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Autore	Guerra, Guido
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2. Record Nr.	UNINA9910817589203321
Autore	Lindberg Jill A.
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	""Cover""; ""Contents""; ""Foreword""; ""Preface""; ""About the Authors""; ""Introduction and Overview""; ""Chapter 1 - Getting Ready""; ""Time

Organization"; ""Student Information""; ""Finding Appropriate Materials and Adaptive Equipment""; ""Physical and Visual Arrangements within the Room""; ""Helping Administrators, General Education Teachers, and Support Staff Understand the Needs and Abilities of Students""; ""Knowing Your Community""; ""Chapter 2 - Organizing the Students and Their Learning Environment""; ""The IEP and Planning""; ""Grouping Students""

""Developing Daily and Weekly Schedules""""Individual Student Planning in a Variety of Learning Environments""; ""Developing Lesson Plans""; ""Documenting Student Progress""; ""Working with Classroom Support Staff""; ""Community Experiences and Instruction""; ""Advocating for Your Students and Exploring Inclusive Learning Environments""; ""Chapter 3 - General Planning: Curriculum and Methods of Instruction""; ""Consistency, Structure, and Routine""; ""Student Full and Partial Participation in the General Education Classroom""; ""Systematic Instruction and Fading""; ""Curriculum""

""Blending Academic and Functional Curriculum Models""""Chapter 4 - Academic Planning""; ""Inclusion, Least Restrictive Environment (LRE), and IDEIA""; ""Academic and Content Standards and Writing Individualized Education Programs (IEPs)""; ""Curriculum, Instructional, and Assessment Planning""; ""Inclusive Instructional Strategies and Adaptations""; ""Active Participation Versus Presence Only in the Classroom""; ""Collaboration and Team Planning""; ""Chapter 5 - Functional Planning""; ""Planning for Community and Functional Skills Instruction""; ""Functional Learning Outcomes""

""Functional Instruction""""Inclusive Examples""; ""Social Skills and Peer Relationships""; ""Self-Advocacy and Self-Determination""; ""Transition and Outcomes""; ""Chapter 6 - Using Assistive Technology as a Learning Support""; ""Definition of Assistive Technology (AT)""; ""The SETT Framework""; ""Use of Assistive Technology for Communication""; ""Use of Assistive Technology to Access Literacy""; ""Use of Assistive Technology to Control the Environment""; ""Use of Assistive Technology to Hold Things""; ""Use of Assistive Technology to See Better""

""Use of Assistive Technology to Hear Better""""Use of Assistive Technology for Computer Access""; ""Use of Assistive Technology for Eating or Dressing""; ""Use of Assistive Technology for Access to Recreation and Leisure""; ""Documenting Assistive Technology in the IEP""; ""Chapter 7 - Understanding Behavior""; ""Communication""; ""Determining Cause and Supporting the Student""; ""Developing a Support Plan for Difficult Behaviors in Different Settings""; ""Shaping Behavior and Rewards""; ""Chapter 8 - Working with Related Service Providers and Other Support Staff""

""Defining Related Services""

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#### Sommario/riassunto

This invaluable handbook provides teachers with common-sense strategies, tools, and templates to ensure the best possible educational outcomes for learners with significant disabilities.

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