
Learning Disabilities: Carolyne S Ryan 2017-11-29 Learning disabilities are conditions that are associated with difficulties in knowledge and skill acquisition to the level expected of same-age peers. The current book is an international examination of assessment methods, preventative measures, intervention, and research with those individuals with learning difficulties obtained from authors in the United States of America, Europe, Asia, and Africa.

Current Perspectives on Learning Disabilities—Sandra A. Burdick 2004 This book addresses prominent trends in the current perspectives on learning disabilities volume 16 advances in special education. It offers an understanding of the early identification and intervention of learning disabilities which can positively impact a child’s academic performance. It is making achievements to present understandings and perspectives of learning disability which may even lead an older student to struggle with poor grades, low self-esteem, loss of interest in higher education, and reduced employment. The book presents current knowledge based on information from sources of learning disabilities in the current perspectives on learning disabilities volume 16 advances in special education, as one of the most energetic sellers here will unconditionally be among the best options to review. The book illuminates the contributions of neuro-science and neuropsychology to learning disability identification and assessment and identification of learning disabilities? What role does neurocognitive science play in designing question-and-answer format—from leading scholars about the contributions of neuroscience and neuropsychology on the early identification and intervention of learning disabilities over the last 20 years. With contributions from leading researchers, the volume synthesizes a powerful 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.

Perspectives on Learning Disabilities in India—Kumila Thapa 2007-09-15 Learning disabilities (LD) remain one of the least understood and most debated disabilities affecting children. Perspectives on Learning Disabilities in India: Current Practices and Prospects showcases how researchers and practitioners in the country have evolved strategies to resolve the fundamental questions related to LDs, while focusing on marginalized and disadvantaged groups. It not only highlights the basic issues and controversies in this field but also provides innovative, theory-driven approaches to the assessment and remediation of LDs. It also emphasizes the role of learning disability research in the development of evidence-based practices. The book offers a rich overview of ways to proceed in case of LDs, thus making it a must-read for researchers, experts, and practitioners associated with LDs. It offers a rich set of practical guidelines and expert contributions for professional and researchers. Teachers and school counselors can facilitate the formulation of a research agenda and services for people with LDs in India, where research and practice in the field is still at a nascent stage.

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Handbook of Learning Disabilities, First Edition—H. Lee Swanson 2005-11-30 This comprehensive handbook reviews the current status of learning disabilities research and practice. The editors have gathered key experts who have evolved strategies to resolve the fundamental questions related to LDs, while focusing on marginalized and disadvantaged groups. It not only highlights the basic issues and controversies in this field but also provides innovative, theory-driven approaches to the assessment and remediation of LDs. It also emphasizes the role of learning disability research in the development of evidence-based practices. The book offers a rich overview of ways to proceed in case of LDs, thus making it a must-read for researchers, experts, and practitioners associated with LDs. It offers a rich set of practical guidelines and expert contributions for professional and researchers. Teachers and school counselors can facilitate the formulation of a research agenda and services for people with LDs in India, where research and practice in the field is still at a nascent stage.

Current Perspectives on Learning Disabilities—Sandra Burdick 2004-11-15 Addressing prominent trends in learning disabilities, this book presents information on forces outside of the school that impact the field of learning disabilities, such as advances in evaluation and testing, diagnostic imaging of the functioning brain, evolving ways of conceptualizing learning disabilities that include multiple intelligences, as well as challenges to conventional views of intelligence and new federal laws that place performance demands upon schools. Additionally, instructional best practice approaches and new technology is provided to understand new areas of research and practice. It presents different perspectives on “the state of the art” in learning disabilities, documenting both commonalities and differences across countries. Taken together, the chapters provide a comprehensive and informative picture of learning disabilities.

Disability Research and Policy—Richard J. Morris 2006-04-21 This book is based on research and scholarship presented recently at the Mayflower Conference on May 13-15, 2004, held at the University of Arizona. The chapters are divided into two major sections: 1) Disability Research Areas and 2) Disability Policy Areas. The first section addresses research on the many aspects of disability which have occurred over the course of history. The second section critically examines various public policy and legal areas that impact the daily lives of many persons having a disability.

Research and Global Perspectives in Learning Disabilities—Daniel P. Hudak 2001-03-01 This volume honors the memory of the late Daniel P. Hudak. The editors of this book are leaders in the field of learning disabilities in Kenya, the country from which Dr. Hudak received his doctorate. This volume is dedicated to the memory of Daniel P. Hudak, and his many accomplishments. His influence on special education in Kenya, and is aligned with the current CEC standards. Teaching Applications: presents the strongest coverage available for assessment and testing, diagnostic imaging of the functioning brain, evolving ways of conceptualizing learning disabilities that include multiple intelligences, as well as challenges to conventional views of intelligence and new federal laws that place performance demands upon schools. Additionally, instructional best practice approaches and new technology is provided to understand new areas of research and practice. It presents different perspectives on “the state of the art” in learning disabilities, documenting both commonalities and differences across countries. Taken together, the chapters provide a comprehensive and informative picture of learning disabilities.

Neuropsychological Perspectives on Learning Disabilities in the Era of RTI—Eileen Fletcher-Janzen 2010-06-01 An insightful look at the role of neuropsychology and neuropsychology as it relates to Response to Intervention (RTI). Neuropsychological Perspectives on Learning Disabilities in the Era of RTI is a revolutionary new volume presenting the latest research—in conjunction with contributors to the Handbook of Learning Disabilities (HLD) and in conjunction with contributors to the Handbook of Learning Disabilities (HLD). The editors of this book are leaders in the field of learning disabilities in Kenya, the country from which Dr. Hudak received his doctorate. This volume is dedicated to the memory of Daniel P. Hudak, and his many accomplishments. His influence on special education in Kenya, and is aligned with the current CEC standards. Teaching Applications: presents the strongest coverage available for assessment and testing, diagnostic imaging of the functioning brain, evolving ways of conceptualizing learning disabilities that include multiple intelligences, as well as challenges to conventional views of intelligence and new federal laws that place performance demands upon schools. Additionally, instructional best practice approaches and new technology is provided to understand new areas of research and practice. It presents different perspectives on “the state of the art” in learning disabilities, documenting both commonalities and differences across countries. Taken together, the chapters provide a comprehensive and informative picture of learning disabilities.

Child Study Research—Genevieve Clapp 1989

Cognitive and Intellectual Disabilities—Stephen B. Richards 2014-09-15 Cognitive and Intellectual Disabilities: Historical Perspectives, Current Practices, and Future Directions provides through coverage of the causes and characteristics of cognitive and intellectual disabilities (formerly known as mental retardation) as well as detailed directions for the validated interventions in the field. The book includes chapters that offers students and instructors learning objectives, additional activities, discussion questions, and practice tests for each chapter of the book. An up-to-date volume that reflects the terminology and criteria of the DSM-5 and is aligned with the current CEC standards. Teaching Applications: presents the strongest coverage available in any introductory text on instructional issues and applications for teaching students with cognitive and intellectual disabilities. A unique chapter on "Future issues" that explores the philosophical, social, legal, educational, and ethical issues that professionals and people with intellectual disabilities face.
Current Perspectives on Vocabulary Learning and Teaching—Nury Alpayi 2020-07-13 This book brings together current perspectives and up-to-date research on vocabulary teaching and the learning of a foreign or second language. It covers important issues in the field, including the role of the language teacher, specific strategies for vocabulary instruction, and the role of technology in vocabulary learning. The book also provides a comprehensive overview of the research on vocabulary learning and teaching, and discusses the implications for future research.

Adolescent Behavior Problems—Michel Hersen 2000-02 There was a time when adolescent problems were considered the steppingstone to adult problems. This book is an advanced textbook designed for teachers, and it is divided into two chapters: one on the field of learning disability and the other on students' studying topics related to learning disabilities. It meets the perceived needs of professionals and students who are working in the field of learning disability and other students studying topics related to learning disabilities. This book is aimed primarily at occupational therapy students, but will be of use to practitioners working in the field of learning disability and other students studying topics related to learning disabilities. It offers occupational therapy professionals a valuable resource for the future of learning disability and other students studying topics related to learning disabilities.

Learning About Learning Disabilities—Bernice Wong 2011-03 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 offers new material, keeping the chapters up to date in this fast-moving field. With new contributors, and new chapters, this book is comprehensive and thorough, with sections encompassing the research aspects of learning disabilities, the instructional aspects of learning disabilities, and the practical aspects of learning disabilities. It meets the perceived needs of professionals and students who are working in the field of learning disability and other students studying topics related to learning disabilities. The book reflects current educational demands and expectations in line with professional practice. There are detailed and specific chapters for service users with a learning disability. Informative text supported by reflective activities. Reflects changes in educational provision subsequent to the 2011 Education Act. Fresh advice on further reading. Offers occupational therapy focus on issues that are relevant to other health professionals.

Contemporary Intervention Research in Learning Disabilities—H. Lee Swanson 2013-01-16 Widely regarded as the standard text in the field, this book offers a comprehensive and current research-based introduction to learning disabilities. It reflects the current state of the field and provides a balanced perspective on the research literature. The book is organized into three sections: the research aspects of learning disabilities, the instructional aspects of learning disabilities, and the practical aspects of learning disabilities. The book includes numerous case illustrations. It is intended to ease the task faced by researchers, instructors, and students who are confronted by the vast amount of knowledge in the field, and to help them make sense of it. The book's organization is based on the research-to-practice gap and addresses the need for a better understanding of the field. The book is designed to help students and professionals to think about the research in a more critical and systematic way. The book provides a comprehensive overview of research on learning disabilities, and it includes a wide range of research methods and statistical models, single-case designs, and meta-analysis. *Chapter synthesizing 21st-century advances in LD research methods, plus chapters on advanced statistical methods, single-case designs, and meta-analysis.

Handbook of Learning Disabilities, Second Edition—H. Lee Swanson 2013-01-16 Widely regarded as the standard text in the field, this book offers a comprehensive and current research-based introduction to learning disabilities. It reflects the current state of the field and provides a balanced perspective on the research literature. The book is organized into three sections: the research aspects of learning disabilities, the instructional aspects of learning disabilities, and the practical aspects of learning disabilities. The book includes numerous case illustrations. It is intended to ease the task faced by researchers, instructors, and students who are confronted by the vast amount of knowledge in the field, and to help them make sense of it. The book's organization is based on the research-to-practice gap and addresses the need for a better understanding of the field. The book is designed to help students and professionals to think about the research in a more critical and systematic way. The book provides a comprehensive overview of research on learning disabilities, and it includes a wide range of research methods and statistical models, single-case designs, and meta-analysis. *Chapter synthesizing 21st-century advances in LD research methods, plus chapters on advanced statistical methods, single-case designs, and meta-analysis.

Diagnosing Learning Disorders, Third Edition—Bruce F. Pennington 2011-11-29 A definitive reference—recently revised with 70% new material—this book presents cutting-edge knowledge on how learning disorders develop and how to diagnose and treat them effectively. In addition to dyslexia and mathematics disabilities, the book covers speech and language disorders, attention-deficit/hyperactivity disorder, autism spectrum disorder, and intellectual disability. Accessibly written, it is grounded in genetics, neuroscience, and developmental neuropsychology. Clinicians and educators are guided to make sense of children's impairments and strengths and make sound diagnostic decisions. Best practices in intervention are reviewed. User-friendly features include case examples, chapters on common childhood memory tables, and a chapter on how to work with parents to reflect major theoretical, empirical, and technological advances. *Chapters on etiology, brain development, and history. *Chapters on DSM-5 diagnosis of specific learning disorder, evidence-based assessment, and achievement gaps.

Occupational Therapy for People with Learning Disabilities—Debra Jones 2008-11-01 This book is aimed primarily at occupational therapy students and practitioners who work with adults with learning disabilities. It provides a comprehensive and current research-based introduction to learning disabilities. The book is organized into three sections: the research aspects of learning disabilities, the instructional aspects of learning disabilities, and the practical aspects of learning disabilities. The book includes numerous case illustrations. It is intended to ease the task faced by researchers, instructors, and students who are confronted by the vast amount of knowledge in the field, and to help them make sense of it. The book's organization is based on the research-to-practice gap and addresses the need for a better understanding of the field. The book is designed to help students and professionals to think about the research in a more critical and systematic way. The book provides a comprehensive overview of research on learning disabilities, and it includes a wide range of research methods and statistical models, single-case designs, and meta-analysis. *Chapter synthesizing 21st-century advances in LD research methods, plus chapters on advanced statistical methods, single-case designs, and meta-analysis.

Theorising Special Education—Catherine Clark 1998 This field of special education has been through marked changes in recent years with the emergence of notions such as ‘inclusive schooling’ and ‘ entitlement curriculum’. This book brings together contributions from the UK and beyond.

Learning About Learning Disabilities—Pr-Zen Wong 2014-05-15 This is the first textbook to give equal attention to the intellectual, conceptual, and practical aspects of learning disabilities. It reflects the current state of the field and provides a balanced perspective on the research literature. The book is organized into three sections: the research aspects of learning disabilities, the instructional aspects of learning disabilities, and the practical aspects of learning disabilities. The book includes numerous case illustrations. It is intended to ease the task faced by researchers, instructors, and students who are confronted by the vast amount of knowledge in the field, and to help them make sense of it. The book's organization is based on the research-to-practice gap and addresses the need for a better understanding of the field. The book is designed to help students and professionals to think about the research in a more critical and systematic way. The book provides a comprehensive overview of research on learning disabilities, and it includes a wide range of research methods and statistical models, single-case designs, and meta-analysis. *Chapter synthesizing 21st-century advances in LD research methods, plus chapters on advanced statistical methods, single-case designs, and meta-analysis.

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Integrating Digital Technology in Education—B. Po-Zen Wong 2011-03-19 This is the first textbook to give equal attention to the intellectual, conceptual, and practical aspects of learning disabilities. It reflects the current state of the field and provides a balanced perspective on the research literature. The book is organized into three sections: the research aspects of learning disabilities, the instructional aspects of learning disabilities, and the practical aspects of learning disabilities. The book includes numerous case illustrations. It is intended to ease the task faced by researchers, instructors, and students who are confronted by the vast amount of knowledge in the field, and to help them make sense of it. The book's organization is based on the research-to-practice gap and addresses the need for a better understanding of the field. The book is designed to help students and professionals to think about the research in a more critical and systematic way. The book provides a comprehensive overview of research on learning disabilities, and it includes a wide range of research methods and statistical models, single-case designs, and meta-analysis. *Chapter synthesizing 21st-century advances in LD research methods, plus chapters on advanced statistical methods, single-case designs, and meta-analysis.

Behavioral Disorders—Jeffrey P. Bakken 2012-01-04 Addresses the perspectives and issues related to behavioral disorders and involves leaders in the behaviour disorders field. This book addresses such topics as: social skills training, effective instruction, response-to-intervention, transition, technology finally ending with working families, and teacher preparation.

Advances in Child Development and Behavior is a series that focuses on the topic of child development, exploring the latest research and developments in the field. It is aimed at researchers, educators, and practitioners in the field of psychology and related disciplines. This volume covers a range of topics, including the development and use of visual displays, and explores the potential benefits and challenges of using visual displays in the classroom.