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Nota di contenuto	Front Cover; Learning About Learning Disabilities; Copyright Page; Contents; Contributors; Preface; Acknowledgments; To the Student; Section I: Conceptual, Historical, and Research Aspects of Learning Disabilities; Chapter 1. Learning Disabilities: An Historical and Conceptual Overview; I. Current Status of the Field; II. A Historical Perspective; III. Current and Future Issues; IV. Concluding Comments; Chapter 2. Learning Disabilities and Memory; I. Introduction; II. A Historical Perspective; III. Contemporary Research; IV. Parallels to Normal Memory Development V. Components and Stages of Information ProcessingVI. Memory Research in Perspective; VII. Trends in Memory Research; VIII. Implications from Contemporary Memory Research for Instruction; IX. Summary and Conclusion; Chapter 3. Language Processes and Reading Disabilities; I. Introduction; II. Theoretical Approaches to Language Acquisition; III. Language and Reading; IV. Language, Word Recognition, and Reading Disabilities; V. Sources of Individual Differences; VI. Language, Reading Comprehension and Reading

## Disabilities; VII. Future Challenges

Chapter 4. Peer Relationships and Learning DisabilitiesI. Introduction; II. What Are the Characteristics of Peer Relationships of Students with Learning Disabilities?; III. What Factors Might Be Linked to the Peer Relationships of Students with Learning Disabilities?; IV. Future Research Directions; Chapter 5. Self-Regulation among Students with LD and ADHD; I. Defining and Understanding Self-Regulation; II. Theoretical Bases for Research on Self-Regulation; III. Common Self-Regulation Processes: Application with Students with LD and ADHD; IV. Self-Regulation and Major Dependent Variables  
V. Factors Influencing and Influenced by Self-RegulationVI. Self-Regulation of Strategic Performance; VII. Conclusion; Chapter 6. The Reading Brain in Children and Youth: A Systems Approach; I. Brain as a Functional System; II. Important Processes in the Reading Brain; III. Imaging Studies of Children and Youth With and Without Reading Disabilities; IV. Implications for Assessment and Instructional Intervention; Section II: Instructional Aspects of Learning Disabilities; Chapter 7. Difficulties in Reading Comprehension for Students with Learning Disabilities; I. Introduction  
II. Students' Difficulties in Reading ComprehensionIII. Effective Reading Comprehension Instruction; IV. Future Directions; Chapter 8. Writing Instruction; Introduction; I. Writing is Critical to Children's Success in School and Beyond; II. What Are the Ingredients Involved in Learning to Write; III. The Writing of Students with LD; IV. Principles of Writing Instruction; V. Concluding Comments; Chapter 9. Instructional Interventions in Mathematics for Students with Learning Disabilities; I. Introduction; II. Learning Disabilities and Mathematics Achievement  
III. Instruction Referenced to NCTM Standards

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### Sommario/riassunto

Bernice Wong's Learning about Learning Disabilities was the first text to give equal attention to the intellectual, conceptual, and practical aspects of learning disabilities. The Third Edition of this popular title presents 80% new material, keeping the chapters up to date in this fast-moving field. With new contributors, and seven new chapters, coverage is both comprehensive and thorough, with three sections encompassing the research aspects of learning disabilities, the instructional aspects of learning disabilities, and the issues germane to different age ranges of the learner

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