

**Patterns of Specific Learning Difficulties in Literacy,  
Numeracy and Orthography in School Children of Grade  
4<sup>th</sup> and 5<sup>th</sup>**



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## DECLARATION

I, Ms. **Fatima Naeem** ID: **13001166001** Student of **PhD Clinical Psychology** in the subject of **Clinical Psychology Fall 2012 - Fall 2015**, hereby declare that the matter printed in the thesis title **“Patterns of Specific Learning Difficulties in Literacy, Numeracy and Orthography in School Children of Grade 4<sup>th</sup> and 5<sup>th</sup>”** is my own work and has not been printed, published and submitted as research work thesis or publication in any form in any university, research institution etc. in Pakistan or abroad.

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## Table of Content

Sr. No	Contents	Page Number
	List of Tables	vii- x
	List of Figures	xi
	List of Appendices	xii
	Acknowledgement	xiii
	Dedication	xvi
	Abstract	xv
	<b>Chapter 1: Introduction.....</b>	<b>1-13</b>
	• Implication of the Research .....	12- 13
	• Aim of the Study .....	13
	• Objectives of the Study.....	13
	<b>Chapter 2: Literature Review.....</b>	<b>14 - 81</b>
	• Historical Background .....	14
	• Specific Learning Difficulties.....	20
	• Causes of SLD's .....	25
	• Development of Literacy Skills.....	34
	• Assessment and Diagnosis of SLD's.....	47
	• Prevalence of SLD's.....	63
	• Management and Response to Intervention .....	70
	• Indigenous Perspective of SLD's in Pakistan.....	75
	• Status in Pakistan .....	77

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• Rationale of the Research.....	79
• Research Questions.....	80
• Operational definition of variables.....	81
<b>Chapter 3: Method.....</b>	<b>82-125</b>
• Introduction.....	82
• Phase 1: Identifying the Signs of SLD's.....	83
• Phase 2: Selection of Instruments.....	83
• Achievement Tests .....	86
• Cognitive Tests.....	98
• Carrying Out Series of Pilot Studies for Protocol Finalization.....	108
• Establishing Psychometric Properties of Indigenously Developed Tests.....	116
• Phase 3: Main study: Identification of patterns of SLD's in school children of grade 4 <sup>th</sup> and 5 <sup>th</sup> .....	119
• Step1: Carrying Out Group Administration.....	120
• Step 2: Carrying Out Individual Administration.....	122
• Phase 4: Identification of Writing Errors to Identify Patterns of SLD's in School Children.....	124
• Description of Four Errors Identified.....	124
<b>Chapter 4: Results.....</b>	<b>126-182</b>
• Section 1: Sample Description.....	128
• Section 2: Collating the Signs of SLD's and Selection of Instruments.....	129

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• Section 3: Factor Analysis of Group and Individual Tests .....	129
• Section 4: Assessment of School Children on Academic and Cognitive Tests.....	137
• Section 5: Identifying Patterns SLD's in School Children.....	160
• Section 6: Identification of Graphical Errors of School Children.....	166
• Summary of results.....	183
<b>Chapter V: Discussion.....</b>	<b>187-195</b>
Limitation.....	193
Recommendation.....	193
Conclusion.....	195
<b>References.....</b>	<b>196-242</b>
Appendices	
Plagiarism report	

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## List of Tables

<b>Table No</b>	<b>Page No</b>
<b>Table 1</b> .....	<b>85</b>
List of Signs of SLD's and Instruments for Measuring Achievement Skill of School Children	
<b>Table 2</b> .....	<b>86</b>
List of Signs of SLD's and Instruments for Measuring Cognitive Skill of School Children	
<b>Table 3</b> .....	<b>117</b>
Summary of Inter Correlations, Means and Standard Deviations of Reading, Writing and Arithmetic Tests with School Performance (n=580)	
<b>Table 4</b> .....	<b>128</b>
Frequencies and Percentages of Boys and Girls of Primary School Children of Class 4 <sup>th</sup> and 5 <sup>th</sup> in Group and Individual Testing	
<b>Table 5</b> .....	<b>132</b>
The Factor Structure of Group Tests with Varimax Rotation	
<b>Table 6</b> .....	<b>132</b>
Eigen Values and Variance Explained By 3 Factors of Group Tests	
<b>Table 7</b> .....	<b>135</b>
The Factor Structure of Individual Tests with Varimax Rotation	
<b>Table 8</b> .....	<b>135</b>
Eigen Values and Variance Explained by 4 factors Individual Tests	
<b>Table 9</b> .....	<b>139</b>
Means, Standard Deviations, <i>t</i> and <i>p</i> Values of Boys (n =202) and Girls (n=248) of Class 4 <sup>th</sup> on Academic, Orientation and Abstract Reasoning Ability Tests	

<b>Table 10.....</b>	<b>140</b>
Means, Standard Deviations, <i>t</i> and <i>p</i> Values of Boys (n =220) and Girls (n=230) of Class 5 <sup>th</sup> Academic, Orientation and Abstract Reasoning Ability Tests	
<b>Table 11.....</b>	<b>141</b>
Means, Standard Deviations, <i>t</i> and <i>p</i> Values of Boys (n =202) and Girls (n=248) of Class 4 <sup>th</sup> on Cognitive Tests	
<b>Table 12.....</b>	<b>142</b>
Means, Standard Deviations, <i>t</i> and <i>p</i> Values of Boys (n =220) and Girls (n =230) of Class 5 <sup>th</sup> on Cognitive Tests	
<b>Table 13.....</b>	<b>144</b>
Summary of InterCorrelations, Means, and Standard Deviations between 3R'S (Reading, Writing and Arithmetic) with Orientation and Coding Tests	
<b>Table 14.....</b>	<b>145</b>
Summary of InterCorrelations, Means, and Standard Deviations between 3R'S (Reading, Writing and Arithmetic) with Abstract Reasoning Ability	
<b>Table 15.....</b>	<b>146</b>
Summary of Inter Correlations, Means, and Standard Deviations between 3R'S (Reading, Writing and Arithmetic) with Cognitive Tests	
<b>Table 16.....</b>	<b>147</b>
Summary of Inter Correlations, Means, and Standard Deviations between 3R'S (Reading, Writing and Arithmetic) with Cognitive Tests	
<b>Table 17.....</b>	<b>148</b>
Summary of Inter Correlations, Means, and Standard Deviations between 3R'S (Reading, Writing and Arithmetic) with Cognitive Tests	

<b>Table 18.....</b>	<b>150</b>
Summary of Inter Correlations, Means, and Standard Deviations of Reading, Writing and Arithmetic Tests with School Performance (n=580)	
<b>Table 19.....</b>	<b>152</b>
Percentages of School Children (n=900) scored 1 SD Below and Above Mean on Achievement, Coding, and Abstract Reasoning Ability Tests	
<b>Table 20.....</b>	<b>154</b>
Percentages of School Children (n=900) scored 1 SD Below and Above Mean on Cognitive Tests	
<b>Table 21.....</b>	<b>157</b>
Hierarchical Regression Analysis of Predictors of Dictation Urdu (n= 900)	
<b>Table 22.....</b>	<b>158</b>
Hierarchical Regression Analysis of predictors of Dictation Test Urdu (n= 900)	
<b>Table 23.....</b>	<b>162</b>
Means, Standard Deviations, of Below Average Achievers Boys and Girls of Class 4 <sup>th</sup> (n=113); Boys and Girls of Class 5 <sup>th</sup> (n= 66), Average Achiever Boys and Girls of Class 4 <sup>th</sup> (n=258) and Boys and Girls of Class 5 <sup>th</sup> (n= 253), High Achiever Boys and Girls of Class 4 <sup>th</sup> (n=80) and Boys and Girls of Class 5 <sup>th</sup> (n= 137) in Group Testing	
<b>Table 24.....</b>	<b>164</b>
Means, Standard Deviations, of Below Average Achievers Boys and Girls of Class 4 <sup>th</sup> (n=113); Boys and Girls of Class 5 <sup>th</sup> (n= 66), Average Achiever Boys and Girls of Class 4 <sup>th</sup> (n=258) and Boys and Girls of Class 5 <sup>th</sup> (n= 253), High Achiever Boys and Girls of Class 4 <sup>th</sup> (n=80) and Boys and Girls of Class 5 <sup>th</sup> (n= 137) in Individual Testing	

<b>Table 25.....</b>	<b>166</b>
Dictation Urdu Errors Identified from Three Achievement Groups Below Average Achievers (n= 169), Average Achiever (n=511) and High Achiever (n= 220) School Children	
<b>Table 26.....</b>	<b>169</b>
Hierarchical Regression Analysis of Predictors of Dictation Error Bizarreness (n=900)	
<b>Table 27.....</b>	<b>171</b>
Hierarchical Regression Analysis of Predictors of Dictation Error Bizarreness (n=900)	
<b>Table 28.....</b>	<b>173</b>
Hierarchical Regression Analysis of Predictors of Dictation Error Omission (n=900)	
<b>Table 29.....</b>	<b>175</b>
Hierarchical Regression Analysis of Predictors of Dictation Error Omission (n=900)	
<b>Table 30.....</b>	<b>176</b>
Hierarchical Regression Analysis of Predictors Dictation Error Addition (n=900)	
<b>Table 31.....</b>	<b>178</b>
Hierarchical Regression Analysis of predictors of Dictation Error Addition (n=900)	
<b>Table 32.....</b>	<b>179</b>
Hierarchical Regression Analysis of Predictors of Dictation Error Phonetic Attempt (n=900)	
<b>Table 33.....</b>	<b>181</b>
Hierarchical Regression Analysis of Predictors of Dictation Error Phonetic Attempt (n=900)	

### List of Figures

Figure 1.....130

Scree Plot Showing Extraction of Factors of Group Tests on 900 School Children.

Figure 2.....133

Scree Plot Showing Extraction of Factors of Individual Tests on 900 School Children

## List of Appendices

<b>Appendix A</b> .....	List of Errors of SLD's identified from Literature
<b>Appendix B</b> .....	Group Testing Performa
<b>Appendix C</b> .....	Individual Testing Performa
<b>Appendix D</b> .....	Table of Increasing Order of Difficulty
<b>Appendix E</b> .....	Permission Letter to Use Coding, and Bangor Dyslexia Test
<b>Appendix F</b> .....	Plagiarism Report

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### **Dedication**

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### **Abstract**

The concept of dyslexia has been with us for nearly 200 years, yet its existence is debatable to some and doubtful for others. No standard psychological assessment exists to identify dyslexia / SLD's in Pakistan. This study was carried out to identify the patterns and signs of SLD's in school children of grade 4<sup>th</sup> and 5<sup>th</sup> (9 - 12 years) in public schools. First current literature was searched to identify signs of SLD's in the achievement level and cognitive functioning of school children. 900 school children (48.30% boys and 51.70 % girls) were assessed on 8 individual and 10 group tests, measuring achievement and cognitive skills. The results were analyzed for three levels of achievement Above Average, Average, and Below Average . The analysis of data showed that achievement and cognitive problems are prevalent in all three levels of achievement, yet the functioning was not consistent with the diagnosis of SLD's. On dictation test Urdu four graphical errors were idenetified (Omission, Addition, Phonetic Attempt, and Bizarreness). Regression analysis of the data showed that acaheivement and cognitive skills were found to be the signigicant negative predictor of dictation error Bizarreness. The results were discussed in the terms of cultural factors, education system and teaching methods prevalent in Pakistani schools.