

## **REVIEW OF LITERATURE AND FIELD EXPERIENCES**

This chapter is in two parts. Part-I reviews books, journal articles, published and un-published theses, reports, soft data and information available on the internet. Over a hundred and fifty references were reviewed. The review will reveal the gaps, which are the reasons for this research. This is expected to give insights to social realities and aid policy makers to frame suitable policies to bring value-loaded experiences to the youth of India. Part-II is a discussion of the field experiences of the author.

### **PART – I**

#### **2.1. Review of Literature**

Research on learning problems and its perception is based on the study of theory. Very few studies are based on the empirical data or observations. The discussions in this section are separately based on studies of the theoretical framework and studies of empirical data or observations. Though the review may not be comprehensive, an attempt has, however been made to find the applicable literature from a many sources as possible.

##### **2.1.1. Studies based on theoretical framework:**

There are very few published studies of empirical data on attitudes, behaviour and knowledge of values that are gained informally. This section reviews some of the important studies in India and abroad on learning problems and its perception received through the process of socialization and its impact on the development of youth. This review is mostly of the concepts of Family, Socialization, Children with Learning Problems and Education (formal and informal)

- 1. Smith Corinne and Strick Lisa (September 2010), “*Learning Disabilities: A to Z*”, A division of Simon &Schuster, New York.** The book is a complete guide to learning disabilities from preschool to adulthood. The world of Learning Disabilities is undeniably complicated and challenging. It also discuss about many myths and misconception about LDs. It consist a entire understanding of Learning Disabilities, ways to identify LD, overall

development's correlation with LD and most important is total education about LD. This book is wholesome storage about Learning Disabilities and it would help the researcher throughout the research in developing understanding about LDs.

2. **Karanth Prathibha, Rozario Joe (2003)**, "*Learning Disabilities in India – Willing the mind to learn*". Sage Publication, New Delhi. The book in complete collection of research papers. It is the wholesome idea about learning disabilities and includes about introduction, epidemiological and Neurological aspects of Learning Disabilities, Co-morbid Psychological Disorders in Learning Disabled Children, Neuropsychological aspects of Learning Disabilities, Early reading acquisition, Cognitive profiles of children learning to read English as a second language, Learning to read to reading to learn, assessment of learning disabilities, Central Auditory processing deficits in children with LD, Language Learning Disability, Language based test, Speech language pathologists and the remediation of reading disabilities, and Advocacy. The study would gave the complete picture about the learning disabilities to the researcher and could be incorporated in introduction chapter.
3. **Chadha Anupriya (2001)**, "*A guide to educating children with Learning Disabilities*", Vikas Publishing House Pvt. Ltd. The book includes concept and history of LD, causes and prevalence, characteristics, Identification and Assessment, Teaching strategies, Social and emotional problems, Psychosocial support. It also speaks in detail about ADHD, Dyslexia, Dyscalculia, and Dysgraphia. There are some practical activities for making learning more joyful. This book would help the researcher to understand actual concept of LD in India.
4. **Morris Anjali, Sarkar Pabhir Kumar (2013)**, "*Overcoming Learning Disorders*", Dr. Anjali Morris Education and Health Foundation. The programme which runs in this Foundation is called as Bridging Over Learning Differences (BOLD). The book speaks on those lines about the ways to deal with the learning disorders. It speaks more on Individual cases and how it has been helped the children to overcome their difficulties. It gives guideline for the parents to deal with their children with learning problems. It also would help the experts to those who are working learning problems children. It

briefly speaks about how to develop Individualised Education Plan. This book gave holistic approach for the researcher throughout the research.

5. **Jena .S. P. K (2013)**, "*Learning Disability: Theory to Practice*," Sage Publication, New Delhi. This book is indeed the outcome of such awareness of the Learning Disabilities right from theory to practice. It conveys that intervention methods must have a good scientific background and their application must be practical result oriented. There is good coverage of critical diagnostic issues, neurogenesis of learning disabilities, and in-depth analyses of reading, writing and arithmetical disabilities in children. The book also covers major issues in the diverse approaches to the understanding and treatment of LD, cognitive behavioural therapy and computer assisted techniques applied for their retraining. This book would be wholesome guide for the researcher to understand learning Disabilities.
6. **Thapa Komilla (2005)**, "*Learning Disabilities: Issues and Concerns*," Sage Publication. The authors describes about various types of learning disabilities, definitions related to it, procedure of identification, and progression of learning disabilities over the life span. Intervention and assessment procedures. The study will help the researcher to understand learning problems and issues concerned with it in detail. It will also give an understanding about assessment process of learning disabilities and its intervention in detail. The study will help while writing the introduction to the researcher in respective research.
7. **Sahini Amni (2015)**, "*Teaching students with learning disabilities*." The learning disabilities category accounts for more percentage of all the students served in Special Education. Classroom teachers need to be able to use a variety of techniques when meeting the needs of students with learning disabilities. This book gives a wholesome understanding about teacher's role in moulding children with learning disabilities. It would be helpful for researcher in chapter role of socialisation as it gives brief about teacher's role.
8. **Pratibha Karanth(2008)**, "*Learning Disability and Language Learning*." Sage Publication. The study focuses on importance of learning language especially when children have learning disability. In short, correlation between language leaning and learning disability. It focuses on language learning connection, meta-linguistics, phonological importance of awareness, naming, syntax and higher level discourse and scripts, etc... It gives focus on

importance of learning language and its need when children have learning disability. This study will help the researcher to understand the concept of learning disability and its importance of language learning.

9. **Gupta Ashum (2007)**, *“Developmental Dyslexia: Evidence from Hindi – speaking children with dyslexia.”* Sage Publication. The study focuses on the concept developmental dyslexia. Developmental dyslexia has been regarded as a grapheme-phoneme conversion deficit, which affects all aspects of the written language. The present findings of the study show that despite of transparency of Hindi script, children with dyslexia were found to show both speed and accuracy deficits in reading. This is consistent with the phonological deficit explanation of dyslexia, according to which learning to read is affected by impaired acquisition of grapheme-phoneme correspondences. The research will help the researcher to understand that children coming from vulnerable languages may find difficulty in reading.
10. **Verma Preeti (2005)**, *“Learning Disability: Challenges in Diagnosis and Assessment.”* Sage Publication. The major focus of the study is on concept and issues related to Learning Disabilities. The issues and problems related to the diagnosis are the key areas of this study. The process of assessment and domains concerned with it are mentioned in detail in the study. It is also imperative to examine the issues pertaining to assessment and remediation in the Indian context. The study will help the researcher to understand the wholesome concept of Learning Disability. The focus conveys that the process of diagnosis and assessment procedure is important for the children with Learning Disabilities.
11. **Kapur Malavika (2008)**, *“Profiles of Academic Skill Deficits in Indian Schools.”* Sage Publication. The study focuses on the assessment of the Specific Learning Disability (SpLD) which is a complex issue and needs to be examined in the context of the school system and psycho-social factors. It stress its attention on acquisition of academic skills which is the function of the child’s potential, age, gender, school system and is mediated by psycho-social factors. It majorly mentions about the assessment and the management of academic skill deficits needs to be developmental, eclectic, and holistic in perspective. The researcher can include certain points from this study in the role of socialization chapter.

- 12. Shetty Mamatha and Konantambigi (2006),** *“Teacher Identification of Learning Problems: Comparisons with other measures.”* Sage Publication. This chapter is based on a study whose aim was to see how accurate our teachers are in perceiving the learning problems in children. The motivation for this study was the first author’s exploration in the classroom interaction in the adjustment of first grade children to their class. In the course of this study, it was found that Indian teachers get a fairly good insight into the learning and problems of children. Their understanding of the learning problems of their students was obtained in the absence of information and formal assessment. The study conveys that Indian teacher has better perception than other countries teachers. This study could be included in the chapter role of socialization.
- 13. Kar Bhoomika R. and Tripathi Nishi (2005),** *“Teachers’ Perception of Learning-related problems in school-going children: A Preliminary Report.”* Sage Publication. The study focuses on teachers’ perception about the learning problems in school children. It is based on two phases - first phase aims at the ongoing project on LD and second phase on phase assessment to examine learning-related problems in reading, writing, mathematics, and behavior with reference to each of the specific children and to identify children with LD in school settings. The study will help in understanding teachers’ perception of learning-related problems in school-going children. The outlook of the study could be included in role of socialization chapter.
- 14. Agarwal Vidya and Yadav Dhananjai (2008),** *“A Base-line Study of Learning Disabilities: Its Prevalence, Teacher Awareness, and Classroom Practices.”* Sage Publication. The study describes about the terms Learning Disabilities (LD) and Specific Learning Disability (SpLD). It gives the brief picture about the prevalence of Learning Disabilities (LD) in primary schools of rural area. The study would generate awareness in the primary school teachers regarding different dimensions of LD. It also gives a brief thought on actual classroom practices concerning identification and remedial interventions for dealing with different aspects of LD. Further the study would stress its attention on developing model teacher training program for LD to orient the teachers. The study would help the researcher in knowing about the

teacher role in molding the children with learning problems. The perspective of the study could be included in role of socialization chapter.

**15. Sarnath Jagruti and Sunita Pagedar (2007),** “*A Theory-driven Approach to the Diagnosis and Remediation of Learning Problems in children.*” Sage Publication. This paper is an amalgam of two papers presented in the conference. The first author, Ms. Sunita Pagedar is using a training program which shares the theoretical bases of the assessment approach and the second author, Jagruti Sarnath is dealing with an alternative approach to both assessment and remediation. The research mentions that the consequences of low academic performance lags far behind his innate ability then it is a cause of concern not only for the child and his parents but also it is a serious loss in terms of his contribution to the development of human resource of the country. This paper will help us to understand the theoretical approach of diagnosis and remediation of learning problems in children. It will help the researcher while writing the introduction chapter.

**16. Mehta. Dharmistha H. (2006),** “*Scaffolding to learn: An Attempt.*” Sage Publication. The study focuses on achievement of students with learning disabilities (LD’s) have consistently demonstrated that they perform poorly on academic tasks and are poor at problem-solving. This has been attributed not to, low ability but to lack of or an inappropriate use of learning strategies and poor monitoring of the process of learning. An educational implication to this study is knowledge acquisition, instructional material, focus in process of learning, and proper remedial education. The research focuses on proper and adequate learning that children should get during their education set up. The study will help in understanding and noting the role of socialization.

**17. Mehta Manju, Sadhu Raja and Mongia Monica (2008),** “*Detailed Assessment of Specific Learning Disability and Intervention in School Children.*” Indian Council of Medical Research, Sage Publication. This research paper will help us to understand about the concept of Specific Learning disability (SpLD), its assessment procedure, intervention and relative discussions about the same. This paper is a part of an ongoing Indian Council of Medical Research (ICMR) study called ‘Development and Dissemination of Intervention Strategies for Specific Learning disability.’ It will help the

researcher to understand concept of Specific Learning disability (SpLD) and could be included in Introduction and Review about the researches.

- 18. Aalsvoort Geerdina M. Van Der (2008),** *“Identifying Issues and Looking Ahead”* Sage Publication. The introduction to this book clarified that a first Indian conference on Learning Disabilities (LD) was organised to present current scenario in India with respect to research in the field of LD. The major issues discussed in this book was defining Learning Disabilities, issues related to definition, role of teachers in identifying LD, Assessment and Intervention, Discussion on defining Specific Learning Disability (SpLD) and its continuum in India. This book will help the researcher in understanding and interpreting in chapter of Introduction and even role of socialization.
- 19. Gupta Ashum, Singhal Nidhi (2004),** *“Positive perception in parents of children with disabilities”*, Asia Pacific Disability Rehabilitation Journal, New Delhi. The Journal discusses on positive perception of parents towards the children with disabilities. It conveys that if parents have the positive attitude towards their children with disabilities it becomes easier for the children to cope up. The author conveys that lot has been written about the stressors in the lives of parents of children with disabilities. The authors move away from the negative outcomes and highlight the process of developing positive perceptions in these parents. The focus is on the process of coping that generates positive perceptions and the ways that these positive perceptions are used as an effective coping strategy. Positive perception enhances on learning level of children and develops confidence in them. It makes learning joyful and increases the personal strength of children. It will help the researcher during data collection and analysis.
- 20. Robyn Stark, Diane Gordon-Burns, Kerry Purdue, Benita Rarere-Briggs, Karen Turnock, (2008),** *“Other parents’ perceptions of disability and inclusion in early childhood education: Implications for the teachers’ role in creating inclusive communities”*, Peer-reviewed Paper, University of Canterbury, New Zealand government. This paper is based on the premise that we need to start early in children’s education to challenge and reform everyday beliefs and actions that are exclusionary with respect to all children with disabilities and their families or extended families in educational settings. The paper focuses on the attitudes and understandings that parents of non-

disabled children have towards the attendance and inclusion of children with disabilities and their families in early childhood settings Parents attitudes towards inclusion of children with disabilities and their teachers perception in early childhood education centre is important. If parents take it as a stress or in negative way then the outcome in children will be reflected. Even during inclusion of these children to normal education centre, the adjustment of the children depends on parents and teachers of these children. If teachers support the parents and children then it will help the child to get easily adjust to normal education system. Special need children are more stressed on societal perspective. Change in early years would be easy for children to learn only if parents' perspective is positive. The study will help the researcher during data analysis to understand whether the inclusion of children with disabilities is beneficial or difficult.

- 21. Therese Bouffard, & Carole Vezeau, (Canada 2001),** *“Parent / Child Interactions: How Parents’ and Children’s Perceptions are Related to Children’s Perceived Competence”*, Department of Psychology, University of Quebec at Montreal. This study investigated how parents’ reports of their relations, attitudes, and practices with their child and the latter’s own perceptions of those dimensions are related to perceived competence among sixth and seventh graders. This study gave brief understanding of the ways of parents’ perception matters the child future personality in normal children. It is always said that the child is the observer and continuously observes the behaviour of surrounding. The major influence is of parents so the way parents perceive their children matters them a lot. Finally, it reflects in their personality. So if it is positive towards child automatically personality turns into positive. And in turn reflects in his abilities and capacities. This study will help the researcher to understand that if parents’ perception is positive towards learning problems children then will it help the child grow in better way. And it will help the child build a confidence in academics and develop his abilities.
- 22. Elizabeth M. Starr Janis B.Foy, (2006),** *“How Are Schools Doing? Parental Perceptions of Children with Autism Spectrum Disorders, Down Syndrome and Learning Disabilities: A Comparative Analysis.”* Division on Developmental Disabilities University of Windsor Greater Essex County District School Board, Education and Training in Developmental Disabilities,



41(4), 315–332. This study explored parental perceptions and satisfaction on a variety of aspects related to providing an effective education to children with autism spectrum disorders, Down syndrome, and learning disabilities. It was found that age of the child was a significant factor contributing to satisfaction, and although only limited support was found for group specific perceptions and overall satisfaction, etiology-specific knowledge and training is certainly desired by parents. It is evident from written comments of the satisfied parents that having a knowledgeable and supportive staff, feeling a part of decision-making concerning their child, and having teachers who are willing to learn about the disability and make appropriate adaptations are among the key ingredients contributing to their satisfaction. It is thus incumbent on school personnel to incorporate these elements so that children with exceptionalities may achieve their potential.

- 23. Heena Afreen M. Dilshad, (August, 2006), “Prevalence of learning difficulties /disability among primary school children: effect on emotional problems and academic achievement”,** Department of Human Development, Dharwad. ‘Education for all’ is the right of every child to be shaped to live a normal life and for sound/optimum all-round development of an individual. Recognizing the universalization of education does not mean universal enrollment only, but also universal achievement of all children in the school going age. The study conveys that positive reactions towards children with special needs. Parents supported inclusion, but suggested separate classes for academics. Experts description of children with special needs were more technical than those of the parents. The study describes about the frequency of the learning problems and its effects on emotional problems and academic achievement. It would help the researcher to understand the emotional disturbance caused in children with learning problems.
- 24. Malka Margalit, David Mioduser, Michal Al -Yagon and Sheli Neuberger (1997), “Teachers' and peers' perceptions of children with learning disorders: consistency and change”,** Tel Aviv University, School of education, Israel, final and edited version published in: European journal of special needs education, 12(3), (pp. 225-238) by the publisher. This study examines consistency and change in teachers' and peers' perceptions and students' self-reports among children with learning disorders. It was found that teachers and

peers rated children with learning disorders as demonstrating lower social skills, more behavioural difficulties and lower peer acceptance. Self perceptions of learning disabled children were characterized by lower coherence, and increased loneliness. This study gives a brief idea about the confidence built in children over the end of the year. The study was conducted twice in a year at the beginning and at the end of the year. Beginning children were having low confidence but at the end of the year confidence of children seems to be built. It is also mentioned that the remedial teaching helps the children to build the confidence level. Children get confidence through remedial teaching. The remedial teacher not only focuses on their building their basic teaching but also gives a confidence that children has an ability to perform better. This study will help the researcher right from introduction to analysis as it directly gives the impact that support from school helps the children to grow whereas in family is the primary source so if parents support is their children may grow in healthier way.

**25. Shruti Bhargava, Amruta Narumanchi (2011),** “*Perceptions of parents of typical children towards inclusive education*”, Formerly Asia Pacific Disability Rehabilitation journal, Baroda. The purpose of the study was to explore the perceptions of parents of typical children towards inclusive education and children with special needs. The study conveys that other parents’ role also is important to understand about the children with special needs. It would be like enforcement for them to learn. The research would facilitate the researcher to understand the perspective of parents of children without special needs about inclusive education. Actually parents and normal children have positive attitude towards children with special needs. This study could be inculcated in the role of socialization chapter.

**26. Ismat Bano, Dr. Ashiq Hussain Dogar and Muhammad Azeem (February 2012),** “*General and Special Teachers’ Perception of Learning Disabilities*” University of Education, College Road Township Lahore, Pakistan, *International Journal of Humanities and Social Science Vol. 2 No. 3*; 113. This study was an effort to bring out a clear view of concept of learning disabilities by involving the educationists in the process. In simple words it can be said that learning difficulties refer to deficits in specific skill areas in comparison to expected levels of performance. The deficient skill areas

involve basic academic subjects thought in expressive and receptive oral language. These are the children who can't learn by ordinary method of instruction but are not exceptional. Academic learning may not be the conditions significantly inhibit the process of learning to read, spell, write or compute arithmetically. These abilities show up children are in school and performing well below their academic potential. This study will help the research to understand the exact narration of the learning problems and its emergence in the children. It gives a glance picture about different types of difficulties which the research needs to be focus in introduction and in tool. This study will give the reference of difference between general education and specific education. Children with learning problems are not labeled as handicap children is the most important term which is identified in this study but rather they only have a problem in oral or written language or arithmetic. The view of educationalist and psychologist is mentioned above.

**27. Indiramma Venkata Krishna Shastry, Narasimha Vranda, Chandramuki (2012),** *“Attitudes of Parents towards Children with Specific Learning Disabilities”*, Department of Psychiatry, MIMS Hospital, Calicut, and Department of Psychiatric Social Work, NIMHANS, Bangalore, India. Various studies have focused on stressors associated with caring for children with disabilities, and the deleterious effects on parents' well-being. There is evidence that family attitude contributes to prognosis in these children. While existing literature has focused on family impact and stressors involved in taking care of children with learning disabilities, the current study explores parental attitudes towards children with specific learning disabilities. This study is majorly focused on attitude of the parents towards children with learning disabilities. Even broad focus on Parents and siblings emotions are mentioned in this study as their expectation from children and children's performance is interrelated. Parents views affects the child's progress. But parents go through a major stress and grief when they have to face the facts. The study will help the researcher to understand the parents emotions when they go through this phase. Acceptance of child is major and difficult task in this process. This study will strongly help the research during the introduction and tool.

- 28. Azim Premji (May 2004),** *“Impact of Computer Aided Learning on Children with Specific Learning disabilities”*, Spastics Society of Karnataka. The issues of the disabled are becoming a part of the national education system and the planning and management of education programmes is to be seen in the context of individual learners (disabled) from the viewpoint of access, survival and success. Persons with learning disabilities have specific problems related to language (dyslexia), writing (dysgraphia) and mathematics (dyscalculia) in spite of having near normal or above normal IQ and not having any serious sensory disability, emotional disturbance, brain pathology etc. The study reflects that children with learning problems cannot take education in normal schools unless and until a special teaching or remediation is given to the children. Those school even applies the technology based education helps them to develop in aspects of speed and expression, accuracy and clarity. But the children require guidance in using the curriculum software that is meant to improve comprehension and concept understanding skills. This study will help in analysis to the researcher during the study.
- 29. Mao Xiong, (March 2007),** *“Hmong Parents' Attitudes, Perceptions of Disability, and Expectations of Children with Disabilities: A Qualitative Study of Its Impact on Academic Performance”*, The Graduate School, University of Wisconsin-Stout Menomonie, WI. Hmong, an ethnic group from Southeast Asia, are immigrants in the United States since 1975. As they adjust to western culture, parents have to set different expectations for the children. The purpose of this qualitative study is to investigate what is expected of children with disabilities living in the United States and what he or she can achieve academically, based on the child and parent's goals and perspective and attitude of disabilities. The study is on parents' perspective towards children with disabilities. There are two important points in it that are parents have positive towards children but they have lower expectation from children. Still they want to complete their high school education. They don't put the burden on children to perform excellent. The study will help the researcher in data collection and analysis.
- 30. Mark K. McQuillan, George A. Coleman, (2010),** *“Guidelines for Identifying children with Learning Disabilities”*, Connecticut state, Department of education. The Education for All Handicapped Children Act of

1975, Public Law 94-142, was a groundbreaking federal law that required public school districts to locate, identify and evaluate students with disabilities and to provide a free appropriate public education in the least restrictive environment to students who were eligible for special education. The major focus is on identifying the children with learning disability and provides them a special education for them. The children with disability have a right to get education. The children with learning disability and special education system for them are required for them. This study will help the researcher during introduction and even tool designing.

**31. Booth Tim and Booth Wendy**, *“Making Connections: A narrative study of adult children of parents with learning difficulties.”* The Disability Press. Parents with learning difficulties are widely presumed to present a high risk of parenting breakdown. The study has documented the case studies of parents with learning difficulties through personal accounts of their own experience of child-rearing and parenthood. The fact is that people with learning difficulties frequently fall victim to an expectation of parental inadequacy that is made real through the decisions and actions of those with the power to intervene in their lives. This study focuses exactly reversal that is child’s expectation from parents with learning difficulties. It will help to researcher in understanding that learning difficulties at any age need to be handled with a care. Otherwise the perception changes towards each other.

**32. Judith Bluestone (2005)**, *“Case study: A 10-year-old boy with learning disabilities and speech and language difficulties due to birth trauma”*, The Handle Institute (Holistic Approach to Neuro-Development and Learning Efficiency), San Rafael, CA. The study is focused on 10 year old child with learning disability. Ten years following his traumatic birth, the client presented with a variety of learning challenges. One factor in good language function is good auditory function. Adding to the client’s speech and reading problems was a deficit in auditory sequencing, as evidenced by his trouble reproducing nonsense syllabus. The senses are important and responsible for the child’s developmental delay. This will help the researcher in tool and analysis that pre-birth is responsible for child’s learning difficulty at times.

- 33. Barry Carpenter, Jo Egerton, Dr Tamara Brooks, Beverley Cockbill, Jodie Fotheringham and Hollie Rawson (August 2011),** *“The complex learning difficulties and disabilities research project: Developing meaningful pathways to personalized learning”* Specialist Schools and Academies Trust. The Specialist Schools and Academies Trust (SSAT) was commissioned by the Department for Education (DfE) to research ways to improve outcomes for children and young people with the most complex educational needs and disabilities through the development of evidence-based teaching and learning strategies. The research results of the project will be shared with schools and the wider education network. Children and young people with complex learning difficulties and disabilities (CLDD) include those with co-existing conditions (e.g. autism and attention deficit/hyperactivity disorder (ADHD)) or profound and multiple learning disabilities (PMLD). This study focuses on the specialized programme for children with learning difficulties and disabilities. If special professional set up is designed for this children helps them to grow well. The study is conducted by the Specialist Schools and Academies Trust (SSAT) was commissioned by the Department for Education (DfE) on complex learning difficulties and disabilities (CLDD). This study will help the research in analysis part i.e. special help given to these children gives better results in their performance.
- 34. Elizabeth M, Starr Janis B. Foy, Kenneth M. Cramer and Henareet Singh, (2006),** *“How Are Schools Doing? Parental Perceptions of Children with Autism Spectrum Disorders, Down Syndrome and Learning Disabilities: A Comparative Analysis,”* University of Windsor, Education and Training in Developmental Disabilities. The study spotlight on examination is indicated as many significant differences between what parents felt was being offered their child, and what their child needed to achieve their maximum potential across diagnostic groups. The implications of these and other results are discussed. The study explored parental perceptions and satisfaction on a variety of aspects related to providing an effective education to children with autism spectrum disorders, Down syndrome, and learning disabilities. This study will indeed help the research in tool and analysis to understand the parent views about the school syllabus and teaching system even its effect on child’s growth and development.

- 35. John Elkins, Christina E. van Kraayenoord and Anne Jobling,(2003),** *“Parents’ attitudes to inclusion of their children with special needs,”* The University of Queensland, Journal of Research in Special Educational Needs, Volume 3 Number 2 2003 122–129, Australia. This study investigated the attitudes of 354 Australian parents who have a child with a disability and who attends a state school in Queensland. It gives message that if parents take the issue positively indirectly the others also takes it positively. The study focuses on parent perspective on inclusion of special needs children to normal schools. Parents especially have to have confidence in the capacity of the schools to understand and effectively educate their children with special needs. If parents and school shows immense confidence in child with special needs also can cope up efficiently. The study would help the researcher in understanding the importance of parents role and could be mentioned it in role of socialization.
- 36. Pant. S. K. and Janak Pande (2006),** *“Learning Disabilities and Young Children: Identification and Intervention, a Report from the National Joint Committee on Learning Disabilities.”* This paper addresses early identification, services, supports, and intervention for young children, birth through 4 years, who demonstrate delays in development that may place them at risk for later identification as having a learning disability (LD). Such delays include atypical patterns of development in cognition, communication, emergent literacy, motor and sensory abilities, and/or social–emotional adjustment that may adversely affect later educational performance. Development in each of these domains may be related to individual variations in rates and patterns of maturation, environmental factors such as language exposure, and quality of learning opportunities. Although the focus of this paper is on developmental rather than academic expectations, it is recognized that adequate development across multiple domains is essential for subsequent school success. It also is important to recognize that when children are exposed to high quality learning opportunities prior to kindergarten, they are less likely to experience school failure and be misidentified as having LD in the early grades. The study would be beneficial for the researcher while mentioning the concept of Learning Disabilities in introduction chapter.
- 37. Booth Wendy and Booth Tim (1993),** *“Learning the hard way: Practice issues in supporting parents with learning difficulties”,* University of

Sheffield. In 1991 Lancashire County Council were censured by the United Kingdom Local Government Ombudsman for maladministration in failing to provide the level of counselling and support needed by a mother with learning difficulties. The study would give an brief thought about supporting parents with learning difficulties is difficult but essential task. If parents are convinced and literate enough to understand that there is need to provide right terms of help to the children with learning difficulties then indirectly or directly its implication will be seen on children with learning difficulties. They can cope up much more better.

- 38. Paul Njuki Eria, Nakalule Wamala Juliet, Josephine Nalugo, Oddette Niyisabwa T. (Sept 2008),** *“Parents’ perception of the goal of education for their children with learning difficulties”*, Community action research on disability in Uganda. Studies have shown that Parents perception of their children focuses more on their inabilities than their potentials even many parents of children with learning disabilities do not take an active role in the education of their children and this leads to their limited access to basic education and training and children from poorer families are more likely not to attend school. Parents of children with learning difficulties expect an education that provides their children with practical skills that prepares them for independent living. The current school system that emphasizes academic success disadvantages their children. The study conveyed that present education system should not focus only on academic education as it will hamper the growth of the children. The study will help to understand perspective of parents and which could be included in role of socialization.
- 39. Stern Michelle H. (2006),** *“Parents’ academic expectations, children’s perceptions, and the reading achievement of children at varying risk,”* University of North Carolina. The purpose of this study was to examine how parents’ academic expectations, and children’s perceptions of those expectations, are related to the reading achievement of elementary school students, and how these relationships may differ for students at varying risk for poor reading. The purpose of the present study was to examine how parents’ academic expectations for their children and children’s perceptions of them are related to the reading achievement of elementary school students, and how these relationships may differ for children at varying risk for poor reading



achievement. Its particular interest in examining parents' academic expectations in a group of higher risk readers was an attempt to help inform parents of the relationship between the beliefs/standards they convey to their children and children's actual achievement in order to better focus intervention efforts for these children. The study would help the researcher to understand parent perception and its impact on students learning.

**40. Ward Linda,** *“Supporting parents with learning disabilities and their children- A review of the research”*, Norah Fry Research Centre, University of Bristol. The major focus of the study mentions that no one knows how many children are born into, or grow up in, families where one or both parents have a learning disability (LD). Any knowledge we have tends to be about families who have become known to social services departments and the legal system because of difficulties which impact on their children's welfare. The study conveys that parents with difficulty have mere chances of children having learning difficulties. This study may be helpful to give short understanding the children with learning difficulties may have a chances of parents having similar sort of difficulty.

**41. Dickson Sara, (2010),** *“Self-Perception of Learning Disabled Children within Mainstream Classrooms”*. Within the classroom, self-perception of learning disabled students is commonly found to be negative. Mainstreaming students with learning disabilities is thought to increase academic and social functioning, in part, through allowing interaction with a greater number of students. This study examined the potential effects of mainstream classrooms on learning disabled student self-perception. Student self-perception may affect mental stability. Mainstreamed LD students were compared to LD students who were not mainstreamed to explore group differences of self-perception. The results showed no significant differences between the two groups except for the dimension of self-perception of physical appearance. Specific ideas for further study are discussed. The study would help the research in putting short thought on inclusion of learning problems children to the mainstream schools. It could be included in chapter role of socialization.

**42. Rose, J, (2009),** *“Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties,”* National Association for Special Educational Needs, United Kingdom (UK). The study addresses that has

suggested that we should see dyslexia as a 'learning difference'. Dyslexia is a combination of strengths and weaknesses, which affect the learning process in reading, spelling, writing and sometimes number and calculation. Dyslexic learners may also have accompanying weaknesses in short-term memory, sequencing and the speed at which they process information. It has given the implication that Dyslexia has strengths as well as weakness in the learning. We should focus on its positive side is mentioned in the study. The study would help the researcher in understanding the positive side of Dyslexic children rather than focusing on negative side. The study may be included in role of socialisation.

**43. Patil Manjula, Saraswathi G. and Padakannaya Prakash, (2009),** *“Self-esteem and Adjustment among Children with Reading and Writing Difficulties”*, Department of Studies in Food Science and Nutrition and Department of Studies in Psychology, University of Mysore. The present study, conducted in Dharwad city (Karnataka), examined the relationship between self-esteem and adjustment among children with reading and writing difficulties. Self-esteem was found to be significantly poor in children with reading difficulty as compared to children with good reading. Children with high self-esteem had positive school performance than children with lower self-esteem and stated that self-esteem correlated positively with general achievement. The study conveys that if the self esteem of the children is developed then they can cope up with the difficulties in positive way. There is a need to develop self esteem of the children. The study would help the researcher in chapter of introduction to understand the learning problems of children.

**44. McGaw Susan (2000),** *“Learning disability and parenting”*, Barnardo's Organisation – Giving Children back their future, United Kingdom (UK). The study reflects its attention on attitudes to parents with learning disabilities have changed considerably in recent decades. There is much more acknowledgement than before that while many such parents face specific and challenging problems, they remain parents, with the same hopes and fears as others. *What Works for Parents with Learning Disabilities* is a review of what we know about the most effective ways of providing support. It draws on empirical evidence and research to establish a knowledge base for

practitioners and those charged with developing services. A holistic approach is necessary when mapping the family's strengths and needs. However this does not mean that each member of the family should be assessed. Where just one child or one parent is having difficulties, a single assessment may be indicated. Assessments should ideally include fathers or other men involved in the family (even when they are not the child's father), especially when children are affected by their presence or thought to be 'at risk' from them in some way. The study would be source for the researcher in chapter of introduction and role of socialization to especially understand the parenting for the children with learning disabilities.

**45. Wilson Alastair & Hunter Katie (Nov 2007),** "*Effective Learning for Adults with Learning Difficulties,*" Applied Educational Research Centre, Faculty of Education, University of Strathclyde. The study seems to be particularly acute for adults with learning difficulties. However what can be surmised from the literature is that adults with learning difficulties can successfully participate in and benefit from literacy programs throughout their lives and that this can facilitate their increased participation in many aspects of adult life including employment, education and their personal and emotional development. As policy and planning for people with learning difficulties now seeks to emphasize engagement in employment and community based activities there are increased opportunities for people with learning difficulties to be exposed to learning new skills. The research literature supports the assertion that literacy development, when closely connected with the life of the learner, can play an important role in enabling them to realize such opportunities. The study would give an impact to the researcher that learning problems children in future can have a better source of growth in their life.

**46. Professor Carpenter Barry, Egerton Jo, Dr Brooks Tamara, Cockbill Beverley, Fotheringham Jodie and Rawson Hollie (August 2011),** "*The Complex Learning Difficulties and Disabilities – developing pathways to personalized learning,*" Research Project of Specialist Schools and Academic Trust. The study focuses on children and young people with Complex Learning Difficulties and Disabilities (CLDD) have conditions that co-exist. These conditions overlap and interlock creating a complex profile. The co-occurring and compounding nature of complex learning difficulties requires a

personalized learning pathway that recognizes children and young people's unique and changing learning patterns. Children and young people with CLDD present with a range of issues and combination of layered needs – e.g. mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive. The study would give an understanding that inspite of complex learning problems still the children can better through hurdles also.

**47. Conner M J (2002),** “*Study and test-taking strategies for kids with Learning Difficulties,*” Institute for Learning and Development and Fable Vision. The study conveys that effective study strategies are the gateway to school success, graduation, college entry, and job advancement. Poor study habits can bar even bright students from many important opportunities that would otherwise enable them to realize their potential. For many children who have learning and/or attention difficulties, studying is an overwhelming challenge. The present study would be guideline for the researcher that study strategies would be beneficial for the learning problem children.

**48. Nind Melanie, (November 2008),** “*Conducting qualitative research with people with learning, communication and other disabilities: Methodological challenges,*” National Centre for Research Methods Review Paper, University of Southampton. The focus is on children and adults with learning difficulties, communication difficulties or other disabilities such as autism with associated complex challenges in communicating, understanding and taking part in qualitative research. The difficulties experienced by people with learning difficulties, communication difficulties, autistic spectrum disorders etc will be subtly different, but none of these groups are homogeneous and the impairment does not define the individual and their experience; the challenges faced by qualitative researchers doing research with this group, like the challenges faced by the disabled individuals themselves, are as much as a product of the interactions between them and the wider context as of any inherent impairment; people with learning/communication difficulties have something to say that is worth hearing and experiences that are worth understanding, making it important to commit serious attention to the methodological challenges involved in researching them. The study help the

researcher during designing the research methodology of the chapter and challenges that would be seen during data collection.

**49. Boxall Kathy, (September 2010),** *“Involving people with profound and multiple learning difficulties in research: barriers and possibilities,”* Disability Studies Conference, University of Lancaster. People with ‘profound and multiple learning difficulties’ (PMLD) have profound intellectual impairments and communication difficulties; they may also have physical or sensory impairments, mental health difficulties, or behaviours which challenge. The study focuses on the barriers and possibilities while doing research with profound or multiple difficulties. It will help the researcher to understand the difficulties to deal with learning problems children and research for the same.

**50. Ellis Louise A (October 2005),** *“Balanced approach needed for students with learning difficulties,”* Published by Australian Education Review Number 48. Essentially the research reviewed in this publication suggests that firstly, teaching approaches based on models of direct instruction and strategy instruction produce higher positive effects for students with learning difficulties than other approaches. Secondly, when a balanced approach is adopted, the outcomes for students are most positive. Thirdly, teachers need to have the necessary theoretical and pedagogical knowledge and skills to combine essential elements of both approaches. Fourthly, teachers need to have the attitude that all students can learn, even those who experience difficulties in learning. The teacher and social world around the child with learning problem should have positive and balanced approach for the child and it will help the child to grow better. This could help the researcher in expressing the thoughts during the socialization chapter.

**51. Bauer Annette, Dixon Josephine, Wistow Gerald, Knapp Martin, (April 2013),** *“Investing in Advocacy Interventions for Parents with Learning Disabilities: What is the Economic Argument?”* published by Social Service Research Unit. The research had explored some of the economic consequences of advocacy interventions for parents with learning disabilities. The research is part of a larger study being carried out by the Personal Social Services Research Unit and funded by the School for Social Care Research. This wider study examines the economic case for a selected but diverse range of social

care interventions that have previously been identified as, or accepted/argued to be effective in achieving well-being or other social care-related outcomes for adults. The research focuses on parents having learning disabilities and their economic difficulties which would give the researcher an understanding about the economic perspective.

**52. Gersten Russell and Clarke Benjamin S,** “*Effective strategies for teaching Students with Difficulties in Mathematics,*” Published by National Council of Teachers of Mathematics. This is research brief focuses on evidence-based practices for teaching students with difficulties in mathematics. For low-achieving students, the use of structured peer-assisted learning activities, along with systematic and explicit instruction and formative data furnished both to the teacher and to the students, appears to be most important. It gives a brief thought about the teaching practices and its importance to cope from Mathematics difficulties. If the strategies and effective then students can cope it up better. The study would help the researcher to understand the concept of teaching strategies.

**53. Nicolson Roderick I. and Fawcett Angela J (February 2007),** “*Procedural learning difficulties: reuniting the developmental disorders?*” Department of Psychology, University of Sheffield, United Kingdom (UK). Research into developmental disorders has fragmented, emphasizing differences rather than commonalities. This framework focuses on different learning skills in the understanding of learning disabilities and emphasizes the diagnostic significance of ‘secondary’ symptoms. This approach highlights the need for development of ‘neuro-cognitive’ tests to probe the function of components of each neural system and improve strategies for explanation, diagnosis and support of developmental disorders. The cognitive neuroscience of learning has recently followed a parallel course, with recognition that there are separable, intertwined types, time courses and neural circuits for learning, rather than a single, monolithic learning process. The study would give researcher understanding of the technical issues of learning problems and then working on these disorders. The paper would be guideline for the researcher in the studying about technical part of learning problems.

**54. Van Steenbrugge, H., Valcke, M., Desoete, A. (2001),** “*Mathematics learning difficulties in primary education: Teachers professional knowledge*

*and the use of commercially available learning packages,”* Educational Studies Publication. The present study tackles this shortcoming by focusing on mathematics learning difficulties. Moreover, taken into account research indicating that especially early interventions are effective, we focus on mathematics learning difficulties in primary education. The aim of the current study is two-fold. First, on the base of teacher pedagogical content knowledge, an effort is made to develop an overview of mathematics learning difficulties in primary education. Second, an attempt is made to analyze whether the implementation of a specific commercially available learning package does matter in relation to reported mathematics learning difficulties. The study would help the researcher in understanding the difficulties in learning mathematical concept and teacher knowledge about the same.

- 55. Malhotra Shahzadi, Rajender Gaurav, Sharma Vibha, Singh T.B, Bhatia M.S,** *“Neuro-Cognitive Functioning in Children with Learning Difficulties,”* Department of Clinical Psychology, Institute of Human Behaviour and Allied Sciences (IHBAS), Department of Psychiatry, UCMS & GTB Hospital, Delhi. The present study went a step further and found that children having Learning Difficulties but etiology different from learning disability also have neuropsychological deficits but the deficits are more pronounced in the Learning Disability group. The study focuses that any Learning Difficulties are resumed as Learning Disabilities (LD) whereas in it should not be consider as the same. The Learning Difficulties may have difficulty in Neuro-Cognitive Functioning but with proper remediation they can over the Learning Problem.
- 56. Mundia Lawrence (2012),** *“The Assessment of Math Learning Difficulties in a Primary Grade – 4 Child with High Support Needs: Mixed Methods Approach,”* University Brunei Darussalam, International Electronic Journal of Elementary Education, Brunei. The major presenting problems included: inability to use the four arithmetic operations (addition, subtraction, multiplication, and division) efficiently; not understanding the relationship between units, tens and hundreds; using any two of the four arithmetic processes (+,-,x,÷) in combination within one operation; treating each column as a separate problem; place value problems or wrong alignment of numbers; poor eye hand coordination leading to dysgraphia; and short term memory/memory lapses. The other problems that became apparent through this

investigation and are implied in the findings include possible causal factors such as dyscalculia, dyslexia, low self esteem, low self-efficacy, and math anxiety/ phobia. The study would help the researcher understand the assessment process in the mathematics difficulties.

**57. Emerson Eric & Robertson Janet, (2011),** *“The estimated prevalence of visual impairment among people with Learning Disabilities in United Kingdom (UK).”* The aim of this report is to estimate how many people with learning disabilities in the UK are likely to have visual impairments. It has been known for some time that visual impairments are more common among people with learning disabilities, especially people with more severe learning disabilities, and that the presence of visual impairments can significantly impair the independence and quality of life of people with learning disabilities. The study would give the new insight to the researcher that learning disabilities children may have learning disabilities in them. It would be knowledge building study for the researcher.

**58. Prof. Mansell J L (October 2007),** *“Services for People with Learning Disabilities and Challenging Behaviour or Mental Health Needs: Report of a Project Group,”* Department of Health. The study focuses on increasing need of understanding about learning disabilities, challenging behaviour or Mental Health Needs. Initially, the awareness factor was missing so there was no special focus given on these areas but as soon as awareness increased the level of services provided them has increases over the period of time. The need to understand these students or people have been given new insights and learning towards them. Learning problem is major issue which was initially not accepted as the children look normal or misinterpreted that these children have low IQ that means issue with mental health. But soon studies have shown that it is just a neurological problem and required help has been started getting to these students or people.

**59. Horowitz Sheldon H.,** *“Behaviour Problems and Learning Disabilities,”* National centre for Learning Disabilities. One of the hallmark features of learning disabilities (LD) is inconsistent performance. Research studies with children, adolescents and adults with LD frequently point to sometimes erratic and often confusing profiles of individuals who seem to be able to do some things quite well while struggling dramatically to perform other tasks.



This mismatch between ability, expectations and outcomes can cause terrific disappointment and upset, resulting in a cascade of emotions and behaviours that can interfere with everyday functioning in school, at home and in the community. Some individuals with LD can remember the most obscure visual details and recall long and involved lyrics to songs but have trouble retrieving specific vocabulary words for conversation, comprehending spoken or written narrative, or writing grammatically correct narrative. Young children with LD might be able to draw well but struggle with handwriting. Some might demonstrate extraordinary ability running and jumping but struggle with bouncing a ball or mastering the swing of a tennis racquet with precision. For some, reading is slow and laboured but doing math seems almost natural (or vice versa). Very often, individuals with LD understand a topic well enough to answer questions and engage in discussion when information is first presented, but do miserably on an exam or in a discussion on the same topic later that week.

**60. Stern Karen R. (May 2011),** “*A Treatment Study of Children with Attention Deficit Hyperactivity Disorder,*” Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. ADHD is the most commonly diagnosed childhood disorder, affecting an estimated 3 to 5 percent of school-age children. It occurs more often in boys than girls, in some studies by a 5:1 ratio. Research suggests that the condition may have a genetic component because ADHD is diagnosed more frequently in children who have close biological relatives with ADHD than in the general population. The core symptoms of ADHD include inattention, hyperactivity, and impulsivity. Children who are inattentive and easily distracted have difficulty focusing on a task and may become bored after only a few minutes. They often initiate a number of tasks but fail to complete them. Hyperactive children seem to be constantly in motion. They have difficulty sitting still, may wander around the room, squirm in their seats, or repeatedly tap a pencil. Impulsive children tend to act without thinking and often seem unable to control their immediate reactions to people, events, or even their own thoughts and feelings. As a result, they may speak without thinking or dash into the street without looking for traffic. The study would give a deep understanding about the Attention

Deficit Hyperactive Disorder (ADHD) which could be included in chapter of introduction.

- 61. Prof. Landau Lou, Smith Grant, Dr Jongeling Brad, Dr Hartmann Petra, Russell Craig**, *“Long-term outcomes associated with stimulant medication in the treatment of ADHD in children,”* Department of Health, Government of Western Australia. The study focuses on comparing effectiveness and adverse events of interventions (pharmacological, Psychological, or behaviour, and the combination of pharmacological and psychosocial or behavioural interventions) for preschoolers at high risk for attention deficit hyperactivity disorder. Compare long term effectiveness and adverse events of interventions for ADHD among persons of all ages; and Describe how identification and treatment for ADHD vary by geography, time period, provider type, and socio-demographic characteristics, compared with endemic prevalence. This study would be guideline for the researcher on understanding the ADHD problem as wholesome.
- 62. Spellings Margaret, Justesen Tracy R., Knudsen William W., Wolf Bill (August 2008)**, *“Teaching Children with Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices,”* U.S. Department of Education. Inattention, hyperactivity, and impulsivity are the core symptoms of Attention Deficit Hyperactivity Disorder (ADHD). A child’s academic success is often dependent on his or her ability to attend to tasks and teacher and classroom expectations with minimal distraction. Such skill enables a student to acquire necessary information, complete assignments, and participate in classroom activities and discussions. When a child exhibits behaviours associated with ADHD, consequences may include difficulties with academics and with forming relationships with his or her peers if appropriate instructional methodologies and interventions are not implemented. Teachers can help prepare their students with ADHD to achieve by applying the principles of effective teaching when they introduce, conduct, and conclude each lesson. The discussion and techniques that follow pertain to the instructional process in general (across subject areas); strategies for specific subject areas appear in the subsequent subsection “Individualizing Instructional Practices. Students with ADHD learn best with a carefully structured academic lesson—one where the teacher explains what he or she

wants children to learn in the current lesson and places these skills and knowledge in the context of previous lessons. Effective teachers preview their expectations about what students will learn and how they should behave during the lesson. This study could be an effective medium to understand that teaching practices could be an integral and important part for children with ADHD.

**63. Dr. Sityo Rose, Toro Mary Tannockf, (April 2007),** *“The Educational Implications of Attention Deficit Hyperactivity Disorder,”* The Literacy and Numeracy Secretariat and the Ontario Association of Deans of Education. Teachers should be aware that although there are many different perspectives on ADHD, there is ample scientific evidence affirming its existence and its detrimental impact on individuals. Classroom practices can make a difference for children with ADHD. Overall, evaluations show that the outcomes have been positive. The work is ongoing as board practice shifts to include students with special needs in regular classrooms and to zero-in on effective teaching strategies for all students. Twelve categories of exceptionality have been developed in Ontario to assist in the identification and placement of exceptional students. Although ADHD is not named as a specific category of exceptionality, students with ADHD may present characteristics that can be identified in the various categories such as Learning Disability or Behaviour. The study would give an brief idea about the children with ADHD may have an chances of having LD also as due to inattention their chances of learning problems.

**64. Rosetti Christina. W and Henderson Sheila J.,** *“Lived Experiences of Adolescents with Learning Disabilities,”* Alliant International University, San Francisco, California United State of America (USA). Research indicates that young people with Learning Disabilities (LD) can suffer academic and social difficulties, lower levels of self-esteem, and social isolation. However, several research studies indicated that some children with LD were able to overcome these challenges through self-advocacy, peer support, and self-acceptance. The experience in study would be an eye- opener for the researcher to understand the life styles and struggle of the adolescent with LD since childhood. Labeling could be an important aspect which needs to be worked on for

students with LD and for all these the awareness is required among the common public.

- 65. Utting David, (August 2007),** *“Parenting and the different ways it can affect children’s lives: research evidence,”* Joseph Rowntree Foundation. Differences in child temperament, among other factors, demonstrate that flexible, adaptable parenting is more likely to be effective than a ‘one size fits all’ approach. The quality of parent-child relationships shows considerable stability over time. Some dimensions of parenting are important in children’s lives irrespective of age, especially whether relationships are warm and supportive or marked by conflict. Warm, authoritative and responsive parenting is usually crucial in building resilience. Parents who develop open, participative communication, problem-centred coping, confidence and flexibility tend to manage stress well and help their families to do the same. Young children’s relationships with their mothers typically affect their development more than father-child relationships. But teenagers’ relationships with their fathers appear especially important to their development and achievement in school. The study stresses its attention that Parenting is skill which needs to be nurtured and care with love and affection. This study could be integrated in the chapter of role of socialisation.
- 66. O’ Connor Thomas G., Scott Stephen (2007),** *“Parenting and outcomes for children,”* University of Rochester and Institute of Psychiatry. The ways that parents shape their children’s development have been a long-standing source of theorising by scientists, philosophers and parents themselves. Looking at a wide range of outcome studies, the review concludes that the quality of parent-child relationships is significantly associated with: Learning skills and educational achievement of children’s reading ability is associated with the reading environment around them and there is evidence that parental involvement with school is associated with achievement. The study focuses its attention if their healthy parenting then the outcomes of that parenting would be strong and healthy which could be reflected in children.
- 67. Hill Malcolm, Stafford Anne, Seaman Peter, Brigid Daniel, Ross Nicola, (2007),** *“Parenting and resilience,”* University of Glasgow and Dundee. This review considers parents’ contributions to children’s – and to their own – resilience. ‘Resilience’ occurs when good outcomes come about for

individuals or families in the face of adversity, or where problems would normally be expected. Resilience-based practice involves looking for strengths and opportunities to build on, rather than for problems and deficits to remedy or treat. Resilience can be displayed in several domains – emotional, social, educational and behavioural. The study conveys that parental resilience can improve children’s well-being. It would help the research to incorporate the point in role of socialisation chapter.

- 68. Paulson Lisba, (2010),** *“Knowledge of School Teachers Regarding Learning Disabilities among School Children”* St. John’s College Of Nursing. There are many difficulties which children with learning disabilities experience. Every such difficulty is not necessarily present in all children with learning disability. Each child with learning disability may have a different set of problems. A Teacher who is sensitized to these academic and behavioural pointers is the most suitable person to diagnose a case of learning disability in the class room. A Teacher becomes a diagnostician for children with learning disabilities when she notices every child in her class who struggles with these problems. The stretches its attention that Teachers view in school is most integral part in moulding children with learning disabilities in a school set up.
- 69. Kordi Abdorreza, Baharudin Rozumah (December 2010),** *“Parenting Attitude and Style and Its Effect on Children’s School Achievements.”* Department of Human Development & Family Studies, International Journal of Psychological Studies Vol. 2. The study conveys the message that parent’s attitude and style have powerful impacts on their children. Therefore, children’s achievements could be reflected by their parents’ attitude and style. Therefore, the imbalance among family members can create problems for them, particularly for adolescents and children. The most obvious finding to emerge from this review is that children’s achievements could be reflected by their parents’ attitude and style. However, more research on the topic needs to be undertaken to ascertain the association between children’s school achievements, parenting attitude and style. It would be a source for the searcher to understand parenting directly or indirectly affects the school achievement level of the children.
- 70. Grusec Joan E, (February 2006),** *“Parents Attitudes and Beliefs: Their Impact on Children’s Development,”* University Of Toronto, Canada. Parents

observe their children through a filter of conscious and unconscious thoughts and attitudes, and these filters direct the way they perceive their children's actions and how they behave toward them. When the thoughts are accurate and benign, they direct positive actions. When they are distorted and distressing, however, they distract parents from the task at hand as well as leading to distressing emotions and attributions that impair effective parenting. The study gives a deep thought parenting is an essential and important aspect of developing the thought process of the children. Children learn from parents. They look for their parents appreciation first in any situation especially when they do something unique or out of the box. The study would be helpful for the researcher to understand attitude of the parents are essential factor for children.

- 71. Snowling M (2003),** *“Reading And Writing Problem among School Children”*, Bhartiya Jain Sangathna. Educating a child is the best investment in nation building, as today's children are the future of tomorrow. The quality of a nation is determined by the quality of education that a child obtains through elementary education. Quality in education includes a concern for quality of life in all its dimensions. It is the most cherished goal in human endeavour and especially in the field of education. Quality in education is directly linked with meeting the basic competencies. Basic competencies/skills comprise of listening, speaking, reading and writing. Learning assessment of children has become a critical element in addressing the issue of quality education. One of the objectives of Sarva Shiksha Abhiyan is to provide quality elementary education including life skills. Efforts have been made by various state governments to improve the quality of education. The Government of Maharashtra under SSA had initiated 3R's Guarantee Programme (Reading, writing and arithmetic) in 2004 05 and has been successful in improving the reading and writing competencies. The study would help researcher in the chapter of introduction to include the inputs that listening, speaking, reading and writing are important skills of learning.
- 72. Venkatesan S., Kumar K. Anil, K. Ranganathan (June 2013),** *“Remedial Writing Instruction for Primary School Students with Difficulties in Tamil Language.”* Vol. 13:6. Remedial writing instruction is part of a larger basic skills academic re-education program focused on students who did not benefit

from conventional strategies or procedures. In some, teaching students with writing difficulties is a complex activity. There can be no single program to address the needs of all students. It can and must vary according to their age, grade, developmental levels as well as the language under focus for a given child or groups of children. Even as this study has explored the possibility of developing a comprehensive remedial teaching package program for improving Tamil writing in primary school children, it paves way for a need to undertake more intensive, highly focused and case controlled studies on writing intervention strategies on several other Indian languages for the benefit of such students in our country. The study gives focus to the research that remedial teaching help the children who finds it difficult to cope with regular learning.

- 73. Venkatesan S., Kumar K. Anil, K. Ranganathan (June 2013),** *“Remedial Writing Instruction for Primary School Students with Difficulties in Tamil Language.”* Vol. 13:6. By itself 'dyslexia' is often applied as a label without any real understanding of what it means. Some people think that if you are dyslexic it means you can't spell and you might be “a bit thick”. It may seem obvious to say this, but dyslexia has nothing to do with intelligence. Nor is being dyslexic simply about spelling difficulties, or not being able to read and write fluently. Dyslexia describes a group of different but related factors which affect an individual throughout their life. Although there are many shared experiences, we are all individuals - everyone who experiences dyslexia has differences in their experience. You may find that some of the statements about dyslexia which appear below describe your experiences better than others. Some of the statements may describe aspects of your past experience rather than current understanding. Ultimately, if you are dyslexic, knowing what dyslexia means in both a general and an individual sense is very important because you will need to take ownership of this information. The dyslexic brain is different from ordinary brains. The study gives a brief thought to the researcher about introduction to dyslexia.
- 74. Esmeralda Zerafa, (May 2011),** *“Helping Children with Dyscalculia: The Implementation of a Teaching Programme with Three Primary School Children,”* University of Malta. Dyscalculia is a specific learning difficulty which hinders an individual from developing the basic number concepts which

are needed for the acquisition of mathematics. The main aim of this study was to explore strategies which would help children with dyscalculia overcome some of their barriers. The study showed that such intervention would greatly impact the affective domain of children, raising self-esteem and developing a more positive attitude to the learning of mathematics. It catch the attention of the researcher Helping children with Dyscalculia helps them to overcome their problem and could be included in introduction chapter.

**75. Shazia Naureen, Ph.D., Nosheen Sultana, M.A. (August 2011),** “*A Case Study of Dyslexia Child at the Primary Education Level in Pakistan.*” Volume 11: 8 August 2011ISSN 1930-2940. The study concludes that letter or word reversal is a very significant symptom of dyslexia. Teachers may provide guidance to the students and communicate to their parents in order to improve their performance. Proper counselling from specialists in psychology and speech/language pathology should be made available. Dyslexia students need more attention and consideration than the non-dyslectic students. Speech therapy should also be conducted for dyslexia students. Parents should provide extra time or special attention to them in order to provide academic assistance. The focus should be on capabilities rather than deficiencies of dyslectic students. This study develops the understanding of the researcher that proper support is reading for dyslexic children to cope up with the problem.

**76. Torgesen Joseph K, Foorman Barbara R., Wagner Richard K,** “*Dyslexia: A Brief for Educators, Parents, and Legislators in Florida,*” Florida Center for Reading Research Technical Report #8. Dyslexia is a term that has been applied since the early part of the 20<sup>th</sup> Century to many students with reading difficulties. The term comes from medicine, but its broadest application is within education. The purpose of this technical assistance paper is to briefly describe what is currently known about dyslexia, focusing particularly on methods of early identification, prevention, and remedial instruction. The most widely accepted current definition of dyslexia is the following: Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. The study gives an understanding about Dyslexia and could be included in chapter of introduction.



- 77. Landerl Karin, Bevan Anna, Butterworth Brian (November 2003),** *“Developmental dyscalculia and basic numerical capacities: a study of 8–9-year-old students.”* Institute of Cognitive Neuroscience, University College London, UK and Department of Psychology, University of Salzburg, Salzburg, Austria. The most likely candidate for an underlying cause of dyscalculia is a congenital failure to understand basic numerical concepts, especially the idea of numerosity, a capacity which is independent of other abilities. This is revealed by deficits in very basic numerical capacities, dot counting, and number comparison; there was also a trend towards a difference in subitizing. This study has demonstrated that dyscalculic children without verbal or psychomotor difficulties have a range of numerical difficulties relative to controls. The study gives a correlation about the developmental dyscalculia and basic numerical concept which could be included in chapter of introduction.
- 78. Guillemot Teresa,** *“Dyscalculia – An Overview of Research on Learning Disability.”* Institute of Teacher Education Programme. The study gives the main features of Learning Disability (LD) since it is very broad concept. The present paper gives a wholesome thought about the same. Researchers have found evidence that such a disability exists and due to their findings there is a need to address LD as an important educational issue in learning. The overview gives details about the types and subtypes of LD. to discuss the different views of dyscalculia, both supporting and critical towards treating dyscalculia as an important educational issue, and illuminate the possible advantages of diagnosing mathematical learning disabilities. The study could be included in introduction chapter and understanding about LD.
- 79. Bolhasan Rosana Bin Awang, (July 2009),** *“A Study of Dyslexia Among Primary School Students In Sarawak, Malaysia”*, Education Department Batu Lintang Teachers’ Training Institute, Sarawak Malaysia. The purpose of this study was to determine the degree of dyslexic reading problem among primary school students and the relationship between the degree of dyslexia and the demographic factors. Eight demographics factors, according to gender of age, class, parents’ income, parent education, parents’ occupation, students’ position in the family and the number of brothers and sisters in the family are chosen for the study. This has been proven through the weaknesses of the new

primary school curriculum. It has not encouraged the student to strive harder and proven to have no bearing at all to improve the situation. It means the student spend fruitless sessions in their schools for the whole 6 years in the primary education. This situation has raised the level on anxiety amongst educationists, parents and the society. The study would help the researcher o understand dyslexia precisely and can mentioned in introduction chapter.

**80. Dr. Leeuwen T. Van, Dr. Joolingen W.R. (December 2010),** “*Special Font for Dyslexia?*” University of Twente. Dyslexia is a reading and spelling problem that is seen in every education level and age. The definition of dyslexia states that someone has dyslexia when his or her reading performance is significantly behind what may be expected based on his or her intelligence and the followed reading education and only when there are no neurological damage that causes the reading disability. It is possible to deal with the disability and compensate the reading- and spelling problems that dyslectics have in daily activities. In the field of dyslexia and specific support for dyslectics there are many solutions to ameliorate the consequences. The study conveys that special for dyslexic children is very helpful and beneficial and could be included in introduction chapter.

**81. Dr. Herman Rosalind, Professor Roy Penny, Dr. Kyle Fiona,** “*Reading, Dyslexia and Oral Deaf Children: From Research to Practice.*” City University, London. Literacy difficulties are more widespread among deaf children than hearing children but reasons for their problems differ. Hearing children are likely to be described as dyslexic and once diagnosed, may benefit from specialist support. However, for deaf children, their hearing difficulties are seen as primary. Our analysis identified half of our group of oral deaf children as having reading difficulties. The study conveys that deaf children have literacy difficulties and it could develop the understanding about the same.

**82. Kopko Kimberly,** “*Dyslexia and the Brain: Research shows that reading ability can be improved,*” Department of Human Development, Cornell University. The implications of research provide an optimistic outlook for children with developmental dyslexia, as well as their parents and teachers. Specifically the study shows that it is possible to study the effects of training on the brains of children with dyslexia. Although the technique of functional

magnetic resonance imaging (fMRI) has been utilized in research on adult brains, Temple has successfully adapted the technique for use with young children. A specific remediation program, Fast Forward Language, resulted in changes in brain function in children with dyslexia while improving their reading ability. This finding opens up the possibility for future research that explores different interventions and educational strategies. Brain dysfunction in dyslexia can be improved. Reading can enhance the learning of children with Dyslexia even through their some dysfunctioning brain. The study would be included in the chapter of introduction.

**83. Guardiola Javier Gay'an, (2001), "The evolution of research on dyslexia."**

Institute for Behavioral Genetics and Department of Psychology, University of Colorado, Boulder, CO, EEUU. The early stages of dyslexia are documented better for two complementary reasons: Enough time has passed since these events occurred so that they are already consolidated, but at the same time, their relative recentness has provided us with good historical reference of the facts. However, the recent history of dyslexia has experienced a proliferation of theories and studies, with different degrees of validity. The study gives a thought about the identification process of dyslexia and its evolution research and included in chapter of introduction.

**84. Macfarlane Sarah, (2000), "Gifted Children with Learning Disabilities: A Paradox for Parents."**

Massey University. Gifted children with learning disabilities present a paradox to educators and parents. Understandably, parents, teachers, and the students themselves wonder how they could be so capable when it comes to higher level thinking and abstract concepts, and yet so incapable when they are required to organise a written product, sequence ideas, and pay attention to detail." The study conveys about the importance is the necessity to provide an appropriate curriculum and learning opportunities that address the needs of all gifted students and takes into account the needs of all categories of gifted students. The study would beneficial for the researcher to develop understanding that children who are good at abstract thinking and still have learning disabilities their parents find it difficult to evaluate their children.

- 85. Corkum Penny, McGonnell Melissa and Schachar Russell (2010),** *“Factors affecting academic achievement in children with ADHD”*, Journal of Applied Research on Learning, Vol. 3, Article 9. In the current paper, it is been examined that the impact of extended treatment with stimulant medication on academic achievement in a group of 85 children with ADHD. We explore the impact of methylphenidate on academic achievement using both objective (i.e., standardized achievement tests) and subjective (i.e., global ratings of achievement by parents and teachers) measures. We further examine whether academic achievement at 12 months is related to medication use (current or total amount of time on medication), degree of academic support at school, and other covariates such as age, sex and IQ. The study tells that children with ADHD also find it difficulty in coping up with the academics and this information could be incorporated in introduction chapter.
- 86. Dawkins, J. L. (1996),** *“Bullying and Children and Youth with Disabilities and Special Health Needs”*, U.S. Department of Justice Civil Rights, U.S. Department of Education Office for Civil Rights and U.S. Department of Education Office of Special Education Programs Division. Bullying is unwanted, aggressive behavior among school aged children. It involves a real or perceived power imbalance and the behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and kids who bully others may have serious, lasting problems. Children with physical, developmental, intellectual, emotional, and sensory disabilities are more likely to be bullied than their peers. Any number of factors—physical vulnerability, social skill challenges, or intolerant environments—may increase their risk. Research suggests that some children with disabilities may bully others as well. Kids with special health needs, such as epilepsy or food allergies, may also be at higher risk of being bullied. For kids with special health needs, bullying can include making fun of kids because of their allergies or exposing them to the things they are allergic to. In these cases, bullying is not just serious; it can mean life or death. The research could help the researcher to understand that children with special needs may have to face the difficulty of getting bullied.
- 87. Charles E. Basch (March 2010),** *“Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap”*, Equity

Matters: Research Review No. 6. No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established for schools, educational progress will be profoundly limited if students are not motivated and able to learn. Health-related problems play a major role in limiting the motivation and ability to learn of urban minority youth, and interventions to address those problems can improve educational as well as health outcomes. Healthier students are better learners. The study would help the researcher to understand that physical health is essential and important factor for the child's academic development.

**88. Kozulin A, Lebeer J, A. Madella-Noja, Gonzalez F., Jeffrey I., Rosenthal N., Koslowsky M.(December2009),** *“Cognitive modifiability of children with developmental disabilities: A multi centre study using Feuerstein’s Instrumental Enrichment - Basic program, School of Health Professionals,”* Department of Occupational Therapy, Israel. Learning intervention aimed at creating new cognitive structures. Feuerstein’s theory can be regarded as fitting in the ecological and cultural constructivist model of intelligence, which stresses the social and cultural origin of cognitive development. To that purpose, the mediator adapts stimuli by selecting, altering, magnifying, or reducing, naming, relating them to other stimuli, etc. Stimuli are the normal stimuli of a child’s world, objects, events, actions, smiles, anything. The study conveys that child’s cognitive development is influenced by the stimuli around him. It would help the researcher to understand that children with learning problems can also cope up more efficiently if the stimuli around them are motivating.

**89. Hargreaves Helen, Rowbotham Melissa, Phillips Marjory,** *“A Handbook on Learning Disabilities, Integra – Improving the lives of children and youth with Learning Disabilities,”* Ontario’s Ministry of Children and Youth Services. LDs are a group of neurological or brain-based problems that affect one or more ways that a person takes in, stores or uses information. LDs come in many forms and their effects are different from person to person. They relate to: Getting information into the brain (Input), Making sense of this information (Organization), Storing and retrieving information (Memory) and getting information back out (Output). The handbook is a comprehensive study about Learning Disability and wholesome understand about LD.

- 90. Selvarajan Poongothai, Vasanthagumar Thiyagarajah (September 2012),** *“The Impact Of Remedial Teaching On Improving The Competencies Of Low Achievers.”* International Journal of Social Science & Interdisciplinary Research Vol.1 Issue 9, ISSN 2277 3630. This research study aimed at identifying the impact of remedial teaching on improving the competencies of low achieving students. There need to be continuous capacity building of teachers on concept and skills of remedial teaching and strengthening the referral mechanism to find solution for the social economic and psycho social reasons to ensure the sustainability of the recovery even streamlining the remedial teaching program all over the country. The reasons identified for the low achievement such as family disputes, alcoholic intake of father, displaced students with psycho social impact and mentally retarded children are beyond the preview of education system. These issues need to be handled by technical experts of those disciplines.
- 91. Heo Jeong Chul, Seoul Sumi Han, Koch Christopher, Aydin Hasan (2011),** *“Piaget’s Egocentrism and Language Learning: Language Egocentrism (LE) and Language Differentiation (LD),”* Journal of Language Teaching and Research, Vol. 2, No. 4, pp. 733-739. Piaget’s theory, which is at the center of cognitive approach and major theoretical foundation in terms of the intelligent development, explains children’s language learning by using four stages of cognitive development. For instance, Piaget maintains that Egocentrism is related to language learning as an inner speech and can affect on differentiation in cognitive development. This paper is to focus on the important educational foundation and information, which can prove how Language Egocentrism (LE) and Language Differentiation (LD) have an influence on native and second language acquisition for young children (two to seven years old), and what characteristics can be included in the subcategories of LE and LD. The study would help the researcher to understand correlation that can be made between Piaget theory and learning problems.
- 92. Primdal Anette, Skyt Kvist Helena, Marianne Nielsen, Simonsen (October 2011),** *“The Effects of Children’s ADHD on Parents’ Relationship Dissolution and Labour Supply,”* Germany. Attention-Deficit/Hyperactivity-Disorder (henceforth ADHD) is the most common mental health disorder among young

children. Approximately 3-5 % of children suffer from the disorder, which is characterized by attention deficiencies, hyperactivity, and impulsiveness but often children with ADHD also suffer from co-morbidities and learning problems (Child and Youth Psychiatric Society, 2008). In this paper, a simple graphical illustration provides some evidence that mothers might increase their labour supply following an ADHD diagnosis of the child. This could reflect potential favourable impact on the core ADHD symptoms from treatment with stimulant medicine and/or psychological treatment after the recognition of the child's ADHD disorder.

**93. Foley Marie, McClowry Sandra Graham, Castellanos Francisco X.(2008),**

*“The relationship between attention deficit hyperactivity disorder and child temperament,”* Journal of Applied Developmental Psychology 29, 157–169.

This study examined empirical and theoretical differences and similarities between attention deficit hyperactivity disorder (ADHD) and child temperament. The criteria for a diagnosis of this disorder include impairment within the areas of activity, attention, and impulsivity. Controversy still remains in relation to the potential over - diagnosis of ADHD due to clinicians' failure to recognize normal variations in child temperament. The study develops an understanding of the researcher that there is correlation among above two concepts and it can be incorporated in chapter of introduction.

**94. Platt Amy (2005), “ADHD and Math Disabilities: Cognitive Similarities and Instructional Interventions,”** Journal of Attention Disorders, 121-134.

Attention is a significant predictor of poor arithmetic, algorithms and mathematical problem solving skills. In particular, the inability to block out extraneous stimulus from working memory is significant. Teaching mathematical strategies using behavioural techniques may prove to be successful in helping to remediate the student who has both attention and math disabilities. A final possibility in dealing with ADHD and math disabilities in the classroom is using stimulant medication. Stimulant medications such as methylphenidate have been effective in improving behaviour and academic achievement in students with ADHD. Solving mathematical calculation needs attention and concentration so the present would help researcher to understand correlation among the same. It could be included in chapter of introduction.

- 95. Swanson Karen Weller, Guerra, Fred R., Brown Michelle S., (2012),** *“Teacher Knowledge of Attention Deficit Hyperactivity Disorder,”* Mercer University Atlanta, Georgia, Volume 36, Number 3. This quantitative study examined the knowledge levels middle school teachers in relation to attention deficit hyperactivity disorder (ADHD). The study specifically compared teacher knowledge levels among three specific ADHD knowledge areas: general knowledge of ADHD, knowledge of symptoms/diagnosis of ADHD, and knowledge of treatments for ADHD. Educators must be adequately prepared to teach adolescents and to meet the individual needs of all students. The work of the teacher becomes more demanding when some learners have Attention Deficit Hyperactivity Disorder (ADHD), as their troubles with attention span, managing their impulses, and activity level often obstruct classroom activities. The study conveys that teacher’s knowledge about ADHD is very important while dealing with children of ADHD and the information can be included in role of socialisation chapter and even during data collection.
- 96. Newman Richard S, Hagen John W (1981),** *“Memory Strategies in children with Learning Disabilities,”* Journal of applied Developmental Psychology 1, 297- 312, University of Michigan. Memory strategies were examined of children, 7 – 13 years old, with diagnosed learning disabilities, in order to investigate whether they perform appropriately active and efficient ways. Research on short term memory performance of children with learning difficulties has shown a marked increase. This study, it should be kept in mind that this was a clinical sample of learning disabled children, not simply children chosen from a public school because of a discrepancy between academic achievement and potential. The present research is a key to understand the strategies that can be applied for learning problems children and could be included in chapter of introduced and be helpful during data collection also.
- 97. Lyon G. Reid (1996),** *“Learning Disabilities. The Future of Children special education for students with disabilities”* Vol. 6 • No. 1. This article focuses primarily on deficits in basic reading skills, both because of their critical importance to academic success and because relatively more is known about these deficiencies. However, other academic, social, and behavioural



manifestations of learning disability are also important and cannot be assumed to be adequately addressed by programs to improve basic reading skills. While early intervention is necessary, it should not be assumed to be sufficient to address the multiple manifestations of learning disability rates. The study gives an idea about the laws concerned with learning disabilities and would be helpful for the researcher throughout the study. It would be a resource for study.

**98. Richards Regina G (2008),** *“Helping Children with Learning Disabilities understand what they read.”* NASPs partner organization. The study focuses on suggesting ways to the children to learn to read and overcome their problem. Reading is an important essential part of learning and is the basic necessity of literacy. The paper gives an implication different ways and means of learning. Comprehension reading is an integral part of reading suggests the author. Major focus of the study is on comprehensive reading. The research paper would help the researcher to understand the ways to overcome reading difficulty and could be used in introduction chapter.

**99. Dr. Kumar Subodh (February 2013),** *“Learning Disabilities and Behaviour Disorder – an overview of Research.”* Rehabilitation Council of India, New Delhi, Volume 2. Children and adolescents with learning Disabilities face a variety of challenges in their lives, and may be at risk for emotional and behavioural problems. This article overviewed the researches carried out on Behavioural Disorder and Learning Disability. There is evidence that behaviour disordered children experience learning problems and on the other hand children with learning disabilities exhibit externalizing and internalizing behaviour disorder. When a professional is handling children with learning disabilities they should not only concentrate on their learning disability intervention programmes. They should also plan for behavioural therapy which helps the child to cope up with their behavioural problems. The article would help the researcher to understand and note the concept that children with learning disabilities also need a help in behavioural issues.

**100. Willcutt Erik G., Pennington Bruce F., Olson Richard K., DeFries John C. (2007),** *“Understanding Comorbidity: A Twin study of Reading Disability and Attention – Deficit/Hyperactivity Disorder”*, American Journal of Medical Genetics, University of Colorado and Denver. Reading difficulties and ADHD

symptom were more highly heritable if the proband met criteria for both disorders versus RD or ADHD alone, suggesting that future molecular genetics analyses of comorbid RD + ADHD may facilitate the identification of susceptibility genes for RD, ADHD and their comorbidity. The findings add to a growing literature that suggests that putatively distinct diagnoses such as RD and ADHD may be due in part to pleiotropic genes that confer risk for more than one disorder. It would help the researches understand the correlation between RD and ADHD and can be included in chapter of introduction.

**101. Howard Abikoff, (3 June 2002),** *“Efficacy of cognitive training interventions in hyperactive children: A critical review,”* Long Island Jewish-Hillside Medical Center USA. This article critically reviews the efficacy of cognitive training interventions in hyperactive (ADHD) children. The impact of training on cognitive, academic, and behavioral functioning is considered in medicated and undedicated youngsters. The expectation that self-regulation skills facilitate generalization and maintenance effects has, in most cases, not been substantiated. Suggestions for enhancing transfer effects are presented. It is suggested that greater attention be given to individual differences, and the development of a problem solving assessment battery is proposed. It is concluded that the clinical utility of cognitive training in the treatment of attention deficit disorders has not yet been established. The study suggests that clinical treatment for children with ADHD is not yet finalized. The assessment can be done clinically but for the treatment it is required to work on this children on day to day basis.

**102. Tanis S. Bryan (January 1974),** *“An Observational Analysis of Classroom Behaviors of Children with Learning Disabilities,”* vol. 7 no. 1 26-34. This study was designed to measure task oriented and social behavior of learning disabled and normal children in the classroom. Results indicate that the learning disabled children spent significantly less time engaged in attending behavior for a variety of school subjects and that learning disabled children had different interpersonal relationships with teachers and peers than did comparison children. The study inculcated comparison in the social behaviour of learning problems children and normal children.

- 103. Kravetz Shlomo, LD, Faust Miriam, Lipshitz Shahar, Shalhav Shlomo (May 1999),** *“Interpersonal Understanding, and Social Behavior in the Classroom,”* Bar-Ilan University, Israel, [*Journal Learn Disability*, 32: 248-255] This study used Baron and Kenny's (1986) criteria for mediation to investigate the extent to which interpersonal understanding mediates the relation between learning disabilities (LD) and social adaptation in the classroom. The study suggests that reduced social adaptation in the classroom and lower interpersonal understanding are both associated with a diagnosis of LD. However, they do not conclusively support the claim that interpersonal understanding mediates the relation between LD and social adaptation. Thus, whether the social difficulties of people with LD stem from the same complex phenomena that produce these people's learning problems remains an open question. The study would develop an understanding to the researcher that social behaviour and learning problems are correlated. It could be inculcated in introduction and while designing tool for data collection.
- 104. Kathryn Stiliadis, Judith Wiener (December 1989),** *“Relationship between Social Perception and Peer Status in Children with Learning Disabilities,”* *Journal Learn Disability* vol. 22 no. 10 624-629. This study was undertaken to examine the social perceptual skill deficit theory in explaining the low peer acceptance of children with learning disabilities. Results are discussed in terms of the psychometric properties of laboratory versus naturalistic measures of social perception and the importance of establishing the external validity of social skill measures by correlating them with outcome measures such as peer status. The study influences on social perception and peer pressures among children with learning problems. It focuses on social adjustment skills especially with peer group.
- 105. Epstein Michael H., Cullinan Douglas, Lloyd John Wills (February 1986),** *“Behaviour-Problem Patterns among the Learning Disabled: III — Replication across Age and Sex”* *Journal Learning Disability Quarterly* 9: 43-54. The study focuses on learning problems correlation with behavioural issues. Responses were factor-analyzed to identify characteristic behavior problems of the learning disabled. While replicating findings from previous studies, the results revealed some important differences, that is, problems found to be characteristic of the learning disabled students differed according

to sex and age level. These findings have implications for understanding the nature of learning disabilities and for designing appropriate educational programs for learning disabled students. The study would help the researcher to understand the impact of behavioural issues on learning problems children.

- 106. Bender W.N. (February 1985),** “*Differences between Learning Disabled and Non-Learning Disabled Children in Temperament and Behavior,*” *Learning Disability Quarterly Magazine: 11-18* Thirty-five learning disabled third and sixth graders were compared with matched peers using teacher ratings of temperament, problem behavior, and observed classroom behavior. Initial correlations between three temperament factors—task orientation, personal-social flexibility, and reactivity and other measures demonstrated moderate relationships with teacher ratings of behavior. Group differences were significant on the first temperament factor, task orientation, as well as teacher ratings of several problem behaviors, with each difference favoring the non-LD group. While the MANOVA for observed off-task behavior was not significant, one univariate test of passive off-task time suggested selective impairment for the LD group on this particular behavior.
- 107. Bender William N., Golden Lorri B. (February 1988),** “*Adaptive Behavior of Learning Disabled and Non-Learning Disabled Children*” *Learning Disability Quarterly Magazine 55-61*. The study discusses about the adaptive behavior, including social coping, relationships, pragmatics and production. It conveys that higher indicating less desirable adaptive behavior and more problem behavior in the classroom. Implications of these results are presented as well as recommended use of adaptive-behavior measures for identification and the need to prepare mainstream teachers to deal with maladaptive behaviors in the classroom. The study would give the learning to the researcher about the adaptive behaviour of the learning problem children and non- learning disabled children.
- 108. Bender William N., Golden Lorri B. (August 1990),** “*Subtypes of Students with Learning Disabilities as derived from Cognitive, Academic, Behavioral, and Self-Concept Measures,*” *Learning Disability Quarterly Magazine: 183-194*. Learning disabilities were subjected to cluster analysis in an attempt to identify subgroups within the larger heterogeneous LD population. Variables used for the analysis included language and visually based cognitive ability,

reading achievement, behavior, and self-concept. Based on this analysis, the following five clusters emerged (a) a group of language deficit children, (b) a group of visual deficit children, (c) a group with no notable deficits, (d) a group with very poor reading achievement paired with very high self-concept, and (e) a group of behaviorally disordered children. This study inculcates that learning could be divided in sub types further on the basis of cognitive, academic, behavioural and self concept measures. It would help the researcher to comprise it in topic of introduction to LD.

**109. Bender William N., Wall Maureen E. (November 1994),** “*Social-Emotional Development of Students with Learning Disabilities,*” *Learning Disability Quarterly Magazine* 323-341. This article presents a model of development for children and youth with disabilities. The model incorporates in three domains that have not been fully delineated by the field, including emotional, social, and behavioral development. In general, much more research, particularly intervention research, is needed in each of the 14 areas. Also, the data from several of the areas indicate that development may be more seriously hampered with increasing age. The study could be inculcated in the chapter of introduction in terms of LD in context with social and emotional development of the students.

**110. Geary, David C. (Sep 1993),** “*Mathematical disabilities: Cognitive, neuropsychological, and genetic components.*” *Psychological Bulletin*, Vol. 114(2), 345-362. Cognitive, neuropsychological, and genetic correlates of mathematical achievement and mathematical disability (MD) are reviewed in an attempt to identify the core deficits underlying MD in children. Three types of distinct cognitive, neuropsychological, or cognitive and neuropsychological deficits associated with MD are identified. The 1st deficit is manifested by difficulties in the representation or retrieval of arithmetic facts from semantic memory. The 2nd type of deficit is manifested by problems in the execution of arithmetical procedures. The 3rd type involves problems in the visuo-spatial representation of numerical information. Potential cognitive, neuropsychological, and genetic factors contributing to these deficits and the relationship between MD and reading disabilities are discussed. Finally, suggestions for the sub-typing of math disorders are offered. The above

mentioned study could be included in chapter of introduction with reference to Mathematical disabilities.

All the above studies are based on Theoretical framework and Database, it was evident that regarding the children with Learning Disabilities or any learning problem, views and perception of parents and society, their scholastic development and its important, teachers and peers role, types of learning disabilities and correlation between Learning disorders and Attention Deficit Hyperactive Disorders is different from different perspective. This study is an endeavour to understand Parents perception towards learning problems of children in Pune city.

## **PART II**

### **2.2. Experiences during field work:**

The researcher has an experience of the 2 years working in Non Governmental Organization (NGO) and 7 years of experience of working with the students in the school in Pune. In NGO set up also, the researcher mostly have an experience of working with children. The researcher has got an actual knowledge about working with parents of different educational and financial background and children undergoing with different behavioural and learning issues.

For the research, only schools from Pune city were selected as there are many schools on and around Pune. The counsellor also had approached the individual organization who works for students with learning problems for Data collection but due to some unavoidable circumstances it was not possible for the organization to do so. The schools especially who has a School Counsellor in the school and there is ongoing remedial programme going on in the school were targeted for the research. The purpose was to get the respondents for the data collection. Locating and approaching schools was the difficult task during data collection. Actually approaching the schools and seeking permission for data collection was also a challenging task. The school set up is the one were already a yearly plan is set for the whole academic year so to convince school and especially permission for interaction with parents was another confront.

Some schools gave rejection when the researcher approached the school. Several reasons were told such as fixed yearly plan so cannot include one more

activity, school may not give permission interact directly with the parents, many research students approach the school and it becomes time consuming so on. Seeking permission from school was the challenge.

The school who gave permission for the research had a discussion with management and school authorities. The research student gave an official letter along with the synopsis of the research to the School Principal for the same along with the individual meeting with them. Prior appointments were taken to meet the School Principal. Every school had given one attendant from school for the initial group meeting with the parents mostly were the School Counsellor for the school. After seeking an official permission from school, the group meeting of the parents was conducted basically to address them the purpose of the individual interview. Official consent of the parents was taken for the same. During the meeting, the short activity session was conducted followed by the presentation to the parents. Some of the parents also rejected to have an individual interview. But mostly the response was positive as the assurance was given to them about the confidentiality and to avoid any disturbances name of the parents were not taken. The parents were selected from the school and only those parents whose children have a learning problem were undertaken. The report of the children those who have undergone a formal or informal assessment were targeted and only those parents interviews were taken for the same.

The session of *Bursting Balloon Activity* for stress relieving was taken and proper presentation to explain the wholesome purpose of the study was explained. But the activity through group meeting helped to develop rapport with the parents. It was a worth required task during the research. It helped to develop the motivation of the research student as well as for the targeted parents. After the group meetings only the individual interview of the parents was taken. During individual interviews, time to time discussion with the School Authorities and School Counsellors was been done to keep them in noticed about the feedbacks of given by the parents. In the whole process of individual interviews, the researcher tried to keep school and parents into the loop of all the things that were happening during that period. Most of the interviews were taken in the school campus to avoid any discomforts for the parents and school. The school who gave a permission for conducting individual interviews of the parents at their homes only those parents were been interviewed at home. All

the interviews were taken on one to one basis. It was tried level best to have interaction with both the parents during the interviews wherever possible.

During the interview, the parents were assured about the confidentiality and even for the same no personal data was collected from them. Parents were interviewed on one to one basis to avoid any kind of comparison among them. Parents were explained by the researcher that they are unique and no bias thought about them would be considered during the data collection. If at all they have any issues about sharing any information then they can convey any time during the interview. If knowingly or unknowingly anything that hurts them individually then they can openly convey it to the researcher. Fortunately no parents had issues regarding the data collection.

Mostly the parents were open to discuss about the issues they faced but some of them were rigid to share certain things. This also depends on the acceptance level of the parents about their children's problem. Some parents had very positive attitude towards their children and have seen remarkable changes in them as per mentioned in the interaction with them. The researcher after the data collection met the school authority individually to give a thanks note to the School Authorities for their incredible cooperation during the data collection period.

During this fieldwork, the researcher also attended the sessions about Specific Learning disabilities and conference on LD as a Delegate and it gave the researcher a brief approach about the ways to deal with the parents. The learning's from the research was productive and useful during the research.

The followed chapter is based on research methodological structure of the study. It discusses the practical reality and kind of alternatives were deployed to complete this process on the time with concern scientific research methodology.