**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 case-control study design was used to perform this study. It was conducted on a total of 104 speech disordered children attending the Unit of Phoniatrics at both Assiut and Beni-Suef University Hospitals and a control group composed of 80 normal school-age children. Data were collected by utilizing five tools; **Tool (1)**:- A Structured Interview Questionnaire, **Tool (2)**:- The 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**: Workshop training programs for nurses on how to help caregivers to cope appropriately with their children to reduce the emergence of psychosocial problems.