The category of learning disabilities continues to be among the most contentious in special education. Much of the debate and dissent emanates from a lack of understanding about its basic nature. The failure to evolve a comprehensive and unified perspective about the nature of learning disabilities has resulted in the concept being lost. The loss is best illustrated through the failure to answer this seemingly simple question: What is a learning disability? Using historical, empirical, theoretical, conceptual, and philosophical analyses, this volume explores a number of problems and issues facing the field of learning disabilities. The chapters cover historical influences, definitional problems, primary characteristics, assessment practices, theoretical development, major themes, research and measurement models, and long-term outcomes. The goal is to explicate the nature of learning disabilities by analyzing what it was supposed to be, what it has become, and what it might be. A predominant theme running through this text is the necessity for the field of learning disabilities to regain integrity by recapturing its essence.

Children with developmental disabilities inhabit a gray zone: they live and learn under normal conditions in some aspects of their lives, while their “inconvenient brains” present a range of challenges in other school and life contexts. Dr. Martha Bridge Denckla provides parents and educators with general knowledge, research findings, and practical recommendations about a variety of these developmental conditions, including dyslexia, dyscalculia, ADHD, autism spectrum disorder, problems with motor coordination, and executive dysfunction. Inspired by her efforts to explain these conditions to parents over 45 years of clinical practice, she provides a science-based understanding of the issues in an accessible format. She uses the science of cognitive and behavioral neurology to help readers understand how the interrelationships of brain, environment, and behavior produce these developmental disorders, and to provide a basis for parenting and education programs based upon understanding how variations in brain development should guide plans for what is taught when to whom. Such developmentally appropriate, evidence-based, differentiated instruction within general education can diminish the demand for separate special education, and will thus serve all kinds of brains, whether “typical” or
This book addresses every aspect of learning disabilities, from assessment, definition, and characteristics through specific strategies for individual disorders. Based on a multi-theoretical foundation, the new edition of *Students with Learning Disabilities* integrates numerous philosophical and practical perspectives into a supportive framework of best practices for diagnosis and intervention. A clear presentation of non-teaching factors and their affect upon teaching success explores such topics as homework, class size, parental involvement, and curriculum design. There have also been coverage expansions in topics such as cultural diversity, learning strategies, social skills training, affective development, phonological awareness development, successful transition factors, effective assessment, and teaching strategies. The coverage of social-emotional problems of LD students includes discussions of the use of socio-metric measures -- such as peer status -- in assessment and planning. An updated reference section also helps familiarize readers with the latest available resources. By providing practical strategies, *Students with Learning Disabilities* is a valuable book for any parent, teacher, or school administrator who must learn to cope with LD students.

The seventh edition of this popular text about learning disabilities offers comprehensive coverage and a balanced approach of all of the varying theories and practices in the field--educational, medical, and psychological--incorporating assessment, definition, characteristics, and strategies—all to help readers develop their own personal perspective. It presents equal treatment to information about the characteristics, definitions, causes, and controversies of learning disabilities, with each researched-based topic clearly designed to support both diagnosis and intervention. Throughout the text, “best practices” have been identified through thorough research and practical examples. Revised to include the latest research and recent developments, the seventh edition reflects the latest trends in the field of learning disabilities. Current and classic, *Students with Learning Disabilities, Seventh Edition* will stimulate and interest its readers about the nature and needs of individuals with learning disabilities. New to the seventh edition: Reflects the recent changes and trends in learning disabilities including current issues in this dynamic and expanding field. Now features current information on the 2004 Reauthorization of IDEA and the 2006 Code of Federal Regulations. A new chapter on ADHD and other related cognitive disabilities—including information about intellectual disabilities and autism. Special pedagogical and boxed features have been added throughout the text—Focus on the Law, Personal Perspectives, and Learning Tips. A strong focus on how to teach and manage students with learning disabilities. Revised, updated, and increased coverage of: cultural diversity, Responsiveness to Intervention techniques for identifying students with LD, effective practices to prevent and remediate reading difficulties, and includes more effective assessment strategies and teaching practices in the academic areas based on the most current research.

This book provides a clear understanding of the characteristics, causes, prevalence and approaches to evaluation of learning disabilities and other developmental disorders. Addresses various perspectives and issues related to learning disabilities. This book includes chapters: Inclusion and Students with Learning Disabilities; Reading Instruction and Students with Learning Disabilities; Written Instruction and Students with Learning Disabilities; and Mathematics Instruction and Students with Learning Disabilities. "A helpful resource for those undertaking studies in learning disabilities at all levels. I shall definitely be recommending it to my students!" - John Boarder, Bangor University "This book provides a valuable and innovative contribution to the field of Learning Disabilities." - Logan Parumal, University of Manchester

Key Concepts in Learning Disabilities is a handy guide to the topics you need to know about whether studying or working in the field of Learning Disabilities. The A-Z format allows you to “dip in” and quickly find relevant information on topics ranging from Autism to Rights and from Advocacy to Challenging Behaviours. Each entry features: - a snapshot definition of the concept; - a broader discussion of the main issues and applications to practice; - key points; - a case study, and - signposts to further reading. Key Concepts in Learning Disabilities is an ideal companion to study and particularly useful for those completing academic assignments as part of training. Written by a team of experienced practitioners and lecturers, the book reflects the multi-disciplinary nature of contemporary practice. In this book, an expert international team looks at all the recently available methods for measuring intelligence in young people. This comprehensive handbook reviews the major theoretical, methodological, and instructional advances that have occurred in the field of learning disabilities. With contributions from leading researchers,
Acces PDF Learning Disabilities And Related Disabilities Strategies For Success

The volume synthesizes a vast body of knowledge on the nature of learning disabilities, their relationship to basic psychological and brain processes, and how students with these difficulties can best be identified and treated. Findings are reviewed on ways to support student performance in specific skill areas—including language arts, math, science, and social studies—as well as general principles of effective instruction that cut across academic domains. Authoritative and up to date, the book also examines the concepts and methods that guide learning disability research and identifies promising directions for future investigation.—Papers presented at the National Conference on Learning Disabilities, held at Bangalore during 21-22 December 1998.

Now in its fourth edition, this definitive and popular introduction to human behaviour in the context of health and illness includes three new chapters, many new contributors and a new co-editor. It is arranged in nine sections to cover the core concepts of psychology and sociology as they apply to medicine.

The life cycle
Development of the person
Society and health
Preventing illness and promoting health
Illness, behaviour and the doctor-patient encounter
Illness and disability
Coping with illness and disability
How do health services work
How do you fit into all this?

Topics presented as self-contained double-page spreads. Cases throughout to reinforce understanding of important concepts. Boxes and discussion points throughout. The authors comprise psychologists, sociologists and doctors. Highly illustrated 48 new contributors New co-editor, Gerry Humphris 3 new chapters: Malnutrition and obesity Urban nature health and well-being LGBT Health

It is important to reaffirm the reality of the learning disabilities (LD) phenomenon as a condition that imposes genuine constraints on a student's ability to function, and not as some chimerical entity defined by an ever-changing political situation. Perceptual, memory, attention, linguistic, social, cognitive and neuropsychological factors are an integral part of LD. By mapping out in great detail and with much new data the acquired knowledge on learning disabilities, both empirical and theoretical, this book unravels many mysteries. This book is a landmark in learning disabilities studies, and it lays down solid foundations for future research and practical intervention in the field.

Addressing many issues—including legal aspects—associated with learning disabilities, this text covers a broad range of perspectives, drawing on contemporary practice, teachings and best available research evidence.

Presents an overview of the education of learning disabled children, covering such topics as early identification and intervention, social and behavioral issues, teaching strategies, and accommodation and support of students.

Already the most impeccably accurate, up-to-the-minute and research-based text on the market, this new edition now gives the reader plenty of classroom context and practical instructional guidance. It includes the latest information on the characteristics of persons with learning disabilities, the causes of learning disabilities, and the most reliable educational interventions for students with LD.

Students will enjoy reading this clearly written, well-organized text, which strikes a perfect balance between foundational information and practical tools that educators can readily use with students. As in previous editions, the most important research and trends in the field are emphasized continually. The Third Edition has been reorganized to include new chapters on eligibility, ADHD, and inclusive practices.

Intervention Research in Learning Disabilities is based on proceedings of the Symposium on Intervention Research sponsored by the Division for Learning Disabilities (DLD) of the Council for Exceptional Children and held at Purdue University, November 14-16, 1988. It presents a wide range of critical issues and insights, both theoretical and practical, related to research with learning disabled individuals. The book is divided into four broad sections: issues in intervention research, academic interventions, social and behavioral interventions, and postsecondary interventions. It considers both present and future directions of such research. Topics explored include variance and verities in learning disability interventions, instruction derived from the strategy deficit model, enhancement of academic performance with mnemonic instruction, the content enhancement model for promoting content acquisition, interactive teaching and learning, social skills training (and an alternative approach to social skills training), the use of schema in research on the problem solving of learning disabled adolescents, and intervention effectiveness at the postsecondary level.

Volume I in the series is a complete reference guide to diagnosing specific learning problems, including a list of behaviors that signal possible learning disabilities. Volume II, Ready to Use Tools & Materials for Remediating Specific Learning Disabilities (0-87628-280-X), provides 230 reproducible activities to remediate problems in reading, language arts, and math in grades...
Learning disabilities are a heterogeneous group of disorders characterized by failure to acquire, retrieve, or use information competently. They are the most severe and chronic form of learning difficulty in children. They can be present at birth or acquired as a result of illness, exposure to toxins, poor nutrition, medical treatment, sociocultural deprivation, or injury. Learning problems typically consist in failure to acquire reading, writing, or math skills, which are traditionally considered core domains. This book explores the epidemiology, neurobiological bases, and diagnostic tools necessary for a comprehensive assessment of children with learning disabilities. It also presents examples of children with specific learning disabilities and explains possible intervention strategies.
undergraduate and graduate courses that address the characteristics of learners with high-prevalence or milder levels of disability, and it is useful as a text for the first specialized course in a special education program. Written by leaders in the field of learning disabilities, this volume addresses various perspectives and issues related to learning disabilities. It includes chapters: Legal Issues and Learning Disabilities; Themes and Dimensions of Learning Disabilities; and, Identification and Assessment of Students with LD. Provides basic consumer health information for teens on identifying, diagnosing, and living with various types of learning disabilities. Includes index, resource information and recommendations for further reading.

Practical, up-to-date guidance on identifying Specific Learning Disability Essentials of Specific Learning Disability Identification provides accessible, authoritative guidance on specific learning disability (SLD), with the most up-to-date information on assessment, identification, interventions, and more. Contributions by leading experts examine multiple theoretical orientations and various identification approaches for dyslexia, dyscalculia, dysgraphia, and other common SLDs. Emphasizing real-world utility, this book provides important information for professionals who work with children and youth at risk; many of the SLD identification practices can be put to work immediately, and the expert coverage offers many strategies and interventions for student support in the classroom. This new second edition has been updated to align with the most current understanding of SLD manifestations, diagnostic assessment, and evidence-based interventions, and includes new material covering nonverbal learning disability, speech-language impairment, general learning difficulties, and differentially diagnosing SLD from other conditions. Early SLD identification and the right kind of help can raise the trajectory of a child's life. This book provides in-depth information to facilitate accurate identification and appropriate intervention to help you help the children in your care.

Understand how SLD manifests in academic performance
Learn theory- and research-based approaches to SLD identification
Examine the latest information about new aspects of SLD determination
Utilize appropriate and effective intervention strategies for student support
If a child's learning disability is caught early, and the correct type of support is provided, that child gets the chance to develop the skills that lead to achievement in school and beyond. As a high-incidence disorder, SLD affects 10-15 percent of the general population, making successful identification an essential skill for those who work with children. Essentials of Specific Learning Disability Identification provides authoritative guidance and practical methods that can help you start changing children's lives today.

Widely regarded as the standard reference in the field, this comprehensive handbook presents state-of-the-art knowledge about the nature and classification of learning disabilities (LD), their causes, and how individuals with these difficulties can be identified and helped to succeed. Best practices are described for supporting student performance in language arts, math, and other content areas. Contributors also identify general principles of effective instruction and review issues in service delivery within response-to-intervention (RTI) frameworks. The book critically examines the concepts and methods that guide LD research and highlights important directions for future investigation.

New to This Edition:
* Incorporates key advances in identifying and remediating LD, with particular attention to the role of RTI.
* Chapters on social cognitive, behavioral genetic, and neurobiological aspects.
* Chapters on adolescents and adults with LD.
* Chapters on spelling instruction, history instruction, and classroom technology applications.
* Chapter synthesizing 21st-century advances in LD research methods, plus chapters on advanced statistical models, single-case designs, and meta-analysis.

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 learning disabled: children, adolescents, and adults. Chapters summarizing research on learning disabilities include coverage of ADHD, memory, language processing, social competence, self-regulation, and brain structures as they apply to learning disabilities. Chapters focusing on instructional aspects of learning disabilities include coverage of teaching literacy, reading comprehension, writing, and mathematics.

Readers will find Learning About Learning Disabilities, Third edition suitable for use...
Access PDF Learning Disabilities And Related Disabilities Strategies For Success

Reviews from previous editions:
- "An undergraduate text that strikes a careful balance between the intellectual (psychological) and practical aspects of learning disabilities." — BOOK NEWS, INC.
- "This text provides a balanced focus on both the conceptual and practical aspects of learning disabilities. Its research coverage is more comprehensive and of greater depth than any other LD textbook, and it is distinctive in its treatment of such important areas as consultation skills and service delivery." — CHILD ASSESSMENT NEWS
- "Learning About Learning Disabilities provides a broad overview of some important issues in relation to the education and development of pupils with learning disabilities. Wong has succeeded in providing detailed descriptions and comments within a book which covers a broad range of topics. Without exception the chapters are clearly written and accessible, and many provide the reader with challenging ideas and practical suggestions." — BRITISH JOURNAL OF SPECIAL EDUCATION

* Provides a balanced focus on both the conceptual and the practical aspects of learning disabilities.
* Research coverage more comprehensive and of greater depth than any other textbook about learning disabilities.
* The work is distinctive in its treatment of such important areas as consultation skills and service delivery.

The authors bring together the relevant theory for social workers, nurses, teachers and others working with people with learning disabilities. Using jargon-free explanations and case examples, they present the information needed to inform good practice.

[The book] is an introductory text, written for both undergraduate and graduate students who are taking a first course in learning disabilities. It is designed to provide a view of the field of learning disabilities for present and future special teachers, regular teachers, school psychologists, administrators, language pathologists, counselors, and related professionals preparing to work with individuals with learning disabilities.

This book is particularly designed for both preservice and inservice regular classroom teachers who are often responsible for teaching students with learning disabilities in their classrooms. In addition, the text can serve parents seeking necessary background information to better understand the problems their children face. Teachers need to understand the diverse theoretical approaches to the field, have knowledge of assessment procedures, possess skill in the art of clinical teaching, and develop familiarity with teaching techniques and materials.

- Pref.

Discusses the symptoms and treatment of learning disabilities while offering strategies for helping children succeed.