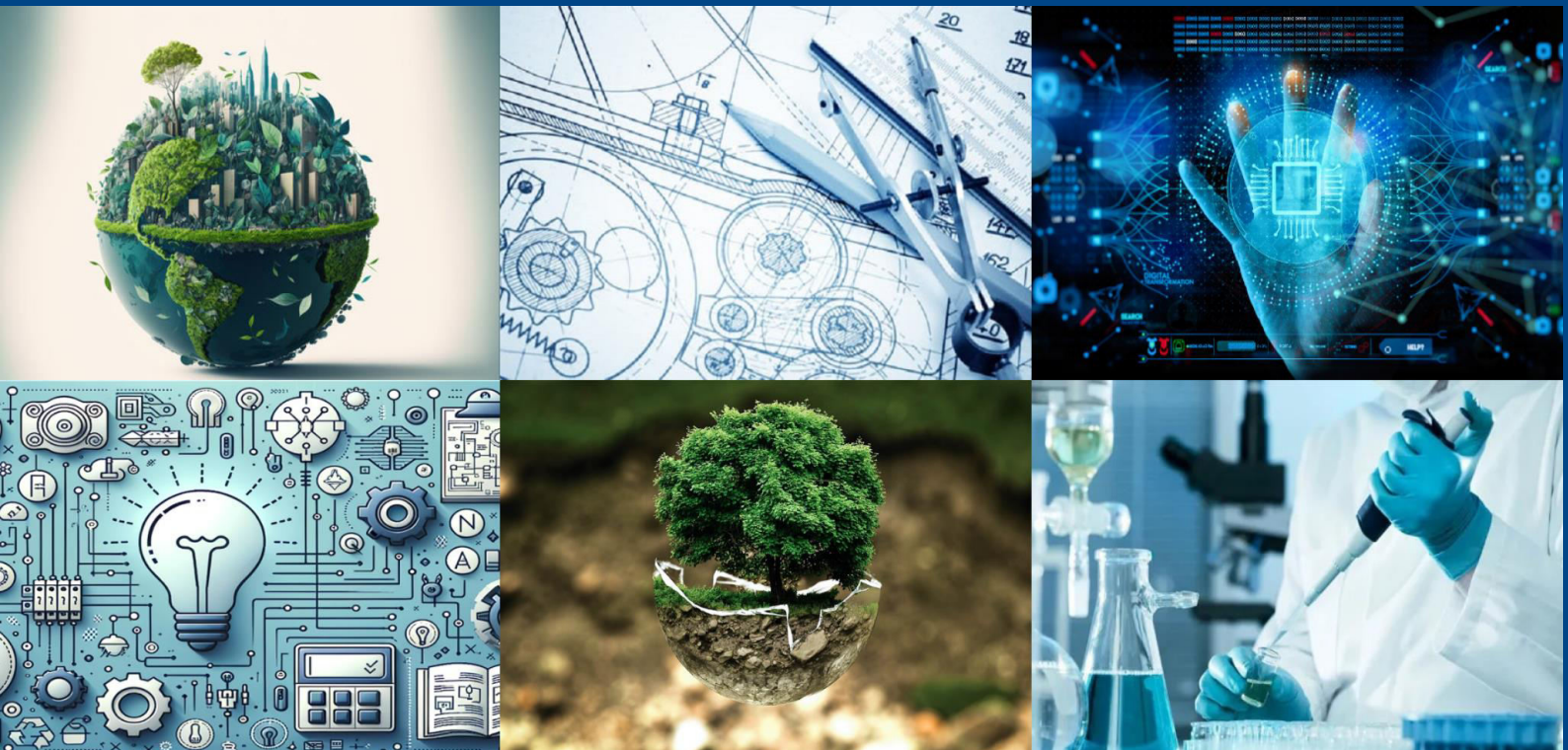




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How to Create an Inclusive Environment for Students with Language Disabilities

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ABSTRACT: Creating an inclusive environment for students with language disabilities requires a multifaceted approach encompassing differentiated instruction, supportive classroom environments, and collaborative interventions. Language disabilities, which affect a student's ability to understand, process, and express language, can significantly hinder academic achievement and social integration if not addressed. To promote inclusivity, educators must employ Universal Design for Learning (UDL) principles, providing multiple means of representation, expression, and engagement. Incorporating visual aids, multimodal communication methods, and assistive technologies can facilitate better comprehension and participation. Additionally, fostering a classroom culture that emphasizes empathy and peer support enhances social inclusion for these students. Collaboration between teachers, speech-language pathologists, and families is essential to develop individualized strategies tailored to each student's needs. Professional development focusing on language disabilities can also empower educators to implement effective accommodations and modifications. Despite these strategies, barriers such as limited resources and lack of awareness persist, underscoring the need for systemic support and policy interventions. An inclusive educational environment not only benefits students with language disabilities but also promotes a richer, more empathetic learning experience for all.

I. INTRODUCTION

Creating an inclusive environment for students with language disabilities is essential for promoting equitable access to education and fostering positive academic and social outcomes. Language disabilities, encompassing a range of communication challenges such as receptive, expressive, and mixed language disorders, can impede a student's ability to understand and use language effectively. These impairments may affect various aspects of learning, including reading comprehension, verbal expression, and social interaction, thereby necessitating intentional and strategic interventions within educational settings.

Inclusive education, as defined by involves the systematic process of responding to the diversity of learners by ensuring that all students, regardless of their abilities or backgrounds, are provided with meaningful opportunities to participate in the general education curriculum. For students with language disabilities, inclusivity goes beyond mere physical placement in a mainstream classroom; it requires the implementation of supportive pedagogical practices, accessible learning materials, and an empathetic classroom culture that acknowledges and accommodates their unique communication needs.

The importance of fostering an inclusive environment is underscored by various educational frameworks, including the Universal Design for Learning (UDL) and Response to Intervention (RTI) models, which advocate for proactive, flexible instructional approaches that cater to the diverse needs of all learners. UDL emphasizes providing multiple means of representation, expression, and engagement to ensure that students with language disabilities can access, process, and demonstrate knowledge in ways that align with their strengths. Concurrently, RTI offers a tiered approach to early identification and intervention, promoting timely support before significant academic delays occur.

Creating an inclusive environment also involves cultivating a supportive social climate that prioritizes empathy, peer collaboration, and positive teacher-student relationships. Studies have shown that students with language disabilities are at a higher risk of experiencing social isolation and bullying, which can further hinder their academic and emotional well-being. Therefore, fostering peer awareness and acceptance through structured social skills programs and cooperative learning activities is vital in promoting inclusivity.



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While significant progress has been made in advocating for inclusive education, several challenges persist. These include limited teacher preparedness, inadequate resources, and systemic barriers that hinder the effective implementation of inclusive practices. Professional development and collaborative partnerships among educators, speech-language pathologists, families, and policymakers are crucial in overcoming these obstacles and ensuring that students with language disabilities receive the support they need to thrive.

II. HISTORICAL BACKGROUND OF LANGUAGE DISABILITIES

The understanding of language disabilities has evolved significantly over the centuries, shaped by advances in medicine, psychology, and education. Early references to speech and language impairments can be traced back to ancient civilizations, including Greek and Roman texts, where such difficulties were often attributed to moral or spiritual causes rather than neurological or developmental origins. In the 19th century, scientific inquiry began to challenge these misconceptions. Paul Broca's discovery in 1861 of a brain region responsible for speech production, followed by Carl Wernicke's identification of an area related to language comprehension in 1874, laid the neurological foundation for understanding language impairments.

The early 20th century marked a shift toward psychological and educational perspectives. Pioneers like Samuel Orton (1937) explored the neurological underpinnings of reading disabilities, paving the way for the study of dyslexia. Concurrently, the emergence of speech-language pathology as a distinct profession provided systematic methods for diagnosis and intervention. Legislative milestones, such as the Education for All Handicapped Children Act (1975) in the United States, underscored the importance of addressing language disabilities within educational contexts.

In recent decades, research has focused on the genetic and environmental factors influencing language development, with neuroimaging technologies providing deeper insights into brain-language relationships. The recognition of language disabilities as multifaceted conditions requiring interdisciplinary approaches has transformed both assessment and intervention practices. Today, there is an emphasis on early identification and inclusive education, reflecting a broader societal commitment to supporting individuals with language disabilities across their lifespan.

III. UNDERSTANDING LANGUAGE DISABILITIES

1. Definition and Scope

Language disabilities encompass a range of impairments that affect an individual's ability to comprehend, process, or produce spoken and written language. These disabilities can be categorized into receptive language disorders (difficulty understanding language), expressive language disorders (difficulty expressing thoughts and ideas), or mixed receptive-expressive language disorders. Such conditions may stem from developmental issues, neurological disorders, or acquired brain injuries.

2. Etiology and Contributing Factors

Language disabilities arise from diverse etiological factors, including genetic predispositions, neurodevelopmental conditions (e.g., Autism Spectrum Disorder, Specific Language Impairment), and environmental influences such as inadequate language exposure during critical developmental periods. Prenatal factors (e.g., maternal substance use, premature birth) and perinatal complications can also contribute to the onset of these disabilities.

3. Cognitive and Neurological Correlates

Cognitive processes, particularly working memory, auditory processing, and executive functioning, play a significant role in language acquisition and use. Neuroimaging studies reveal that individuals with language disabilities often exhibit atypical activation patterns in brain regions associated with language processing, such as Broca's and Wernicke's areas. Understanding these neurological underpinnings is vital for developing targeted interventions.

4. Impact on Academic and Social Development

Language disabilities can have profound effects on academic achievement, especially in literacy-related domains, as language competence is fundamental to reading comprehension, writing, and verbal communication. Socially, individuals with language impairments may experience challenges in peer interactions, leading to increased risks of social isolation, anxiety, and reduced self-esteem.

5. Assessment and Diagnostic Approaches

Comprehensive assessment of language disabilities requires a multifaceted approach, including standardized language tests, observational methods, and dynamic assessments to evaluate an individual's linguistic capabilities across various



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contexts. Early identification through screening in preschool and early school years is critical for timely intervention and improved long-term outcomes.

6. Intervention Strategies and Educational Implications

Effective intervention strategies for language disabilities include speech-language therapy, augmentative and alternative communication (AAC) systems, and individualized educational plans (IEPs). Integrative approaches that involve collaboration among educators, speech-language pathologists, and families are essential for addressing the multifaceted needs of affected individuals. Classroom accommodations, such as simplified instructions and visual supports, can enhance learning and participation.

7. Future Directions and Research Considerations

Ongoing research emphasizes the importance of early intervention, neuroplasticity, and technology-assisted therapies in mitigating the effects of language disabilities. Emerging areas of study include genetic markers for early detection, the role of bilingualism in language development among individuals with disabilities, and the efficacy of digital learning tools. Future research should prioritize culturally responsive practices and address disparities in access to diagnostic and therapeutic services.

IV. LEGAL AND POLICY FRAMEWORK FOR LANGUAGE DISABILITIES

Language disabilities, encompassing difficulties in understanding, producing, or using language effectively, are recognized under various international, national, and regional legal and policy frameworks. These frameworks ensure individuals with language disabilities receive adequate support, accommodations, and access to education, employment, and social participation.

International Legal Frameworks

At the international level, the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) provides a comprehensive legal foundation for protecting the rights of individuals with disabilities, including language disabilities. Article 24 of the UNCRPD emphasizes the right to inclusive education, requiring states to ensure that persons with disabilities are not excluded from the general education system based on disability and receive the necessary accommodations and support (UNCRPD, 2006). Additionally, Article 9 underscores the importance of accessibility, including information and communication technologies.

The Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC) further reinforce the right to education and non-discrimination, which implicitly includes individuals with language disabilities.

National Legal Frameworks

National legislation varies but often aligns with international standards. For instance, in the United States, the Individuals with Disabilities Education Act (IDEA) mandates free and appropriate public education (FAPE) for students with disabilities, including those with language impairments (IDEA, 2004). Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 also prohibit discrimination and require reasonable accommodations in educational and workplace settings.

In the United Kingdom, the Equality Act 2010 consolidates anti-discrimination laws, ensuring that individuals with language disabilities receive equal treatment in education, employment, and public services (Equality Act, 2010). Similarly, the Australian Disability Discrimination Act 1992 (DDA) protects against discrimination and mandates reasonable adjustments to support individuals with disabilities.

Policy Frameworks

Policy initiatives often complement legal frameworks by providing guidelines for implementation. The Salamanca Statement (1994), endorsed by UNESCO, advocates for inclusive education and emphasizes the importance of addressing the diverse needs of learners, including those with language disabilities. National policies, such as the United States Department of Education's guidance on speech and language services, outline specific support measures within educational settings.

Many countries adopt multi-tiered systems of support (MTSS) or Response to Intervention (RTI) models to identify and support students with language disabilities. These frameworks emphasize early identification, evidence-based interventions, and continuous progress monitoring (Fuchs & Fuchs, 2006).



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Legal and Policy Framework for Language Disabilities in India

Language disabilities, encompassing speech and communication disorders, have significant implications for an individual's educational, social, and economic participation. India, recognizing the importance of addressing language disabilities, has established a comprehensive legal and policy framework to ensure the rights and inclusion of individuals with such disabilities.

1. Constitutional Provisions:

The Constitution of India guarantees equality and non-discrimination under Articles 14, 15, and 16. Article 21A ensures the right to free and compulsory education for children aged 6 to 14 years, which implicitly includes children with language disabilities. Article 41 of the Directive Principles of State Policy directs the state to provide public assistance to persons with disabilities (PWDs) in cases of unemployment, old age, sickness, and disablement.

2. The Rights of Persons with Disabilities Act, 2016 (RPwD Act):

The RPwD Act, 2016, is a comprehensive legal instrument that replaced the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. It aligns with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which India ratified in 2007. The Act recognizes 21 categories of disabilities, including speech and language disability. It mandates accessibility in education, employment, and public infrastructure and ensures reasonable accommodations to promote inclusion.

3. National Education Policy (NEP), 2020:

The NEP 2020 emphasizes inclusive education, advocating for the integration of children with disabilities into mainstream education systems. It calls for the development of barrier-free access, assistive technologies, and tailored pedagogical approaches for children with speech and language disabilities.

4. Rehabilitation Council of India Act, 1992:

This Act establishes the Rehabilitation Council of India (RCI) to regulate training programs and professionals working with PWDs, including speech-language pathologists and audiologists. The RCI ensures that individuals with language disabilities receive services from qualified professionals.

5. Indian Sign Language Research and Training Centre (ISLRTC):

Established in 2015, the ISLRTC aims to promote Indian Sign Language (ISL) as a means of communication for individuals with speech and hearing disabilities. Recognized by the RPwD Act, the centre conducts research, develops ISL teaching resources, and trains ISL interpreters.

6. Schemes and Initiatives:

Various government schemes, such as the Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP) Scheme, provide assistive devices for individuals with speech and hearing impairments. The Sarva Shiksha Abhiyan (SSA) and the Samagra Shiksha Abhiyan aim to improve educational access for children with disabilities.

Strategies for Creating an Inclusive Environment for Students with Language Disabilities

Creating an inclusive educational environment for students with language disabilities requires intentional planning, evidence-based instructional strategies, and a commitment to fostering equitable access to learning. Language disabilities, including speech disorders, expressive and receptive language impairments, and dyslexia, can significantly impact a student's academic achievement and social integration. To support these learners effectively, educators must implement strategies that address their diverse needs while promoting an inclusive and supportive classroom culture.

1. Differentiated Instruction

Differentiated instruction is a critical approach to meeting the diverse linguistic needs of students. By modifying content, process, and assessment methods, educators can ensure that students with language disabilities engage meaningfully with the curriculum. This includes:

- **Multimodal Teaching:** Utilizing visual aids, graphic organizers, hands-on activities, and technology to support comprehension.
- **Scaffolded Learning:** Providing structured support, such as sentence starters and guided practice, to help students gradually develop independence in language tasks.
- **Flexible Grouping:** Implementing peer-assisted learning strategies, such as think-pair-share and cooperative learning, to enhance language development in a supportive environment.

2. Assistive Technology and Augmentative Communication

The integration of assistive technology (AT) and augmentative and alternative communication (AAC) tools can significantly improve access to learning for students with language disabilities. Examples include:



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- **Speech-to-Text Software:** Allowing students to express their thoughts without the barrier of written language.
- **Text-to-Speech Programs:** Enhancing reading comprehension by providing auditory reinforcement.
- **Symbol-Based Communication Systems:** Supporting nonverbal students through tools like PECS (Picture Exchange Communication System) or AAC devices.

3. Culturally and Linguistically Responsive Practices

Inclusive environments must acknowledge the intersection of language disabilities and cultural or linguistic diversity. Educators should:

- **Avoid Deficit Thinking:** Recognizing that language disabilities do not equate to cognitive deficits or limited potential.
- **Provide Multilingual Supports:** For bilingual or multilingual students with language disabilities, offering instructional materials in their home language alongside English can facilitate learning.
- **Engage Families:** Collaborating with parents and caregivers to develop strategies that align with students' linguistic and cultural backgrounds.

4. Explicit Instruction in Language and Literacy Skills

Students with language disabilities often benefit from structured and direct instruction in key language domains, including phonemic awareness, vocabulary development, and reading comprehension. Effective strategies include:

- **Systematic Phonics Instruction:** Teaching letter-sound relationships explicitly to support reading development.
- **Morphological Awareness Training:** Helping students understand word structures (prefixes, suffixes, root words) to enhance vocabulary acquisition.
- **Metacognitive Strategies:** Encouraging students to use self-monitoring techniques, such as summarization and questioning, to improve comprehension.

5. Classroom Environment and Universal Design for Learning (UDL)

An inclusive classroom should be physically and socially accessible to all students. Applying the principles of UDL ensures that instruction is designed to meet diverse learning needs. Key elements include:

- **Flexible Seating and Quiet Spaces:** Providing options for students who may need reduced auditory distractions.
- **Accessible Learning Materials:** Ensuring that texts are available in multiple formats (e.g., audiobooks, large print).
- **Positive Behavioural Supports:** Establishing clear expectations and reinforcement strategies to promote a safe and encouraging learning environment.

6. Collaborative and Multidisciplinary Support

Supporting students with language disabilities requires collaboration among educators, speech-language pathologists (SLPs), special educators, and families. Best practices involve:

- **Regular Consultation with SLPs:** Integrating speech and language goals into classroom instruction.
- **Co-Teaching Models:** Partnering with special educators to implement inclusive teaching strategies.
- **Professional Development:** Engaging in ongoing training to enhance educators' understanding of language disabilities and evidence-based interventions.

V. CHALLENGES FACED BY INDIVIDUALS WITH LANGUAGE DISABILITIES

Individuals with language disabilities encounter a range of challenges that significantly impact their communication, academic performance, social interactions, and overall quality of life. These challenges are multifaceted and vary depending on the severity and type of language impairment. Below are ten key challenges faced by individuals with language disabilities:

1. Difficulty in Expressive Communication:

Individuals with language disabilities often struggle to articulate their thoughts, needs, and emotions. This limitation in expressive language can lead to frustration, decreased self-esteem, and social withdrawal.

2. Impaired Receptive Language Skills:

Understanding spoken or written language can be a significant challenge. This impairment affects the individual's ability to follow instructions, comprehend narratives, and engage in meaningful conversations.



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3. Academic Underachievement:

Language disabilities hinder the acquisition of foundational literacy skills, including reading, writing, and spelling. As language is integral to most academic subjects, affected individuals often experience academic delays and reduced educational attainment.

4. Social Interaction Difficulties:

Effective communication is essential for social engagement. Individuals with language disabilities may find it challenging to initiate or sustain conversations, interpret social cues, or engage in peer interactions, leading to social isolation.

5. Behavioral and Emotional Issues:

Communication barriers can result in behavioural problems as individuals may resort to inappropriate behaviours to express frustration or unmet needs. Emotional challenges such as anxiety and depression are also prevalent.

6. Limited Employment Opportunities:

Language disabilities can persist into adulthood, affecting vocational prospects. Difficulties in communication may restrict job opportunities, limit workplace interactions, and impede career advancement.

7. Challenges with Pragmatic Language Use:

Pragmatic language, which involves the social use of language, is often affected. Individuals may struggle with turn-taking, maintaining topic coherence, or using appropriate tone and gestures in conversations.

8. Dependence on Caregivers and Support Systems:

Due to communication difficulties, individuals with language disabilities may require ongoing support from family members, educators, and speech-language pathologists, potentially leading to reduced autonomy.

9. Stigmatization and Discrimination:

Societal misconceptions and negative attitudes toward language disabilities can result in stigmatization. This discrimination may limit access to educational resources, social participation, and equitable treatment.

10. Barriers to Accessing Services and Accommodations:

Navigating systems to obtain appropriate interventions and accommodations can be challenging. Bureaucratic hurdles, lack of awareness, and limited availability of specialized services may delay necessary support.

VI. SOLUTIONS FOR INDIVIDUALS WITH LANGUAGE DISABILITIES

Addressing the needs of individuals with language disabilities requires a multifaceted approach encompassing educational strategies, technological interventions, and supportive environments. Below are eleven evidence-based solutions:

1. Early Identification and Intervention:

Early detection of language disabilities through comprehensive assessments enables timely interventions. Screening programs in preschool and primary education settings are crucial to prevent long-term academic and social challenges.

2. Individualized Education Programs (IEPs):

IEPs provide tailored educational goals and accommodations based on the individual's specific language needs. Collaboration among educators, speech-language pathologists, parents, and the individual ensures effective implementation.

3. Speech and Language Therapy:

Regular sessions with a certified speech-language pathologist (SLP) address receptive and expressive language deficits. Therapy may focus on vocabulary development, sentence structure, articulation, and pragmatic language use.

4. Use of Augmentative and Alternative Communication (AAC) Systems:

For individuals with severe expressive language impairments, AAC devices, including speech-generating devices, picture exchange communication systems (PECS), and sign language, facilitate effective communication.

5. Multisensory Teaching Approaches:

Incorporating visual, auditory, kinesthetic, and tactile learning modalities enhances language acquisition. Techniques such as the Orton-Gillingham approach are effective for individuals with language-based learning disabilities like dyslexia.

6. Technological Interventions:

Assistive technologies, including language development apps, text-to-speech software, and speech recognition tools, provide additional support. These technologies promote independence and enhance learning experiences.



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7. Environmental Modifications:

Creating language-rich environments with clear visual aids, structured routines, and minimized background noise supports comprehension and communication. Classroom seating arrangements and visual schedules can also be beneficial.

8. Parental and Caregiver Involvement:

Active participation of parents and caregivers in language development activities reinforces learning. Training programs for caregivers can provide strategies to support communication at home.

9. Social Skills Training:

Language disabilities often affect social interactions. Structured social skills groups, role-playing scenarios, and peer-mediated interventions can improve conversational abilities and social competence.

10. Culturally and Linguistically Responsive Practices:

Interventions should consider the individual's cultural and linguistic background. Bilingual support and culturally relevant materials ensure equitable access to language development resources.

11. Continuous Professional Development for Educators:

Ongoing training in language disabilities equips educators with current strategies and methodologies. Professional development fosters an inclusive educational environment conducive to the needs of all learners.

VII. TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT FOR LANGUAGE DISABILITIES

1. Comprehensive Understanding of Language Disabilities:

Effective teacher training programs must provide educators with a thorough understanding of various language disabilities, including expressive and receptive language disorders, dyslexia, and auditory processing disorders. This foundational knowledge enables teachers to identify early signs of language impairments and implement appropriate interventions tailored to individual student needs.

2. Evidence-Based Instructional Strategies:

Professional development should emphasize the use of evidence-based instructional methods, such as multisensory approaches, explicit phonics instruction, and structured literacy programs. Teachers must be equipped with strategies that address the specific linguistic challenges faced by students with language disabilities, ensuring instructional efficacy and improved student outcomes.

3. Integration of Technology and Assistive Tools:

Training should include the use of technology and assistive devices designed to support students with language disabilities. Tools such as speech-to-text software, audiobooks, and visual aids can enhance learning accessibility. Educators must be proficient in selecting and implementing these resources to meet diverse learner needs effectively.

4. Collaboration and Interdisciplinary Approaches:

Professional development should promote collaboration among teachers, speech-language pathologists, psychologists, and parents. An interdisciplinary approach ensures comprehensive support for students, fostering consistency between classroom instruction and therapeutic interventions.

5. Culturally Responsive Teaching Practices:

Teacher training must address cultural and linguistic diversity, recognizing that language disabilities can manifest differently across cultural contexts. Professional development should prepare educators to distinguish between language acquisition challenges in bilingual learners and actual language disabilities, thereby preventing misdiagnosis and ensuring equitable educational opportunities.

6. Ongoing Professional Learning and Reflective Practice:

Language disability education is an evolving field; thus, continuous professional development is crucial. Teachers should engage in regular workshops, peer observations, and reflective practices to stay current with emerging research, methodologies, and policy changes. Ongoing learning enhances teaching effectiveness and responsiveness to students' evolving needs.

7. Assessment and Progress Monitoring:

Training programs must prepare teachers to conduct appropriate assessments and utilize progress monitoring tools to evaluate the effectiveness of interventions. Educators should be skilled in interpreting assessment data to inform instructional decisions, adjust strategies, and provide targeted support to optimize student achievement.



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VIII. CONCLUSION

Creating an inclusive environment for students with language disabilities requires a comprehensive approach that integrates tailored instructional strategies, collaborative practices, and supportive classroom settings. Educators must employ differentiated instruction, use assistive technologies, and provide multimodal communication methods to accommodate diverse language needs. Collaboration with speech-language pathologists, families, and support staff ensures that interventions are consistent and effective. Building a classroom culture that values empathy, patience, and acceptance is essential for fostering students' self-esteem and participation. Professional development for teachers further enhances their capacity to address language-related challenges proactively. By implementing these strategies, schools can ensure equitable access to learning and promote positive academic and social outcomes for students with language disabilities.

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