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The Effectiveness of a Family Counseling Program for Working Mothers of Children with Learning Disabilities in Reducing Their Psychological Stress and Enhancing Their Role in Supporting Their Children

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Abstract:

Students with learning disabilities have intact intellectual and sensory abilities; however, they experience a marked decline in academic achievement compared with their peers. These difficulties often become apparent when the child enters school, which may constitute a source of shock and compounded psychological stress for the mother, particularly for working mothers who must cope with the competing demands of employment and the responsibility of addressing their child's difficulties. Since the family represents a key environment influencing the child's development through patterns of parental interaction, counseling support directed toward the mother is considered an important step in enhancing the child's ability to overcome these difficulties.

Accordingly, the present study aimed to evaluate the effectiveness of a family counseling program designed for working mothers of children with learning disabilities, with the aim of reducing their psychological stress and enhancing their role in supporting their children. The study adopted a quasi-experimental design based on pre- and post-tests and was conducted on a sample of 10 working mothers.

Keywords: Family Counseling, Learning Disabilities, Psychological Stress, Working Mother

Introduction:

Psychological stress associated with raising children with learning disabilities constitutes a significant challenge for mothers, extending beyond the complexity of traditional caregiving demands. The literature indicates that such stress is closely associated with lower levels of mothers' psychological well-being, thereby highlighting the urgent need to design and implement effective counseling and intervention strategies (Ferdosipour & Gholipour, 2020).

The term learning disabilities refers to a group of students in regular classrooms who demonstrate lower academic achievement than their typically developing peers, despite having average or above-average intelligence. However, they experience difficulties in processes associated with learning, such as attention, perception, comprehension, memory, reading, writing, or performing mathematical operations. This term excludes cases of intellectual disabilities and hearing or visual impairments, as these conditions constitute direct causes of the observed learning difficulties.

When a family discovers that its child has a learning disability, it may go through a series of crises and unexpected reactions. The intensity of these stresses may be particularly heightened among working mothers, who often find themselves engaged in an ongoing struggle to balance their professional responsibilities with the specific educational and developmental needs of their children. This reality necessitates the development of specialized counseling programs that focus on strengthening problem-solving-based coping skills (Rajabian et al., 2025).

Therefore, working mothers, particularly those raising children with learning disabilities, are among the groups facing increasing challenges in reconciling their professional roles with family caregiving responsibilities, which may increase their levels of psychological and occupational stress (Hwang, 2018). These stresses may negatively affect their

psychological and social well-being, and their effects may extend to their children, particularly with regard to children's social and emotional development (Santelices et al., 2021).

This is particularly relevant because parents are often not adequately prepared to deal with such circumstances and may experience numerous difficulties due to insufficient knowledge about the nature of learning disabilities and appropriate ways of addressing them. This is where counseling plays an important role, as it helps parents, particularly mothers, who constitute a fundamental pillar of the family and a primary source of the child's attachment, to adapt to this unexpected crisis.

There is no single way in which families respond to having a child with special needs. Each family's response depends on its psychological makeup, the severity of the child's difficulties, and the amount of support the family receives from relatives, friends, and specialists.

The family's acceptance of having a child with special needs also depends on the quality of counseling services provided to them. Parents seek to provide the best possible life for their children; however, they may lack knowledge about the services available and how to access them. In particular, the stress resulting from learning disabilities does not affect the student alone but also extends to the parents, as they bear responsibility for their children's future and success. From this perspective, the present study examines the effectiveness of a family counseling program in reducing psychological and occupational stress among working mothers of children with learning disabilities and enhancing their role in caring for their children.

1. Statement of the Research Problem

Many children enter primary school with a strong desire and keen interest in learning. However, after a short period, some of them lose the enthusiasm and interest they initially had as a result of their failure in either one academic subject or a group of subjects. Teachers usually continue with the curriculum, believing that the child's failure is due to limited intellectual abilities or that the child is lagging behind his or her peers, and that time and extensive practice will strengthen the child's abilities and enable him or her to catch up with the group. This failure may be attributed to the fact that these children have begun learning in a structured and standardized manner without possessing sufficient readiness for such learning.

However, as time passes, it becomes apparent that these children have developmental learning disabilities that require intervention by a special education specialist. Parents' reactions, particularly those of mothers, vary when they discover that their child differs from his or her peers in academic achievement, especially since they had believed that their child was a typically developing child before entering school.

In general, through their interaction with mothers of children with learning disabilities, the researchers observed that their reactions were predominantly negative. Mothers experience psychological and emotional problems such as anxiety, frustration, and fear for their child's future. This may affect patterns of family interaction, such as the occurrence of marital problems or failure to fulfill responsibilities toward their children due to an inability to deal with the problem in appropriate and conscious ways (Al-Khatib, 1995). All of this results in increased psychological stress among mothers.

The concept of learning disabilities reflects the challenges that children face in achieving normal cognitive development, which increases their need for care and support and, consequently, places an additional burden on mothers to provide an appropriate educational and learning environment.

The issue becomes more complex when the mother is a working mother, as she finds herself required to balance work responsibilities, household management, supervision of school assignments, communication with teachers and specialists, and attendance at assessment or intervention sessions, in addition to addressing the psychological and behavioral problems that may be associated with the child's academic failure. For example, the study conducted by Vitthal and colleagues (2026), which included 15 studies on parents of children with specific learning disabilities, found that balancing professional responsibilities with child-care demands represents a genuine challenge for these families.

Multiple factors interact in shaping the level of stress experienced by mothers, including the nature of the difficulties experienced by the child, levels of social support, and the family's flexibility in dealing with daily demands. Concepts related to occupational stress also encompass the coping and struggle strategies adopted by mothers to confront these challenges, in addition to the effects of such stress on psychological health, as it may lead to symptoms of anxiety, depression, and sleep disturbances. What further complicates the situation is the impact of stress on the quality of family relationships, as feelings of exhaustion and emotional depletion may lead to deterioration in understanding and communication among family members, thereby threatening the stability of the family environment.

For example, (Dysonm, 1996) compared (30) couples who were mothers and fathers of children with developmental disorders with (32) couples who were fathers and mothers of typically developing children who did not have any form of disability or disorder. The findings showed that the fathers and mothers of children with developmental disorders did not differ from one another; however, they differed from the fathers and mothers of typically developing children in terms of parental stress, social and family support, and family functioning. Stress also varied according to the developmental disorder present in the child (Farah and Amin, 2015).

In addition, (Figler, 1981) conducted personal interviews with parents of two groups of children. The first group consisted of parents who had children with disabilities (with different types of disabilities), whereas the second group consisted of parents of typically developing children, all of whom were from Puerto Rico. The results of the personal interviews and the questionnaires included therein revealed higher levels of psychological stress among parents of children with

disabilities compared with parents of typically developing children. They were also less satisfied with their lives and with the personal and family support they received. The findings further indicated that this negative impact extended to their family and external relationships (Farah, 2015).

Based on the foregoing, it can be stated that psychological stress leads to numerous negative effects on the life of the individual experiencing stress, both psychologically and physically, such as feelings of anxiety and headaches. It also affects the individual's family and social relationships.

Therefore, various approaches to psychological counseling have been concerned with the issue of stress and its treatment. Cognitive-behavioral therapy has emphasized the importance of cognitive processes, such as thinking and self-talk, in modifying behavior or emotional responses resulting from stress. It also focuses on teaching individuals new behaviors, personal and cognitive skills, communication skills, and emotion-regulation skills in order to reduce stress levels (Bellack & Kazdin, 1990). Gestalt Theory has also addressed the issue of stress, explaining that the cause of problematic behavior in the counselee is the lack of awareness of the relationship between their feelings and thoughts and their past and present experiences. This may lead to a gap between the present and the future and to the failure to satisfy the individual's basic needs. Therefore, efforts should be directed toward increasing the individual's awareness, helping them develop and mature, assume responsibility, and form an integrated perception of their personality (Corey, 1996).

Rogers' Person-Centered Therapy has also addressed the issue of stress, emphasizing the importance of providing the individual with a safe, stress-free environment that enables them to move toward openness and helps them achieve self-actualization (Corey, 1996).

Among the studies concerned with developing training programs is the study by Sabeq (2013), who developed a training program for families of children with learning disabilities to help them diagnose their children and enable them to learn reading. The study sample consisted of 40 mothers of children with learning disabilities from the fifth grade of primary school, who were divided into two groups, one control group and the other experimental group. The results indicated the effectiveness of the program and an improvement in the performance of the experimental group.

Bataniya and Shalakhti (2010) also conducted a study aimed at identifying the effect of a training program in equipping mothers of children with reading learning disabilities with reading development skills. The study sample consisted of 46 mothers, who were equally distributed into an experimental group and a control group. A measure of the mothers' possession of reading skills was used. The results demonstrated an effect of the program in favor of the experimental group.

Al-Dawoudi (2006) also conducted a study aimed at identifying the effect of a counseling and training program on improving mothers' level of knowledge about learning disabilities and developing their children's communication and speech skills. The study sample consisted of two cases who volunteered to benefit from the program. The results showed an improvement in the mothers' behavior, which in turn led to an increase in the child's abilities in learning and communication.

There are also numerous foreign studies whose findings have demonstrated the effectiveness of counseling and training programs in improving parents' performance in dealing with their children with learning disabilities, such as the study by Johnney et al (2015) and the study by McIntyre (2008) (Sawaleha & Jallad, 2018, p. 649).

Based on all these studies and through the researchers' review of the research literature, they became interested in examining the effectiveness of a family counseling program directed toward working mothers of children with learning disabilities in reducing their psychological stress and enhancing their role in assisting their children.

This was addressed through the following research questions:

- What is the effectiveness of a family counseling program directed toward working mothers of children with learning disabilities in reducing their level of psychological stress?
- Does the counseling program have an effect on enhancing their role and improving their performance in assisting their children?

Based on this, the researchers hypothesize the following:

- There are statistically significant differences at the significance level of 0.01 between the level of psychological stress among working mothers before and after the implementation of the counseling program.
- The counseling program contributes to enhancing the mothers' role in assisting their children.

2. Research Objectives

- Developing a family counseling program aimed at reducing psychological stress among working mothers and improving effective parenting skills to assist their children.
- Identifying the level of mothers' awareness of learning disabilities.
- Supporting working mothers psychologically and cognitively in order to reduce their level of psychological stress.

3. Study Concepts

- **Family Counseling:** It refers to a set of counseling programs provided to the family of a child with a disability, particularly the parents, with the aim of training and educating family members to acquire the skills and experiences that help them cope with the problems resulting from having a child with learning disabilities, whether related to the child's socialization or to rehabilitating the child through all available means, or means that can be made available, in order to

reduce the consequences resulting from the disability and enable the child to derive the greatest possible benefit from his or her abilities (Mansour, 1997).

Operationally, it refers to "a set of organized guidance, counseling, skills, and services directed toward the integrated family system, particularly mothers, with the aim of solving their problems, modifying family relationships, and increasing communication among family members, in order to improve their skills in assisting their children."

- **Mothers of Children with Learning Disabilities:** They are mothers of children who experience a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. This disorder may manifest itself in difficulties with listening, thinking, speaking, writing, spelling, or performing mathematical calculations. This disorder does not include cases of perceptual disabilities, brain damage, developmental dysarthria, or developmental aphasia. This term does not include children whose learning problems are primarily attributable to visual, hearing, or motor impairments, emotional disturbance, or environmental, economic, or cultural deprivation (Al-Sartawi, 2001).

- **Psychological Stress:** Theoretical approaches have differed in their interpretation of the concept of psychological stress. Brown and Ralph (Brown & Ralph, 1994) defined psychological stress as the outcome of two different conditions. The first refers to the environmental circumstances surrounding the individual that cause distress and tension, while the second refers to psychological reactions manifested in feelings of sadness experienced by the individual. Canon also defined psychological stress as a set of physiological and emotional stimuli that lead the individual to engage in an action in order to return to a state of equilibrium (Al-Shoubaki & Hamdi, 2008, p. 109).

Levine and Scotch (Levine–Scotch, 1970) defined it as a state of disturbance and inadequacy in cognitive functioning, involving situations in which the individual perceives a discrepancy between what is required of them, whether internally or externally, and their ability to respond to such demands.

Ahmed Rajeh (1973) defined it as a state of painful activation arising from persistent frustration of one or more strong motives (Abdullah, 2008).

It can be observed that definitions of psychological stress differ among researchers according to their theoretical orientations. However, in general, the researchers adopt the definition that views stress as the individual's inability to adapt to internal and external changes, which may consequently lead to psychological and behavioral disturbance as a result of the inability to adapt.

Operationally, the researchers define psychological stress as the score obtained by the mother on the items of the Psychological Stress Scale for Mothers of Children with Special Needs, which is measured through the following dimensions: psychosomatic symptoms, feelings of hopelessness and frustration, cognitive and psychological problems of the child, family and social problems, anxiety about the child's future, and inability to cope with the child's demands and burdens.

4. Methodological Procedures of the Field Study

This research adopts the descriptive-analytical method, which is based on studying the phenomenon as it exists in reality by providing an accurate description of it and expressing it qualitatively or quantitatively, in order to obtain scientific results and then interpret them objectively in a manner consistent with the actual characteristics of the phenomenon. Accordingly, the study sample was selected and the appropriate research instruments were identified.

4-1. Study Sample

The study sample consisted of 10 working mothers who were purposively selected and who expressed their willingness to participate in the counseling program. They were selected from a group of schools in the Wilaya of Tlemcen during the 2024–2025 academic year, following the administration of a series of diagnostic tests, which indicated that the children had learning disabilities, including dyslexia and dysgraphia, dyscalculia, and attention-deficit/hyperactivity disorder (ADHD). Intellectual disability was excluded by administering an intelligence test. All children of the mothers included in the study were in the third grade of primary school. The following table presents the characteristics of the sample.

Table (1): Distribution of the Study Sample According to Demographic Variables

Variable	Categories	Frequency (n)	Percentage (%)
Age	30–35 years	3	30%
	36–40 years	4	40%
	More than 40 years	3	30%
Occupational Sector	Education sector	4	40%
	Medical sector	3	30%
	Administrative sector	3	30%
Educational Level	University education	10	100%
Total	—	10	100%

4-2. Research Instruments

The researchers relied on the following instruments in their study:

4-2-1. Psychological Stress Scale

The researchers used a psychological stress scale for parents of children with special needs, adapted from the Psychological Stress Scale developed by Abdelaziz Al-Shakhs. Three items were selected from the original six items,

namely: psychological and psychosomatic symptoms, feelings of hopelessness and frustration, and anxiety about the child's future.

The validity of the scale was verified through internal consistency validity, with coefficients ranging from 0.78 to 0.88. Its reliability was also established using the split-half method, yielding a reliability coefficient of 0.84.

In addition, the researchers relied on observation and structured interviews to monitor the mothers' statements and behaviors and to assess their psychological and cognitive status before and after the implementation of the counseling program.

4-2-2. Counseling Program

Initially, individual family counseling was provided to each family, with particular emphasis on the mothers, given the specific circumstances and privacy of these families. After half of the sessions had been completed, group counseling sessions were conducted to facilitate interaction among the mothers and the exchange of their experiences.

The researchers trained the mothers over a period of 10 weeks. The program consisted of 20 sessions, implemented at a rate of two sessions per week, with each session lasting two and a half hours.

A number of techniques were employed, including lecture, discussion, modeling, role-playing, family enactment, role reversal, reinforcement, and homework assignments.

These techniques were based on a set of cognitive, emotional, and behavioral approaches, as follows:

- Cognitive Methods

These included the logical analysis of irrational beliefs and ideas concerning learning disabilities and teaching mothers appropriate ways of thinking by linking premises to their consequences. They also involved clarifying unreasonable ideas and interpretations. Through cognitive methods, mothers were provided with accurate and scientific knowledge and information about learning disabilities, along with examples of individuals who had experienced similar difficulties but overcame them and achieved remarkable accomplishments, with the support of their families and, in particular, their mothers.

- Emotional Methods

These methods are based on the principle of unconditional acceptance of the client, as advocated by Rogers. Role-playing and modeling techniques are used to help mothers experience and respond differently to situations that cause them distress. Confrontation techniques are also employed to challenge negative feelings of shame and inferiority, thereby helping mothers recognize and understand their negative emotions.

- Behavioral Methods

These methods include homework assignments given to the mothers, such as sensory activation through confronting situations that the individual fears. Other assignments may include reading specific books or selected texts identified by the researchers. Operant counseling techniques, such as reinforcement, may also be employed.

The program sessions were implemented according to an agreement between the researchers and the families of children with learning disabilities. Most sessions were conducted in the families' homes to save the families the time and effort required to travel to locations that might be far from their homes, which could lead to reluctance or failure to attend the sessions. The exception was the group sessions, which were conducted at a youth center, where the researchers were authorized to hold them. The stages of the counseling program can be summarized as follows:

Stage One: Pre-Assessment and Identification of Needs

The levels of **psychological and occupational stress**, the mothers' needs, and the difficulties they face in dealing with their children are identified, while determining the priorities that the program should address.

Stage Two: Psychoeducation on Learning Disabilities

Mothers are provided with clear and accurate information about the nature of learning disabilities, their manifestations, and how they affect the child. Some unrealistic beliefs or expectations related to academic performance are also corrected.

Stage Three: Stress and Emotion Management

Mothers are trained to identify sources of stress, recognize the psychological and physiological signals associated with it, and use **breathing and relaxation techniques, cognitive restructuring, and problem-solving strategies**.

Stage Four: Developing Psychological Resilience

Mothers' ability to adapt to difficult circumstances is strengthened, along with the development of realistic and flexible thinking and the identification of personal and family sources of strength. The findings of **Sharifian et al. (2024)** support the inclusion of psychological resilience in support programs for mothers of children with special needs.

Stage Five: Educational and Communication Skills

Mothers are trained in **positive communication and active listening**, the provision of reinforcement, and dealing with mistakes and academic problems without blame or excessive pressure.

Stage Six: Supporting the Child's Learning at Home

Mothers are taught how to provide **structured and appropriate assistance** without completing tasks on behalf of the child, while encouraging independence and maintaining a positive relationship during the learning process. A review by **Guerra et al. (2025)** indicates that parent training can improve parents' ability to address learning difficulties at home and interact effectively with their child.

Stage Seven: Time and Occupational Burden Management

Mothers are assisted in identifying priorities, distributing responsibilities, and developing practical plans that achieve a better balance among work, family responsibilities, and self-care.

Stage Eight: Social Support and Collaboration with the School

Mothers are encouraged to communicate with **teachers, specialists, and family members**, as well as to benefit from support groups and exchange experiences with others.

Stage Nine: Post-Assessment

The measurement instruments are re-administered after the completion of the program in order to assess the extent to which changes have occurred.

4-4. Statistical Method

The **non-parametric Wilcoxon test** was used to calculate the significance of differences between the mean ranks of the mothers' scores on the Psychological Stress Scale in the **pre- and post-measurements**, in order to determine the effect of the counseling program.

5. Presentation and Discussion of Results

The analysis was based on the hypothesis stating that: "There are statistically significant differences between the mean ranks of the mothers' scores on the Psychological Stress Scale in the pre- and post-measurements."

To verify this hypothesis, the non-parametric Wilcoxon test was used to determine the significance of differences between the mean ranks of the scores in the pre- and post-measurements on the Psychological Stress Scale. The following table presents the results of the hypothesis test.

Table (2): Results of the Wilcoxon Test for the Differences Between the Pre- and Post-Measurements on the Dimensions of the Psychological Stress Scale and the Total Score

Scale Dimensions	Type of Measurement	Mean	Rank Distribution	n	Mean Ranks	Sum of Ranks	Z Value	Significance Level
Psychological and Psychosomatic Symptoms	Pre-test	4.63	Negative Ranks	10	5.5	55	-2.82	0.01
	Post-test	2.5	Positive Ranks	0	—	—		
Feelings of Hopelessness and Frustration	Pre-test	59.0	Negative Ranks	10	5.5	55	-2.82	0.01
	Post-test	41.8	Positive Ranks	0	—	—		
Anxiety about the Child's Future	Pre-test	35.0	Negative Ranks	10	5.5	55	-2.82	0.01
	Post-test	21.8	Positive Ranks	0	—	—		
Total Psychological Stress Score	Pre-test	157.4	Negative Ranks	10	5.5	55	-2.82	0.01
	Post-test	113.8	Positive Ranks	0	—	—		

The preceding table shows statistically significant differences at the **0.01 level** between the mean ranks of the mothers' scores in the pre- and post-measurements across the dimensions of the Psychological Stress Scale and its total score following the implementation of the family counseling program. By examining the mothers' mean scores in the pre- and post-measurements, it can be observed that the means in the post-measurement were lower than those in the pre-measurement across all dimensions of the scale and the total score. This indicates that the level of psychological stress decreased as a result of the counseling program. Accordingly, these differences were in favor of the post-measurement, demonstrating the effectiveness of the counseling program in reducing psychological stress among mothers of children with learning disabilities. This confirms the validity of the first hypothesis.

In addition, based on their self-reports, the mothers demonstrated positive engagement with the program, with most of them agreeing that it helped them understand their children's difficulties and deal with them more effectively. It also improved their patterns of communication and guided them toward scientific methods for supporting their children's development and learning. This confirms the validity of the second hypothesis.

All participants agreed that they were in urgent need of such counseling and training programs to enable them to perform their roles more effectively. Most mothers of children with special needs suffer in silence due to the lack of psychological accompaniment and counseling support.

This is consistent with studies indicating that mothers play a fundamental and important role in achieving successful outcomes and tangible progress with their children. Therefore, mothers should be scientifically and psychologically prepared to provide the necessary support. The mother's psychological state, in turn, affects her child; if the mother is frustrated and hopeless, she may be unable to provide the support the child needs, regardless of how much effort she makes.

In contrast, a strong and optimistic mother can help her child overcome the challenges he or she encounters. Continuous encouragement to keep trying and celebrating even the smallest achievements can help the child feel proud of what he or she accomplishes. The mother should understand that unconditional love is the key to supporting her child, and she should try to regulate her emotions as much as possible so as not to hurt the child's feelings through a word spoken in a moment of anger or when her patience is exhausted. The counseling program therefore incorporated content beneficial to mothers at both the cognitive level and the level of modifying their own behavior and that of their children.

The importance of family counseling lies in guiding families toward the available medical, therapeutic, educational, and social options, as well as showing them how to obtain information and participate actively in promoting a positive image of people with special needs in general and individuals with learning disabilities in particular, while ensuring that they receive all the rights necessary to guarantee a dignified life.

This can be achieved through a family counseling program involving parent training to ensure appropriate upbringing that corresponds to their children's needs and to help parents accept their child's condition and understand the developmental disorder from which the child suffers. This contributes to healthy social development within an emotionally supportive environment. Such training also reduces parents' anxiety about their child's future, corrects their negative perceptions of their child, and encourages them to help the child accept himself or herself and develop desirable social behaviors, enabling the child to achieve a meaningful position within a society that promotes competition and competence and to have an effective impact on the surrounding environment. It also enables the child to experience happiness and enjoyment through utilizing his or her abilities. The independence and adjustment of individuals with learning disorders depend on the assistance and attention provided by the surrounding environment to facilitate the processes of integration, adaptation, adjustment, and accommodation (Abbas, 2005).

Conclusion

The results showed a significant reduction in the mothers' level of psychological stress following the implementation of the program. This may be explained by the nature of the activities, which combined psychoeducation, practical training, emotion management, and problem-solving.

Understanding the nature of learning disabilities may help mothers reinterpret the child's behavior and academic performance in a more realistic manner, thereby reducing feelings of helplessness or self-blame.

The study by Finardi et al. (2022) highlights the importance of the relationship between parental stress, psychological competence, and psychological well-being among mothers of children with learning disabilities.

If an improvement in educational and communication skills was observed, this may be attributed to the program's transition from providing theoretical information to practical training in everyday situations. The program also supported parents through practical strategies for dealing with educational and behavioral difficulties.

The reduction in psychological stress accompanied by increased resilience may be explained by the fact that the training helps mothers change the way they respond to situations that cannot be avoided, rather than focusing solely on eliminating sources of stress. The findings of Sharifian et al. (2024) showed that resilience training was associated with reduced stress among mothers of children with disabilities.

In light of the findings obtained and based on previous studies, including Sabeq (2013), Bataniya and Shalakhti (2010), Al-Dawoudi (2006), Johnney et al. (2015), McIntyre (2008), Sharifian et al. (2024), and Finardi et al. (2022), the researchers proposed a number of recommendations, the most important of which are:

- Implementing counseling and training programs to increase mothers' awareness and help them develop appropriate ways of dealing with children with learning disabilities.
- Providing community awareness programs through the media and various socialization institutions.
- Informing parents about the educational, social, and health institutions that provide services to individuals in these groups.
- Developing specialized counseling programs for families of children with learning disabilities, rather than limiting intervention to the child alone.
- Incorporating psychological support for mothers into the follow-up services provided to children.
- Providing flexible appointment schedules that take into account the circumstances of working mothers.
- Organizing support groups for mothers that facilitate the exchange of experiences and mutual support.
- Conducting further research aimed at identifying the needs and problems of individuals with learning disabilities and their families and seeking appropriate solutions to address them.

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