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Titolo	Interventions in Learning Disabilities : A Handbook on Systematic Training Programs for Individuals with Learning Disabilities // edited by Rachel Schiff, R. Malatesha Joshi
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Nota di contenuto	Introduction by Rachel Schiff and R. Malatesha Joshi -- Critical Components of Phonemic Awareness Instruction and Intervention: Recommendations for Teacher Training and for Future Research by Stephanie Al Otaiba, Jill Allor, Krystal Werfel, and Nathan Clemens -- Word Reading Interventions for Students with Reading Difficulties and Disabilities by Carolyn A. Denton and Keri M. Madsen -- A cognitive and linguistic approach to predicting and remediating word reading difficulties in young readers by Shelley Shaul, Tami Katzir, Liron Primor, and Orly Lipka -- The Efficiency of Metacognitive and Metalinguistic Awareness in Word Spelling among Hebrew speaking Children with SLI: An Intervention Study by Rachel Schiff, Ayelet Sasson, Yoci Nuri, and Elisheva Ben-Artzi -- Intervention and Assessment of Spelling Skills in LD classrooms by R. Malatesha Joshi -- Seizing the Sounds: Considering Phonological Awareness in the Context of Vocabulary Instruction by Carolyn H. Strom and Susan B. Neuman -- Effective Strategies for Developing Reading Comprehension by Meenakshi Gajria and Asha K. Jitendra -- Using Advances in Cognitive Science to Improve

Students Study Skills and Reading Comprehension by Tenaha O'Reilly and John Sabatini -- What Is Listening Comprehension and What Does It Take to Improve Listening Comprehension? By Young-Suk Grace Kim and Heather Pilcher -- Best Practices in Writing Instruction for Students with Learning Disabilities by Amy Gillespie Rouse and Steve Graham -- Language and Literacy Interventions for ELs with LD: Two steps forward, one step back by Sylvia Linan-Thompson, Hermelinda Cavazos, Laura McFarland, and Julie Martinez -- A Research-Validated Program for Improving At-Risk Students' Fraction Magnitude Understanding, Word-Problem Solving, and Explanations by Amelia S. Malone, Lynn S. Fuchs, and Douglas Fuchs -- Working Memory and Strategy Instruction in Children with Learning Disabilities by H. Lee Swanson -- Training of cognitive control in developmental disorders: Pitfalls and promises by Lilach Shalev Natalie Kataev, and Carmel Mevorach -- New Directions in Preservice and Inservice Professional Development for Teaching Students with and without Specific Learning Disabilities in Middle Childhood and Early Adolescence by Virginia Berninger and R. Malatesha Joshi.

Sommario/riassunto

This book reviews systematic training programs that are designed to enhance the language, reading, literacy and cognitive skills of individuals with Learning Disabilities in various disciplines. Most titles on Learning Disabilities intervention often focus on the linguistic area of the disability, while there are many more areas of difficulty. Students with learning disabilities struggle with such as math, cognitive abilities, and organizational skills. Adopting a multi-disciplinary approach, this book encompasses a wide variety of remedial treatments and therapies developed by expert researchers and scholars in the Learning Disabilities area.
