



Educational Perspectives in Learning Disabilities

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Educational Perspectives In Learning Disabilities

Jill Porter, Penny Lacey



Educational Perspectives In Learning Disabilities:

Educational Perspectives in Learning Disabilities, 1971 **Psychological and Educational Perspectives on Learning Disabilities** Joseph K. Torgesen, Bernice Y. L. Wong, 1986 Medical and Educational Perspectives on Nonverbal Learning Disability in Children and Young Adults Rissman, Barbara, 2015-09-04 This book is a comprehensive reference source for emerging research in the identification diagnosis and intervention of nonverbal learning disabilities featuring in depth coverage on a variety of topics relating to intact nonverbal skills Nonverbal Learning Disability indicators disability manifestation and the dilemmas faced by caregivers and professionals **Learning Disabilities** Interagency Committee on Learning Disabilities (U.S.), 1987 *Research and Global Perspectives in Learning Disabilities* Daniel P. Hallahan, Barbara K. Keogh, 2001-03-01 This volume honors the founder of the International Academy for Research in Learning Disabilities IARLD William M Cruickshank and his many accomplishments His influence on special education in general and learning disabilities in specific is evident throughout the world Consistent with his international activities the contributors to this book represent nine different countries The chapters reflect a range of perspectives on the state of the art in learning disabilities documenting both commonalities and differences across countries Taken together the chapters provide a comprehensive and informative picture of learning disabilities **Learning Disabilities** Sandro Misciagna, 2022-03-30 Learning disabilities are a heterogeneous group of disorders characterized by failure to acquire retrieve and use information competently These disorders have a multifactorial aetiology and are most common and severe in children especially when comorbid with other chronic health conditions This book provides current and comprehensive information about learning disorders including information on neurobiology assessment clinical features and treatment Chapters cover such topics as historical research and hypotheses of learning disorders neuropsychological assessment and counselling characteristics of specific disorders such as autism and ADHD evidence based treatment strategies and assistive technologies and much more Subtypes of Learning Disabilities Lynne V. Feagans, Elizabeth J. Short, 2012-11-12 Although experts agree that various types of learning disabilities do exist few attempts have been made to classify learning disabled children into subtypes The editors of this collection feel that the lack of subcategorization has frustrated previous research efforts to obtain a generalizable body of knowledge in the field To meet this critical need for definitive information this book presents basic reviews and theoretical approaches used to subtype learning disabled children ranging from a behavior genetics approach to a dimensional approach It also demonstrates actual research methods utilizing theoretical approaches **Learning Disabilities** Pol Ghesquière, A. J. J. M. Ruijsenaars, 2005 Research on learning disabilities has known a tremendous growth the last 25 years Yet despite the progress that is made in diverse domains learning disabilities still stay a serious challenge to teaching and instruction In this book the authors try to link original research findings on learning disabilities with instructional methods and teaching practices The first part of the book brings together contributions about the cognitive metacognitive and socio emotional

correlates of learning disabilities These factors generally form a core aspect of the challenge of learning disabilities to teaching and instruction The first three chapters concern the phenomenon of dyslexia Van den Broeck critically evaluates the disputable role of intelligence in the concept and definition of dyslexia Hutchinson Whiteley and Smith explore the role of cognitive linguistic skills in the early identification of reading problems in emergent bilingual children Van Ingelghem and colleagues study auditory temporal processing in children with dyslexia In chapter 4 Desoete and Roeyers summarize their research on metacognition in children with mathematics learning disabilities Finally Gadeyne Ghesqui re and Onghena explore the relationship between academic achievement and behaviour problems The second part of this book goes deeper into research on intervention and instruction methods The first three chapters focus on reading problems Whitely and her colleagues try to analyze why some children do not benefit from early phonologically based interventions leading to implications for the development of early screening tools and intervention schemes for these non beneficiaries Van Kraaenoord Rohl and Rivalland report findings of an Australian study examining the programs and strategies used to teach and intervene in Australian classrooms for students with learning problems Bouwer and Jordaan argue for the use of imaging as a learning support technique for children with dyslexia The last two chapters explore the differential effect of direct and guided instruction for children with arithmetic learning problems Kroesbergen and Van Luit focus on the acquisition and use of multiplication strategies Milo and Ruijsenaars do the same for addition and subtraction up to 100 After reading this book not all challenges of learning disabilities to teaching and instruction will be tackled But it surely can offer some contribution in getting away from some of them The authors hope it gives a lot of inspiration to the diverse audience we had in mind practitioners as well as researchers of different disciplines *Learning Disabilities* Nirbhay N. Singh, Ivan L.

Beale, 2012-12-06 It is important to reaffirm the reality of the learning disabilities LD phenomenon as a condition that imposes genuine constraints on a student's ability to function and not as some chimerical entity defined by an ever changing political situation Perceptual memory attention linguistic social cognitive and neuropsychological factors are an integral part of LD By mapping out in great detail and with much new data the acquired knowledge on learning disabilities both empirical and theoretical this book unravels many mysteries This book is a landmark in learning disabilities studies and it lays down solid foundations for future research and practical intervention in the field **The Nature of Learning Disabilities**

Kenneth A. Kavale, Steven R. Forness, 2012-12-06 The category of learning disabilities continues to be among the most contentious in special education Much of the debate and dissent emanates from a lack of understanding about its basic nature The failure to evolve a comprehensive and unified perspective about the nature of learning disabilities has resulted in the concept being lost The loss is best illustrated through the failure to answer this seemingly simple question What is a learning disability Using historical empirical theoretical conceptual and philosophical analyses this volume explores a number of problems and issues facing the field of learning disabilities The chapters cover historical influences definitional

problems primary characteristics assessment practices theoretical development major themes research and measurement models and long term outcomes The goal is to explicate the nature of learning disabilities by analyzing what it was supposed to be what it has become and what it might be A predominant theme running through this text is the necessity for the field of learning disabilities to regain integrity by recapturing its essence **Educational Alternatives for Students with Learning Disabilities** Susan A. Vogel,2012-12-06

Educational Alternatives for Students with Learning Disabilities responds to the pressing need to provide teachers of learning disabled students with practical knowledge regarding state of the art intervention strategies This book provides examples of validated alternative educational practices which avoid the pitfalls and stigmatizing effects on students of older models of intervention The new practices aim to maximize teaching effectiveness and to assist the learning disabled in achieving their potential The intervention strategies described in this book have the power to enhance the efforts of all concerned **Learning and Learning Difficulties** Peter

Westwood,2013-05-24 This text explores a number of different perspectives and theories on human learning and motivation The author gives significant attention to different types of learning across the curriculum and examines effective types of teaching to facilitate different forms of learning Detailed consideration is given to factors that contribute to common learning problems in school and many practical suggestions are provided for preventing or overcoming some of these difficulties

Executive Function in Education, First Edition Lynn Meltzer,2011-03-17 This uniquely integrative book brings together research on executive function processes from leaders in education neuroscience and psychology It focuses on how to apply current knowledge to assessment and instruction with diverse learners including typically developing children and those with learning difficulties and developmental disabilities The role of executive function processes in learning is examined and methods for identifying executive function difficulties are reviewed Chapters describe scientifically grounded models for promoting these key cognitive capacities at the level of the individual child the classroom and the entire school Implications for teaching particular content areas reading writing and math are also discussed **Associations between Reading and Mathematics: Genetic, Brain Imaging, Cognitive and Educational Perspectives** Sarit Ashkenazi,Orly Rubinsten,Bert

De Smedt,2017-10-05 Converging evidence demonstrates a strong link between reading and mathematics multiple cognitive processes are shared between reading and mathematics including the representation and retrieval of symbolic information attention working memory and cognitive control Additionally multiple brain networks are involved in both math and reading and last common genetic factors might influence both reading and math Hence it comes as no surprise that there are meaningful associations between aspects of math and reading abilities Moreover comorbidity rates between math learning disabilities MD and reading disabilities RD are high up to 66% and prevalence rate of the comorbid condition is reported to be more common than the prevalence rate of isolated math learning disabilities Accordingly the goal of the research topic is to explore the underline mechanisms of this overlap between reading and math The research topic aims to include the

following topics Genetics it has been found that both RD and MD are based on genetic factors and run in families Moreover math problem solving shares significant genetic overlap with general cognitive ability and reading decoding whereas math fluency shares significant genetic overlap with reading fluency and general cognitive ability Hence this topic will explore the shared and unique genetic risk factors to RD and MD In addition to shared and unique genetic influence on reading and math Neural perspective converging evidence from both structural and multiple functional imaging studies involving a wide range of numerical tasks points to the intraparietal sulcus IPS as a core region that involve in quantity manipulation However several additional brain areas such as frontoparietal and temporoparietal areas were found to be involved in numerical tasks Individuals with MD show deficits in a distributed set of brain regions that include the IPS fusiform gyrus in posterior brain regions and pre frontal cortex regions Similarly converging evidence indicate that the left hemisphere regions centered in the fusiform gyrus temporoparietal cortex and pre frontal cortex regions are strongly involve in typical reading and present lower activity connectivity or abnormal structure in RD Thus there is a meaningful neural overlap between reading and math Hence the authors can submit empirical studies on the role of several of brain regions that are involved in math and reading commonality and diversity both in the typical and a typical development Cognitive factors that play role in mathematics and reading and comorbidity between RD and MD There is a long lasting debate whether MD and RD originate from unique cognitive mechanisms or not Multiple cognitive processes are shared between reading and mathematics Therefore impairments in any one of domain general skills could conceivably play an important role in both pure and comorbid conditions Moreover it has been suggested that phonological processing has a significant role in some aspects of numerical processing such as retrieval of arithmetical facts Education it will be interesting to look at the effect of interventions that aim to improve reading such as phonological awareness and there transfer effect on improving mathematical processing Alternatively it will be good to test whether math interventions will improve reading

Multiple Perspectives on Difficulties in Learning Literacy and Numeracy Claire Wyatt-Smith, John Elkins, Stephanie Gunn, 2010-10-28 There are many approaches to researching the difficulties in learning that students experience in the key areas of literacy and numeracy This book seeks to advance understanding of these difficulties and the interventions that have been used to improve outcomes The book addresses the sometimes complementary and sometimes contradictory results and generates new approaches to understanding and serving students with difficulties in literacy and numeracy The book represents a departure from conventional wisdom as most scholars and graduate students draw upon ideas from only one of the three domains focal in the book and usually from one single or dominant theoretical frame Typically readers will affiliate with reading education mathematics education or learning disabilities and belong to one of the corresponding professional associations such as IRA NCTM or CLD This book s scope will open a scholarly forum for engaging readers with a familiarity with one of these domains while providing insight into the others on offer in the book

Specific Learning Disabilities and Difficulties in

Children and Adolescents Alan S. Kaufman, Nadeen L. Kaufman, 2001-07-30 In this book an expert international team looks at all the recently available methods for measuring intelligence in young people Educational Perspectives, 1998

Researching Learning Difficulties Jill Porter, Penny Lacey, 2005 The authors provide a guide which points the reader to sources that can engage more deeply with the issues raised and as such is a useful resource for anyone wanting to know more about researching learning difficulties British Journal of Special Education This book is highly recommended and endorsed It celebrates the diversity of work that is currently undertaken in the field of learning difficulties with a concern to enable people working within different spheres of activity to share something of their work to contribute to the bigger picture As part of an academic school or staff development resource library this book will aid stimulate and focus researchers at all levels to hone their selected methods evaluate results and critically judge qualitative and quantitative data Special Children This timely book written in a highly accessible way provides a coherent basis for users as well as practitioners of research involving children and young people with learning difficulties Ann Lewis Professor of Special Education and Educational Psychology University of Birmingham This book is for researchers teachers and other professionals working with children and people with learning difficulties It will enable them to access research in learning difficulties drawing on other disciplines understand different types of research methodology and their strengths and limitations examine how researchers must consider the constraints on methodology because of the characteristics of the field and understand the particular issues of small scale research and participatory research explore new methodologies that are developing in the field The authors recognize that there are tensions especially the difficulty of validating research on small varied populations in a wide range of schools community and other settings The book will help readers to critically evaluate the implications of research reports for their own practice This book is for researchers teachers and professionals in specialist and inclusive community and educational settings following courses of continuing professional development doing research Masters and Doctorate Education Social Sciences Psychology Public Policy It is relevant to practitioners working with people with learning difficulties across a range of settings *Learning Disabilities* H. Lee Swanson, Barbara K. Keogh, 2012-11-12 This volume has been developed as a direct result of a conference sponsored by the International Academy for Research in Learning Disabilities held at the University of California at Los Angeles The text provides a review and critique of current research in the areas of intelligence social cognition achievement and subtyping as they relate to learning disabilities In addition the concept that social behavior is an aspect of intelligence and the relationship between language and reading are discussed in detail by noted experts Reading Disabilities R.M. Joshi, C.K. Leong, 2013-03-11 The present volume is based on the proceedings of the Advanced Study Institute ASI sponsored by the North Atlantic Treaty Organization NATO The Institute was conducted at the beautiful Chateau de Bonas near Toulouse France in October 1991 A number of scholars from different countries participated in the two week institute on differential diagnosis and treatments of reading and writing problems The

accepted papers for this volume are divided into three sections a Differential diagnosis of reading disabilities b Access to language related component processes and c Reading spelling strategies The other papers appear in a companion volume Developmental and Acquired Dyslexia Neuropsychological and Neurolinguistic Perspectives also coedited by Joshi and Leong and published by Kluwer Academic Publishers Several people and organizations have helped us in this endeavor and their assistance is gratefully acknowledged Our special thanks are due to the Scientific Affairs Division of NATO for providing the major portion of the financial support Dr L V da Cunha of NATO and Dr THo Kester and Mrs Barbara Kester of the International Transfer of Science and Technology ITST for their help and support of the various aspects of the institute Mr Charles Stockman and the entire staff of the Chateau de Bonas for making our stay a pleasant one by helping us to run the Institute smoothly We also wish to thank our reviewers and the following people for other assistance Christi Martin and Xi wu Fang

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