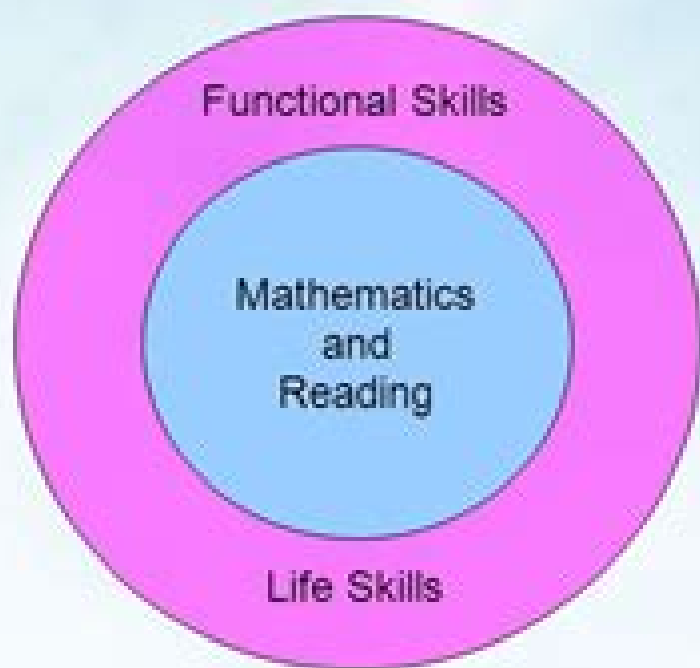


Approaches to Teaching Adolescents With Learning Disabilities/Related Mild Disabilities



Teaching Adolescents With Mild Disabilities

**Tom E. C. Smith, David Michael
Finn, Carol Ammons Dowdy**



Teaching Adolescents With Mild Disabilities:

Teaching Adolescents with Mild Disabilities Jennifer M. Platt, Judy L. Olson, 1997 Today's young people face an ever increasing number of tough issues and dilemmas and for adolescents with mild disabilities these obstacles can seem even more daunting. This comprehensive and readable book addresses the specific needs of adolescents with mild disabilities and thoroughly prepares middle and high school special educators for their role in the education of these students. Authors Jennifer M. Platt and Judy L. Olson draw on their years of experience as regular and special educators as well as an extensive research base to provide practical and effective strategies for teaching career and vocational preparation, motivation, academic content, communication and collaboration, school survival and study skills, transition planning, cognitive skills and work-related social skills.

Learning Strategies for Adolescents with Mild Disabilities Greg Conderman, Kara Koman, Mary Schibelka, Karen Higgin, Cody Cooper, Jordyn Butler, 2013 Learning strategy instruction is an evidence-based practice for teaching adolescents with mild disabilities. However, researchers have not developed strategies for every content area or skill. Therefore, teachers need to be able to develop strategies based on the needs of their students. This article reviews the process for developing and teaching learning strategies and highlights strategies developed by four preservice special education candidates for their middle and high school students with mild disabilities.

Teaching Students with Mild Disabilities Tom E. C. Smith, David Michael Finn, Carol Ammons Dowdy, 1993

Teaching Learners with Mild Disabilities Ruth Lyn Meese, 2001 Uses the activities of fictional educators and students to explore and apply the lessons of recent research to everyday classroom instruction.

Teaching Students with Mild Disabilities at the Secondary Level Edward James Sabornie, Laurie Ungerleider DeBettencourt, 1997 This practical new book focuses attention on a group of learners with unique needs and characteristics: adolescents with disabilities. It describes the wealth of research-proven instructional methods available to address the learning and behavioral problems typical of adolescent learners with such conditions as learning disabilities, behavioral disorders, and mild mental retardation. A cross-categorical focus is used, and a solid grounding in current research ensures the techniques advocated have a proven track record. The authors' straightforward writing style and minimal use of jargon make all material accessible and understandable to users. Each content area chapter, in addition to presenting techniques for use in special education classes, explores ways in which teachers of adolescents with disabilities can use the material in general education classrooms as well. Specific methods for use with specific groups of adolescents with mild disabilities are included wherever applicable, for example, cognitive strategies for use with students identified as learning disabled.

For educators [Resources in Education](#), 1999

Teaching Students with Moderate and Severe Disabilities Diane M. Browder, Fred Spooner, Ginevra R. Courtade, and Contributors, 2020-03-04 For years the text of choice for developing excellence as a teacher of K-12 students with moderate and severe disabilities, this clearly written work has now been revised and updated. Chapters provide step-by-step procedures

for designing standards based individualized education plans and evaluating and enhancing student progress Methods and materials for teaching literacy mathematics science and social studies are described in depth The book also describes effective ways to build functional daily living skills User friendly features include extensive vignettes and classroom examples end of chapter application exercises and reproducible planning and assessment tools Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size Subject Areas Key words special education children adolescents special needs learners disabled moderately severely developmental disorders academic interventions academic skills life skills intellectual disability cerebral palsy autism spectrum disorders learning disabilities physical disabilities inclusion classrooms systematic instruction special educators teachers literacy reading mathematics textbooks texts Audience Students in special education and school psychology K 12 special educators school psychologists reading specialists classroom teachers and administrators *Handbook of Special Education* James M. Kauffman, Daniel P. Hallahan, 2011-05-15 Special education is now an established part of public education in the United States by law and by custom However it is still widely misunderstood and continues to be dogged by controversies related to such things as categorization grouping assessment placement funding instruction and a variety of legal issues The purpose of this 13 part 57 chapter handbook is to help profile and bring greater clarity to this sprawling and growing field To ensure consistency across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research Key features include Comprehensive Coverage Fifty seven chapters cover all aspects of special education in the United States including cultural and international comparisons Issues Trends In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research chapter authors discuss issues related to practice and reflect on trends in thinking Categorical Chapters In order to provide a comprehensive and comparative treatment of the twelve categorical chapters in section IV chapter authors were asked to follow a consistent outline Definition Causal Factors Identification Behavioral Characteristics Assessment Educational Programming and Trends and Issues Expertise Edited by two of the most accomplished scholars in special education chapter authors include a carefully chosen mixture of established and rising young stars in the field This book is an appropriate reference volume for anyone researchers scholars graduate students practitioners policy makers and parents interested in the state of special education today its research base current issues and practices and future trends It is also appropriate as a textbook for graduate level courses in special education STEAM Meets Story Gloria D. Campbell-Whatley, Diane Rodríguez, Jugnu Agrawal, 2021-06-11 This innovative STEAM guide will help general and special education teachers to increase effective instruction with adolescents grades 5 10 The authors show teachers how to link STEM concepts with popular fiction and film selections as a catalyst to launch student interactions discussions projects and investigations This approach will promote problem solving and reasoning skills by initiating the scientific process rather than

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