APPENDICES
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CASE STUDY NO.

Subject was the only child of his parents. His birth case history was normal. His full scale IQ in pre-test was 95. He was of average intelligence. It showed readiness to master school curriculum. His verbal comprehension, factual knowledge, numerical ability and logical reasoning were just satisfactory.

Child was non-fluent in reading and was losing place while reading. He was extremely slow in writing and types of error he was committing were like reversals, repetitions of syllables and confusion in direction of slope. His verbal comprehension, word knowledge and associative thinking were limited.

His visual discrimination was poor in scanning words and to match them. He could not discriminate between two similar sounds satisfactorily. Visual sequential memory was adequately developed but auditory sequential memory was poor. He was also deficit in sound blending and his academic achievement in all subjects was poor.

He was given intervention through Multisensory Structured Linguistic Method and at the end of training period his IQ was recorded to be 102. His neuro-psychological abilities were adequately developed. His reading age and spelling age enhanced by 7 months and 5 months respectively. His performance in all academic subjets was increased by 18 percent. His oral reading and comprehension also developed adequately due to intervention provided to him.
CASE STUDY NO.2

Subject was the second child of his parents. His birth case history was normal except delayed by ten days. He was of average intelligence. His full scale IQ in pre-test was 106. There was difference of 7 points between his verbal IQ and performance IQ. As compared to his other verbal skills, his numerical reasoning ability was fairly developed.

Child was familiar with all common single letters but was uncertain with some blends while reading like 'sp', 'sk', 'st', 'str'. He was committing mistakes while writing. His spellings were not appropriate when given sound and letters were in wrong order like 'time' spelt 'tiem'. His verbal comprehension and concept formation were fairly developed.

His visual discrimination was not fairly developed. He could not determine whether the initial, medial or final sounds of two words were the same or different. His auditory and visual sequential memory were not adequately developed. His academic achievement was also poor.

He was given intervention through Multisensory Structured Linguistic Method and at the end of training period his full scale IQ enhanced by 6 points. Intervention resulted in the enhancement of his neuro-psychological abilities. His reading age was enhanced by 10 months and spelling age by 6 months. His academic achievement in all subjects was increased by 24 percent after the intervention period.
Subject was elder to her sister. Her birth case history was normal. Her full scale IQ in pre-test was 99 and was of average intelligence. Her numerical reasoning ability and spatial perception were well developed as compared to her other verbal skills. Her fairly good general scholastic aptitude showed readiness to master school curriculum, but child was facing typical difficulties in reading. She was reading very slowly and hesitantly. She was reading the text in the past although the text was in present tense. She ignored punctuation and often confused the sense of the text. She was very poor in writing. She was unable to write letters even when they were dictated by name. She inverted letters while writing 'n' as 'u', 'm' as 'w', 'p' as 'b'. Her verbal comprehension and word knowledge were not well developed as compared to her numerical reasoning ability. Her performance in sound discrimination was poor than visual discrimination. She could not recall the order of digits in sequence. She was not able to distinguish blended sounds adequately. She was not able to reproduce sequence of words from memory. Her academic achievement was very poor.

She was given intervention through Multisensory Structured Linguistic Method. At the end of intervention period her full scale IQ was enhanced by 6 points. Her visual and auditory sequential memory improved. Her visual discrimination and sound discrimination fairly developed after the training. She improved a lot in writing. Her reading age increased by 10 months and spelling age by 4 months. Her academic achievement was enhanced by 18 percent after intervention which was fairly good.
CASE STUDY NO.4

Subject was younger to his sister. His birth case history was normal. His full scale IQ was 115 in pre-test and was of above average intelligence. His performance scores showed more variation than his verbal scores. His numerical reasoning ability was well developed as compared to his other verbal skills. His spatial perception and foresight were well developed but he was facing problems in reading, spelling and writing.

He was not paying attention to what was going on in the class. He was least interested in reading. He was reading some words backwards like 'on' for 'no', saw for 'was', 'cap' for 'pac'. He was omitting small words like 'the', 'and', 'but', 'in'. He was confused about the sense of the text and ignored punctuation. He was unable to spell correct words when aiven sound. He used to add letters like 'what' as 'whar.t', 'could' as 'coulde', 'meat' as 'meate'.

His auditory sequential memory and visual sequential memory were very poor. He was not able to perform series of acts in the same order after seeing them demonstrated. He was not able to differentiate if the blended sounds were same or different. His academic achievement was satisfactory but not good.

He was given intervention through Multisensory Structured Linguistic Method. At the end of intervention period his full scale IQ was found to be increased by 6 points. His visual and auditory sequential memory were well developed after intervention. He improved in sound blending and sound discrimination. His reading age was enhanced by 9 months and spelling age by 6 months. He improved his academic achievement by 20 percent. His oral reading and comprehension also improved a lot of due to intervention.
Subject was younger to her brother. Her birth was not normal but caesarian and delayed by five days. Her full scale IQ in pre-test was 96 and was of average intelligence. Her numerical reasoning ability was less developed than her logical reasoning which was fairly developed. Her expressive language skills were not well developed but associative thinking and logical reasoning were well developed. She was dependent on others for a number of everyday activities in the class.

She read the context word by word very hesitantly. She misread consonants, either reversing them, or inverting them. She guessed wildly at words regardless of whether they make sense or not. She used to mispronounce the words. She was not able to comprehend the text. She was poor in writing and spelling. She couldn't write appropriate words when given the sound i.e., she wrote 'went' for 'let' and 'sit' for 'sing'. Her word knowledge was not well developed.

Her ability to discriminate words visually was poor. She could not distinguish one sound from another when it was blended. She was not able to reproduce the sequence of words from memory. She was unable to recall the words from her memory occasionally. Her academic achievement was very poor.

She was given intervention through Multisensory Structural Linguistic Method. At the end of intervention period, she gained 5 points in her full scale IQ post-test. She was now able to distinguish blended sounds very fairly. Her writing was also improved. Her sound blending, sound discrimination and visual discrimination were adequately developed in post-test. Her reading age was enhanced by 9 months and spelling age by 7 months. Her academic achievement also improved by 18 percent.
Subject 6

Sex: Male  
Grade: III  
CA at Pre-Test: 100 months  
CA at Post-Test: 106 months  
Attendance during the intervention period: 89 percent  

Subject was the second child of his parents. His birth case history was normal. His full scale IQ in pre-test was 100 and was of average intelligence. There was great variation between his performance IQ and verbal IQ and performance IQ exceeded by 20 points. It showed that his expressive language skills were not well developed. His associative thinking and logical reasoning were adequately developed. His reasoning ability was adequate in social situations but not in situations involving numbers.

His word knowledge was not well developed. He was very hesitant to read the text. He read the text in the past tense although the text was in present tense. He often confused the text. He was unable to write words although dictated by name. He omitted letters like 'which' as 'wich', 'could' as 'culd'. He was not able to put letters in right order occasionally. He never succeeded in managing capital letters at the beginning of a sentence or a full stop at the end.

His sound discrimination was not adequately developed in the pre-test, his visual discrimination and sound blending were also poor. He was not able to reproduce sequence of words from memory. His spatial perception was good but could not recall the order of digits in sequence. His academic achievement was satisfactory.

He was given intervention through Multisensory Structural Linguistic method. After intervention his full scale IQ was enhanced by 6 points. His sound discrimination, visual sequential memory and visual discrimination fairly improved due to intervention in post-test. His writing also improved. His reading age was enhanced by 11 months and spelling age by 8 months. His academic achievement also improved by 16 percent.
CASE STUDY NO.7

Subject 7

Sex: Male
Grade: II
CA at Pre-Test: 52 months
CA at Post-Test: 97 months
Attendance during the intervention period: 75 percent

Father’s Qualification & Occupation: B.Sc, Engg. Business
Mother’s Qualification & Occupation: B.A., House wife
Family Size: One sister
SES: Lower middle class

<table>
<thead>
<tr>
<th>VIQ</th>
<th>PIQ</th>
<th>PSIQ</th>
<th>ORAL READING</th>
<th>COMPREHENSION</th>
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<td>Post-Test</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>%</td>
<td>months</td>
</tr>
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</table>

Subject was younger to his sister. His birth was normal and his physical development was also normal. His full scale IQ in pre-test was 99 and was of average intelligence. His factual knowledge, numerical ability and logical reasoning were fairly developed than his verbal skills. His scholastic aptitude showed satisfactory natural endowment, but he was facing typical difficulties in reading, writing and spelling.

Child was non-fluent and very hesitant in reading. He was losing place while reading. He was extremely slow in writing. He was committing very typical mistakes in spellings like reversals of letters, repetition of syllables and confusion in direction of slop of letters. His reading comprehension, word knowledge and associative thinking was not adequately developed.

His visual discrimination was not well developed in scanning words to match them with right words. He could not discriminate sounds of the words satisfactorily. Visual and auditory sequential memory were also not fairly developed. He was deficit in sound blending. He ignored punctuation and fore shortened words like ‘spread’ as ‘sprd’, ‘remember’ as ‘rmembr’.

He was given intervention through Alphabetic Phonic method and at the end of training period his full scale IQ was enhanced by 2 points and his neuro-psychological abilities like visual discrimination, sound discrimination, auditory and visual sequential memory were satisfactorily developed. His reading age was enhanced by 9 months and spelling age by 3 months. His performance in all academic subjects was considerably increased by 13 percent. Intervention also resulted in improvement in oral reading and comprehension.
Subject 8

Sex: Female
Grade: II
CA at Pre-Test: 91 months
CA at Post-Test: 96 months
Attendance during the intervention period: 89 percent

Subject was the younger daughter of her parents. Her birth case history was normal. Her full scale IQ in pre-test was 102 and was of average intelligence. Her logical reasoning was better developed than her verbal skills. Her spatial perception and planning abilities were satisfactorily developed during the pre-test. She had limited factual knowledge but had a good ability to use it but she was not using it for making appropriate judgements.

Child was facing typical difficulties in reading. She was very slow and hesitant while reading aloud. She was missing the place while reading. She ignored punctuation and often confused the sense of the text. She was committing typical errors in spellings like reversals 'saw' for 'was' 'pat' for 'tap'. She was doing repetitions of syllables and confusion in direction of slop while writing. Her verbal comprehensions, word knowledge and associative thinking were not adequately developed.

Her visual discrimination was not adequately developed. She couldn’t discriminate the sounds of words. She was not able to reproduce the sequence of words from memory. She couldn’t reproduce the same sequence as shown to her a minute before. Her academic achievement was also poor.

She was given intervention through Alphabetic Phonic method. At the end of intervention period, she had gained 3 points in full scale IQ. Her visual and auditory sequential memory had shown satisfactory improvement. She also improved in comprehension. Her visual discrimination and sound blending abilities had been fairly developed due to intervention. She gained 10 months in reading age and 4 months in spelling age. Her academic achievement also improved by 12 percent after intervention period.
CASE STUDY NO.

Subject 9

<table>
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<th>Sex</th>
<th>Male</th>
<th>Father's Qualification &amp; Occupation</th>
<th>Master of Commerce, Business</th>
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<tr>
<td>Grade</td>
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<td>Mother's Qualification &amp; Occupation</td>
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<td>CA at Post-Test</td>
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<td>Attendance during the intervention period</td>
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</table>

Subject was the younger son of his parents. His birth case history was normal except delay of 4 days than the expected date of his birth. His full scale IQ in pre-test was 103 and was of average intelligence. His spatial perception and planning abilities were satisfactorily developed in the pre-test. He had limited word vocabulary. His verbal skills were not well developed.

He was not able to read aloud and was very hesitant. He was reading the context word by word and was putting stress on wrong syllables. He mostly added some words which did not appear in the text. He was reading some words backward: 'map' for 'map', 'was' for 'saw' 'on' for 'no'. He was not able to write appropriate letter when given sound. He was writing some letters reverse like 'p' for 'q', 'd' for 'b'. His comprehension, word knowledge and associative thinking were also not satisfactorily developed.

His visual discrimination was not adequate as he was not able to read words properly. He misread words of similar visual appearance regardless of meaning such as 'steal' for 'steed', 'would' for 'could'. His sound discrimination was very poor. He was not able to reproduce the same sequence of words or digit which were seen a minute before. He was facing difficulty in following verbal instructions if more than one were given at a time. His academic achievement was also poor.

He was given intervention through Alphabetic Phonic method. At the end of treatment period, his full scale IQ was enhanced by 4 points. His visual discrimination, sound discrimination and visual sequential memory were developed satisfactorily in post-test. He gained 6 months in reading and 3 months in spelling age. He improved in oral reading and comprehension and his academic achievement was enhanced by 15 percent after treatment period.
CASE STUDY NO.10

Subject was the elder son. His birth was not normal. He was born caesarean without any other serious complication. His full scale IQ in pre-test was 105 and was of average intelligence. His logical reasoning, spatial perception and planning abilities were satisfactorily developed than his verbal skills in the pre-test. His logical reasoning was better developed than his factual knowledge.

Child was facing typical difficulties in reading. He was very slow and hesitant in reading. He ignored punctuation and often confused the sense of the text. He omitted suffixes while reading, such as 'ed', 'ing', 's', 'es', 'ly'. He always confused short vowels. He misread initial consonants, either reversing them or inverting them. He was unable to copy accurately from the blackboard. He was not suffering from poor eyesight. He was unable to write words even when they were dictated by name. His writing was also not legible.

He was unable to determine whether blended sounds are the same or different. He was not able to recall the order of letters or digits. His presented auditory memory was also not effective, nor was his auditory sequential memory. He was not able to recall the order of digits in the post-test. He was not able to recall the order of letters in the pre-test. He was not able to determine whether blended sounds are the same or different.

He was given intervention through Alphabetic Phonic method. At the end of intervention, his full scale IQ was improved by 5 points. His reading age increased by 4 months and spelling age by 4 months. His sound discrimination, sound blending abilities and visual sequential memory developed satisfactorily. His auditory sequential memory also satisfactorily improved. His oral reading and comprehension were also enhanced.

His academic achievement was also enhanced by 13 percent after the intervention period.

### Table: Subject-wise Information

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<thead>
<tr>
<th>Subject</th>
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<th>Grade</th>
<th>CA at Pre-Test</th>
<th>CA at Post-Test</th>
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<td>10</td>
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<td>105 months</td>
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### Father's Qualification & Occupation
- M.A. Economics, Marketing Manager

### Mother's Qualification & Occupation
- M.A. Hindi, Housewife

### Family Size
- One brother

### SES
- Lower middle class

### Subject 10

- Name: [Redacted]
- Sex: Male
- Grade: III
- CA at Pre-Test: 100 months
- CA at Post-Test: 105 months
- Attendance during the intervention period: 100%
CASE STUDY NO.11

Subject 11

Sex: Male
Grade: III
CA at Pre-Test: 101 months
CA at Post-Test: 106 months
Attendance during the intervention period: 88 percent

Father's Qualification & Occupation: M.A., Business
Mother's Qualification & Occupation: M.A.B.Ed., Service
Family Size: Two
SES: Upper middle class

Subject was the only child of his parents. His birth case history was normal. His full scale IQ in pre-test was 100 and was of average intelligence. His numerical ability and logical reasoning were just satisfactory. His verbal comprehension, listening comprehension, factual knowledge and word knowledge were not adequately developed in the pre-test.

Child was slow and hesitant in reading. He was losing place while reading. He was extremely slow in writing and types of error in spelling he was committing were like reversals, repetitions of syllables and confusion in direction of slope. He was reading some words backward: 'dog' for 'god', 'mane' for 'name' etc. He was not able to write appropriate words when given sound. He was putting stress on wrong syllables. He omitted prefixes, particularly 'un', thus reading 'unpleasant' as 'pleasant'.

His visual discrimination and sound discrimination were not adequately developed in pre-test. He was not able to reproduce the same sequence of words which were seen a minute before. He was facing difficulty in the following verbal instructions if more than one were given at a time. He was not able to blend sounds like 'sn', 'th', 'ch' while reading. His academic achievement was also poor.

He was given intervention through Alphabetic Phonic method. At the end of treatment period, his full scale IQ was enhanced by 3 points. His sound discrimination, visual sequential memory and auditory sequential memory were developed satisfactorily in the post-test. His reading age was enhanced by 6 months and spelling age by 3 months. He improved in oral reading and comprehension satisfactorily. His academic achievement was enhanced by 13 percent in all subjects after the intervention period.
CASE STUDY NO. 12

Subject 12

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<table>
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<th>SA</th>
<th>SD</th>
<th>FM</th>
<th>VSM</th>
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<th>SB</th>
<th>TOTAL of all grades</th>
<th>ORAL READING</th>
<th>COMPREHENSION</th>
<th>TOTAL of all grades</th>
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Subject was the younger son of his parents. His birth case history was normal. His full scale IQ in pre-test was 101 and was of average intelligence. His expressive language skills were not developed adequately. He had difficulty in mental computation which was due to low concentration and attention. His reasoning ability was better developed than verbal language skills.

Child was not able to read clearly and was very slow and hesitant. He was putting stress on wrong syllables. He mostly ignored punctuation and often confused the sense of the text. He misread initial consonants, either reversing them or inverting them. He omitted suffixes while reading such as 'ing', 'ed' and 's'. He was unable to write words even when they were dictated by name. His factual knowledge was also very poor. His comprehension and word knowledge were also not adequately developed during the pre-test.

His sound discrimination was satisfactorily developed than visual discrimination. He was unable to reproduce the sequence of the words from memory. He was not able to reproduce the same sequence as heard a minute before. His academic achievement was satisfactory in the pre-test.

He was given intervention through Alphabetic Phonic method. At the end of intervention period, his full scale IQ was enhanced by 3 points. His visual and sound discrimination abilities were developed adequately. His sound blending ability was also fairly developed. He was able to recall number and letters from memory in post-test. His reading age was enhanced by 7 months and spelling age by 4 months in the post-test. He also improved in oral reading and comprehension in post-test. His academic achievement was also increased by 15 percent in all subjects after the intervention period.
CASE STUDY NO.13

Subject was the youngest son of his parents. His birth was delayed by 5 days than his expected date. There was no complication during his birth. His full scale IQ in pre-test was 97 and was of average intelligence. His logical reasoning and numerical abilities were better developed than his verbal skills in the pre-test. He had limited tactual knowledge but had a good ability to use it. His spatial perception and planning abilities were not developed satisfactorily.

He was facing typical difficulties in reading. He was very slow and hesitant while reading the text. He was losing the place and oftenly confused the sense of the text. He was committing typical errors in writing, spellings like reversals 'own' for 'now', 'was' for 'saw' etc. He was also confused in direction of slope while writing. He ignored punctuation while writing and even while reading. His verbal comprehension and word knowledge were poor in the pre-test. He was not able to determine whether blended sounds are same or different. His visual discrimination and sound discrimination were not adequately developed. He was facing difficulty in following verbal instructions if more than one were given at a time. He was not able to reproduce same sequence as seen or heard a minute before. His academic achievement was also poor in the pre-test.

He was given intervention through Behaviour Modification method. He was given reinforcement, whenever needed. His full scale IQ was enhanced by 4 points. His reading age was increased by 10 months and spelling age by 5 months in the post-test. His sound blending, sound discrimination abilities and visual and auditory sequential memory were also improved considerably. His reading and comprehension improved fairly in the post-test. His overall academic achievement was enhanced by 11 percent after intervention period.
CASE STUDY NO. 14

Subject was elder to his sister. His birth case history was normal. His full scale IQ in pre-test was 103 and was of average intelligence. His logical reasoning was developed satisfactorily. His spatial perception and planning abilities were better developed than his verbal skills. He had limited factual knowledge. He was not able to make appropriate judgements.

He was very slow and hesitant in reading. He ignored punctuation and often confused the sense of the text. He was missing the place while reading. He added some words which did not appear in the text. He was writing some letters reverse like 'b' for 'd', 'm' for 'w'. His word knowledge and comprehension were not developed adequately. His associative thinking was limited and was not able to plan his work.

His visual discrimination was not satisfactorily developed. He misread words of similar visual appearance regardless of meaning such as 'help' for 'held'. He was not able to reproduce words or digits which were seen a minute before. His sound discrimination was very poor. He was also facing difficulty in following verbal instructions if more than one were given at a time. His academic achievement was very poor. He was also facing difficulty in following verbal instructions if more than one were given at a time. His academic achievement was very poor.

He was given intervention through Behaviour Modification method. At the end of intervention period, his full scale IQ was enhanced by 5 points. His sound discrimination, visual and auditory sequential memory were developed more than visual discrimination in the post-test. His reading age was enhanced by 10 months and spelling age by 6 months. Improvement was also observed in reading and comprehension. His academic achievement increased by 14 percent in all subjects due to intervention.
CASE STUDY NO.15

He was the only son of his parents. His birth was caesarean and afterwards there was no other complication. His full scale IQ was 106 in pre-test and was of average intelligence. His spatial perception and planning abilities were satisfactorily developed in the pre-test. He had limited word vocabulary. His verbal skills were not fully developed and his factual knowledge was limited.

He was unable to read aloud and was very slow and hesitant in reading. He was reading the context word by word and putting stress on wrong syllables. He mostly added some words which did not appear in the text. He was reading some words backward like 'no' for 'on' 'saw' for 'was' etc. He was not able to write appropriate words when given sound. He was writing some letters reverse also 'p' for 'q' and 'b' for 'd'. His listening comprehension and word knowledge were not satisfactory.

His visual discrimination was not adequately developed as he was not able to read words properly. He misread words of similar visual appearance regardless of meaning such as 'hard' for 'half'. He was not able to reproduce the same sequence of words which was heard a minute before. He was also facing difficulty in following verbal instructions if more than one were given at a time. His academic achievement was satisfactory.

He was given intervention through Behaviour Modification method. At the end of treatment period, his full scale IQ was enhanced by 7 points. His sound discrimination and visual discrimination were improved. Auditory sequential memory was also developed and now he was able to discriminate sounds of words. His reading age was enhanced by 9 months and spelling age by 5 months. His oral reading and comprehension were well developed in the post-test. His academic achievement was also improved by 12 percent due to intervention.

<table>
<thead>
<tr>
<th>Subject 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
</tr>
<tr>
<td><strong>Grade</strong></td>
</tr>
<tr>
<td><strong>CA at Pre-Test</strong></td>
</tr>
<tr>
<td><strong>CA at Post-Test</strong></td>
</tr>
<tr>
<td><strong>Attendance during the intervention period</strong></td>
</tr>
</tbody>
</table>

| **Father's Qualification & Occupation** | M.B.B.S, Private Practice |
| **Mother's Qualification & Occupation** | M.A. B.Ed. Service |
| **Family Size** | Only son |
| **SES** | Upper middle class |

<table>
<thead>
<tr>
<th><strong>ORAL READING</strong></th>
<th></th>
<th><strong>COMPREHENSION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total of all grades</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VIQ PIQ FSIQ RA SA VD SD FM VSM ASM SS</strong></td>
<td><strong>TOTAL</strong></td>
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</tr>
<tr>
<td><strong>in mon-</strong></td>
<td><strong>in mon-</strong></td>
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<tr>
<td><strong>the the</strong></td>
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</tr>
<tr>
<td><strong>Pre-Test</strong></td>
<td>106 110 106 76 67 2.0 4.0 3.0 2.0 1.0 3.0 75 54 18 09 09 03</td>
<td>168 70 50 40 20 10 00 00 190 19</td>
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<td>90 20 30 20 10 30 10 10 130 12</td>
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</tbody>
</table>
Subject 16

Sex: Male

Grade at Pre-Test: III

CA at Pre-Test: 100 months

CA at Post-Test: 105 months

Attendance during the intervention period: 87 percent

Father's Qualification & Occupation: M.A., Business

Mother's Qualification & Occupation: B.A. B.Ed. Service

Family Size: one sister

SES: Upper middle class

Subject was younger to his sister. His birth case history was normal. His full scale IQ in pre-test was 99 and was of average intelligence. His numerical ability and logical reasoning were just satisfactory. His spatial perception and planning abilities were satisfactorily developed in the pre-test. His word knowledge was limited and verbal skills were not adequately developed.

He was very hesitant and slow in reading the texts. He was losing place while reading. He was putting stress on wrong syllables. He was very slow in writing also. The types of error in spellings he was committing were like reversals, repetitions of syllables and confusion in direction of slp. He was not able to write appropriate words when given sound. He omitted prefixes, particularly 'in', 'un' thus reading 'incorrect' as 'correct'. His could not comprehend the text and his word knowledge was also limited. He was not planned in his work.

His visual discrimination and sound discrimination were not adequately developed in the pre-test. He was facing difficulty in following verbal instructions if more than one were given at a time. His sound blending ability was also not adequately developed as he could not differentiate between the sound of 's' and 'sh'. He was not able to reproduce the same sequence of words which were heard a minute before. His achievement was also not satisfactory in all subjects during the pre-test.

He was given intervention through Behaviour Modification Method. At the end of treatment period, his full scale IQ was enhanced by 6 points. His visual discrimination was better developed than sound discrimination in post-test. He improved a lot in writing. His visual and auditory sequential memory were developed satisfactorily. His reading age was enhanced by 11 months and spelling age by 5 months. His academic achievement was increased by 20 percent after intervention period.
Subject was had one younger brother. Her birth case history was normal. Her full scale IQ in pre-test was 105 and was of average intelligence. Her logical reasoning and numerical ability were adequately developed. Her spatial perception and planning abilities were satisfactorily developed in the pre-test. Her expressive language skills were not adequately developed. Her foresight and visual motor co-ordination were well developed in the pre-test.

She was very slow and did not want to read the text. She was reading word by word, with little change of intonation - rather like a computerized voice. She mispronounced words, although they were within her vocabulary and could be spoken without any trouble. She ignored punctuation, thus often confused the sense of the text. She inverted letters while writing like 'n' as 'u', 'mr' as 'w', 't' as 'f'. Her verbal comprehension and word knowledge were poor in the pre-test.

His visual discrimination and visual sequential memory were satisfactorily developed but she was not able to discriminate between different sounds of words. She was not able to reproduce the same sequence of words which were seen a minute before. She was facing difficulty in following verbal instructions if more than one were given at once. Her academic achievement was just satisfactory in all other subjects.

She was given intervention through Behaviour Modification method. At the end of the intervention period, her full scale IQ was enhanced by 4 points. Her neuropsychological abilities were also fairly developed in post-test. Her reading age was enhanced by 6 months and spelling age by 4 months. Her academic achievement also improved by 22 percent after intervention period.
**CASE STUDY NO.18**

Subject 18

<table>
<thead>
<tr>
<th>Sex</th>
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<tbody>
<tr>
<td>Grade</td>
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</tr>
<tr>
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</tr>
<tr>
<td>CA at Post-Test</td>
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<td>79 percent</td>
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<th>FM</th>
<th>VSM</th>
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<th>SS</th>
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<th>ORAL READING</th>
<th>COMPREHENSION</th>
<th>TOTAL A. Ach of all grades</th>
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<tr>
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<td>104</td>
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<td>3.5</td>
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<td>09</td>
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</table>

Subject was the younger son of his parents. His birth case history was normal. His full scale IQ in pre-test was 100 and was of average intelligence. His logical reasoning and numerical abilities were adequately developed. His spatial perception and planning abilities were satisfactory in the pre-test. His verbal expression and word knowledge were limited.

He was very hesitant and slow while reading the text. He was putting stress on wrong syllables. He was losing place while reading. He ignored punctuation, thus, often confused the sense of the text. He omitted suffixes, particularly 'ed', 'ing' thus, reading 'playing' as 'play' 'showed' as 'show'. His writing was also poor. He confused the syllables while writing and was confused in direction of slope. He was disorganised in his work. He was unable to copy from blackboard.

His visual discrimination was developed satisfactorily. But he was not able to reproduce the same sequence of words which were seen a minute before. Sounds of 'ch', 'chh', 't' and 'th' were not differentiated properly by him. He was facing difficulty in following verbal instructions. His percentage of academic achievement was very poor in all the subjects. He was very inattentive in the class.

He was given intervention through Behaviour Modification method. At the end of intervention period, his full scale IQ was enhanced by 4 points. His reading age was increased by 7 months and spelling age by 3 months. His visual discrimination, sound discrimination, auditory and visual sequential memory improved due to intervention provided to him. His academic achievement in all subjects also improved by 21 percent after intervention.
Subject 19

Sex: Female  
Grade: II  
CA at Pre-Test: 89 months  
CA at Post-Test: 94 months  
Attendance during the intervention period: 95 percent  

Father's Qualification & Occupation: Master of Commerce, Service  
Mother's Qualification & Occupation: B.A., House wife  
SES: one sister  
Family Size: Lower middle class  

ORAL READING

<table>
<thead>
<tr>
<th>VIQ</th>
<th>PIQ</th>
<th>FSIQ</th>
<th>RA</th>
<th>SA</th>
<th>VD</th>
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<th>A.Ach</th>
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</table>

<table>
<thead>
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<th>CASE</th>
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</thead>
</table>

Subject 19

Sex: Female  
Grade: II  
CA at Pre-Test: 89 months  
CA at Post-Test: 94 months  
Attendance during the intervention period: 95 percent  

Father's Qualification & Occupation: Master of Commerce, Service  
Mother's Qualification & Occupation: B.A., House wife  
SES: one sister  
Family Size: Lower middle class  

Study was elder to her sister. She born caesarean but afterwards everything was normal. Her full scale IQ was 103 and was of average intelligence. Her numerical ability and logical reasoning were developed adequately. Her spatial perception and planning abilities were just satisfactory. Her visual motor coordination was well developed. Her word knowledge and verbal skills were not developed adequately.

She was very slow and hesitant in reading. She was losing place while reading. She ignored punctuation, thus often confused the sense of the text while reading. She emitted suffixes particularly 'ing' and 'ed', thus reading 'singing' as 'sing' and 'obeyed' as 'obey'. She confused the letters while writing like 'b' as 'd' and 'm' as 'w'. She was unable to copy from the blackboard and always missed her home-work. Her reading comprehension was poor in pre-test.

Her sound discrimination and visual discrimination were not adequately developed in the pre-test. She was also not able to reproduce the same sequence of words or digits which were heard a minute before. She was unable to follow verbal instructions if more than one were given at a time. She was unable to differentiate between the sounds of 'sh' and 's', 'ch' and 'chh', 'th' and 't'. Her academic achievement was just satisfactory.

She was given intervention through Eclectic method. Her full scale IQ was enhanced by 6 points. She improved in visual discrimination. Her sound blending ability, visual sequence memory and auditory sequence memory developed adequately due to intervention. Her reading age was enhanced by 8 months and spelling age by 6 months. Her academic achievement in other subjects was increased by 29 percent after intervention period.
Subject 20

Sex: Male
Grade: II
CA at Pre-Test: 91 months
CA at Post-Test: 96 months
Attendance during the intervention period: 90 percent

CASE STUDY NO.20

Age was enhanced by 10 months and spelling age by 8 months. His visual discrimination, sound discrimination, visual auditory sequential memory improved considerably. His academic achievement was also enhanced by 28 percent after intervention period.

Subject was eldest son of his parents. He had one sister. His birth case history was normal. His full scale IQ in pre-test was 105 and was of average intelligence. His spatial perception and planning abilities were fairly developed in the pre-test. His logical reasoning and numerical abilities were developed adequately. His verbal expression and word knowledge were just satisfactory in the pre-test.

He was reading the text word by word and following it with his finger. He was putting stress on wrong syllables. He was reading some words backwards as 'was' as 'saw', 'on' as 'no'. He also ignored punctuation while reading and often confused the sense of the text. He was confused about the slop of syllables while reading. He inverted letters while writing as 'm' as 'w' 'p' as 'q', 'u' as 'n'. He spelled words, as the sound like 'could' as 'cord', 'boat' as 'bot'. His comprehension was also poor.

His visual discrimination and sound discrimination abilities were not developed adequately in pre-test. He was not able to determine whether the blended sounds were the same or different. He misread words of similar visual appearance regardless of meaning such as 'through' as 'though'. He was also facing difficulty in following verbal instructions. His academic achievement was not satisfactory.

He was given intervention through Eclectic method. His full scale IQ was enhanced by 8 points in post-test. His reading age was enhanced by 10 months and spelling age by 8 months. His visual discrimination, sound discrimination, visual and auditory sequential memory improved considerably. His academic achievement was also enhanced by 28 percent after intervention period.
CASE STUDY NO.21

Subject 21

Sex: Male
Grade: II
CA at Pre-Test: 93 months
CA at Post-Test: 98 months
Attendance during the intervention period: 92 percent

Father's Qualification & Occupation: Master of Commerce, Business
Mother's Qualification & Occupation: B.Sc. Home Science, Housewife
Family Size: one son
SES: Upper middle class

<table>
<thead>
<tr>
<th>ORAL READING</th>
<th>COMPREHENSION</th>
</tr>
</thead>
</table>
| VIQ PSQ FSIQ RA SA VD SD PW VM ASH SS in in in mon- mon- mon-

ths the the

<table>
<thead>
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<tr>
<td>LG UG LG II LG III LG II LG III LG II LG III</td>
</tr>
<tr>
<td>Fri LG I LG II LG III</td>
</tr>
<tr>
<td>UG I UG II UG III</td>
</tr>
<tr>
<td>UG I UG II UG III</td>
</tr>
<tr>
<td>UG I UG II UG III</td>
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<td>A.Ach of all grades</td>
</tr>
</tbody>
</table>

Pre-Test 097 101 099 72 66 2.0 2.0 3.0 3.5 1.0 1.0 63 45 12 09 03 03 135 50 40 30 20 10 10 10 170 18

Post-Test 105 109 107 81 72 7.0 6.0 7.0 7.5 5.0 5.0 93 63 33 27 18 12 246 90 60 50 50 20 30 30 330 40

Gain 08 08 08 09 06 5.0 4.0 4.0 4.0 4.0 4.0 10 18 21 18 15 09 111 40 20 20 30 10 20 20 160 22

Subject was the only child of his parents. His birth case history was normal. His full scale IQ in pre-test was 99 and was of average intelligence. It showed readiness to master school curriculum. His numerical ability and logical reasoning were better developed than his verbal skills. His comprehension and word knowledge and factual knowledge were very limited.

Child was losing place while reading and was non fluent in reading the text. He was familiar with all common single letters but was uncertain with some blends while reading like 'sh', 'ch', 'gr' 'sh'. His spellings were not appropriate when given sound and he was putting letters in wrong order like 'could' as 'cloud', 'time' as 'tien'. His writing was also very poor and couldn't copy from blackboard properly.

His visual discrimination and sound discrimination were not fairly developed. He could not determine if the initial, medial or final sounds of two words were same or different. He was not able to reproduce the sequence of words from his memory. His academic achievement was also very poor.

He was provided intervention through Eclectic method. At the end of the intervention programme gain of 8 points was recorded in full scale IQ. His visual discrimination, visual sequential memory, oral reading and comprehension showed marked improvement. His reading age increased by 9 months and spelling age by 6 months. His academic achievement also improved by 22 percent.
CASE STUDY NO.22

Subject was the only son of his parents. His birth case history was normal. His full scale IQ in pre-test was 105 and was of average intelligence. His associative thinking and logical reasoning were adequately developed. His reasoning ability was adequate in social situations but not in situations involving numbers. His spatial perception was better developed than his expressive language skills.

He was confused and hesitant while reading the text. He read the text in the past tense although the text was in present tense. He omitted letters while writing like 'could' as 'coud', 'showed' as 'sowed', 'played' as 'plaed'. He was not able to write words although dictated by name. He never succeeded in managing capital letters at the beginning of a sentence or a full stop at the end.

His visual discrimination and sound discrimination abilities were well developed in the pre-test. He was unable to reproduce the same sequence of words or digits from the memory which were seen a minute before. He was unable to follow instructions if more than one were given at a time. His academic achievement was also not satisfactory in the pre-test.

He was given intervention through Eclectic method. At the end of the intervention, gain of 8 points was recorded in the full scale IQ. His visual sequential memory, sound discrimination, visual sequential memory and sound blending, all showed adequate improvement. Intervention also resulted in enhancement of 10 months in reading age and 9 months in the spelling age. His comprehension and oral reading also improved significantly. His academic achievement also showed 27 percent increase.
CASE STUDY NO. 23

Subject 23

Sex: Male
Father's Qualification & Occupation: M.A., Service
Grade: III
Mother's Qualification & Occupation: Matric, J.B.T. Teacher
CA at Pre-Test: 103 months
Family Size: One sister
CA at Post-Test: 108 months
SES: Lower middle class
Attendance during the intervention period: 88 percent

Oral Reading

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<th>PFQ</th>
<th>FSQ</th>
<th>S</th>
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<tr>
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Comprehension

<table>
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<tr>
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<tbody>
<tr>
<td>of all</td>
<td>grades</td>
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<tr>
<td>210</td>
<td>29</td>
</tr>
</tbody>
</table>

Subject was younger to his sister. His birth case history was normal, only delay of five days than his expected date of birth. His full scale IQ in pre-test was 100 and was of average intelligence. His numerical ability and logical reasoning were fairly developed than his verbal skills. His factual knowledge and associative thinking were adequately developed.

He was losing place while reading. Child was very hesitant and non-fluent in reading the context. He committed very typical mistakes in spellings like reversal of letters, repetition of syllables and confusion in direction of slop of letters. He ignored punctuation while reading and confused the sense of the text. His word knowledge and associative thinking were not adequately developed during the baseline period.

He was unable to discriminate sounds of the words satisfactorily. His visual discrimination was not well developed in scanning words to match them with right words. He fore shortened words while writing like 'school' as 'scol', 'chair' as 'hare' and 'spread' as 'sprd'. His visual and auditory sequential memory were also not well developed before the intervention period. His academic achievement was also poor.

He was given intervention through Eclectic method. Increase of 7 points was recorded in his full scale IQ. His writing, visual and auditory sequential memory showed satisfactory improvement. Sound blending, sound discrimination abilities, comprehension and oral reading also increased significantly. His reading and spelling age increased by 11 months and 8 months respectively. His academic achievement improved markedly i.e., 18 percent increase was recorded in his academic achievement at the end of intervention period.
Subject 24

Sex: Male
Grade: III
CA at Pre-Test: 102 months
CA at Post-Test: 107 months
Attendance during the intervention period: 93 percent

Father's Qualification & Occupation: Master of Commerce, Service
Mother's Qualification & Occupation: B.Sc., Housewife
Family Size: SES
SES: Lower middle class

ORAL READING

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<th>PIQ</th>
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COMPREHENSION

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<th>SA</th>
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<th>SD</th>
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<td>100</td>
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Subject has one younger sister. He was born cesarean but no other complications were there after birth. His full scale IQ before training was 97 and was of average intelligence. His associative thinking and logical reasoning were fairly developed. His reasoning ability was adequate in social situations but not in situations involving numbers. His expressive language skills were not adequately developed when his base line was recorded.

He was non fluent and hesitant in reading. He was reading the text in the past tense although the text was in present tense. He was not able to put letters in right order while writing like 'singing' as 'sinnig', 'school' as 'soochl'. He was unable to write his name properly. He never succeeded in managing capital letters at the beginning of a sentence or full stop at the end. He guessed wildly at words regardless of whether they make sense or not.

His ability to discriminate the words visually was poor. He was unable to distinguish one sound from another when it was blended. He was not able to reproduce the sequence of words or digits from memory. He was unable to follow instructions when given more than one at a time. He was not able to perform series of acts in the same order after seeing them demonstrated. His academic achievement was satisfactory.

He was given intervention through Eclectic method. At the end of training his full scale IQ found to be increased by 7 points. His visual discrimination, visual sequential memory and auditory sequential memory reached upto normal level. His reading and spelling age increased by 9 months and 7 months respectively. His oral reading and comprehension fairly improved. His academic achievement was also enhanced by 20 percent after the intervention.
Subject was the only son of his parents. He was born caesarean and under weight but afterwards there were no complications. His full scale IQ in pre-test was 110. His numerical reasoning ability and spatial perception were well developed as compared to his other verbal skills. His fairly good general scholastic aptitude showed readiness to master school curriculum, but child was facing typical difficulties in reading, spellings and writing.

He was very hesitant while reading. He was reading the text in the past tense although the text was in present tense. He ignored punctuation and often confused the sense of the text. He was unable to write letters even when they were dictated by name. He inverted letters writing 'm' as 'w' 'b' as 'd', 'u' as 'n'. His reading comprehension and word knowledge were not well developed as compared to his numerical reasoning ability.

His visual discrimination and sound discrimination abilities were not well developed when pre-test was given to him. He was not able to recall the order of digits in sequence. He was not able to reproduce sequence of words from memory which was shown to him a minute before. His academic achievement was also poor.

He was given no intervention during treatment period. At the end of treatment period his full scale IQ was same as in pre-test. His visual sequential memory and auditory sequential memory did not enhance. His comprehension, writing and reading scores were same as in pre-test. His spelling age was decreased by 2 months in post-test. His academic achievement was enhanced by 2 percent in post-test.
Subject was elder son of his parents. His birth case history was normal. His full scale IQ in pre-test was 97 and was of average intelligence. His local reasoning was satisfactorily developed than his verbal skills. His spatial perception and planning abilities were fairly developed in the pre-test. He had limited factual knowledge but had good ability to use it, but he was not using it for making appropriate judgements.

He was facing typical difficulties in reading. He was very hesitant and slow while reading aloud. He was committing typical errors in spellings like reversals, as 'was' for 'saw' and was writing letters in the wrong order like 'time' spelt 'tiem', 'bright' spelt 'briet'. He used bizarre spellings like 'did' spelt 'dodi' 'school' spelt 'shchlee'. His comprehension, word knowledge and associative thinking were not adequately developed.

His visual discrimination was fairly developed than his sound discrimination. He was not able to reproduce the sequence of words from memory. He could not reproduce the same sequence as seen a minute before. He was unable to follow instructions if more than one are given at a time. His academic achievement was not satisfactory.

He was not given any intervention. At the end of intervention period, he was able to gain his reading and spelling age by one month in each. In other skills he was not able to gain significantly as his other age-mates. His academic achievement in all subjects was enhanced by one percent only.
Subject 27

Sex: Male
Grade: II
CA at Pre-Test: 90 months
CA at Post-Test: 95 months
Attendance during the intervention period: No intervention

CASE STUDY NO. 27

Subject was the only son of his parents. His birth case history was normal except delay of 6 days than the expected date of his birth. His full scale IQ in pre-test was 105 and was of average intelligence. His spatial perception and planning abilities were satisfactorily developed than his verbal skills. He had limited word knowledge and limited vocabulary. He was facing typical difficulties in reading.

He was not able to read aloud and was very hesitant and slow in reading. He was reading the context word by word and was putting stress on wrong syllables. He mostly added some words in text, which did not appear in the text. He was writing some words backward like 'saw' for 'was', 'no' for 'on'. His comprehension and associative thinking were not satisfactorily developed.

His sound discrimination ability was not adequately developed. He was unable to recall the same sequence of words or digits which were shown to him a minute before. He misread words of similar visual appearance regardless of meaning such as 'glass' for 'class' and 'chair' for 'pair'. He was also facing difficulties in following verbal instructions if more than one were given at a time. His academic achievement was satisfactory.

He was provided with no intervention. In the post-test he was unable to score in reading and his spellings deteriorated. His writing did not improve. His academic achievement in all subjects improved by one percent. His reading and writing did not improve.
Sex: Male
Grade: III
CA at Pre-Test: 103 months
CA at Post-Test: 108 months
Attendance during the intervention period: No intervention

Subject was the youngest son of his parents. His birth case history was normal. His full scale IQ in pre-test was 100 and was of average intelligence. His logical reasoning was better developed than his factual knowledge. His spatial perception and planning abilities were fairly developed in the pre-test but he was not using it properly. His comprehension and word knowledge were limited.

Child was facing typical difficulties in reading. He was hesitant and very slow in reading. He omitted suffixes while reading such as 'ing', 'es', 'ed' and 's'. He always confused short vowels while reading. He ignored punctuation and often confused the sense of the text. He was unable to write words even when they were dictated by name. His writing was very poor. He was unable to copy accurately from the black board and he was not suffering from poor eye sight.

He was not able to recall the order of letters or digits presented auditorily. He was unable to follow verbal instructions if more than one were given at a time. He was unable to distinguish whether the blended sounds were the same or different. His academic achievement was also very poor.

He was not given any treatment. At the end of intervention period, his full scale IQ was same as in pre-test. His reading and spelling age decreased by one month. His oral reading and comprehension did not improve in the post-test. His academic achievement in all other subjects improved by one percent which was not satisfactory. His overall attempt was very poor in post-test.
Subject 29

Sex: Male  
Grade: III  
CA at Pre-Test: 104 months  
CA at Post-Test: 109 months  
Attendance during the intervention period: No intervention

Mother's Qualification & Occupation: B.Sc., Housewife  
Family Size: One sister  
SES: Upper middle class

### ORAL READING

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### COMPREHENSION

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Subject was the second child of his parents. His birth history was normal but delayed by ten days than his expected date of birth. His full scale IQ in pre-test was 105 and was of average intelligence. His reasoning ability was fairly developed than verbal language skills. He had limited factual knowledge but had good ability to use it but he was not making appropriate judgements.

Child was very slow and hesitant while reading aloud. He was missing the place while reading. He ignored punctuation and often confused the sense of the text. He missed initial consonants, either reversing them or inverting them. He was also confused in direction of slot while writing. He was committing typical mistakes in spellings and was unable to write appropriate words when given sound. His listening comprehension and word knowledge were poor in the pre-test.

He was not able to distinguish if blended sounds are same or different. His visual discrimination and sound discrimination were not fairly developed in the pre-test. He was not able to reproduce the same sequence of words from his memory which he had heard or seen a minute before. His academic achievement in all other subjects was also not satisfactory.

He was not given any intervention. At the end of treatment period there was no improvement in his full scale IQ and spellings. His reading age enhanced by one month only. Comprehension and oral reading were found same as in pre-test. His academic achievement also lowered down by 2 percent in the post-test.
Subject 30

Sex: Male
Grade: III
CA at Pre-Test: 96 months
CA at Post-Test: 101 months
Attendance during the intervention period: No intervention

Father's Qualification & Occupation: M.A., Business
Mother's Qualification & Occupation: M.A., B.Ed., Service
Family Size: One brother
SES: Upper middle class

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Subject was younger son of his parents. His birth case history was normal. His full scale IQ in pre-test was 90 and was of average intelligence. His numerical reasoning ability and spatial perception were well developed as compared to his other verbal skills. He had limited word knowledge and limited vocabulary. He was facing typical difficulties in reading.

He was unable to read aloud in the class. He was very hesitant while reading the text. He was reading the context word by word and was putting stress on wrong syllables. He mostly added some words in text, which did not appear in the text. He was reading some words backwards like 'was' as 'saw' 'on' for 'no'. He was writing some letters reverse like 'm' for 'w', 'u' for 'n' 'd' for 'b'. His comprehension and associative thinking were not satisfactory developed.

His visual discrimination ability was not adequately developed. He was unable to find out whether b:ended sounds are same or different. He was not able to recall the order of letters or digits presented auditorily. He felt difficulty in following verbal instructions if more than one instructions were given at a time. His academic achievement was not satisfactory in pre-test.

He was not provided any intervention. He was unable to gain any score in reading writing and spelling in the post-test. His neuropsychological abilities also did not enhance in the post-test. His over all academic achievement was enhanced by two percent. At the end of treatment period, his IQ was same as in pre-test.
TEACHER REFERRAL FORM

Dear Teacher,

This form is designed to obtain your perception of the nature of difficulties (if any) experienced by pupils in your class. This will help in probing of their special need/s for extra educational assistance for maximising their participation and success in the normal school programme.

Your assistance in this exercise is appreciated.

CONFIDENTIAL

Name ____________________ Age ____________________
Father's name ____________________ Mother's name ____________________
Father's Occupation ____________________ Mother's Occupation ____________________
School ____________________ Class ____________________
Section ____________________ Roll No. ____________________
Class Teacher ____________________ Date ____________________

REFERRED FOR

I. ACADEMIC DIFFICULTIES

1. Reading Difficulties -
   (i) Reads very slowly and hesitantly (Yes/No)
   (ii) Follows text with his finger (Yes/No)
   (iii) Reads twice or omits little words like 'the', 'and', 'but', 'to' 'in' (Yes/No)
   (iv) Reads letters in wrong orders as 'felt', 'left', 'reserve' 'reverse' (Yes/No)
   (v) Reads words backward as 'saw' for 'was' 'pam' for 'map', 'on' for 'no' (Yes/No)
   (vi) Substitute another word of similar meaning i.e. 'tree' for 'garden', 'sofa' for 'chair' (Yes/No)
   (vii) Constantly loses place, either missing out whole chunks or reading the same passage twice (Yes/No)
2. **Vocabulary Difficulties**

(i) Has difficulty expressing meaning through words (Yes/No)

(ii) Has difficulty in retaining vocabulary (Yes/No)

(iii) Has a limited vocabulary to build on sentences on reading experience (Yes/No)

3. **Spelling Difficulties**

(i) Spells words as they sound: 'sight' as 'site', 'time' as 'tien' (Yes/No)

(ii) Omits letters: 'which' as 'wich', 'string' as 'sint' (Yes/No)

(iii) Adds letters: 'could' as 'coulde', 'book' as 'booke' (Yes/No)

(iv) Reverse letters, writing 'b' as 'd', 'p' as 'q' (Yes/No)

(v) Uses bizarre spellings like: 'may' spelt 'mack', 'did' spelt 'don' (Yes/No)

(vi) Mirror writes letters and sometimes numbers: 'i' for 'y', '4' for '4' (Yes/No)

4. **Writing problems**

(i) Writes letters in the wrong order (Yes/No)

(ii) Difficulty in using appropriate spacing between letters (Yes/No)

(iii) Difficulty in using appropriate spacing between words (Yes/No)

(iv) Difficulty in writing appropriate letter when given the sound (Yes/No)

(v) Difficulty recalling appropriate procedures for capitalization, punctuation etc. (Yes/No)

(vi) Poor writing posture and paper position (Yes/No)

5. **Comprehension Problems**

(i) Difficulty in answering the questions that are answered in the passage (Yes/No)
(ii) Difficulty in selecting the appropriate meaning for a word or a phrase

(iii) Ignores punctuation, thus often confuses the sense of the text

(iv) Difficulty in selecting the main thoughts of the passage

II. Attention Problems

(i) Has short attention span

(ii) Poor concentration

(iii) Unable to concentrate on one task for a long time

(iv) Easily distracted by irrelevant stimuli

(v) Does not seem as alert as other classmates

(vi) Forgets previously learned words

III. Memory Problems

(i) Cannot recall names of common objects

(ii) Cannot recall what is read either silently or loudly

(iii) Cannot recall, what he was going to say while waiting for a pause in the middle of the conversation

(iv) Difficulty in memorising letters, words, word parts

(v) Experience visual memory problems

(vi) Experience auditory memory problems

IV. Motor Problems

(i) Poor fine motor and/or gross motor co-ordination

(ii) Bad at copying at the Black board

(iii) Generally clumsy or awkward

(iv) Poor writing and drawing performance

V. Language Problems

(i) Slow in learning to talk

(ii) Has difficulty in naming objects

(iii) Shows signs of stammering

(iv) Shows signs of stuttering

(v) Reverse syllables or letters in words

(vi) Experience difficulty organising words to form phrases, clauses or sentences which follow standard English Grammar

(Yes/No)
Social Problems
(i) Rejection by his age group (Yes/No)
(ii) Exhibits difficulty in making friends (Yes/No)
(iii) Adjust to a change with more difficulty than others (Yes/No)
(iv) Exhibits difficulty in participating in group discussions. (Yes/No)
(v) Refuses to play with other agemates but prefers to play alone (Yes/No)
(vi) Refuses to help other children (Yes/No)

Motivational Problems
(i) Exhibits low-self esteem (Yes/No)
(ii) Lacks motivation (Yes/No)
(iii) Regularly fails to complete work (Yes/No)

Emotional Problems
(i) Lacks self control (Yes/No)
(ii) Appears depressed (Yes/No)
(iii) Looks withdrawn (Yes/No)

Works Habits/Study Skills
(i) Finds it difficult to put things in right order (Yes/No)
(ii) Frequently confuses directions (Yes/No)
(iii) Late in deciding which hand to use (Yes/No)
(iv) Tends to organise work poorly, work slowly (Yes/No)
(v) Badly organised (Yes/No)
(vi) Poor attitude towards reading (Yes/No)
(vii) Avoids or does not do assigned work at home or school (Yes/No)
(viii) Does not listen when some one is speaking (Yes/No)
(ix) Delay in carrying out instructions or request (Yes/No)
(x) Dependent on adults in carrying out the daily routine (Yes/No)
(xi) Never finish his food in time (Yes/No)

nts of Teacher