

DOCTORAL THESIS

Effectiveness of Narrative Therapy on Students with Dyslexia in Hong Kong

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Abstract

The present investigation examines the effectiveness of narrative group therapy among primary students with dyslexia in Hong Kong, as these students often suffer a series of emotional, behavioral, and social problems derived from a strong sense of inferiority and low self-efficacy after repeated academic failures. Given that narrative therapy is a strength-based and goal-oriented approach that assists individuals in identifying previously unrecognized strengths and abilities to facilitate life changes, it is critical to identify the function and validity of such an approach in conceptualization. The outcome and process of change among Primary Four to Primary Six students with dyslexia for reducing psychological distress, social anxiety and problem behaviors as well as improving self-efficacy, were investigated. A mixed methods approach is used which comprises a pretest-posttest non-equivalent comparison group design in the form of a quasi-experiment and semi-structured interviews after the intervention. Both quantitative and qualitative methods of data collection are used to conduct a comprehensive evaluation of the effectiveness of the intervention.

Data were collected via pre- and post-intervention questionnaires in four primary schools. Pretest-posttest non-equivalent comparison group design indicated that narrative therapy has a positive impact on self-efficacy, social anxiety, and problem behaviors, with significant time by group interaction effects. However, there is limited evidence for the effects of the intervention on psychological distress. The finding is also supported by the five themes generated from the qualitative analysis: 1) Changes in Perception of Dyslexia after Intervention; 2) New Discoveries Reinforcing Positive Changes; 3) Social Emotional Improvements; 4) Sense of Efficacy to Deal with Problems; and 5) Academic Improvement.

These findings enriched previous work and contributed to the existing body of research on effective interventions for children with dyslexia and offered insights into the processes of change that occur during narrative group therapy. This research supports the implementation of narrative group therapy in educational and clinical settings for primary students with dyslexia, as it demonstrates the potential for positive outcomes in self-efficacy and psychosocial functioning. Correspondingly, this investigation verifies the feasibility of using narrative group therapy in enhancing self-efficacy and alleviating psychosocial challenges among children with dyslexia in the Chinese context and provides evidence for their impact within the extensive psychotherapy landscape.