

## **ABSTRACT**

The current study aimed to enhance academic achievement among Learning Disabled Adolescents using Expressive Arts Therapy and Brain Gym technique. The Research Design used was before, after and follow-up with waitlist control group. Raven's Standard Progressive Matrices, Schonell: Graded Reading Test, Schonell: Graded Spelling Test, The Schutte Self Report Emotional Intelligence Test, Social Competence Scale, Moss Attention Rating Scale, Youth Disability Screener, Digit Span Test were administered to the participants. Initially 80 participants underwent IQ test and filtered to 70 participants. Out of 70 participants, 66 became part of the study with 35 participants in experimental group and 31 in waitlist control group. The participants in the experimental group took part in the Expressive Arts Therapy and Brain Gym intervention for 8 weeks. Participants in the waitlist control group were administered to the same intervention after follow-up phase. The results revealed that most of the participants had scored moderate Emotional Intelligence, Social Competence, Attention, Working Memory, Academic Achievement and Quality of Life. There was significant difference between Learning Disabled Boy and Girl Adolescent students in Emotional Intelligence. There is a significant difference in Experimental group and Waitlist control group in Emotional Intelligence, Attention and Quality of Life. Expressive Arts Therapy and Brain Gym technique had been effective in enhancing the Emotional Intelligence, Social Competence, Working Memory, Academic Achievement of the Learning Disabled Adolescents in the Experimental Group. From the study, it is imperative that Expressive Arts Therapy can be included in the curriculum to enhance the Academic Achievement of the Learning Disabled students and recommends inclusive education.

**Key Words:** Learning Disability, Expressive Arts Therapy, Emotional Intelligence, Social Competence, Academic Achievement