in experimental group as compared to control group.
2. There will be a difference in symptom severity of emotional and behavioral issues before and after intervention across experimental and control group of participants.

METHOD

Participants

The focused study sample included a total of 50 respondents from Mainstream Schools in Islamabad aged between 11-17 years' old who were continuously failing in their reading, writing, and math subjects. Purposive sampling technique helped to identify respondents who met the specific learning disorder criteria with a Reading, writing, and/or arithmetic impairment and were diagnosed with mild to moderate SLD.

Inclusion criteria

Students who passed the inclusion criteria were given the necessary tests to establish the presence of SLD and only those with mild and moderate SLD were included in the research.

Exclusion criteria

The exclusion criteria that were set for these respondents were the presence of other neurodevelopmental disorders, their IQ being less than the normal standard, and presence of SLD above mild to moderate level.

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Measures

Demographics Information Sheet:

A demographic sheet was devised to gather basic information about the participants e.g., age, gender, grade, academic performance in all subjects etc.

Learning Disability Evaluation Scale (LDES: McCarney & House, 2018)

The Learning Disability Evaluation Scale - Fourth Edition (LDES-4) designed was used to provide a profile based on the most commonly accepted definition of learning disabilities (McCarney & House, 2018). The LDES-4 includes 88 items representing the most commonly identified characteristics of students with learning disability. The Learning Disability Evaluation Scale (LDES) is a reliable tool, meaning it works well, with a score of 0. 90. It also accurately measures what it's supposed to. A score of 90 or below suggests that a person may have a learning disability (McCarney & House, 2018).

Strength and difficulty Questionnaire (SDQ: Goodman, 2001)

The Strengths and Difficulties Questionnaire (SDQ) a brief emotional and behavioral screening questionnaire was used for young people. The 25 items in the SDQ comprise 5 scales of 5 items each. The subscales include: 1) Emotional symptoms subscale, 2) Conduct problems subscale, 3) Hyperactivity/inattention subscale, 4) Peer relationships problem subscale, and 5) Prosocial Behavior subscale. The SDQ was completed by adolescents aged 11-17 years old. The Strengths and Difficulties Questionnaire (SDQ) shows good reliability, with a score between 0. 73 and 0.82. A score of 17 or higher indicates serious problems, but this can change depending on the group being studied (Goodman, 2001).

Procedure

The research started by looking at kids aged 11 to 17 in grades 4 to 8 in regular schools in Islamabad. Participants were chosen because they had ongoing problems in reading, writing, or math. The first step of the sampling procedure was to get permission from the schools involved in the study. Detailed assessments were done to check for Specific Learning Disorder (SLD) and to see how severe it was, making sure to leave out anyone with other neurodevelopmental disorders, low IQ, or serious SLD. Permission was provided

by the adolescents and the consent was acquired from the guardians or parents of all the participants.

Participants were apprised about the objectives of the study, about the intervention, and that they could withdraw from it at any time without incurring any punishment. Each of the participants' anonymity was preserved throughout the study and all information was kept private. Approval was obtained from the ethics committee of the concerned institution. Alongside, purposive sampling technique was used to pick the final group, and then randomly assigned them to either the experimental or control group, there were a total of 25 students in each group. The experimental group got the Eidetic Psychotherapy treatment, while the control group kept receiving their regular care.

Eidetic Psychotherapy is the leading technique, and it includes the use of chosen pictures in order to facilitate emotional and cognitive processing. The therapy was administered to children in 12 sessions of 60 minutes each over a period of 6 weeks with two sessions a week. All sessions were conducted by a qualified physician trained in Eidetic Psychotherapy. During these sessions, the therapist focused on emotional regulation along with SLD-related cognitive processing and addressing problematic emotions caused due to maladaptive academic behaviors. The pathways that were used have been selected because they facilitate emotional and cognitive processing and are relatable to family systems and self-concept.

The intervention included giving Eidetic Parent Test (EPT) images during before and after treatment sessions. The next images were selected according to the Eidetic Therapy guidelines, which aim to improve cognitive-emotional processing:

- 1) EP 1: Image of the House
- 2) EPT 2: Left-Right Position of Parents
- 3) EPT 3: Parents Separated or United
- 4) EPT4: Active-Passive Parents
- 5) EPT 5: Running Faster
- 6) EPT 6: Pattern of Running
- 7) EPT 7: Freedom of Limbs
- 8) EPT 8: Brilliance of Eyes
- 9) EPT 9: Object Orientation
- 10) EPT 10: Story in the Eyes
- 11) EPT 11: Loudness of Voices

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- 12) EPT 12: Meaningfulness of Voices
- 13) EPT 13: Story in the Voices
- 14) EPT 14: Hearing by Parents' Ears
- 15) EPT 15: Understanding by Ears
- 16) EPT 16: Parents Sniffing
- 17) EPT 17: Warmth of Parents' Bodies
- 18) EPT 18: Body Acceptance
- 19) EPT 19: Health of Skin
- 20) EPT 20: Arms Giving
- 21) EPT 21: Arms Receiving
- 22) EPT 22: Strength of Grasp
- 23) EPT 23: Swallowing Food
- 24) EPT 24: Drinking Fluid
- 25) EPT 25: Jaw Pressure

These images have been selected due to their capacity to show emotional attachments, family relations, and self-constraints. Each picture seeks to include different aspects of teenage development both cognitive and affective into their learning and emotional comprehension. The purpose of the images was to enhance memory retrieval, explore family relations and self-awareness concerns, and enhance cognitive and emotional regulation, especially with regard to Specific Learning Disorder.

Identical tests were used in the data collection process before and after the intervention to gauge the degree of emotional or behavioral difficulties as well as symptoms related to specific learning impairments (SLD).

Statistical Analysis

ANOVA and MANOVA were among the statistical methods used to evaluate the differences in symptoms between the experimental and control groups.

RESULTS

Table 1
Socio-demographic Characteristics of Participants (N=150)

Baseline Characteristics	Parent (50)				Teacher (50)				Youth (50)			
	Exp (25)		Control (25)		Exp (25)		Control (25)		Exp (25)		Control (25)	
	n	%	n	%	n	%	n	%	n	%	n	%
Gender												
Male	8	80	8	80	-	-	-	-	1	12	1	13
									2	0	2	0
Female	1	17	1	17	2	25	2	25	1	13		13
	7	0	7	0	5	0	5	0	3	0		0
Age												
11-14	-	-	-	-	-	-	-	-	1	15	1	15
									5	0	5	0
15-18	-	-	-	-	-	-	-	-	2	20	2	20
									0	0	0	0
19-22	-	-	-	-	-	-	-	-	-	-	-	-
23-26	-	-	-	-	1	15	1	13	-	-	-	-
					5	0	3	0				
27-30	-	-	-	-	1	10	9	90	-	-	-	-
					0	0						
31-34	2	20	2	20	-	-	3	30	-	-	-	-
35-38	1	12	1	14	-	-	-	-	-	-	-	-
	2	0	4	0								
39-42	9	90	9	90	-	-	-	-	-	-	-	-
43-46	1	10	-	-	-	-	-	-	-	-	-	-
47-51	1	10	-	-	-	-	-	-	-	-	-	-
Marital status												
Single									2	25	2	25
									5	0	5	0
Married/partnered	1	18	2	20	2	20	1	18	-	-	-	-
	8	0	0	0	0	0	8	0				
Divorced/widowed	7	70	5	50	5	50	7	70	-	-	-	-

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dowed													
Birth Order		First Born		Middle Born		Last Born		Only Child		Achieved		Delayed	
		-	-	-	-	-	-	-	-	8	80	7	70
		-	-	-	-	-	-	-	-	5	50	9	90
		-	-	-	-	-	-	-	-	6	60	5	50
		-	-	-	-	-	-	-	-	6	60	4	40
Milestones													
		Achieved		-		-		-		-		1	
										15		1	
										5		0	
		Delayed		-		-		-		-		1	
										10		7	
										0		0	
School													
Performance													
		Below		-		-		-		-		-	
		Average											
		Average		-		-		-		-		1	
										15		1	
		5		0		8		0		8		0	
		Above		-		-		-		-		8	
		Average								80		6	
		Interviewing								2		20	
		Subject								1		10	

Table 2

Mixed (2x2) Univariate ANOVA for Pre-Post Assessments of Dyslexia, Dysgraphia and Dyscalculia (LDES) across Experimental and Control Groups of the Adolescent with SLD (N =50)

Variables	Experimental Group			Control Group			$F(1, 48)$	P	η^2
	Pre	Post	Pre	Post	M	SD			
	M	SD	M	SD	M	SD			
Dyslexia (Reading)	19.48		3.97	67.75	.00	.58			
	32.04	3.14	5.66	32.94	2.97	30.84			
Dysgraphia (Writing)	20.36		4.84	173.31	00	.78			
	33.16	2.85	4.00	33.16	2.85	25.72			
Dyscalculia (Math's)	46.9	32.28	4.62	46.96	5.41	40.44	3.76	104.61	00.68

Note. M = mean, SD = Standard Deviation, η^2 = eta square

The results of the two-way mixed Univariate ANOVA showed a significant difference between the experimental group and the control group for Dyslexia, Dysgraphia, and Dyscalculia in teenagers with Specific Learning Disorders. This means that using the eidetic psychotherapy helped the experimental group show a big improvement in their learning disabilities compared to the control group. Additionally, significant main effects were also found for assessments (pre and post) across these variables, indicating that there was a significant improvement in Dyslexia, Dysgraphia, and Dyscalculia in the post-assessment as compared to the pre-assessment among the adolescents. The F-statistics for these effects were $F (1, 48) = 67.75, 173.32, 104.61$, with a p-value less than .001.

Table 3

Univariate Differences for Pre-Post Assessments of Strength & Difficulties subscales across Experimental and Control Groups for adolescents (N =50)

Variables	Youth											
	Control				Experimental				<i>F</i> (2,144)	<i>p</i>	η^2	
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Emotional Symptom	7.96	1.42	9.16	.68	8.12	1.45	8.12	.78	3.75	.026	.05	
Conduct Problem	7.44	1.00	9.92	.40	7.60	1.00	7.76	1.87	16.37	.000	.18	
Hyperactivity	7.80	.91	9.16	.80	7.96	.88	7.32	1.21	11.85	.000	.14	
Peer Problem	7.72	.84	9.04	.79	7.80	.81	9.00	.40	47.49	.000	.39	
Prosocial Behavior	7.35	1.18	9.52	.51	7.80	1.19	9.32	.69	.15	.853	.002	

Note. M= Mean, SD= Standard Deviation

Bonferroni adjustment was applied by dividing original level of significance (.05) with total number of dependent variables (i.e., 5). After applying Bonferroni adjustment, the Alpha level for significance was .01. Concerning the dimensions of strength and difficulty scale , the results depicted significant differences across assessments (pre and post) for emotional symptom, conduct problem, hyperactivity, peer problem, and prosocial behavior which showed that after receiving intervention the emotional symptom, conduct problem, hyperactivity, peer problem, and prosocial behavior was improved with $F (1, 54) = 19.13$, $p < .001$, $F (1, 54) = 31.85$, $p < .001$, $F (1, 54) = 47.34$, $p < .001$, and $F (1, 54) = 37.32$, $p < .001$. Whereas unusual approach was significantly reduced with $F (1, 54) = 24.24$, $p < .001$.

DISCUSSION

Long term effects may involve difficulties in getting and being able to hold a job in adulthood (Cortiella, 2009). Thus, addressing Specific Learning Disabilities (SLDs) is essential to evaluate them in detail to support and prevent them to improve the results of young people. This study examined the effectiveness of Eidetic Psychotherapy in treating Specific Learning Disorders (SLD) holistically, with reference being made to improving the academic and emotional well-being of adolescents.

The research sought to employ Eidetic Psychotherapy as one method of assisting emotional and behavioural problems, which people with some learning disabilities tend to be confronted with. It also examined the school issues such as the reading, writing or mathematical problems that accompany these disabilities. The article was analyzing the effect of the program on the severity of the SLD symptoms and its effectiveness in assisting teens in their behavior, emotional problems, hyperactivity, social skills, and relationships with others. The purpose of the study was to make the teenagers with the learning disabilities feel better and live better through their emotions and education.

This analysis examines previous literature to obtain the answer to the question of the effectiveness of treatments in children with Specific Learning Disorder (SLD). In 2007, Emerson and Hatton conducted a study to determine the self-perception of kids with learning problems. They discovered that these issues had a lot of influence on the way children perceive themselves. According to Kavale and Forness (2000), such children are usually troubled emotionally. Conversely, Cohen et al. (2000) observed that there are kids who have a problem with social skills. The intricacies of the school-related problems as researched by Silver and others they mention that specific learning disabilities (SLD) are complex in 2010 and in the article by Willcutt and Pennington (2000). This paper analyzes other works closely and demonstrates that the symptoms of different issues become less evident in many regions following receiving assistance with the help of the treatment.

One of the previous researches discovered that integrating all the students into the classroom positively influences the performance of the kids with Specific Learning Disorders (SLD) in reading and math. This is confirming the initial assumption (Salend & Duhaney, 2005). In addition, it has been demonstrated that persons with dyslexia, dysgraphia, and dyscalculia can also capture their talents using pictures and other forms of teaching. It has also been revealed that inclusive education programs enable the students with learning

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disabilities to perform better school, have friends, and feel improved about themselves (Swanson, 1999). Consequently, eidetic therapy is effective in addressing young people with SLD symptoms.

The second idea is supported by previous research, such as that one by Sofologi et al. (2022). The studies revealed that teenagers who had Specific Learning Disorders (SLD) in normal classroom environments achieved a lot in terms of socialization, behavior control, emotional regulation, and kindness to others. Learning-challenged teens were well-structured, socially and emotionally through the inclusive learning approach. This strategy made them feel as part of the group, accepted and established good relationships. Evidence has been created through eidetic therapy to provide individuals with Specific Learning Disabilities (SLD) with a method of managing emotional and behavior issues.

Conclusion

In conclusion, this paper has examined the effectiveness of Eidetic Psychotherapy in addressing the emotional, social and intellectual needs of teenagers with Specific Learning Disorders (SLD). The findings indicate that Eidetic Psychotherapy significantly reduced SLD symptoms which aided in raising social skills, performance in school, self-esteem, and emotional control. This was discovered after a close examination of numerous researches and practical cases. The findings indicate that we require self-explicit strategies that take into account the numerous issues that people with SLD face. The paper demonstrates how Eidetic Psychotherapy can be used with the help of teenagers with particular learning problems. It lays a stress on the necessity to establish special programs and support mechanisms that will ensure that these young people excel in school and feel better about that school, in general.

Limitations and Recommendations

The study has some significant drawbacks to be considered, but the information on the effectiveness of Eidetic Psychotherapy among teenagers with Specific Learning Disorders (SLD) is helpful. First, it may not be applicable to the whole population due to the small number of people who were used to carry out the study ($n=50$). Moreover, the age group of 11 to 17 might fail to demonstrate all the various stages of growth and special needs of teenagers with specific learning disabilities (SLD). Purposive sampling is prone to biasness and would result in a sample that is not a complete reflection of the entire group. The differences in the grade levels (4 to 8) and age (11 to 17 years) were not considered in this study and this may be one of the limitations. These were the

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variables that should have been controlled so as to enhance comparisons and interpretations of these variables in future studies.

The tests completed prior to and following the treatment could have collected numbers and feelings but with a long-term study that could have provided a clearer picture on how the Eidetic Psychotherapy affected all aspects of life of people with Specific Learning Disabilities (SLD).

The goal of future research should be to employ larger and more heterogeneous populations, a broader age sample, and random sampling. The long-term impacts of the Eidetic Psychotherapy might be better comprehended in the case of long-term research that followed individuals throughout their life. Furthermore, school performance, social skills, and emotional health should have been measured similarly, too, to have better results and compare various studies. The research did not take into consideration several vital factors that might influence the academic performance and emotional maturity of kids such as variations in the standards of teaching, family background and other external factors. Future study can deal with these aspects by applying random sample techniques or including more variables in their statistical analyses. Finally, considering such factors as thinking skills or family support which might determine the outcomes of the treatment may help us to realize how Eidetic Psychotherapy can help people with Specific Learning Disabilities (SLD).

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