

# The Effectiveness of Teachers in Regular Classes in the Process of Educating Students with Special Needs and Influencing Factors

Maryam Soleimani, Najmousaddat Mousavi\*

Department of Medical Basic Sciences, University of Social Welfare and Rehabilitation Sciences, Tehran, Iran

---

**Abstract** High Statistics and diversity of mental-behavioral disorders, Failure of learning and physical disabilities exists as special needs in the educational process of students. Emphasis of institutions, international organizations and researches conducted, education and learning at an acceptable level the fundamental and natural right of all children know education and learning at an acceptable level to be the fundamental and natural right of all children and have requested training and designing capacity building programs in schools to provide services to all children, especially children with special needs and support for teachers is one of the solutions to achieve these objective. The purpose is providing new concepts of effectiveness of teachers of regular classes and its influencing factors in the process of educating students with special needs. This research was done until data saturation with qualitative approach and basic theoretical method and by using focused group discussion interviews with 10 teachers, 10 students with special needs and 8 of parents of students with special needs, which were selected by sampling method based on purpose. Interviews were recorded and eventually were handwritten and analyzed. Analysis of the data led to the emergence of concepts of teacher effectiveness attributes such as eternal effectiveness, Security Provider, changing the path of life and also determining three influencing factors: A. Full recognition of teachers about their roles in relation to the students B. teacher recognition of special needs of students C. Understanding the proper position in the process of teaching these students. Findings showed that one of the best supports of public education and responding to growing special needs of students is supporting teachers in regular classes and strengthening him as an important element in the process of educating students with special needs to manage three effective factors listed in the Results.

**Keywords** Teaching, Teacher, Students with Special Requirements

---

## 1. Introduction

From 7 to 10 of June 1994, More than 300 participants representing 92 countries and 25 international organizations at the invitation of the Government of Spain in collaboration with UNESCO and other international organizations gathered to further the goals of public education and determining necessary changes and promoting them and to build capacity in schools to provide services to all children especially children with special needs and announced in Salamanca statement that: "Every child has a fundamental and natural right for education and this opportunity must be given to him to reach an acceptable level of learning" (Svanström, Lozano-García et al. 2008) and before that Jomtien Universal Declaration (1999) had announced the "Education for All" (Gholami, Armand et al. 2013) and also The United Nations Standard Rules (1993)

has recommended that "Every child has characteristics, interests, abilities and unique learning needs and education systems should be designed and educational programs should be in a way to meet wide variety of these characteristics, features and meet needs". and also based on Recommendations of international organizations such as the World Health Organization UNESCO, International Labor Organization about the necessity to guarantee the full participation and equality of opportunity to realize "society for all" slogan and also treaty of Rights of the Child (1998) which states "Education department should improve child's personality, talents and mental and physical abilities as much as possible" (UNICEF. 2009).

On the other hand Students with specific disabilities, emotional disturbance, speech or language impairments, mental retardation, multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, autism, traumatic brain injury, and other health impairments are subjected to special educational programs with one major objective of enabling them to use their own potential capabilities appropriately (Smith, Harris et al. 2001). Obviously to reach this goal, the interaction between special

---

\* Corresponding author:

N.moosavi@uswr.ac.ir (Najmousaddat Mousavi)

Published online at <http://journal.sapub.org/edu>

Copyright © 2016 Scientific & Academic Publishing. All Rights Reserved

education teacher and special education student in an educational environment plays a major role and technology-based instruction can facilitate this interaction (Popham and Popham 2005).

Also UNICEF experts' suggestions (Unicef 2011) and the results of concluded research and studies pave the way of chariot of education in educational integration path. In such a way that everyone insists on the idea that inclusive education department must provide equal opportunities for public education with the principle of needs, differences and creating a positive self-concept of people with disabilities so that people with disabilities can achieve the maximum success in their abilities (Mancini, Hardiman et al. 2005). This was announced at a conference in Salamanca in a practical framework that "We call on all governments and we strongly recommend them to adopt principle of inclusive education as a law or policy" (Pugach and Blanton 2009). From those years until now concept of special need have developed a lot and many conferences such as the World Conference on Education for Sustainable Development (Bruns and Rakotomalala 2003) and also a lot of researches on these students and their special needs are concluded which represents a wide range, diverse and high prevalence in form of behavioral disturbances (Mayes and Calhoun 2006), reading-learning failure (Lyon 2002, Katusic, Colligan et al. 2009) as well as physical problems which exist among the students (Silver and Hagin 1990, Stevenson 2003). In Iran, the prevalence of behavioral disorders, according to report of (Najafi and Folad Chang 2009) is 17.5 percent which emerges in form of attention deficits, impulsivity hyperactivity, composition and oppositional defiant. And based on research of (Ghobari banab B 2009) up to up to 3.20% and also according to report of (Eslamie M. M 2008) one-third of primary school students in Tehran have behavioral disorders.

Furthermore About 8% of Iranian students' population suffers from Learning disabilities (SeifNaraghi 2010), whereas the prevalence estimates of the data collected from the western countries varies from 3% to 7% (Tafti 2014). Also (Berninger, Nielsen et al. 2008) have considered learning disorders to be matters such as carelessness, inattention, impaired comprehension, impaired hearing, thinking, speaking, reading and writing, spelling and numeracy. (Kelly 2002) believes to be dismay and disgust of learning to read and difficulty in detecting a component of the total and (Jordan, Kaplan et al. 2009) consider incorrect numeric calculations and weak counting of numbers to be signs of learning disorders. Other researcher consider reading and disabilities in it as one of the most important aspects of learning which creates many problems for students with disabilities in learning (Taroyan, Nicolson et al. 2007). Learning disorders have been reported more in girls than in boys (Seki, Kassai et al. 2008). Lyon 2002 has reported it from 6.7% to 18%. (Mayes and Calhoun 2006) report that 80 percent of students with disabilities have difficulty in learning to read. Rahimian and Sadeghi 2006 have mentioned impaired reading from second to fifth of

elementary to be respectively 10.8, 5.9, 8.2, 9.6 and 5.9 in boys, 4.4, 5.3, 8.2 in girls (Rahimian S 2006).

Despite the high prevalence and diversity of disorders and disabilities mentioned, as well as declarations and resolutions of international organizations, few studies (Opdal, Wormnæs et al. 2001, Baglieri and Knopf 2004) have been concluded by the universities and research centers to help organize regular schools and special services as the key elements of the process of education, especially teachers. While the main basis of education and its process is in class and interaction between the teacher and these students takes place in the class and teacher by using his roles is one of the most essential element for creating innovative teaching-learning strategies and also using common space in schools to achieve the objectives of public education for these children and as reports have suggested, a series of exercises and interventions that are normally available can help normalization education of these students (Baglieri and Knopf 2004).

Now research is trying according to the spread of behavioral disorders and a wide variety of mental and physical disabilities, developmental disorders and learning to read and also the role of teachers in the educational process, to provide new concepts and factors affecting the effectiveness of teachers in the educational process of these students to have a step forward in the realization of the goals of public education and explanation of the changes necessary in regular schools and upgrading them and empowering teachers to improve the process of education for all children, especially children with special needs.

## 2. Methodology

In this study, in order to achieve accurate, deep and narrow information qualitative research is used in form of basic theories (Graneheim and Lundman 2004).

The basic theory is observing happenings in order to make sense of the different aspects of the data collected in order to establish a theory.

The basic theories of a qualitative research method based on a process of gathering information about very different and diverse issues (what a group of people know, what they think, what they have achieved in the context of a purpose or a subject, ideas, beliefs) and these topics based on fields of information that leads to formation of a theory (Denise, Beck et al. 2001). Questions about question of research by using interview method and etc. are collected from participants, then interviews are written and are encoded and main codes are identified in next stages and finally, the main codes which reflect the core concepts of research are merged together and the main influencing factor in concept of research that is called the main variable is extracted. At this stage, results are compared with a choice selection of texts and relation of concepts and theory is determined (Graneheim and Lundman 2004, Speziale, Streubert et al. 2011).

Given that in this study we are trying to provide a new concept of effectiveness of teachers of regular classes and factors affecting it on the educational process of students with special needs, thus the best method that can help the researcher in achieving this purpose is qualitative approach in form of basic theories which has been emphasized and used in this research.

### ***Sampling, collection process and data analysis***

Sampling process on qualitative research is based purpose and continues until data saturation that no more new code is created. Accordingly, participants in this study consisted of 12 teachers with at least 5 years of work Experience, whom normally engaged with these students and were still teaching at the time of the study. 10 students with special needs between the ages of 15 to 18 years with were suggested by guide teacher or school administrator (whom were acquainted with project aim and were informed) on the basis of their educational records and then for more reliability they were evaluated by Child Symptom form for behavioral disorders and reading detection test for learning failure and with physical disability symptoms and participated in interviews voluntarily. Notably, these students had normal intelligence and the power of speech to discuss as well as 8 parents who had children with special needs. Characteristic of all participants was that the all were willing to cooperate and were familiar with the research subject.

In the present study, in the first step information was collected through focus Group Discuss interviews. Focus Group Discuss is a method beyond a question and answer interaction, this method has a high validity, is a relatively low-cost method in which a lot of information can be obtained in a natural environment. Estrobert and Quainter 1999 believe that this method is very useful in research on sensitive subjects and so that after providing all conditions of good interview and eliminating disturbances in the focused group discussion (as much as possible), The first meeting was held for an hour and forty-five minutes of time outside official positions with the participation of teachers with above mentioned characteristics. (Halcomb, Gholizadeh et al. 2007). The first meeting was held for an hour and forty-five minutes of time outside official positions with the participation of teachers with above mentioned characteristics. Questions were semi-open which only provided the background for a discussion and exchange of information. The second meeting was held in presence of parents of students with special needs for an hour and twenty minutes while maintaining all of focused group discussion specifications which due to lack of information saturation, the second meeting was held with 75 minutes in another location and another time with the same people. Third meeting was held with the students mentioned for an hour and thirty-five minutes at one of the university classes. In all of these meetings video recording device was used and also meeting assistant recorded all information even changes in the face and mental state of the

people and such issues in time of expression of the participants' experiences and Cameraman monitored the states of Faces as much as possible and in this way, all the information was collected and recorded. Next, all the information were analyzed and evaluated and the phrases and sentences and words were arranged.

The texts were arranged in Word software which has the annotation capability. In this method data were sentences and phrases and data analysis were performed after arranging data and annotation and ordering them in three coding levels (Krippendorff 2012) and the MAXQDA 10 was used for data management. The data analysis was consisted from 4 aspects such as: data analysis for concepts, data analysis for field, considering process in data analysis and combining the intended categories (Corbin and Strauss 2014) and in the first stage of encoding 132 codes were obtained and in second stage codes were classified and were placed in 11 main classes with specific topics and in third stage codes were merged again and three main classes of data were created (Humble 2009). In the first stage of encoding, 132 codes were obtained and in second stage codes were classified and were placed in 11 main classes with specific topics and in third stage codes were merged again and three main classes of data were created (Krippendorff 2012).

During this process, analysis units were reviewed for several times and were classified based on the conceptual and semantic similarity. Process of decline existed in data reduction in all analysis units and in sub and main classification so that the number of conceptual units gets less and also sub and main classification become more conceptual (Elo and Kyngäs 2008). Finally, the researcher and the participants reached a common sense of satisfaction in terms of classes of data and the main headlines and classes via the Internet, telephone and full consultation, which has been show in findings section.

### ***Data trust worthiness***

Following methods were used for data trust worthiness:

Review: reviewing manuscripts, recordings and extracted concepts by using comments and corrections of experts (Peer check) and Consultants and participants (Member check).

Prolonged engagement (or continues involvement in research): analysing data and feedback to the research at the same time, the allocation of sufficient time, constant communication with participants in their proposed location and time.

### ***Study moralities***

Pre awareness of students participating about their special needs, the presence of all participants in the research process with full knowledge and written consent, keeping data confidentiality, the right to withdraw from the study at any time and sharing results upon request of participants.

7 of the teachers participating in this interview had least 9 years of experience and 3 of them were Guide teachers with

5 years of experience and were familiar with the cases of students with special needs and 2 of them were manager with 13 years of experience and students with were familiar with the cases of students with special needs and parents participating consisted of 7 mothers and 1 father whom had children with special needs and also 10 students that 2 of them had physical disability and 4 of them had behavioral disorders and 4 of them had learning disorders in the age of 15- 18 years. Disabilities and their percentage was in a way that all of them studied in regular classes, were able to Able to voluntarily participate and discuss the process of focused group discussion. Results obtained from data analysis according to mentioned research method and comparing the documents expresses concepts and themes as follows:

### 3. Results

The obtained results from data analysis were accorded to the mentioned method and comparison with the texts indicating the concepts.

#### *Effective teachers*

Concept and nature of effective teacher is synonymous with compassion, honesty, discipline and patience, Responsible, one that his the influence will forever be remembered for people, one that can even change a person's life path that participants even students acknowledged it.

Overall it was determined that Characteristics of effective teachers on the positive experiences of the participants not only of the result of the practices a teacher but also the it is the result of teachers practices over years, that like some features.

From analyzing data about the factors affecting the effectiveness of teachers, flowing concepts were extracted which will be explained:

1. Teachers' awareness from their role and their meaning
2. Teachers' awareness from characteristics and individual needs of mentioned students.
3. Teachers' knowledge and understanding from different situations.

#### *1. Teachers knowledge of their roles and the concepts of them*

Playing the role of teachers requires an understanding of "individual needs of students" and using their "Potential capabilities". Participants believed the understanding of this concept form the teacher as an important factor in improving educational process of the students and what they called effective teacher were teachers who considered conditions and needs of these students. In other words, it must be acknowledged that this study announces the role of the teacher as "mother", "father", "nurse", "guidance counsellor", "manager", "and friend" and etc. makes sense and can be effective when they are in accordance with the individual needs of students and be able to used their potential capabilities to further the objectives of the training which has been reflected in experience of participants in

this way.

#### *2. Teachers knowledge of the characteristics and requirements of individual students*

Playing teachers role requires understanding ' individual needs" and" potential ability" of students. Understanding of this concept is known as a factor to improve learning process according to participants. And what is known as teacher's effectiveness is someone who understands the conditions and needs of students. In other words, it should be noted that this study declare the role of teachers such as mother, father, nurse, guidance, manager, friend and etc., make sense and can be effective when based on the individual needs of students and used their potential ability to promote the goals of learning, and this reflected on participant's experience.

After following up the same codes and exchanging ideas and receiving more data in several occasions and analyzing them and compliance with other concepts I was revealed that the requirement of this concept is having "the experience of teaching". In other words "the experience of teaching" leads to teacher not having the anxiety of class management and pay attention to 'Individual requirements" with more fluency and confidence and use "potential capabilities" of these students to promote their education.

And also the answer of participants to this question that can teachers participation in various training workshops on the role of teaching and recognition of special needs of students be effective in their effectiveness, led us to a third concept which is:

#### *3. Understanding the proper situation*

Only recognition of the role of the teacher and using it and understanding individual needs of special students is not enough for effectiveness of teachers, what is important is the application of different roles of teacher and also an understanding of the individual needs of special students proportional to grade (age), gender and other conditions. A word that participants called it "teaching capability", the thing that causes difference in performance of even trained teachers.

### 4. Discussion

The findings of this study show that the experience of participants in the concept of effective teacher and factors affecting it has been the result of their own experience during their own or their children education and each of them express it as it is in their memories.

Their emphasis on the role of teachers in different situations was remarkable. Wherever teacher has properly used his role in about the situation and individual and special needs of these students, it has been effective, has left positive experiences from the effectiveness of different teachers and the result of these valuable experiences of teacher and his influence in the process of normalization of public education and educational development of these

students was remarkable, the same thing that participants called "art of teaching".

The experiences of this research on the effectiveness of the role of teacher is comparable to research of (Beh Pazhuh 2008) about effectiveness of awareness campaigns of regular teachers and their attitude correction in the case of students with hearing impairment.

But the thing that findings state about recognizing the needs of the individual student is having experience of teaching in regular classes which led to having a comprehensive understanding of the roles of teaching and identifying individual student needs with more confidence and step forward in appropriate role in the correct position to provide them using their potential to make structural differences normal and acceptable. This is a democratic philosophy which indicates that all students are valuable. These concepts have been reflected in the research of (Susan and colleagues 2004) reflected on normalization of education in a society based on democratic principles (Baglieri and Knopf 2004). Of course, having new friends has been beneficial for children with disabilities according to research of (Litvack, Ritchie et al. 2011) and have had positive impact on normal children but feeling comfortable with classmates with special needs has been protested by them.

Based on research carried out by (Alizadeh 2001) attitudes of normal and special teachers can have an effective impact integration of education and its normalization, also (Minaie 2001) consider teacher attitudes as a variable which has a significant impact on students' educational improvement.

Domestic researches are in line with the research of (Cook and Semmel 1999, Hodge, Davis et al. 2002) which consider the attitude of teachers as the most important factor in the success or failure of normal education programs. Findings of the present research indicates that in addition to the impact of teachers' attitudes in regular classes in matter of public education (above research) what can improve and make the learning process of these students successful is the management that teacher has on factors effective in process of education that based on the findings of this study, factors affecting the effectiveness of teacher performance include the following:

- A. Full recognition of the role of teachers in relation to students with special needs
- B. Teacher understanding of the individual needs of students
- C. Understanding the proper situation

Teacher's targeted management of these three factors and their interactions on each other can guarantee the progress of students with special needs in their learning process in regular classes and pave the way for public education integration.

## 5. Conclusions

Findings of this study show that teachers have an important effectiveness in education process for students with special needs and this effectiveness is influenced by three important factors of A. Full recognition of the role of teachers in relation to students with special needs B. Teacher understanding of the individual needs of students C. Understanding the proper situation and since nowadays the extent and variety of special needs in students is growing, the existence of boundaries of special schools has no meaning Education department is actually against the wishes of these students for families and the community and Should find arrangements to answer this matter and these findings show since teachers are the most important element in the process of educating students so supporting them and improving them in order to manage three mentioned factors can be effective in improving and enhancing the education of these students and, consequently, public education. Based on this extensive program must be devoted to educate and explain the different roles of teachers in connection with the students at different ages as a professional skill and institutionalization of this capability and skill in teachers seems strictly necessary.

Also classifying the needs of special students and strategies should be taught in accordance with it in student-teacher interaction in the process of education and must be considered by authorities as special training packages in supportive-educational workshops, because these students will be one-third of the country's citizens in future. But achieving two above mentioned skill is fully possible when or in other words planning and investing for training two above skills is successful when experienced teachers or teacher candidates who passed the period of their internship and have "The experience of teaching" are used so that so that the anxiety of class management does not stop them from executing complete management and their role and meeting the needs of these students in appropriate situations. Therefore encouraging institutions supporting these students Such as the Exceptional Children school department, Association of deaf and with low hearing children, schools of low vision children, supporting public institutions, Children Psychological Association, Research centers and universities and Welfare Organization and etc. with the cooperation and direct contacts with education department, Teacher Training centers and related Colleges seems necessary. So to this end, to this end, necessary planning and investment be done in training of human resources to improve the education of these students. Education department is investment in one generation of another generation. In order to improving and acquirement of these skills by teachers and employed trainers, arrangements such as apprenticeships and internships and related workshops must be held.

---

## REFERENCES

- [1] Alizadeh, h. (2001). "Effectiveness of the normal school teachers for training on the attitude toward inclusive education of hearing impaired students." *exceptional Children* 32: 121-132.
- [2] Baglieri, S. and J. Knopf, H (2004). "Normalizing differences in inclusive teaching." *Journal of Learning Disabilities* 37(6): 525-529.
- [3] Beh Pazhuh, a. (2008). "Compare the attitude of the regular and interfaced teachers in low hearing students...." *Research on Exceptional Children* 8(3): 295-306. (In Persian)
- [4] Berninger, V. W., K. H. Nielsen, R. D. Abbott, E. Wijsman and W. Raskind (2008). "Writing problems in developmental dyslexia: Under-recognized and under-treated." *Journal of school psychology* 46(1): 1-21.
- [5] Bruns, B. and R. Rakotomalala (2003). *Achieving universal primary education by 2015: A chance for every child*, World Bank Publications.
- [6] Cook, B. G. and M. I. Semmel (1999). "Peer acceptance of included students with disabilities as a function of severity of disability and classroom composition." *The Journal of Special Education* 33(1): 50-61.
- [7] Corbin, J. and A. Strauss (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*, Sage publications.
- [8] Denise, F., C. T. Beck and B. P. Hungler (2001). *Essentials of nursing research: Methods, appraisal, and utilization*, Lippincott.
- [9] Elo, S. and H. Kyngäs (2008). "The qualitative content analysis process." *Journal of advanced nursing* 62(1): 107-115.
- [10] Eslamie M. M (2008). "Prevalence of behavioral disorders among primary school students in Tehran." *Journal of Exceptional Children* 27: 8-14
- [11] Ghobari banab B (2009). "The description of behavioral problems in primary school students in Tehran." *Journal of Exceptional Children* 33: 223-239.
- [12] Gholami, O., M. Armand and A. Aghazadeh (2013). "A Comparative Study of Lifelong Education at Present between Countries Iran, England and Japan."
- [13] Graneheim, U. H. and B. Lundman (2004). "Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness." *Nurse education today* 24(2): 105-112.
- [14] Halcomb, E. J., L. Gholizadeh, M. DiGiacomo, J. Phillips and P. M. Davidson (2007). "Literature review: considerations in undertaking focus group research with culturally and linguistically diverse groups." *Journal of clinical nursing* 16(6): 1000-1011.
- [15] Hodge, S. R., R. Davis, R. Woodard and C. Sherrill (2002). "Comparison of practicum types in changing preservice teachers' attitudes and perceived competence." *Adapted Physical Activity Quarterly* 19(2): 155-171.
- [16] Humble, Á. (2009). "Technique triangulation for validation in directed content analysis."
- [17] Jordan, N. C., D. Kaplan, C. Ramineni and M. N. Locuniak (2009). "Early math matters: kindergarten number competence and later mathematics outcomes." *Developmental psychology* 45(3): 850.
- [18] Katusic, S. K., R. C. Colligan, A. L. Weaver and W. J. Barbaresi (2009). "The forgotten learning disability: epidemiology of written-language disorder in a population-based birth cohort (1976-1982), Rochester, Minnesota." *Pediatrics* 123(5): 1306-1313.
- [19] Kelly, P. D. (2002). "THIS ISSUE: Learning Disorders." *Pediatric Annals* 34(4): 259-262.
- [20] Krippendorff, K. (2012). *Content analysis: An introduction to its methodology*, Sage.
- [21] Litvack, M. S., K. C. Ritchie and B. M. Shore (2011). "High-and average-achieving students' perceptions of disabilities and of students with disabilities in inclusive classrooms." *Exceptional children* 77(4): 474-487.
- [22] Lyon, G. R. (2002). "Reading development, reading difficulties, and reading instruction educational and public health issues." *Journal of School Psychology* 40(1): 3-6.
- [23] Mancini, M. A., E. R. Hardiman and H. A. Lawson (2005). "Making sense of it all: consumer providers' theories about factors facilitating and impeding recovery from psychiatric disabilities." *Psychiatric rehabilitation journal* 29(1): 48.
- [24] Mayes, S. D. and S. L. Calhoun (2006). "Frequency of reading, math, and writing disabilities in children with clinical disorders." *Learning and individual Differences* 16(2): 145-157.
- [25] Minaie, A. (2001). "Factors affecting the development of integrated education of hearing impaired students." *Journal of Research on Exceptional Children* 4: 171.
- [26] Najafi, M. and M. Foad Chang (2009). "The prevalence of attention deficit hyperactivity disorder and conduct oppositional defiant disorder in primary school students." *Research on Exceptional Children* 9(3): 239-254. (In Persian)
- [27] Opdal, L. R., S. Wormnæs and A. Habayeb (2001). "Teachers' opinions about inclusion: A pilot study in a Palestinian context." *International Journal of Disability, Development and Education* 48(2): 143-162.
- [28] Popham, W. J. and J. W. Popham (2005). *Classroom assessment: What teachers need to know*, Pearson/Allyn and Bacon.
- [29] Pugach, M. C. and L. P. Blanton (2009). "A framework for conducting research on collaborative teacher education." *Teaching and Teacher Education* 25(4): 575-582.
- [30] Rahimian S, S. (2006). "The prevalence of reading disorder among primary school students." *Iranian Journal of Psychiatry and Clinical Psychology* 4: 396-402
- [31] SeifNaraghi, M., & Naderi, E (2010). "Learning-specific disabilities. Arasbaran Publications, Tehran." Arasbaran Publications, Tehran.
- [32] Seki, A., K. Kassai, H. Uchiyama and T. Koeda (2008).

- "Reading ability and phonological awareness in Japanese children with dyslexia." *Brain and Development* 30(3): 179-188.
- [33] Silver, A. A. and R. A. Hagin (1990). *Disorders of learning in childhood*, John Wiley & Sons.
- [34] Smith, P. L., C. M. Harris, L. Sammons, J. Waters, D. Jordan, D. Martin, N. Smith and P. Cobb (2001). "Using multimedia portfolios to assess preservice teacher and P-12 student learning." *Action in Teacher Education* 22(4): 28-39.
- [35] Speziale, H. S., H. J. Streubert and D. R. Carpenter (2011). *Qualitative research in nursing: Advancing the humanistic imperative*, Lippincott Williams & Wilkins.
- [36] Stevenson, I. (2003). "Specific learning disorders: primary and secondary prevention." *Developmental Medicine & Child Neurology* 45(s96): 42-44.
- [37] Svanström, M., F. J. Lozano-García and D. Rowe (2008). "Learning outcomes for sustainable development in higher education." *International Journal of Sustainability in Higher Education* 9(3): 339-351.
- [38] Tafti, M. A. (2014). "Acknowledging the Difference: Lessons from Differentiated Instruction, Multiple Intelligences, and Visual-Spatial Learning Theories for Students With Learning Disabilities." *Applied Psychology* 2(6): 1-10.
- [39] Taroyan, N., R. Nicolson and A. Fawcett (2007). "Behavioural and neurophysiological correlates of dyslexia in the continuous performance task." *Clinical Neurophysiology* 118(4): 845-855.
- [40] Unicef (2011). *UNICEF Annual Report 2010*, UNICEF.
- [41] UNICEF. (2009). *State of the World's Children: Celebrating 20 Years of the Convention on the Rights of the Child*, Unicef.