

Parental Awareness of both Speech/Language and Psychiatric/Behavioral Problems and their Related Services in Saudi Arabia

Rasha Farouk Safwat,
Omnia Raafat Amin

Faculty of Medicine,
Cairo University.

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Aim of the Work : was to detect the parental awareness and concern of parents regarding the language/speech and psychiatric/behavioural problems and their related services.

Subjects and Methods: 752 Saudi children who were attending child psychiatric clinic and 688 Saudi children who were attending the phoniatic clinic were subjected to a semi-structured interview to detect the awareness of the parents about their children's problems and the related

services, and then followed by a depth study for children in psychiatric clinic using the Child Symptom Inventory. Children in the phoniatic clinic were subjected to Arabic Language Test, Articulation Test and Protocol of Stuttering Assessment.

Results: In the majority of cases, parental evaluation of their children's problems is different from the professional evaluation. Most of parents are unaware of their children's problems and the available services in the community.

Keywords: Language development disorders, diagnosis, speech-language pathology, psychiatry, articulation disorders parental concern.

Abbreviations:

ADHD: Attention Deficit Hyperactivity Disorder

CSI: Child Symptom Inventory

BDMH: Brain Damage Motor Handicap

GPs: General Practitionaire

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INTRODUCTION

Language, speech, behavioral, and psychiatric problems are common in the early childhood period (Glogowska, *et al.* 2006).

Delayed language development is a condition in which the child's language development is significantly below his chronological age (Nelson, *et al.* 2006). Children with a history of developmental language delay are at high risk for developing behavioral and psychiatric problems, poor academic performance, and long term social and academic difficulties (Rannard, *et al.* 2004).

Speech and language difficulties may occur as part of a more global neuro-developmental problem. However, many children with 'specific language impairment' have difficulties that are not explained by a primary medical condition, hearing loss, or other developmental disorder (Nelson, *et al.* 2006).

The involvement in parents in monitoring of their children's health and development is increasingly recommended. Parental involvement in early intervention programs for children with communicative disorders and behavioral problems has the potential to enhance therapeutic management (Glogowska, 1998).

Parents of children with significant behavioral and emotional problems have tended to be concerned about their behavior or emotional well-being, whereas parents of children with speech-language impairments were more concerned about speech-language development (Glascoe, 1994).

Speech and language development is a useful indicator of a child's overall development and cognitive ability and is related to school success. Identification of children at risk for developmental delay or related problems may lead to intervention services and family assistance at a young age, when the chances for improvement are best. However, optimal methods for screening for speech/language delay and behavioral/psychiatric disorders have not been identified, and screening is practiced inconsistently in primary care (Nelson, *et al.* 2006).

Many children have communication and behavioral difficulties that are not picked up in the preschool period. Delay in the diagnosis and interventions are a cause for concern to parents (Rannard, *et al.* 2004).

Assessment and diagnosis of speech and language difficulties in children is a particularly challenging problem that requires expertise in several aspects