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Autore	Lindberg Jill A.
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Nota di contenuto	""Cover""; ""Contents""; ""Foreword""; ""Preface""; ""About the Authors""; ""Introduction and Overview""; ""Chapter 1 - Getting Ready""; ""Time Organization""; ""Student Information""; ""Finding Appropriate Materials and Adaptive Equipment""; ""Physical and Visual Arrangements within the Room""; ""Helping Administrators, General Education Teachers, and Support Staff Understand the Needs and Abilities of Students""; ""Knowing Your Community""; ""Chapter 2 - Organizing the Students

and Their Learning Environment"; "The IEP and Planning"; "Grouping Students"  
"Developing Daily and Weekly Schedules" "Individual Student Planning in a Variety of Learning Environments"; "Developing Lesson Plans"; "Documenting Student Progress"; "Working with Classroom Support Staff", "Community Experiences and Instruction"; "Advocating for Your Students and Exploring Inclusive Learning Environments";  
"Chapter 3 - General Planning: Curriculum and Methods of Instruction"; "Consistency, Structure, and Routine"; "Student Full and Partial Participation in the General Education Classroom"; "Systematic Instruction and Fading"; "Curriculum"  
"Blending Academic and Functional Curriculum Models" "Chapter 4 - Academic Planning"; "Inclusion, Least Restrictive Environment (LRE), and IDEIA"; "Academic and Content Standards and Writing Individualized Education Programs (IEPs)"; "Curriculum, Instructional, and Assessment Planning"; "Inclusive Instructional Strategies and Adaptations"; "Active Participation Versus Presence Only in the Classroom"; "Collaboration and Team Planning"; "Chapter 5 - Functional Planning"; "Planning for Community and Functional Skills Instruction"; "Functional Learning Outcomes"  
"Functional Instruction" "Inclusive Examples"; "Social Skills and Peer Relationships"; "Self-Advocacy and Self-Determination"; "Transition and Outcomes"; "Chapter 6 - Using Assistive Technology as a Learning Support"; "Definition of Assistive Technology (AT)"; "The SETT Framework"; "Use of Assistive Technology for Communication"; "Use of Assistive Technology to Access Literacy"; "Use of Assistive Technology to Control the Environment"; "Use of Assistive Technology to Hold Things"; "Use of Assistive Technology to See Better"  
"Use of Assistive Technology to Hear Better" "Use of Assistive Technology for Computer Access"; "Use of Assistive Technology for Eating or Dressing"; "Use of Assistive Technology for Access to Recreation and Leisure"; "Documenting Assistive Technology in the IEP"; "Chapter 7 - Understanding Behavior"; "Communication"; "Determining Cause and Supporting the Student"; "Developing a Support Plan for Difficult Behaviors in Different Settings"; "Shaping Behavior and Rewards"; "Chapter 8 - Working with Related Service Providers and Other Support Staff"  
"Defining Related Services"

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#### Sommario/riassunto

This invaluable handbook provides teachers with common-sense strategies, tools, and templates to ensure the best possible educational outcomes for learners with significant disabilities.

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