

Manifestation of Behavioral and Emotional Disturbances and Perceived Coping Strategies of Earthquake Survived Children

Authors : Mahwish Rabia, Najma Najam

Abstract : The present study was conducted to identify emotional and behavioral disturbances among earthquake survived children and the perceived coping strategies of affected children. In the present study, a sample of 50 children (6-16 years) belonging to badly affected areas (earthquake) was selected from different camps in Islamabad. Child Behavioral Checklist (CBCL) and Rotter Incomplete Sentence Blank (RISB) interpretations were used to assess variety of emotional and behavioral patterns, and Child Coping Strategies Checklist (CCSC) was used to assess the perceived coping strategies of affected children. Results showed that some of the frequent emotional/behavioral reactions exhibited by children like withdrawal, anxiety\depression, aggression and attention seeking behavior. Whereas gender-based comparisons indicated that female children showed more internalizing behavioral patterns (withdrawn, somatic complaints) as compared to male children who exhibited more externalizing emotions (aggression, delinquent behavior). Coping strategies in which male children tried to adopt Positive Cognitive Restructuring and for distracting attention they used distraction strategies of coping. It is concluded that significant negative emotional and behavioral reactions are exhibited by the earthquake affected children. Male children adopt coping strategies more as compared to female children. The study identifies the negative emotional and behavioral reactions towards trauma, which can be helpful for identifying the problematic area for counseling and therapeutic interventions for these children.

Keywords : behavioural disturbances, emotional disturbances, coping strategies, earthquake, children

Conference Title : ICPP 2015 : International Conference on Pedagogy and Psychology

Conference Location : Istanbul, Türkiye

Conference Dates : September 28-29, 2015