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Index to Media and Materials for the Mentally Retarded, Specific Learning Disabled, Emotionally Disturbed Validated Practices for Teaching Students with Diverse Needs and Abilities Improving Children's Competence *Mary Ann Lachat Donald D. Hammill Iris R. Weiss Donita G. O'Donnell Library of Congress. Copyright Office H. Lee Swanson Siegfried Engelmann Brenda Scheuermann Far West Laboratory for Educational Research and Development Daniel P. Morgan Siegfried Engelmann Library of Congress. Copyright Office Illinois. Instructional Materials Center for Handicapped Children and Youth National Information Center for Special Education Materials Susan Peterson Miller Paul Karoly*

this book discusses the challenge for today s schools to find the ways in which students with learning disabilities ld learn best and to deliver those opportunities for learning the chapters focus on 1 the elements of effective learning that belong in every classroom and the characteristics of students with ld 2 theories of teaching and learning including developmental theory behavioral theory metacognitive theories and psycholinguistic theory 3 remediation of and skills in reading spelling written language mathematics affective skills physical education and learning strategies 4 forms of learning compensation in language mathematics socioemotional and behavioral skills and cognitive strategies 5 enrichment and content in the areas of literature writing and communication mathematics science and computers visual arts and performing arts and social sciences business and economics 6 the assessment process including regulations descriptions of types of assessment and sample checklists and assessment forms 7 establishing the quality of assessment in content areas learning processes and transition 8 detailed descriptions of 15 wisconsin programs and less detailed information about efforts in other states and 9 recommendations for creating a collaborative school appendices discuss resources wisconsin ld eligibility criteria the multidisciplinary team process individualized education programs preventing inappropriate referrals of language minority students to special education transition services sample learning style and strategies questionnaire and sharing resources each chapter contains references jdd

this practical accessible book was written for practitioners who work with children and youth with autism it presents the vital material required by special educators to plan and implement effective programs to meet the needs of students with autism it begins with an overview of autism including etiology characteristics diagnosis and definition followed by in depth coverage of teaching methodologies throughout the book the authors present state of the art information in a step by step user friendly format the book s optimistic viewpoint is grounded in the premise that well planned and accurately implemented applied behavior analytical interventions will increase the potential for more independent and mainstream functioning

dedicated to research based practices only as opposed to opinion based practices this text provides in depth coverage of validated methods that may be applied to teaching across all the content areas the authors emphasize effective teaching behaviors regardless of the content being taught this book helps bridge the research to practice gap and includes less is more approach limiting content to validated practices results in more thorough descriptions of the selected practices than what is typically found in methods books models the organizational structure of the book reflects the sequential process involved in effective teaching and learning i e planning instruction delivering instruction and evaluating student and teacher performance formative review questions are provided after chapters 3 7 and 10 and a summative review is provided after chapter 10 to promote synthesis and retention of important concepts each chapter is organized to model effective pedagogy overarching themes the content is grounded in overarching themes i e student diversity importance of quality instruction technology applications and career long learning among teachers that reflect accurate understandings of current school contexts

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