

BIBLIOGRAPHY

The below Bibliography comprises the list of all books, journals / articles / papers / newspaper articles, doctoral thesis, reports, internet etc. that is included in the research and the books that has been read for the research but have not cited in the thesis.

BOOKS

- Ae-Hwakim, K., Kim, S., Vaughn, J.K., Klinger, A.L., Woodfuff, C. and Reutebuch, K. 2006. 'Improving the Reading Comprehension of Middle School Students with Disabilities through Computer-Assisted Collaborative Strategic Reading', *Remedial and Special Education*, 27(4): 235–249.
- Alexander, P. A. and Jetton, T. L. 2000. 'Learning from Text: A Multidimensional and Developmental Perspective'. In M.L. Kamil, P. B. Mosenthal, P.D. Pearson, and R. Barr (Eds.), *Handbook of Reading Research*, (3:258–310), New Jersey: Lawrence Erlbaum.
- Allaith, Z. A. and Joshi, R.M. 2011. 'Spelling Performance of English Consonants Among Students Whose First Language is Arabic', *Reading and Writing*, 24(9): 1089–1110.
- Almasi, J.F. 2003. *Teaching Strategic Processes in Reading*, New York: Guilford Press.
- Beaton, A.A. 2004. *Dyslexia Reading and the Brain: A Sourcebook of Psychological and Biological Research*, Hove: Psychology Press, p. 142.
- Bender, W.N. 1998. *Learning Disability: Characteristics, Identification and Teaching Strategies*, (3rd Edition), Needhan Heights, Mass: Allyn and Bacon.
- Berekele, S., Scruggs, T. E. and Mastropieri, M. A. 2010. 'Reading Comprehension Instruction for Students with Learning Disabilities, 1995–2006: A Meta-analysis', *Remedial and Special Education*, 31(6): 423–436.
- Block, C.C. and Pressley, M. (Eds.), 2002. *Comprehension Instruction: Research-based Best Practices*. New York: Guilford Press.
- Boyle, J. 2008. 'Reading Strategies for Students with Mild Disabilities', *Intervention in School and Clinic*, 44(1): 3–9.

- Bright, W. 1996. 'The Devanagari Script', In P, Daniels. and W, Bright. (eds.), *The World's Writing Systems*, New York: Oxford University Press, Oxford, 384–390.
- Bryant, D.P., Bryant, B.R., Hammill, D.D., Sorrells, A.M., and Kethley, C.I. 2004. 'Characteristic Reading Behaviours of Poor Readers Who have Learning Disabilities', *Assessment for Effective Intervention*, 29(4): 39–46.
- Cassar, M., Treiman, R., Moats, L., Pollo, T.C and Kessler, B. 2005. 'How do the Spellings of Children with Dyslexia Compare with those of Nondyslexic Children?', *Reading and Writing*, 18: 27–49.
- Coyne, M. D., Zipoli, Richard P. JR and Ruby, M.F. 2006. 'Beginning Reading Instruction for Students at Risk for Reading Disabilities: What, How, and When', *Intervention in School and Clinic*, 41(3): 161–168.
- Creswell J.W. 2003. 'Research Design: Qualitative and Quantitative Mixed Methods Approaches' (2nd Edition), Thousand Oaks, CA: Sage Publication, p. 218.
- Creswell, J.W. 2007. '*Qualitative Enquiry and Research Design: Choosing Among Five Approaches*' (2nd Edition), New Delhi: Sage Publication.
- Cunningham, A. E., and Stanovich, K. E., 1997. 'Early Reading Acquisition and its Relation to Reading Experience and Ability 10 years later'. *Developmental Psychology*, 33:934–945. 229
- Date S., Akhani P, 2005. 'Child Development: Sheth Publication, pp. – 1 – 2, 7 – 8, 34 – 35.
- Das, J.P. 2008. *Reading Difficulties and Dyslexia: An Interpretation for Teachers*, Canada: Sage Publication, pp. 7–8, 21, 25–26, 38, 177, 179–181.
- Dash, M. 2005. *Education of Exceptional Children*, New Delhi, Atlantic Publishers and Distributers, p. 106.
- Deshler, D. D., Schumaker, J.B., Lenz, B.K., Bulgren, J.A., Hock, M.F., Knight, J. and Ehren, B.J. 2001. 'Ensuring Content-area Learning by Secondary Students with Learning Disabilities', *Learning Disabilities: Research and Practice*, 16:96–108.
- Drapeau, P. 2009. *Differentiating with Graphic Organizers: Tools to foster critical and Creative Thinking*, Thousand Oaks, Calif.: Crown Press, a Sage Company, p. 2.
- Dustman, J., and Parker, C.E. 2005. '*30 Graphic Organizers for Reading*', Huntington Beach: Shell Education, p. 4–5.

- Endress, A. D. and Hauser, M. D. 2010. 'Word Segmentation with Universal Prosodic Cues. *Cognitive Psychology*, 61: 177–199.
- Fife-Shaw, C. 2000. 'Quasi-Experimental Design', *Research Method In Psychology (4th edition)*, In Glynis M. Breakwell, Jonathan A. Smith and Daniel B. Wright (eds.), London: Sage Publication, pp. 75–87.
- Fletcher, J.M., Lyon, G.R., Barnes, M., Stuebing, K.K, Francis, D.J, Olson, R.K. Syywitz, S.E., and Shaywitz, B.A. 2002. 'Chapter III: Classification of Learning Disabilities: An Evidence– Based Evaluation', *Identification of Learning Disabilities: Research and Practice*, Bradley, R., Danielson, L., and Hallahan, D.P. (eds.), Lawrence Erlbaum Associates, Publishers, p. 190.
- Fletcher, J.M., Lyon, G.R., Fuchs, L.S. and Barnes, M.A. 2007: '*Learning Disabilities: From Identification to Intervention*', New York: The Guilford Press p. 2.
- Friederici, A.D. and Lachmann, T. 2002. 'From Language to Reading and Reading Disability: Cognitive Functions and their Neural Basis', *Basic Functions of Language Reading and Reading Disability: Neuropsychology and Cognition*, Witruk, E., Friederici, A.D., and Lachmann, T. (eds.), Netherland: Kluwer Academic Publishers, p. 10, 12.
- Gerber, M.M. and Richards-Tutor, C. 2011. 'Teaching Spelling to Students with Learning Difficulties', *Handbook of Reading Interventions*, O'Connor, R. And Vadasy, P.E. (eds.), New York: The Guilford Press, p. 13.
- Geske, A., and Ozola, A. 2008. 'Factors Influencing Reading Literacy at the Primary School Level', *Problems of Education in the 21st Century*, 6: 71–77.
- Glenberg, A., Brown, M. and Levin, J. 2007. 'Enhancing Comprehension in Small Reading Groups Using a Manipulation Strategies', *Contemporary Educational Psychology*, 32(3): 389–399.
- Grabe, W. 2009. *Reading in a Second Language: Moving from Theory to Practice*, New York: Cambridge University Press.
- Graesser, A., Olde, A., and Klettke, B. 2002 'How Does Mind Construct and Represent Stories?' *In Narrative Impact: Social and Cognitive Foundations*, Lawrence Erlbaum Associates, Mahwah.

- Graham, S., Harris, K.R. and Larsen, L. 2001. 'Prevention and Intervention of Writing Difficulties for Students with Learning Disabilities', *Learning Disabilities Research and Practice*, 16(2): 74– 84. 232
- Gresham, F.M. and Vellutino, F.R. 2010. 'What is the Role of Intelligence in the Identification of Specific Learning Disabilities? Issues and Clarifications', *Learning Disabilities Research and Practice*, 25(4): 194–206.
- Gupta, A. 2008. 'Developmental Dyslexia: Evidence from Hindi-Speaking Children with Dyslexia', In, K. Thapa, G.M. Van Der Aalsvoort and J. Pandey (ed.s). *Perspectives on Learning Disabilities In India: Current Practices and Prospects*. New Delhi: Sage.
- Harris, K.R. and Graham, S. 1996. *Making the Writing Process Work: Strategies for Composition and Self-regulation*, Brookline, Cambridge, MA: Brookline Books.
- Hartas, D. 2006. *Dyslexia in the Early Years: A Practical Guide to Teaching and Learning*, Oxon: Routledge. p. 14.
- Høien, T. and Lundberg, I. 2000. *Dyslexia: from Theory to Intervention*, Kluwer Academic Publisher, Dordrecht, Netherlands, p. 101.
- Pressley, M., 2002. *Reading Instruction that Works: the Case for Balanced Teaching*, 2nd edition, New York: Guilford Press
- Hulme, C., and Snowling, M. J. 2009. *Developmental Disorders of Language Learning and Cognition*, UK: Wiley-Blackwell, p. 337.
- Humphries, T., Cardy, J.O., Worling, D.E., Peets, K. 2004. 'Narrative Comprehension and Retelling Abilities of Children with Nonverbal Learning Disabilities', *Brain and Cognition*, 56(1): 77–88.
- Joshi, R. 2004. *Language Disability of Children*, New Delhi: Sarup & Sons (Publishers), , p. 106.
- Kamil, M. L. 2004. 'Vocabulary and Comprehension Instruction: Summary and Implications of the National Reading Panel'.
- Kapur, M. 1995. *Mental health of Indian children*, New Delhi: Sage Publication.
- Kapur, M. 2007. *Learning from Children: What to Teach Them*, New Delhi: Sage Publication, p. 34.

- Kapur, M. 2008. “Profiles of academic skills deficits in Indian schools”, In, K. Thapa, G.M. Van Der Aalsvoort & J. Pandey (ed.s), *Perspectives on Learning Disabilities In India: Current Practices and Prospects*. New Delhi: Sage Publication.
- Karanth, P. 2003. ‘Introduction’, In P. Karnath and J. Rozario (eds.) *Learning Disabilities in India: Willing the Mind to Learn* (pp. 17–29). New Delhi: Sage Publications India Pvt. Ltd. P. 17, 20. 235
- Karanth, P. 2008. ‘Learning Disability and Language Learning’, In, K. Thapa, G.M. Van Der Aalsvoort & J. Pandey (ed.s). *Perspectives on Learning Disabilities In India: Current Practices and Prospects*, New Delhi: Sage Publications.
- Keenan, T and Evans, S. 2009. ‘An Introduction to Child Development’ (2nd edition), Sage publication, p. 174.
- Kintsch, W. and Rawson, K.A. 2007. ‘Comprehension’ in M.J. Snowling and C. Hulme (eds.), *The science of Reading: A Handbook*, 2nd edition (pp. 209–226). Malden, MA: Blackwell publishing.
- Klingner, J.K., Vaughn, S., and Boardman, A. 2007. ‘*Teaching Reading Comprehension to Students with Learning Difficulties*’, New York: The Guilford Press. p. 5.
- Konantambigi, R.M. and Shetty, M. 2008. ‘Teacher Identification of Learning Problems: Comparison with Other Measures’, In, K. Thapa, G.M. Van Der Aalsvoort & J. Pandey (ed.s). *Perspectives on Learning Disabilities in India: Current Practices and Prospects*. New Delhi: Sage.
- Levy, R. 2011. ‘*Young Children Reading: at Home and at School*’, London: Sage Publications.
- Maston, J.L., and Fodstad, J.C. 2009. ‘Learning Disabilities’, *Handbook of Clinical Psychology Competencies*, Thomas, J.C. and Hersen, M. (eds.), USA: Springer Science+Business Media, pp.1312–1313.
- Mather, N. and Wendling, B.J., and Kaufman, A.S. 2011. ‘*Essentials of Dyslexia: Assessment and Intervention*’, Alan S. Kaufman & Nadeen L. Kaufman (series editors), John Wiley & Sons, Inc. pp. 19, 70.
- McCoach, D.B., Kehle, T.J., Bray, M.A. and Siegle, D. 2004. ‘*The Identification of Gifted Students with Learning Disabilities: Challenges, Controversies, and*

- Promising Practices*', Newman, T.M. and Sternberg, R.J. (eds.), New York: Kluwer Academic/Plenum Publisher, p. 33.
- McDougall, S., Brunswick, N. and Davies, Paul De Mornay 2010. 'Reading and Dyslexia in Different Orthographies: An Introduction and Overview', *Reading and Dyslexia in Different Orthographies*, Brunswick, N., McDougall, S., and Davies, P. De Mornay (eds.), USA: Psychology Press, p. 9. 237
 - Mehta, M. 2003: Learning disabilities in India: willing the mind to learn. *Indian Journal of Medical Research* May 2003. Retrieved September 30, 2007, from
 - Moghadam, S. H., Zainal, Z., and Ghaderpour, M. 2012. 'A Review on the Important Role of Vocabulary Knowledge in Reading Comprehension Performance', *Procedia-Social and Behavioral Sciences*, 66:555–563.
 - Montague, M., Maddux, C.D. and Dereshiwsky, M.I. 1990. 'Story Grammar and Comprehension and Production of narrative Prose by Students with Learning Disabilities', 23: 190–197.
 - Nag, S. 2011. 'The Akshara Languages: What Do They Tell Us about Children's Literacy Learning?' in R. Mishra and N. Srinivasan, (eds.): *Language-Cognition: State of the Art*, Germany: Lincom Publisher, pp. 272–290.
 - Nag, S. and Snowling, M.J. 2011. 'Reading in an Alphasyllabary: Implications for a Language Universal Theory of Learning to Read', *Scientific Studies of Reading*, 00(0): 1–20.
 - Nag, S., Margaret, J. and Snowling, J. 2011. 'Cognitive Profiles of Poor Readers in Kannada', *Reading and Writing*: 25: 657–676.
 - Narasimhan, R. 2004. 'Characterizing Literacy: A Study of Western and Indian Literacy Experiences', New Delhi, Sage Publication. 238
 - Nicolson, R.I. and Fawcett, A. J. 2008. '*Dyslexia, Learning, and the Brain*', London: Massachusetts Institute of Technology, p. 179.
 - Oakley, L. 2004: '*Cognitive Development*', Great Britain: Routledge, p. 38–39.
 - Okilwa, A.S.A. and Shelby, L. 2010. 'The effects of Peer Tutoring on Academic Performance of Students with Disabilities in Grade 6 through 12: A Synthesis of the Literature', *Remedial and Education*, 31(6):450–463.

- Osman, B.B. 2000. 'The Risk of Psychiatric Disorders in Children and Adolescent', Laurence L. Greenhill (eds.), *Learning Disabilities: Implication for Psychiatric Treatments*, Washington, DC: American Psychiatric Press, p. 39.
- Padakannaya, P. 2003. 'Early Reading Acquisition', Pratibha, Karanth and Joe Rozario (eds.), *Learning Disabilities in India: Willing the Mind to Learn*, New Delhi: Sage Publication, , p. 64.
- Paris, S.G., Wasik, B. A., and Turner, J.C. 1991. 'The Development of Strategic Readers'. In R. Barr. M. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), *Handbook of Reading Research*, 2nd Ed., (pp.609–640). New York: Longman.
- Paris, S. G., and Paris, A. H. 2006. 'Assessments of Early Reading', *Handbook of Child Psychology, Child Psychology in Practice*, William Damon, Richard M. Lerner, K. Ann Renninger, Irving E. Sigel (6th eds.), pp. 48–74. Hoboken, NJ: John Wiley & Sons.
- Payne, T. and Turner, E. 1999. 'Dyslexia: A Parents' and Teachers' Guide 3', Clevedon, Angleterre: Multilingual Matters, pp.136–38. 239
- Penner-Wilger, M. 2008. 'Reading Fluency: A Bridge from Decoding to Comprehension', retrieved on 2nd April 2012.
- Pennington, B.F. 2009. '*Diagnosing Learning Disorders: A Neurological Framework*', (2nd ed.), New York: The Guilford Press, pp. 19–21, 48–51, 79.
- Peterson, R.L. and McGrath, L.M. 2009. 'Dyslexia', *Diagnosing Learning Disorders: A Neuropsychological Approach*, Bruce F. Pennington (ed.), New York, and London: The Guilford Press, p. 82.
- Peterson, R.L. and McGrath, L.M. 2009. 'Speech and Language Disorder', *Diagnosing Learning Disorders: A Neuropsychological Approach*, Bruce F. Pennington (ed.), New York, and London: The Guilford Press.
- Piaget, J. 1955. '*The Construction of Reality in the Child*' (translated by Margaret Cook), Routledge and Kegan Paul, retrieved on 09/07/2012.
- Pressely, M. 2000. 'What Should Comprehension Instruction be the Instruction of? In M. Kamil, P. Mosenthal, P. Pearson, and R. Barr (eds.), *Handbook of Reading Research* (Vol. 3, pp. 545– 561). Mahwah, NJ: Erlbaum.

- Radach, R., Kennedy, A. and Rayner K. 2004. *'Eye Movements and Information Processing During Reading'*, New York: Psychology Press.
- Ramus, F. 2001. 'Dyslexia: Talk of Two Theories'. *Nature*, 412:393–395.
- Rice, M. 2006. http://faculty.ksu.edu.sa/aljarf/Documents/Reading/MC_research.pdf retrieved on 20/04/2014.
- Ried, G., 2011. *Dyslexia* (3rd edition), London: Continuum International Publishing, p. 126.
- Rief, S.F. and Stern, J.M. 2010. *'The Dyslexia Checklist: A Practical Reference for Parents and Teachers'*, San Francisco: Published by Jossey-Bass, A Wiley Imprint.
- Rogoff, B. 1990. *Apprenticeship in Thinking*, New York: Oxford University Press, pp. 8, 26.
- Rogoff, B. 2003. 'The Cultural Nature of Human Development', New York: Oxford University Press, p. 3, 301.
- Rogoff, B. and Morelli, G. 1989. *Readings on the Development of Children*, second edition, Gauvain, M and Cole, M. (eds.), <http://www.psy.cmu.edu/~sieglar/35rogoffmor89.pdf> retrieved on 25/06/2012.
- Rueda, R. 2011. *Cultural Perspective in Reading*, Handbook of Reading Research Volume IV, Kamil M.L., Pearson P.D., Moje E.B. and Afflerbach, (eds.), New York: Routledge, p. 84.
- Ryder, J. F., Tunmer, W. E. and Greaney, K. T. 2008. 'Explicit Instruction in Phonemic Awareness and Phonemically Based Decoding Skills as an Intervention Strategy for Struggling Readers in Whole Language Classrooms', *Reading and Writing*, 21:349–369.
- Saenz, L.M. and Fuchs, L.S. 2001. 'Examining Reading Difficulty of Secondary Students with Learning Disabilities: Expository versus Narrative Text', *Remedial and Special Education*, 23(1): 31–41.
- Sampath, H., Sivaswamy, J. and Indurkha, B. 2009. 'Assistive Systems for Children with Dyslexia and Autism', Eleventh International ACM SIGACCESS Conference on Computers and Accessibility, Pittsburgh, (ASSETS 2009).
- Santrock, J.W. 2007. *'A Topical Approach to Life-Span Development'*, (3rd ed.), Tata McGraw-Hill Edition, p. 237.

- Scanlon, D.M., Gelzheiser, L.M., Vellutino, F.R., Schatschneider, C. and Sweeney, J.M. 2008. 'Reducing the Incidence of Early Reading Difficulties: Professional Development for Classroom Teachers vs. Direct Intervention for Children', *Learning and Individual Differences*, 18(3): 346–359. 241
- Scarborough, H.S. 2009. 'Approaching Difficulties in Literacy Development: Assessment, Pedagogy and Programmes', Fletcher-Campbell, F., Soler, J. M., and Reid, G. (eds.), London: Sage Publication, p. 31.
- Schornbrodt, L., Kerins, M. and Gesell, J. 2003. 'Using Narrative Language Intervention as a Tool to Increase Communicative Competence in Spanish-Speaking Children', *Language, Culture and Curriculum*, 16(1): 48–59.
- Sebba, M. 2007. 'Spelling and Society: The Culture and Politics of Orthography Around the World', Cambridge and New York: Cambridge University Press, p. 19.
- Selikowitz, M. 1998. 'Dyslexia and Other Learning Difficulties: The Facts' (2nd ed.), Oxford: Oxford University Press.
- <http://www.neurology.org/content/61/2/E5.full.html> downloaded on 18/11/11.
- Shapiro, M.C., 1989. 'A Primer of Modern Standard Hindi', Delhi: Motilal Banarsidass Publishers Private Limited, pp. 3–5, 12.
- Shaywitz, S. E. 2003. 'Overcoming Dyslexia'. New York: Random House Inc.
- Shelton, J.W. 1999. 'A Case Study: The Effects of Teaching Story Grammar Through Visual Symbol to Two Students with Language and Learning Disabilities', *Contemporary Issues in Communication Science and Disorders*, 26:23–34.
- Shen, Z., 2008. 'The Roles of Depth and Breadth of Vocabulary Knowledge in EFL Reading Performance', *Asian Social Science*, 4(12): 135–137.
- Sinha, S. 2012. 'Reading Without Meaning: The Dilemma of Indian Classroom', *Language and Language Teaching*, 1(1): 20–26.
- Smith, C.R. 1991. 'Learning Disabilities: The Interaction of Learner, Task and Setting', (second edition), Allyn and Bacon, p. 41.
- Spear-Swerling, L. 2011. 'Patterns of Reading Disabilities Across Development', *Handbook of Reading Disability Research*, McGill-Franzen, A., and Allington, R.L., (eds.), New York: Routledge, p. 153.

- Stein, J.A. and Krishnan, K. 2007. 'Nonverbal Learning Disabilities an Executive Function: The Challenges of Effective Assessment and Teaching', *Executive Function in Education: From Theory to Practice*, Lynn Meltzer (ed.), New York: Guilford Press, pp. 106–109.
- Swanson, H.L., 1999b. 'Instructional Components that Predict Treatment Outcomes for Students with Learning Disabilities: Support for a Combined Strategy and Direct Instruction Model', *Learning Disabilities Research and Practice*, 14(3): 129–140.
- Swanson, H.L., Trainin, G., Necochea, D.M. and Hamil, D.D. 2003. 'Rapid Naming, Phonological Awareness, and Reading: A Meta-Analysis of the Correlation Evidence', *Review of Educational Research*, 73(4): 407–440. 243
- Tait, T. and Genders, N. 2002. 'Caring for People with Learning Disabilities', London: Arnold, p. 15.
- Thapa, K. 2008. 'Learning Disabilities: Issue and Concerns'. K. Thapa, G. M. Van Der Aalsvoort & J. Pandey (eds.). *Perspective on Learning Disabilities in India: Current Practice and Prospects*. New Delhi: Sage Publications, pp. 24, 28.
- Therrien, W.J., Wickstorm, K. and Jones, K. 2006. 'Effect of Combined Repeated Reading and Question Generation Intervention on Reading Achievement', *Learning Disabilities Research and Practice*, 21(2): 89–97.
- Torgesen, J.k. 2000. 'Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters', *Learning Disabilities Research and Practice*, 15(1): 55–64.
- Torgesen, J.K., Alexander, A.W., Wagner, R.K., Rashott, C.A., Voeller, K.K.S. and Conway, T. 2001. 'Intensive Remedial Instruction for Children with Severe Reading Disabilities: Immediate and Long-term Outcomes from Two Instructional Approaches', *Journal of Learning Disability*, 34(1): 33–58.
- Tripathi, N. and Kar, B. R. 2008. 'Teachers' Perception of Learning-related Problems in School-going Children: A Preliminary Report', In K. Thapa, G.M. Van Der Aalsvoort & J. Pandey (ed.s), *Perspectives on Learning Disabilities in India: Current Practices and Prospects*. New Delhi: Sage Publications.
- Tsismeli, S.N. and Seymour, P.H.K. 2006. 'Derivational Morphology and Spelling in Dyslexia', *Reading and Writing*, 19: 587–625.

- Vallecorsa, A.L. and deBettencourt, L. U. 1997. 'Using a Mapping Procedure to Teach Reading and Writing Skills to Middle Grade Students with Learning Disabilities', *Education and Treatment of Children*, 20(2): 173–188.
- Vaughan, S., Denton, C.A. and Fletcher, J.M. 2010. 'Why Intensive Intervention are Necessary for Students with Severe Reading Difficulties', *Psychology in the Schools*, 47(5): 432–444.
- Vaughan, S., Moody, S.W. and Schumm, J.S. 1998. 'Broken Promises: Reading Instructions in the Resource Room', *Exceptional Children*, 64, 211–225.
- Vaughn, S., Chard, D.J., Bryant, D.P., Coleman, M., Tyler, B-J, Linan-Thompson, S. and Kouzekanani, K. 2000. 'Fluency and Comprehension Interventions for Third-Grade Students', *Remedial Special Education*, 21(6): 325–335.
- Vaughn, S., Gersten, R. and Chard, D.J. 2000. 'The Underlying Message in LD Intervention Research: Findings from Research Syntheses', *Exceptional Children*, 67:99–114.
- Venkatesan, S. 2011. 'Blame Game Triangulation between Parents, Teachers and Children with Academic Problems', *Psychological Studies*, 56(2): 206–215.
- Verhoeven, L., Reitsma, P. and Siegel, L. S. 2011. 'Cognitive and Linguistic Factors in Reading Acquisition', *Reading and Writing*, 24(4): 387–394.
- Verma, P. 2008. 'Learning Disability: Challenges in Diagnosis and Assessment', In, K. Thapa, G.M. Van Der Aalsvoort & J. Pandey (ed.s), *Perspectives on Learning Disabilities In India: Current Practices and Prospects*, New Delhi: Sage Publications. 245
- Westwood, P. 2004. '*Learning and Learning Difficulties: A Handbook for Teachers*', ACER Press, p. 89–90.
- Westwood, P. 2008a. '*A Parent's Guide to Learning Difficulties: How to Help Your Child*', ACER Press, p. 6.
- Widjaja, V. and Winskel, H. 2004. 'Phonological Awareness and Word Reading in a Transparent Orthography: Preliminary Findings on Indonesian', *Proceedings of the 10th Australian International Conference on Speech Science & Technology Macquarie University, Sydney, December 8 to 10, 2004*, pp.370–375.
- Wood, T. 2006. '*Overcoming Dyslexia for Dummies*', Hoboken: Wiley, p. 47.

- Woolley, G. 2011. 'Reading Comprehension: Assisting Children with Learning Difficulties', Dordrecht, The Netherlands: Springer International, p. 49.
- Youman, M. 2012. 'Dyslexia in Different Languages and English Language Learners', *Essentials of Dyslexia: Assessment and Intervention*, Mather, N, Wendling, B.J (eds.), Kaufman, A.S. and Kaufman, N.L. (Series Editors), New Jersey: John Wiley, p. 224.
- Ziolkowski, R. A. and Goldstein, H. 2008. 'Effects of an Embedded Phonological Awareness Intervention during Repeated Book Reading on Preschool Children with Language Delays', *Journal of Early Intervention*, 31(1): 67–90.

JOURNALS/ARTICLES/PAPERS/NEWS PAPER ARTICLES/RESERACH

- Aaron, P.G., Joshi, M. and Williams, K.A. 1999. 'Not All Reading Disabilities Are Alike', *Journal of learning Disabilities*, 32(2): 120–137.
- Abadiano, H.R. and Turner, J. 2005. 'Reading Fluency: The Road to Developing Efficient and Effective Readers', *The New England Reading Association(NERA)Journal*, 41(1): 50–56.
- Adams, J.W. and Snowling, M.J. 2001. 'Executive Function and Reading Impairments in Children Reported by their Teachers as Hyperactive', *British Journal of Developmental Psychology*, 19:293–306.
- Ae-Hwa, K., Vaughn, S., Wanzek, J. and Wei, S. 2004. 'Graphic Organizers and their Effects on the Reading Comprehension of Students with LD: A synthesis of Research', *Journal of Learning Disabilities*, 37:105–118.
- Alexander, A. W. and Slinger-Constant, A. 2004. 'Current Status of Treatments for Dyslexia: Critical Review', *Journal of Child Neurology*, 19(10): 744–758.
- Algozzine, B., Marr, M.B., Kavel, R.L., Dugan, K.K. 2009. 'Using Peer Coaches to Build Oral Reading Fluency', *Journal of Education for Students Placed at Risk*, 14: 256–270.
- American Psychological Association. 2000. *Diagnostic and Statistical Manual of Mental Disorders: DSM-IV-TR*, (4th Edition, Text Revision). Washington, DC: American Psychological Association. Anand, R.R. 2007. 'Neuropsychiatry of Learning Disabilities', *The International Journal of Neurology*, 6(1)

- Appachar, L. R. 2005. 'Teachers Perception towards Learning Problems: A Case Study of Primary Schools', *M.A. Project*, Mumbai: Tata Institute of Social Sciences.
- Baker, L. and Wigfield, A. 1999. 'Dimensions of Children's Motivation for Reading and their Relations to Reading Activity and Reading Achievement', *Reading Research Quarterly*, 34: 452–477.
- Baluch, B. and Danaye-Tousi, M. 2006. 'Spelling Transparency and Its Impact on Dyslexic and Unimpaired Children's Memory for Words', *Annals of Dyslexia*, 56 (2): 319–34. 227
- Baumann, J. F. and Bergeron, B. S. 1993. 'Story Map Instruction Using Children's Literature: Effects on First Graders' Comprehension of Central Narrative Elements', *Journal of Reading Behavior*, 25:407–437.
- Berninger V. W., Abbott, R.D., Zook, D., Ogier, S., Lemos-Britton, Z., and Brooksher, R. 1999. 'Early Intervention for Reading Disabilities: Teaching the Alphabet Principle in a Connectionist Framework', *Journal of Learning Disabilities*, 32(6): 491–503.
- Berninger, V.W., Lee, Y.L., Abbott, R.D. and Breznitz, Z. 2013. 'Teaching Children with Dyslexia to Spell in a Reading-writers' Workshop', *Annals of Dyslexia*, 63(1): 1–24.
- Blachman, B.A., Tangel, D.M., Ball, E.W., Blacks, R.S., and McGraw, C.K. 1999. 'Developing Phonological Awareness and Word Recognition Skills: A Two-year Intervention with Low- income, Inner-city Children', *Reading and Writing: An Interdisciplinary Journal*, 11: 239– 273.
- Boulineau, T., Fore III, C., Hagan-Burke S., and Burke, M.D. 2004. 'Use of Story-Mapping to Increase the Story Grammar Text Comprehension of Elementary Students with Learning Disabilities', *Learning Disability Quarterly*, 27(2): 105–121.
- Brownell, M.T., Lauterbach, A.A., Dingle, M.P., Boardman, A.G., Urbach, J.E., Leko, M.M., Benedict, A.E., and Park, Y. 2013. 'Individual and Contextual Factors Influencing Special Education Teacher Learning in Literacy Learning Cohort', *Learning Disability Quarterly*, 37(1): 31–44.
- Burt, J.S. 2006. 'Spelling in Adults: The Combined Influences of Language Skills and Reading Experience', *Journal of Psycholinguistic*, 35: 447–470.

- Bus, A.G., and Van Ijzendoorn, M.H. 1999. 'Phonological Awareness and Early Reading: A Meta-analysis of Experimental Training Studies', *Journal of Educational Psychology*, 91: 403–414.
- Calhoun, M.B. 2005. 'Effects of a Peer-mediated Phonological Skill and Reading Comprehension Program on Reading Skills Acquisition for Middle School Students with Reading Disabilities', *Journal of Learning Disabilities*, 38(5):424– 433.
- Calhoun, M.B., Otaiba, S.A., Cihak, D., King, A., and Avalos, A. 2007. 'Effects of a Peer-mediated Program on Reading Skills Acquisition for Two-Way Bilingual First-Grade Classrooms', *Learning Disability Quarterly*, 30: 169–184.
- Carlisle, J. F., and Rice, M. S. 2002. *Improving Reading Comprehension: Research-based Principles and Practices*. Timonium, MD: York Press.
- Carlson, S. 2005. 'Research Document: A Two Hundred Year History of Learning Disabilities', Regis University, retrieved on 12/12/2009
- Chang, K.E., Sung, Y.T. and Chen, I.D. 2002. 'The Effect of Concept Mapping to Enhance Text Comprehension and Summarization', *Journal of Exceptional Education*, 71: 21–33.
- Chard, D.J., Vaughn, S. and Tyler B. 2002. 'A Synthesis of Research on Effective Interventions for Building Reading Fluency with Elementary Students with Learning Disabilities', *Journal of Learning Disabilities*, 35 (5): 386–406.
- Choudhary, M.G., Jain, A., Chahar, C.K. and Singhal, A.k. 2012. 'A Case Control Study on Specific Learning Disorders in School Going Children in Bikaner City', *Indian Journal of Pediatrics*, 79(11): 1477–81.
- Chubb, J.E. 2009. *Learning from No Child Left Behind: How and Why the Nation's Most Important but Controversial Education Law Should be Renewed*, Stanford University: Hoover Institute Press, p. 38.
- Corkett, J. K. and Parrila, R. 2008. 'Use of Context in the Word Recognition Process by Adults with a Significant History of Reading Difficulties', *Annals of Dyslexia*, 58:139–161.
- Cromley, J. G and Azevedo, R. 2007. 'Testing and Refining the Direct and Inferential Mediation Model of Reading Comprehension', *Journal of Educational Psychology*, 99(2):311–325.

- Cushing, L.S. and Kennedy, C.H. 1997. 'Academic Effects of Providing Peer Support in General Education Classroom on Students Without Disabilities', *Journal of Applied Behavior Analysis*, 30: 139–151.
- Cutting, L.E., Materek, A., Cole, Carolyn, A.S., Levine, T.M., and Mahone, E.M. 2009. 'Effects of Fluency, Oral Language, and Executive Function on Reading Comprehension Performance', *Annals of Dyslexia*, 59: 34–54.
- Davies, R., Cuetos, F., and Glez-Seijas, R.M. 2007. 'Reading Development and Dyslexia in a Transparent Orthography: A Survey of Spanish Children', *Annals of Dyslexia*, 57:179–198.
- Davis, Z.T. 1994. 'Effects of Prereading Story Mapping on Elementary Readers' Comprehension', *The Journal of Educational Research*, 87(6): 353–360.
- De La Paz, S. and MacArthur, C. 2002. 'Knowing the How and Why of History: Expectations for Secondary Students with and Without Learning Disabilities', *Learning Disability Quarterly*, 26(2): 142–154.
- Denton, C. A., Fletcher, J.M, Anthony, J.L. and Francis, D.J. 2006. 'An Evaluation of Intensive Intervention for Students with Persistent Reading Difficulties', *Journal of Learning Disabilities*, 39(5): 447–466.
- Dole, J.A., Brown, K.J. and Trathen, W. 1996. 'The Effects of Strategy Instruction on the Comprehension Performance of at-risk Students', *Reading Research Quarterly*, 31(1): 62–88.
- Duggirala, V. 2004. 'Processing Phonological Information in a Semi-Syllabic Script: Developmental Data from Telugu', *Reading and Writing: an Interdisciplinary Journal*, 17:59–78.
- Duke, N. and Pearson, P. D. 2002. 'Effective Practices for Developing Reading Comprehension'. In A. E. Farstrup & J. Samuels (Eds.), *What Research has to Say about Reading Instruction*, 3rd ed. (pp. 205–242). Newark, DE: International Reading Association.
- Dunn, M. 2007. 'Reading Fluency: What, Why and How?', retrieved on 29th March 2012.

- Durlak, J.A., and DuPre, E.P. 2008. 'Implementation Matters: A Review of Research on the Influence of Implementation on Program Outcomes and the Factors Affecting Implementation', *American Journal of Community Psychology*, 41:327–350. 230
- Ehri, L. C., Dreyer, L. G., Flugman, B. and Gross, A. 2007. 'Reading Rescue: An Effective Tutoring Intervention Model for Language Minority Students who are Struggling Readers in First Grade', *American Educational Research Journal*, 44(2): 414–448.
- Elksnin, L.K. and Elksnin, N. 2004. '[Introduction]: The Social–Emotional Side of Learning Disabilities', *Learning Disability Quarterly*, 27(1): 3–8.
- Faggella-Luby, M., Schumaker, J.S. and Descher, D.D. 2007. 'Embedded Learning Strategy Instruction: Story-structure Pedagogy in Heterogeneous Secondary Literature Classes', *Learning Disabilities Quarterly*, 30(2): 131–147.
- Felton, R.H. 1993. 'Effects of Instruction on the Decoding Skills of children with Phonological– processing Problems', *Journal of Learning Disabilities*, 26 (9): 583–589.
- Fletcher, J.M., Foorman, B.R. and Boudousquie, A. 2002. 'Assessment of Reading and Learning Disabilities: A Research-based Intervention–oriented Approach', *Journal of School Psychology*, 40 (1): 27–63.
- Foorman, B.R., Francis, D., Fletcher, J.M., Schatschneider, C., and Mehta, P. 1998. 'The Role of Instruction in Learning to Read: Preventing Reading Failure in At-risk Children', *Journal of Educational Psychology*, 90(1): 37–55.
- Frost, S.J., Landi, N., Mencil, W.E., Sandak, R. Fulbright, R.K., Tejada, E.T., Jacobsen, L., Grigorenko, E.L., Constable, R.T. and Pugh, K.R. 2009. 'Phonological Awareness Predicts Activation Patterns for Print and Speech', *Annals of Dyslexia*, 59: 78–97.
- Fuchs, D. and Fuchs, L. S. 2005. 'Peer-Assisted Learning Strategies: Promoting Word Recognition, Fluency, and Reading Comprehension in Young Children', *The Journal of Special Education*, 39(1): 34–44. 231
- Fukuzawa, S. and Prakash, P. 1993. 'Does Orthography Interact with Instructional Processes?' *Tsukuba Psychological Research*, 15:101–106.

- Gajria, M., Jitendra, A.K., Sood, S. and Sacks, G. 2007. 'Improving Comprehension of Expository Text in Students with LD: A Research Synthesis', *Journal of Learning Disabilities*, 40: 210–225.
- Gardill, M.C., and Jitendra, A. K. 1999. 'Advanced Story Map Instruction: Effects on the Reading Comprehension of Students with Learning Disabilities', *The Journal of Special Education*, 33(1): 2–17.
- Garet, M.S., Porter, A.C., Desimone, L., Birman, B.F. and Yoon, K.S. 2001. 'What Makes Professional Development Effective? Results from a National Sample of Teachers', *American Educational Research Journal*, 38(4): 915–945.
- Gersten, R., Fuchs, L. S., Williams, J. P., and Baker, S. 2001. 'Teaching Reading Comprehension Strategies to Students with Learning Disabilities: A Review of Research', *Review of Educational Research*, 71: 279–320.
- Glenberg, A., Gutierrez, T., Levin, J., Japuntich, S., and Kaschak, M. 2004. 'Activity and Imagined Activity can Enhance Young Children's Reading Comprehension', *Journal of Educational Psychology*, 96(3): 424–436.
- Graham, S. 1999. 'Handwriting and Spelling Instruction for Students with Learning Disabilities: A Review', *Learning Disability Quarterly*, 22(2): 78–98.
- Griffin, C., Malone, L., and Kameenui, E. 2001. 'Effects of Graphic Organizer Instruction on Fifth- grade Students', *The Journal of Educational Research*, 89(2): 98–107.
- Gupta, A. 2003. 'Reading Difficulties of Hindi-Speaking Children with Developmental Dyslexia', *Reading and Writing: An Interdisciplinary Journal*, 0:1–21.
- Gupta, A. 2004. 'Reading Difficulties of Hindi-Speaking Children with Disabilities', *Asia Pacific Disability Rehabilitation Journal*, 15(1): 21–34.
- Gupta, A. and Jamal, G. 2006. 'An Analysis of Reading Errors of Dyslexic Readers in Hindi and English', *Asia Pacific Disability Rehabilitation Journal*, 17(1): 73–86.
- Harlaar, N., Cutting, L., Deater-Deckard, K., DeThorne, L.S., Justice, L.M., Schatschneider, C., Thompson, L.A. and Petrill, S.A. 2010. 'Predicting Individual Differences in Reading Comprehension: A Twin Study', *Annals of Dyslexia*, 60: 265–288.

- Hensler, B.S., Schatschneider, C., Taylor, J., and Wanger, R.K. 2010. 'Behavioural Genetic Approach to the Study of Dyslexia', *Journal of Developmental and Behavioral Pediatrics*, 31(7): 525– 535.
- Higgins, E. L. and Raskind, M. H. 2004. 'Speech Recognition-based and Automaticity Programs to Help Students with Severe Reading and Spelling Problems', *Annals of Dyslexia*, 54(2): 365–392.
- Hilte, M. and Reitsma, P. 2008. 'What Type of Computer-assisted Exercise Supports Young Less Skilled Spellers in Resolving Problems in Open and Closed Syllable Words?', *Annals of Dyslexia*, 58:97–114.
- Hintikka, S., Landerl, K., Aro, M. and Lyytinen, H. 2008. 'Training Reading Fluency: Is it Important to Practice Reading Aloud and is Generalization Possible?', *Annals of Dyslexia*, 58:59–79.
- Ho, C.S-H. and Bryant, P. 1997. 'Development of Phonological Awareness of Chinese Children in Hong Kong', *Journal of Psycholinguistic Research*, 26(1): 109–126.
- Hook, P. E. and Jones, S. D. 2002. 'The Importance of Automaticity and Fluency for Efficient Reading Comprehension' retrieved on 2nd April 2012.
- Hudson, R.F., Isakson, C. and Richman, T., Lane, H.B., and Arriaza-Allen, S. 2011. 'An Examination of a Small-Group Decoding Intervention for Struggling Readers: Comparing Accuracy and Automaticity Criteria', *Learning Disabilities Research and Practice*, 26(1): 15–27.
- Idol, L. and Croll, V.J. 1987. 'Story-Mapping Training as a Means of Improving Reading Comprehension', *Learning Disability Quarterly*, 10(3): 214–229.
- Idol, L. 1987. 'Group Story Mapping: A Comprehension Strategy for both Skilled and Unskilled Readers', *Journal of Learning Disabilities*, 20(4): 196–205.
- Ise, E. and Schulte-Körne, G. 2010. 'Spelling Deficits in Dyslexia: Evaluation of an Orthographic Spelling Training', *Annals of Dyslexia*, 60:18–39.
- Iversen, S., Tunmer, W. E. and Chapman, J. W. 2005. 'The Effects of Varying Group Size on the Reading Recovery Approach to Preventive Early Intervention', *Journal Learning Disability*, 38(5): 456–472.

- Jamal, G. and Monga, T. 2010. 'Reading Strategies of First Grade Bilingual Children in Hindi and English', *Asia Pacific Disability Rehabilitation Journal*, 21(2): 127–142.
- Jamal, G. 2007. *Reading Interventions for Children with Dyslexia*, PhD submitted to University of Delhi, Delhi, India: Unpublished Manuscript.
- Jayaram, K. 2012. 'Towards a Conceptual framework for early Literacy: A Balanced and Socially Sensitive Approach', *Language and Language Teaching*, 1(1): 32–39. 234
- Jitendra, A. K., Edwards, L.L., Starosta, K., Sacks, G., Jacobson, L.A. and Choutka, C.M. 2004. 'Early Reading Instruction for Children with Reading Difficulties: Meeting the Needs of Diverse Learners', *Journal of Learning Disability*, 37(5): 421–439.
- Johnson, B. 2005. 'Psychological Comorbidity in Children and Adolescent with Learning Disorders', *Journal of Indian Association for Child and Adolescent Mental Health*, 1((1), Article 7, retrieved on 16th May 2012.
- Joshi, R., Dahlgren, M. and Boulware-Gooden, R. 2002. 'Teaching Reading in an Inner City School through a Multisensory Teaching Approach', *Annals of Dyslexia*, 52, 229–42.
- Joshi, R.M. and Aaron, P.G. 2000. 'The Component Model of Reading: Simple View of Reading Made a Little More Complex', *Reading Psychology*, 21:85–97.
- Joshi, R.M., Dahlgren, M. and Boulware-Gooden, R. 2002. 'Teaching Reading through Multisensory Approach in an Inner City School', *Annals of Dyslexia*, 53: 235–251.
- Jubran, S. 2012. 'Using Multisensory Approach for Teaching English Skills and Its Effect on Students' Achievement at Jordanian school', *European Scientific Journal*, 8(22):50– 61.
- Juel, C. 1988. 'Learning to Read and Write: A Longitudinal Study of 54 Children from First Through Fourth Grades', *Journal of Educational Psychology*, 80: 437–447.
- In P. McCardle & V. Chhabra, (Eds.). *The Voice of Evidence: Bringing Research to the Classroom* (pp.213–234). Baltimore, MD: Brookes Publishing.

- Kamps, D., Abbott, M., Greenwood, C., Wills, H., Veerkamp, M. and Kaufman, J. 2008. 'Effects of Small-Group Reading Instruction and Curriculum Differences for Students Most at Risk in Kindergarten Two-Year Results for Secondary-and Tertiary-Level Interventions', *Journal of Learning Disabilities*, 41(2): 101–114.
- Karande, S. and Kulkarni, M. (November) 2005. Symposium on Developmental and Behavioural Disorder-II. 'Poor school Performance', *Indian Journal of Pediatrics*, 72: 961–67.
- Karanth, P. 2002. 'The Search for Deep Dyslexia in Syllabic Writing Systems', *Journal of Neuro-linguistics* 15:143–155.
- Karanth, P. and Prakash, P. 1996. *Developmental Investigation on Onset, Progress and Stages of Literacy Acquisition: It's Implication for Instructional Progress*, Research Project Report, NCERT, New Delhi.
- Karanth, P., Mathew, A. and Kurien, P. 2004. 'Orthography and Reading Speed: Data from Native Readers of Kannada', *Reading and Writing: An Interdisciplinary Journal*, 17: 101–120.
- Karnade, S., Sawant, S., Kulkarni, M., Galvankar, P., and Sholapurwala, R. 2005 'Comparison of Cognitive Abilities between Groups of Children with Specific Learning Disability Having Average, Bright Normal and Superior Non-verbal Intelligence', *Indian Journal of Medical Sciences*, 59(3): 95–103.
- Katzir, T., Kim, Y., Wolf, M., Kennedy, B., Lovett, M. and Morris, R. 2006. 'The relationship of Spelling Recognition, RAN, and Phonological Awareness to Reading Skills in Older Poor Readers and Younger Reading-matched Controls', *Reading and Writing: An Interdisciplinary Journal*, 19 (8): 845–872.
- Kim, A-H., Vaughn, S., Wanzek, J. and Wei, S. 2004. 'Graphic Organizers and their Effects on the Reading Comprehension of Students with Elementary Students with Learning Disabilities', *Journal of Learning Disabilities*, 37(2): 105–118.
- Knox, A.M. 2008. 'Reading Strategies for Middle School Students with Learning Disabilities', *PhD Thesis*, retrieved on 15/10/2012
- Konantambigi, R. M. 2000. 'Home-School Transition: Adjustment and Performance of School Children', *Unpublished study, Tata Institute of Social Sciences, Mumbai*.

- Konantambigi, R.M. 2003. 'Teacher Assessment of Teaching-Learning Strategies Manifested by Children in Normal Classrooms', Tata Institute of Social Sciences, Mumbai.
- Kuhn, M. R. and Stahl, S. A. 2003. 'Fluency: A Review of Developmental and Remedial Practices', *Journal of Educational Psychology*, 95: 3–21.
- Lam, E.A., and McMaster, K.L. 2014. 'Predictors of Responsiveness to Early Literacy Intervention', *Learning Disability Quarterly*, 236
- Leong, C.K., Hau, K.T., Tse, S.K. and Loh, K.Y. 2007. 'Component Skills of Text Comprehension in Less Competent Chinese Comprehenders', *Annals of Dyslexia*, 57:75–97.
- Lyon, G. R. 1996. 'The State of Research'. in S. C. Cramer and W. Ellis (eds.), *Learning Disabilities : Lifelong Issues*. Baltimore, MD: Paul H. Brooks.
- Maccini, P., Gagnon, J.C., and Hughes, C.A., 2002. 'Technology-Based Practices for Secondary Students with Learning Disabilities', *Learning Disability Quarterly*, 25(4): 247–261.
- Maldondo, L. 2002. Effective Professional development: Findings from Research
- Mancilla-Martinez, J., and Lesaux, N.K. 2010. 'Predictors of Reading Comprehension for Struggling Readers: The Case of Spanish-speaking Language Minority Learners', *Journal of Educational Psychology*, 102(3):701–711.
- Manhardt, J., and Rescorla, L., 2002. 'Oral Narrative Skills of Late Talkers at ages 8 and 9', *Applied Psycholinguistic*, 23:1–21.
- Manoli, P. and Papadopoulou, M. 2012. 'Graphic Organizers as a Reading Strategy: Research Findings and Issues', *Creative Education*, 3(3): 348–356.
- Martens, Brian K., Witt, Joseph C., Elliott, Stephen N., Darveaux, Dion X. 1985. 'Teacher Judgments Concerning the Acceptability of School-based Interventions', *Professional Psychology: Research and practice*, 16(2): 191–198.
- Mathes, P.G. and Torgessen, J.K. 1998. 'All Children Can Learn to Read: Critical Care for the Prevention of Reading Failure', *Peabody Journal of Education*, 73(3/4): 317–340.

- Miller, A. C. and Keenan, J. M. 2009. 'How Word Decoding Skill Impacts Text Memory: The Centrality Deficit and How Domain Knowledge Can Compensate.' *Annals of Dyslexia*, 59:99–113.
- Millichap, J.G. 2010. 'Attention Deficit Hyperactivity Disorder Handbook: A Physician Guide to ADHD', (2nd ed.), London: Springer Science Business Media, p. 61.
- Moats, L. 2006. 'How Spelling Supports Reading: and Why it is More Regular and Predictable than You May Think', retrieved on 5th April 2012.
- Moats, L. 2009. 'Knowledge Foundations for Teaching Reading and Spelling', *Reading and Writing: An Interdisciplinary Journal*, 22: 379–399.
- Mogasale, V.V., Patil, V.D, Patil, N.M. and Mogasale, V. 2012. 'Prevalence of Specific Learning Disabilities among Primary School Children in a South Indian City', *Indian Journals of Pediatrics*, 79 (3): 342–347.
- Molfese, D. L., Molfese, V.J., Key, S., Modglin, A., Kelley, S. and Terrell, S. 2002. 'Reading and Cognitive Abilities: Longitudinal Studies of Brain and Behaviour Changes in Young Children', *Annals of Dyslexia*, 52: 99–119.
- Moody, S.W., Vaughn, S., Hughn, M.T., and Fischer, M. 2000. 'Reading Instruction in the Resources Room: Set Up for Failure', *Exceptional Children*, 66: 305–316 retrieved on 16 June 2012.
- Nag, S. 2007. 'Early Reading in Kannada: The Pace of Acquisition of Orthographic Knowledge and Phonemic Awareness', *Journal of Research in Reading*, 30(1): 7–22.
- Narayanan, N.R. 2013. '*Language Learning Problems in Marathi: Design and Evaluation of a Classroom Intervention Programme*', PhD thesis available in library of Tata Institute of Social Sciences, Mumbai.
- Narayana, S. and Xiong J. 2003. 'Reading Treatment Helps Children with Dyslexia and Changes Activity in Language Areas of the Brain', *Journal of the American Academy of Neurology*, retrieved on 3rd April, 2012.
- National Curriculum Framework 2005. 'National Council for Educational Research and Training'.

- National Reading Panel. 2000. *'Report of the National Reading Panel: Teaching Children to Read'*. Washington, D. C.: National Institute of Child Health and Human Development Clearinghouse.
- O'Shaughnessy, T. E. and Swanson, H. L., 2000. 'A Comparison of Two Reading Interventions for Children with Reading Disabilities', *Journal of Learning disability*, 33(3): 257–277.
- Oakland, T., Black, J.L., Stanford, G., Nussbaum, N.L. and Balise, R.R. 1998. 'An Evaluation of the Dyslexia Training Program: A Multisensory Method for Promoting Reading in Students with Reading Disabilities', *Journal of Learning Disabilities*, 31(2): 140–147.
- Otaiba, S. A., Puranik, C., Zilkowski, R. and Curran, T. 2009. 'Effectiveness of Early Phonological Awareness Interventions for Students with Speech or Language Impairments', *The Journal of Special Education*, 43(2):107–128.
- Otterloo, S. G. van and Leij, A. van. Der. 2009. 'Dutch Home-based Pre-reading Intervention with Children at Familial Risk of Dyslexia', *Annals of Dyslexia*, 59:169–195.
- Pearson, P.D. 2001. 'Learning to Teach Reading: the Status of the Knowledge Base', In C. Roller (Ed.), *Learning to Teach Reading: Setting the Research Agenda* (pp. 4–19). New York, DE: International Reading Association.
- Post, Y.V. and Carreker, S. 2002. 'Orthographic Similarity and Phonological Transparency in Spelling', *Reading and Writing: An Interdisciplinary Journal*, 15:317–340.
- Prasad, X.E. 2010. '*Support for Students with Learning Disabilities in their Learning Environment*', Unpublished M.A. available at library of Tata Institute of Social Sciences, Mumbai.
- Praveen, S. and Konantambigi, R. 2013. 'Rural Teachers' perception of Children with Learning Problems in Classroom', *Indian Journal of developmental Disabilities*, 1(2): 89–101.
- Pressley, M. and Mc Cormick, C. 2007. '*Child and Adolescent Development for Educator*', Guilford Press, p. 340.

- RAND Reading Study Group, 2002. *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Washington, DC: RAND Education.
- Rashotte, C. A., MacPhee, K., Torgesen, J. K. 2001. 'The Effectiveness of a Group Reading Instruction Program with Poor Readers in Multiple Grades', *Learning Disability Quarterly*, 24(2): 119–134.
- Rasinski, T.V., Padak, N.D., McKeon, C.A., Wilfong, L.G., Friedauer, J.A. and Heim, P. 2005. 'Is Reading Fluency a Key for Successful High School Reading?', *Journal of Adolescent & Adult Literacy*, 49(1): 22–27.
- Reiter, B. A. 2002. 'Reading Disabilities Related to Word Recognition: Underlying Deficits and Diagnostic Approaches', *Canadian Journal of School Psychology*, 17(1):65–84.
- Ritter, M. J. and Saxon, T. F. 2011. 'Classroom-Based Phonological Sensitivity Intervention (PSI) Using a Narrative Platform: An Experimental Study of First Graders at Risk for a Reading Disability', *Communication Disorders Quarterly*, 33: 3–12.
- Rowe, K. 2006. 'Effective Teaching Practices for Students with and without Learning Difficulties: Constructivist as a Legitimate Theory of Learning AND of Teaching?', *Australian Council for Educational Research*.
- Scheltinga, F., Leij, Aryan van der. and Struiksma, C. 2009. 'Predictors of Response to Intervention of Word Reading Fluency in Dutch', *Journal of Learning Disabilities*, 43(3): 212–228.
- Schiff, R., Schwartz-Nahshon, S. and Nagar, R. 2011. 'Effect of Phonological and Morphological Awareness on Reading Comprehension in Hebrew-speaking Adolescents with Reading Disabilities', *Annals of Dyslexia*, 61:44–63.
- Schumacher, J., Hoffmann, P., Schmal, C., Schulte-Korne, G. and Nothen, M.M. 2007. 'Genetics of Dyslexia: The Evolving Landscape', *Journal of Med Genet*, 44: 289–297.
- Serrano, F. and Defior, S. 2008. 'Dyslexia Speed Problems in a Transparent Orthography', *Annals of Dyslexia*, 58:81–95.
- Seymour, P.H.K., Aro, M. and Erskine, J.M. 2003. 'Foundation Literacy Acquisition in European Orthographies', *British Journal of Psychology*, 94:143–174.

- Shalini, N., and Xiong, J, 2003. 'Reading Treatment Helps Children with Dyslexia and Changes Activity in Language Areas of the Brain', *American Academy of Neurology*.
- Shetty, M. 2013. '*Cognitive Behaviour Techniques to Enhance Mental Health in Children*', PhD Thesis.
- Short, E.J. and Ryan, E.B. 1984. 'Metacognitive Differences between Skilled and Less Skilled Readers: Remediating Deficits through Story Grammar and Attribution Training', *Journal of Educational Psychology*, 76(2): 225–235. 242
- Singh, D.V. 2008. '*Learning Disabilities and Remedial Program*', Discovery Publishing House. pp. 35.
- Snellings, P., van der Leij, de. Jong, P.F. and Blok, H. 2009. 'Enhancing the Reading Fluency and Comprehension of Children with Reading Disabilities in an Orthographically Transparent Language', *Journal of Learning Disabilities*, 42(4): 291–305.
- Stahl, K.A.D. 2004. 'Proof, Practice, and Promise: Comprehension Strategy Instruction in the Primary Grades', *International Reading Association*, pp. 598–609. Retrieved on 23/06/12
- Stanovich, K. E. 1986. 'Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy', *Reading Research Quarterly*, 2: 360–406.
- Shen, Z. 2008. 'The Roles of Depth and Breadth of Vocabulary Knowledge in EFL Reading Performance', *Asian Social Science*, 4(12): 135–137.
- Stetter, M.E. and Hughes, M.T. 2010. 'Using Story Grammar to Assist Students with Learning Disabilities and Reading Difficulties Improve their Comprehension', *Education and Treatment of Children*, 33(1): 115–151.
- Sturomski, N. 1997. 'Teaching Students with Learning Disabilities to Use Learning Strategies', *Intervention for Students with Learning Disabilities*, NICHEY News Digest, 25: 1–15.
- Swanson, H. L. and Alexander, J. 1997. 'Cognitive Processes as Predictors of Word Recognition and Reading Comprehension in Learning Disabled and Skilled Readers:

Revisiting the Specificity Hypothesis', *Journal of Educational Psychology*, 89: 128–158.

- Swanson, H. L., Harris, K. R. and Graham, S. 2006. 'Handbook of Learning Disabilities', Pubn, G. & Auflage (eds.) p.19, retrieved on 20/05/2012.
- Swanson, H.L. 1999a. 'Reading Research for Students with LD: A Meta-Analysis of Intervention Outcomes', *Journal of Learning Disabilities*, 32(6): 504–532.
- Swarup, S. and Mehta D. H. 1991. 'Behavioural Checklist for Screening the Learning Disabled', Test Manual. Department of Special Education, S.N.D.T. Women's University, Bombay.
- Taboada, A., Tonks, S.M., Wigfield, A. and Guthrie, J.T. 2008. 'Effect of Motivational and Cognitive Variables on Reading Comprehension', *Reading and Writing: An Interdisciplinary Journal*, 22:85–106.
- Talbott, E., Lloyd, J.W. and Tankersley, M. 1994. 'Effects of Reading Comprehension Interventions for Students with Learning Disabilities', *Learning Disabilities Quarterly*, 17(3): 223–232.
- Tallal, P. 2000. 'Experimental Studies of Language Learning Impairments: From Research to Remediation', In D. V. M. Bishop and L.B. Leonard (Eds.), *Speech and Language Impairments in Children: Causes, Characteristics, Intervention and Outcome* (pp. 131–155). Hove, UK: Psychology Press.
- Taylor, B. M., Pearson, P. D., Peterson, D. S. and Rodriguez, M. C. 2003. 'Reading Growth in High- poverty Classrooms: The Influence of Teacher Practices that Encourage Cognitive Engagement in Literacy Learning', *Elementary School Journal*, 104: 3–28.
- Taylor, B.M., Anderson, R.C., Au, K.H. and Raphael, T.E. 2000. 'Discretion in the Translation of Research to Policy: A Case from Beginning Reading', *Educational Research*, 29(6): 16–26.
- Taylor, L.K., Alber, S.R. and Walker, D.W. 2002. 'The Comparative Effects of a Modified Self- Questioning Strategy and Story Mapping on the Reading Comprehension of Elementary Students with Learning Disabilities', *Journal of Behavioural Education*, 11(2): 69–87.

- Thaler, V., Ebner, E.M., Wimmer, H. and Landerl, K. 2004. 'Training Reading Fluency in Dysfluent Readers with High Reading Accuracy: Word Specific Effects but Low Transfer to Untrained Words', *Annals of Dyslexia*, 54(1): 89–113.
- Torgesen, J.K., Housto, D.D., Rissman, L.M., Decker, S.M., Roberts, G., Vaughn, S., Wexler, J., Francis, D.J., Rivera, M.O. and Lesaux, N. 2007. 'Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction', Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved on 25/05/2014.
- Tylor, L.K., Alber, S.R. and Walker, D.W. 2002. 'The Comparative Effects of a Modified Self-questioning Strategy and Story Mapping on the Reading Comprehension of Elementary Students with Learning Disabilities', *Journal of behavioural Education*, 11(2): 69–87.
- Vadasy, P. F., Jenkins, J. R. and Pool, K. 2000. 'Effects of Tutoring in Phonological and Early Reading Skills on Students at Risk for Reading Disabilities', *Journal of Learning Disabilities*, 33(4): 579–590.
- Van Kleeck, A., Gillam, R. B. and McFadden, T. 1998. 'A Study of Classroom-Based Phonological Awareness Training for Preschoolers with Speech and/or Language Disorders', *American Journal of Speech-Language Pathology*, 7(3):65–76.
- Venkatesan, S. and Purusotham, P. 2007. 'Historical Analysis on Course and Clinical Presentation of Children with Learning Disabilities in India', *An International Research Journal of Disabilities and Impairment*. 21 (2): 99–107.
- Vygotsky, L.S. 1978. '*Mind in Society: The Development of Higher Psychological Process*', Cambridge, MA: Harvard University Press. pp. 84–87.
- Vygotsky, L.S. 1986. '*Thought and Language*', Newly revised and edited by Alex Kozulin. Cambridge, MA: The MIT Press.
- Wanzek, J. and Vaughn, S. 2007. 'Research-based Implications from Extensive Early Reading Interventions', *School Psychology Review*, 36: 541–561.
- Wanzek, J., Vaughn, S., Wexler, J., Swanson, E.A., Edmonds, M. and Kim, A-H. 2006. 'A Synthesis of Spelling and Reading Intervention and their Effects on the

- Spelling Outcomes of Students with LD', *Journal of Learning Disabilities*, 39(6):528–543.
- Westerveld, M.F. and Gillon, G.T. 2008. 'Oral Narrative Intervention for Children with Mixed Reading Disability', *Child Language Teaching and Therapy*, 24: 31–54.
 - Westwood, P. 2008b. 'What Teachers Need to Know about Reading and Writing Difficulties', *Australian Council for Educational Research*. ACER Press, retrieved on 10/12/2013
 - William, J.P., Stafford, K.B., Lauer, K.D., Hall, K.M. and Pollini, S. 2009. 'Embedding Reading Comprehension Training in Content-area Instruction', *Journal of Educational Psychology*, 101(1): 1–20.
 - Williams, J. 2005. 'Instruction in Reading Comprehension for Primary Grade Students: A Focus on Text Structure', *Journal of Special Education*, 39:6–18.
 - Wimmer, H. 1996. 'The Nonword Reading Deficit in Developmental Dyslexia: Evidence from Children to Read German', *Journal of Experimental Child Psychology*, 61(1): 80–90.
 - Yildirim, K., Yildiz, M. and Ates, S. 2001. 'Is Vocabulary a Strong Variable Predicting Reading Comprehension and Does the Prediction Degree of Vocabulary According to Text Types', *Educational Science: Theory and Practice*, 11(13): 1541–1547. 246

WEBSITES:

- <http://www.guardian.co.uk/education/2004/sep/23/research.highereducation2> 233
- <http://indiacode.nic.in/coiweb/welcome.html> retrieved on 1st June 2012.
- <http://www.amazon.de/Handbook-Learning-Disabilities-Lee-Swanson/dp/1593853033> p. 18-19.
- <http://www.dsm5.org> retrieved on 10/02/14
- http://www.educationforallindia.com/Achievement_survey.pdf retrieved on 10/08/2012.
- <http://www.ldonline.org/features/idea2004/> retrieved on 07/07/2012.
- <http://www.marxists.org/reference/subject/philosophy/works/fr/piaget2.htm>
- <http://www.nclld.org> retrieved on 07/08/2012

- <http://www.questia.com/googleScholar.qst?docId=5001319493>
- <http://www.sciencedaily.com/release2009/10/091012121333.htm>
- <http://www.ugc.ac.in/policy/national.html> retrieved on 1st June 2012.
- <http://ldq.sagepub.com/content/early/2014/04/16/0731948714529772.full.pdf+html> retrieved on 19/03/2014.
- <http://www.amazon.de/Handbook-Learning-Disabilities-Lee-Swanson/dp/1593853033>

Appendices

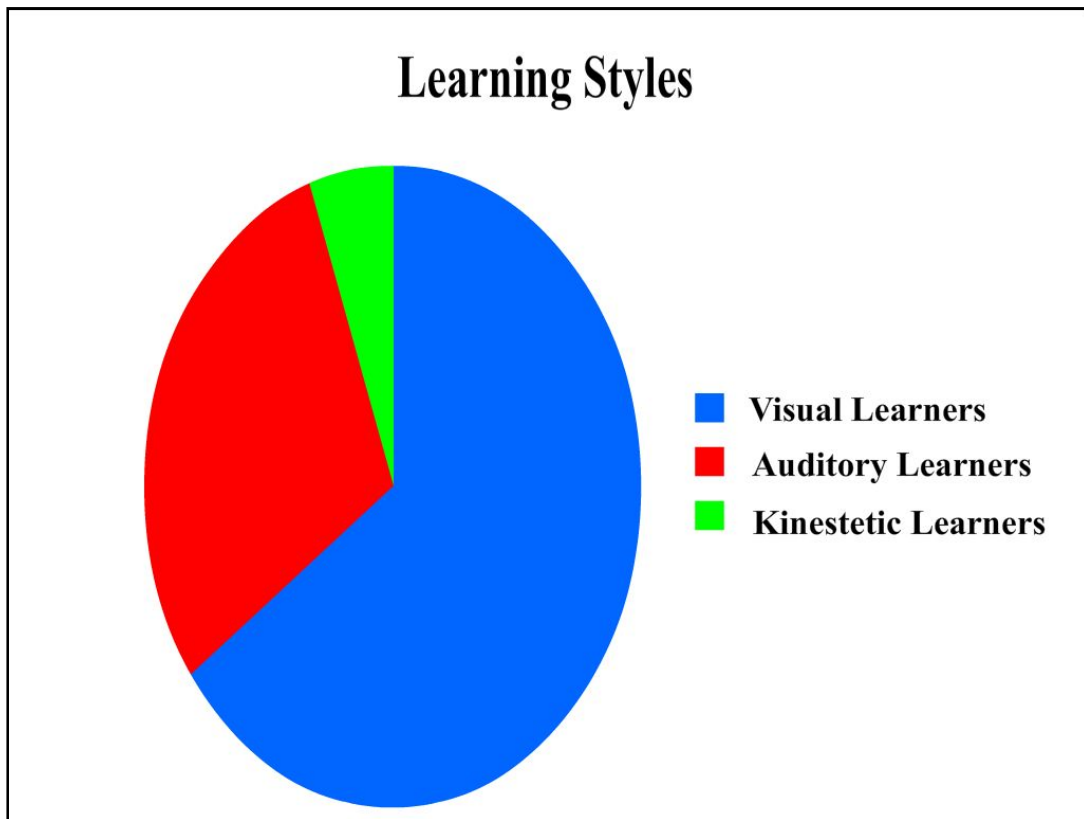
Appendix 1: List of Schools in Pune city

- Abhinav Vidyalaya
- Agrasen High School
- Anglo Urdu Boys' High School
- Army Public School
- Aaryans World School
- AW Sindhu Vidya Bhavan
- Balshikshan English Medium School
- The Bishop's School
- C. M. S. English Medium High School
- City Pride School
- Dr. Kalmadi Shamrao School, Ganeshnagar- Erandwane
- Dr. Kalmadi Shamrao School, Aundh
- Delhi Public School
- Don Bosco School
- Damale Prashala Marathi Medium School
- D.S.K. School
- Hutchings High School
- Huzurpaga
- Indus International School
- Jai Hind High School and Junior College
- Jnana Prabodhini Prashala
- J. N. Petit Technical High School
- Kamalnayan Bajaj High School
- Kendriya Vidyalaya
- Kendriya Vidyalaya Ganeshkhind
- Kinder Planet School
- Loyola High School
- Magarpatta City School
- EMPROS International School

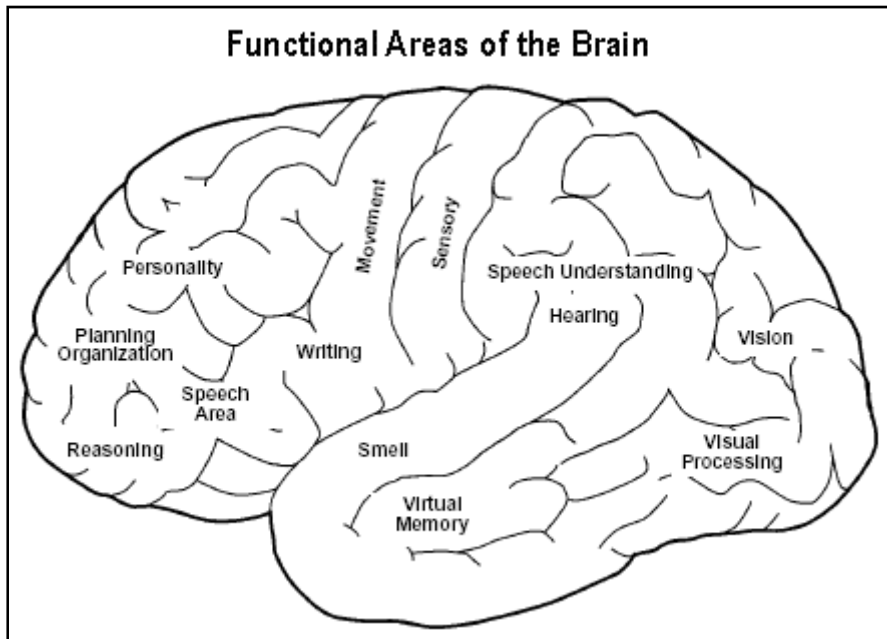
- Mercedes-Benz International School
- Modern High School & College
- Mount Carmel Convent School
- Maharashtra Mandal English Medium School
- Nagarvala Day School
- Novel International School
- Nutan Marathi Vidyalaya
- Ornellas Boys High school
- The Orbis School
- Panditrao Agashe School
- Pawar Public School
- PMC Vidya Niketan School
- Poona Public School
- Rewachanad Bhojwani Academy
- Ryan International School – Bavdhan
- St. Anne's School
- St. Mary's School
- St. Clare's Convent School
- St. Ursula's Convent School
- St. Thomas' School
- St. Vincent's High School
- Sanskriti School
- Sheth Dagduram Kataiya High School
- Shanti Sadan School – Lonavla
- Sharad Pawar International School
- Shri Shivaji Preparatory Military School
- Spicer Memorial College Higher Secondary School
- Stella Maris English School
- Symbiosis International School
- TreeHouse School, Karve Nagar
- Vidya Bhavan High School – Beratvadi

- Vibgyor High School – Balewadi
- Vibgyor High School – Magarpatta
- Vibgyor High School – NIBM Road
- Victorious Kidss Educares
- Vidya Niketan English Medium School

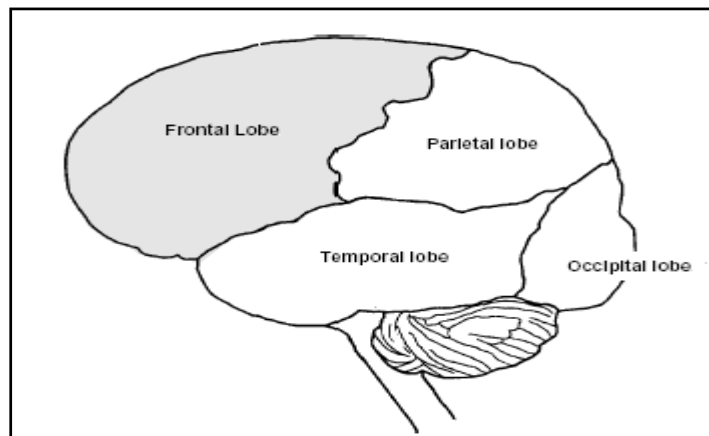
Appendices 2: Types of Learning Style



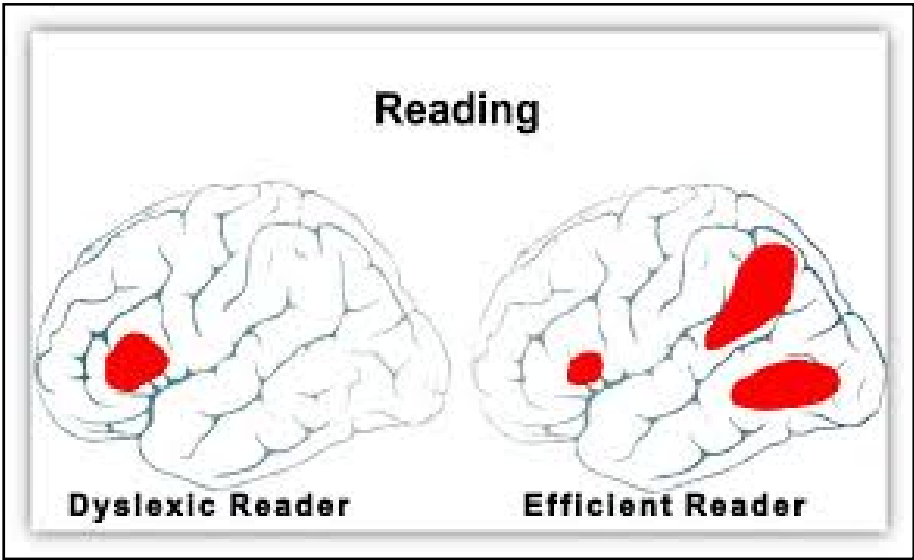
Appendices 3: Dyslexic Brain and Normal Brain



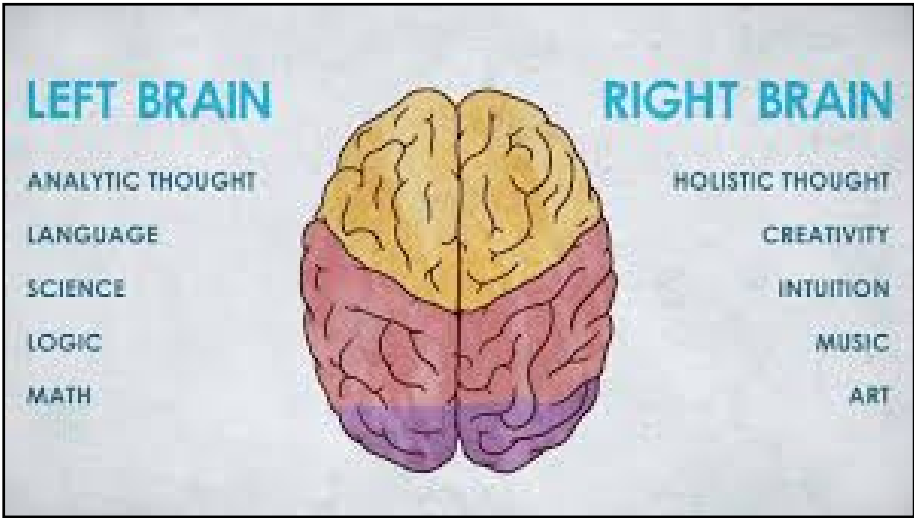
Different lobes of Brain



Normal Reader and Dyslexic Reader



Functioning of Left and Right Brain



Appendices 4: Renowned Personalities with Learning difficulties

Name of the Personality	Profession	Problem
Albert Einstein	Scientist	Severe Dyslexia and Autism
Tom Cruise	Actor	Learning Disabilities
Robin Williams	Actor	Attention Deficit Hyperactive Disorders (ADHD)
Thomas Edison	Scientist	Dyscalculia
Alexander Graham Bell	Scientist	Learning Difficulties
Leonardo Da Vinci	Inventor	Dyslexia and Attention Deficit Disorders
Walt Disney	Cartoon Artist and Famous Animator and Film Director/ Producer	Dyslexia
Thomas Woodrow Wilson	President of United States	Learning Disabilities
Winston Churchill	Political Leader	Dyslexia
Henry Winkler	Actor & Director	Dyslexia
Abhishek Bachchan	Actor	Dyslexia
Whoopi Goldberg	Actor	Dyslexia

Benjamin Franklin	Scientist	Dyscalculia
Bill Gates	Entrepreneur	Dyscalculia
Agatha Christie	Novelist	Dysgraphia
Galileo Galilei	Scientist	Dyslexia

Appendices 5: Few sample Sheet of Writing of Children with learning difficulties

Ans	Alau-ud-din Khalji invaded Ranthambore, Mewar, Malwa and Jaisalmer in north India and brought them into his empire. He also undertook the conquest of the Deccan. His general, Malik Kafur, proceeded against the Kingdoms of the Yadavas, Hoysalas, Pandyas and Kakatiyas.
b)	What work did Firoz Tughluq undertake for the welfare of his people?
Ans	Firoz Tughluq was concerned about the welfare of his subjects. He started several irrigation projects. He set up new towns namely Ferozpur, Ferozabad and Jaunpur as well as hospitals and centres of education. A number of Sanskrit books were translated into Persian and Arabic.

name -
 मेरा नाम पेहन है
 मेरा शासाल कि है मेरा चकी से पठती है
 मेरी पेहनो कानम है मीजात्र होर खिखर है
 मेरा पेहनो निखरि मेह होर दिसर मेहना कलि मेह

- | | |
|------------------|----------------------|
| 1) Near, net | 37) Report + remain |
| 2) Can ✓ | 38) Oput + hoped |
| 3) Getting + Fun | 39) Vault + worry |
| 4) Top ✓ | 40) Dating + dancing |
| 5) Tera + rag | |
| 6) Eat ✓ | |
| 7) Eating + hit | |
| 8) Ehate + Lid | |
- 15 + 5

tall -	short	(short/down)
big -	small	(large/small)
dry -	wet	(cold/wet)
up -	down	(down/under)

मेरी पाठशाला

मेरी पाठशाला का नाम सुवर लोडी आफ दो रेडरी है।
 में छं कक्षा में पठते हैं। मेरी शिक्षिका से बूझन पड़ती है

Name of the School: _____

Mother's Qualification: _____ **Age:** _____ **Mother's Occupation:** _____

Father's Qualification: _____ **Age:** _____ **Father's Occupation:** _____

School: Special / Normal _____

No . of Children: **Girl** **Boy** _____

Priority of child: First child / Second child / Third Child / Fourth child

Annual Income: _____

School Locality: _____

RESEARCH QUESTIONS

Educational Qualification: - Mother:

Father:

No. of Children:

ITEM'S OF PERFORMANCE											
Sr. no.	Questions	Level of Achievement					Level of Priority				
		Not yet Started	Some Progress	Considerable Progress	Achieved	Total	Top	Medium	Low	Not Applicable	Total
1.	Have you found that your child writes a letter or a word in a reversed manner (or mirror image of the letter) for example 'bad-dad' 'p-q', 'd-b' to what extent?										
2.	Do you find that your child has a problem in writing on the line to what extent?										
3.	Have you seen that your child has some problem in Maths/ arithmetic skills or calculations										
4.	Do you feel your child is slow in completing his/her tasks										
5.	Does your child have difficulties to perceive things from the book or blackboard										
6.	Have you observed that your child has problem in copying things from blackboard to the note book.										
7.	Do you observe any difficulty in the child's gross or finer motor skills										
8.	Do you believe that your child has a problem because he/she is left handed rather than focusing on his/her problem										
9.	Do you feel that your child has a problem in perceiving things around him										

10.	Does your child have difficulties in expressing thoughts in writing									
11.	Do you observe that your child has problems in comprehending things?									
12.	Is your child's handwriting very poor									
13.	Is there any problem in balancing or coordination of activities around him /her?									
14.	Does your child have problems in motor coordination?									

ITEM'S OF PERCEPTION											
Sr. no.	Questions	Level of Achievement					Level of Priority				
		Not yet Started	Some Progress	Considerable Progress	Achieved	Total	Top	Medium	Low	Not Applicable	Total
1.	Do you feel that your child is lazy and does not want to perform his/her task										
2.	Have you tried to use/learn new techniques to teach your child										
3.	Do you force your child to write or read even if he/she is not able to do so										
4.	Does your child get distracted easily while studying										
5.	Have you observed the activities of your child in different situations										
6.	Do you feel that your child has some learning difficulties?										
7.	Do you have trust in your child's abilities?										

8.	Does your child sit on one place for studying?											
9.	Do you feel that your child is attentive in class?											
10.	Do you feel that your child's concentration is poor?											
11.	Do your child have problem in adjustment with peers in classroom?											
12.	Do you accept the child along with his learning difficulties											
13.	Do you get angry on your child when he/she is not able to perform the task											
14.	Do you share your child's significant activities with other people											
15.	Do you accept that the child has certain learning difficulty											
16.	Do you wish to consult the expert or teacher for the particular difficulties of the child											
17.	Do you feel ashamed to accompany your child to a school or a relatives place?											
18.	Do other people's comments affect you and your behavior towards your child											
19.	Do you compare your child with other children											
20.	Does your comment affect the feelings of your child											
21.	Do you help your child in his/her studies											
22.	Do you spare special time with your child to understand his/her problem											

23.	Do you focus only on your child's studies?										
24.	Do you have frequent talks with the teacher of your child										
25.	Do you feel that a child is intelligent if he/she is good in academics only?										
26.	Do you feel the teacher needs to improve her teaching and focus mainly on children with difficulties?										
27.	Do you blame yourself for your child's poor academic performance?										
28.	Have you accepted that your child needs individual attention										
29.	Do you feel that your child needs integration or can seek education in normal school										
30.	Do you feel that parent's perception creates obstacle in child's learning										
31.	Do you feel your child is incompetent in comparison with other children										
32.	Does your child get along with the peer group										
33.	Does your child express his/her feelings openly										
34.	Do you feel pressurized while dealing with the child										
35.	Do your relatives comment on the problems of your child										

ITEM'S OF REMEDIAL TEACHING

1.	Does your child avail remedial teaching											
2.	Is remedial teaching helping your child											
3.	Have you seen improvement in your child through remedial teaching											
4.	Does this remedial teaching enhance confidence in your child											
5.	Do your child take interest in learning because of remedial teaching											
6.	Does individual attention through remedial teaching helps the child in learning.											
7.	Do you feel regretted as your child taking remediation											
8.	Do your child enjoy remedial teaching class											
9.	Does this remedial teaching trained you with ways of dealing with your child											
10.	Does this remedial teaching enhanced your teaching ways as parents											
11.	Do you feel that special examination system needs to be made for children with learning difficulties											
12.	Do you feel that teachers should have child centered teaching approach											

QUESTIONS CONCERNED WITH HYPOTHESIS

Sr. no.	Questions	Level of Achievement					Level of Priority				
		Not yet Started	Some Progress	Considerable Progress	Achieved	Total	Top	Medium	Low	Not Applicable	Total
	Parent's Perception at Emotional Level										
1.	Do you feel that you were not made aware about the learning difficulties of your child?										
2.	Do you feel that better awareness would help in having better perception about the child										
3.	Have you accepted your child as he / she is?										
4.	Do you believe that your appreciation gives motivation to the child in his learning process?										
5.	Do you sense that the child's performance improves if you support the child at an emotional level										
6.	Do you believe that the efforts taken by you will enhance the learning capabilities of the child										
7.	Do you feel that the efforts taken by the institution/school truly enhance/raise the performance of your child										
8.	Do you feel that the school/institution has helped to change your (parents) view towards your child.										

9.	Can you say that your child can cope up with normal academic syllabus										
10.	Do you feel proud when your child performs a particular task well after putting in a lot of efforts?										
11.	Do you feel that your child is competing with himself rather than competing with others										
Societies Perception											
1.	Do you feel that if parents accept the child then society will also accept him/her in turn										
2.	Do you feel that societal pressures make it difficult to accept your child?										
3.	Do you think that your child is more important than societal pressures?										
4.	Do you feel that your neighbors or relatives comments disturbs you while dealing with your child										
5.	Do you feel that the relatives or neighbors motivation helps you change your perspective?										

OPEN ENDED QUESTIONS.

1. Your feelings, opinions and understanding about your child with Learning Difficulties?
2. How frequently do you try to seek information from various sources about the difficulties that your child faces?
3. Which were the various sources to seek required information?
4. Have you tried to find positive qualities of your child?
5. Do you become very emotional when others comment on your child? If NOT, then how do you convey other people?

6. Do you feel that there is a need to change the classroom set up? Why?

7. Do you feel the curriculum needs to be different for learning problems children? Why?

8. Have you observed any behavioral issue that is hindering your child's learning? What kind of behavioral problem is seen? How you tackle with him / her in such situations?

9. Does your child have a proper diet? What is his diet schedule?

10. What have you thought about the child's future career?