

Learning Disability Theory to Practice

S. P. K. Jena (Author)

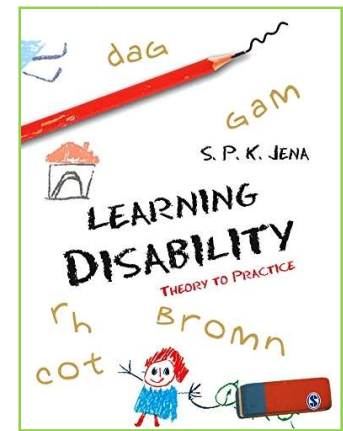
SAGE India | August 2013 | Paperback | ISBN: 9788132109693 | 294 pages | Price ₹695.00

Kamlesh Kumar Sahu¹, Soma Sahu² (Reviewers)

¹Associate Prof. & I/C PSW, Dept. of Psychiatry, Govt. Medical College & Hospital, Chandigarh, India

²Lecturer, Department of Psychology, Bangabasi College, Kolkata, India

Received on: 11-07-2016 Accepted on: 27-09-2016



'Learning disabilities' was not a familiar term until at the beginning of 1963 when Dr Samuel A. Kirk first use the term "learning disability" at a conference in Chicago and tried to define it.¹ There were much interest or controversy concerning the condition. There are many conceptual and operational definitions and understanding. From the begning to the present, professionals, parents and governmental agents have tried to develop a valid and widely acceptable definition. and understanding the causative factors to early identification, making diagnosis, treatment and inclusion or mainstreaming, it is complex and multifaceted. A number of books are available now.

'Learning Disability Theory to Practice' a good brief compilation which was much required. It provides readers with a clear picture of the current status of learning disabilities definitions and recommends that a consensus. This book includes fourteen chapters from introduction to future directions.

It seems this book is a byproduct of a doctoral thesis by the author that is why it has the tipical flow of chapters of a dissertation. The first chapter is an introduction, chapters second to fifth - brain and neurodiversity: from laboratory to classroom, reading disability, writing disability, mathematical disability and information-processing approach is an extension of introduction since it has very informative descriptions of the

conditions and related topics it also includes a good summary of literature review in the concerned areas. Chapter seven and eight expanded the interventions can be used namely - cognitive behaviour therapy, computer-assisted instruction. Further chapters nine to fourteen - the experiment, method, case studies: assessment and intervention, results, discussion and overview and future directions are the report of the study carried out with interpretation and corroboration with other studies and lastly summary and future directions.

Thus, this book provides up-to-date information available on this topic to the readers including theories and current practices in the remediation of learning disability and demonstrates the therapeutic effectiveness of two major techniques of intervention, namely, cognitive behaviour therapy and computer-assisted instruction, through a series of case studies. Thus, it bridges the theory-practice gap originating out of the difference between fundamental research and its actual implementation and places the treatment programmes on a firmer scientific footing by validating them empirically.²

Another reason which makes this book 'must read' is its cost-effectiveness; in India, it is available is very less cost in comparisons to other available foreigner books.

The author is a well-known expert in the field of Clinical Psychology. So, it is trustworthy to learn from his experiment and practice the same.

REFERENCE

1. S. P. K. Jena. Learning Disability Theory to Practice. Sage: New Delhi. 2013.
2. K. Krapp. Encyclopedia of Nursing and Allied Health. Gale Group: USA, 2002.

*Corresponding Author
Email: jaganaarti@gmail.com

Cite as: K.K. Sahu and S. Sahu. Learning Disability Theory to Practice. *J. Disability Stud.*, 2016, 2(1), 23.

©IS Publications <http://pubs.iscience.in/jds>

