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V. Factors Influencing and Influenced by Self-Regulation VI. 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 Comprehension III. 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

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 learni
