



Teaching the  
**Mildly Handicapped**  
in the  
**Regular Classroom**  
Second Edition

Attieck • Lomenstein • Aronson

# Teaching The Mildly Handicapped In The Regular Classroom

**Marcia D. Horne**



## **Teaching The Mildly Handicapped In The Regular Classroom:**

**Teaching the Mildly Handicapped in the Regular Classroom** James Q. Affleck, Sheila Lowenbraun, Anita L. Archer, 1980-01-01      **Teaching Mildly Handicapped Children in Regular Classes** Sheila Lowenbraun, James Q. Affleck, Anita L. Archer, Eugene B. Edgar, Richard S. Neel, 1976      Methods Of Teaching Exceptional Children J. Madhu Bala, 2010 Teacher education is quantitatively marching ahead towards quality education The central and state governments through the NCTE and the Directorates of School Higher Education are rendering their legitimate service in improving the quality of teacher education by formulating and implementing various academic policies and educational programmes Along with these policies and programmes the teacher educators and the prospective teachers teaching and studying in teacher education institutions need good curriculum and quality books Contents Introduction Basic Issues Fundamental Elements The Disadvantaged Mentally Disabled Children Socially Backward Children Slow Learning Specific Provisions New Experiments Integrated Streams Training the Teachers Talented Children Research Work Assessment of Research Official Policies Programme of Action Young Criminals Conclusion      *Developmental Disabilities Abstracts* ,1978      **Teaching Students with Mild Disabilities** Tom E. C. Smith, David Michael Finn, Carol Ammons Dowdy, 1993      **Teaching the Mildly Handicapped in the Regular Classroom** John David Reid, William K. Wiener, Project TAMEC., 1979      *Teaching Low Achieving and Disadvantaged Students* Charles H. Hargis, 2006 This new edition updates and expands the previous volume and continues to reflect the concepts and the reasons behind learning and behavior problems of low achieving and disadvantaged students Through the chapters the author describes instructional levels and independent levels emphasizing that success is produced by finding the place on the curriculum for each student at these levels Details and reactions in light of events and experiences of the intervening years is examined outlining assessment procedures to separate real disabilities from school created ones and then describing the educational treatment of each Other topics include the grading system student centered curriculum an alternate perspective on testing and a changed role for the teacher Instructional delivery systems centered on curriculum based assessment and cooperative noncompetitive learning methods are also proposed Designed for classroom teachers as well as administrators the text is the result from the author s role in working with children who are casualties of the educational system as well as his progress in helping to develop a successful alternative public high school      Attitudes Toward Handicapped Students Marcia D. Horne, 2012-12-06 Many handicapped children are now being treated and educated in the mainstream of society Therefore it is important for professionals to be knowledgeable about the attitudes of societal members toward these students This text is a thorough and invaluable sourcebook on how attitudes are formed measured and changed An extensive discussion about professional peer parental and sibling attitudes toward a class or family member and reviewing methodologies for change are provided      Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for Fiscal Year 1990 United States. Congress. Senate.

Committee on Appropriations. Subcommittee on Departments of Labor, Health and Human Services, Education, and Related Agencies,1990      **Resources in Vocational Education** ,1978      **Resources in Education** ,1995-04      Alternative Education V.k.rao,2008      **Equal Educational Opportunity and Nondiscrimination for Students with Disabilities** ,1997 This report focuses on issues relating to the development of individualized education programs for and placement of students who are classified as having mental retardation learning disabilities behavioral disabilities or serious emotional disturbances The U S Commission on Civil Rights examined present day barriers and inequities that deny students with these types of disabilities an equal opportunity to participate in educational programs The report analyzes and evaluates the Office for Civil Right s OCR implementation compliance and enforcement efforts for Section 504 of the Rehabilitation Act It discusses other Federal disability laws such as the Individuals with Disabilities Education Act IDEA and Title II of the Americans with Disabilities Act to the extent that they relate to Section 504      Teaching Mildly Handicapped Children George E. Marsh,Barrie Jo Price,Tom E. C. Smith,1983      **Overseas Employment Opportunities for Educators** ,1993-08 Contains valuable information with regard to recruitment procedure for overseas placement Discusses the qualification standards minimum requirements needed to be considered Provides forms applications B W photos      Teaching the Mildly Handicapped in the Regular Classroom Shirley Jarvis Butler,1987      **Educational Programs that Work** Far West Laboratory for Educational Research and Development,1979      **Focus on Educational Success** ,1980      *Education for All* Robert E. Slavin,1996-01-01 This work is a collection of previously published articles by Robert Slavin The articles trace the evolution over a quarter century of the powerful idea that given well developed rigorously evaluated methods and materials teachers can succeed with virtually all children      **Time and Learning in the Special Education Classroom** Libby Goodman,1990-01-01 Focusing on the relationship between time use and learning results this book explores the instructional processes in special education classrooms The text emphasizes teacher control of time resources at the classroom level instructional management strategies that conserve and enhance instructional time and the efficient and effective use of learning time to enhance student performance outcomes The dual dimensions of time and task are incorporated throughout the text to communicate the essential message that time and the appropriate use of time go hand in hand in the classroom Adequate time alone is a necessary but insufficient condition for maximal learning to occur Time and Learning in the Special Education Classroom strikes a balance between research and application to achieve a scholarly yet readable text relevant for both pre service and in service teachers supervisors principals administrators and teacher educators

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