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| Nota di contenuto       | STRATEGY INSTRUCTION FOR MIDDLE AND SECONDARY STUDENTS WITH MILD DISABILITIES -FRONT COVER; STRATEGY INSTRUCTION FOR MIDDLE AND SECONDARY STUDENTS WITH MILD DISABILITIES; CONTENTS; PREFACE; ACKNOWLEDGMENTS; ABOUT THE AUTHORS; PART I: INTRODUCTION TO SECONDARY SPECIAL EDUCATION; CHAPTER 1: INSTRUCTIONAL APPROACHES AT THE SECONDARY LEVEL; CHAPTER 2: THE STRATEGIES APPROACH; PART II: INFORMAL ASSESSMENTS, IEPs, AND STRATEGIES; CHAPTER 3: VOCABULARY: INFORMAL ASSESSMENTS ; CHAPTER 4: VOCABULARY: METHODS AND STRATEGIES; CHAPTER 5: READING DECODING: INFORMAL ASSESSMENTS CHAPTER 6: READING DECODING: METHODS AND STRATEGIESCHAPTER 7: READING COMPREHENSION: INFORMAL ASSESSMENTS; CHAPTER 8: READING COMPREHENSION: METHODS AND STRATEGIES; CHAPTER 9: WRITTEN LANGUAGE: INFORMAL ASSESSMENTS; CHAPTER 10: WRITTEN LANGUAGE: METHODS AND STRATEGIES; CHAPTER 11: STUDY SKILLS: INFORMAL ASSESSMENTS; CHAPTER 12: STUDY SKILLS: METHODS AND STRATEGIES; CHAPTER 13: TEXTBOOK SKILLS: INFORMAL ASSESSMENTS; CHAPTER 14: TEXTBOOK SKILLS: METHODS AND STRATEGIES; CHAPTER 15: SELF-REGULATION: INFORMAL ASSESSMENTS; CHAPTER 16: SELF- |

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Sommario/riassunto

The pressure is on special and general education teachers alike. If we are to ensure that adolescents with mild disabilities achieve the very same gains as their peers, we must first teach them how to learn. This is a one-stop guide for getting started, pairing the very best instructional methods with assessments and IEP goals so all students can be independent learners.

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