

TEACHING CHILDREN WITH SEVERE LEARNING DIFFICULTIES

A Radical Reappraisal

Sue Wood and Barbara Shears

ROUTLEDGE LIBRARY EDITIONS:
SPECIAL EDUCATIONAL NEEDS



Teaching Children With Severe Learning Difficulties

**Diane M. Browder, Fred
Spooner, Ginevra R. Courtade, and
Contributors**



Teaching Children With Severe Learning Difficulties:

Teaching Children with Severe Learning Difficulties Sue Wood, Barbara Shears, 2018-09-03 First published in 1986 The teaching of children with severe learning difficulties had received little coherent critical analysis Long held assumptions and implicit beliefs were embedded in curriculum content and teaching methodology thus creating and maintaining handicapping conditions This book raises questions about underlying value judgments relating to the status and rights afforded to children with severe learning difficulties and the implications for education and teaching Possibilities for change are discussed in relation to the curriculum the content of the educational programme and the teacher pupil relationship

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

Teaching Children with Severe Learning Difficulties Peter J. Mittler, 1979

The Education and Care of Children with Severe, Profound and Multiple Learning Disabilities Richard Aird, 2013-12-19 This is a practical guide to managing the whole curriculum for children with severe learning difficulties SLD Crucial guidance and effective strategies are provided on how to reconcile the rights needs and aspirations of such children in light of recent national trends and QCA guidelines

Teaching Pupils with Severe Learning Difficulties Christina Tilstone, 2018-09-03 First published in 1991 This book provides a comprehensive view of the needs of pupils with severe learning difficulties and considers the attitudes of parents teachers administrators and the pupils themselves It offers practical approaches to assessment and curriculum design the management of the classroom environment approaches to classroom evaluation pupils from minority groups collaboration with other professionals integration and stress and the classroom teacher

Educating Children with Profound and Multiple Learning Difficulties Jean Ware, 2018-09-03 First published in 1994 The authors of this book aim to make recent developments in psychological

research accessible to teachers of pupils with profound and multiple learning difficulties The authors present their own and related research in the areas of assessment curriculum and teaching techniques taking care to point out the range relevance and limitations of findings in the context of pupils with PMLDs As this is an area of acute training need the book will meet a real need for a broad current perspective on good practice The needs of pupils at primary and secondary levels are considered and case studies are used to exemplify some of the challenges and approaches discussed *Special Teaching For Special Children? Pedagogies For Inclusion* Lewis, Ann, Norwich, Brahm, 2004-11-01 This book is indispensable reading for students policy makers researchers and professionals in the field of special educational needs and inclusion BOOK JACKET *Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties* Peter Imray, Viv Hinchcliffe, 2013-10-30 *Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties* offers a range of compelling arguments for a distinct and separate pedagogical approach to the learning needs of the most educationally challenging pupils This book written in accessible common sense and non academic language provides an easy to follow alternative curriculum specifically designed to enhance and enrich the learning of children with profound and multiple learning difficulties Chapter by chapter guidelines and support are offered in key curriculum areas some of which include Cognition Language Literacy and Communication Mathematical Physical Sensory Creative Care Play Problem solving This highly practical resource is essential reading for any educational professional parents school governors teachers teaching assistants therapists and indeed anyone involved with maximising the educational opportunities of those with profound learning difficulties **Supporting Children with Learning Difficulties** Christine Turner, 2011-08-11 A practical handbook packed with tips techniques and suggestions for all those working and living with learning disabled children aged 3 19 *The Education of Children with Severe Learning Difficulties* Judith Coupe, Jill Porter, 2018-10-03 First published in 1986 Aimed at teachers students and related professions this book serves to bridge the gap between the theory and practice of educating pupils with severe learning difficulties In the light of the 1981 Education Act it is crucial to identify and subsequently meet the needs of these pupils This can only be done by an in depth understanding of curriculum design child development and the learning process This book incorporates these aspects together with an appreciation of teaching techniques and school and classroom organisation It explains how the parents school staff and linked agencies complement this procedure

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