

Organicity in School Girls with Specific Learning Difficulties



Neelam Nasim

13003146028

Ms. Fatima Naeem

Institute of Clinical Psychology

University of Management and Technology Lahore

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DECLARATION

I, Ms. Neelam Nasim Id: 13003146028 Student of **MS Clinical Psychology** in the subject of **Clinical Psychology session 2013-2015**, hereby declare that the matter printed in the thesis title **Organicity in School Girls with Specific Learning Difficulties** is my own work and has not

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Dated: 23-09-2015

Signature of Deponent

Certificate of Approval

Approved by faculty of Department of Clinical Psychology, School of Social Sciences and Humanities, University of Management and Technology, Lahore in partial fulfillment of the requirement for the degree of MS in clinical psychology.

Ms. Fatima Naem

Prof. Dr. _____

External Examiner

Prof. Dr. Zahid Mahmood

Deponent

Prof. Dr. Abdul Hameed

Dean, SSS&H

Date: _____

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Dedication

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Abstract

The aim of the current research was to explore the organicity in school girls with Specific Learning Difficulties. The sample size was (N=100) in which 67 were selected for the individual testing. Mean age of the sample was (Mean=11.3 SD=2.03). The study carried out in two steps

first group testing and then individual testing. Four types of errors were identified such as Omission, Addition, Phonetic and Bizarre. Five groups were made on the basis of types of errors and one group is made that contain no error that we called as control group. Different assessment modalities were used such as Dictation paragraph, Bender Gestalt test, Memory for Design and tests of Cognitive assessment battery. The findings of the study reveal that there were no organic factors were found that affect the student learning and cause errors in the writing. The findings further suggest that organicity having no relationship with specific learning difficulties. There were no difference find out in the scores between the error group and the control group. There were no positive significant relationship was find out between the scores of types of errors as well as on all the tests. The sample size was small because of nature of the study. The study was simply carried out on girls that no gender differences were found out from this study.