

REFERENCES

- Abreu, B. C. & Toglia, J. P. (1987). Cognitive rehabilitation: A model for occupational therapy. *American Journal of Occupational Therapy*, 41(7), 439-448.
- Addington, J., McCleary, L., Munroe-Bulum, H. (1998). Relationship between cognitive and social dysfunction in schizophrenia. *Schizophrenia Research*, 34(1-2), 59-66.
- Agaliotis, I., Kalyva, E. (2008). Nonverbal social interaction skills of children with learning disabilities. *Research in Developmental Disabilities*, 29, 1-10.
- Alfonso, V. C., Rentz, E., Oriovsky, K. & Ramos, E. (2007). Test review: School Social Behavior Scales, Second Edition. *Journal of Psychoeducational Assessment*, 25 (82), 82-92.
- Alloway, T.P. (2009). Working memory, but not IQ, predicts subsequent learning in children with learning difficulties. *European Journal of Psychological Assessment*, 25, 92-98.
- Alloway, T.P. & Alloway, R.G.. (2010). Investigating the predictive roles of working memory and IQ in academic attainment. *Journal of Experimental Child Psychology*, 106, 20-29
- Alloway, T.P. & Temple, K.J. (2007). A Comparison of Working Memory Profiles and Learning in Children with Developmental Coordination Disorder and Moderate Learning Difficulties. *Applied Cognitive Psychology*, 21, 473-487.
- American Psychiatric Association (APA). (2000). *Diagnostic and statistic manual of mental disorders*. Washington, DC: American Educational Research Association.
- American Association on Intellectual and Developmental Disabilities (AAIDD). (2009). Introduction to Intellectual and Developmental Disabilities. Retrieved 17 December 2013, from <http://www.thearcjackson.org/Introductiontoidd8-11.pdf>.

- Andres, P. (2003). Frontal cortex as the central executive of working memory: Times to revise our view. *Cortex*, 39, 871-895.
- Arayawinyu, P. (2001). *Children with learning disabilities* (2nd ed.). Bangkok: Whankeaw Press.
- Atkinson, R. C. & Shiffrin, R. M. (1968). Human memory: A proposed system and its control processes. In K. W. Spence & J. T. Spence (Eds.), *The psychology of learning and motivation: Advances in research and theory* (Vol. 2, pp. 89-195). New York: Academic Press.
- Aubin, G., Stip, E., Gelin, I., Rainville, C. & Chapparo, C. (2010). *Assessment of information-processing skills during daily task performance in persons with schizophrenia: Usefulness of the Perceive, Recall, Plan, and Perform (PRPP) System of Task Analysis*. Paper presented at the 15th World Conference of the Federation of Occupational Therapists, Santiago, Chile.
- Azar, B. (2000). What's the link between speed and reading in children with dyslexia? *Monitor on Psychology*, 31(3), 36-39.
- Baddeley, A. D. (1990). *Human memory: Theory and practice*. Hove: Lawrence Erlbaum Associates.
- Baddeley, A. D. & Della Sergio, S. (1996). Working memory and executive control. *Philosophical Transactions of the Royal Society of London. Series B, Biological Sciences*, 351(1346), 1397-1404.
- Baddeley, A. D. (2004). *Your memory: a user's guide* (4th ed.). London: Carlton Books.
- Bailey, N. T. J. (1981). *Statistical methods in biology*. Hodde and Stoughton, London, Sydney and Toronto.
- Bailey, E. (2015). *Reading Comprehension skills; Organizing Information*. Retrieved 18 May 2015, from: <http://specialed.about.com/od/readingliteracy/a/Organizationforreadingcomprehension.htm>
- Baker, L. & Brown, A. L. (1984). Metacognitive skills and reading. In D.P. Pearson, M. Kamil, R. Barr, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp. 353-394). New York: Longman.

- Baker, K., Segalowitz, S. J. & Ferlisi, M.C. (2001). The effect of differing scoring methods for the Tower of London task on developmental patterns of performance. *The Clinical Neuropsychologist*, 15(3), 309-313.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Barnett, D. W., Elliott, N., Wolsing, L., Bunger, C. E., Haski, H., McKissick, C., et al. (2006). Response to intervention for young children with extremely challenging behaviors: What it might look like. *School Psychology Review*, 35(4), 568-582.
- Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovalesski, J. F., Prasse, D., et al. (2005). *Response to intervention: Policy considerations and implementations*. Alexandria, VA: National Association of State Board of Directors of Special Education.
- Baum, S.M., Owen, S.V. & Dixon, J. (1991). *To be gifted and learning disabled: From identification to practical intervention strategies*. Mansfield Center, CT: Creative Learning Press.
- Beck, J. & Horne, D. (1992). A whole school implementation of the Stop, Think, Do! Social skills training program. In B. Willis & J. Izard (Eds.), *Student behavior problems: directions, perspectives and expectations*. Hawthorn, Victoria: Australian Council for Educational Research.
- Behnke, C.J. & Fetkovich, M. M. (1984). Examining the reliability and validity of the Play History. *American Journal of Occupational Therapy*, 38(2), 94-100.
- Bergen, D. (2003). The role of pretend play in children's cognitive development. *Early Childhood Research and Practice*, 4(1), 1-9.
- Berk, L.E. (2003). *Child Development* (6th ed.). Boston: Allyn & Bacon.
- Bjorklund, D.F. (1985). The role of conceptual knowledge in the development of organization in children's memory. In M. Pressley & C.J. Brainerd (Eds) *Basic Processes in Memory Development: Progress in cognitive development research*. pp.103-142. New York: Springer-Verlag.
- Boland, K. (2004). *Assessing information processing in the context of pretend play*. Thesis. Discipline of Occupational Therapy, Faculty of Health Sciences, University of Sydney. Lidcombe, NSW, Australia.

- Borkowski, J.G. & Burke, J. E. (1996). Theories, models, and measurements of executive functioning: An information processing perspective. In J.G. Borkowski, J.E. Burke, G.R. Lyon & N.A. Krasnegor (Eds.), *Attention, memory, and executive function* (pp. 235-261). Baltimore, MD: Paul H Brooks Publishing.
- Boulton-Lewis, G. (1994). Memory, Cognition, Learning and Teaching from three to eight years. In G. Boulton-Lewis & D. Catherwood (Eds). *The Early Years: Development, Learning and Teaching*. Victoria: Australian Council for Educational Research Ltd.
- Broadbent, D.E. (1958). *Perception and communication*. Oxford: Pergamon.
- Brown TE (2008). Describing Six Aspects of a Complex Syndrome. Retrieved 7 September 2013, from: <http://www.drthomasebrown.com/pdfs/Exec>
- Bruner, J. S., Goodnew, J. J. & Austin, G. A. (1956). *A Student of thinking*. New York: John Wiley.
- Bryan, T. H., Wong, B. Y. L., Donahue, M. & Keogh, B. K. (2008). *The social dimensions of learning disabilities: Essays in honor of tanis bryan*. Mahwah, NJ: Lawrence Erlbaum associates Inc.
- Bryman A. & Cramer, D. (2001). *Quantitative Data Analysis with SPSS Release 10 for Windows*, London: Routledge.
- Bunyachatakul, S., Munkhetvit, P., Srikamjak, T. & Sarakam, A. (2010). Cognitive Deficits during the Performance of Activities of Daily Living in Schizophrenic Patients. *Bull Suan Prung*, 26(2), 15-24. (Published in Thai)
- Burke, J.P. (1993). Play: The life role of the infant and young child. In J. Case-Smith (Ed.), *Pediatric occupational therapy and early intervention* (2nd ed.). Boston: Andover Medical Publishers.
- Burke, P. & Cigno, K. (2000). *Learning disabilities in children*. Malden, MA: Blackwell Science Ltd.
- Burgess, P. W., Alderman, N., Forbes, C., Costello, A., Coates, L. M-A., Dawson, D.R., et al. (2006). The case for the development and use of “ecologically valid” measures

- of executive function in experimental and clinical neuropsychology. *Journal of the International Neuropsychological Society*, 12, 194-209.
- Caprara, G., Barbaranelli, C., Pastorelli, C., Bandura, A. & Zimbardo, P.G. (2000). Prosocial Foundations of Children's Academic Achievement. *American Psychological Society*, 11(4), 302-306.
- Carman, S.N. & Chapparo, C.J. (2012). Children who experience difficulties with learning: Mother and child perceptions of social competence. *Australian Occupational Therapy Journal*, 59, 339-346.
- Carter, R. (2009). *The brain book: An illustrated guide to its structure, function and disorders*. London: Dorling Kindersley Ltd.
- Cavanaugh, K. (1996). Developmental Psychology. Retrieved 7 September 2013, from <http://www.nmc.ac.th/database/file/science>
- Cermak, L. S. (1983). Information processing deficits in children with learning disabilities. *Journal of Learning Disabilities*, 16(10), 599-605.
- Cermak, S., Gubbay, S.S. & Larkin, D. (2002). What is developmental coordination disorder? In S.A. Cermak & D. Larkin (Eds.), *Developmental coordination disorder* (pp. 2-22). Albany, N.Y.: Delmar Thompson Learning.
- Challita, J., Chapparo, C., Hinitt, J. & Lowe, S. (2013). The effectiveness of the perceive, recall, plan, perform (PRPP) System of Intervention on the social skills of children with learning difficulties. Published Abstract: Occupational Therapy Australia, 25th National Conference and Exhibition, July. *Australian Occupational Therapy Journal*, 60(Suppl1), p.43.
- Chapparo, C. (2006). Stage two analysis: The perceive quadrant. In C. Chapparo & J. Ranka (Eds.), *The Perceive Quadrant, Recall, Plan & Perform System of Intervention Research Training Manual* (pp. 66-80). Lidcombe, NSW, Australia: University of Sydney.
- Chapparo, C. (2010a). *Occupational Therapy for Children with Learning Difficulties*. Technical papers presented at the seminar session at Mercure Chiang Mai Hotels,

Chiang Mai Province:held by Faculty of Associated Medical Sciences Chiang Mai University Department of Occupational Therapy during 19-23 July 2010.

- Chapparo, C. (2010b). Perceive, Recall, Plan and Perform (PRPP): Occupation-Centred Task Analysis and Intervention System. In S. Rodger (Eds.), *Occupation-Centred Practice with Children: A Practical Guide for Occupational Therapists*, 183-203. Chichester, U.K.; Malden, MA: Blackwell Pub.
- Chapparo, C. & Ranka, J. (1992). *Development of an information processing task analysis to identify errors in self-maintenance performance of brain injured clients: Final Category B Grants Research Report*. Lidcombe, NSW, Australia: University of Sydney. Faculty of Health Sciences.
- Chapparo, C. & Ranka, J. (1996). The occupational performance model (Australia): A description of constructs and structure. In C. Chapparo & J. Ranka (Eds.), *Occupational Performance Model (Australia): Monograph 1*, 1-22. Lidcombe, NSW, Australia: University of Sydney.
- Chapparo, C. & Ranka, J. (2005). *The PRPP System of Task Analysis: User's training manual*: Available from the Discipline of Occupational Therapy, Faculty of Health Sciences, University of Sydney, Lidcombe, NSW, Australia.
- Chapparo, C. & Ranka, J. (2007). *The PRPP System: Intervention*. Lidcombe, The University of Sydney.
- Chapparo, C., Lowe, S. & Heard, R. (2013). Published Abstract: Occupational Therapy Australia, 25th National Conference and Exhibition, July, *Australian Occupational Therapy Journal*, 60(Suppl1), 42-43
- Charm, T., Carroll, F. & Strurge, C. (2001). Theory of mind , executive function and social competence in boys with ADHD. *Emotion and Behavioral Difficulties*, 6(1), 31-49.
- Chiaravalloti, N. D., Stojanovic-Radic, J. & Deluca, J. (2013). The role of speed versus working memory in predicting learning new information in multiple sclerosis. *Journal of clinical and experimental neuropsychology*, 35(2), 180-191.

- Chissom, B.S. & McLean, J.E. (1993). Research and evaluation related to the talents unlimited model: Review and recommendations, In C.L. Schlichter & W.R. Palmer (Eds.), *Thinking Smart: A primer of the talents unlimited model*. Mansfield Center, CT: Creative Learning Press.
- Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton.
- Clore, C.W. (2006). Social skills use of adolescents with learning disabilities: An application of Bandura's theory of reciprocal interaction. Dissertation Prepared for the Degree of Doctor of Philosophy, The University of North Texas.
- Cohen, G. N., Bronson, M.B. & Casey, M. B.(1995). Planning as a factor in school achievement. *Journal of Applied Developmental Psychology*, 16, 405–428.
- Coladarci, T. (2005). *Mental Measurements Yearbook (online)*. Lincoln, Nebraska: Buros Institute of Mental Measurements.
- Conduct Problem Prevention Research Group (CPPRG) (1995). *Psychometric properties of the social competence scale—teacher and parent ratings (Fast Track Project technical report)*. University Park, PA: Pennsylvania State University.
- Cook, R. & Oliver, C. (2011). A review of defining and measuring sociability in children with intellectual disabilities. *Research in Developmental Disabilities*, 32, 11-24.
- Corrigan, A. (2002). Social competence scale—parent version, grade 1/year 2 (Fast Track Project technical report). *The Fast Track Project*. Retrieved 5 June 2013, from <http://www.fasttrackproject.org/techrept/s/scp/scp3tech.pdf>
- Corrigan, A. (2003). Social competence scale—parent version, grade 2/year 3 (Fast Track Project technical report). *The Fast Track Project*. Retrieved 5 June 2011, from <http://www.fasttrackproject.org/techrept/s/scp/scp3tech.pdf>
- Cowan, N. (2010). The Magical Mystery Four: How is Working Memory Capacity Limited, and Why? *Current Directions in Psychological Science*, 19(1), 51–57.
- Cowan, N. & Alloway, T. P. (2008). The development of working memory. In N. Cowan (Ed.), *Development of memory in childhood* (2nd ed., pp. 303–342). Hove, UK: Psychology Press.

- Cox, K.F. (2006). Investigating the impact of strength-based assessment on youth with emotional or behavioral disorders. *Journal of Child and Family Studies*, 15(3), 287-301.
- Coyle, T.R. & Bjorklund, D.F. (1997). Age differences in, and consequences of, multiple and variable strategy use on a multitrial sort-recall task. *Developmental Psychology*, 33(2), 372-380.
- Crabtree, T., Alber-Morgan, S.R. & Konrad, M. (2010). The effects of self-monitoring of story elements on the reading comprehension of high school seniors with learning disabilities. *Education & Treatment of Children*, 33(2), 187-203.
- Craik, F. I. M. (2002). Levels of processing: Past, present ... and future? *Memory*, 10(5), 305-318.
- DePaoLi, S. (2009). *Emotional Intelligence and Self-Awareness*. Retrieved 5 June 2014, from <https://www.michigancenterfornursing.org/system/files/sites/default/files/members/preceptor-toolkit/G-NPA%20Manual%20Tab%204%20Emotional%20Intelligence.pdf>
- DePoy, E. & Burke, J. P. (1992). Viewing cognition through the lens of the Model of Human Occupation. In N. Katz (Ed.), *Cognitive rehabilitation: models for intervention in occupational therapy*. Stoneham: Butterworth-Heinemann.
- Dewar, G. (2012). *How to improve attention problems and learning difficulties in kids*. Retrieved 5 Feb 2015, from <http://www.parentingscience.com/wrking-memory.html>
- Dickerson, F., John, J. B., Ringel, N. & Parente, F. (1996). Neurocognitive deficits and social functioning in outpatient with schizophrenia. *Schizophrenia Research*, 21, 75-83.
- Diamond, L. M. & Aspinwall, L. G. (2003). Emotion regulation across the life span: An integrative perspective emphasizing self-regulation, positive affect, and dyadic processes. *Motivation and Emotion*, 27, 125-156.
- Dodge, K. A. (1986). A social information processing model of social competence in children. In Perimutter, M. (Ed.). *Cognitive perspective on children's social and*

- behavioral development: The Minnesota symposia on child psychology* (pp. 77-125). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Doble, S. & Magill-Evans, J. (1992). A model of social interaction to guide occupational therapy practice. *Canadian Journal of Occupational Therapy*, 59, 141-150.
- Dunning, D. L. (2013). Does working memory training promote the use of strategies on untrained working memory tasks? *Memory & Cognition*, 42(6), 854–862.
- Eadie, P. & Douglas, J. (2005). Memory and language across the lifespan. *Acquiring Knowledge in Speech, Language and Hearing*, 7(1), 3-5.
- Eckerd, M. & Rudin, S. (2015) Executive Function Deficits in children. Additude strategies and support for ADHD&LD. Retrieved 21 April 2015, from <http://www.additudemay.com/addhd/article/8392.html>
- Eisenberg, N. (2003). Prosocial behavior, empathy, and sympathy. In M. Bornstein & L. Daidson (Eds.), *Well-being: Positive development across the life course* (pp. 253-265). Mahwah, NJ: Erlbaum.
- Eisenberg, N. & Miller, P.A. (1987). The relation of empathy to prosocial and related behaviors. *Psychological Bulletin*, 94, 100-131.
- Emerson, E. et al. (2011). *People with learning disabilities in England 2011*. London: Department of Health.
- Engel, A. K., Fries, P. & Singer, W. (2001). Dynamic predictions: Oscillations and synchrony in top-down processing. *Nature Reviews Neuroscience*, 2, 704-716.
- Erhardt, R.P & Duckman, R.H. (2005). Visual–perceptual–motor dysfunction and its effects on eye-hand coordination and skill development (pp.171-177). *Functional Visual Behavior in Children: An Occupational Guide to Evaluation and Treatment Options* (2nd ed). American Occupational Therapy Association.
- Eysenck, M. W. & Keane, M.T. (2000). *Cognitive psychology: A student's handbook* (4th ed.). East Sussex, UK: Psychology Press Ltd.

- Fawcett, A. L. (2002). Assessment. In A. Turner, M. Foster & S. E. Johnson (Eds.), *Occupational therapy and physical dysfunction: Principles, skills and practice* (5th ed., pp. 107-144). Edinburgh: Churchill Livingstone.
- Fernandez-Castillo, A. & Gutiérrez-Rojas, M. E.(2009). Selective attention, anxiety, depressive symptomatology and academic performance in adolescents. *Electronic Journal of Research in Educational Psychology*, 7(1), 49-76.
- Fernandez-Duque, D., Baird, J. & Posner, M. (2000). Executive attention and metacognitive regulation. *Consciousness and Cognition*, 9, 288-307.
- Fisher, A. G. (2009). *A model for planning and implementing top-down, client-centred, and occupation-based occupational therapy interventions*. Fort Collins, CO: Three Star Press.
- Fisher, A. G. & Griswold, L. (2009). *Evaluation of social interaction*. Fort Collins, CO: Three Star Press, Inc.
- Fisher, A.G. & Kielhofner, G. (1995). Skill in occupational performance. In G. Kielhofner (Ed.), *A model of human occupation: Theory and application* (2nd ed., pp. 113-137). Baltimore: Williams and Wilkins.
- Fitts, P.M. & Posner, M.I. (1967). *Human performance*. Belmont, CA: Brooks/Cole.
- Fitzsimons, G.M. & Bargh, J.A. (2004). Automatic self-regulation. In R. F. Baumeister & K. D. Vohs (Eds.), *Handbook of self –regulation: Research, theory, and applications* (pp. 151-170). New York: Guilford Press.
- Flanagan, R., Furlong, M. J. & Soliz, A. (2005). *Mental measurements yearbook*. Lincoln, Nebraska: Buros Institute of Mental Measurements.
- Flavell, J.H., Green, F.L. & Flavell, E.R. (1995). The development of children's knowledge about attentional focus. *Developmental Psychology*, 31(4), 706-712.
- Flavell, J.H., Miller, P.H. & Miller, S.A. (1993). *Cognitive Development*. (3rd ed.). Englewood, N.J.: Prentice-Hall.
- Fordham, M. (2001). *Perceive, Recall, Plan, Perform (PRPP) Rating Scales (Parent and Teacher): Reliability and Validity*. Thesis. Discipline of Occupational Therapy, Faculty of Health Sciences, University of Sydney. Lidcombe, NSW, Australia.

- Franklin, R.D., Allison, D.B. & Gorman, B.S. (1996). *Design and analysis of single case research*. Mahway, NJ: Lawrence Erlbaum Associates.
- Fry, K. & O'Brien, L. (2002). Using the Perceive, Recall, Plan and Perform system to assess cognitive deficits in adults with traumatic brain injury: A case study. *Australian Occupational Therapy Journal*, 49(4), 182 - 187.
- Fulmer, A. (1998). An investigation of the decision-making strategies of learning disabled (LD) and non-disabled (NLD) adult students using information processing theory: Implications for educators. *Australian Journal of Teacher Education*, 23(1), 9-19.
- Furlong, M.J., Gilman, R. & Huebner, E.S. (2014). *Handbook of Positive Psychology in Schools*. Taylor & Francis.
- Galotti, K. (2008). *Cognitive psychology in and out of the laboratory* (4th ed.). Southbank, Victoria, Australia: Thomas Wadsworth.
- Gathercole, S. E. & Alloway, T.P. (2007). *Understand Working Memory: A Classroom Guide*. London, UK: Harcourt Assessment.
- Geary, D. C., Hamson, C. O. & Hoard, M. K. (2000). Numerical and arithmetical cognition: A longitudinal study of process and concept deficits in children with learning disability. *Journal of Experimental Child Psychology*, 77, 236-263.
- Gouley, K. K., Brotman, L. M. & Huang, K. Y. (2008). Construct Validation of the Social Competence Scale in Preschool-age Children. *Social Development*, 17(2), 380-398.
- Greber, C., Ziviani, J. & Rodger, S. (2007). The fourquadrant model of facilitated learning (Part 2): Strategies and applications. *Australian Occupational Therapy Journal*, 54 (Suppl.1), 40–48.
- Greber, C. & Ziviani, J. (2010). A Frame of Reference to Enhance Teaching-Learning: The Four-Quadrant Model of Facilitated Learning. In S. Rodger (Ed.). *Occupation Centred Practice with Children: A Practical Guide for Occupational Therapists* (pp.234-263). UK: Blackwell Publishing.

- Greber, C., Ziviani, J. & Rodger, S. (2011). Clinical utility of the four-quadrant model of facilitated learning: perspectives of experienced occupational therapists. *Australian Occupational Therapy Journal*, 58 (3), 187–94.
- Green, M. F. (1996). What are the functional consequences of neurocognitive deficits in schizophrenia. *Linkages between*, 153, 321-330.
- Gresham, F. M., Elliott, S. N., Cook, C. R., Vance, M. J. & Kettler, R. (2010). Cross informant agreement for ratings for social skill and problem behavior ratings: An investigation of the Social Skills Improvement System-Rating Scales. *Psychological Assessment*, 22(2), 157-166.
- Grieve, J. (2000). *Neuropsychology for occupational therapists: Assessment of perception and cognition* (2nd ed.). Oxford: Blackwell Sciences Ltd.
- Grolnick, W. S. & Ryan, R. M. (1990). Self-perceptions, motivation, and adjustment in learning disabled children: A multiple group comparison study. *Journal of Learning Disabilities*, 23, 177-184.
- Gioia, G. A., Isquith, P. K., Guy, S. C. & Kenworthy, L. (2000). *Behaviour Rating Inventory of Executive Function (BRIEF)*. Lutz, FL: Psychological Assessment Resources, Inc.
- Haager, D. & Vaughn, S. (1995). Parent, teacher, peer and self-reports of the social competence of students with learning disabilities. *Journal of Learning Disabilities*, 28, 205-215.
- Hagborg, W.J. (1996). Self-Concept and Middle School Students with Learning Disabilities: A Comparison of Scholastic Competence Subgroups. *Learning Disability Quarterly*, 19(2), 117-26.
- Hall, C. W. & Haws, H. D. (1989). Depressive symptomatology in learning-disabled and nonlearning-disabled students. *Psychology in the Schools*, 26, 359–364.
- Handler, S. M. & Walter, M. F. (2011). Learning Disabilities, Dyslexia, and Vision. *American Academy of Pediatrics*, 127(3), 818-856.

- Hashim, N. M. (2010). *Persons with disabilities act 2008 promotion of social inclusion for PWDs in Malaysia*. Perspective on inclusive development: Embracing diversity and creating disability-sensitive communities 28-29 July 2010. Kuching, Sarawak.
- Hayward, A. (2000). *"Learning Disabilities" UK/US Usage Difference*. Retrieved 28 October 2013 from: http://mugsy.org/asa_faq/glossary/ld.shtml
- Hinitt, J., Chapparo, C. & Lowe, S. (2013). Using the PRPP@School (Parent and Teacher Questionnaire) to identify patterns of cognitive strategy application in children with learning difficulties. Published Abstract: Occupational Therapy Australia, 25th National Conference and Exhibition, July. *Australian Occupational Therapy Journal*, 60(Suppl 1), 43.
- Hoffman, A. (2003). Teaching decision making to students with learning disabilities by promoting self-determination. *ERIC Digest*. Retrieved 21 February 2015, from www.eric.gov/ERICDocs/data/ericdocs2s ql/content_storage_01/000000196/80/1b/81/18.pdf
- Holland, K. (2011). *Factsheet: Learning Disabilities*. Retrieved 22 October 2013 from: <http://www.bild.org.uk/EasySiteWeb/GatewayLink.aspx?alId=2522>
- Holmes, J. (2012). *"Working memory and learning difficulties" Dyslexia Review*. Retrieved 18 March 2015 from: <http://www.mrc-cbu.cam.ac.uk/wp-content/uploads/2013/09/Working-memory-and-learning-difficulties.pdf>
- Huitt, W. (2003). The information processing approach to cognition. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved 31 March 2015, from: <http://chiron.valdosta.edu/whuitt/col/cogsys/infoproc.html>.
- Inverbrass. (2009). *Learning Disabilities: Information processing*. Retrieved 10 April 2014, from: <http://inverbrass.hubpages.com/hub/Learning-Disabilities-Information-Processing>
- Jacobson, L.A. et al. (2011). Working memory influences processing speed and reading fluency in ADHD. *Child Neuropsychology: A Journal on Normal and Abnormal Development in Childhood and Adolescence*, 17(3), 209-224.

- Jennings, K.D., Fitch, D. & Suwalsky, J.T.D. (1987). Social cognition and social interaction in three year- olds: Is social cognition truly social? *Child Study Journal*, 17, 1-14.
- Jimmerson, S.R., Dubrow, E.H., Adam, E., Gunnar, M. & Bozoky, I.K. (2006). Associations among academic achievement, attention, and adrenocortical reactivity in Caribbean village children. *Canadian Journal of School Psychology*, 21, 120-138.
- Jordan, E.A. & Porath, M.J. (2006). *Educational Psychology: A problem-Based Approach*. New York: Pearson Education Inc.
- Joseph, P. (1994). *Children's coping with peer-related stressors: Social competence and its relationship to affective, cognitive, and situational factors*. State University of New York at Binghamton.
- Kail, R. (1991). Developmental changes in speed of processing during childhood and adolescence. *Psychological Bulletin*, 109(3), 490-501.
- Kalmar, J.H. & Chiaravalloti, N.D. (2008). Information processing speed in multiple sclerosis: A primary deficit? In D.P.D. John, P.D. Jessica & H. Kalmar (Eds.), *Information processing speed in clinical populations*. New York: Taylor and Francis.
- Kavale, K. A. & Forness, S. R. (1996). Social Skill Deficits and Learning Disabilities: A Meta-Analysis. *Journal of Learning Disabilities*, 29(3), 226-237.
- Kavale, K.A. (2005). Identifying specific learning disability: Is Responsiveness to Intervention the Answer? *Journal of Learning Disabilities*, 38, 553-562.
- Khaimook, P. (2014). The development of children aged 6-12 years who have learning problems in school. Retrieved 2 July 2014, from <http://rajanukul.go.th/main/index.php?mode=news&group=2&submode=news&idgroup=678>

- Kirby, A. (2011). Dyslexia, Dyspraxia & Overlapping Learning Difficulties. Retrieved 5 Feb 2013, from <http://www.dystalk.com/talks/57-co-occurrence-of-learning-difficulties>
- Kirwan, B. & Ainsworth, L. K. (1992). *A guide to task analysis*. London, UK: Taylor and Francis.
- Kolehmainen, N. (2010). Top-down or bottom-up assessment? *The British Journal of Occupational Therapy*, 73(5), 209.
- Kostelnik, M.J., Gregory, K.M., Soderman, A.K. & Whiren, A.P. (2012). *Guiding Children's Social Development and Learning*, 7th ed. Belmont, CA:Wadsworth.
- Kurtz, L.A., (2006). *Visual perception problems in children with AD/HD, autism, and other learning disabilities: a guide for parents and professionals*. London: Jessica Kingsley Publishers.
- Lackaye, T. D. & Margalit, M. (2006). Comparisons of achievement, effort, and self-perceptions among students with learning disabilities and their peers from different achievement groups. *Journal of Learning Disabilities*, 39, 432-446.
- Lachman, R., Lachman, J.L. & Butterfield, E.C. (1979). *Cognitive psychology and information processing*. Hillsdale, NJ: Lawrence Erlbaum Associates Inc.
- Larkin, D. & Parker, H. (2002). Task-specific intervention for children with developmental coordination disorder: A systems review. In S. Cermak & D. Larkin (Eds.), *Developmental coordination disorder* (pp.234 - 247). Albany, NY: Delmar.
- Laskin, R. D. Developmental Milestone. Retrieved 5 September 2013, from <http://www.msbabyandchild.com/.../DevelopmentalMilestones>
- Lavoie, R. (2015) *Social Competence and the Child with Learning Disability*. Retrieved 22 March 2013, from <http://www.ldonline.org/article/6169?theme=print>
- Lawson, M. J. (1980). Metamemory: Making decisions about strategies. In J. R. Kirby & J. B. Biggs (Eds.), *Cognition, development, and instruction* (pp. 145-159). New York: Academic Press.
- Learning Disabilities*. Retrieved 22 March 2013, from <http://www.psychology.illinoisstate.edu/aehouse/346/346%20LD/346LDmainpage.html>

- Leigh, J. (1987). Adaptive behavior of children with learning disabilities. *Journal of Learning Disabilities*, 20(9), 557-562.
- Lerner, J.W. (2002). *Learning disabilities. Theories, diagnosis, and teaching strategies* (8th ed). Boston: Houghton Mifflin Company.
- Lobier, M., Dubois, M., Valdois, S. & Barton, J. J. S. (2013). The Role of Visual Processing Speed in Reading Speed Development. *Plos One*, 8, 4.
- Lohri, J. (2005). *Information and sensory processing abilities of young children with autism spectrum disorder*. Thesis. Discipline of Occupational Therapy, Faculty of Healthy Sciences, University of Sydney. Lidcombe, NSW, Australia.
- Lowe, S. (2010). *Cognitive strategies and school participation for students with learning difficulties*. Unpublished PhD Thesis, Discipline of Occupational Therapy, Faculty of Health Sciences, the University of Sydney, NSW. Australia.
- Lowenthal, B. (1998). Precursors of learning disabilities in the inclusive preschool. *Learning Disabilities: A Multidisciplinary Journal*, 9(2), 25-31.
- Liu, F. (2010). Reading Abilities and Strategies: A Short Introduction. *International Education Studies*, 3(3), 153-157.
- Learning Disabilities Association of American (LDA) (2015). *Types of Learning Disabilities*. Retrieved 4 January 2015 from: <http://ldaamerica.org/types-of-learning-disabilities/>
- Malow, M. (2011). Social Competence and Children. *Strategies for Successful Learning*, 5 (1), Retrieved 10 April 2014 from: http://www.ldworldwide.org/index.php?option=com_content&view=article&id=887
- Marteniuk, R.G. (1976). *Information processing in motor skills*. Holt, Rinehart and Winston.
- Massaro, D. W. & Cowan, N. (1993). Information processing models: microscopes of the mind. *Annual Review of Psychology*, 44, 383-425.
- May-Benson, T.A. (2004) "Praxis is more than just motor planning" *American Journal of Occupational Therapy* 9, 18, CE 1-8.

- Mazzoni, G. & Nelson, T.O. (1998). *Metacognition and cognitive neuropsychology: Monitoring and control processes*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Merrell, K. W. (2002). *School Social Behavior Scales, Second Edition*. Eugene, OR: Assessment-Intervention Resources.
- Merrell, K. W., Streeter, A. L. & Boelter, E. W. (2001). Validity of the home and community social behavior scales: Comparisons with five behavior-rating scales. *Psychology in the Schools*, 38(4), 313-325.
- McCardle, P., Scarborough, H. S. & Catts, H. W. (2001). Predicting, explaining, and preventing children's reading difficulties. *Learning Disabilities Research & Practice*, 16, 230-239.
- McDonald, S. (1996). Portfolio and its use, Book II: A road map for assessment. Little Rock, AR: Southern Early Childhood Association.
- McFall, R. M. (1982). A review and reformulation of the concept of social skills. *Behavioral Assessment*, 4, 1-33.
- McKenzie, K. & Megson, P. (2012). Screening for intellectual disability in children: a review of the literature. *Journal of Applied Research in Intellectual Disabilities*, 25(1), 80-87.
- McIntyre, T. (2003). *Teaching Social Skills to Kids Who Don't Yet Have Them*. Retrieved 5 August 2012, from <http://www.ldonline.org/article/14545/>
- McMullen, R. C., Shippen, M. E. & Dangel, H. L. (2007). Middle school teachers' expectations of organizational behaviors of students with learning disabilities. *Journal of Instructional Psychology*, 34(2), 75-80.
- Medical University of South Carolina. *Typical Fine Motor Skills in a Seven Year-Old*. Retrieved 5 Feb 2013, from http://www.ehow.com/info_7922677_typical-fine-motor-skills-sevenyearold.html

- Merlone, L. & Moran, D. (2008). Transition Works: Self-awareness and Self-advocacy Skills for Student in the Elementary Learning Center. *TEACHING Exceptional Children Plus*, 4(4), Article 1.
- Meyers, J. E. (1986). Cognitive strategies and expectations as components of social competence in young adolescents. *Adolescence*, 21(82), 291-303.
- Miles, S.B. & Stipek, D.(2006). Contemporaneous and Longitudinal Associations Between Social Behaviour and Literacy Achievement in a Sample of Low-Income Elementary School Children. *Child Development*, 77 (1), 103-117.
- Militelli, L.G. & Hutton, R. J. B. (1998). Applied cognitive task analysis (ACTA): A practitioner's toolkit for understanding cognitive task demands. *Ergonomics*, 41(11): 1618-1641.
- Miller, G. A. (1956). The magic number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review*, 63, 81-93.
- Ministry of education in Thailand (2008). *Standards-based curriculum*. Bangkok: Krurusapa Ladprow press.
- Missiuna, C. & Polatajko, H. (1995). Developmental dyspraxia by any other name: Are they all just clumsy children? *American Journal of Occupational Therapy*, 49, 619-627.
- Missiuna, C., Mandich, A. D., Polatajko, H. J. & Malloy-Miller, T. (2001). Cognition Orientation to Daily Occupational Performance (CO-OP): Part I - theoretical foundations. *Physical and Occupational Therapy in Pediatrics*, 20(2/3), 69-81
- Miyake, N. & Norman, D.A. (1979). To ask a question, one must know enough to know what is not known. *Journal of Verbal Learning and Verbal Behavior*, 18, 357-364
- Miyake, A., Friedman, N., Emerson, M., Witzki, A., Howerter, A. & Wager, T. (2000). The unity and diversity of executive functions and their contributions to complex "frontal lobe" tasks: A latent variable analysis. *Cognitive Psychology*, 41, 49-100.
- Moely, B.E., Santulli, K.A. & Obach, M.S. (1995). Strategy instruction, metacognition

- and motivation in the elementary school classroom. In F.E. Weiner & W. Schneider (Eds) *Memory Performance and Competencies: Issues in Growth and Development*. Hillsdale, N.J.: Erlbaum.
- Molnar, A.E. (2008). *Convergent and Divergent executive functioning skills in school age children with ADHD or Dyslexia*. A thesis submitted in partial fulfillment of the requirements, Department of Psychology in the Graduate School Southern Illinois University at Carbondale. ProQuestLLC, United States.
- Munkhetvit, P. (2005). *Cognitive assessment in patients with acquired brain injury in Thailand*. Thesis. Discipline of Occupational Therapy, Faculty of Health Sciences, University of Sydney. Lidcombe, NSW, Australia.
- Munkhetvit, P. (2008). Types of cognitive deficits during the performance of ADL and IADL in persons with CVA. *The Journal of Occupational Therapist Association of Thailand*, 11(1), 19-30. (Published in Thai)
- Murphy, D. P. & Cooke, J. (1999). Traffic light lessons: Problem solving skills with adolescents. *Community Practitioner*, 72(10), 322-324.
- National Center for Learning Disabilities (NCLD) (2010). Learning disability fast facts. Retrieved 15 December 2013, from <http://www.nclld.org/types-learning-disabilities/what-is-ld/learning-disability-fast-facts>
- National Center for Learning Disabilities (NCLD) (2013). Information processing disorder. Retrieved 22 December 2013, from <http://www.nclld.org/types-learning-disabilities/adhd-related-issues/visual-processingdisorders/information-processing-disorders>
- National Dissemination Center for Children with Disabilities (NICHY) (2004). Learning Disorder. Retrieved 20 May 2013 from: [http://en.wikipedia.org/w/index.php?title= Learning_disability&action=edit§ion=3](http://en.wikipedia.org/w/index.php?title=Learning_disability&action=edit§ion=3)
- National Joint Committee on Learning Disabilities (NJCLD) (2006). Learning Disabilities and Young Children: Identification and Intervention. Retrieved 25 October 2013, from [http:// www. Idonline. org/article/Learning_Disabilities_and_Young_Children%3A_Identification_and_Intervention?theme=print](http://www.Idonline.org/article/Learning_Disabilities_and_Young_Children%3A_Identification_and_Intervention?theme=print)

- Newell, A., Shaw, J. & Simon, H. A. (1958). Element of a theory of human problem solving. *Psychological Review*, 65, 151-166.
- Nippold, M. A. & Schwarz, I., E. (2002). Do children recover from specific language impairment? *Advances in Speech Language Impairment*, 4(1), 41- 49.
- Norman, D. A. & Shallice, T. (1986). Attention to action: Willed automatic control of behavior. In R. J. Davidson, G. E. Schwartz & D. Shapiro (Eds.), *Consciousness and self regulation: advances in research* (Vol. 4, pp. 1-18). New York: Plenum Press.
- Nott, M. T. & Chapparo, C. (2008). Measuring information processing in a client with extreme agitation following traumatic brain injury using the Perceive, Recall Plan and Perform System of Task Analysis. *Australian Occupational Therapy Journal*, 55, 188-198.
- Nott, M. T., Chapparo, C. & Heard, R. (2008). Effective occupational therapy intervention with adults demonstrating agitation during post-traumatic amnesia. *Brain Injury*, 22(9), 669-683.
- NSW Legislative Council. (2010). *The provision of education to students with a disability or special needs* (pp. 1-237). Sydney: General Purpose Standing Committee No.2, NSW Legislative Council, New South Wales Parliament.
- Oden, S. (1987). The development of social competence in children. *ERIC Digest*. Office of Educational Research and Improvement. U. S. Department of Education. Retrieved 5 July 2013, from <http://eric.ed.gov/?id=ED281610>
- Olenchak, F.R. (1993). Enhancing self-concept and creative production among students identified as gifted/learning disabled: Enrichment interventions. *Alabama Council for Exceptional Children Journal*, 10(2), 15-21.
- Palmer, S. B. & Wehmeyer, M. L. (2003). Promoting self-determination in early elementary school: teaching self-regulated problem-solving and goal setting skills. *Remedial and Special Education*, 24, 115-126.
- Parham, L. D. & Fazio, L. S. (2008). *Play in Occupational Therapy for Children* (2nd ed.). St. Louis, MO: Mosby Elsevier.

- Penn, D. L., Muser, K. T., Speulding, W., Hope, D. A. & Reed, D. (1995). Information Processing and Social Competence in Chronic Schizophrenia. *Schizophrenia Bulletin*, 21(2), 269-281.
- Pintrich, P.R. (2002). The role of metacognitive knowledge in learning, teaching and assessing. *Theory Into Practice* , 41, 219-225.
- Polatajko, H. J., Fox, M. & Missiuna, C. (1998). An international consensus on children with developmental coordination disorder. *Canadian Journal of Occupational Therapy*, 62, 3-6.
- Pulis, J. & Chapparo, C. (2002). *Assessment of children with information processing deficits: the PRPP system of task analysis*. 2nd Paediatric Conference - What Works with Kids hosted by OT Australia-QLD, Brisbane, Queensland, Australia: OT Australia
- Punyo, W. (2010). *Helping Children with LD Psychologically (Helping and Screening LD)*. Technical papers presented at the seminar session at Mercure Chiang Mai Hotels, Chiang Mai Province: held by Faculty of Associated Medical Sciences, Chiang Mai University, Department of Occupational Therapy, during 19-23 July 2010.
- Rattakorn, R. & Munkhetvit, P. (2012). *Types of cognitive deficits during the performance of IADL in the elderly with dementia*. Manuscript submitted for publication.
- Ranka, J. L. (2010). *Cognitive Strategy Application during Everyday Task Performance in Men with HIV-1 Dementia*. HlthScD, University of Sydney, Australia.
- Reader, M. (2011). Setting Students up for Success through Self-Awareness and Self-Advocacy. Retrieved 20 May 2015 from: <http://www.foothillsacademy.org/wp-content/uploads/2012/08/Setting-Students-Up-For-Success.pdf>
- Reid, A. H. (1997). Mental handicap or learning disability: A critique of political correctness. *British Journal of Psychiatry*, 170, 1-1.

- Reid, D. K. & Hresko, W. P. (1981). *A Cognitive Approach to Learning Disabilities*. United States of America: McGraw-Hill.
- Reis, S. M., McGuire, J.M. & Neu, T.W. (2000). Compensation strategies used by high ability students with learning disabilities. *Gifted Child Quarterly*, 44(2), 123-134.
- Reungdarganon, N. (2010). *Learning Disabilities*. Technical papers presented at the seminar session at Mercure Chiang Mai Hotels, Chiang Mai Province: held by Faculty of Associated Medical Sciences, Chiang Mai University, Department of Occupational Therapy, during 19-23 July 2010.
- Reynolds, C. R. & Kamphaus, R. W. (2004). *BASC-2 Behavioral Assessment System for Children manual*. San Antonio, TX: Pearson Education, Inc.
- Risberg, J. & Grafman, J. (2006). *The frontal lobes: Development, function and pathology*. Cambridge: Cambridge University Press.
- Ritter, D. R. (1989). Social Competence and Problem Behavior of Adolescent Girls With Learning Disabilities. *Journal of Learning Disabilities*, 22(7), 460-461.
- American Occupational Therapy Association [AOTA] (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 68, S1-S48. <http://dx.doi.org/10.5014/ajot.2014.682006>.
- Rourke, B. P. (1985). *Neuropsychology of learning disabilities: essentials of subtype analysis*. New York, NY: Guilford Press.
- Sabornie, E. J. (1994). Social-affect characteristics in early adolescent identified as learning disabled and non disabled. *Learning Disability Quarterly*, 17, 268-279.
- Schmidt, R. & Wrisberg, C. (2004). *Motor learning and performance* (3rd ed.). Champaign: Human Kinetics.
- Schneider, W. (1986). The role of conceptual knowledge and metamemory in the development of organizational processes in memory. *Journal of Experimental Child Psychology*, 42(2), 218-236.

- Schneider, W. & Bjorklund, D.F. (1998). Memory. In D. Kuhn & R.S. Siegler (Eds). *Handbook of Child Psychology, Vol.2: Cognition, Perception and Language*. (5th ed). New York: Wiley.
- Schraagen, J. M., Chipman, S.F. & Shalin, V. (2000). *Cognitive task analysis*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Schreiner, M. B. (2007). Effective self-advocacy: what students and special educators need to know. *Intervention in School and Clinic*, 42, 300-304.
- Semkovska, M., Bédard, M. A., Godbout, L., Limoge, F. & Stip, E. (2004). Assessment of executive dysfunction during activities of daily living in schizophrenia. *Schizophrenia Research*, 69, 289-300.
- Semrud-Clikeman, M. (2007). *Social competence in children*. New York: Springer.
- Shallice, T. & Burgess, P. W. (1996). The domain of supervisory processes and temporal organization of behavior. *Philosophical Transactions of the Royal Society of London. Series B, Biological Sciences*, 351(1346), 1405-1412.
- Shiffrin, R. M. & Schneider, W. (1977). Controlled and automatic human information processing II. Perceptual learning, automatic attending, and a general theory. *Psychological Review*, 84(2), 127-190.
- Shumway-Cook, A. & Woollacott, M. H. (2007). *Motor control: Translating research into clinical practice* (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.
- Siegler, R. S. & Svetina, M. (2006). What leads children to adopt new strategies? A microgenetic sectional study of class inclusion. *Child Development*, 77(4), 997-1015.
- Siegler, R.S. & Chen, Z. (1998). Developmental differences in rule learning: A microgenetic analysis. *Cognitive Psychology*, 36, 273-310.
- Siegler, R.S. (2002). *Microgenetic studies of self-explanation*. In N. Granott & J. Parziale (Eds) *Microdevelopment: Transition Processes in Development and Learning*. Cambridge: University Press.

- Simmons, C., Griswold, L. & Berg, B. (2010). Evaluation of social interaction (ESI) during occupational engagement. *American Journal of Occupational Therapy*, 64(1), 10-17.
- Simon, H. A. & Kaplan, C.A. (1989). Foundations of cognitive science. In M.I. Posner (Ed.), *Foundations of cognitive science*. Cambridge, MA: MIT Press.
- Singer, R. N. (1980). *Motor learning and human performance: An application to motor skills and movement behaviors* (3rd ed.). New York: Macmillan Publishing.
- Singer, J.D. & Butler, J.A. (1987). The Education of All Handicapped Children Act: Schools as agents of social reform. *Harvard Educational Review*, 57, 125-152.
- Slee, P.T., Campbell, M. & Spears, B. (2012). Physical development of Toddlers. *Child Adolescent and Family Development (3rd Editions)*. Cambridge University Press.
- Spafford C. A. & Grosser, G. S. (2005). *Dyslexia and Reading Difficulties: Research and Resource Guide for Working with All Struggling Readers*. University of California : Pearson.
- Stein, S. & Diaz, P. (2005). *Mental Measurements Yearbook (online)*. Lincoln, Nebraska: Buros Institute of Mental Measurements.
- Stein, P.A. & Hoover, J. H. (1989). Manifest anxiety in children with learning disabilities. *Journal of Learning Disabilities*, 22, 66-71.
- Stein, S., Watson, T. S. & Wickstrom, K. (2007). *Mental Measurements Yearbook (online)*. Lincoln, Nebraska: Buros Institute of Mental Measurements.
- Stephens, L. C. & Clark, P. N. (1985). School work test and prevocational development. In P. N. Clark. *Occupational therapy for children* (pp. 271- 287). St. Louis, MO: Mosby.
- Stewart, K. & Chapparo, C. (2010). *School readiness: Agreement between the Perceive, Recall, Plan and Perform (PRPP) System of Task Analysis and teacher assessment*. Unpublished PhD Thesis, Discipline of Occupational Therapy, Faculty of Health Sciences, the University of Sydney, NSW. Australia.

- Stewart, S. (1999). The use of standardized and non-standardized assessments in a social services setting: Implications for practice. *British Journal of Occupational Therapy*, 54(4), 463-469.
- Still, M., Beltran, R., Catts, S. & Chapparo, C. (2002). Cognitive and functional assessment of patients with early psychosis. *Acta Psychiatrica Scandinavica Suppl*, 413, 40-41.
- Stock, A. (2009). *The difference between a learning disorder and learning disability*. Retrieved 15 December 2013, from <http://www.ida-umb.org/news/Current-News/The-Difference-Between-a-Learning-Disorder-and-Learning-Disability-142.cfm>
- Strayer, J. & Roberts W. (1989). Children's empathy and role taking: Child and parental factors, and relations to prosocial behaviour. *Journal of Applied Developmental Psychology*, 10(2), 227-239.
- Swanson, H. (1987). Information Processing Theory and Learning Disabilities: A Commentary and Future Perspective. *Journal of Learning Disabilities*, 20(3), 155-166.
- Swanson, H. L. (1993). Working memory in learning disability subgroups. *Journal of Experimental Child Psychology*, 56, 87-114.
- Swanson H.L. & Beebe-Frankenberger M. (2004). The relationship between working memory and mathematical problem solving in children at risk and not at risk for math disabilities. *Journal of Education Psychology*, 96, 471-91.
- Swanson, H. L. & Sachse-Lee, C. (2001). Mathematical problem solving and working memory in children with learning disabilities: Both executive and phonological processes are important. *Journal of Experimental Child Psychology*, 79, 294-321.
- Takata, N. (1974). Play as prescription. In M. Reilly (Ed.), *Play as exploratory learning*. Beverly Hills, CA: Stage publications.
- Terry, W. S. (2003). Learning and memory; Basic principles, Processes, and Procedures (2nd ed.). New York: Pearson Education Inc.

- Thagard, P. (2005). *Mind: Introduction to cognitive science*. Cambridge, MA: The MIT Press.
- Titus, J. B., Kanive, R. K., Sanders, S. J. & Blackburn, L. B. (2008). Behavioral profiles of children with epilepsy: Parent and teacher reports of emotional, behavioral, and educational concerns on the BASC-2. *Psychology in the Schools*, 45(9), 893-904.
- Toglia, J. P. (1991). Generalization of treatment: A multicontext approach to cognitive perceptual impairments in adults with brain injury. *The American Journal of Occupational Therapy*, 45(6), 505-516.
- Toglia, J. P. (2005). A dynamic interactional approach to cognitive rehabilitation. In N. Katz (Ed.), *Cognition and occupation across the lifespan: Models for intervention in occupational therapy* (2nd ed., pp. 29-72). Bethesda: The American Occupational Therapy Association.
- Toglia, J.P., Golisz, K.M. & Goverover, Y. (2009). Evaluation and intervention for cognitive perceptual impairments. In E.B. Crepeau, E.S. Cohn, & B.A.B. Schell (Eds.), *Willard and Spackman's Occupational Therapy, 11th edition*. Philadelphia: Lippincott.
- Tolan, P. & Gorman-Smith, D. (2001). New study to focus on efficacy of "whole school" Prevention approaches. *Emotional & Behavioural Disorders in Youth*, 2, 22-23.
- Tollefson, N., Tracy, D. B., Johnsen, E. P., Buenning, M. & Farmer, A. W. (1982). *Teaching learning disabled adolescents to set realistic goals*. Paper presented at the meeting of the American Educational Research Association, New York.
- Topping, K. J., Bremner, W. G. & Holmes, E. A. (2000). Social competence: The social construction of the concept. In R. Bar-On & J.D. A. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment and application at home, school and in the workplace* (pp. 28-39). San Francisco: Jossey-Bass.
- Trombly, C. (1993). Anticipating the future: Assessment of occupational function. *The American Journal of Occupational Therapy*, 47(3), 253-257.
- Turner, P.H. & Harris, M.B. (1984). Parental attitudes and preschool children's social competence. *The Journal of Genetic Psychology*, 144, 105-113.

- Urso, A. (2008). *Processing Speed as a predictor of poor reading*. Unpublished PhD Thesis, Discipline of Faculty of the Department of special education, Rehabilitation and School Psychology, the University of Arizona.
- Vaughn, S. & Hogan, A. (1990). Social competence and learning disabilities: A prospective study. In H. L. Swanson & B. K. Keogh (eds.), *Learning disabilities: Theoretical and research issues* (pp. 175–191). Hillsdale, NJ: Erlbaum.
- Vaughn, S., Sinagub, J. & Kim, A. (2004). Social competence/Social Skill of Students with Learning Disabilities: Interventions and Issues. In B. Wong, *Learning about Learning Disabilities, Third Edition* (pp. 341-374). Academic Press, USA: University of Texas.
- Wade, S. L., Wolfe, C., Maines Brown, T. & Pestian, J. P. (2005). Putting the pieces together: Preliminary efficacy of a web-based family intervention for children with traumatic brain injury. *Journal of Pediatric Psychology*, 30(5), 437-442.
- Watson, C., & Willows, D. M. (1995). Information-processing patterns in specific reading disability. *Journal of Learning Disabilities*, 28, 216-231.
- Welsh, M., Parke, R. D., Widaman, K. & O'Neil, R. (2001). Linkages Between Children's Social and Academic Competence: A Longitudinal Analysis. *Journal of School Psychology*, 39(6), 463-481.
- Welsh, M. C. & Pennington, B. F. (1988). Assessing frontal lobe functioning in children: Views from developmental psychology. *Developmental Neuropsychology*, 4, 199-230.
- Whitted, K. (2010). Understanding how social and emotional skill deficits contribute to school failure. *Preventing School Failure*, 55(1), 10-16.
- WHO. (2013) Process of translation and adaptation of instruments. *World Health Organization*. Retrieved 15 May 2013, from http://www.who.int/substance_abuse/research_tools/translation/en/index.html
- Wight, M. & Chapparo, C. (2008). Social competence and learning difficulties: Teacher perceptions. *Australian Occupational Therapy Journal*, 55(4), 256-265.

- Wilson, P. H. & McKenzie, B. E. (1998). Information processing deficits associated with developmental coordination disorder: A meta-analysis of research findings. *Journal of Child Psychology and Psychiatry*, 39, 829-840.
- Wise, P. S. & Cramer, S.H. (1988). Correlation of empathy and cognitive style in early adolescence. *Psychological Reports*, 63, 179-192.
- Wolraich, M. L. (2003). *Disorders of Development and Learning* (3rd ed.). London: BC Decker Inc.
- Wong, B. (2004). *Learning about learning disabilities* (3rd ed.). Boston: Elsevier Academic Press.
- Woody-Ramsey, J. & Miller, P.H. (1988). The facilitation of selective attention in preschoolers. *Child Development*, 59, 1497-1503.
- Wulf, G. (2007). *Attention and Motor Skill Learning*. Illinois: Human Kinetics.
- Zimmerman, B.J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41, 64-70.
- Zimmerman, B.J & Paulsen, A.S. (1995). Self-monitoring during collegiate studying: An invaluable tool for academic self-regulation. *New Directions for Teaching and Learning*, 63, 13-27.