

REFERENCES

- Allam, F. C., & Martin, M. M. (n.d.). Issues And Challenges In Special Education: A Qualitative Analysis From Teachers Perspective. *Southeast Asia Early Childhood Journal*, 10(1), 2021–2058.
- Alasuutari, P., Brannen, J., & Bickman, L. (2008). *The SAGE Handbook of Social Research Methods*. 1–648.
- Alrahbi, D. A. (2017). The Impact of Teacher–Student Relationship on Students' Classroom Engagement. *International Education Studies*, 10(5), 82–89.
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Association.
- 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* (Vol. 2, pp. 89–195). Academic Press.
- Baddeley, A. D. (2000). The episodic buffer: A new component of working memory? *Trends in Cognitive Sciences*, 4(11), 417–423.
- Barkley, R. A. (2006). *A handbook for diagnosis and treatment*. New York: Guilford Publications, 3-75.
- Barkley, R. A. (2015). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed.). The Guilford Press.
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology. Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>
- Bryman, A. (2008). The end of the paradigm wars. *The SAGE handbook of social research methods*, 13–25.
- Berry, L. E.(2016). The research relationship in narrative inquiry. *Nurse researcher*, 24(1).

- Chomsky (1965) Aspects of The Theory of Syntax | PDF | Syntax | Linguistics. (n.d.). Scribd.
- Cornelius-White, J. (2007). Learner-Centered Teacher-Student Relationships Are Effective: A Meta-Analysis. *Review of Educational Research*, 77(1), 113–143.
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson.
- Crystal, D. (2003). *English as a global language*. Cambridge University Press.
- Denton, C. A., Tamm, L., Schatschneider, C., & Epstein, J. N. (2020). The Effects of ADHD Treatment and Reading Intervention on the Fluency and Comprehension of Children with ADHD and Word Reading Difficulties: A Randomized Clinical Trial. *Scientific Studies of Reading : The Official Journal of the Society for the Scientific Study of Reading*, 24(1), 72–89.
- Dingwall, R. (1997). ‘Accounts, interviews and observations’, in Miller, G. and Dingwall, R. (eds.) *Context and Method in Qualitative Research*, London, Sage.
- DuPaul, G. J., & Stoner, G. (2020). *ADHD in the Schools: Assessment and Intervention Strategies* (4th ed.). Guilford Press.
- Forbis, S., Rammel, J., Huffman, B., & Taylor, R. (n.d.). *Journal of School Health| ASHS Journal* | Wiley Online Library.
- Gremillion, M. L., & Martel, M. M. (2012). Semantic language as a mechanism explaining the association between ADHD symptoms and reading and mathematics underachievement. *Journal of Abnormal Child Psychology*, 40(8), 1339–1349.
- Khan, A., Pakistan, K., Khan, S., Syed, Z.-I., & Khan, M. (2017). *Journal of Education and Practice* www.iiste.org ISSN. 8(1).
<http://www.communicationskillsworld.com/communicationskillsforteachers.html>
- Kos, J. M., Richdale, A. L., & Hay, D. A. (2006). Children with attention deficit hyperactivity disorder and their teachers: A review of the literature. *International Journal of Disability*,

- Development and Education, 53(2), 147-160.
- Krashen, S. (1980). The input hypothesis: An update. *Linguistics and language pedagogy: The state of the art*, 12(3), 409–431.
- Merrill, M.D. (1987). A lesson based upon Component Display Theory. In C. Reigeluth (ed.), *Instructional Design Theories in Action*. Hillsdale, NJ: Erlbaum Associates.
- Merrill, M.D. (1994). *Instructional Design Theory*. Englewood Cliffs, NJ: Educational Technology Publications.
- Merrill, M.D., Li, Z., & Jones, M. (1991). Instructional transaction theory: An introduction. *Educational Technology*, 31(6), 7–12.
- Merrill, M.D., Reigeluth, C., & Faust, G. (1979). The instructional quality profile: Curriculum evaluation and design tool. In H. O’Neil (ed.), *Procedures for Instructional Systems Development*. New York: Academic Press.
- Pramesti, K. N. F. (2021). The implementation of Total Physical Response in English learning for attention deficit hyperactivity disorder students. *Journal of Educational Study*, 1(3), 172-181.
- Reitman, D., O’Callaghan, P. M., & Mitchell, P. (2001). Parent and teacher interventions for children with ADHD: A review of classroom behavioral strategies.
- Sandelowski, M. (2004) ‘Qualitative Research’, in Lewis-Beck, M., Bryman, A., and Liao, T. (eds) *The Sage Encyclopedia of Social Science Research Methods*, Thousand Oaks, CA, Sage
- Shams, L., & Seitz, A. R. (2008). Benefits of multisensory learning. *Trends in Cognitive Sciences*, 12(11), 411–417.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Smale-Jacobse, A. E., Meijer, A., Helms-Lorenz, M., & Maulana, R. (2019). Differentiated

- instruction in secondary education: A systematic review of research evidence. *Frontiers in psychology*, 10, 472176.
- Smith, J. (ed.) (2008). *Qualitative Psychology: A practical guide to research methods*, Second edition, London, Sage.
- Taylor-Powell, E., & Steele, S. (n.d.). *Collecting Evaluation Data: Direct Observation*. Thematic analysis: *The Journal of Positive Psychology*: Vol 12, No 3—Get Access. (n.d.)
- Thorne, S. (2000). Data analysis in qualitative research. *Evidence-based nursing*, 3(3), 68–70.
- Tomlinson, C. A., Brighton, C., Hertberg, H., Callahan, C. M., Moon, T. R., Brimijoin, K., Conover, L. A., & Reynolds, T. (2003). Differentiating Instruction in Response to Student Readiness, Interest, and Learning Profile in Academically Diverse Classrooms: A Review of Literature. *Journal for the Education of the Gifted*, 27(2–3), 119–145.
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd ed.). Alexandria, VA: ASCD.
- Willcutt Et Al (2005). *Neuropsychology, PS and Dyslexia | PDF | Attention Deficit Hyperactivity Disorder | Diagnostic And Statistical Manual Of Mental Disorders*. (n.d.). Scribd. Retrieved April 2, 2026
- Wong, L., & Li Ping, W. (2008). Data Analysis in Qualitative Research: A Brief Guide to Using NVivo. *Malaysian Family Physician: The Official Journal of the Academy of Family Physicians of Malaysia*, 3(1), 14.
- Zentall, S. S. (2005). Theory- and evidence-based strategies for children with attention deficit/hyperactivity disorder. *Psychology in the Schools*, 42(8), 821–836.