



Teaching Mildly Retarded Children in the Regular Classroom

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Teaching Mildly Retarded Children In The Regular Classroom

Lilian Katz



Teaching Mildly Retarded Children In The Regular Classroom:

Teaching Mildly Retarded Children in the Regular Classroom Martin Henley, 1985 Although mild retardation is generally assumed to be an inherited trait socio cultural factors such as deprived cultural environment health threatening conditions and school labeling processes exacerbate the problems of the learning disabled child In this booklet the causes of mental retardation are considered and techniques and strategies are recommended for teaching the mildly retarded child in the regular classroom Suggestions are made for effectively diagnosing individual difficulties and assessing the needs of the student Teaching strategies are described that have proved effective with mildly retarded children Case studies are presented illustrating how these strategies were used to develop the potentials inherent in four different learning disabled students JD *The At-Risk Student* Evelyn Hunt Ogden, Vito Germinario, 1994-03-28 An excellent resource that should be on the desk of every student assistant professional as well as every administrator It gives step by step procedures in identifying high risk students who are a challenge for our schools **Research in Education**, 1973 *Resources in Education*, 1988-10 Restructuring Personnel Selection Frederick C. Wendel, Ronald Joekel, 1991 *Alternative Education* V.k.rao, 2008 *Restructuring Beginning Reading with the Reading Recovery Approach* Gay Su Pinnell, 1991 Suggesting that Reading Recovery belongs on the restructuring agenda of American education this booklet introduces educators and others to how Reading Recovery works how teachers are trained to use the program and how it can be implemented in a school or district Sections of the booklet are Introduction Overview of Reading Recovery How Reading Recovery Works Personnel Roles in Reading Recovery Getting Started and Reading Recovery as a Systematic Intervention RS **Called to Teach** William Yount, 1999-01-01 Written as a textbook for courses on teaching at the college and seminary level Called to Teach actually reaches out to a much wider audience Those considering a teaching career homeschoolers and parents will gain valuable insight and knowledge from Yount's latest book Developmental Disabilities Abstracts, 1978 **Initiating Restructuring at the School Site** Robert J. McCarthy, 1991 **English as a Second Language** Donovan R. Walling, 1993 Frequently asked questions about English as a Second Language ESL instruction are posed and answered Questions address the following the goals of ESL instruction how ESL differs from bilingual education how students needing ESL are identified where interpreters are found the Lau Decision how to find out how much English the student understands the distinction between conversational and academic proficiency in English ESL and age appropriate placement the ESL teacher's role early childhood ESL programs how much ESL is enough how soon ESL students should be mainstreamed dealing with special education needs what regular classroom teachers should do to help ESL students sheltered English the role of bilingual aides ESL students use of their native language in school grade retention and promotion and academic standards parent involvement instructional materials use of instructional technology ESL program funding program recordkeeping ongoing professional training for ESL teachers and ESL inservice education for regular teachers Lists of print materials publishers

and distributors of ESL materials and organizations useful as resources are appended MSE *Adolescent Stress* Mary Colten, 2017-09-29 *Adolescent Stress* concentrates on a range of major problems those of a normal developmental nature as well as those of poor adaptation identified in adolescents

Early Childhood Education Lilian Katz, 1988 **Improving the Textbook Selection Process** M. Jean Young, Charles M. Reigeluth, 1988 This booklet addresses the question of what is wrong with textbooks and then shows how textbooks can be improved through the selection process A conceptual scheme is proposed as the basis of the selection process Specific attributes and features to look for when selecting textbooks based on this conceptual scheme are discussed Five categories of selection criteria are discussed 1 needs analysis 2 subject matter content 3 social content 4 readability and 5 instructional design A 35 item bibliography is included SI

Effective Schools Research Arthur W. Steller, 1988 This booklet presents the concept of school effectiveness the factors associated with effectiveness and supporting research Six factors of school effectiveness are discussed 1 strong instructional leadership by the principal 2 clear instructional focus 3 high expectations and standards 4 safe and orderly climate 5 frequent monitoring of student achievement and 6 active parent involvement Included is a chapter on the current debate surrounding the effective schools movement Fifty four references are included SI

Personalizing Staff Development Judith Christensen, John H. McDonnell, Jay R. Price, Jay Price, 1988 This booklet examines teachers professional development from the standpoint of several recent reform reports particularly the concept of the career ladder A critique of this model serves as a reference point for an alternative approach to professional development called the Career Lattice Model This individualized model for growth in the teaching profession evolved from research on teacher career stages The career lattice is a model that can provide financial empowering and personal incentives and its flexibility provides options for teachers in various stages of their careers It emphasizes collegiality not competition and can be used alone or as part of a career ladder or other career incentive plan Examples are offered of the use of the career lattice model and its strengths and limitations are pointed out JD

Education of Exceptional Children Panda K.C., 1999 This is a basic text on the education of exceptional children covering fundamentals of special education and integrated education for various categories of exceptional children the mentally retarded the hearing handicapped the visually handicapped the learning disabled the slow learner the emotionally disturbed the speech and language handicapped the physically handicapped the gifted and the socially disadvantaged It also covers the genesis of the special education movement in our country policies and programmes critical issues and innovations the rights of the disabled manpower development avenues and research perspectives in education of exceptional children

Integrating the Trans-national/cultural Dimension Seymour Fersh, 1993 Describes the why s and how s of multicultural education

Gay Teens at Risk Donovan R. Walling, 1993 Guide for educators on understanding and working with teenage homosexuals

Eliminating Procrastination Without Putting it Off Ross Van Ness, 1988

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