

**Name of Researcher** : ARPEETA ANAND  
**Name of the Supervisor** : DR. MOHD. FAIJULLAH KHAN  
**Department** : Department of Teacher Training & Non-Formal Education (I.A.S.E.)  
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### **ABSTRACT**

Specific Learning Disability (SLD) is a neurodevelopmental disorder that has consequences with learning activities of reading (dyslexia), writing (dysgraphia), and performing mathematical calculations (dyscalculia) (Lagae, 2008). There is no relation between IQ, emotional disturbance, or cultural factors associated with the inability to perform learning activities (Lyon, 1996). Even though having average IQ, attending conventional schools, intact hearing, normal vision, regular encouragement, facility of good social-cultural opportunities, still children with learning disabilities indicate learning deficits. (Lagae, 2008). SLD impacts academic accomplishments and activities related to reading, writing, and arithmetic (APA, 2013).

The present study revolves around understanding the perception of children, parents, and teachers about Specific Learning Disabilities. It was a phenomenological study conducted on Delhi Private Inclusive Schools. The three objectives formulated for the study were "To study the perspective of children towards SLD," "To study the perspective of parents towards children with SLD," and "To study the perspective of teachers towards children with SLD." Total sixteen superordinate themes and seventy six subordinate themes were identified and discussed.

Under the first objective, "Perspective of children towards SLD," there were Five Superordinate themes, and Sixteen Subordinate themes arose from the participant's accounts. The present study gives us an abstract about children's awareness and their pain associated with a specific learning disability. This shed light that children were

aware of SLD, but the parenting practices decide how they imbibe it in their life. Some parents had acceptance, and others did not accept their child because of a specific learning disability. They uncover their ups & down and discussed their educational, social, and psychological experiences. These helped us comprehend the issues & challenges experienced by children in association with a specific learning disability and their adverse impact on their quality of life. This also enlightens understanding consequences on parent-child enduring bond, their nurturing behavior & its influence on a child's overall personality. Child addresses their friend's support & bullying nature, both positive and negative relation reflect the influence on their growth, development, behavior, and personality. This also explains teacher's recognition of their associated difficulty. This further discusses teachers' teaching strategies adopted to assist them with fruitful results and their insight into teachers' vision of being fair & bias, and their role in inculcating discipline.

The second objective, "Perspective of parents towards children with SLD," has Six Superordinate themes and Forty-One Subordinate themes. This present study reflects parents revealing their child's difficulties and somehow presenting their viewpoint about SLD. Further, they uncover their associated struggles experienced during identification. They also disclosed the professionals' help and the contemplation of SLD provisions meant to support their child. It enlighten the concerns parents had for their child and reflected their perception. This provides us with an understanding of different concerns one can have when it is all about specific learning disability. This reflect parent's reaction towards their child & its difficulties in association with a specific learning disability. This uncovers the role played by parents for their child's holistic development. It also unfolds their story of nurturing & structuring their child's life banded together with a specific learning disability. This also pins down their long list of issues & challenges they may undergo in catering to their children's needs. This highlights parents' perception about the help & disappointment provided to them in their difficult journey by different stakeholders and furnished them with the support & help they could attain to ease their painful journey.

Finally, the third objective, "Perspective of teachers towards children with SLD," has Five Superordinate themes and Nineteen Subordinate themes. The present study highlighted teacher's comprehension of specific learning disabilities. They uncover the different types of training provided to them to improve competencies to deal with

children with a specific learning disability. They also talked about the provisions that are in support & are in benefit for child's welfare. Different themes revealed the behavior of teachers towards children with a specific learning disability. This reflects their ways of looking at things. It uncovers the detailing by teachers on their teachings or modifying behavior. These strategies help us to understand thoughtful planning by teachers that brought structure and instruction in the classroom. This also brings into the limelight different ways to cater to children with a specific learning disability. It highlights different responsibilities fulfilled by a teacher other than teaching. These furnish their perception and dedication towards shaping and modifying children with a specific learning disability. It uncovers teachers' difficulties in teaching and highlights issues and challenges incurred while dealing with children with a specific learning disability.

This present study points out the role of perception depends on awareness & the environment. Whether it is children, parents, and teachers, all are affected by it. All those children counsel about the difficulties and were accepted by the parents and teachers indicate positivity in their attitude and behavior. They attain better results in comparison with those who lack or possess low awareness. This study also reflects boys are at a higher number in comparison to girls on account of specific learning disabilities. Maybe the reason for being a male child get the advantage of getting diagnosed early. Girls were considered a double disadvantage due to being a female child and that too disabled. In the matter of parents, both mothers and fathers of SLD children got affected. The different roles and duties adversely overburden the mother in comparison to the father. The stigma & cultural taboo attached to disability makes the condition of mothers more unfavorable. On the other hand, fathers were more burden with the financials. Referring to teachers, both female and male teachers were sensitized, but the difference can be noted compared to general teachers and special teachers. Specials teachers were doing their duties more aptly than general teachers, but the fault is all about their training. The lack or inadequate training restricts them in understanding and catering needs of children with a specific learning disability.