

1. Record Nr.	UNINA9910464918303321
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Titolo	The complete learning disabilities handbook : ready-to-use strategies & activities for teaching students with learning disabilities / / Joan Harwell, Rebecca Williams Jackson
Pubbl/distr/stampa	San Francisco, California : , : Jossey-Bass, , 2014 ©2014
ISBN	1-118-93768-6
Edizione	[Third edition.]
Descrizione fisica	1 online resource (410 p.)
Collana	Jossey-Bass Teacher
Disciplina	371.9
Soggetti	Learning disabled children - Education Special education - Activity programs Learning disabilities Remedial teaching Learning disabled youth - Education Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Grades K-12"--Cover.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	The Complete Learning Disabilities Handbook: Ready-to-Use Strategies & Activities for Teaching Students with Learning Disabilities; Copyright; Contents; Acknowledgments; About the Authors; About This Book; Chapter 1: An Overview of the Field of Learning Disabilities; History of Learning Disabilities; Causal Factors; Incidence; Primary Characteristics of Learning Disabilities; Comorbid or Co-occurring Conditions; Attention Deficit Hyperactivity Disorder; Conduct Disorder; Tourette Syndrome; Prognosis; Programs and Settings for the Learning Disabled; Facts About Learning Disabilities; Summary List of Major Organizations for the Learning DisabledPeriodicals on Learning Disabilities; Chapter 2: Research in the Field ofLearning Disabilities; Overview of the Brain, Biology, and Behavior; Brain Injury; Structural Brain Differences; Biochemical Influences; Research on Memory; Research on Metacognition; Research on Phonological Processing Problems; Research on Maturation and Retention; Research on Communication Problems; Research on Self-Concept, Self-Esteem,

and Self-Efficacy; Research on Teachers' Perceptions; Research on Social Competence and Social Skills Training; Summary
Chapter 3: Understanding the LawsParental Rights; Parents as Advocates; Student Rights; Teacher Rights and Obligations; Behavioral Goals and Behavioral Improvement Plans; Student and Parental Rights Regarding Suspension or Expulsion; Summary; Chapter 4: Early Childhood Education for At-Risk Students; Special Education Services from Birth Through Age Two; Special Education Services for Children Ages Three Through Five; Assessment of Young Children; The Components of an Effective Early Childhood Education Program; Maturation and "Readiness" for Kindergarten; Summary
Chapter 5: The Student Study Team ProcessThe Case for Early Intervention; Recognizing the Need; Talking with Parents; Parent and Student Preparation for the Student Study Team (SST); Predictable Parental Feelings and Reactions; Initiating a Request for a Student Study Meeting; The Student Study Team Process; The Roles of the SST Members; Digital Classroom Accommodations; Sensory Accommodations; Chapter 6: Formal Assessment and Identification of the Studentwith Learning Disabilities; The Multidisciplinary Team Process; Roles of the Members of the Multidisciplinary Team Guidelines for AssessmentIntellectual Assessment; Intelligence Quotient (IQ); Visual Perception; Auditory Perception; Memory; Academic Assessment; Commonly Used Tests; Classroom and Playground Observations; Time-on-Task Assessment; Language Assessment; Health Assessment; Behavioral Assessment; Summary; Chapter 7: Planning for the Student with Learning Disabilities; Eligibility Issues; The Discrepancy Model; Exclusionary Criteria; Assessment Scores and Their Implication for Learning; Eligible or Not Eligible? Developing the Individual Education Plan (IEP)
Choosing the Appropriate Educational Setting ("Least Restrictive Environment")

Sommario/riassunto

The third edition of this classic resource is a comprehensive source of information, strategies, and activities for working with learning disabled students. The book offers special educators, classroom teachers, and parents a wealth of new and proven suggestions and ready-to-use materials for helping LD students of all ages learn and perform at their fullest potential.
