

1. Record Nr.	UNINA9910966600503321
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Titolo	Learning disabilities : appropriate practices for a diverse population // Barry Edwards McNamara
Pubbl/distr/stampa	Albany, : State University of New York Press, c1998
ISBN	1-4384-1261-4 0-585-07502-6
Edizione	[1st ed.]
Descrizione fisica	x, 254 p. : ill
Collana	SUNY series, youth social services, schooling, and public policy
Disciplina	371.9/0973
Soggetti	Learning disabled children - Education - United States Children of minorities - Education - United States Learning disabled children - United States - Social conditions Children of minorities - United States - Social conditions Learning disabled children - Services for - United States Learning disabilities - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (p. 241-250) and index.
Nota di contenuto	Intro -- Contents -- Acknowledgments -- 1. Introduction -- 2. The Referral Process -- 3. Assessment Practices -- 4. Interventions -- 5. Classroom Management -- 6. Implications for Teacher Training -- 7. Parents as Partners -- Appendix A -- Appendix B -- References -- Index -- A -- B -- C -- D -- E -- F -- G -- H -- I -- J -- K -- L -- M -- N -- O -- P -- Q -- R -- S -- T -- U -- V -- W -- Y -- Z.
Sommario/riassunto	Provides a variety of instructional approaches that recognize the cultural and linguistic diversity found in students classified as learning disabled. This book addresses issues in teacher preparation and parental roles in the education of children with learning disabilities. It provides a variety of instructional approaches that recognize the cultural and linguistic diversity found in students classified as learning disabled. There is a critical need to incorporate a sensitivity to issues of diversity into educational assessment, curriculum planning, teacher training, and interactions with parents, especially in large urban areas which are characterized by cultural and linguistic diversity. Significant changes in traditional special education assessment and instruction are

needed to effectively deal with the overrepresentation of minority students classified as learning disabled, and resolve the inherent problems with the definition and diagnosis of learning disabilities. Barry Edwards McNamara is Associate Professor of Education, Dowling College, New York. He is the author of several books, including *The Resource Room: A Guide for Special Educators*, also published by SUNY Press.
