

## Abstract

Children with speech disorders frequently experience peers victimization and rejection which make them susceptible for psychosocial disturbances. **Aim of the study:** This study aimed to assess the impact of speech disorders on psychosocial status of school-age children. **Subjects and method:** a descriptive study design was used to perform this study. It was conducted on a total of 104 speech disordered children attending the Unit of Phoniatics at both Assiut and Beni-Suef University Hospitals and a control group composed of 80 school-age children. Data were collected by utilizing five tools; **Tool (1):**- A Structured Interview Questionnaire, **Tool (2):**- Children's Manifest Anxiety Scale, **Tool (3):** Children Depression Inventory Scale, **Tool (4):** Self-Esteem Inventory Scale, and **Tool (5):** Introverted Behavior Scale. **Results:** The highest percentage of the studied speech disordered children had severe anxiety, moderate depression, moderate self-esteem disturbance and severe introverted behavior. On the other hand, the highest percentage of the control group subjects had moderate anxiety, no depression, mild self-esteem disturbance and mild introverted behavior. **Conclusion:** speech disorders affect the psychosocial status of school-age children. **Recommendations:** Collaboration between phoniaticians and psychiatrists is required to implement a comprehensive treatment programs for psychological disorders of the affected children.

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**Key words:** speech disorders - school age - psychosocial status.