



DYSLEXIA NEWS WORLDWIDE

Two Decades of Research on Learning Disabilities in India

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This paper describes a range of research studies relating to learning disabilities in India during the last two decades. Attention is called to the existence of many different languages within India. Standardized and teacher-made tools have been developed for assessment and remediation purposes. The paper ends by making some suggestions for further research.
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Keywords: dyslexia; India; learning disability; remediation

INTRODUCTION

The concept of learning disabilities is still new in many developing countries. However, India has a history of research in this area, primarily over the last two decades. Investigators from different disciplines have been involved, such as education, psychology, paediatrics, speech and hearing, and psychiatry.

Conducting studies of learning disabilities in India is not an easy task because of its multilingual and multicultural background. At present, there are 25 states and seven Union Territories (UT). Each state/UT has its own language and each language has many dialectical forms. There are 18 standard languages, each one of which has its own orthographic system (for details of Indian writing systems see Prakash and Malatesha Joshi, 1995). In fact, the states were formed on the basis of the main regional language spoken by the majority of the people within certain geographical boundaries. Each state/UT has its own regional language (the language spoken by the majority of its people) and its official language. For example, in South India there are four main states—Karnataka, Tamil Nadu, Andhra Pradesh and Kerala. The official languages of these states are Kannada, Tamil, Telugu and Malayalam, respectively. Sometimes the spoken language and the official language are one and the same and sometimes they may be different. In India the majority of the people speak Hindi, which means that Hindi is the national language. English, too, since it is an international language, is also

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Learning Disabilities Research Paper

Bernice Wong, Deborah L. Butler



Learning Disabilities Research Paper:

Learning About Learning Disabilities Bernice Wong, Deborah L. Butler, 2012-11-27 Learning about Learning Disabilities 4e continues to provide equal attention to the intellectual conceptual and practical aspects of learning disabilities The Fourth Edition of this popular title presents 80% new material keeping the chapters up to date in this fast moving field With new contributors and 11 new chapters coverage is both comprehensive and thorough encompassing the classification and identification of learning disabilities learning disabilities in reading writing math and social studies interventions and the issues germane to different age ranges of the learning disabled children adolescents and adults Readers will find Learning About Learning Disabilities Fourth Edition suitable for use as a reference source for researchers or as a graduate level text Reviews of previous editions This text provides a balanced focus on both the conceptual and practical aspects of learning disabilities Its research coverage is more comprehensive and of greater depth than any other LD textbook and it is distinctive in its treatment of such important areas as consultation skills and service delivery CHILD ASSESSMENT NEWS provides a broad overview of some important issues in relation to the education and development of pupils with learning disabilities Wong has succeeded in providing detailed descriptions and comments within a book which covers a broad range of topics Without exception the chapters are clearly written and accessible and many provide the reader with challenging ideas and practical suggestions BRITISH JOURNAL OF SPECIAL EDUCATION Learning Disabilities occur in 20% of the population Three million children in the US have a learning disability and receive special education in school 30% of children with learning disabilities drop out of high school and 48% of those with learning disabilities are out of the workforce or unemployed Discusses different types of learning disabilities including problems with attention memory language math reading and writing Encompasses the impact of LD on learning as well as social competence and self regulation Provides research summaries on most effective ways to teach children with LD Encompasses a lifespan perspective on LD discussing the impact on children adolescents and adults

Identification of Learning Disabilities Renee Bradley, Louis Danielson, Daniel P. Hallahan, 2002-12-18 Identification of Learning Disabilities Research to Practice is the remarkable product of a learning disabilities summit conference convened by the Office of Special Education Programs OSEP in August 2001 and the activities following that summit Both the conference and this book were seen as important preludes to congressional reauthorization of the historic Individuals With Disabilities Education Act IDEA scheduled for 2002 and subsequent decision making surrounding implementation The OSEP conference brought together people with different perspectives on LD parents researchers practitioners and policymakers and resulted in this book which examines the research on nine key issues concerning the identification of children with learning disabilities Coverage includes alternative responses to treatment classification approaches processing deficit models and approaches to decision making Chapter Structure Each of the first nine chapters is organized around a lengthy issue oriented paper which presents the most current

research on that topic These primary papers are then followed by four respondent papers that reflect a variety of viewpoints on the topic Summarizing Chapter A small group of researchers listed in the final chapter dedicated an enormous amount of time to summarizing the research and developing key consensus statements regarding the identification of children with learning disabilities Their work is sure to have a tremendous impact on future discussions in this area Expertise The following well known scholars have helped summarize the vast amount of research presented in this book as well as the consensus statements derived therefrom Lynne Cook Don Deshler Doug Fuchs Jack M Fletcher Frank Gresham Dan Hallahan Joseph Jenkins Kenneth Kavale Barbara Keogh Margo Mastopieri Cecil Mercer Dan Reschley Rune Simeonsson Joe Torgesen Sharon Vaughn and Barbara Wise

Learning About Learning Disabilities Bernice Wong, 2011-10-13 Bernice Wong's Learning about Learning Disabilities was the first text to give equal attention to the intellectual conceptual and practical aspects of learning disabilities The Third Edition of this popular title presents 80% new material keeping the chapters up to date in this fast moving field With new contributors and seven new chapters coverage is both comprehensive and thorough with three sections encompassing the research aspects of learning disabilities the instructional aspects of learning disabilities and the issues germane to different age ranges of the learning disabled children adolescents and adults Chapters summarizing research on learning disabilities include coverage of ADHD memory language processing social competence self regulation and brain structures as they apply to learning disabilities Chapters focusing on instructional aspects of learning disabilities include coverage of teaching literacy reading comprehension writing and mathematics Readers will find Learning About Learning Disabilities Third edition suitable for use as a reference source for researchers or a graduate level text Reviews from previous editions An undergraduate text that strikes a careful balance between the intellectual psychological and practical aspects of learning disabilities BOOK NEWS INC This text provides a balanced focus on both the conceptual and practical aspects of learning disabilities Its research coverage is more comprehensive and of greater depth than any other LD textbook and it is distinctive in its treatment of such important areas as consultation skills and service delivery CHILD ASSESSMENT NEWS Learning About Learning Disabilities provides a broad overview of some important issues in relation to the education and development of pupils with learning disabilities Wong has succeeded in providing detailed descriptions and comments within a book which covers a broad range of topics Without exception the chapters are clearly written and accessible and many provide the reader with challenging ideas and practical suggestions BRITISH JOURNAL OF SPECIAL EDUCATION Provides a balanced focus on both the conceptual and the practical aspects of learning disabilities Research coverage more comprehensive and of greater depth than any other textbook about learning disabilities The work is distinctive in its treatment of such important areas as consultation skills and service delivery

Specific Learning Disabilities in a Self-Contained Classroom. A Reading Remediation Program Susan Aparejo, 2015-09-09 Research Paper undergraduate from the year 2015 in the subject Education Reading Instruction language English abstract Learning

Disability LD has been defined by the National Joint Committee on Learning Disabilities NJCLD as a heterogeneous group of disorders of presumed neurological origin manifested differently and to varying degrees during the life span of an individual. Various manifestations of LD may be seen at different ages and as a result of varying learning demands NJCLD 1985 2001a 1990 2001c. Gingoog City Comprehensive National High School in the Division of Gingoog City is the only secondary school accepting Special Education SPED students. The increasing number of enrollees at risk with LD each year among other exceptionalities is so alarming that a Self Contained classrooms for students at risk with Learning Disabilities are opened to address these students needs. GCCNHS Principal s Report 2011. This action research was conducted to find out if there would be improvement in reading abilities of learners at risks with learning disability to help their reading capacity.

Research Issues in Learning Disabilities Sharon Vaughn, Candace S. Bos, 2012-12-06. In this chapter we described issues in conducting intervention research with students with learning disabilities on the secondary level. We maintained that interventions should be well grounded in theories of learning as well as characterizations of learning disabilities. Pressley Scruggs that they should first be conducted in a series of highly controlled laboratory like experiments to carefully assess the potential utility of the intervention and that if the intervention is successful in highly controlled settings it should then be evaluated in classroom applications. We maintained that research designs should evolve as the research questions become more applied and that the results of laboratory research should be used to support the findings of classroom applications. Finally we described several research designs that we have found useful in conducting classroom intervention research. There is a great deal more to conducting intervention research of course than experimental or quasi experimental design. Intervention strategies likely to be effective must be identified relevant literature must be reviewed experimental materials must be developed and cooperative schools teachers parents and students must be located. Nevertheless inadequate research designs can invalidate the best and most successful efforts in all of these areas while effective and practical research designs can do much to document the best practices and advance our knowledge of effective interventions with students with learning disabilities.

References Brigham F J Scruggs T E Mastropieri M A 1992 **Researching Learning Difficulties** Jill Porter, Penny Lacey, 2005. The book will help readers to critically evaluate the implications of research reports for their own practice.

Evidence-Based Interventions for Students with Learning and Behavioral Challenges Richard J. Morris, Nancy Mather, 2008-01-14. This book assembles into one volume summaries of school based intervention research that relates to those who deal on a regular basis with the growing body of students having high incidence learning disabilities and or behavior disorders special educators school psychologists and clinical child psychologists. Chapter authors begin with an overview of their topic followed by a brief section on historical perspectives before moving on to the main section a critical discussion of empirically based intervention procedures. In those instances where evidence based prescriptions can legitimately be made authors discuss best practices and the conditions e.g. classroom environment teacher expertise under

which these practices are most effective A final section deals with policy issues **Learning Disabilities** Interagency Committee on Learning Disabilities (U.S.),1987 **Rethinking Learning Disabilities** Deborah P. Waber,2010-02-03

Experts have yet to reach consensus about what a learning disability is how to determine if a child has one and what to do about it Leading researcher and clinician Deborah Waber offers an alternative to the prevailing view of learning disability as a problem contained within the child Instead she shows how learning difficulties are best understood as a function of the developmental interaction between the child and the world Integrating findings from education developmental psychology and cognitive neuroscience she offers a novel approach with direct practical implications Detailed real world case studies illustrate how this approach can promote positive outcomes for children who struggle in school **Research in Learning Disabilities** Sharon Vaughn,Candace S. Bos,1987 *Reading and Learning Disabilities* Joyce N. French,Nancy J. Ellsworth,Marie Z. Amoruso,1995 First Published in 1995 Routledge is an imprint of Taylor Francis an informa company

Learning Disabilities ,1987 *Research Issues in Learning Disabilities* Sharon Vaughn,Candace S Bos,1993-11-11

The Routledge Companion to Severe, Profound and Multiple Learning Difficulties Penny Lacey,Rob Ashdown,Phyllis Jones,Hazel Lawson,Michele Pipe,2015-04-10 The Routledge Companion to Severe Profound and Multiple Learning Difficulties is a timely and rich resource with contributions from writing teams of acknowledged experts providing a balance of both academic and practitioner perspectives The book covers a myriad of topics and themes and has the core purpose of informing and supporting everyone who is interested in improving the quality of education and support for children and young adults with severe profound and multiple learning difficulties and their families Each chapter contains careful presentations and analyses of the findings from influential research and its practical applications and the book is a treasure chest of experiences suggestions and ideas from practitioners that will be invaluable for many years to come The chapters include many vignettes gathered from practitioners in the field and are written specifically to be rigorous yet accessible The contributors cover topics related to the rights and needs of children and young adults from 0 25 years crucial features of high quality education characteristics of integrated provision and effective and sensitive working with families to ensure the best possible outcomes for their children Crucially the voice of the learners themselves shines through Historical provision that has had an impact on developing services and modern legislation aimed at improving provision and services are also discussed The contributed chapters are organised into six themed parts Provision for learners with SLD PMLD Involving stakeholders Priorities for meeting the personal and social needs of learners Developing the curriculum Strategies for supporting teaching and learning Towards a new understanding of education for learners with SLD PMLD This text is an essential read for students on courses and staff working in and with the whole range of educational settings catering for children and young adults with severe profound and multiple learning difficulties not just for teachers but also for support staff speech and language therapists physiotherapists psychologists nurses social workers and other specialists **Monthly**

Catalog of United States Government Publications United States. Superintendent of Documents, 1984

Living with a Learning Disability Barbara Cordoni, 1987 Techniques counsel and case studies to guide counselors teachers and parents in their efforts to assist learning disabled children particularly adolescents in their social development Paper edition unseen 14 95 Annotation copyrighted by Book News Inc Portland OR

Learning Disabilities H. Lee Swanson, Barbara K. Keogh, 2012-11-12 This volume has been developed as a direct result of a conference sponsored by the International Academy for Research in Learning Disabilities held at the University of California at Los Angeles The text provides a review and critique of current research in the areas of intelligence social cognition achievement and subtyping as they relate to learning disabilities In addition the concept that social behavior is an aspect of intelligence and the relationship between language and reading are discussed in detail by noted experts

Research and Global Perspectives in Learning Disabilities Daniel P. Hallahan, Barbara K. Keogh, 2001-03-01 This volume honors the founder of the International Academy for Research in Learning Disabilities IARLD William M Cruickshank and his many accomplishments His influence on special education in general and learning disabilities in specific is evident throughout the world Consistent with his international activities the contributors to this book represent nine different countries The chapters reflect a range of perspectives on the state of the art in learning disabilities documenting both commonalities and differences across countries Taken together the chapters provide a comprehensive and informative picture of learning disabilities

Monthly Catalogue, United States Public Documents, 1984

Theory and Research in Learning Disabilities J.P. Das, 2013-11-11 Although a number of books have appeared on learning disabilities we feel that the present book has two distinct features which are not found in most others It is multidisciplinary and it combines theory with practice A group of researchers from the disciplines of Psychology including medical psychology and information processing Reading Special Education and Physical Education interacted with each other before and after their presentations in a conference November 1980 at the University of Alberta Edmonton Canada and then wrote their chapters for this book We hope that their chapters were enriched by the discussions and arguments which happened in formal and informal settings during the authors stay in Edmonton Dr Leong could not attend the conference but was asked to write the introductory chapter for the book The contributors to this volume have been involved with basic research as well as with clinical and educational research in learning disabilities Some of them have a theoretical rather than a practical interest However a serious interest in a handicapping condition perhaps compels one to consider its amelioration no matter how pure is the researcher It is because of such a feeling that those who do basic research have suggested procedures for applying their findings The result is a balanced product entailing theory and practice

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