

TEACHING THE 'SLOW' LEARNER IN THE SPECIAL SCHOOL

Edited by
M. F. Cleugh

MARY F. CLEUGH ON TEACHING
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DIFFERENCES

Teaching The Slow Learner In The Special School



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Teaching The Slow Learner In The Special School:

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Teaching the 'Slow' Learner in the Secondary School M. F. Cleugh, 2021-05-30 This book is a re issue originally published in 1961 The language used is a reflection of its era and no offence is meant by the Publishers to any reader by this re publication Dr Cleugh was in charge of the course for teachers of so called educationally sub normal children at the University of London Institute of Education The three volumes of this work which at the time took their place as complete and up to date guides to the subjects they cover were written by practising teachers who had passed through the Institute s course and they cover every part of the curriculum from the point of view of the slow learner This volume focuses on the secondary school *Teaching the Slow Learner in the Special School. (2. Teaching the Slow Learner in the Primary School. 3. Teaching the Slow Learner in the Secondary School.) Edited by M.F. Cleugh* Mary Frances Cleugh, 1961 Mary F. Cleugh on Teaching Children with Learning Differences Mary Frances Cleugh, 2022-07-30 Dr Mary Frances Cleugh 1913 1986 was a philosopher and educationalist She worked for many years at the University of London Institute of Education where she led a 1 year course for teachers of ESN children Originally published in 1961 the three volumes of this work which at the time took their place as complete and up to date guides to the subjects they cover were written by former students now practicing teachers who had passed through the Institute s course The volumes each in a different setting cover every part of the curriculum from the point of view of the slow learner These books are re issues originally published in 1961 The language used is a reflection of its era and no offence is meant by the Publishers to any reader by this re publication

Curricular Needs of Slow Learners W. K. Brennan, 2018-09-03 First published in 1979 This report discusses the existing practices of over 500 primary secondary and special schools with their special needs pupils The study outlines the variety of provisions facilities and equipment in the schools and the extent of use with slow learners It maps out the curricular activities in many organisational contexts and across all subject areas and discusses comparative strengths and

weaknesses It relates the findings to the problems of improving the quality of education offered to slow learning pupils suggesting areas where improvement is needed and outlining possible new approaches *Teaching the Slow Learner in the Special School ; Edited by M.F. Cleugh ,1961* **Let Us Look at Slow Learning Children** Amy A. Allen,Ohio. Division of Special Education,1949 *Routledge Library Editions: Special Educational Needs* Various,2021-07-29 This set of 62 volumes originally published between 1951 and 1999 amalgamates a wide breadth of literature on Special Educational Needs with a particular focus on inclusivity class management and curriculum theory This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject how it has evolved over time and will be of particular interest to students of Education and those undertaking teaching qualifications **Emerging Technologies to Enhance Learning among Slow Learners** Dr. R. Gnanadevan and Dr. R. Babu,2019-04-08 Information technology IT has become a vital and integral part of every business plan Technology has the ability to enhance relationships between teachers and students When teachers effectively integrate technology into subject areas teachers grow into roles of adviser content expert and coach Technology helps make teaching and learning more meaningful and fun From multi national corporations who maintain mainframe systems and databases to small businesses that own a single computer IT plays a role The reasons for the omnipresent use of computer technology in business can best be determined by looking at how it is being used across the business world **Shaping the Education of Slow Learners** W. K. Brennan,2018-09-03 First published in 1974 This book defines the slow learner identifies the size of the problem presented by them and outlines the responsibility of the ordinary school for their education Then successfully characteristics of slow learners are reviewed and re stated in a way relevant to their education research on the post school experience of slow learners is summarized and related to the curriculum and general curriculum literature is reviewed in presenting a plan for the continuous development of curricula for slow learners consistent with the modern approach to curriculum development **Let Us Teach Slow Learning Children** Ohio. Division of Special Education,Amy A. Allen,1955 The Education of Slow Learning Children A. E. Tansley,R. Gulliford,2018-09-03 Originally published in 1960 The authors of this text examine ways in which both ordinary schools and special needs schools can further develop suitable education for pupils with special needs including improved post school guidance This title aims to provide a guide to teachers in deciding the aims of their teaching and to assist in the planning of their teaching methods **Teaching Physical Education to Children with Special Educational Needs** Philip Vickerman,2007-01-24 Offering practical strategies to include children with SEN fully into physical education this unique title applies the latest research to the practice of inclusion of children with SEN in PE offers an outline of the statutory responsibilities placed upon teachers and schools to include children with SEN covers a diverse range of issues which teachers needs to address in order to provide high quality learning experiences for children with SEN includes a series of reflective tasks further reading and contacts within each chapter Special Educational Needs in Physical Education offers an

opportunity to explore in depth the complexities of including children with SEN in PE This is an extensive resource that requires no reference to alternative texts and is essential reading for all people involved in including children with SEN in PE

Making the Special Schools Ordinary?: Models for the developing special school Derek Baker, Keith Bovair, 1989 This is a two volume set The first volume explores the theory as to how special schools could respond to the many changes with which they are currently faced The second volume carries forward this theme by presenting case studies of real schools real developments not theory that might be replicated or serve as a model in other settings **Certification Requirements for School Personnel** Wesley Earl Armstrong, T. M. Stinnett, 1951 **Children with Disabilities** G. Lokanadha Reddy, Jeyaprabha, Sujathamalini, 2006 Contents Introduction Review of Related Literature Methodology Results and Discussion Summary and Suggestions **A Manual on Certification Requirements for School Personnel in the United States**, 1951 **Hearings** United States. Congress. House. Committee on Appropriations, 1946 **Department of Labor-Federal Security Agency Appropriation Bill for 1946** United States. Congress. House. Committee on Appropriations. Subcommittee on Labor Department and Federal Security Appropriations, 1945

Reviewing **Teaching The Slow Learner In The Special School**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Teaching The Slow Learner In The Special School**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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