



REPRESENTATION OF DISABLED CHARACTERS IN CHILDREN'S FICTION: AN ANALYTICAL STUDY ON SHRUTHI RAO'S MANYA LEARNS TO ROAR

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ABSTRACT

This research would analyse the purpose behind the creation of children's fiction, that it is not limited to trod a fundamental pathway for child's language development and acquisition but ensure understanding social norms and behaviour development within children. This in turn will help them to adapt to the society and facilitate socio- emotional skills such as self-awareness, decision making, conflict resolution, optimism, responsibility, empathy, perseverance and communication. Children's fiction is one of the finest ways for children to learn about topics they might not often encounter in their families. Its importance in educating others about disabilities and increasing disability awareness should therefore never be underestimated. Many authors of children's literature have recently introduced concepts that promote children's behavioural development. Perhaps this thesis will explore the dimensions of the use of disabled themes in Children's fiction for behavioural development of children.

- a. Through representation of characters with disabilities in children's fiction, emphasising on this aspect of encouraging kids to accept and support one another.
- b. The fictional characters' (disabled character) efforts to overcome real-world challenges, inspiring children to rise above the odds in life in order to prove they are indifferent by nature.

INDEX TERMS

Disability, Stammer, Behavioural development, Bullying, Support and Learning.

CHAPTER 1: INTRODUCTION

DEFINITION OF DISABILITY

In general, Disability is defined as a condition or function that is significantly impaired in comparison to an individual's or group's regular standard. It includes physical impairment, sensory impairment, cognitive impairment, intellectual impairment, mental illness, and many types of chronic disease. In simple terms Any physical or mental condition (impairment) that makes it harder for the person with the condition to engage in particular activities (activity limitation) or interact with the world around them is referred to as a disability (participation restrictions). Classifications in disability also recognize the role of physical, social

environmental factors in assessing disability outcomes. Disabilities might be observable or undetectable, and their development can occur at birth, during youth, during working years, or in old age. Disabilities can affect people in different ways, even when they are the same sort of impairment. Some disabilities, known as invisible disabilities, may be concealed.

SPEECH DISABILITY: STAMMER

There are numerous kinds of impairments. Speech problems are common impairments that are present in people who have dyslexia or other learning challenges categorised under cognitive disabilities. This book in particular deals with the disability of stuttering or stammering. Stuttering and stammering are terms used to describe speech abnormalities. Many people are curious to know if there is a distinction between the two and, if so, what that distinction is. In reality, there are only two differences between these terms: the first is how they are spelled, and the second is the area in which they are employed. Whereas "stutter" is a North American phrase, "stammer" is a British term. Stutter replaced stammer at some point in the 1960s, and since then it has been the most common term to describe a problem with speech fluency.

Stammering is a type Orthopaedic disability, characterised by interruptions and delays in speech fluency and timing. It generally begins in early childhood (about the age of three and a half and Years after that). 'Adults can help them using Keywords that can be naturally stressed and repeated and accompanied by the item to which the speaker is referring. Manual sign language is used to communicate and to supplement verbal communication.' (Farrell 28).

Although the frequency, intensity, and types of stuttering behaviours vary by individual, common qualities include the following:

- A) Repetition of sounds
- B) Getting stuck or blocked on specific words.
- C) Sound elongations.

Stuttering or stammering is a core feature of learning and attempting to talk fluently for young children. When a child's speech and language talents are not mature enough to deliver their thoughts, they may stutter. This impairment can cause low self-esteem, and children may be subjected to bullying and additional peer pressure, causing further mental trauma.

CAUSES OF STAMMERING

There are certain factors that impact a child's fluency of speech:

- A. Situational and environmental factors: Certain circumstances can affect a person's speech fluency and raise their anxiety levels when they stammer. For instance, some individuals might stutter more while conversing with a particular person or when they are expecting a particular response to be required (such as saying their name, address, or details). In other circumstances, such as speaking on the phone, during an interview, or when discussing a subject in Tutorials or Seminars, stammering becomes more noticeable. However, some people discover that stress actually improves their fluency.
- B. Linguistic factors: The British Stammering Association reports that individuals frequently stammer when using terms that are informative and when pronouncing multisyllabic, complicated terms. At the beginning of such sentences, stammering is frequently more noticeable.

- C. Physical factors: Stammering may worsen when people are sick, anxious, exhausted, excited, or disturbed.
- D. Psychological aspects: The levels of self-confidence and anxiety in people can be impacted by how they view themselves as communicators, how they understand and how others hear them, which may result in more stammering. People who stammer, on the other hand, are generally fluent while speaking in groups, singing, or whispering.

Although there is no such specific cause for stammering, current study has revealed differences in brain activity between people who stammer and those who do not. There is also evidence to support, Stammering may be influenced by hereditary causes. Most specialists agree that stuttering is caused by a mix of physiological, neurological, psychological, and environmental variables, but the precise manner in which these elements interact are unknown and vary from person to person.

'Some children may have suffered from intermittent hearing loss in infancy and early childhood, which might influence speech development. Children who babble with a limited range of sounds may take longer to develop speech. They can say the speech sounds, but are not yet using the sounds accurately in words. Their problem is not to do with articulating the sounds, but organising them in words'. (Lancaster 7- 8)

Most research indicates that a variety of factors might contribute to the development of a stammer:

Genetics: According to studies, children who have a close relative who stutters are three times more likely to stutter as adults.

Neurological Differences: Studies have found that children with additional speech/language delays, motor or learning difficulties, or developmental disabilities are more prone to develop stutters.

Emotionally Traumatic Events: A stutter may occasionally develop following an emotionally painful experience. Stress and anxiety frequently contribute to stuttering and can make it worse.

To create awareness on these topics and study, Over the last 10 years, children's and youth literature has portrayed increasingly positive attitudes about individuals with disabilities being independent, equal, socially active and no longer seem different or weak from the abled ones. Good children's literature can cultivate optimistic approaches in children and teach students about individual differences.

AUTHOR'S INTENT:

Representation of disabled characters through *Manya learns to roar* by Shruthi Rao acts as a lens to analyse the basic purpose of such depiction of characters. This book is written by a woman author and editor named Shruthi Rao. She is the author of *Susie Will Not Speak* (2018, Duckbill), *Manya Learns to Roar* (2017, Duckbill), *The Secret Garden* (2016, NSI), *Avani* and the *Pea Plant* (2016, Pratham). '*Manya Learns to Roar*' is a winner in the Children First writing competition, organised by Parag, an initiative of Tata Trusts and Duckbill Books. Her book made people sit up and think about stammering as a disability, and feisty 'Manya' (Disabled child) swept readers off their feet. Rao claims a personal purpose behind her creation of the story and the disabled character. She highlights her reason that there is very little understanding and empathy for speech difficulties, and

it is not considered as a "genuine problem" - after all, can't we all speak? People are dismissive and insensitive when they believe there is no problem. She admits that she can mirror herself through Manya, the disabled.

The narrative is surprisingly pleasant and is written in simple language. Most children may easily access it because it is simple to read. The reading experience is made much more appealing by Priya Kuriyan's stunning graphics. Children have unique difficulties and the inspiring message of the book will greatly encourage them. In addition to inspiring readers, it will also make them more aware of the feelings and ideas of other kids who might be struggling or have a disability. This book throws light on how a child can grow with an empathetic attitude within him or herself to groom as better individuals in life. This could happen when books for children (children's fiction) would become a wizard of change and hope in children's hands. What people of the household or situations fail to teach, children's fiction bridges the gap by its teachings at the right early. Children's books can be an incredible source for introducing discussion topics to children. Children's books are powerful tools because they set the tone for children's future opinions. Significant changes in the perception of children's literature have occurred since the second half of the twentieth century, with the 1970s. Traditionally, whether a book is considered children's literature or not has been determined by factors such as readability and subject matter. These considerations include concerns such as content and style simplicity, including vocabulary and length, as well as whether the books' subjects are appealing to young readers and appropriate for their age. The book aims directly at the stigmas attached to stammering because the author Shruthi Rao has also struggled with stammer-related issues at her school. Thus, Shruthi Rao through her text, Manya learns to Roar shows how children can overcome obstacles and triumph in an amusing, humorous and sensitive manner.

CHAPTER 2

BEHAVIOURAL DEVELOPMENT: APPROACHING THE DISABLED.

Manya, a beautiful young girl, desperately wants to play the role of Shere Khan. Her favourite movie is The Jungle Book. She also memorised every line in the play. The sole problem is stammering. Despite her desire, not everyone trusts her capacity. Rajat, a student, openly teases about her stammer. Even her English teacher feels that it's of a great risk letting her perform on stage that she might get nervous and stammering worsens, yet her principal and Ms. Sridhar Ali appears to agree. The story follows Manya as she navigates this extremely challenging and delicate circumstance.

1. PROMOTING BEHAVIOURAL DEVELOPMENT

This part of the research focuses on teaching young readers life morals and good attitudes for behavioural development. Promoting a child's behaviour development begins with understanding the situation and reacting appropriately. The author, Shruti Rao's of Manya Learns to Roar, emphasises the difficulties of a child who stammers. Children with disabilities face discouragement, panic, fear, lack of acceptance leading to emotional breakdown, distress, or disbelief in their lives. As a result, they will lack self-confidence and motivation. This book is certainly an answer to the questions of how disabled can prove them to be better individuals. Many instances of Manya's experience at school will teach how a child could learn to support such disabled kids and witness the outcome through the same.

2. PROVIDE SUPPORT TO THE DISABLED

First of all, to support one another, it is important to know and understand the situation or difficulty faced by Manya, the struggle laid on her, expecting people around to accept the unspoken difficulty. This attitude of acceptance in children can be created through understanding. Acceptance is the key attitude that is highlighted in the book. 'Most victims have a difficult time making friends and sustaining friendships' (McNamara 5). But, Ankita, who is a friend of Manya becomes a solid example of a supporting friend who accepts and understands the difficulty of Manya. It is critical for people with disabilities to have solid relationships because they need someone to talk to who is not judgemental. From the beginning of the book, Ankita loved Manya, the way she is and adapts to the situation. 'Manya groaned. Ankita groaned' (Rao 1). Likewise, though Manya

seems to be immature and playful, Ankita joins her side. When Ankita is so loving and caring on one hand, the distressing attitude of other children in class disturbed Manya to a larger extent.

Research says, During elementary grades and into adulthood, bullying can have an impact on a person's mental, physical, and emotional health. Physical harm, psychological distress, and in very extreme circumstances even death might result from it. Children and teenagers who have been bullied are more prone to suffer from despair, anxiety, and occasionally long-term self-esteem issues. Manya was pushed to a situation where her emotions and behaviour turned negative (anger) due to irresistible peer bullying, 'Manya's fists tightened' (Rao 28).

'They(victims) engage in behaviours that annoy others (children and adults), tend to be irritable and restless, and maintain the conflict even when it is clear they've lost. The longer-term psychological effects of being bullied can be devastating (McNamara 4-5)

In every circumstance, Manya had the back of Ankita as she ensured mental support to Manya. When Manya feels down about Rajat's behaviour towards her, Ankita persuades Manya with secret codes to make her feel comfortable. 'you'll feel better, says Ankita. You're the best, Ankita' replies Manya' (Rao 34). The efforts of Ankita to make Manya happy had made Manya feel better and comfortable. 'Manya was not sure if her performance improved, but she felt infinitely better with Ankita by her side' (Rao 36).

3. EMBRACE AN ATTITUDE OF PATIENCE AND ACCEPTANCE

To help children with disabilities, being Patient will help ease the process of connecting with them emotionally. It may take some time to grasp them as a person as no one with a disability. They may get angry, disturbed, or burst out laughing. It may take some time to figure out what causes certain of their behaviours and acts. Patience is the key to becoming a true friend of a disabled. 'Treating the person as one would like to be treated' is a good attitude to develop within oneself. Recognizing their abilities and behaviour could assist in exploring the best of them, treating them with the same love, respect, and care as one would do for any other friend.

4. EMBRACE AN EMPATHETIC QUALITY

Children and adults need to have an empathetic quality in them. Empathy is the ability to put oneself in the shoes of another person and comprehend how they feel or experience things. Young children are typically egocentric in their early years of life, thinking largely about themselves and their immediate needs. They are not ready to consider other people's needs and feelings. Building a sense of empathy in young children is a vital developmental process that can help them not only in infancy but also long into adulthood. In an educational environment such as school, teachers are responsible to bring the best out of the children by providing enough opportunities for success. Motivating students to work hard and strive for becoming better individuals everyday is the fundamental role of a teacher. A teacher should keep things simple by creating a supportive network. The attitudes and behaviours of students and staff, as well as general school policies, can have a favourable or negative impact on the school experiences of kids with disabilities. When it comes to students with disabilities, school counselors can take the lead in assessing the school climate and implementing intervention for change. For the past two decades, researchers have studied the attitudes of many teachers towards people with disabilities. Although numerous researchers discovered that people in general have negative attitudes about people with disabilities. In the last ten years, very little study has been undertaken on school counselors and educators, and the majority of that research has focused on instructors and/or studied attitudes towards

such children. According to recent research, students and teachers have negative attitudes towards students with disabilities, or they see people with disabilities as different and inferior to people without disabilities.

Few characters in the book, ensure their support to Manya by embracing an empathetic attitude in classroom scenarios, whereas Menon, the teacher of Manya fails to believe that Manya will become successful. Ms. Menon gets agitated and fights for Ben, when Ms Sridhar Ali pushed Manya for the role of Shere Khan over Ben, who did not deliver the dialogue with emotions. Ms Menon says, 'But we could work with him, train him! at least he is not a risk like...' (Rao 25). In another Instance, Ms Menon insults Manya with her disapproving looks when Manya struggles with stammering while rehearsing for the event. Ms. Menon did not give the space that Manya needed to calm down and feel better. Instead says, 'Manya looks sick. Will somebody substitute for her while she rests?' (Rao 43). Undoubtedly, this callous attitude of a teacher disappointed and saddened Manya. Ms. Sridhar Ali, unlike Ms. Menon, took care of Manya by understanding her difficulty and encouraging her to perform well. When Manya stumbled and stammered, it was Ms. Sridhar Ali who remained encouraging. 'She waited as Manya took her time over a word raising her hand to quell any beginning of titters, and smiled at her and nodded her head in encouragement if ever she paused'. (Rao 34). In another notable instance, Ms Sridhar Ali motivates Manya to perform well despite her nervous circumstances. All the prompting of Ms. Ali helped Manya to perform better. Manya heard Ms. Sridhar Ali whispering from the wings. 'Get in the mood, Manya, in the role. Come on.' (Rao 43).

5. ENCOURAGE THE DISABLED CHILDREN

Children are full of energy and enthusiasm. They are not only eager to take on challenges, but they are also willing to give their all-in order to win. When parents and friends refuse to acknowledge their accomplishments or downplay their victory, it fills them with hopelessness and empty. Children with disabilities face bullying, peer victimisation, or rejection. This trouble with socialisation could lead to greater social anxiety and depression.

'Victims tend to be weaker than bullies. They are also anxious and insecure children who tend to have poor social skills. The bully identifies the victim, and the victim readily gives in to the demands of the bully, thereby making bullying very rewarding. These passive children are not able to deal with conflict in a productive way'. (McNamara 5)

Encouragement and support are all that is needed for a child with a disability to feel comfortable. The only villain discouraging Manya in the novel is Rajat, who constantly bullies her. He tends to imitate Manya every time he converses with her. 'Are you doo- doo-doodling?', He mimicked and cackled loudly ' (Rao 4) 'wh-wh-why?, What will you be? A t-t-tree?' (Rao9). When Manya opts with confidence for the role of Shere Khan, the tiger. Rajat whispers, 'You should be Kaa the python. You'll be a natural. Sssssssslithering sssssneaky ssssstammering ssssssnake!' (Rao 16). 'Here comes Sh-sh-shere Khan! Oooh, I'm so s- s- scared'. 'Tanmay and Rajat dissolved into laughter again, Tanmay slapping the desk in mirth' (Rao 28).

When Manya was excited about the announcement given by Ms Sridhar Ali at the beginning of the novel, it was Rajat who entered her space to destroy her excitement. 'What are you so excited about? It's not like you'll be in the play'. (Rao 8). Rajat was so curious in kicking Manya out of the play. He says 'The principal is very particular about Panorama events, and she'll kick you out if she thinks it will hurt our chances of winning' (Rao 41). 'We need to win this drama contest. For that, you need to leave. Quit the play. We can find someone else to take your place. There's enough time for that. I'm asking you nicely'. (Rao 60). Many limit the abilities of the disabled and demotivate them knowingly or unknowingly as Rajat, suggesting activities that can be opted by Manya instead of participating in the play. 'Why do you even want to take part in a play? Do something that you can actually do. Draw, dance, write, run, whatever. Why act? It is like a person with one leg wanting to climb Mount Everest' (Rao 61). It is true that disabled cannot find peace in a mixed group as a class. But in reality, it is a societal issue. Manya witnesses

discouragement and bullying even in her family. The preconceived idea continues even with Lalita aunty who looked astonished when she heard that Manya is a part of the drama. 'She has dialogues to speak also? She couldn't have sounded more surprised if she'd been asking,' An ant can lift an elephant? '(Rao 47).

6. IMPACT OF BULLYING ON THE DISABLED

It was Manya who faced discouragement and rejection feeling dejected at the end. The impact or the effect of bullying was so huge on her that she was forced to make wrong decisions. Every negative response of people to the actions of Manya ended in lowering her self-esteem and confidence. On hearing discouraging words from school mates and Lalita aunty, Manya wished she could throw her school bag at Lalita aunty, she did not eat much dinner, remained silent even when her parents tried to draw her into conversation. 'she'd decided in a rush of righteousness, that she would never speak at all ever again. That would teach everybody. She could write or type to communicate, and everybody else could be spared the Agony of listening to her.' (Rao 48). 'I'm going to quit, said Manya (Rao 49)

7. NEGATIVE EFFECTS OF CONSTANT BULLYING OVER DISABLED CHILDREN

The effects of constant bullying did not allow Manya to move freely. She was caged with fear and anxiety seeing Ms. Menon, who never trusts Manya. 'Manya did her best not to make eye contact with Ms Menon during the English lessons. She imagined her anger shooting out of her eyes towards Ms. Menon like laser beams, and she was almost surprised that Ms. Menon couldn't feel it'(Rao 28- 29). It is an unnecessary pressure on Manya imposed by her surroundings to react pessimistically.

'Victims also have disruptive academic performances due to constant bullying. They may develop school phobia and, therefore, have frequent absences' (McNamara 5).

Researchers suggest, Instructors who have a negative attitude towards students with disabilities are more likely to expect poor academic performance and improper behaviour from those kids. Negative attitudes and behaviours displayed by classmates can have long-term consequences for all children. Further, Manya admits to Ms. Sridhar Ali that it bothers her when people do not have confidence in her. Continuous hurt and distrust of her surroundings made Manya feel slapped.' Manya felt like she'd been slapped. She took a step backwards' (Rao 62).

STEPS TAKEN TO HELP CHILDREN WITH DISABILITIES

All children require love, encouragement, and support, and for children with learning difficulties, such positive reinforcement can guarantee in developing a strong sense of self-worth, confidence, and the will to persevere even when things are difficult. Providing adequate assistance to the child will always help achieve a stable mental state. Parents should always make them happy by offering assistance in any situation. Appropriate support is quite beneficial in treating their difficulties. One must promote their talent and cheer them on when they participate in activities, they are highly interested in. Being kind to disabled children is the greatest way to treat them special, understanding their requirements. Cherish them and constantly encourage them in their endeavours.

Instead of mocking children with such disabilities, it is more appreciable when the support for them is guaranteed. Manya feels elated to have her mother sign the consent form for her participation in drama. The support from her mother helps Manya develop self-confidence.

'I'd like to thank my parents who always believed in me' (Rao 11). 'There was nothing to hold her back. Amma had already signed the permission form' (Rao 12).

Even when Manya was at the verge of giving up, her mother's words encouraged Manya to fight against the odds. She puts her arms around Manya to comfort her and reminds her that she has got the support of Ms. Sridhar Ali in school. 'Don't give up now, Manya. You've come so far and this is something that you want to do' (Rao 49). Little gestures of care and love of her mother comforted Manya. 'Amma patted Manya's head, kissed her cheek, and left' (Rao 50).

Promoting friendships between non-disabled and impaired children is the finest theme employed in this book. A good friendship can undoubtedly eradicate all forms of insecurity in a disabled. One should always support a disabled child's friendship with an abled friend. After her mother, Manya has got Ankita by her side supporting and fighting for her. Ankita intervenes when peer bullying begins to surround Manya. Her notable responses to Rajat and Tanmay are impressive and inspiring to readers.

'She is more confident than you'll ever be, said Ankita, butting in.' (Rao 17).

'There are some people, you know, who speak so beautifully, but only hurtful words come out of their mouths' (Rao 62).

'People with one leg have climbed Mount Everest' (Rao 61)

'How can you be so unkind?' (Rao 61)

Ankita's resonating mantra to Manya was 'Ignore him' (Rao 22).

The support of Ankita was not limited only to words but also extended to friendly gestures such as a gentle Smile. On the day of the performance, Manya stands with mixed emotions on stage yet remembers to look at Ankita who smiled and wiggled her eyebrows. 'Suddenly she felt light and everything seemed right' (Rao 70). Manya valued the support of Ankita that she made an important addition to her Oscar speech in front of her mirror at home and felt she might take Ankita as a guest to the Oscar ceremony. She says, 'The unwavering support of my best friend Ankita has proved invaluable. I'd have never done it without her'. (Rao 36).

Promoting independence and decision-making, is another excellent approach to pamper young children. Teachers should give children the opportunity to make decisions and take on some responsibility. Explain to them the distinction between good and bad. While children are struggling, a teacher should show compassion and be patient to them, provide them their space to track their progress. Numerous activities and tasks might be difficult for certain disabled youngsters. As a teacher one must be patient in order to understand their weaknesses and strengths, considering their impairment to be natural and not something abnormal. A good teacher must treat everyone equally. At school, Manya had the support of Ms. Sridhar Ali standing by her side, motivating. When Manya approached Ms. Sridhar Ali for the role of Shere khan in the play, Ms. Sridhar Ali accepts and says, 'That's an interesting favourite' (Rao 15). Ms. Sridhar Ali believes that Manya could do better as Shere khan and assures Ms. Menon who is displeased with Ms Shridhar Ali's decisions. 'She'll do well. I assure you, says Ms. Sridhar Ali' (Rao 26). The approach of Ms. Sridhar Ali in every situation is admirable as she looks calm handling Manya's emotions. She makes her way to Manya's home to encourage her and bring her back to school. All her responses helped Manya overcome her difficulty.

'It doesn't matter what I or anybody else thinks, Manya, said Ms Sridhar Ali' (Rao 54)

'I understand, Manya, negativity pulls everybody down' (Rao 56).

'Manya, you cannot always control what other people say or do. All you can change is how you react to them.' (Rao 57).

'Concentrate on your performance everything else will fall in place'(Rao 57).

Undoubtedly, Manya valued Ms. Shridhar Ali's efforts for her betterment by expanding her Oscar speech. 'I am highly indebted to Ms Shridhar Ali, who believed in me and saw potential in me when nobody else did' (Rao 59).

'Some students with profound cognitive impairment may respond to and use symbolic communication. Objects of reference may be used if it is apparent that the object can be invested with meaning for the student. The student may learn to use and under-stand visual symbols, for example conveying various activities or places. Or symbols may be used to indicate preferences, choices and feelings (e.g., a smiling face or angry face). Where a pupil can communicate by simple language, it is important that this too is encouraged and that adults and other pupils are ready to respond.' (Farrell 28)

Finally on the day of her performance, Ms Sridhar Ali caught Manya's eyes and smiled as a sign of motivation to ease last minute nervousness. 'Just a normal, friendly smile'(Rao70). The cheer when Manya performed, 'Ms Sridhar Ali even stood up and said, 'Brava!', excited Manya that forgot Ms. Menon's dispassionate look and felt like ' she was walking on a bouncy castle'(Rao 22). This motivation did not end, it continued as ' Ms Sridhar Ali's ' Brava' was ringing in my ears' (Rao 30) says Manya, during the other set of rehearsal. Manya was also fortunate to have Ajji, her friend who rendered her support as Manya stayed for rehearsals in school. She picks Manya from home to school.

This part of the research concludes the significance of the support that the disabled children expect in their environment. The effects of peer bullying, distrust of teachers, the psychological trauma of discouragement is analysed on one side and the real outcome of support, transforming Manya and her afflictions on the other end are highlighted intending to bring a behavioural development in children through Children's fiction.

CHAPTER 3

BEHAVIOURAL DEVELOPMENT: DISABLED ARE INDIFFERENT AND INSPIRING.

Books also serve as windows through which children learn about their world by looking beyond their immediate surroundings and encountering characters and events that take place in other communities or parts of the world. This book has a unique approach to disabled readers as well. Instances and illustrations will teach disabled children to view life in a different perspective, it has the ability to change their thought process of disabled ones. This part of the research will analyse the real character or attitude of a disabled, proving to be indifferent and inspiring and why Behavioural development is necessary for the disabled children (disabled readers). The fiction can also impact disabled young readers as the sole character, Manya fights alone against negative responses to achieve her dreams.

'The nature of challenging behaviour by no means all pupils with profound cognitive impairment exhibit challenging behaviour (CB) and neither is behaviour that challenges staff, pupils and others exclusive to pupils with profound cognitive impairment. But There are particular challenges to parents and professionals managing such behaviours where a child also has profound cognitive impairment, where the child has difficulties communicating wants, and where other difficulties may make it hard for the child to comprehend that some behaviours are harmful, or in other ways undesirable'. (Farrell 34 -35).

1. DISABLED CHILDREN ARE CHALLENGING AND SELF RELIANT

It is true that disabled can be Challenging as abled ones. Manya has the relentless spirit of being competitive. Firstly, Manya tries to win over her desires by her ambitious vision. The spark in her was huge that it did not grow dim but prepared her for greater challenges of the future. The desire in Manya to play the role of Shere Khan was not just a wish or dream but a reality. No where in the book, Manya was propelled to join the play and reserve the role of Shere Khan by others. It was purely the perseverance of Manya to make it happen.

'The United Nations Convention on the Rights of the Child, Article 23 1 States, Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community'. (Detrick 9)

'Helping the child to become independent in activities of daily living and to become a confident, self-reliant person.' (Zinkin 176)

'If the child with the disability is to grow socially and emotionally it is necessary for parents and teachers to understand that the disabled child needs less protection rather than more. Becoming less protective allows the child to become more self-reliant and self-assured. Even though the child with the disability may not always succeed in competitive events, that child often will feel successful in having tried, if the focus is on the achievement rather than on the disability. The child needs to be allowed to enter the mainstream of life whenever possible.' (Lee 29)

Manya is a strong, self-reliant and a consistent character that Rao brings to inspire young minds to pursue their dreams despite the disability. Manya's wish was nurtured to reality exclusively by her efforts. The tenacity of Manya to be chosen for the role of Shere Khan was ceaseless. The effort begins from the regular practice that Manya does at home to memorise the dialogues with passion, 'She knew the dialogues backwards, and she loved doing them in front of the mirror in her home, especially that of her favourite character'. (Rao 8). She is also witnessed as a hard working character to ace the challenging circumstances. 'The next morning when Ms Sridhar Ali walked in the class said 'Good morning', but Manya said 'Dialogues!' (Rao 14) 'She'd spent every spare moment of the previous week reading out the few lines of dialogue that Ms Sridhar Ali and their English teacher Ms Menon had given them. Manya first memorised the lines' (Rao 20). 'Manya learned her lines by heart and by the second rehearsal, she had done away with the printed script. She liked sitting through the rehearsals, watching the others perform, even when she wasn't in the scene'. (Rao 31). At school, some kids could make comments about another kid's stammering out of excitement or curiosity. Even when bullying was not the intended outcome, such remarks could be upsetting to a child who stutters. Childhood bullying and teasing can have a negative impact on an individual's social anxiety, self-esteem, and peer interactions, among other factors. From moderate to severe, bullying conduct can range; imitation is considered a mild form of bullying. Children that stutter may experience inquiries, imitations, and ridicule. Throughout the book, Manya faces peer bullying, discouragement and distrust from her teacher and aunt for involvement in the play. She was the queen of her universe who strived to overcome negative approaches on her own. Her responses to the pessimistic talks of Rajat were sometimes a silent move or thrush of mixed emotions.

'She pretended nonchalance, and went forward to submit her form'. (Rao15). S-s-some people might s-s-stumble for words and s-sound like they're stammering when they're scared, said Manya. 'That doesn't mean that all those who s-s-stammer are s-scared. I'am not scared of a-a-anything'. (Rao 17). On a sheet of paper to the notice of Rajat, Manya writes with her hand shaking, 'I am not quitting. So, if you want the play to do well, stop bothering me. It will help. The end. (Rao 63). Further, Manya calms by speaking to herself 'Don't react, Manya told herself. Don't react.

She was shaking, and her heart seemed like it would jump out of her chest (Rao 63). In another notable instance, Ajji advises to be prepared for the worst, Manya frowns but shrugs it off.

Constant bullying has also cultivated the attitude of ignorance and negativity inside of Manya. Manya chose to circumvent the actions of Rajat. 'Manya continued to look away. Manya swatted in his direction, like he was an annoying fly'(Rao 16). 'Manya stood up, her fists balled up. 'They're not worth it' (Rao 18). Ms Menon had a disapproving face towards Manya for her participation of the key role but 'Manya didn't care anymore (Rao 65). When Ms Menon looked at her during the rehearsals, 'Manya consciously avoided looking at her' (Rao 69) to safeguard herself from getting demotivated.

2. DISABLED ARE AMBITIOUS AND HARDWORKING

Manya is a good example of a disabled who can dream big and be ambitious in achieving the same. She picks every opportunity on her way to prove that she is indifferent as others in class. When the announcement of the play was made in class. 'Manya took a sharp breath in. Her heart boomed in her chest, like the music Ankita sister played in her room' (Rao 7). Rao has brought out the live emotions of a child who is waiting for opportunities in life to explore, in an exceptional manner. 'Manya jumped up and pumped the air with her fist. Ankita turned around and hi-fived her' (Rao 8)

Manya in every section of the book gratifies the Oscar which she wishes to bag. 'But if she cleared the audition and performed in this play, she would be on track for the Oscar ceremony well before any of the others' (Rao 12). Though Manya was looked down upon by others for the role of a Tiger (Shere Khan), she observes the potential in her to prove that there is no such perfect fit for the role as Manya. She voices against Rajat's insult with confidence despite her stammering, 'If you w- want to know, I'm going to audition for Sh-sh-shere Khan', she said' (Rao 10). Her attitude of overcoming disability is highlighted through this dialogue. Though the speech disability is obvious in her tone, she is confident to speak back. Manya could have been silent thinking of her cognitive impairment that she cannot succeed though she wishes to, but she followed her dream role. Doing better or being perfect is secondary, the persistence to try despite the difficulty of her life, is the greatest takeaway for the differently abled readers.

3. DISABLED ARE CREATIVE AND UNIQUE

To the question, can disabled be happy and merry? Yes, they can, will be the answer as Manya can be seen as a cheerful person and passionate performer. She spreads happiness with her wide smile and dazzling looks. Though peer bullying knocks her at times, she ensures to rise and handle it differently. Thus, she can be witnessed as a person with high self-esteem who is always motivated to grow better each day. 'Manya and Ankita passed little notes to each other during the rehearsal, written in their secret doodle code: Rajat is a pterodactyl' or Rajat is a dung beetle'. (Rao 35). When the recipient worked out the code, they giggled helplessly, casting looks at Rajat. Meanwhile, Rajat promptly tattled to Ms. Sridhar Ali that Manya and Ankita were passing notes. Ms. Sridhar Ali picked one of their notes and said, 'they're just doodling, Rajat.'(Rao 35). Ms. Sridhar Ali did not react much because she considered this act as the creativity of Manya. Like other children, Manya enjoys her own company, cracking jokes of people around her with her funny doodles and descriptions. Manya reminds of her principal in morning assembly who looks like 'Pista ice cream in a light green saree' and that her 'crispiness of her saree crumpled, she looked like melting pista ice cream' (Rao 40).

Many special children use creativity to express themselves and showcase their unique talents. Drawing, painting, and crafting are just a few of the art-focused activities in which these children involve themselves. For many years, it has been assumed that special children are more creative than their peers. According to studies, people with developmental disabilities frequently have

above-average levels of creativity, pertaining to arts. It is critical to recognise special children's talents and to provide them with the support and resources they require to express their creativity. Teachers, parents, and other caregivers must ensure that special children receive the accommodations and support they require to reach their full potential. Encouragement, patience, and understanding are essential in nurturing disabled children's creative abilities. In the book, Ankita appreciates the creativity of Manya and encourages her. 'What are you doing?' asks Ankita, 'A s-secret code,' said Manya. 'Almost d-done. Wait, I'll show it to you' (Rao 3).

In Many instances of the book, Ankita seems to stand by the side of Manya to overcome any peer bullying or discomfort that she might happen to face. It was at one moment in the fiction that Manya wipes the tears of Ankita, encouraging her to move forward despite stressful moments. Rajat's anger turned towards Ankita who stood for Manya hurting her. Ankita could not control her emotions so she broke down to tears. When Manya finds her in sorrow she starts to whisper the same mantra that Ankita does. 'Ignore him' Manya whispered, putting her arm around Ankita's shoulders. 'My best friend always tells me that' (Rao 63). Further she encourages Ankita by saying, 'She's really smart, you should listen to her'(Rao 63). 'Ankita smiled inspite of her tears' (Rao 63).

4. CASE STUDY OF ERIN STONER AND TANZEEL

A real life incident could help understand the mental state of a 16 yr. old National speaking champion named Erin Stoner who once had a similar disability as Manya. In an interview she shares her experience:

"I started to stutter at the age of 3 and I can remember when we read 'Mice and Men' in school in year 9, I was asked to read out one of the passages and one of the characters is called Slim. Everytime his character came I would get really stressed. Because I knew I couldn't say 'Slim'. For a stutter, if someone finishes it for you it just kind of adds to the feeling that any fool can speak. And I think that's the really hard thing about having a stutter. It's such a simple thing that people don't think about speaking. It's just one of the first things you learn to do and you can't do it.

Stuttering has this weird habit of coming out when you least expect it. I found out about the competition through some of my teachers. Being the only person there with the stutterer it was very interesting because obviously everyone has an element of stage fright. But when you have to deal with a stutter as well, you have to think about calming yourself down. The moment I won it was incredible. I can't even put it into words. I was just so shocked. I couldn't believe that I had managed to win it. If you have a friend who has a stutter or the parent of a child who has a stutter. Accepting that it's just a part of their personality and its part of them is the most important thing for you to do. Just because you stutter, doesn't mean that you can't talk it, just means that you might take a bit longer than other people". Says Erin Stoner.

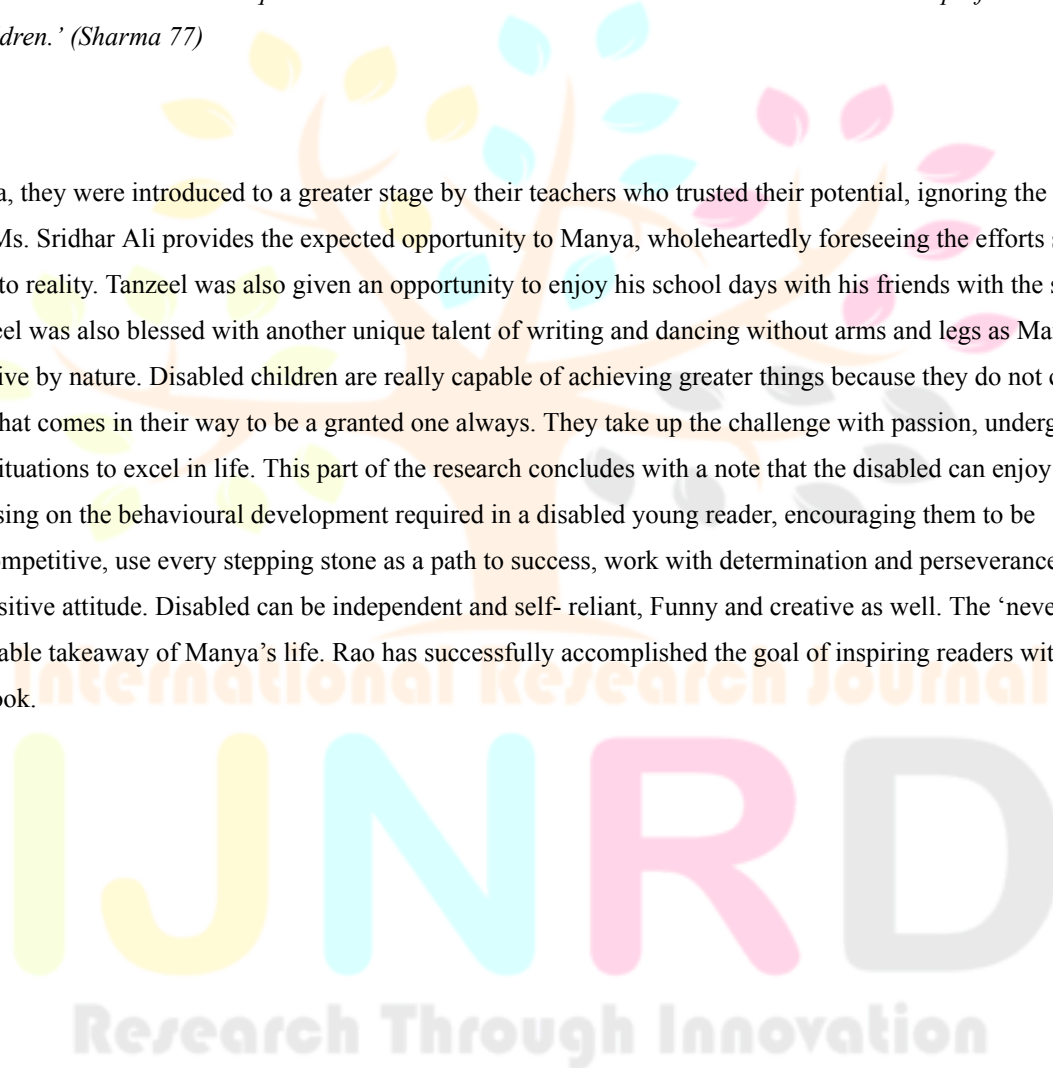
The life of Erin is as Inspiring as Shruthi Rao's fictional character, Manya. Another inspiring real-life incident could relate to Manya's ambitious vision. Tanzeel-Ur-Rahman was born with physical disabilities. He has no arms and legs. Almost every school denied him a chance to gain education. He wants to be a part of the Army. Tanzeel can write, dance and sing joyfully. At times he finds it more difficult, especially during breaks where his classmates play. Though he wished to join them, he was not allowed to play while other kids played around him. One day His principal agreed to join his friends playing. It was from then, Tanzil started to enjoy his break time with his friends. Everyone is different in their own ways, instead of kicking someone down, lend a helping hand to bring them up. People with disabilities deserve the same love and respect as others.

From both the inspiring stories, It's clearly inferred that these disabled children did not limit their capabilities or potential but took an effort to prove that they can still be successful. Erin, who stuttered and took her disability as a challenge, made it to a bigger stage to break the presumptions that others had in mind about stammering people. A person who was nervous to read or

speak to people around her became the winner at the Jack Petchey "Speak Out" challenge. Secondly, Tanzeel with no arms and legs aspires to be a part of the Army, his ambitious move is similar to Manya's. Manya, who has speech impairment, wanted to take part in the play, requesting a challenging and a major role. Whether the goal is achievable or not, Erin and Tanzeel took up the challenge to face it with perseverance. In addition to it, the observable common incident faced by the disabled were, the support and use of the opportunity given.

'Children with various types of disabilities, such as mental retardation, deafness or other hearing impairment, speech or language impairment, blindness, orthopaedic impairment, autism, traumatic brain injury, poor body mechanics, health impairment, etc., have the right to develop their abilities in a democratic society through the process of education. But usually, it is seen that they have limited opportunities. So, it becomes the duty of all schools to provide them with such opportunities so that they develop their abilities. For the above-mentioned impairments, special education or related services are required. Such children are unable to undertake activities that are performed by normal children.' (Sharma 77)

Be it Erin or Manya, they were introduced to a greater stage by their teachers who trusted their potential, ignoring the dark side of their disability. Ms. Sridhar Ali provides the expected opportunity to Manya, wholeheartedly foreseeing the efforts she takes to bring her dream to reality. Tanzeel was also given an opportunity to enjoy his school days with his friends with the support of his principal. Tanzeel was also blessed with another unique talent of writing and dancing without arms and legs as Manya who is creative and proactive by nature. Disabled children are really capable of achieving greater things because they do not consider every opportunity that comes in their way to be a granted one always. They take up the challenge with passion, undergo every pain and stressful situations to excel in life. This part of the research concludes with a note that the disabled can enjoy life as abled ones by focusing on the behavioural development required in a disabled young reader, encouraging them to be Challenging and competitive, use every stepping stone as a path to success, work with determination and perseverance. Endure obstacles with a positive attitude. Disabled can be independent and self-reliant, Funny and creative as well. The 'never give up' attitude is an inevitable takeaway of Manya's life. Rao has successfully accomplished the goal of inspiring readers with Manya's role through this book.



CHAPTER 4

CONCLUSION

There are various purposes for the creation of children's fiction. Starting from acquiring knowledge and skill, learning the language, use of vocabulary, proper formation of sentences etc. Generally, children enjoy fascinating images such as talking birds, genie, magical jar or wizard, flying man, witches, flying carpet and so on. But the uniqueness lies in introducing sensitive themes in Children's literature as Disability. This research has focused on the reason for choosing such themes for young readers. Authors have many things in consideration that it may affect young minds, since it is a dull and a drowning theme, lack of excitement in reading, chances of misunderstanding the concepts, and infused confusing psychological aspects had taken a simple step with a long-term vision of educating children in terms of behavioural development. Everything starts at the stage of planting a seed, to see the fruitful outcome in future. Likewise, the aim of Children's literature is to plant the seed of good attributes and nurture the same at the earliest stage. Authors have taken a huge responsibility in their hands to transform the life of children. It's high time that kids be aware of their surroundings. Being at home, everything is taught and learnt through their parents. When children step out of their homes, they drench themselves to a new world, where all their questions are not answered by their parents. Sometimes, parents refuse to teach about the society at a young age to avoid unnecessary exposure to the same. But the reality is, children have the capacity to understand the scenario and act accordingly as parents instruct. Knowingly or unknowingly, they start to develop new attributes and witness a visible change in their behaviour.

This part of the research elaborates on the a) Purpose of Children's fiction b) The employment of theories by the author in her fiction, Manya Learns to roar. C) The significance of the title and the extended view of Disability, its causes, the psychological, physical and societal impacts it creates at the back end of an Individual. d) Practical ways to support children with disabilities.

CHARACTERISTICS OF CHILDREN'S FICTION

Basic characteristics of Children's fiction are:

a) An Interesting and relatable story, children should enjoy reading the story and remember the learnings. The plot should make sense to them, reflecting their needs. The reason for such impactful creation is to challenge children's cognitive ability. Rao's creation challenged the abilities of Manya. The instances of the novel create curiosity in the minds of children to know the later part of the story. Readers might tend to enjoy the end part of the novel.

b) It can be a realistic story / surreal story. Rao visualises herself through Manya, therefore she could attempt to make the story impactful and meaningful to readers.

C) Engaging words: There is very little possibility of children, comprehending new words or vocabulary they read. Since they are of a different young age group, their exposure to old or new terms is limited. Rao ensures to use minimal and common words that an 8-year-old child could comprehend. Her language is descriptive and self-explanatory. There is a minimal space created by Rao in enhancing the vocabulary of the child. For instance, Rao uses the term Nonchalance (appearing calm), which a kid would not know. The importance of teaching such terms and verbal expressions is a key feature of the novel. The author has also made it captivating by bringing realistic expressions. The stuttered spoken words are converted to text by the same, for instance "Here comes Sh-sh-shere Khan!" (Rao 28).

THEORIES EMPLOYED IN THE FICTION

From a literature point of view, the text comprises the theories associated with the writing of the author.

1. Pragmatic theory: It is a literary critical theory that demonstrates how literature is created and planned to have an impact on its readers. This theory places a strong emphasis on the audience and is equally crucial to Mimetic theory. The pragmatic philosophy provides judgment on literary works. It is a complicated theory of its own. Rao's creation can be analysed as a text having key elements on focusing the attention of the readers. The themes, Characters, title, narrative technique and plot seen in the work, has a great purpose behind its creation; to connect and impact the readers.
2. Expressive theory: This hypothesis demonstrates the emotions and expressions the author employed in their work of art. The strongest emotions come from the author's inner world. Expressive theory classifies all of the personal preferences and imaginations employed in text. This theory is another form of romanticism that might affect readers' emotions. In the book, Rao added her personal touch to her work. Many instances mentioned are partially real-life experiences of Rao herself who had the same disability as Manya.

JUSTIFICATION OF THE TITLE

The Title Rao gives to her work is self-explanatory and fascinating. The name of the book ensures grabbing the attention of the audience at a glance as she deliberately compares two different living beings with an uncommon ability. Manya, a disabled 5th grader is compared to the Tiger which is fearless and furious. The book explores the journey of Manya who learns to roar against the voices of discouragement and echoes of bullying. The word 'Learns' in the title, informs readers indirectly that, she undergoes a process of learning through the rough pathway of her life. At the beginning of the Novel, Manya does not speak back or injures people who distress her through constant bullying, later through Ankita, Ms Sridhar Ali and Amma, she equips herself to face the competitive world on her own. Finally, the story concludes with an affirmative note that 'MANYA LEARNS TO ROAR'.

CONCEPT OF DISABILITY IN CHILDREN'S LITERATURE

Concept of Disability in Children's fiction has a purpose of promoting various positive attributes among children.

- A. To promote positive attitudes of being independent, treat the other equally and be socially active: Rao proves that disabled can be independent and socially active as Manya.
- B. Teaches individual differences: Disability and ability are just two different things. Just like A and B are much more than just being overweight or underweight, or wearing glasses, a disability is only a small part of who we are. Even if they are the things that stand out the most, they do not entirely sum up one's identity, character, or capacity. Children's fiction teaches kids to treat someone with a disability with respect.
- C. Embrace relationships: Children's fiction makes children of that particular disability feel that they are not alone.
- D. Stimulates Imagination: Children are exposed to creative thinking and develop the attitude of empathy in them.
- E. Initiates Self-acceptance: Disabled readers are motivated to love themselves and prioritise their capabilities.

F. Create awareness: It is hard for children to address the difficulties of a disabled, without understanding them. Therefore, Children's fiction takes the role of creating awareness of such sensitive issues.

G. Help siblings of Disabled children: It educates the siblings of the disabled about the specific condition or impairment.

DIFFERENCE BETWEEN DISABILITY AND DISORDER

Rao has exclusively dealt with a disability called stammering. Many do not accept stammer as a disability, instead consider it a disorder. The difference between disorder and disability is that any physical or mental condition (impairment) that makes it harder for the person with the condition to engage in particular activities (activity limitation) or interact with the world around them is referred to as a disability (participation restrictions). A disorder is a medical condition that, depending on its severity, may or may not lead to disability. Disability is the functional disadvantage that a person with that condition experiences.

Stammering is categorised under Psychosocial Disability; Psychosocial problems encompass a wide range of complaints that are not strictly medical or physical in nature. They have an impact on the person's daily functioning, environment, and/or life events. It includes Anxiety, nervousness, tenseness, (posttraumatic or acute) stress, depression and feeling depressed, burn out, loneliness, irritability, sleep disorder, memory problems, behaviour problems, learning difficulties, phase-of-life problems, fear of mental illness. Stammering, a Psychosocial disability is inferred when People who stammer interact in a social environment that presents barriers to their equality with others Some stutterers object to the term "disability" to describe their experiences. The term psychosocial disability is better because people who stutter face obstacles in their lives that others do not.

Some of the most typical indications of stammering are:

- Involuntary repetition of a single word, sound, or phrase in a sentence extending specific sounds and Sentences with prolonged pauses, hesitations, or unintentional blocks of time
- Very challenging while speaking in front of others or in social settings
- Lip tremors or tightness in the face
- The inability to produce a specific sound, word, or sentence despite being able to generate the words and sounds in the brain might cause frustration or worry.
- Modifying and rephrasing statements to avoid using terms that are tricky or difficult.

Even while stammering is more common in childhood, they can persist into adulthood, especially in the absence of support or treatment. One's chance of having a stammer increases if their family has a history of the same. In an educational environment such as school, Students with speech impairments are subjected to bullying which leaves a high impact on young children.

'It is estimated that about one in ten children have difficulties in acquiring speech and language skills, however, so in most schools there will be children who need help with the development of language skills. Of these children about one in six have difficulty with speaking intelligibly. Some are just like most other children in the class – keen to talk and with no other obvious problems, but it is hard to understand what they are saying.' (Lancaster 13).

BULLYING: SCHOOL ENVIRONMENT

'Bullying can result in loss of productivity in school and unknown psychological distress. Unfortunately, it can even be fatal. In one of the early cases that was highly publicized, a seventh-grade boy fatally shot himself because he was tired of being called "fatty" and "a walking dictionary. He shot one of his classmates to death right before he killed himself. For these students, school is no longer a safe haven. Even mild forms of verbal abuse have resulted in absences from school, lower grades, and overall anxiety. It is repetitive, there is an imbalance of power in the relationship between the bully and the victim, and there is unequal affect. Victims typically give in rapidly to the demands of the bully.' Bullies can be insecure people who need to make themselves feel good by making others feel bad. Bullies achieve less academically, socially, and occupationally. (McNamara 1- 2)

According to McNamara, Victims are classified into two types: passive and provocative (Olweus, 1993). The passive victim is physically weak and does not fight back, whereas the provocative victim is agitated and frequently teases and picks on others. This latter category includes many children with attention deficit hyperactivity disorder (ADHD). This type of victim appears to be impulsive, acts out, and then becomes a victim as Manya.

MEASURES TAKEN BY THE GOVERNMENT OF INDIA TO SUPPORT THE DISABLED

There are notable initiatives by the Indian government for the better livelihood of the disabled. The National Trust, Ministry of Social Justice and Empowerment, Government of India, has launched the Inclusive India Initiative, a pan-India movement aimed at ensuring the inclusion of people with intellectual and developmental disabilities in all aspects of social life, including education, employment, and community. It is a great initiative to accept people with disabilities in the society, to support, provide opportunities to know their strengths and overcome weaknesses.

PRACTICAL WAYS TO SUPPORT DISABLED CHILDREN

There are practical ways to support the Mental health of the disabled at School and home, stated by Lancaster in his book. Teachers and parents of the child could implement these ways to help the disabled overcome the discomfort (Stammer)

- A. Support for social relationships and encourage play: It is more challenging for a child with special needs to strike up a conversation or join a group of people. An adult can encourage kids to include one another instead of ignoring each other. The care-giver of a child with special needs can advise on the child's capabilities, interests, and dislikes, in addition to letting the kids engage in spontaneous play. Play and friendships are beneficial for children with disabilities. children's learning and development revolve around play. Children with disabilities gain skills and abilities, including social-emotional, linguistic, and physical capabilities, via play and friendship. Moreover, playing with others can let disabled youngsters feel good about themselves and have fun. The child can learn about sharing, cooperating, determining how others feel, and making friends from other kids through play and friendships. Friends are enjoyable and occasionally helpful. youngsters will learn that other kids can be counted on for support. The self-esteem of the child will grow in turn.

- B. Stabilising the mental health of impaired students will be made easier by implementing basic school regulations about bullying and teasing. Also, it may be beneficial to have an open discussion about communication issues with the entire class. Exercises like practising difficult or unfamiliar words or reciting tongue twisters might make people more conscious of their difficulties pronouncing words correctly.
- C. Knowing and encouraging the necessity of the child: The child can use the skills to help them participate in class discussions, respond to questions, and express their needs as easily as most of their peers can while they are at school. There are also strategies for assisting parents and caregivers in comprehending the child when they speak of events and individuals they experienced in school. Even those who are familiar with their speech difficulty, might find it difficult to comprehend. Teachers and family members could have a hard time comprehending the kid without contextual cues.
- D. Provide opportunities to speak: The child with a speech impairment may frequently feel ignored or slapped down, which may cause them to become quieter than they normally would be. Pairing or grouping them occasionally with kids who are quiet or have language impairments will offer them the chance to speak, and they could even get the answer first.
- E. Listening to the speech disordered child read: The development of reading is delayed in some speech-impaired children. Phonologically disadvantaged individuals have a lower probability to be impacted. Therefore, it could be difficult to see if they are reading correctly when they read aloud. Asking the kid to point to words on the page or choose a specific word from a list of important words printed on index cards is an effective way to assess the child's reading abilities nonverbally. When they correctly point, ask them to say the word so that one can see that they can read it but have difficulty pronouncing it.

The research study provides a comprehensive examination of the representation of disability in children's fiction. The analysis delves into the reasons behind the portrayal of disabled characters and seeks to understand the impact of such representation. In particular, the study examines the psychological distress experienced by individuals with disabilities and how this is portrayed in children's literature. By exploring these themes, the research highlights the importance of diverse and authentic representation of disabled characters in children's fiction. Through this analysis, the study seeks to promote greater understanding and empathy towards individuals with disabilities, while also advocating for the inclusion of more diverse perspectives in literature for children.

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