

References

- Abramowitz, A.J., & O'Leary, S.G. (1991). Behavioral interventions for the classroom: Implications for students with ADHD. *School Psychology Review*, 20, 219-233.
- American Psychiatric Association (1994). *"Diagnostic and statistical manual of mental disorders,"* Fourth edition. Washington, DC.
- American Psychiatric Association (1987). *"Diagnostic and statistical manual of mental disorders,"* Third edition, revised. Washington, DC.
- Aron, A & Aron E (1999) (2nd Ed) *Statistics for Psychology*. Prentice-Hall International, London.
- Altemeier, L., Jones, J., Abbott, R. D., & Berninger, V.W. (2006). Executive Functions in Becoming Writing Readers and Reading Writers: Note Taking and Report Writing in Third and Fifth Graders. *Developmental Neuropsychology*, 29(1), 161–173.
- Ashlock, R. B. (1982). *Error patterns in computation (3rd ed.)*. Columbus, Ohio: Charles E. Merrill.
- Auerbach, J. G., Gross-Tsur, V., Manor, O., & Shalev, R. S. (2008). Emotional and behavioral characteristics over a six year period in youths with persistent and non-persistent dyscalculia. *Journal of Learning Disabilities*, 41, 263-273.
- Ayllon, T. & Azrin, N. H. (1964). Reinforcement and instructions with mental patients. *J Exp Anal Behavior*, 7(4), 327–331.
- Ayllon, T. & Azrin, N. H. (1965) The measurement and reinforcement of behavior of psychotics. *Journal of Exp Anal Behavior*, 8(6),357–383.

- Baker, S., Chard, D. J., Ketterlin-Geller, L. R., Apichatabutra, C. & Doabler, C. (2009). Teaching Writing to At-Risk Students: The Quality of Evidence for Self Regulated Strategy Development. *Council for Exceptional Children, Vol. 75 (3)*, 303-318.
- Baker, S., Gersten, R., & Graham, S. (2003). Teaching expressive writing to students with learning disabilities: Research-based applications and examples. *Journal of Learning Disabilities, 36*(2), 109-123.
- Baker, S. K., Gersten, R., Haager, D., Sc Dingle, M. (2006). Teaching practice and the reading growth of first-grade English learners: Validation of an observation instrument. *Elementary School Journal, 107*(2), 200-219.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Barkley, R. A. (1990). *"Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment."* Guilford Press: New York.
- Bender, William. N. (1998). *Learning Disabilities: Characteristics Identification and Teaching Strategies. Third Edition*. Boston: Allyn and Bacon.
- Berninger, V. (1999). The "Write Stuff" For Preventing and Treating Disabilities. *Perspectives, Spring, 25, 2*.
- Berninger, V. W., Abbott, R. D. & Jones, J. (2006). Early Development of Language by Hand: Composing, Reading, Listening, and Speaking Connections; Three Letter-Writing Modes; and Fast Mapping in Spelling. *Developmental neuropsychology, 29*(1), 61–92.
- Berninger, V. W. & Hooper, S. R. (2006) Introduction to the Special Issue on Writing. *Developmental neuropsychology, 29*(1), 1–4.

- Berninger, V. W., Mizokawa, D. T., & Bragg, R. (1991). Theory-based diagnosis and remediation of writing disabilities. *Journal of School Psychology, 29*(1), 57–79.
- Berninger, V. W., Nielsen, K. H., Abbott, R. D., Wijsman, E. & Raskind, W. (2008). Gender Differences in Severity of Writing and Reading Disabilities. *Journal of School Psychology, 46* (2), 151-172.
- Berninger, V. W., Rutberg, J. E., Abbott, R. D., Garcia, N., Anderson-Youngstrom, M., Brooks, A. & Fulton, C. (2006). Tier 1 and Tier 2 early intervention for handwriting and e composing. *Journal of School Psychology, 44*, 3-30.
- Berninger, V., Vaughan, K., Abbott, R., Brooks, A., Abbott, S., Reed, E., et al. (1998). Early intervention for spelling problems: Teaching spelling units of varying size within a multiple connections framework. *Journal of Educational Psychology, 90*, 587–605.
- Berninger, V. W. & Whitaker, D. (1994) Theory-based Assessment and Remediation of Writing Disabilities: An Update. *Canadian Journal of School Psychology June vol. 9 no. 2*, 150-156.
- Berninger, V., Yates, C., Cartwright, A., Rutberg, J., Remy, E., & Abbott, R. (1992). Lower-level developmental skills in beginning writing. *Reading and Writing. An Interdisciplinary Journal, 4*, 257–280.
- Berninger, V. W., Vaughan, K. B., Abbott, R. D., Abbot, S. P., Rogan, L. W., Brooks, A., Reed, E. & Graham, S., (1997). Treatment of handwriting problems in beginning writers: Transfer from handwriting to composition. *Journal of Educational Psychology, 89*, 652-666.

- Brown, A. L. (1986). *The role of metacognition in reading and studying*. In J. Orasanu (Ed.), *Reading comprehension*. New York; Erlbaum.
- Campbell, D. T. & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally & Company.
- Chard, D. J., Ketterlin-Geller, L. R., Baker, S. K., Doabler, C, Apichatabutra, C. (2009). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children*, 75, 263-281.
- Cohen, D. J., & Brunn, R. D. (1998). *Tourette's syndrome and tic disorders: Clinical understanding and treatment*, New York: Wiley.
- Coleman, M. C., & Webber, J. (2002). *Emotional and behavioral disorders: Theory and practice*. Boston, MA: Allyn and Bacon.
- Collins, J (2004) *Six Traits Writing in the Buffalo Schools*. GSE News letter, spring.
- Cruickshank, W. (1963) (Ed.). *Psychology of exceptional children and youth (2nd ed.)*. Englewood Cliffs, Prentice Hall, NJ.
- Culham, R. (2003). *6+1 Traits of Writing: The Complete Guide*. Scholastic, Jefferson City.
- Danoff, B., Harris, K. R., & Graham, S. (1993). Incorporating strategy instruction within the writing process in the regular classroom: Effects on the Writing of students with and without learning disabilities. *Journal of Reading Behavior*, 25, 295-322.
- De La Paz, S. (2001). Teaching writing to students with attention deficit disorders and specific language impairment. *The Journal of Educational Research*, 95, 37—47.

- De La Paz, S. (1999). Self-regulated strategy instruction in regular education settings: Improving outcomes for students with and without learning disabilities. *Learning Disabilities Research & Practice, 14*, 92-106.
- De La Paz, S., & Graham, S. (1997a). Effects of dictation and advanced planning instruction on the composing of students with writing and learning problems. *Journal of Educational Psychology, 89*(2), 203-222.
- De La Paz, S., & Graham, S. (1997b). Strategy instruction in planning: Effects on the writing performance and behavior of students with learning difficulties. *Exceptional Children, 63*, 167-181.
- DiGangi, S. A., Maag, J. W., & Rutherford, R. B., Jr. (1991). Self-graphing of on-task behavior: Enhancing the reactive effects of self-monitoring on on-task behavior and academic Self-Monitoring performance. *Learning Disability Quarterly, 14*, 221-230.
- Englert, C. S., & Mariage, T. V. (1991). Shared understandings: Structuring the writing experience through dialogue. *Journal of Learning Disabilities, 24*(6), 330-342.
- Englert, C. S., Raphael, T. E., Anderson, L. M., Anthony, H. M., & Stevens, D. D. (1991). Making strategies and self-talk visible: Writing instruction in regular and special education classrooms. *American Educational Research Journal, 25*(2), 337-372.
- Fernald, G. M (1943) Remedial techniques in basic school subjects. McGraw Hill Publication, NY, London.
- Fink-Chorzempa, B., Graham, S. & Harris, K. R. (2005). What Can I Do to Help Young Children Who Struggle With Writing? *Teaching exceptional children, 37* (2), 64-66.

- Friend, M., & Bursuck, W. D. (2002). *Including students with special needs: A practical guide for classroom teachers (3rd ed.)* Boston, MA: Allyn & Bacon.
- Garrett, H. E. (1969). *Statistics in Psychology and Education*. Vakils, Feffer and Simons Pvt Ltd.
- Gaur, R (2000). *To study the effectiveness of intervention strategies on children with learning disabilities*. Unpublished doctoral thesis, M. S University of Baroda.
- Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children*, 71, 149-164.
- Gillingham, A., & Stillman, B. W. (1973). *Remedial training for children with specific disability in reading, spelling and penmanship*. Cambridge, Mass. Educators Publishing Service. Inc.
- Graham, S. (2006). *Strategy instruction and the teaching of writing*. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp.187-207). New York: Guilford.
- Graham, S. (1990). The role of production factors in learning disabled students' compositions. *Journal of Educational Psychology*, 82, 781-791.
- Graham, S. (1998). The ABCs of writing: Making the writing process work. *Paper presented at the Annual Meeting of the American Speech-Language-Hearing Association*, San Antonio, TX.
- Graham, S. (1986) A review of handwriting scales and factors that contribute to variability in handwriting scores. *Journal of School Psychology* Vol 24 (1), 63-71.

- Graham, S., Berninger, V. W., Abbott, R. D., Abbott, S., & Whitaker, D. (1997). The role of mechanics in composing of elementary school students: A new methodological approach. *Journal of Educational Psychology*, 89, 170–182.
- Graham, S. & Harris, K (2006) Preventing Writing Difficulties: Providing Additional Handwriting and Spelling Instruction to At-Risk Children in first Grade. *Teaching exceptional children*. Vol 38, no. 5, pg 64-66.
- Graham, S. & Harris, K (2005) Improving the Writing Performance of Young Struggling Writers: Theoretical and Programmatic Research From the Center on Accelerating Student Learning. *The journal of special education*, vol. 39, no. 1, pp. 19–33.
- Graham, S., & Harris, K. R. (2003). *Students with learning disabilities and the process of writing: A meta analysis of SRSD studies*. In L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of research on learning disabilities* (pp. 383-402). New York: Guilford.
- Graham, S., & Harris, K. (1999). Programmatic intervention research: illustrations from the evolution of self-regulated strategy development. *Learning Disability Quarterly*, 22, 251-262.
- Graham, S., & Harris, K. R (1997a). It can be taught, but it does not develop naturally: Myths and realities in writing instruction. *School Psychology Review*, 26, 414-424.
- Graham, S., & Harris, K. R. (1997b). Self-regulation and writing: Where do we go from here? *Contemporary Educational Psychology*, 22, 102–114.
- Graham, S., & Harris, K. R. (1989a). Components analysis of cognitive strategy instruction: Effects on learning disabled students' compositions and self-efficacy. *Journal of Educational Psychology*, 81, 353–361.

- Graham, S., & Harris, K. R. (1989b). Improving learning disabled students' skills at composing essays: Self-instructional strategy training. *Exceptional Children*, 56, 201-214.
- Graham, S., Harris, K., & Fink, B. (2000). Extra handwriting instruction: Prevent writing difficulties right from the start. *TEACHING Exceptional Children*, 33(2), 88-91.
- Graham, S., Harris, K., & Larsen, L. (2001). Preintervention and intervention of writing difficulties for students with learning disabilities. *Learning Disabilities Research and Practice*, 16, 74-85.
- Graham, S., Harris, K. R., & MacArthur, C. (2006). Explicitly teaching struggling writers: Strategies for mastering the writing process. *Intervention in School and Clinic*, 41, 290-294.
- Graham, S., Harris, K. R., & Mason, L. (2005). Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated strategy development. *Contemporary Educational Psychology*, 30, 101-141.
- Graham, S., Harris, K., & Sexton, M. (1998). Self-regulated strategy development and the writing process: effects on essay writing and attributions. *Exceptional Children*, 64, 295-312.
- Graham, S., & MacArthur, C. (1988). Improving learning disabled students' skills at revising essays produced on a word processor: Self-instructional strategies training. *The Journal of Special Education*, 22, 133-152.
- Graham, S., MacArthur, C., Schwartz, S., & Page-Voth, V. (1992). Improving the compositions of students with learning disabilities using a strategy involving product and process goal setting. *Exceptional Children*, 58, 322-334.

- Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology*, 99, 445-476.
- Graham, S., & Perrin, D. (2006). *Writing next: Effective strategies to improve writing of adolescents in middle and high school* (commissioned by the Carnegie Corp. of New York). Washington, DC: Alliance for Excellence in Education.)
- Graham, S., & Weintraub, N. (1996). A review of handwriting research: Progress and prospects from 1980 to 1994. *Educational Psychology Review*, 8, 7-87
- Gooper, H., & Hedges, L. (1994). *The handbook of research synthesis*. New York: Russell Sage Foundation.
- Gumpel, T. P., & David, S. (2000) Exploring the efficacy of self-regulatory training as a possible alternative to social skills training. *Behavioral Disorders*, 25, 131-141.
- Hall, C. S., Lindsey, G. and Campbell, J. B. (1998). *Theories of Personality (3rd Edition)*. John Wiley & sons (Asia) Pvt. Ltd.
- Hallahan, D. P., Lloyd, J. L., Kosiewicz, M. M., Kauffman, J. M., & Graves, A. W. (1979). Selfmonitoring of attention as a treatment for a learning disabled boy's off-task behavior. *Learning Disability Quarterly*, 2, 24-32.
- Harris, K. R. (1990). Developing self-regulated learners: The role of private speech and self-instructions. *Educational Psychologist*, 25(1), 35-49.
- Harris, K. R. (1986). Self-monitoring of attentional behavior versus self-monitoring of productivity: Effects on on-task behavior and academic response rate among learning disabled children. *Journal of Applied Behavior Analysis*, 19, 417-423.
- Harris, K. R., Friedlander, B. D., Saddler, B., Frizzelle, R., & Graham, S. (2005). Selfmonitoring of attention versus self-monitoring of academic performance:

- Effects among students with ADHD in the general education classroom. *The Journal of Special Education*, 39, 145-156.
- Harris, K. R., & Graham, S. (1996). *Making the writing process work: Strategies for composition and self-regulation (2nd ed.)*. Cambridge, MA: Brookline.
- Harris, K. R., & Graham, S. (1985). Improving learning disabled students' composition skills: Self-control strategy training. *Learning Disability Quarterly*, 5(1), 27-36.
- Harris, K. R., Graham, S., & Mason, L. H. (2006). Self-regulated strategy development for 2nd-grade students who struggle with writing. *American Educational Research Journal*, 43, 295-340.
- Harris, K. R., Graham, S., Reid, R., McElroy, K., & Hamby, R. S. (1994). Self-monitoring of attention versus self-monitoring of performance: Replication and cross-task comparison studies. *Learning Disability Quarterly*, 17, 121-139.
- Harris, K. R., Reid, R., & Graham, S. (2004). *Self-regulation among children with LD and ADHD*. In B. Wong (Ed.), *Learning about learning disabilities* (pp. 167-195). San Diego, CA, Elsevier
- Hayes, J. R. (1996). *A new framework for understanding cognition and affect in writing*. In C. M. Levy & S. Ransdell (Eds.), *The science of writing* (pp. 1–27). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Hillocks, G., Jr. (1984). What works in teaching composition: A meta-analysis of experimental treatment studies. *American Journal of Education*, 93(1), 133-170.
- Hirisave, U., Oommen, A. & Kapur, M. (2002). *Psychological Assessment of Children in the Clinical Setting*. NIMHANS press, Bangalore.

- Hirisave, U. & Shanti, K. (2002). Scholastic difficulties with behavioural problems. *Indian Journal of Pediatrics*, 69(11), 963-964.
- John, A., J. Rozario, A. Oommen and H. Uma. (2002). 'Assessment of Specific Learning Disabilities', In U. Hirisave, A. Oommen and M. Kapur (eds), *Psychological Assessment of Children in the Clinical Setting*, pp. 75–140. Bangalore: National Institute of Mental Health and Neurosciences.
- Hofmeister, A. M. (1981). *Handwriting resource book: Manuscript cursive*. Allen: Developmental Learning Materials.
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, 71(2), 165-179.
- John, P. (2003). *Co-morbid Psychological Disorders in Learning Disabled Children*. In (Ed), P. Karanth and Joe Rozario (eds), *Learning Disabilities in India: Willing the Mind to Learn*, pp. 17–29. New Delhi: Sage Publications
- Johnson, D. J. & Myklebust, H. R. (1967). *Learning disabilities: Educational principles and practices*. New York: Grune & Stratton.
- Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage Publishers.
- Karande S. (2005) Attention deficit hyperactivity disorder: A review for family physicians. *Indian J Med Sci* 2005;59:547-56.
- Karande S, Satam N, Kulkarni M, Sholapurwala R, Chitre A, Shah N. (2007) Clinical and psychoeducational profile of children with specific learning disability and co-occurring attention-deficit hyperactivity disorder. *Indian Journal of Medical Science*, 61, 639-47.

- Karanth, P. (2003). 'Introduction', In P. Karanth and Joe Rozario (eds), Learning Disabilities in India: Willing the Mind to Learn, pp. 17–29. New Delhi: Sage Publications
- Karanth, P. and J. Rozario (eds). (2003). *Learning Disabilities in India: Willing the Mind to Learn*. New Delhi: Sage Publications.
- Karibasappa, C.N., Nishanimut, S. P. & Padakannaya, P (2008). A remedial teaching programme to help children with mathematical disability. *Asia pacific disability rehabilitation journal*, vol.19 (2)
- Kazdin, A. E. & Bootzin, R. R.(1972). The token economy: An evaluative review. *Journal of Applied Behavior Analysis*, 5, 343-372.
- Kedem, Y. (2006). TWA + PLANS strategies for expository reading and writing: Effects for nine fourth-grade students. *Exceptional Children*, 73, 69-89.
- Kodak, T., Miltenberger, R. J. & Romaniuk, C (2003). A comparison of differential reinforcement and non-contingent reinforcement for the treatment of a child's multiply controlled problem behavior. *Behavioral Interventions*, 18 (4), 267-278.
- Kohli, A., Malhotra, S., Mohanty, M., Khehra, N., & Kaur, M.(2005) *Specific learning disabilities in children: deficits and neuropsychological profile*. International Journal of Rehabilitation research. Jun;28(2):165-9.
- Kothari, R C (2004) *Research Methodology. Methods & Techniques*, New Age international (P) Ltd, Mumbai.
- Kumar, K(1999). Coping with disability. *Frontline*, 114-116.
- Lall, A., Hirisave, U., Kapur, M. & Subbakrishna, D. K. (1997). Perceived peer relations, social competence in children with Specific Disorders of Scholastic Skills. *NIMHANS Journal*, 15 (2), 133-37.

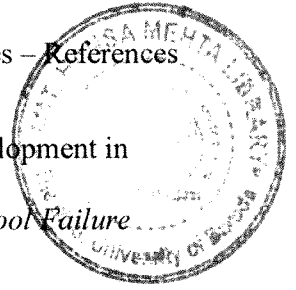
- Lam, A. L., & Cole, C. L. (1994). Relative effects of self-monitoring on-task behavior, academic accuracy, and disruptive behavior. *School Psychology Review, 23*,44-59.
- Lane, K. L., Harris, K. R., Graham, S., Weisenbach, J. L., Brindle, M. & Morphy, P. (2008). The Effects of Self-Regulated Strategy Development on the Writing Performance of Second-Grade Students with Behavioral and Writing Difficulties. *The Journal of Special Education Volume 41 Number 4*, 234-253
- Lienemann, T. O., Graham, S., Leader-Janssen, B. & Reid, R.(2006) Improving the Writing Performanceof Struggling Writers in Second Grade. *The journal of special education vol. 40, no. 2*, pp. 66–78.
- Loomba,M. (1995). *Descriptive analysis of sequential progression of English reading skills in Indian Children*. Unpublished Master’s dissertation, University of Mysore, Mysore.
- Lovaas, O. I., Berberich, J. P., Perloff, B. F., & Schaeffer, B. Acquisition of imitative speech by schizophrenic children. *Science, 1966, 151*, 705-707.
- Love, J. R., Carr, J. E., & LeBlanc, L. A. (2009) Functional assessment of problem behavior in children with autism spectrum disorders: A summary of 32 out patient cases. *Journal of Autism and Developmental Disorders, 39*, 363-372.
- Lloyd, J. W., Bateman, D. F., Landrum, T. J., & Hallahan, D. P. (1989). Self-recording of attention versus productivity. *Journal of Applied Behavior Analysis, 22*, 315-323.
- Lloyd, J. W., Hallahan, D. P., Kosiewicz, M. M., & Kneedler, R. D. (1982). Reactive effects of self-assessment and self-recording on attention to task and academic productivity. *Learning Disability Quarterly, 5*, 216-227.

- Maag, J. W., Reid, R., & DiGangi, S. A. (1993). Differential effects of self-monitoring attention, accuracy and productivity. *Journal of Applied Behavior Analysis*, 26, 329-344.
- Mann, A. V. & Brady, S. (1988). Reading Disability: The role of language disabilities. *Journal of Consulting and Clinical Psychology*, 56, 6, 811-816.
- Mason, L. H., Harris, K. & Graham, S. (2003) POW+WWW, what-2, how-2 equals fun and exciting stories. *Teaching exceptional children*, Vol. 36, No.6, pp 68-71.
- Mason, L. H., Snyder, K. H., Sukhram, D. P., & Kedem, Y. (2006). TWA + PLANS strategies for expository reading and writing: Effects for nine fourth-grade students. *Exceptional Children*, 73, 69-89
- Mayes, S. D., Calhoun, S. L., & Crowell, E. W. (2000). Learning Disabilities and ADHD: Overlapping Spectrum Disorders. *Journal of Learning Disabilities*, 33(5), 417-424
- MacArthur, C. A. (1996). Using technology to enhance the writing processes of students with learning disabilities. *Journal of Learning Disabilities*, 29, 344-354.
- MacArthur, C. A., Schwartz, S. S., & Graham, S. (1991). Effects of reciprocal peer revision strategy in special education classrooms. *Learning Disabilities Research & Practice*, 6(4), 201-210.
- McCutchen, D. (1995). Cognitive processes in children's writing: Developmental and individual differences. *Issues in Education: Contributions from Educational Psychology*, 1, 123-160.
- Mercer, C.D. and A.R. Mercer. (1985). *Teaching Students With Learning Problems*. London: Merrill Publishing Co.

- Miranda, A., Jarque, S. & Tarraga, R. (2006) Interventions in School Settings for Students With ADHD. *Exceptionality*, 14(1), 35–52,
- Mishna F (2003) Learning disabilities and bullying: double jeopardy. *Journal of Learning Disability*, 36(4), 336-47.
- Mukherjee, S., Hirisave, U. & Kapur, M. (1995). Anxiety, Self-esteem with specific Disorders of Scholastic skills. *NIMHANS Journal*, 13 (2), 117-21.
- Myers, P. I. & Hammill, D. D. (1976). *Methods for learning disorders*. New York: John Willey and Sons.
- Myklebust, H. R. (1965). *Picture story language test. The development and disorders of written language (Vol. 1)*. New York: Grune & Stratton.
- Otto W, McMenemy R.A, Smith R.J. (1973) *Corrective and remedial teaching*. Ed. II . Boston: Houghton Mufflin Company.
- Pandit, V. (2003). *Advocacy-Maharashtra, A Case study*. In (Ed), P. Karanth and Joe Rozario (eds), *Learning Disabilities in India: Willing the Mind to Learn*, pp. 17–29. New Delhi: Sage Publications
- Pisecco S., Baker, D. B., Silva, P. A., & Brooke, M. (1996). Behavioral distinctions between children identified with reading disabilities and/or ADHD. *Journal of the American Academy of Child and Adolescent Psychiatry*, 11, 1477-1484.
- Potato, J. A. (1980). Informal assessment of written expression. *Learning Disability Quarterly*, 3, 88-98.
- Potato, J. A. (1994). *Written expression*. In Choate, J. S., Ernight, B. E., Miller, L. J., Poteen, J. A., & Rakes, T. A. (Eds.), *Curriculum-Based Assessment and Programming*. Boston: Allyn and Bacon.

- Rao, S. L. (2003). *Neuropsychological aspects of Learning Disabilities*. In (Ed.), P. Karanth and Joe Rozario (eds), *Learning Disabilities in India: Willing the Mind to Learn*, pp. 17–29. New Delhi: Sage Publications.
- Rasmussen, S. A. & Eisen, J. L. (1991). *Phenomenology of OCD: In the psychology of obsessive compulsive disorder*. New York: Springer Publishing.
- Reid, R. (1996). Research in self-monitoring with students with learning disabilities: The present, the prospects, the pitfalls. *Journal of Learning Disabilities*, 29, 317-331.
- Reid, R., & Harris, K. R. (1993). Self-monitoring of attention versus self-monitoring of performance: Effects on attention and academic performance. *Exceptional Children*, 60, 29-40.
- Reid, R., & Lienemann, T. O. (2006). Self-regulated strategy development for written expression with students with attention deficit/hyperactivity disorder. *Exceptional Children*, 73, 53-68.
- Rooney, K. J., Polloway, E., & Hallahan, D. P. (1985). The use of self-monitoring procedures with low IQ learning disabled students. *Journal of Learning Disabilities*, 18, 384-389.
- Rozario, J. (1990). Interventions with scholastic backwardness. Unpublished Ph.D Thesis. NIMHANS, Bangalore.
- Saddler, B. (2006). Increasing story-writing ability through self-regulated strategy development: Effects on young writers with learning disabilities. *Learning Disability Quarterly*, 29, 291-305.
- Saddler, B., Moran, S., Graham, S., & Harris, K. R. (2004). Preventing writing difficulties: The effects of planning strategy instruction on the writing performance of struggling writers. *Exceptionality*, 12, 312-320.

- Saddler, B., Asaro, K. & Behforrooz (2008) The Effects of Peer-Assisted Sentence-Combining Practice on Four Young Writers with Learning Disabilities. *Learning Disabilities: A Contemporary Journal*, 6(1), 17-31.
- Sankaranarayanan, A. (2003). 'Cognitive Profiles of Children Learning to Read English as a Second Language', in P. Karanth and J. Rozario (eds), *Learning Disabilities in India: Willing the Mind to Learn*, pp. 77–90. New Delhi: Sage Publications.
- Santangelo, T., Graham, S. & Harris, K. (2008) Using Self-Regulated Strategy Development to Support Students Who Have “Trouble Putting Things Into Words”. *Remedial and Special Education Volume 29 Number 2 March/April*, pg 78-89
- Sarkar, A. (1990). *Prevalence and pattern of psychological disturbance in 8 to 11 year old school going children*. Unpublished M.Phil. Dissertation: Bangalore.
- Sawyer, R. J., Graham, S., & Harris, K. R. (1992). Direct teaching, strategy instruction, and strategy instruction with explicit self-regulation: Effects on the composition skills and self-efficacy of students with learning disabilities. *Journal of Educational Psychology*, 84, 340-352.
- Schrank, F. A. (2006). *Specification of the cognitive processes involved in performance on the Woodcock-Johnson III*. Assessment Service Bulletin No. 7, Riverside Publishing, Itasca, IL.
- Schunk, D. H. (1994). *Self-regulation of self-efficacy and attributions in academic settings*. In D.H. Schunk & B. J. Zimmerman (Eds.). *Self-regulation of learning and performance: Issues and educational implications* (pp. 75-99). Hillsdale, NJ: Lawrence Erlbaum Associates.



- Scott, B. J. and Vitale, M. R. (2000) Informal Assessment of Idea Development in Written Expression: A Tool for Classroom Use. *Preventing School Failure* Vol 44 (2), 67 – 71
- Sexton, M., Harris, K. R., & Graham, S. (1998). The effects of self-regulated strategy development on essay writing, self-efficacy, and attributions of students with LD in an inclusive setting. *Exceptional Children*, 64, 295-312.
- Shenoy, J. (1992). *A study of psychological disturbance in 5 to 8 year old school going children*. Unpublished doctoral thesis, Bangalore university, NiMHANS, Bangalore.
- Shimabukuro, S.M., Prater, M.A., Jenkins, A., & Edelen-Smith, P. (1999). The effects of self-monitoring of academic performance on students with learning disabilities and ADD/ADHD . *Education & Treatment of Children*, 22, 397-414.
- Sigmund, E., Svein, E. & Erik, J. & Tristram, S. (2006). Effects of Low-Intensity Behavioral Treatment for Children with Autism and Mental Retardation. *Journal of Autism & Developmental Disorders*, 36 (2), 211-224.
- Singer, B. D., & Bashir, A (1999) What are executive functions and Self-regulation and what do they Have to do with language-learning Disorders? *Language, speech, and hearing services in schools* • vol. 30 • 265–273 •
- Singer, B. D., & Bashir, A (2006). EMPOWER™-A Scaffold for Effective Writing Instruction. *Architects For Learning*.
- Singh, A. K. (2000). Research Methods in Education and Psychology.
- Skiba, R. J., Casey, A. & Center, B. A. (1986). Non aversive procedures in the treatment of classroom behavior problems. *Journal of Special Education*, 19 (4), 212-13.

- Skinner, B. F. (1985). Cognitive science and behaviorism. *British Journal of Psychology*, 76, 291-301.
- Spreen, O. (1989). The relationship between learning disability, emotional disorders and neuropsychology, some results and observations. *Journal of Experimental and Clinical Neuropsychology*, 11, 117-140.
- Stanovich, P J., & Jordan, A. (1998). Canadian teachers' and principals' beliefs about inclusive education as predictors of effective teaching in heterogeneous classrooms. *Elementary School Journal*, 98, 221-238.
- Stoddard, B., & MacArthur, C. (1993). A peer editor strategy: Guiding learning-disabled students in response and revision. *Research in the Teaching of English*, 27, 76-103.
- Suresh, P.A. and S. Sebastian. (2003). 'Epidemiological and Neurological Aspects of Learning Disabilities', In P. Karanth and J. Rozario (eds), Learning Disabilities in India: Willing the Mind to Learn, pp. 30–43. New Delhi: Sage Publications.
- Strauss, A. A.& Lehtinen, L. E.(1947). *Psychopathology and education of the brain injured child*. New York: Grune & Stratton.
- Troia, G. A., Graham, S., & Harris, K. R. (1999). Teaching students with learning disabilities to mindfully plan when writing. *Exceptional Children*, 65, 235-252.
- Wallace, G., & Kauffman, J. M. (1986). *Teaching students with learning and behavior problems*. Columbus, OH: Merrill.
- Waxmonsky, J., Pelham, W. E., Gnagy, E., Cummings, M. R., et al (2008). The Efficacy and Tolerability of Methylphenidate and Behavior Modification in Children with Attention-Deficit/Hyperactivity Disorder and Severe Mood

- Dysregulation. *Journal of Child & Adolescent Psychopharmacology*, 18 (6), 573-588,
- Weinberg & schumaker (1962) *Statistics An intuitive approach*. Wadsworth publishing company Inc., California.
- Weintraub, N.P. & Graham, S.C (1998). Writing legibly and quickly: A study of children's ability to adjust their handwriting to meet common classroom demands. *Learning Disabilities Research and Practice*. 13:146-152.
- Wong, B. Y. L., Butler, D. L., Ficzero, S. A., & Kuperis, S. (1996). Teaching low achievers and students with learning disabilities to plan, write, and revise opinion tssi^ys. *Journal of Learning Disabilities*, 29, 197-212.
- Wong, B. Y. L, Butler, D. L., Ficzero, S. A., & Kuperis, S. (1997). Teaching adolescents with learning disabilities and low achievers to plan, write, and revise compare-contrast essays. *Learning Disabilities Research & Practice*, 72,2-15.
- Wortman, P M., & Bryant, E B. (1985). School desegregation and black achievement: An integrative review. *Sociological Methods and Research*, 13, 289-324.
- Young, P.& Tyre, C. (1983). *Dyslexia or illiteracy? Realizing the right to read*. Milton Keynes: The Open University.
- Zimmerman, B. J. (1986). Development of self-regulated learning: What are the key sub-processes? *Contemporary Educational Psychology*, 16, 307–313.
- Zimmerman, B. J. (1989). A social cognitive view of selfregulated academic learning. *Journal of Educational Psychology*, 81, 329–339.
- Zimmerman, B. J. (1994). *Dimensions of academic selfregulation: A conceptual framework for education*, In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance* (pp. 3–21). Hillsdale, NJ: Lawrence