

Department of Special Education
SNDT Women's University
(sndt.digitaluniversity.ac)

**Syllabus – Post Graduate Diploma in Management
of Learning Disability**



SNDT Women's University
Juhu Road,
Mumbai 400 049

P. G. Diploma in Management of Learning Disability

2019

COURSE OBJECTIVES

On completion of the course the students will demonstrate understanding of:

1. The nature and types of exceptionalities and associated learning disorders
2. Stages of child growth and development
3. The psychological processes involved in learning and their educational implications
4. The need, types and methods of assessment of learning Disability
5. Curriculum development and adaptation and methods of intervention
6. Philosophy and practices of inclusion

ADMINISTRATIVE REGULATIONS

Eligibility:

1. Min. 50% marks in Graduation
2. Min. 45% for candidates belonging to reserved category as per existing Govt. Rules
3. Reservation for SC/ST/OBC/PH as per Government rules
4. Reservation candidates with Visual Impairment, Hearing Impairment, Learning Disability and Locomotor disability or other disability as per existing Govt. Rules.
5. Parents/Caregivers of children with special needs may audit the course if they do not meet the eligibility criteria. They will not be eligible to appear in semester exams. They will be given certificate of attendance from Department of Special Education, SNDT Women's University.
6. Graduation with one year training course at degree or diploma level in Education, Special Education, Early childhood Education or Guidance and Counseling. Candidates with Post graduate degree in Psychology or social work or Disability Rehabilitation are also eligible.

DURATION OF THE COURSE:

Two consecutive semesters

COURSE FEE -

Not refundable

EXAMINATION FEES:

As per the University rules

MEDIUM OF INSTRUCTION & EXAMINATION:

Classroom sessions: English

Practical & Field Work: English or any of the Indian Language used by the institution where fieldwork is conducted

Examination: English

RULES OF ATTENDANCE:

1. It is expected that students:

- a. Participate in all scheduled activities
- b. Take all examinations and undertake all practical work
- c. Attend at least 80% of the total working days in each term
- d. Attend 100% of the practical work and practice teaching.

CREDITS:

The P.G. Diploma course carries a total 40 credits i.e.20 for theory and 20 for practical work.

CREDITS HOURS:

One credit ordinarily implies one hour of theory session per week or two hours of practical work per week, which includes planning, preparation, guidance and supervision.

- i) The students will have to pass separately with minimum 50% marks (Grade B) in each Course Paper of Part I and practical work Part II
- ii) In practice teaching a student unable to obtain at least 'B' grade in the aggregate will be considered failed. Student having failed in practice teaching will have to re-appear for the same in order to get the Certificate.
- iii) A student will be allowed to reappear in the examination in the subject she has failed, for three consecutive years only.
- iv) The student's performance will be evaluated continuously throughout the course (for Part I Part II). Internal assessment will be for 25 marks and external examination will be for 75 marks.]
- v) The students are allowed to appear in examination at the end of each semester provided they satisfy requirements of attendance and satisfactory completion of practical work.

COURSE OF STUDY FOR P.G.DIPLOMA:

P.G. Diploma of Management of Learning Disability comprises of two parts:

Part I : Theory & related practical assignments

Part II : Practical work.

P.G. Diploma in Management of Learning Disability

SYLLABUS FORMAT

N.B. Total Hours specified in the syllabus indicate work hours to be put in by each student L: No. of lectures/week, P/T: Practical or tutorials in hrs/week, D: Duration of theory paper for exam in hrs, TP: Theory marks, P/V: Practical/Viva Voce marks, T: Total

PART I THEORY (SEMESTER I)

Paper No.	Semester I	A. Core Papers	Credit	L	P/T	D	TP	TW	T
							(Ext)	(Int)	
1001	1 st Semester	Introduction to Learning Disability:	4	3	2	3	75	25	100
1004	1 st Semester	Identification and Assessment of Learning Disability	4	3	2	3	75	25	100
1005	1 st Semester	Remedial Intervention in Learning Disability	4	3	2	3	75	25	100
Total			12	9	9	3	225	75	300

PART I THEORY (SEMESTER II)

Paper No.	Semester II	A. Core Papers	Credit	L	P/T	D	TP	TW	T
							(Ext)	(Int)	
1002	2 nd Semester	Developmental and Educational Psychology	4	3	2	3	75	25	100
1003	2 nd Semester	Inclusive Education	2	2	1	2	50	-	50
1006	2 nd Semester	Management of LD	2	2	1	2	50	-	50
Total			08	7	4	3	175	25	200

Part II Practicum

	PRACTICUM*	Credit	P/T	Int	T
2001	Practice Teaching	6	2	150	150
2002	**Project Work	3	1	75	75
2003	Case Study	2	1	50	50
2004	Curriculum Adaptation	2	1	50	50
2005	Preparation of teacher-made tool.	3	2	75	75
2006	Visits to special schools, clinics, inclusive set ups.	1	1	25	25
2007	Seminar/workshop- presentation	2	1	50	50
2008	Preparation of T.L. Material	1	1	25	25
		20	10	500	500
	Total work hours for student/week				

*** All components of practicum run throughout the year but are evaluated in second semester and are reflected in the final mark sheet.**

****Project work will include the following:**

- Preparation & Exhibition of awareness materials like charts, booklets, posters, (min.10) radio , spots etc. for teachers and parents
- Preparation of e-learning material in any one topic.
- Action research.
- Preparation of resource materials and translation of materials in local language.

EVALUATION:

Sr.No.	Grade Abbreviation	From (%)	To(%)	Status	Grade Point	Description
1.	O+	85.00	100.00	Pass	6.00	Outstanding
2.	O	80.00	84.99	Pass	5.00	Excellent
3.	A+	70.00	79.99	Pass	4.00	Very Good
4.	A	60.00	69.99	Pass	3.00	Good
5.	B+	55.00	59.99	Pass	2.00	Above Average
6.	B	50.00	54.99	Pass	1.00	Average
7.	F	0.00	49.99	Fail	0.00	Fail

- The student's performance is evaluated continuously throughout the program (for part I and Part II)
- 25% and 75% weightage is ascribed to internal and external examination respectively.
- The student has to pass separately with atleast 50%, (Grade B) in each course paper of part I.
- A student who has failed in internal exams has to pass internals before appearing for external exams.
- A student who has failed in external exam may be allowed to reappear in the course paper she has failed for two years after the first year of appearing in the examination. This would mean that the student can re-appear in consecutive four semesters only. The same will be reflected in the marksheet.
- A student must pass in practice of teaching and get at least an overall B Grade in practical.
- In case a student is unable to get a passing mark/grade in practice of teaching, she must reappear for practice of teaching in the following semester after paying the tuition fee applicable for that semester.

INTRODUCTION TO LEARNING DISABILITY

Course Code : 1001
Hours : 60 Hrs

Credits : 04
Total Marks : 100

OBJECTIVES

After studying this paper the student teacher will be able to explain:

1. Concept of exceptionalities
2. Concept of Special Education
3. Concept of learning Disability
4. Service delivery systems appropriate for learning Disability

Course Content

Module I: Overview of Exceptionalities

(12hrs)

Objectives: At the end of studying this unit the students will be able to

- Explain the meaning of exceptionalities
- Discuss the types of exceptional learners
- State the history of special education
- Discuss the model of service delivery system

- 1.1 Concept of exceptionalities
- 1.2 Types and characteristics of exceptional learners
- 1.3 Concept and History of Special education
- 1.4 Service Delivery Systems

Module II: Learning Disability

(18hrs)

Objectives: At the end of studying this unit the students will be able to

- Define learning disability
- State the characteristics of learning disability
- Discuss the causes of learning disability
- Trace the history of learning disability

- 2.1 Definition and concept of learning disability
- 2.2 Characteristics of learning disability
- 2.3 Causes of learning disability
- 2.4 History of learning disability.

Module III: Types of Learning Disability

(22 hrs)

Objectives: At the end of studying this unit the students will be able to

- Explain the concept of verbal learning Disability
- Explain the concept of non verbal learning Disability
- Discuss the types of language disorders
- Discuss the associated conditions with learning Disability

- 3.1 Verbal learning disability: dyslexia, Dysgraphia, dyscalculia.
- 3.2 Nonverbal learning disability
- 3.3 Language disorders
- 3.4 Associated conditions: ADHD, emotional & behavioral problems.

Module IV: Learning Disability in Indian Context

(8 hrs)

Objectives: At the end of studying this unit the students will be able to

- Discuss the incidence and prevalence of learning Disability
- State the role of family, teachers, school environment in learning Disability
- Discuss the provisions available for the learning disabled
- Discuss the trends and issues in learning Disability

4.1 Incidence & prevalence of learning Disability

4.2 Role of family, teachers and school environment

4.3 Legal provisions for the learning disabled

4.4 Trends and Contemporary Issues

Practicum/ Internal Assignment

(50 Marks)

- Presentation based on observation of exceptional learners
- Case discussion with respect to characteristics manifested by respective students
- Seminar presentation on educational implications of a given case
- Interview and report on role of family and teacher in the field of LD

DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

Course Code : 1002

Hours : 60 Hrs

Credits : 04

Total Marks : 100

OBJECTIVES

After studying this paper, the student teacher will:

1. Describe the aspects of human growth and development and identify the developmental deviancies.
2. Explain the theoretical perspectives of human development and apply the knowledge in understanding child behavior.
3. Describe the nature and scope of psychology and its relevance in educational settings.
4. Explain the importance of psychological processes and theories in learning and education of children with learning disability.

Course Content:

Module I: Growth and Development

(18hrs.)

Objectives: At the end of this module the student should be able to:

- State the principles of growth and development
- Explain the developmental tasks across the life span
- Describe different aspects and stages of development
- Discuss the various types of atypical development (deviancies)

- 1.1 Concept and principles of growth and development
- 1.2 Developmental milestones and Developmental tasks.
- 1.3 Aspects of Development from childhood to adulthood: Physical, Motor,
- 1.4 Language, Social, Emotional, Cognitive and Moral Development.
- 1.5 Atypical Development (Deviancies).

Module II: Theoretical Perspectives

(12 hrs.)

Objectives: At the end of this module the student should be able to:

- Discuss different developmental theories- (Erikson, Kohlberg, Piaget, bronfenbrenner)
- Apply theories in classroom situation
- Describe various methods of child study
- Discuss and evaluate current trends in child psychology

- 2.1 Theories of Human Development
- 2.2 Application of theories in classroom
- 2.3 Methods of child study.
- 2.4 Current trends in child psychology.

Module III: Educational Psychology and Cognitive Processes

(22 hrs)

Objectives: At the end of this module the student should be able to:

- Define Psychology and discuss its scope
- Explain different theories of learning
- Describe various theories of motivation

- Evaluate different theories of intelligence- Spearman, Thurston, Guilford & Gardner
Apply concepts in Psychology to persons with special needs
- 3.1 Psychology: definition, scope and methods of study
 - 3.1.1 Educational psychology: definition, scope and application
 - 3.2 Learning process – definition, theories-classical & contemporary. Factors affecting learning
 - 3.3 Motivation – definition, theories- Drive, Incentive, Achievement, Attribution
 - 3.4 Intelligence – definition, theories, factors affecting intelligence

Module IV: Psychology of Teaching

(8 hrs)

Objectives: At the end of this module the student should be able to:

- Describe the meaning of classroom climate
 - Distinguish between measurement and evaluation
 - Explain different types of learning styles
 - Discuss the meaning of group dynamics
- 4.1 Classroom climate & management
 - 4.2 Measurement and evaluation
 - 4.3 Learning styles
 - 4.4 Group Dynamics and its influence teaching/learning

Practicum/ Internal Assignment

(50 Marks)

- Discuss the developmental deviances of children with LD and prepare a report
- Present a Seminar on Current trends in child psychology
- Prepare a behaviour modification schedule for a given case
- Make a presentation on classroom climate and learning styles of children with learning Disability

INCLUSIVE EDUCATION

Course Code : 1003
Hours : 60 Hrs

Credits : 02
Total Marks : 50

OBJECTIVES

After studying the paper the student teacher will:

1. Explain the concept of Inclusive Education.
2. Develop appropriate instructional strategies.
3. Explain the concept and meaning of curriculum.
4. Plan a curriculum for specific groups of children with Learning Disability.
5. Develop skills in curriculum adaptation.

Course content

Module I: Introduction to Inclusive Education

(7 hrs)

Objectives: At the end of this module the student should be able to:

- Discuss the concept and philosophy of inclusion
- Evaluate the models of inclusion
- Analyze the role of the multidisciplinary team in inclusive education
- Evaluate the factors influencing the feasibility of inclusive education

- 1.1 Inclusion: Concept and Philosophy
- 1.2 Models of Inclusion.
- 1.3 Role of Multidisciplinary team/ transdisciplinary team
- 1.4 Factors influencing feasibility of Inclusive Education.

Module II :Introduction to Teaching & curriculum

(8 hrs)

Objectives: At the end of this module the student should be able to:

- Describe and apply the principles and maxims of teaching in an inclusive classroom
- Explain the skills in microteaching and teach using micro and diagnostic prescriptive teaching
- Explain the concept of curriculum and differentiate between the different types of curricula
- Develop need based and individualized education plans

- 2.1 Principles and maxims of Teaching
- 2.2 Micro Teaching & diagnostic prescriptive teaching
- 2.3 Concept & types of curriculum (core, collateral, support, alternative- plus, functional)
- 2.4 Need based curriculum and I E P.

Module III: Curriculum Designing

(15 hrs)

Objectives: At the end of this module the student should be able to:

- Plan and use differentiated instruction in classrooms
- Develop objectives and task analyses
- Use various methods of teaching in inclusive classrooms
- Plan appropriate evaluations

- 3.1 Differentiated Instruction
- 3.2 Objective and Task Analysis
- 3.3 Methods of Teaching
- 3.4 Evaluation

Practicum/ Internal Assignment

- Seminar and report on Models of Inclusion
- Micro teaching
- Prepare an instructional program
- Adapt the curriculum in given subject area

IDENTIFICATION AND ASSESSMENT OF LEARNING DISABILITY

Course Code : 1004
Hours : 60 Hrs

Credits : 04
Total Marks : 100

OBJECTIVES

After studying this paper student teacher will:

1. Explain the meaning and concept of identification and assessment.
2. Describe nature, types and tools of identification assessment.
3. Use appropriate tests for assessment of children with learning problems.
4. Diagnose learning Disability
5. Write reports and disseminate findings of assessment.

Course content

Module I: Identification and Assessment (6 hrs)

Objectives: At the end of this module the student should be able to:

- Define and explain the scope of identification and assessment
- Explain the purposes of assessment
- Explain the process of identification
- Provide a differential diagnosis for given cases

- 1.1 Definition and scope
- 1.2 Purpose
- 1.3 Identification
- 1.4 Assessment and differential diagnosis

Module II: Approaches to Assessment (12 hrs)

Objectives: At the end of this module the student should be able to:

- Explain the four approaches

- 2.1 Neuropsychological
- 2.2 Psycholinguistic
- 2.3 Behavioural
- 2.4 Cognitive

Module III: Areas of Assessment (18 hrs)

Objectives: At the end of this module the student should be able to:

- Develop test to assess basic processes
 - Develop tools to assess reading skills
 - Develop tests to assess writing skills
 - Develop math assessment tools
- 3.1 Basic Processes- Attention, Perception, Memory, thinking
 - 3.2 Reading:
 - 3.2.1 Decoding: (Phonics, Sight words, Structural analysis)
 - 3.2.2 Comprehension: (Literal, Inferential, Critical)
 - 3.3 Writing: (Handwriting, Spellings, Written expression)
 - 3.4 Maths: (Language, Number facts, Operation and Application)

Module IV: Method, tools and types of assessment

(24 hrs)

Objectives: At the end of this module the student should be able to:

- Describe the various methods and tools of assessment
 - Explain the need and importance of various types of assessment
 - Use and interpret test results of standardized tests
 - Write reports to communicate assessment outcomes
- 4.1 Methods-observation, Interviews, case study, action research
Tools- Questionnaire, Rating Scales, Checklist, Interview schedule and observation schedule.
- 4.2 Types of assessments-need and importance- formal, informal, ecological, curriculum based.
- 4.3 Test and interpretation of :
- Intelligence Test
 - Social Maturity Test
 - Peabody Picture Vocabulary test
 - Bender Visual Motor Gestalt test
 - Behavioural Checklist to Screen the Learning Disabled (BCSLD)
 - Diagnostic Test of Learning disability (DTLD)
 - Diagnostic test of Reading Disorder (DTRD)
 - Aston Index-classroom test for screening and diagnosis of language difficulties.
 - Stanford Diagnostic Achievement Test.
- 4.4 Report writing.

Practicum/ Internal Assignment:

(50 Marks)

- Discuss and prepare a report on Differential diagnosis.
- Present on approaches of assessment
- Prepare assessment tool in any two given areas
- Conduct an assessment on a child with Learning Disability and write a report

REMEDIAL INTERVENTION FOR LEARNING DISABILITY

Course Code : 1005
Hours : 60 Hrs

Credits : 04
Total Marks : 100

OBJECTIVES

After studying this paper student teacher will:

1. Develop insight and apply the various approaches and methods of remedial education to students with Learning Disability.
2. Apply theory into practice and develop remedial programmes in areas of deficits.
3. Develop professional skills in planning and executing remedial programmes.

Course content

Module I: Remedial Instruction in Learning Disability (4 hrs)

Objectives: At the end of studying this unit students will be able to

- Explain the meaning of remediation
- Discuss the need and scope of remediation
- State the principles of remediation
- Discuss the areas of remediation

- 1.1 Remediation
- 1.2 Definition, need and scope
- 1.3 Principles of Remediation
- 1.4 Areas of Remediation: Academic, Social and Motor

Module II: Remedial Approaches (22 hrs)

Objectives: At the end of studying this unit students will be able to

- Explain the approaches of remediation
 - Discuss the method of teaching in each approach
 - Discuss the basic principle involved in each approach
 - Demonstrate the use of the remedial approach
- 2.1 Psycho neurological -Multisensory, Orton Gillingham, Frostig, Conductive Education)
 - 2.2 Psycholinguistic -Inner language, receptive language, expressive Language, Language: Form, usage, content
 - 2.3 Behavioural -Programmed learning, Precision teaching and behavioral intervention.
 - 2.4 Cognitive -CBM, Learning Strategies

Module III: Remediation in Basic Skills of Learning (24 hrs)

Objectives: At the end of studying this unit students will be able to

- Explain the remediation in basic processes
 - Discuss the remediation in reading
 - Discuss the remediation in writing
 - Discuss the remediation in math
 - Explain the remediation in social skills
- 3.1 Basic processes: Attention, Perception, Memory, Thinking
 - 3.2 Language skills:
 - 3.3 Reading: Decoding: (Phonics, Sight words, Structural analysis)
 - 3.4 Comprehension: (Literal, Inferential, Critical)
 - 3.5 Writing: (Handwriting, Spellings, Written expression)
 - 3.6 Maths: (Language, Number facts, Operation and Application)

3.7 Social skills: (Social perception and Social competence)

Module IV: Curriculum Adaptation

(15 hrs)

Objectives: At the end of studying this unit students will be able to

- Explain the concept of curriculum adaptation
- Discuss the scope and sequence of curriculum adaptation
- Discuss the adaptation in subject areas
- Explain the adaptation in co curricular area

4.1 Concept, need and scope

4.2 Process-language, sequence, presentation, concepts

4.3 Subject Areas: language, social studies, maths, science

4.4 Co-curricular adaptation

Practicum/ Internal Assignment

(50 Marks)

- Analyze of a remedial plan with respect to principles/ areas
- Prepare material on learning strategies for given case
- Develop an intervention program in specified skills/areas for given case
- Make a Presentation on importance of inter-disciplinary team in management of students with LD.

1006 MANAGEMENT OF LEARNING DISABILITY

Course Code : 1006
Hours : 60 Hrs

Credits : 02
Total Marks : 50

OBJECTIVES

After studying this paper, the student teacher will:

- Discuss the need and different approaches to management of children with learning disability
- Explain the need of guidance and counseling for children and families
- Describe the role of community in management of children with learning disability

Course Content

Module I: Approaches to Management of Learning Disability **10 hrs**

Objectives: At the end of this module the student should be able to:

- Explain the meaning and relevance of management of children with learning disability
- Describe behavioral approaches to management of children with learning disability
- Describe cognitive approaches to management of children with learning disability
- Discuss various therapeutic approaches to management of children with learning disability

- 1.1 Need for Management
- 1.2 Approaches-Behavioural and Cognitive
- 1.3 Cognitive Modeling, Self Regulation and Behaviour Modification
- 1.4 Therapeutic approaches- dance, drama, movement, art, yoga

Module II: Guidance of counseling **10 hrs**

Objectives: At the end of this module the student should be able to:

- Explain the need for guidance and counseling in management of learning disability
- Describe different types of counseling
- Demonstrate different skills in counseling
- Explain different techniques of stress management

- 2.1 Guidance and Counseling: Nature and Need
- 2.2 Types of Counseling: Family, Educational, and Vocational
- 2.3 Basic skills in counseling
- 2.4 Stress Management

Module III: Community Living **10 hrs**

Objectives: At the end of this module the student should be able to:

- Explain the need of parent education
- Describe the transition of students with learning disability from school to higher and vocational education
- Explain the meaning and relevance of life skill education
- Discuss the role and relevance of community participation in the life of children with learning disability

- 3.1 Parent Education
- 3.2 Transition: From school to higher and vocational education
- 3.3 Life skill education

3.4 Community Partnerships

Practicum/ Internal Assignment:

1. Plan a behavior management program for a child with learning disability using any one approach.
2. Present a Seminar on stress management techniques for children with learning disability
3. Develop a transition plan for a give case of learning disabled adolescent
4. Write a report on student's concerns and their adaptation to the impairment as well as the environment

REFERENCES

- Adamson & Adamson: Handbook of Specific Learning Disability Gardner Press SA 1979.
- Adelizzi, J, U; Goss, D, B.: Parenting Children with Learning Disability , Bergin and Garvey, 2001
- Baldwin A, L.: Theories of Child Development, John Wiley & Sons, New York, 1980.
- Bender, W, N.: Learning Disability, Characteristics, Identification and Teaching Strategies,1995.
- Bos, C. S. & Vaughn, S.:Strategies for teaching Students with Learning & Behavioral Problems, Allyn & Bacon, Boston 1991.
- Bradley, R., Danielson, L & Hallahan, D:Identification of Learning DISABILITY: Research to Practice. Lawrence Erlbaum Associates, 2002
- Browning,E, R.:Teaching with behaviour and severe emotional problems.. Allyn Bacon Inc. 1983.
- Chaote, J. S : Successful mainstreaming,Allyn and Bacon. 1991
- Chauhans S. S.: Advanced Educational Psychology, New Delhi, Vikas Publishing House 1996.
- Cook, R. E., Tessier, A., & Armbruster, V. B. (1987). Adapting early childhood curricula for children with special needs. (2nd ed.). Merrill Publisher, Columbus.
- Crow, L, D.: Educational Psychology New Delhi, Eurasia Pub. House 1986
- Das, J. P. (2009). Reading difficulties and dyslexia: An interpretation for teachers. Sage Publications, New Delhi.
- Denis child: Psychology and the teacher, 3rd Education London, Holt, 1986.
- Doehring D. G: Reading DISABILITY, Academic Press, New York 1981
- Gartner. A. & Lipsky, D. D. : Inclusion and School Reform' transferring America's classrooms. Baltimore, P. H.Brookes Publishing, 1997.
- Gearheart, B. U. R.:Learning DISABILITY: Educational strategies, Times Mirror / Mosby, St. Louis, 1985.
- Hallahern, D, P., Lloyd J, W., Kauffman J, M. & Weiss M, P.: Learning DISABILITY: Foundations, Characteristics and Effective Teaching, Allyn & Bacon, 3rd Edition, 2004.
- Harding, L.: Learning difficulties in ther Primary Class Room, Groom Helm, London, 1986.
- Harwell, J. M., & Jackson, R, W. (2008). The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities. Jossey Bass Inc, San Francisco.
- Jena, S.P.K. (2013). Specific Learning Disabilities: Theory to Practice. Sage Publications, New Delhi.
- Kapur, M., John, A., Rozario, J., & Oommen, A. (2002). NIMHANS Index of Specific Learning Disabilities, NIMHANS, Bangalore.
- Karten, T, J. (2007). More Inclusion Strategies that work- aligning student strength with standards. Corwin Press, CA.
- Kats L, J., Goldstein G & Beers S, R.:Learning Disability in Older Adolescents & Adults: Clinical Utility of the Neuropsychological Perspective, 1stEdition,Springer Pub., 2001
- Langone, J:Teaching students with Mild & Moderate Learning DISABILITY, Allyn & Bacon, 1990.
- Lerner, J. W. (2000). Learning Disabilities: Houghton Mifflin
- Margaret B. P., & Black, J, K: Authentic Assessment of Young Children, Macmillan College Pub. Co., 1994
- McIntyre, T. (1989). A resource book for remediating common behavior and learning

problems. Allyn and Bacon, Boston.

- Muncy, P, E: Complete book of Illustrate Reading & Writing Activities for Primary, Grades, , New York Inc. 1995
- Myklebust, H.,:Progress in Learning DISABILITY, Guene and Stratton, New York, 1980.
- Patt,D.,:Curriculum Design & Development, Harcott Brace, New York, 1980.
- Nancy, L.E., & Pamela, H.E. (1994). Teach and reach: students with attention deficit disorders: the educator's handbook and resource guide. Multi Growth Resources, Texas.
- Reed. V, A.:An Introduction to children with Language Disorders, Parentice hall, New Jersey,1988.
- Sedlak, R, A. & Schloss, P, C.: Instructional Methods for Students with Learning and Behaviour Problems. Allyn & Bacon, Boston, 1986
- Selikowitzi,M: Dyslexia and other learning difficulties, Oxford University Press, 1998.
- Sharma P.: Basics on development and Growth of a child, New Delhi, Reliance 1995.
- Stephen, S. S., & Charles, T. M. (2001). Teaching Learning Strategies and Study Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs, 3rd Edition.Allyn and Bacon, Boston.
- Swanson L, H., Harris K, R., &Graham S.:Handbook of Learning DISABILITY, the Guilford Press, 1st Edition, 2003.
- Taylor, B and others: Reading Difficulties: Instruction and Assessment, Random House, New York,1988.
- Thomas, D & Woods, H.: Working with People with Learning DISABILITY: Theory and Practice, Jessica Kingsley, 2007
- Venkateswanshu, D. (2005). Diagnosis and remediation of mathematical difficulties. Neel Kamal publications, New Delhi.
- Vaughns C. S. :Strategies for Teaching students with Learning & Behavioural Problems, Allyn &Bacon, Boston 1991.
- Westwood, P. (1987). Commonsense methods for children with special needs Strategies for the regular classroom.Croom Helm, London.