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   Nota di contenuto   Intro -- Viewpoints on Interventions for Learners with Disabilities -- Contents -- About the Editors -- List of Contributors -- Preface -- Viewpoints on Interventions for Learners with Disabilities: An Introduction -- Introduction: Early Roots of Special Education -- Initial Focus on the Sensory Disabilities -- Social Advocacy Movement -- The Emergence of Specialized Interventions -- Specialized Interventions for Individuals with Cognitive Disabilities -- Advocacy Groups -- The Rise of Socially Constructed Disability Categories -- The Ongoing Commitment to Research-Based Practices -- The Movement to Inclusive Education -- Conclusion -- References -- Chapter 1: Viewpoint on Interventions for Students with Learning Disabilities: Instruction Matters -- State of LD -- Summary of Research on Interventions for Students with LD -- LD Research Institutes' Findings -- Meta-analyses -- Recent Reviews of Sustained Research Programs -- Big Ideas About Interventions for Students with LD -- Identification of Systematic Approach to Tasks -- Explicit Instruction -- Scaffolded Instruction -- Multiple Opportunities for Practice with Feedback --

Four Challenges for Completing a Secondary Education -- Discriminating Essential from Nonessential Information -- Recalling Target Information Quickly and Accurately -- Letter Strategies.Many readers will be familiar with first-letter strategies where the first-letters of the target information are selected to create an acronym to aid in recall of the information. For example, the acronym "HOMES" is often used to prompt -- The Keyword Method.When using the keyword method, a concrete, acoustically similar word is created for the unfamiliar information to be learned. Scruggs et al. (in press) provided an example to promote recall that Canidae is the scientific name of the bi -- Organizing Target Information -- The QER.The "QER" (Bulgren, Marquis, Lenz, Deshler, &amp -- Schumaker, 2011) is designed to support thinking about and answering complex questions for students with disabilities. QER employs a graphic organizer with six thinking steps posed as questions: -- Coached Elaboration.Coached elaboration (Scruggs, Mastropieri, &amp -- Sullivan, 1994 -- Scruggs, Mastropieri, Sullivan, &amp -- Hesser, 1993 -- Sullivan, Mastropieri, &amp -- Scruggs, 1995) is an extension of practices developed in educational psychology (e.g., Pressley, Joh -- Expressing One's Learning -- POW, A General Approach to Improving Writing Abilities. One of the most studied approaches to writing for students who have serious writing difficulties is POW (Regan &amp -- Mastropieri, 2009). POW (Pick my idea, Organize my notes, Write and say more) guides s -- Conclusion -- References -- Appendix A. Examples of two different graphic organizers -- Group and Organize Graphic Organizer -- Classify the Features of the Economies of the North and the South before the American Civil War.

Problem-Solution-Effect Graphic Organizer.Carnine, Miller, Bean, and Zigmond (1994) provided a graphic organizer for a more interactive relationship among ideas. The problem-solution-effect organizer is intended to help students perceive multiple perspec -- Chapter 3: Interventions for Students with Intellectual Disabilities -- Students with Intellectual Disability -- Educating Students with Intellectual Disability -- Evidence-Based or Research-Based Interventions -- Academic Interventions -- Reading.Reading is a critical, complex skill, conceptualized as involving five areas: phonemic awareness, phonics instruction, fluency, vocabulary, and reading comprehension (National Reading Panel, 2000). Historically, attention to reading instruction f -- Writing.Writing, along with reading, composes literacy. Writing is a multifaceted academic domain consisting of handwriting as well as composing text (e.g., planning, organizing, drafting, editing, and revising text -- Flower &amp -- Hayes, 1981). Little researc -- Mathematics.Mathematics is another important and multifaceted academic domain. Mathematics is inclusive of computation and problem-solving, operations and algebra, geometry, measurement and data analysis. Historically, mathematics instruction for student -- Science.Although less research on science education and students with

intellectual disability exists, particularly research that documents evidence-based or research-based interventions, researchers have explored interventions to support students with in -- Life-Skills Interventions -- Conclusion -- References -- Chapter 4: Interventions for Students Who Are Deaf/Hard of Hearing -- Practices in Deaf Education -- Recommended Practices.

Communication and language.Hearing loss directly impacts access to spoken language. Communication and language skill deficits are frequent among students who are D/HH. Several intervention strategies are recommended for addressing communication needs of -- Academics.Increased access to language facilitates academic learning of school readiness skills - a focus of quality early intervention services (Easterbrooks, Lederberg, Miller, Bergeron, &amp -- Connor, 2008 -- Harrington et al., 2010). Several reading and mat -- Social/Emotional. Early intervention services and parental supports encourage healthy attachment between parents and D/HH babies (Ferrell et al., 2014 -- Moeller, 2007). Stika et al. (2015) discussed the connection between language delays and poor social-em -- Interventions for Elementary D/HH Students -- Communication/Language.Strong communication and language skills are critical to academic success. Instruction is built upon language skills. Deficits in language or communication can lead to widespread delays in content comprehension and increased impuls -- Academics.The core of academic learning is language. Eventual content learning relies heavily on literacy skills. Much of the literature in the field of deaf education focuses on literacy. Unfortunately, literacy outcomes for D/HH students have remained -- Social/Emotional. Ferrell et al. (2014) note that a large number of D/HH students leave P-12 school lacking independence, demonstrating decreased employability, or having difficulty maintaining employment. Teachers should focus on providing programming th -- Interventions for Secondary D/HH Students.

Communication/Language.The Expanded Common Core for Students who are Deaf or Hard of Hearing addresses the comprehensive development of communication in children who are D/HH through the inclusion of receptive and expressive communication skills. Additio -- Academics.Existing research related to the needs of middle and high school students focuses on the skills of literacy (phonological awareness, decoding/word recognition, vocabulary, fluency, comprehension, and composition) and not language development. S -- Social/Emotional.Life-skills instruction focuses on teaching students the skills needed for postsecondary independent living (e.g., cooking, budgeting, safety, and purchasing). Little research exists to provide guidance to teachers in life-skills instruc -- Deafness with additional disabilities -- Impact on Communication Skill Development -- Impact on Life-Skill Development -- Conclusion -- References -- Chapter 5: Interventions for Students with Visual Impairments -- Incidental Learning -- Historical Advancements in Interventions for Students with Visual Impairments Still in Effect Today -- Goals of the National Agenda -- Introducing the ECC for Students with Visual Impairments -- Early Intervention for Students with Visual Impairments.Also, the importance of early intervention in the areas and components of the ECC outlined in Table 2 cannot be overstated. Instructional interventions for learners of all ages with visual impairmen -- Ongoing School-age and Transition-age Interventions for Students with Visual Impairments.The importance of ongoing instructional interventions that include the areas and components of the ECC during the school-age and transition-age years cannot be ove.

Working Collaboratively with Other School Personnel to Support the

ECC.Often, students who are visually impaired are included in general education or specialized classrooms with school professionals who may not have highly specialized training in teachin.

Sommario/riassunto	Interventions in special education are results of advocacy, legislation, litigation, research, and trends. Since interventions come in many forms, they represent multidimensional viewpoints and perspectives and need to be handled with professional care, integrity, fidelity. This book highlights the fact there are skill-sets needed to work with divergent disability categories. The chapters begin with introducing readers to contextual bases of interventions for learners with disabilities and end with futuristic perspectives that go beyond tradition. Other chapters focus on students with learning disabilities, emotional and behavioral disorders, and intellectual disabilities. Additional chapters focus on students who are deaf and hard of hearing, and students with visual impairments, autism, severe disabilities, traumatic brain injury, speech and language impairments, and physical and other health impairments. This volume presents the voices of leaders in the field of special education and addresses critical issues related to identification, assessment, labeling, placement, and instruction. Furthermore, it responds to what makes special education (3z (Bspecial. (3y (B Not only does this volume present historical contexts, it also authenticates the legitimacy of helping all learners to maximize their fullest potential, the real essence of special education. To a large extent, this book will be an excellent resource for undergraduate and graduate students, regular educators, special educators, educator preparation professionals, researchers, scholars, and practitioners.