 CHAPTER-II

REVIEW OF THE RELATED LITERATURE

2.0.0 Introduction

Review of literature is an essential aspect of investigations related to the research study. Related literature acts as the backbone for researcher. Most research work involves substantial use of published literature, indeed the ability to ferret out obscure facts is often seen as the primary activity of the researcher and the regulations for research degrees always contain a requirement that the candidate should demonstrate the ability to make proper critical use of relevant literature.

For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the work, which has already been done in the area of his choice. “The survey of related studies implies locating, studying and evaluating reports of relevant researches.” In the review of literature, previous research studies are abstracted and significant writing of authorities in the area under study is reviewed.

Fig. 2.1 Significance of Review of Related Literature
The term ‘Learning Disabilities (LDs)’ emerged from a need to identify and serve learning disabled children. The term learning disability was first coined by Samuel Kirk in 1963 to describe children who have serious problems in schools but do not fall under other categories of handicap. The researcher has presented an exhaustive survey of researches with regard to learning disability and instructional material.

The chapter in hand endeavours to review studies conducted by earlier researchers to give insight into the concept of learning disabilities. This has also helped in identifying the factors influencing it. The present chapter has been organized under the following heads:

- Studies Conducted Abroad
- Studies Conducted in Indian Context

### 2.1.0 Studies Conducted in Abroad

The various research studies conducted in relation to learning disabilities abroad are as follows:

- **Walker (1987)** investigated the effectiveness of two different methods of teaching learning disabled middle school students. The study consists of a sample of 50 learning disabled middle school students. Two different methods of teaching were adapted for the study, among them one of these was traditional methods of teaching. The participant’s achievement and development patterns are described, and information about encouraging resiliency among students from disadvantaged backgrounds is provided. This study explored the generalization of the two instructional methods to problem written in syntax that required the performance of two mathematics operations, subtraction and addition.

- **Bartz (1989)** conducted a study on the use of writing and self-monitoring strategies by learning disabled eighth graders. The sample of 25 learning disabled students of eighth grade was taken. Strategies in capitalization, punctuation; sentence completion and self-monitoring were introduced and practiced. Result revealed significant improvement in vocabulary, thematic maturity and handwriting during the period of strategic instruction.
• **Cole (1992)** investigated the effectiveness of designed instructional intervention for students with learning disabilities. Sample, consisted of twelve students, attained criterion performance levels in writing and increased the spelling performance. An instructional intervention was designed to teach students with learning disabilities. These students were asked to write a sequential expository paragraph through strategic instruction and the use of a set instructional writing framework. Result revealed that there is found a significant improvement in spelling and writing performance by using instructional interventions.

• **Lee (1992)** investigated the effectiveness of a novel method for helping students on mathematic word problem. The sample for the study consisted of 4th, 5th and 6th graders with specific disabilities in Mathematics. The result revealed significantly better scores in the skill of choosing correct operation in subtraction and addition word problems.

• **Rath (1995)** examined the differential efficacy of verbal self instructional training on reflective and impulsive reading disabled tribal and non tribal children. Sample consisted of ten students of graders classes of tribal and non tribal children. Results showed that verbal self instructional training has been very effective for non tribal children and those having reflective cognitive style but failed to yield desirable results for impulsive children.

• **Kim (1998)** compared two instructional methods for teaching spelling to elementary students with learning disabilities to find out the most effective and expedient way to increase the overall spelling performance. The study consisted of 35 students from elementary school. The treatment group was taught using rule-based strategy instruction focusing on teaching students in spelling rules. The control group was taught in the traditional way that provided an array of spelling instructions. The result revealed that the overall performance indicated that rule-based strategy instruction focusing on teaching students in spelling rules was significantly better.

• **Newben (1998)** investigated the effect of service delivery alternatives on the efficiency of instructional strategy taught to students with learning disabilities. Sample consisted of 24 middle class students. A paraphrasing strategy was
implemented. The result indicated that strategy instruction improved the performance of students with learning disabilities. Peer tutoring is considered as one of the effective techniques of helping students in their studies.

• **Wilson (1998)** investigated the ability of general education middle school students to prompt and reinforce skill acquisition of peers with moderate to severe disabilities in the context of content area co-operative learning instructional settings. The above study consisted of 22 students of general education middle school students. The strategies with prompt and reinforce skill acquisition were used for the study. Results indicated that the general education students learned to provide the identified opportunities, reinforcement and prompt sequence to their peers with learning disabilities. The tutors and tutees felt positive towards their participation.

• **Gilberts (1999)** investigated the effects of self monitoring instruction delivered to students by peers on the participation of students with severe learning disabilities in the general education setting. Sample consisted of 12 students with severe learning disabilities. These students were treated with self monitoring instructions. Peer tutors’ delivery of self monitoring strategies was found to be accurate and effective and did not disturb the classroom environment.

• **Pierson (1999)** explored the study concerning the accomplishment of students with specific learning disabilities and language impairment when engaged in interest based apprenticeship learning. This study is centred on the future, relationship and uses of the self–expressed interest and cognitive strengths of three six grade students with language learning disabilities (LLD) in the design of interest based learning context. The students participated with peers and teachers in self selected interest based inquiry settings (IBIS) apprenticeships designed from student brainstorming sessions and individual interviews.

The findings demonstrated that each of the students with LLD reliably identified, talked about and acted in ways commensurate with their interest and cognitive strengths and the ways they chose to engage the activities that mapped onto the results from standardized assessment. Similarly, the student’s self identified areas of relative weakness also mapped onto standardized assessment results. Second,
while all three students experienced positive learning outcomes specific to the ‘language of learning’ relative to the domain of inquiry, the data suggested greater outcomes for the two students whose genuine interest, as conceptualized by Dewey, was tapped. These outcomes included increased engagement in the learning activity, effort and persistence to work passed frustration and challenges, sense of autonomy and choice, knowledge of content specific vocabulary and schemes and ability to demonstrate new knowledge.

Third and importantly, the IBIS apprenticeship contexts created opportunities for all three students with LLD to engage in oral language use with peers and adults in ways that were not represented during their typical school days. Regardless of type of language impairment, marked increased opportunities to engage in oral language use occurred. And last, in face of their verbal-linguistic weakness, these students with LLD were able to recollect their learning with LLD from the IBIS apprenticeship and thus demonstrated cognitive representation of their learning.

• **Daqui (2000)** explored the study concerning the effect of story mapping and story map questions on the story writing performance of students with learning disabilities. Forty students with learning disabilities in fourth and fifth class participated in the study. They often experienced difficulties in writing fluently and using a diversity of words. Because of their inherent processing problems, they cannot process and retrieve information efficiently when completing writing assignment. Traditional writing instruction and practice have been of limited value to students with learning disabilities. For these students, specific and effective writing strategies must be incorporated into instruction and demonstrated to them through modelling. The purpose of this study was to examine the effectiveness of an instructional strategy that used the story map technique and story map questions. The two study questions were: (a) what was the effect of story maps and story map questions on the fluency of story writing by students with learning disabilities? (b) What was the effect of this strategy on the diversity of word usage by these students?

The result of the study showed that three of the four students improved writing fluency while the forth student, who was more fluent than the others prior to
the start of the study, did not demonstrate improvement fluency. Regarding the diversity, of word usage, this study did not show significant changes in the students’ writing performance. While two students demonstrated a small overall increase during intervention over the baseline condition, the diversity of word usage in other two students’ stories remained relatively that the stories written by all four students contained more story elements during the intervention and maintenance phases than during baseline phases.

- **Frantz (2000)** examined the effectiveness of the infusion of remedial reading instruction derived from the Reading Component Model (RCM), on the reading achievement of children with learning disabilities and Title I classrooms. RCM is composed of two major components, word recognition and comprehension and poor functioning of either component can affect reading performance. Remedial instruction is based on the weak component. In contrast, the discrepancy model, a model that is predominant in U.S. schools, classifies students in two categories; those with learning disabilities and the without learning disabilities, but does not, however prescribe any particular instructional remediation. Twelve teachers from grades 2 through 6 provided the names of 151 children in their classrooms who were experiencing difficulty in reading. Complete evaluation data were collected from 130 students using differential diagnostic procedures designed to locate and identify the weak component that may cause the suspected deficits. Results indicated that 43% of the poor readers from both treatment and control groups had weakness in decoding skills only 33% had weakness in both decoding and comprehension skills received 10 hours of phoneme awareness training and 10 hours of comprehension strategy instruction. Results indicated that treatment groups irrespective of category did not make significant statistically positive gains from teachers indicated positive outcomes for the treatment groups. Recommendations are made for multifaceted evaluation measures and longer intervention.

- **Lee (2000)** conducted a study to employ meta-analysis methodology to synthesize math intervention studies published during the last 28 years students for identified with learning disabilities (LD) and students identified as low achieving (LA). Sixty one group-design experimental quasi experimental studies (40 studies involving LD,
25 studies involving LA, and LD) published from 1971-1998 on the effects of math intervention for K-12 students identified as LD or LA were selected and analyzed. Effect sizes as a function of a instructional components, the foci of interventions, instructional settings, duration of math instruction, class size and other methodological feature were investigated for each group. The majority (about 74% or 45 out of 61) of the studies focused on basic computation skills such as addition, subtraction, multiplication and division. Computation in math was given more emphasis with LD group (about 78% of the 40 LD studies) than with LA group (56% of the 25 LA studies). For teaching computation intervention that included peer tutoring strategies with two people or strategies using mastery level criterion are more effective than other intervention. In contrast strategy – based instruction was more effective than the other strategies for teaching problem solving.

- Bays (2001) presented a grounded theory and describe how the supervision of special education instruction occurs in public elementary schools in rural setting. Nine elementary schools in three rural districts in the State of Virginia participated in this study. Interview data was collected from 34 participants including special and general education teachers, principals and directors of special education. The grounded theory suggests that the supervisor’ role is assigned to the principal: (i) Monitoring for legal compliance supervision of instruction for students of disability, and (ii) Evaluation of teachers supervision. The outcome of negotiating competing priorities and contextual factors is a dispersal of responsibility for supervision to three groups of educators. Principal as a primary supervisor: utilizes three strategies to address supervision: the observation evaluation process (ii) supervision by disability and class. Their separate legal development doesn’t constitute an institutional conflict.

Result indicated that for the most part the political discord among rights struggle on the basis of race, sex disability and class has entailed a contest for political movement energies and for political attention of particular legal rights conceptions. At the same time educational rights on the basis of socioeconomic class founded upon particular legal form of material resource equalization evidence the potential to develop in the basic institutional coherence with right on the basis of race
as well as sex and disability. By contrast the school choice movement in the form of charter and voucher school legislation actually with those on the basis of race, sex and disability. Individual must in effect choose between the concrete, legal attainment of such rights versus those on the basis of race, sex and disability.

- **James and Deborah (2002)** conducted a study on classroom behaviour and the academic progress of learning disabled students. A total of 43 learning disabled (LD) students who were identified in grades 1-3 were followed up in their second year of special education services. Teachers completed the Classroom Behaviour Inventory (CBI) for each LD student and for randomly selected classmates, and both groups of students were observed with the SCAN system in regular classroom settings. Group difference in teacher perceived task orientation, independence, and verbal expressiveness replicated previous findings with CBI for this LD sample. SCAN observations partially replicated previous results in that LD children interacted with teachers more often than classmates. Multiple regression analysis indicated that both measures of behaviour were predictive of reading achievement during year 1 when the LD children were identified and that the CBI predicted academic progress from one year to the next. Result indicated that both teacher ratings and observational evidence converged on the importance of task –oriented behaviour, independent functioning, and socially appropriate behaviour in understanding the poor achievement of LD students.

- **Bayer (2003)** conducted a study on a descriptive study of teaching strategies used by general education teacher in classroom including student with mild learning disabilities. This study focused on teaching strategies and methodologies successful in general education teacher in grade four through six used in teaching mathematics within an inclusive setting. This study also focused on the rational of how teacher ensure that special education has the opportunity to engage in successful learning experience during mathematics instruction by using ongoing and continuous assessment. The study included how student with learning disabilities benefited from an inclusive setting and how teachers’ choice of specific instruction strategies were based on individual student needs. The result can offer assistance to teacher who a restruggling to implement such strategies.
Mock (2003) conducted a study on identifying students with learning disabilities. The Individuals with Disabilities Education Act is to be reauthorized late in 2003. Thus, adopting the problem solving model assumes the superiority of clinical judgement over statistical judgement in identifying students with learning disabilities. Research comparing statistical and clinical prediction has yielded relatively consistent results. Statistical prediction methods have proven more accurate than clinical method even when (a) the algorithm used for prediction is simplistic; (b) the clinical judge has access to equal or greater amounts of information or (c) the regression variables are weighted equally.

He investigated the difference between statistical and clinical judgement relative to the identification of students with learning disabilities in reading. Participants were asked to provide demographic information and to specify the importance that they ascribed to the variables: (a) IQ (b) reading achievement (c) difference between intelligence and achievement (d) response of instruction and (e) the exclusion of mental retardation; when identifying with learning disabilities in reading.

Results indicated that clinical and statistical judgement yielded different results. Statistical judgement, across both conditions, yielded cases in which IQ exceeded achievement. Clinical judgement yielded case studies in which response to instruction was poor, irrespective of IQ and standardized regarding measures. When asked what criteria they used, participants in the current study weighted the variables in the following order of importance, from most to least important (a) difference between IQ and reading achievement (b) reading achievement (c) response to instruction and (d) the exclusion of mental retardation. Although participants gave “Difference between IQ and Reading Achievement” the highest mean importance weighting, this variable never achieved statistical significance as a predictor of clinical judgements. “Reading Achievement” in combination with “Response to Instruction” was found to be satisfactorily significant predictor of clinical judgements at the whole sample level. Limitations, implications and suggestions for future research are provided.
• **Chrustenon (2004)** conducted a study to examine the process special education services under the learning disabilities category of particular interest. Qualitative methods were used in the investigation. Three school districts of similar size but very different student demographic compositions were selected as research sites. The results of the investigation indicate that teams generally make an effort to look into exclusivity factors, how this is accomplished often depends on the influential members of the team, particularly the school psychologist.

Differences in student population with regard to demographic characteristics greatly impact the resources at a district’s disposal. This in turn, impacts the role special education plays as a resource for addressing academic needs in minority and low income populations. Special education services under the learning disabilities category of particular interest were the exclusionary factors of cultural, environmental and economic deficits, and the role they play with regard to referral, assessment and placement decision making.

• **Kenneth and Mark (2004)** examined social skills interventions for individuals with learning disabilities. The purpose of the study was to examine the need and effectiveness of social skills interventions. 65 learning disabled children participated in the study for examining the social skills interventions for individual with learning disabilities. Result laid stress that social skill deficits have become a primary target for remediation and there is great need of training program and interventions activity for student with learning disabilities.

• **Lindsay (2004)** examined the annual Review Meeting as a forum for developing Individualized Education Programs (IEPs) for elementary schools students with disabilities as perceived by professional members of the IEP team. The purpose of this study was: (a) to examine the functioning of Annual Review Meeting based on effective work groups as conceptualized by Schmuck and Rankel 1994. Effective groups are conceptualized by the three interdependent capabilities of communication meeting a problem solving; (b) to investigate the types advanced preparation that may take prior to the Annual Review Meeting (c) to explore the involvement of the regular education teacher in the Annual Review Meeting. The study concluded that
Annual Review Meeting is perceived to accomplish the task that is set before them by factual law. However, they are not perceived to be providing a forum that is conducive to effective work group functioning. Findings also reflected that Annual Review Meeting is not meeting the spirit and intent of law due to the amount of advance perception that occur prior to meetings. The regular education teacher was found to be involved in the Annual Review Meeting although the extent of their involvement was perceived to vary.

- Fontenot (2005) examined the attitudes of rural, suburban and urban public elementary school principals in Texas regarding the inclusion of students with disabilities into the general education classrooms. A three point questionnaire, the “Modified Principles” and inclusion survey, was sent to 733 randomly selected principals, requesting information that could be used to evaluate attitudes toward inclusion of students into the general education classroom setting. There was no significant correlation found between age and attitudes, nor gender and attitudes of principals toward inclusion of students with disabilities. Although a negative correlation was found between full time regular educations teaching experiences in regard to the attitude score of principles toward inclusion of students with disabilities. Neither general education teaching experience nor special education teaching experience was significantly correlated with attitude.

- Robert (2005) examined improving Young Children’s Social and emotional Competence: A Randomized Trial of the Preschool “PATHS” curriculum. PATHS are a universal, teacher – taught social – emotional curriculum that is designed to improve children’s social competence and reduce problem behaviour. Twenty classrooms in two Pennsylvania communities participated in the study. Teachers in the 10 intervention classrooms implemented weekly lessons and extension activities across a 9 – month period. Child assessments and teacher and parent reports of child behaviour assessments were collected at the beginning and end of the school year. Analysis of covariance was used to control baseline differences between the group and pre test scores on each of the outcome measures. This paper reports the results from a randomized clinical trial evaluating an adaptation of the Promoting
Alternative Thinking Strategies curriculum (PATHS) for preschool – age children in Head Start. The results suggest that after exposure to PATHS, intervention children had higher emotion knowledge skills and were rated by parents and teachers as more socially competent compared to peers. Further, teachers rated interventions children as less socially withdrawn at the end of the school year compared to controls.

• **Brien (2006)** evaluated the impact of video models on three levels – the extent to which the video models improve the ability for students with learning disabilities to learn the foundational information and rationale of a strategy. Implement the strategy effectively and improve academic outcomes by implementing the strategy and attempt was made to further pupil student’s perception of learning a strategy from a video model through focus groups interviews.

Data was collected using a quasi – experimental design. Forty – nine classrooms were randomly assigned to video – based and traditional treatment. The full sample of 196 students, including 43 students with learning disabilities attempted so implement literature circles in their middle school social studies classes. Following data collection, quantitative statistical analysis was completed using Multivariate Analysis of variance (MANCOVA) to examine group differences in knowledge of the essential elements of the strategy. Implementation of the strategy and content achievement qualitative analysis of student focus group responses was completed by scrutinizing transcripts for general themes.

This study made a connection between lines of research on video – based anchored instruction for students with learning disabilities and video anchors in teacher preparation. Students demonstrated significantly more effective implementation of literature circles. Students in the video model focus group indicated that they benefited from the explicit, positive peer models demonstrated in the video. The continued proliferation of visual impulse in the form of video – based models represents a positive step toward increasing available resource to students and teachers and ultimately comparing outcomes for students with learning disabilities.
• **Dimitrios (2006).** A study on Academic Intrinsic Motivation and Perceived Academic Competence in Greek Elementary Students with and without learning disabilities. The aim of this study was to examine difference in intrinsic motivation and perceived academic competence as well as in their association between 5th and 6th grade students with learning disabilities. The sample consisted of 40 learning disabilities out from 980 Greek elementary students from the metropolitan area of Athens. As predicted, students with LD showed lower intrinsic motivation and perceived academic competence than students without LD almost across all subscales. Exceptions were noticed in intrinsic motivation concerning curiosity/interest and history subscales as well as perceptions of academic competence in the subjects of history and science. The result was found that among typically achieving students intrinsic motivation was positively and significantly related at a moderate level to perceived academic competence across all subscales, as opposed to students with LD for whom few correlations were found.

• **Kazemi (2006)** examined the psychological factors in learning disabilities. Children and adolescents were between grades 5-11 with prior diagnosis of LD (N=41) and individually. While the students were administered intelligence and an achievement test and completed self report measures. Bolt models were tested using multiple regressions analysis, the standard approach to testing video support for the second proposed model suggesting that the low social adjustment of student with LD leads to perceived social inefficacy, which then leads to heightened depression. Students with learning disabilities (LD) are at heightened risk for internalizing disorders such as anxiety and depression. However, there is no empirical data that document possible causal explanations for the co-occurrence of these disorders as students with LD. Researchers have found that in addition to academic difficulties, students with LD have social skills deficits and are more likely than students without LD to be rejected or neglected by peers. Therefore, this study investigated two possible conceptual models for emotional problems of students by testing the influence of their academic and social difficulties. In the first model, it was proposed that low academic achievement leads to low academic self concept, perceived academic inefficiency, maladaptive attribution patterns, and globally limiting views of the LD
diagnosis which, in turn lead to elevated anxious and depressed moods in students with LD. In the second model, it was proposed that low social adjustment lends to perceived social inefficiency which in turn leads to higher anxious and depressed moods in these students.

- Madison (2006) presented grounded theory and he aimed at understanding how members of learning disabilities (LD) teams in 9 Saudi study public elementary schools perceived and made sense of students with LD and the context that surrounded the identification process. The data were gathered through semi-structured interviews with 13 LD teachers, 10 regular classroom teachers, 9 school counsellors, 6 school principals, and 3 parents. The theory developed in the study revealed that since the information of LD category into Saudi Schools in 1996, there has been conflict over the identity of children experiencing learning difficulties in Saudi School, between on one hand, the official LD discourse created by scientists and policymakers and on the other the local commensurate social discourse created by people in everyday life in Saudi Society. Data indicates that the point at which the two discourses tend to diverge sharply include the notion that: (a) children with LD have disability (b) the cause of children slow achievement lies within children due to neurological damage, and that LD is a life-long phenomenon.

By labelling otherwise normal children’s as disabled, the LD discourse raised complex dilemmas at the community level as well as at the individual level, where disability labels have the potential to impact a child’s identity and self –worth in negative ways. In response, participants coped with the new LD category by dismissing, de-emphasizing or resisting the unfamiliar, aspects of LD, which in turn affected the identification of students with LD. The identification process –via referrals, evaluation, eligibility and remediation is seen as regular occurrence intended to identify students who need extra help or services rather a process that classifies children into a category of disability. The decision –making atmosphere and the diagnosis of a child as LD generally were regarded as unproblematic.

As inclusive placements become an increasingly for students with learning disabilities the need to assist general educators in establishing inclusive classrooms becomes a major priority. Is logical terms, to prioritize the propagation of inclusive
practices in general education classroom – practices that would take into account the natural diversity of student populations likely to be present in American Classrooms. Cooperative learning, in the form literature circles, it offered in this study as a highly effective method for laying the groundwork for inclusion. This study rooted in the theory of anchored instruction, attempted to address the need for incorporating inclusive practices by investigating the potential for students with learning disabilities to implement literature circles by viewing video models.

- **Yuan (2006)** has analyzed the course for student with learning disabilities. The goal of this study to examined the relationship between curriculum and competence of LD children. Samples of 84 children were taken to study the new curriculum and to measure the effectiveness of new curriculum. Result indicates that new curriculum accommodates the requirement of LD children.

- **Lutz (2007)** conducted a study on social competence training for children with Borderline Intellectual Functioning. A cognitive behavioural training is developed and its effectiveness is examined school. 77 children with borderline intelligence are enrolled participated in the study who received I group sessions over a period of 3 months outcome measure at the end of the intervention. Result shows that those children were higher on self report, caregiver-reports and behavioural observations of cognitive, emotional scale.

- **Russell (2007)** presents results of a meta-analysis on writing interventions for students with learning disabilities and draw implications for practice. 13 studies designed to teach students with learning disabilities to write better expository or narrative text were analyzed. Results indicated that the interventions used in the research studies constantly produced strong effects on the quality of student’s writing as well as student’s sense of efficacy and understanding of the writing process. Findings suggested that 3 components should be part of any comprehensive instructional program. Explicit teaching of (a) the steps of the writing process, (b) the critical dimensions of different writing genres should be provided, as well as (c) structures for giving extensive feedback to students on the quality of their writing from either teachers or peers.
• **Ray (2008)** conducted a study on evaluate the efficiency of the development algebraic literacy Model: Pre passing special educator to implement effective mathematics practices. For student with learning disabilities using a mixed method design the current researcher investigated the usage of the developing Algebraic literacy frame work multiple survey measure were given at pre- mid and post junctures to asses teacher candidates attitudes about mathematics, sealing of efficacy when teaching mathematics and content knowledge surrounding mathematics. Result indicated an increase in perseveres teacher’s attitude towards mathematics instruction. Thus study provides preliminary support for utilizing the DAL instruction framework for future special educators.

• **Anette (2010).** Conducted a study on learning difficulties and academic competence among children with and without learning disabilities. The aim of this study was to examine learning difficulties as well as academic competence. The sample consisted of 30 learning disabled children. These children were examined for the learning difficulties and academic competence and experimental study was carried out. Result was interpreted as indicating that children with learning disabilities have low academic competence and need special assistance.

• **Sara (2010)** examined promoting social and academic competence in the classroom: An intervention study examining the contribution of the Responsive Classroom approach. Participants included 62 teachers and 157 children at six schools. This exploratory study examined the contribution of the RC Approach over a two-year period. The RC Approach integrates social and academic learning in order to produce classroom environments that are conducive to learning by integrating social and academic learning. Two questions are addressed. First, how does teacher use of RC practices contribute to children’s academic and social growth? Second, how is the relation between teachers’ use of RC practices and children’s academic and social growth moderated by the presence of environmental adversity in the home? Findings showed that teachers’ use of RC practices was associated with students’ improved reading achievement, greater closeness between teachers and children, better pro-social skills, more assertiveness, and less fearfulness, even after
controlling for family risk and children’s previous years’ performance. Family risk did not moderate the relation between RC practices and children’s performance. These findings suggest the positive contribution of the RC Approach in relation to children’s gains over a one year period.

2.2.0 Studies Conducted in Indian context

The various research studies conducted in relation to learning disabilities in Indian conditions are presented as follows:

- **Singh (1981)** studied this problem by investigating the effects of peer tutoring in Mathematics skills of learning disabled students. The major question the study attempted to answer was whether the learning disabled who received peer-tutoring made significant gains in Mathematics computation and in the application of Mathematics concepts over the learning disabled pupils who did not receive peer tutoring. Results indicated that peer-tutored group of LD students made significant gains in both Mathematics computation and Mathematics concepts application scores over the non-peer tutored students.

- **Bhattacharya (1982)** conducted a study on Diagnosing and preventing learning disabilities of primary school students in Arithmetic. To diagnose and prevent learning disabilities in arithmetic of primary school. There are 40 samples of students having learning difficulties in reference to mathematics of 10 primary schools. It was found that learning through audio-visual methods caused prolonged retention than traditional methods.

- **Bhattacharya (1985)**. Conducted a study on the alleviation of learning disabilities of the students in life science. There is a tried out technological approach for alleviation of learning disabilities of the students in life science. The sample consisted of 24 students in life sciences. Results of the study indicated that learning through audio-visual materials and techniques caused prolonged retention than by traditional methods.

- **Pandit (2000)** conducted a study on factors affecting learning disabilities in mathematics in central region of Nepal. There is a sample of 100 students for
conducting the study. 32 students were found to have factors affecting learning disabilities in mathematics in central region of Nepal. The study concluded that the factors related to the children with learning disabilities in mathematics were the poor instruction, parents’ adverse behaviour to them, and teacher’s negligence in the class. It was suggested that the quality of teaching strategies and quality of instruction in the schools must be improved.

- **Lall (2001)** conducted a study on perceived relations social competence in children with specific disorder of scholastic skills. This study aimed at examining perceived peer relations and social competence in children with specific development disorders of scholastic skills. A sample of twenty children with specific development disorders of scholastic skills. A sample of twenty children with disorders of scholastic skill aged, seven to twelve years and twenty controls matched on age, class and IQ were taken. The two group were assessed on (i) A semi - structure interview schedule (ii) Malian’s intelligence scale for Indian children (MISK) (iii) NIMHANS Index for specific learning disabilities (iv) perceived peer relations questionnaire (v) Interpersonal competence scale – teachers version.

  Results revealed that children with scholastic skill disorder perceived their relationship with peers as cordial. However teacher found these children as poorer in social competence and in dimensions of academics popularly affiliation and sportsmanship qualities.

- **Matthew (2003)** conducted a study on effectiveness of SIM and modern teaching strategy in minimizing LDs of students in secondary school. A sample of 895 students from four different schools was selected for the study. Out of 895 students 204 students were identified as learning disabled and others as non learning disabled students. Experimental method was adopted for this study. Research shows that both SIM and modern teaching strategies are helpful in minimizing LDs.

- **Kira (2005)** conducted a study on race, gender and disability in today’s children’s literature. Growth in immigration rising birth rates among Hispanic women and yearly increases in the number of disabled students mainstreamed into general classrooms have changed elementary and secondary school classrooms from “homogeneous” to “diverse” settings.
The result concluded that this demographic change forced educators to rethink language arts curriculum and dispense with standard texts that had been used for decades. The new classroom necessitated literature that is multicultural, inclusive and gender bias free. While most educators advocate using said children literature, it simply is not available, and our literary cannon seem bereft of books depicting minorities African–American, disabled and non sexist literary characters.

- **Chintamani (2006)** conducted a study of social competence of children with learning disabilities compared to classmates of low and average to high achievement. The main objective of study to compare the social competence of learning disabled children comparison with average to high achieving classmates. A second set of comparison with children designated as low in academic achievement yielded moderate effect sizes.

  There is medium to large effect sizes for teachers perception of social competence, peer preference ratings positive peer nominations, global self worth, and self perception of scholastic performance. There is second set of comparison with children designated as low in academic achievement yielded moderate effect sizes for teachers’ perceptions of social competence and for peer social preference rating small effect sizes were obtained for global self worth and self perceptions of scholastic performance. It was concluded that children with learning disabilities and their low achieving classmates do not appear to have accurate self perceptions of social acceptance.

- **Kulkarni and Karande (2007)** examined educational provision and learning disability. The objective of the study was to assess the impact of the provision of the Maharashtra Govt. on the academic performance of children with learning disabilities at the secondary school certificate board examination. The study was conducted in Maharashtra with 12-18 years old girl. Three governments were selected at random. Thirty 12-18 years old girls were selected from each school on the basis of their academic performance. The result shows that there was as significant improvement in their academic performance at the SSC board examination.
• **Nidhi and Bora (2008)** studied on Inclusive education practices for students with disabilities. This study is an exploration of inclusive educational practices for students with disabilities. Educational practices comprised of the environment in which education takes place, the activities in which teacher and student participate the interactions among teacher students with and without disabilities. The result of the study on the development and the use of the triptych environment activities interactions for learning disabled student.

• **Puspalata (2008)** conducted a study of relationship between competence and social anxiety of LD children. The study was conducted on a sample of 100 children in the age group of 10-14 years were selected randomly from two schools. Study shows that learning disabled children has low academic competence and higher social anxiety. Result indicates that learning disabled children have low academic competence and is directly related to their social anxiety.

• **Rani and Vashishta (2008)** conducted a study on determinants of Rorschachian measures of learning disabilities. The objectives of the study are: (i) to develop the tool for identification of learning disabled children in elementary school. (ii) To identify the learning disabled children in elementary school. (iii) To determine Rorschachian measures diagnosing learning disabled children in elementary school. (iv) To evolve Rorschachian measures – based diagnostic model for learning disabilities. The following tools were used: Self constructed tool for measuring learning disabilities and Rorschachian ink blot test. The sample was taken from four school affiliated to C.B.S.E. Board, Delhi. The sample consisted of 50 children (both boys and girls) from 4 - 6 grades. The self-constructed test entitled as 3D-test, related to three areas of learning disabilities dyslexia, dyscalculia and dysgraphia was employed for identification of learning disability. The findings showed that a comparison could be made between learning disabled and non disabled children in order to discriminatory power of tool. Further it revealed that both groups had distinct features on reading and arithmetic test but it could not be confirmed in relation to language test. Learning disabled children had extroversive tendencies. By psychogram it was found that learning disabled children had extroversive tendencies.
They are highly responsive to their environment. They are creative in their relationship to objects and people external to them and strive toward goals that have staked out in the external world.

- **Amruth and Devika (2009)** examined effect of school remediation program on the academic achievement of student with disabilities. The participants of this study were student with disabilities enrolled in one middle school during 2007-2008 school years. This study attempted to determine if a relationship existed between the independent variable, attendance in an after school remediation program and the dependent variable, the achievement test scores earned on the reading and the program. The finding of this research study indicated that program participants demonstrated positive response.

- **Gupta and Vashishtha (2010)** conducted a study of predictors of social competence in learning disabled adolescent. The objectives of the study are: (i) To study the effect of social problem – solving skills on social competence in learning disabled adolescents. (ii) To study the effect of conflict resolution on social competence in learning disabled adolescents. (iii) To examine the international effect of social problem – solving skills and conflict resolution on social competence in learning disabled adolescents. The sample of the study was 200 students from which 50 (25 boys and 25 girls) learning disabled adolescents were selected as a final sample for the study. Self – constructed tool of social problem solving skills and conflict resolution, self constructed questionnaire were used. The findings show that social problem solving skills and conflict resolution are significantly related to criterion variable i.e. social competence. The nature and extent of relationship of each independent variable to social competence can be discussed as under: (i) the value of co- efficient of correlation is 0.60 for social competence and social problem solving skill score, and 0.69 for social competence and conflict resolution was found to be significant at 0.01 levels. The positive moderate correlation reveals that social competence and social problem solving skills depend on each other. It indicates that an increase in the value of conflict resolution also increases the level of social competence. The value of coefficient of multiple determinations being 0.4761
indicates that there is 47.61% common variance among the predictive variables and criterion variable. The separate variance of social problem solving skills and conflict resolution in social competence is 36% and 47.61% respectively.

It can be concluded that social problem solving skills and conflict resolution turn out to be strong predictors of social competence. It means that the LD adolescents who have good social problem solving skills can resolve their conflict in an effective manner and LD adolescents who have the ability to resolve their conflicts in a healthy manner can solve their social and individual problems.

- **Tiga and Vashishtha (2010)** examined the study on social competence as a determinant of self – concept and social anxiety of learning disabled and non learning disabled adolescents. The objectives of the study are: (i) to study the social competence of learning disabled and non learning disabled adolescents. (ii) to study the self concept of learning disabled and non learning disabled adolescents. (iii) to study the social anxiety of learning disabled and non learning adolescents. (iv) to study the international effect of self- concept and social anxiety on social competence of learning disabled and non learning disabled adolescents. Fifty learning disabled adolescents were identified through self made questionnaire and selected from class IX and X from the selected schools of Agra city.

The findings show that: (i) the CR value of social competence scores of LDA and NLDA groups was found 9.4. CR which is significant at 0.01 level shows that there is significant differences between social competence of leaning disabled adolescents and non learning disabled students. (ii) CR value of self concept score obtained in two groups i.e. LDA and NLDA groups was found to be 11.4 which was significant at 0.01 level showing that and non learning disabled adolescents. (iii) CR value of social anxiety scores of LDA and NLDA groups was found 11.0 which show that there was a significant difference between social anxiety of learning disabled and non learning disabled adolescents. (iv) the coefficients of multiple determination between the scores of social competence, self concept and social anxiety of learning disabled adolescents and non learning disabled adolescents were 0.8 (positive very high correlation) and 0.5 (positive moderate correlation) respectively. These values show significant relationship between self-concept and
social anxiety with social competence of learning disabled and non learning disabled students.

The conclusion of the study is that learning disabled group had low level of social competence in comparison to non learning disabled adolescents group. Learning disabled group had poor self concept in comparison to the non learning disabled adolescent group. Learning disabled adolescents group had higher level of social anxiety than the non learning disabled group. Social competence depends on self concept and social anxiety among the groups (learning disabled adolescents and non learning disabled adolescents). Self concept and social anxiety are highly correlated in learning disabled adolescents in comparison to non learning disabled adolescents.

- **Prasand and Vashishtha (2011)** conducted study on social anxiety as determinant of self concept and self efficacy of dyslexic children and non dyslexic children. The objectives of the study are: (i) to study the self concept of dyslexic and non dyslexic. (ii) to study the self efficacy of dyslexic and non dyslexic children (iii) to study the social anxiety of dyslexic and non dyslexic children (iv) to study the international effect of self concept and self efficacy on social anxiety of dyslexic and non dyslexic children. The sample of 100 students of VIII class was selected in this study. Dyslexic children are identified using a self – constructed self concept questionnaire, Liebowitz social anxiety scale (1987) and the general self efficacy scale (GSE), (1993) by Mattias Jerusalem.

The results indicated that (i) dyslexic children group had low level of self-concept in comparison to non dyslexic children. (iii) dyslexic children group had poor self–efficiency in comparison the non–dyslexic children (iii) dyslexic children group had higher level of social anxiety than the non dyslexic children. (iv) social anxiety depends on self concept and self efficacy among the groups i.e. dyslexic children and non dyslexic children. (v) self concept and self efficacy is highly correlated in dyslexic children in comparison than non dyslexic children.

The conclusion of the study is that dyslexic children lead a different life than non dyslexic children. Special accommodations are necessary to provide an effective academic experience for these students by enhancing their social mixing and interrelations in order to raise their self concept and self efficacy. Within resource
classrooms dyslexic children work at their own pace and may be less likely to feel pressurized to do activities beyond their capabilities. They have disabilities of listening, writing, reading, speaking, mathematics reasoning, thinking, gross and fine motor skills, social, emotional domain and spelling and other disabilities therefore, they cannot adjust with their educational environment and it promotes most of the myths about dyslexic children and hence they are misunderstood as mentally retarded children. Like other children, those with disabilities have the legal right to education and should be encouraged for attending school for academic achievement and socialization.

- Tiga and Kapoor (2011) conducted a study on development of a package to enhance competence of learning disabled children. The objectives of the study are (i) to identify children with learning disability in regular schools. (ii) to identify competence among children with learning disability in regular schools. (iii) to design and develop a package for LD children in regular schools. (iv) to find the effectiveness of package in increasing competence among children with learning disability. The sample consisted of 23 learning disabled children from of 5th grade from two school affiliated to U.P. board. Tools were learning disabled identification scale (self constructed) and children’s competence scale (self constructed) were used.

Findings of the study are (i) 66 % of the total children have low competence, 30% children have normal competence and 4% children have high competence. (ii) Contents of the package were selected on the basis of needs of learning disabled children and contents of the package were effectively presented in the form of booklets and folders. (iii) After introducing the package, percentage of LD children in high competence categories increased by 4% to 21%, in normal competence categories % of LD children increased by 30% to 39% and in low competence categories % of LD children decreased by 60% to 43%. (iv) Mean value of pre score and post scores of competence of LD children was found to be 3.14 which is significant at 0.01 and shows that there is significant difference between pre and post scores of LD.

The result shows that learning disabled children have low level of competence in comparison to non LD children and they need special assistance to
enhance competence. It further reveals that effective package can enhance the competence of the learning disabled children.

- **Rani and Kapoor (2012)** conducted a study on development of teaching learning material for Home Science students with learning disabilities. The objectives of the study are: (i) to identify learning disabled students in secondary school (ii) to study the achievement of learning disabled in Home Science. (ii) to develop teaching learning material in Home Science for learning disabled students of secondary school (iv) to evaluate the efficacy of developed material in Home Science for learning disabled students of secondary school. Purposive sampling method was used for the selection of learning disabled children having Home Science in IX & X grade at secondary stage. The researcher selected 14 learning disabled students out of 300 on the basis of inclusion and exclusion criteria. A Self-Constructed tool was used for identifying the category of learning disabilities. A checklist prepared for teacher to identify the learning disabilities was used. A self made achievement test was used to the measure achievement of students. For the development of teaching learning material and video assisted instruction material based on program learning material principle were prepared On the basis of exclusion and inclusion criteria of tool 14 students were selected as sample (Students scoring below 50% on diagnostic test of learning disability and students scoring above 50% on learning problem checklist).

Very few students get score in between 1 to 14 marks and no students can get above score. It further reveals that these students have no more knowledge in Home Science and they have deficiency to receive information, remembering them and also difficulty in organizing the information therefore there are need to teaching strategy and teaching learning material used by the teacher in the classroom.

After administering the teaching learning material based on program learning, score of student in Home Science achievement test was increased in reference to pre and post test with 27 and 94 respectively. Mean value of pre score test is 1.92 which increased in post score with 6.71. The t-test value of pre score and post score of achievement of LD students in Home Science was found 5.5. T test value was found significant at 0.01 levels i.e. 3.01 and at 0.05 level i.e.2.16 which shows highly significant difference between Pre and Post score of achievement test of LD students.
in Home Science. The conclusion of the study was that learning disabled children need additional assistance to increase their academic achievement. Effective material based on program learning can increase the academic achievement of learning disabled students.

2.3.0 Overview of the Chapter

After reviewing the above related literature it is found that there were studies related to different method of teaching at middle school, writing and self monitoring strategies for eight graders, instructional intervention for writing and spelling performance, novel teaching method on mathematics, differential efficacy of verbal self instructional training on reflective and impulsive reading disabled, instructional methods for teaching spelling to elementary students with learning disabilities, service delivery ability of general education of middle school students, self monitoring instructions delivered to students by peers on the participation of students with severe learning disabilities, accomplishment of students with specific learning disabilities and language impairment, story mapping, infusion of remedial reading instruction, RCM model, social competence, classroom behaviour, teaching strategies, social skills interventions, individualized instruction education program, emotional competence, video models, psychological factors, algebraic literacy model in reference to learning disabilities conducted in abroad. On the other hand in Indian context, there were studies related to educational provision, inclusive education practices, competence and social anxiety, social remediation program peer tutoring mathematics skills, factor affecting learning disabilities in mathematics and science.

It is evident from the above mentioned studies that only a few studies have conducted with the help of instructional and teaching learning material in international perspective on learning disabilities although a number of studies in this area is either related with exploring various dimensional issues of learning disabilities expressing psycho-clinical investigation. In India, it is almost a virgin’s field of educational research where a very few studies are available on this topic. It may appear that as the apex bodies are now a day’s focusing attention on Inclusive Education, the researcher are taking initiative in this field which needs gross attention at secondary level.