# Impact of Effective Teaching Strategies for the Students with Learning Disabilities

**Braj Kishore Jha[1]  Dr. Pawas Kumar Mandal[2]**

[1]Ph.D. Research Scholar, Faculty of Education, Teerthanker Mahaveer University, Moradabad-244001, UP, India,    E-MAIL: brajkjha1976@gmail.com

[2]Assistant Professor, Faculty of Education, Teerthanker Mahaveer University, Moradabad-244001, UP, India        E-MAIL: pkm6282@gmail.com

**Abstract**

Learning Disabilities (LD) constitute a heterogeneous group of neurodevelopmental conditions that affect core academic and cognitive skills such as reading, writing, reasoning, and information processing. In line with the Rights of Persons with Disabilities (RPWD) Act, 2016, Sustainable Development Goal 4, National Education Policy (NEP) 2020, and National Curriculum Framework for School Education (NCFSE) 2023, inclusive and learner-centered pedagogical practices have become a central concern in school education. The present study examines the impact of effective teaching strategies on the academic performance, engagement, behaviour, and learning outcomes of students with learning disabilities.

The study adopted a descriptive survey method. Data were collected from 40 Special Education Teachers (SETs) teaching at primary, secondary, and senior secondary levels in Delhi. A structured Google Form consisting of 16 items based on Likert scale responses, multiple-choice questions, and guided open-ended questions was administered during December 2024 to January 2025. The data were analysed using percentage-based descriptive statistics.

Findings reveal that multisensory instruction, individualized education programmes (IEPs), positive reinforcement, peer-assisted learning, immediate feedback, and effective classroom management are widely perceived as highly effective strategies. A significant majority of teachers reported improvement in students' academic performance, confidence, classroom participation, information retention, and behavioural regulation. Individualized lesson planning emerged as the most impactful practice, with strong consensus regarding its effectiveness. Although assistive technologies were recognized as valuable, their use was inconsistent, highlighting gaps in training and resource availability. Teachers relied more on anecdotal records and classwork assignments than on conventional assessments to monitor student progress, reflecting a holistic and competency-based approach.

The study concludes that effective, inclusive teaching strategies play a vital role in enhancing learning outcomes for students with learning disabilities. However, sustained institutional support, targeted teacher training, and adequate resource provision are essential to ensure consistent implementation and to fully realize the inclusive vision articulated in NEP 2020 and NCFSE 2023.

**Keywords:** Learning Disabilities (LD, Teaching Strategies

**Introduction:**

Learning Disability is a heterogenous group of disorder which can impact specific skills like reading, writing, speaking, listening, thinking, and reasoning (RPWD Act, 2016). For last few years it is major concern for the people work for education. The RPWD Act (2016) is a major piece of legislation that is projected to change the framework for CWD education. It comprises 21disabilities including learning disabilities. As per the mandate of this Act, the educational institutions have to cater the needs of the children with disabilities and provide inclusive atmosphere. There should be provisions for early identification and interventions by the special educators appointed by the institutions. The Act ensures the rights of children with disabilities like the normal children.

According to the Sustainable Development Goals Report, the SDG 4 is especially concerned with providing inclusive, equitable, high-quality education and encouraging opportunities for lifelong learning for everyone.

National Education Policy 2020 (NEP 2020's) focused on inclusive education. The policy is very much concerned about the inclusive classroom set up for the Children With Learning Disabilities. It ensures the right of quality education with equality for these children. NEP 2020 emphasizes, screening/early identification and interventions with the help of

Psychologists, educators, doctors, counsellors and special education teachers. It also emphasizes the requirements of the resources to meet the needs of these children. The policy is equally concerned about strengthening the pre-service teacher education and in-service teacher in view of the diversified needs of these children.

National Curriculum Framework for School Education 2023 advocates about transform school education to be more inclusive, flexible, and learner-centred. It emphasize adaptability and customised learning paths to meet a range of needs, acknowledges the significance of early identification and interventions.

Related Literature:

Jitendra, A. K., & Gajria, M. (2011) found that using different interventions or teaching strategies helps these students become more active and self-directed readers. Moustafa, A., & Ghani, M. Z. (2016) studied that individuals with minor intellectual disabilities may benefit from a multimodal strategy in order to improve their letter-sound correspondence abilities. Bawalsah, J. A., & Haddad, A. H. (2020) made a study on Preferred Learning Styles among Students with Learning Disabilities and found that students with learning disabilities have distinct preferences for kinesthetics and auditory modalities over visual and reading/writing modalities. Garg, S., & Sharma, S. (2020) studied on Impact of Artificial Intelligence in Special Need Education to Promote Inclusive Pedagogy and concluded that AI can positively affect special needs education. The study also noted the advantages and drawbacks of artificial intelligence (AI) in special needs education, including the necessity of human interaction and the possibility of bias in AI algorithms.

Gharaibeh, M., & Dukmak, S. (2021) studied on Effect of computer-based multisensory program on English reading skills of students with Dyslexia and reading difficulties. According to the research, students with dyslexia and reading challenges can benefit from a computer-based multisensory programme as an intervention to improve their English reading skills. Kaushik, P., & Jena, S.P.K. (2021) found that, higher levels of self-regulation were positively connected with improved academic achievement. Goal-setting, planning, monitoring, and evaluation are a few examples of specific Self-Regulation Learning techniques that have been found to be important for improving academic performance. Muhammad, S., Maishanu, H. B., & Ashiru, A. (2022) conclude that the number of students with learning disabilities attending Nigerian primary schools is on the rise, particularly among females living in rural areas, due lack of awareness and disregard from the government and other stakeholders. Ratio of students with learning disabilities is increasing in Nigeria due to the number of reasons, including greater rates of illiteracy, poverty, hunger, and insurgencies. Second, there is a need to modernise the teaching methods and practices employed with students who have learning difficulties. Instructional materials that might help teachers address the needs of students with learning difficulties in Nigerian elementary schools are desperately needed. Rehman, M., Noor, H., Nazir, M. I., & Waqar, M. (2022) found that the students who participate in blended learning have superior academic performance in particular subjects when compared to the control group. This paper highlights how blended learning has the potential to transform education for children with intellectual disabilities in Pakistan. Dhama, V., Parihar, A., Pandey, V., & Rani, R. (2023) emphasizes the need for improved teacher training and awareness programs on LDs. Equipping teachers with effective dealing strategies is crucial for catering to diverse learning needs. Fostering collaborative school environments involving various stakeholders is essential for successful inclusion of LD students.

**Objective of the Study:**

i)To identify the common strategies used by the teachers to deals with the students with learning disabilities.

ii)To know impact of teaching strategies for enhancing the academic performance of the students with learning disabilities.

**Research Questions:**

i)What are the most common strategies used by the teachers to deals with the students with learning disabilities?

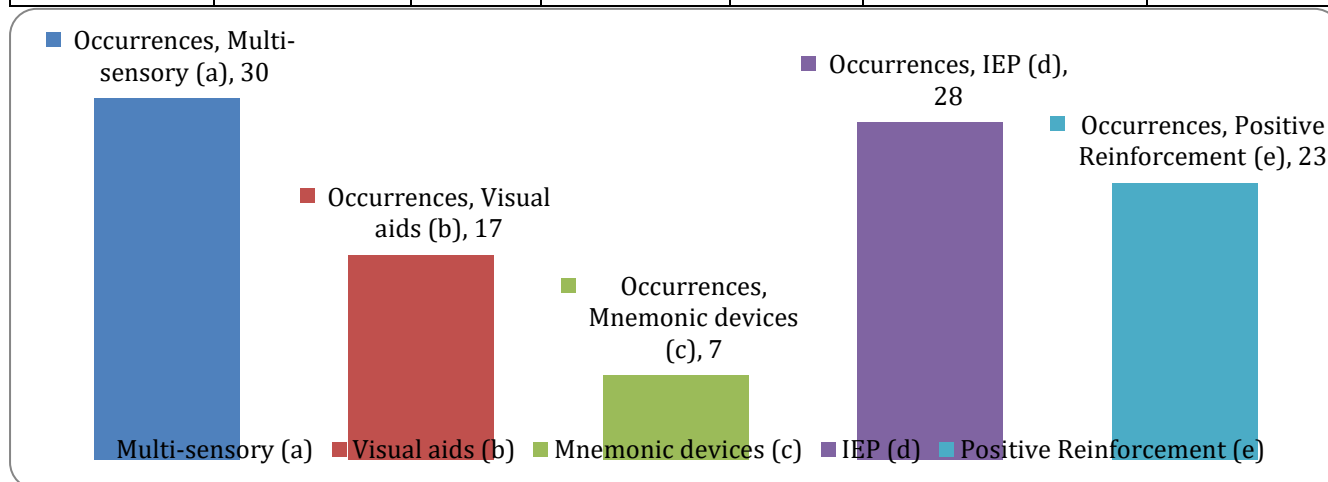ii)How the teaching strategies enhance the academic performance of the students with learning disabilities?

**Methods**

Data collected from 40 Special Education Teachers of primary level, secondary level and senior secondary level of Delhi. Data has been collected by using google forms containing 16 items based on Likert Scale (1-5 scale), MCQ and guided open ended questions.

<u>Analysis Of the data</u>

1. What specific teaching strategies have you implemented with students with learning disabilities in your classroom? You can choose more than one option.

| Metric | Multi-sensory (a) | Visual aids (b) | Mnemonic devices (c) | IEP (d) | Positive Reinforcement (e) | Total |
|---|---|---|---|---|---|---|
| **Occurrences** | 30 | 17 | 7 | 28 | 23 | 40 |
| **Per.of Total** | 75% | 42.50% | 17.50% | 70% | 57.50% | 100% |



**Findings**

The analysis reveals that teachers predominantly rely on multi-sensory learning (75%) and individualized education programmes (70%) to support students with learning disabilities, demonstrating strong alignment with inclusive pedagogy and the emphasis on differentiated instruction outlined in NEP 2020 and NCFSE 2023. Positive reinforcement (57.5%) is also widely applied, underscoring its role in enhancing motivation and managing behaviour, while visual aids and graphic organizers (42.5%) serve as supplementary tools to strengthen comprehension and retention. In contrast, mnemonic devices (17.5%) are least utilized, suggesting limited awareness or applicability across subjects and highlighting a gap that could be addressed through targeted teacher training. Overall, the findings provide strong evidence that the classrooms are increasingly shaped by personalized, multi-sensory, and reinforcement-based strategies, reflecting a balanced approach that integrates both academic and behavioural support.
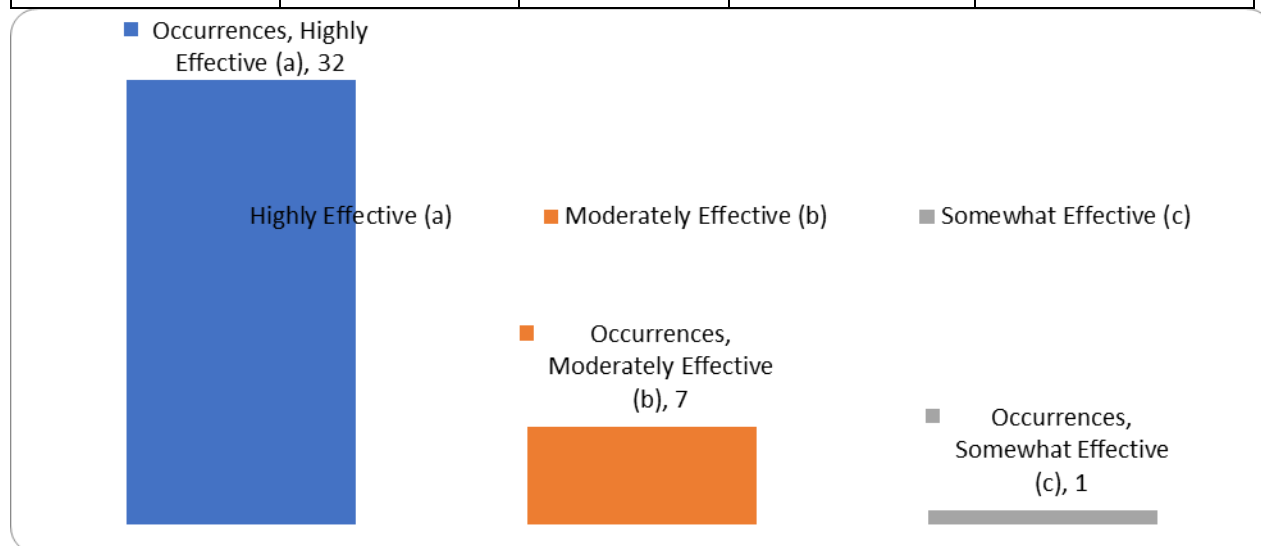
**Conclusion**

The analysis demonstrates that teachers predominantly rely on multi-sensory learning and individualized education programmes to support students with learning disabilities followed by Positive reinforcement and visual aids and Mnemonic devices.

**2. How effective an individualized lesson plans in improving Academic Performance of students with learning disabilities?**

| Category | Highly Effective (a) | Moderately Effective (b) | Somewhat Effective (c) | Total Responses |
|---|---|---|---|---|
| | | | | |

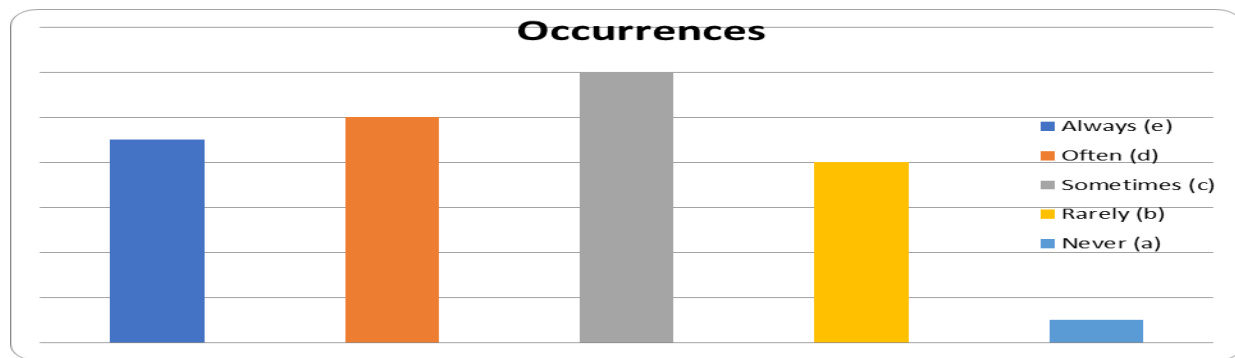| Occurrences | 32 | 7 | 1 | 40 |
|---|---|---|---|---|
| **Percentage of Total** | 80% | 17.50% | 2.50% | 100% |



**Findings**

The analysis reveals a strong consensus among respondents regarding the effectiveness of individualized lesson plans in improving the academic performance of students with learning disabilities. A significant majority (80%) rated these plans as *highly effective*, underscoring their pedagogical value and alignment with inclusive education frameworks such as NEP 2020 and NCFSE 2023. A smaller proportion (17.5%) considered them *moderately effective*, suggesting that contextual factors such as teacher expertise, student engagement, and resource availability may influence outcomes. Only 2.5% expressed minimal skepticism, rating them as *somewhat effective*.Overall, the findings provide empirical support for the adoption of individualized lesson plans as a cornerstone of inclusive classroom practice. They highlight the importance of personalization and learner-centered approaches while also pointing to areas for further refinement, including addressing teacher workload, training gaps, and institutional support. This evidence strengthens the case for embedding individualized lesson planning into policy and practice to maximize academic success for diverse learners.

**Conclusion**

The analysis demonstrates that individualized lesson plans are regarded as **highly effective** in improving academic performance for students with learning disabilities. This strong consensus provides empirical support for their adoption in inclusive classrooms, while also pointing to areas where further refinement and support are necessary.

**3. How frequently do you modify your lesson plans as per the unique needs of learners with learning disabilities?**

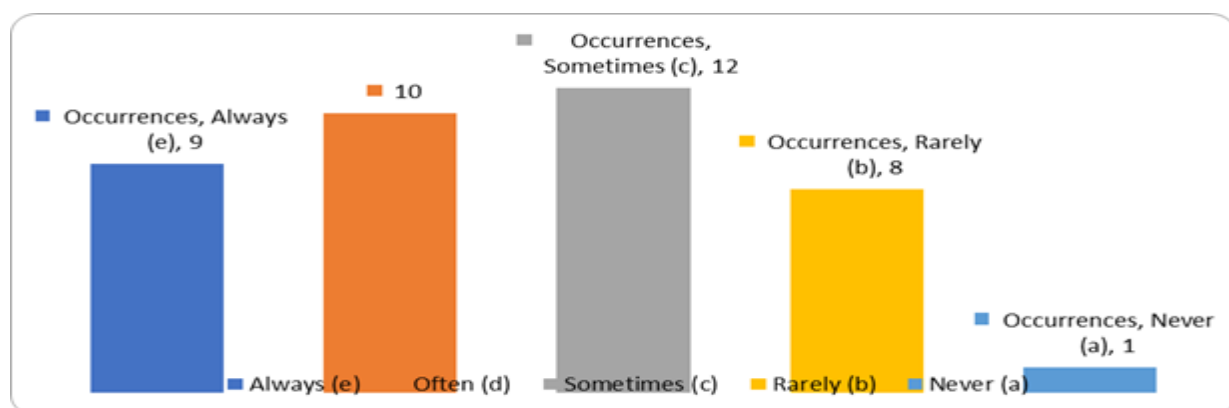| Category | Always (e) | Often (d) | Sometimes (c) | Rarely (b) | Never (a) | Total |
|---|---|---|---|---|---|---|
| **Occurrences** | 9 | 10 | 12 | 8 | 1 | 40 |
| **Percentage of Total** | 22.50% | 25% | 30% | 20% | 2.50% | 100% |

### Findings

The purpose of this study was to examine how frequently assistive technologies, such as text-to-speech tools, are incorporated into teaching practices for students with learning disabilities. The findings reveal that while assistive technologies are recognized as valuable, their integration is inconsistent. Only 22.5% of educators reported *always* using them, and 25% reported *often* using them, indicating moderate but situational adoption. The largest proportion (30%) reported *sometimes* using assistive technologies, suggesting variability depending on classroom context, resources, or student needs. Meanwhile, 20% reported *rarely* and 2.5% *never* using them, highlighting gaps in accessibility and training. Overall, the results demonstrate that although assistive technologies hold promise for supporting inclusive education, their consistent use remains limited, underscoring the need for stronger institutional support, teacher training, and resource provision to align practice with the inclusive frameworks of NEP 2020 and NCFSE 2023.

### Conclusion

The analysis reveals that individualized lesson plan modification is a **common and valued practice**, with most educators either *always* or *often* adapting their plans to meet the needs of learners with disabilities. This reflects strong commitment to inclusive pedagogy, though occasional adaptation points to areas requiring further support.

**4. How often do you incorporate assistive technologies (e.g., text-to-speech tools) into your teaching while deals with students with learning disabilities?**

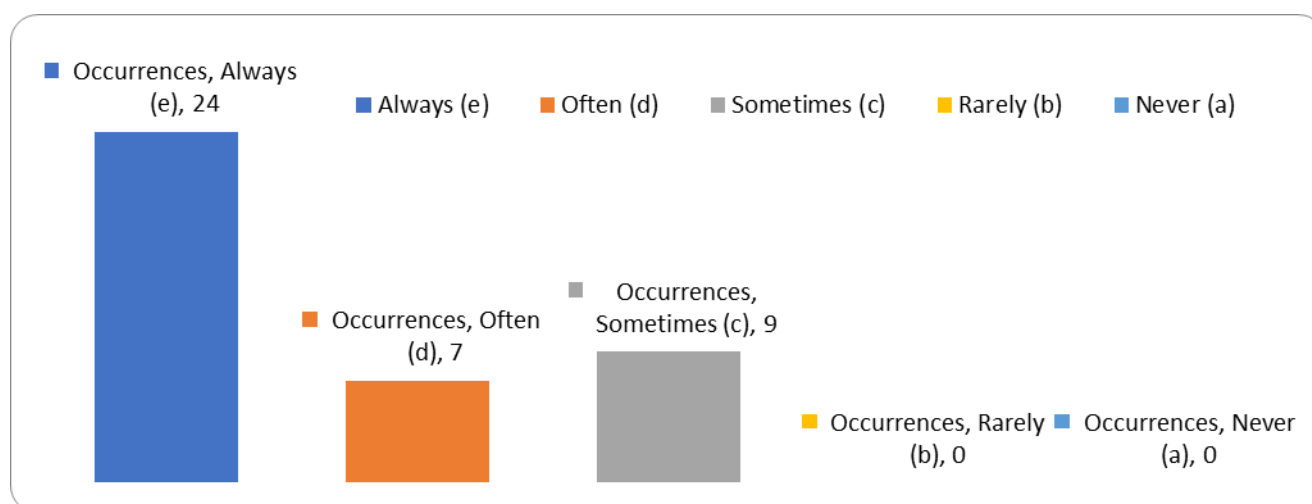| Category | Always (e) | Often (d) | Sometimes (c) | Rarely (b) | Never (a) | Total |
|---|---|---|---|---|---|---|
| **Occurrences** | 9 | 10 | 12 | 8 | 1 | 40 |
| **Percentage of Total** | 22% | 26.80% | 29.30% | 19.50% | 2.40% | 100% |

FINDINGS

The findings indicate that the integration of assistive technologies in teaching students with learning disabilities is inconsistent across classrooms. Only 22% of educators reported that they *always* use such tools, while 26.8% stated they *often* use them, reflecting moderate but situational adoption. The largest proportion, 29.3%, reported *sometimes* using assistive technologies, suggesting variability influenced by classroom context, resource availability, or student needs. Meanwhile, 19.5% of respondents reported *rarely* using them, and 2.4% reported *never* using them, highlighting gaps in accessibility and training. Overall, the data demonstrates that while assistive technologies are recognized as valuable, their consistent use remains limited, underscoring the need for stronger institutional support, teacher training, and resource provision to align practice with inclusive education frameworks such as NEP 2020 and NCFSE 2023.

**Conclusion**

The findings reveal that while assistive technologies are acknowledged as valuable, their integration remains inconsistent. The pattern highlights both the promise of assistive technologies and the pressing need for systemic support, including teacher training, adequate resources, and institutional reinforcement, to ensure their consistent and effective use. Aligning practice with inclusive education frameworks such as **NEP 2020** and **NCFSE 2023** will be essential to maximize the impact of assistive technologies in fostering equitable learning outcomes.

**5 . How often do you use multisensory teaching strategies (e.g., visual, auditory, kinesthetic) to deals with the student of learning disabilities?**

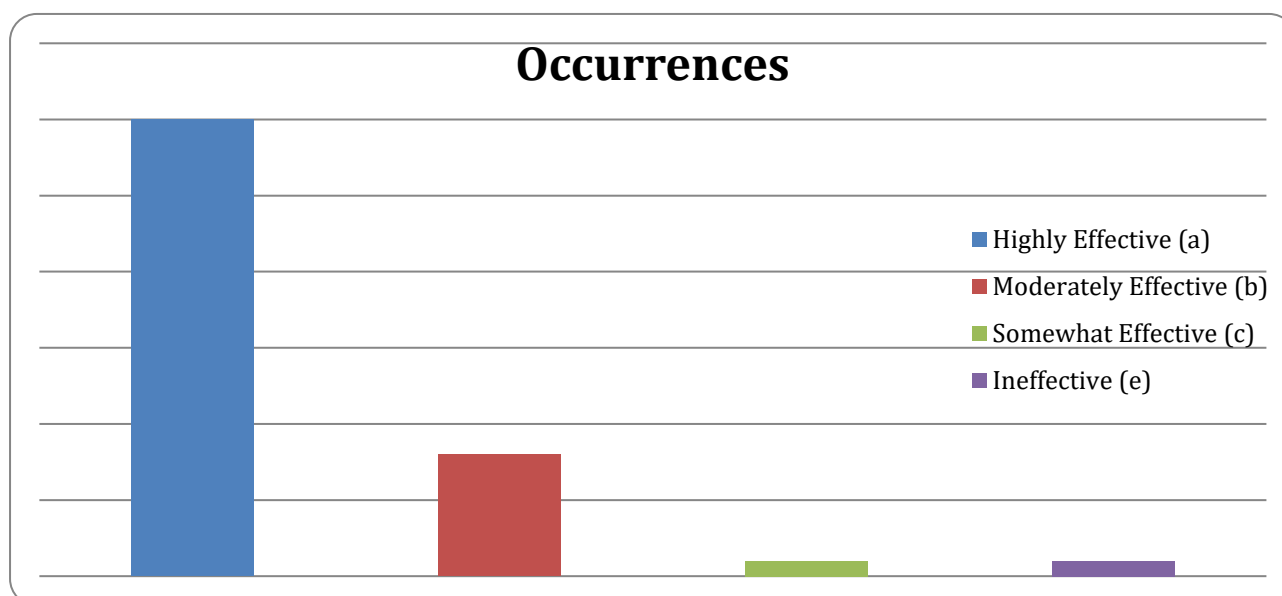| Category | Always (e) | Often (d) | Sometimes (c) | Rarely (b) | Never (a) | Total |
|---|---|---|---|---|---|---|
| **Occurrences** | 24 | 7 | 9 | 0 | 0 | 40 |
| **Percentage of Total** | 60% | 17.50% | 22.50% | 0% | 0% | 100% |



**Findings**

The analysis shows that multisensory teaching strategies are widely and consistently adopted by educators when working with students with learning disabilities. A clear majority (60%) reported *always* using these strategies, reflecting strong commitment to inclusive and experiential pedagogy. Another 17.5% reported *often* using them, while 22.5% indicated *sometimes* using them, suggesting occasional variability based on classroom context or resource availability. Notably, none

of the respondents reported *rarely* or *never* using multisensory strategies, underscoring their universal acceptance as an effective instructional approach.**Conclusion**

The findings highlight that multisensory teaching strategies are a cornerstone of inclusive education for students with learning disabilities. The results affirm that multisensory approaches are deeply embedded in classroom practice and align closely with the learner-centered, competency-based frameworks emphasized in **NEP 2020** and **NCFSE 2023**.

**6. At what extent Positive Reinforcement is effective in engaging students with learning disabilities?**

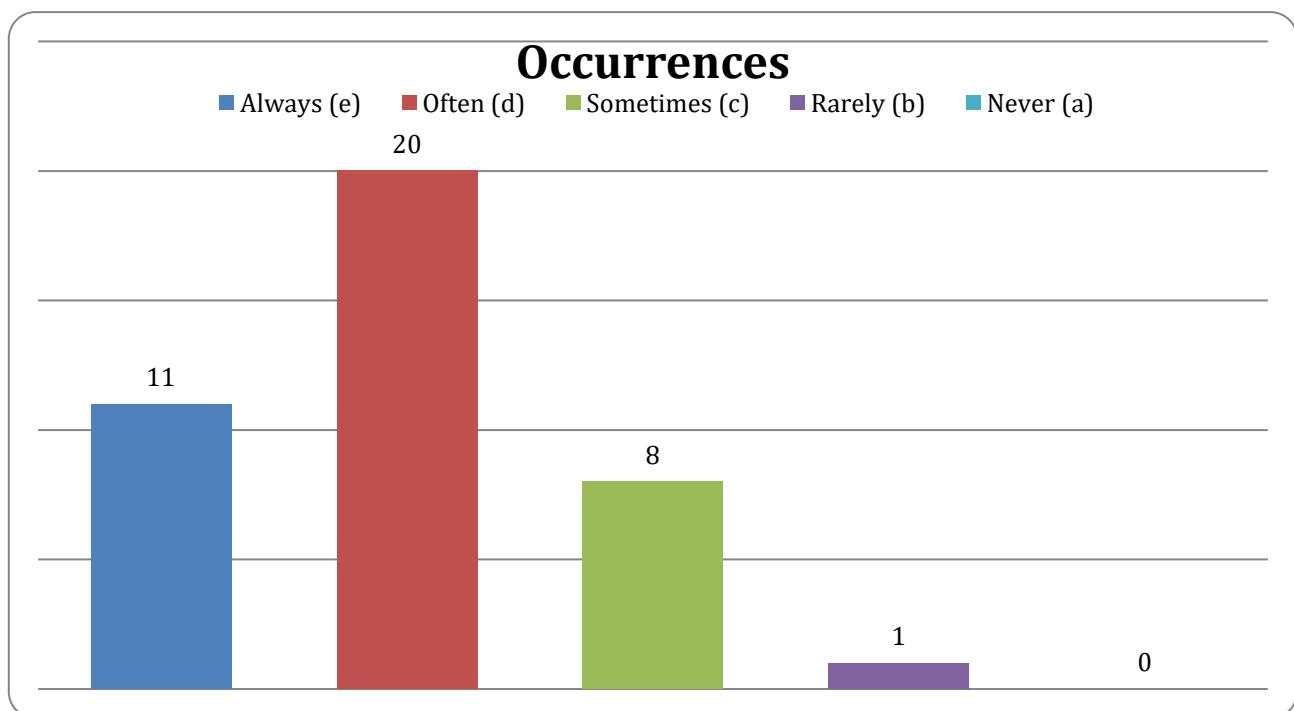| Category | Highly Effective (a) | Moderately Effective (b) | Somewhat Effective (c) | Ineffective (e) | Total |
|---|---|---|---|---|---|
| **Occurrences** | 30 | 8 | 1 | 1 | 40 |
| **Percentage of Total** | 75% | 20% | 2.50% | 2.50% | 100% |



**Findings**

The analysis reveals a strong consensus among educators regarding the effectiveness of positive reinforcement in engaging students with learning disabilities. A clear majority (75%) rated it as *highly effective*, underscoring its central role in motivating learners and fostering active participation. Another 20% considered it *moderately effective*, suggesting that while beneficial, its impact may vary depending on contextual factors such as teacher expertise, classroom environment, or student responsiveness. Only 2.5% rated it as *somewhat effective*, and an equal 2.5% viewed it as *ineffective*, indicating minimal skepticism about its overall value.

**Conclusion**

The findings demonstrate that positive reinforcement is widely regarded as a powerful strategy for engaging students with learning disabilities. The evidence affirms positive reinforcement as a cornerstone of inclusive teaching practice, aligning with learner-centered approaches emphasized in **NEP 2020** and **NCFSE 2023**.

**7. How frequently do you use peer-assisted teaching strategies for these students?**

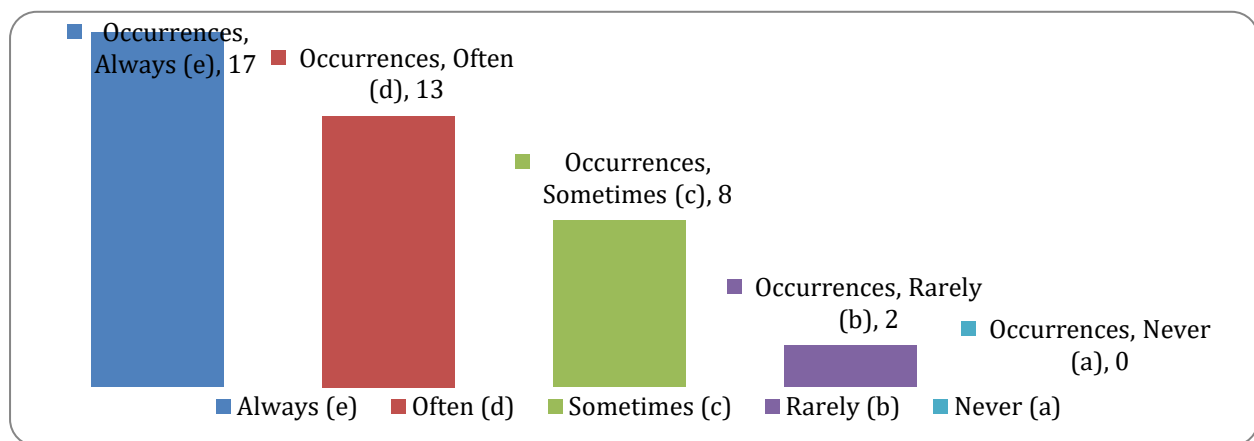| Category | Always (e) | Often (d) | Sometimes (c) | Rarely (b) | Never (a) | Total |
|---|---|---|---|---|---|---|
| **Occurrences** | 11 | 20 | 8 | 1 | 0 | 40 |
| **Percentage of Total** | 27.50% | 50% | 20% | 2.50% | 0% | 100% |



**Findings**

The analysis shows that peer-assisted teaching strategies are widely adopted by educators working with students with learning disabilities. Half of the respondents (50%) reported *often* using these strategies, while 27.5% reported *always* using them, indicating strong integration into classroom practice. Another 20% reported *sometimes* using peer-assisted approaches, suggesting occasional variability depending on context, subject matter, or student readiness. Only 2.5% reported *rarely* using them, and none reported *never*, underscoring the overall acceptance of peer-assisted teaching as an effective instructional method.

**Conclusion**

The findings highlight that peer-assisted teaching strategies are consistently employed and valued in inclusive classrooms. Overall, the results affirm peer-assisted teaching as a key component of inclusive pedagogy.

**8. Do you give them immediate feedback to enhance their learning experience?**

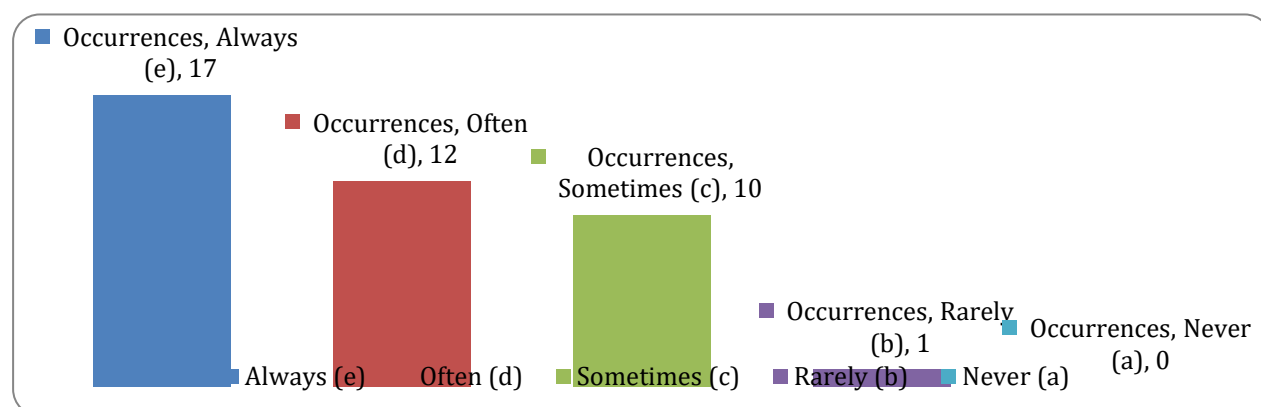| Category | Always (e) | Often (d) | Sometimes (c) | Rarely (b) | Never (a) | Total |
|---|---|---|---|---|---|---|
| Occurrences | 17 | 13 | 8 | 2 | 0 | 40 |
| Percentage of Total | 43.60% | 33.30% | 18% | 5.10% | 0% | 100% |



**Findings**

The analysis indicates that immediate feedback is a widely practiced strategy among educators working with students with learning disabilities. A significant proportion (43.6%) reported always giving immediate feedback, while 33.3% reported often doing so, reflecting strong commitment to reinforcing learning in real time. Another 18% reported sometimes providing immediate feedback, suggesting occasional variability depending on classroom context or workload. Only 5.1% reported rarely using this strategy, and none reported never, underscoring its universal acceptance as a valuable pedagogical tool.

**Conclusion**

The findings highlight that immediate feedback is consistently integrated into teaching practices for students with learning disabilities

**9. At which extent do you think that classroom management techniques supporting students with learning disabilities?**

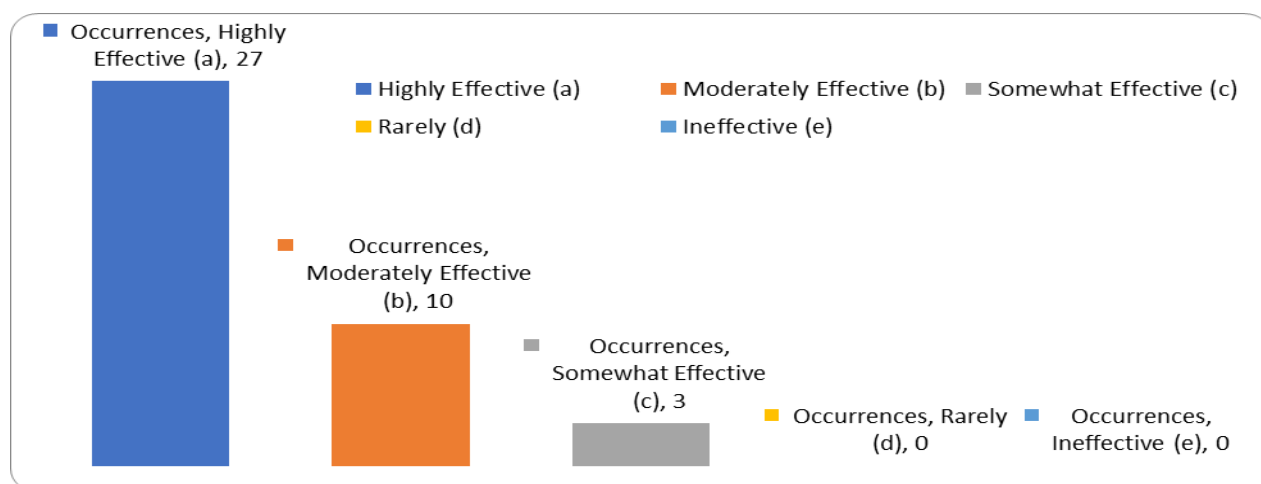| Category | Always (e) | Often (d) | Sometimes (c) | Rarely (b) | Never (a) | Total |
|---|---|---|---|---|---|---|
| Occurrences | 17 | 12 | 10 | 1 | 0 | 40 |
| Percentage of Total | 42.50% | 30% | 25% | 2.50% | 0% | 100% |

**Findings**

The analysis shows that classroom management techniques are generally perceived as effective in supporting students with learning disabilities. A significant proportion of respondents (42.5%) reported that such techniques are always effective, while 30% considered them often effective, reflecting strong confidence in their role in maintaining order and fostering inclusive learning environments. Another 25% reported sometimes effective, suggesting variability depending on classroom context, teacher expertise, or student needs. Only 2.5% reported rarely effective, and none reported never, indicating minimal skepticism about their overall value.

**Conclusion**

The findings highlight that classroom management techniques are widely recognized as essential for supporting students with learning disabilities. The results affirm classroom management as a cornerstone of inclusive pedagogy, aligning with learner-centered frameworks emphasized in NEP 2020 and NCFSE 2023.

**10. How apparent is the teaching strategies enhance the academic performance?**

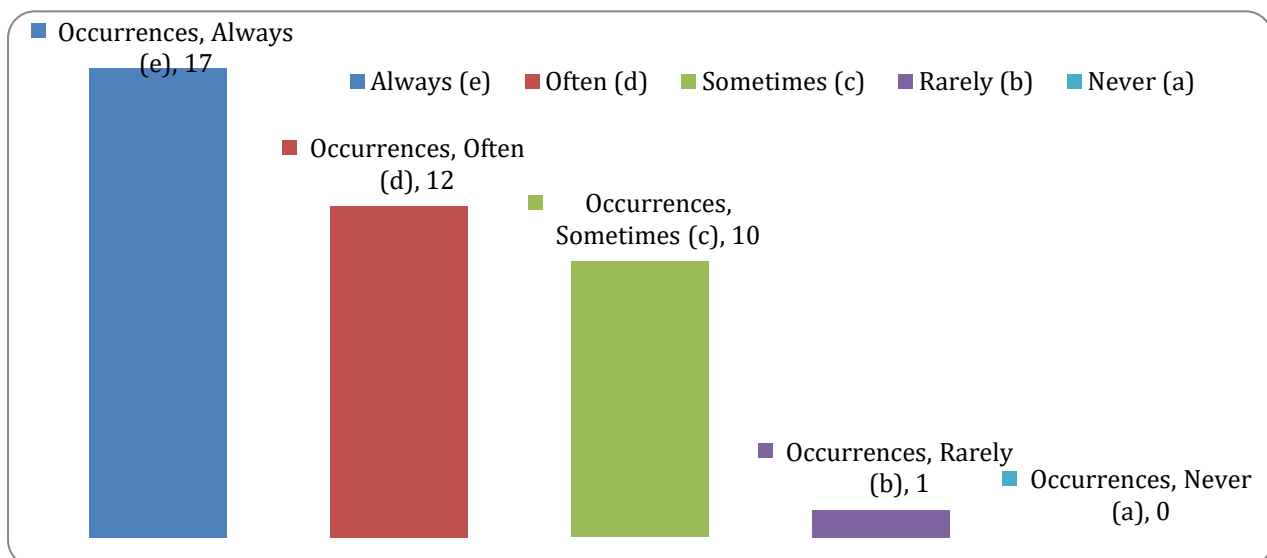| Category | Highly Effective (a) | Moderately Effective (b) | Somewhat Effective (c) | Rarely (d) | Ineffective (e) | Total | |
|---|---|---|---|---|---|---|---|
| **Occurrences** | 27 | 10 | 3 | 0 | 0 | 40 | |
| **Percentage of Total** | 67.50% | 25% | 7.50% | 0% | 0% | 100% | |

**Findings**

The analysis reveals that teaching strategies are overwhelmingly perceived as effective in enhancing academic performance among students with learning disabilities. A majority of respondents (67.5%) rated them as *highly effective*, demonstrating strong confidence in their pedagogical value. Another 25% considered them *moderately effective*, suggesting that while beneficial, their impact may vary depending on contextual factors such as teacher expertise, classroom environment, or resource availability. Only 7.5% rated them as *somewhat effective*, indicating minimal skepticism. None of the respondents reported *rarely* or *ineffective*, underscoring the broad consensus on their importance.

**Conclusion**

The findings highlight that teaching strategies are widely recognized as a powerful means of improving academic performance for students with learning disabilities.

**11 Have you noticed the rise in degree of student participation in the classroom by using teaching strategies?**

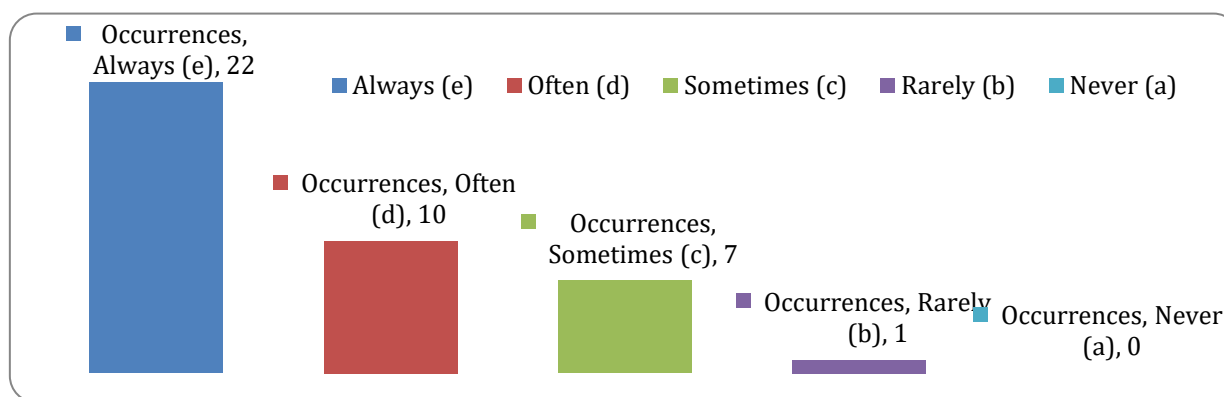| Category | Always (e) | Often (d) | Sometimes (c) | Rarely (b) | Never (a) | Total |
|---|---|---|---|---|---|---|
| **Occurrences** | 17 | 12 | 10 | 1 | 0 | 40 |
| **Percentage of Total** | 42.50% | 30% | 25% | 2.50% | 0% | 100% |



**Findings**

The analysis indicates that teaching strategies have a clear and positive impact on student participation in classrooms. A substantial proportion of educators (42.5%) reported *always* noticing increased participation, while 30% reported *often* observing this effect, reflecting strong confidence in the role of teaching strategies in fostering engagement. Another 25% reported *sometimes* noticing improvement, suggesting variability depending on classroom context, subject matter, or student readiness. Only 2.5% reported *rarely* noticing increased participation, and none reported *never*, underscoring the broad consensus that teaching strategies enhance classroom involvement.

**Conclusion**

The findings highlight that teaching strategies are widely recognized as effective in increasing student participation among learners with disabilities. The results affirm that teaching strategies significantly contribute to inclusive classroom participation.

**12. How the use of specific strategies influenced students' confidence and their learning abilities?**

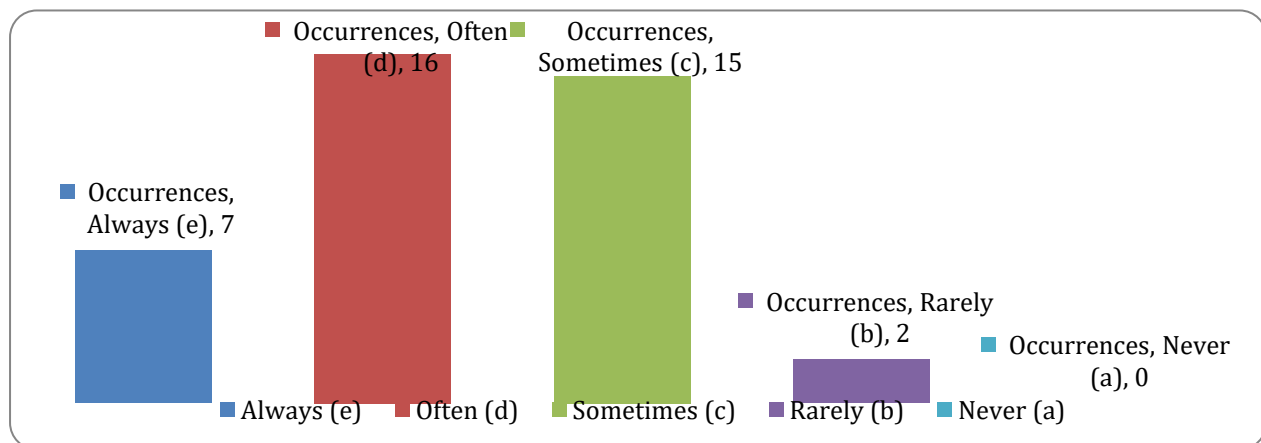| Category | Always (e) | Often (d) | Sometimes (c) | Rarely (b) | Never (a) | Total |
|---|---|---|---|---|---|---|
| Occurrences | 22 | 10 | 7 | 1 | 0 | 40 |
| Percentage of Total | 56.40% | 23% | 18% | 2.60% | 0% | 100% |



**Findings**

The analysis shows that the use of specific teaching strategies has a strong positive influence on students' confidence and learning abilities. A majority of respondents (56.4%) reported that these strategies *always* enhance confidence and abilities, while 23% reported they *often* do so, reflecting widespread recognition of their effectiveness. Another 18% reported *sometimes* effective, suggesting variability depending on classroom context, student readiness, or resource availability. Only 2.6% reported *rarely* effective, and none reported *never*, indicating minimal skepticism about their overall impact.

**Conclusion**

The findings highlight that specific teaching strategies are consistently effective in building students' confidence and improving their learning abilities. With nearly 80% of educators reporting effectiveness, the data provides strong empirical support for their integration into inclusive classrooms.

**13. At what degree the students with learning disabilities shown improvement in completing assignments on time?**

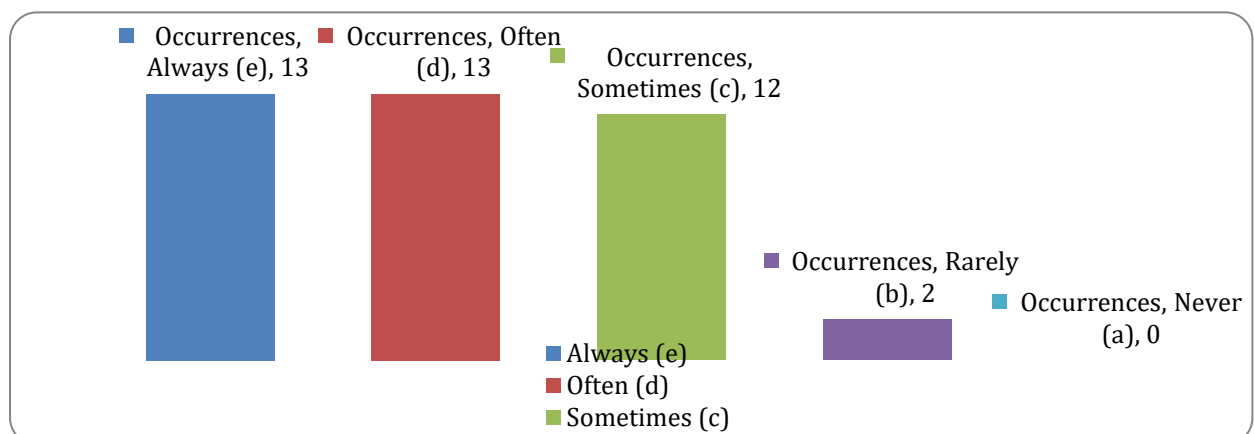| Category | Always (e) | Often (d) | Sometimes (c) | Rarely (b) | Never (a) | Total |
|---|---|---|---|---|---|---|
| Occurrences | 7 | 16 | 15 | 2 | 0 | 39 |
| Percentage of Total | 17.90% | 38.50% | 38.50% | 5.10% | 0% | 100% |

**Findings**

The analysis indicates that improvement in completing assignments on time among students with learning disabilities is evident but varies in degree. A considerable proportion of respondents (38.5%) reported that students *often* show improvement, while an equal 38.5% reported *sometimes* noticing improvement, suggesting variability influenced by classroom context, student motivation, or support systems. Only 17.9% reported *always* observing improvement, reflecting consistent success in a smaller group of classrooms. Meanwhile, 5.1% reported *rarely* noticing improvement, and none reported *never*, indicating minimal skepticism about the overall effectiveness of teaching strategies in fostering timely completion.

**Conclusion**

The findings highlight that while teaching strategies contribute positively to students with learning disabilities completing assignments on time, the degree of improvement is mixed.

**14. Whether the effective teaching strategy led to reduce behavioural problems?**

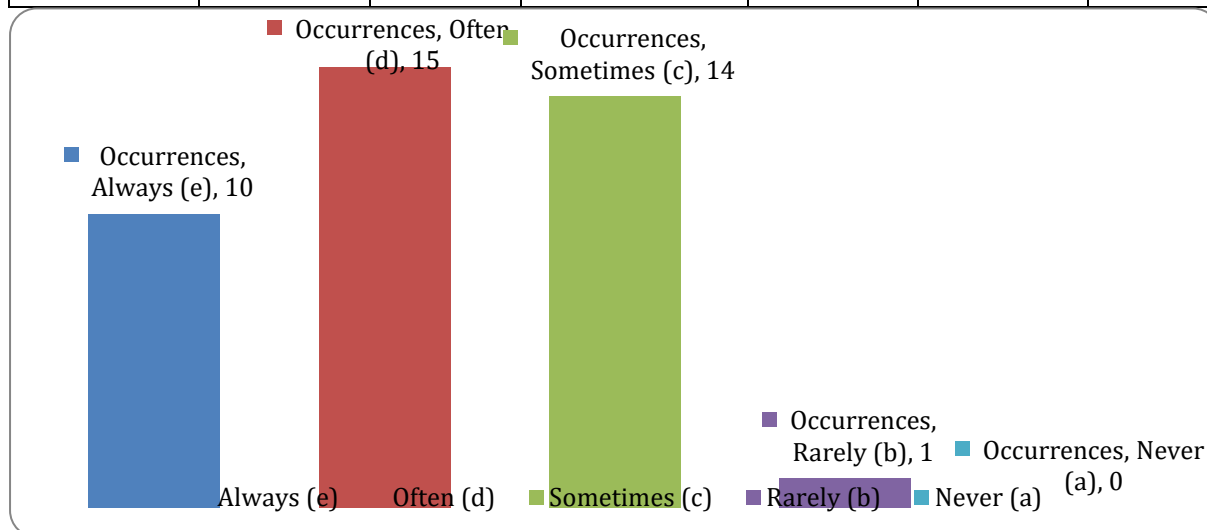| Category | Always (e) | Often (d) | Sometimes (c) | Rarely (b) | Never (a) | Total |
|---|---|---|---|---|---|---|
| **Occurrences** | 13 | 13 | 12 | 2 | 0 | 40 |
| **Percentage of Total** | 33.30% | 30.80% | 30.80% | 5.10% | 0% | 100% |

**Findings**

The analysis reveals that effective teaching strategies are widely perceived as beneficial in reducing behavioural problems among students with learning disabilities. One-third of respondents (33.3%) reported that such strategies *always* reduce behavioural issues, while 30.8% reported they *often* do so, reflecting strong confidence in their impact. Another 30.8% reported *sometimes* effective, suggesting variability depending on classroom context, student needs, or teacher expertise. Only 5.1% reported *rarely* effective, and none reported *never*, indicating minimal skepticism about their overall value.

**Conclusion**

The findings highlight that effective teaching strategies play a significant role in reducing behavioural problems in inclusive classrooms. The results affirm effective teaching strategies as a cornerstone of inclusive pedagogy, aligning with learner-centered support maximize behavioural improvements.

**15. How well the students with learning disabilities retain information after specialised teaching instruction?**

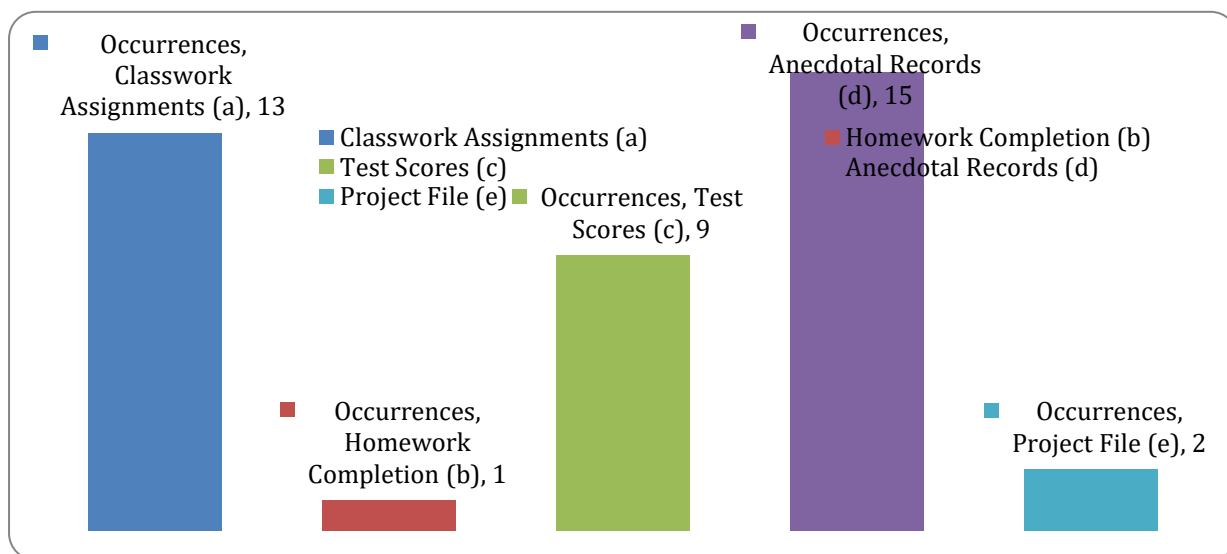| Category | Always (e) | Often 9d | Sometimes (c) | Rarely (b) | Never (a) | Total |
|---|---|---|---|---|---|---|
| **Occurrences** | 10 | 15 | 14 | 1 | 0 | 40 |
| **Percentage of Total** | 23.10% | 38.50% | 35.90% | 2.60% | 0% | 100% |



**Findings**

The analysis reveals that specialised teaching instruction has a positive impact on information retention among students with learning disabilities, though the degree of effectiveness varies. A considerable proportion of respondents (38.5%) reported that students *often* retain information well, while 23.1% reported *always* observing strong retention, indicating consistent success in many classrooms. Another 35.9% reported *sometimes* effective retention, suggesting variability influenced by factors such as student readiness, instructional methods, or classroom context. Only 2.6% reported *rarely* effective retention, and none reported *never*, underscoring broad confidence in the value of specialised instruction.

**Conclusion**

The findings highlight that specialized teaching strategies significantly enhance information retention among students with learning disabilities. Overall, the results affirm specialized teaching instruction as a vital component of inclusive pedagogy.

**16. Which of the following records do you collect to measure student progress?**

| Category | Classwork Assignments (a) | Homework Completion (b) | Test Scores (c) | Anecdotal Records (d) | Project File (e) | Total |
|---|---|---|---|---|---|---|
| **Occurrence** | 13 | 1 | 9 | 15 | 2 | 40 |
| **Percentage of Total** | 32.50% | 2.50% | 22.50% | 37.50% | 5% | 100% |



**Findings**

The analysis reveals that educators rely on a variety of records to measure student progress, with **anecdotal records (37.5%)** and **classwork assignments (32.5%)** being the most frequently collected. This indicates a strong emphasis on both qualitative observations and daily academic work as key indicators of student growth. **Test scores (22.5%)** are also commonly used, reflecting the importance of formal assessments in tracking achievement. In contrast, **homework completion (2.5%)** and **project files (5%)** are less frequently collected, suggesting that while they contribute to understanding progress, they are not primary measures for most educators.

**Conclusion**

The findings highlight that measuring student progress among learners with disabilities involves a balanced use of both qualitative and quantitative records. Anecdotal records and classwork assignments dominate as preferred tools, underscoring the importance of continuous observation and classroom performance in inclusive education. Test scores remain relevant but secondary, while homework and project files play a limited role. Overall, the results affirm that educators prioritize holistic and competency-based measures of progress, aligning with the learner-centered frameworks.

**Overall Findings**

The collective analysis of the sixteen questions provides a comprehensive picture of how educators perceive and implement teaching strategies for students with learning disabilities. Across multiple dimensions—lesson planning, assistive technologies, multisensory approaches, positive reinforcement, classroom management, peer-assisted learning, immediate

feedback, and specialized instruction—the responses consistently highlight strong endorsement of inclusive and learner-centered practices.

- **High Effectiveness:** A majority of educators rated individualized lesson plans, positive reinforcement, multisensory strategies, and immediate feedback as *highly effective* in improving academic performance, confidence, and engagement.

- **Moderate but Variable Adoption:** While strategies such as assistive technologies and specialized instruction are valued, their use is not always consistent, with many educators reporting *sometimes* or *often* rather than *always*. This variability points to contextual factors such as teacher training, resource availability, and institutional support.

- **Behavioural and Participation Gains:** Effective teaching strategies were widely reported to reduce behavioural problems and increase classroom participation, affirming their role in fostering inclusive and supportive learning environments.

- **Progress Measurement:** Educators rely most on anecdotal records and classwork assignments to track progress, supplemented by test scores, while homework and project files play a smaller role. This reflects a balanced emphasis on both qualitative and quantitative measures.

- **Challenges Identified:** Minority responses across several questions (moderately/sometimes/rarely categories) highlight barriers such as workload, lack of training, and uneven access to resources, which limit the consistent application of

**Overall Conclusion**

The overall findings demonstrate that effective, inclusive teaching strategies are widely recognized as essential for supporting students with learning disabilities. Educators overwhelmingly perceive approaches such as individualized lesson plans, multisensory instruction, positive reinforcement, peer-assisted learning, and immediate feedback as highly effective in enhancing academic performance, confidence, and classroom participation, while also reducing behavioural challenges. However, the data also reveals variability in adoption, particularly in the use of assistive technologies and specialized instruction, underscoring the need for systemic support. Institutional investment in teacher training, resource provision, and policy reinforcement is critical to ensure consistent and equitable implementation of these strategies. Taken together, the results affirm that inclusive teaching practices align strongly with the learner-centered, competency-based frameworks emphasized in **NEP 2020** and **NCFSE 2023**. They provide empirical support for embedding these strategies into everyday classroom practice, while also pointing to areas where refinement and institutional backing are necessary to maximize their impact.

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