



ABSTRACT

Children with Learning disabilities show problems in any of the three academic areas namely; reading, writing and mathematics. Moreover, the academic problems are also accompanied by co-morbid conditions. Although researchers have expressed the need for interventions focusing on both the academic as well as behavior problems, most of the studies on children with LD have focused only on their academic performance. This study focused on the writing and behavioral problems of children with LD. The purpose of this study was to examine the differential effects of interventions designed only for writing problems and intervention designed for the writing problems as well as the behavioral problems. A pretest posttest control group design was employed to assess the writing and behavioral problems of 60 students randomly distributed into 3 groups. The results showed an improvement in the writing performance of students in both the experimental groups; however, improvement in the behavior of children was noted only in the group that received interventions for writing as well as behavior problems. The findings, implications and recommendations for future research have been discussed.