

Learning Disabilities: Diagnostic-Prescriptive Instruments

Valett, Robert E.

Note: This is not the actual book cover

Learning Disabilities Diagnostic Prescriptive Instruments

Patricia H. Gillespie



Learning Disabilities Diagnostic Prescriptive Instruments:

Learning Disabilities Robert E. Valett, 1973 *Learning Disabilities and Brain Function* William H. Gaddes, Dorothy Edgell, 2013-03-14 The present edition of this book is a revision and expansion of the first two editions which appeared in 1980 and 1985 and in German translation in 1991 More than half of the present volume includes new material and what has been retained from the former editions has been largely rewritten and updated with new research findings A completely new chapter has been added on Attention Deficit Disorder The author of the earlier editions W H G has been joined by a coauthor D E and their combined elementary high school and university teaching and clinical experience totals approximately seventy five years Both of us have directed our professional energies to understanding the puzzle of human learning especially academic learning of those students who despite apparently normal intelligence and opportunity have varying degrees of difficulty in acquiring ideas and skills that are easily mastered by others Until about fifty years ago there was a common tendency to equate academic success with intelligence and those students who could not meet the demands of the prescribed program were usually required to repeat the same grade with a repetition of the same discouraging treatment that had been unsuccessful the first time **Adult Learning Problems** Laura Peltz Weisel, 1980 *Child Neuropsychology* John E. Obrzut, George W. Hynd, 2013-09-24 *Child Neuropsychology Volume 2 Clinical Practice* attempts to bridge the gap between neurodevelopmental theory and clinical practice with a pediatric population The focus is on some of the more common neuropsychological disorders encountered in children along with neuropsychological evaluation intervention and treatment Comprised of 11 chapters this volume begins with an overview of issues and perspectives in clinical child neuropsychology followed by a discussion on neurodevelopmental learning disorders in children The neuropsychological basis of psychiatric disorders in children are then examined together with epilepsy and closed head injury as well as different approaches and issues relevant to neuropsychological evaluation of children Subsequent chapters deal with the importance of soft signs and neuropsychological screening neuropsychological assessment of children actuarial and clinical assessment practices and intervention and treatment The book also presents an overview of how one might conceptualize and integrate differential diagnosis of neurodevelopmental learning disabilities with appropriate curriculum based intervention strategies The final chapter considers the broader applications of behavioral neuropsychology This book is relevant to clinical child or pediatric neuropsychologists child or school psychologists physicians interested in pediatric neuropsychological disorders and other professionals who provide services to children with neurologically based disorders It may also serve as a reference for audiologists speech and language therapists or educators **Technology and Learning Disabilities** Candis Cousins, 1983 *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office, 1977 **Technology and learning disabilities** , Learning Disabilities in Home, School, and Community William M. Cruickshank, 1977 Resources in Education , 1992 Teaching Reading to Children with Special Needs Patricia H. Gillespie, 1979 *Programming Learning*

Disabilities Robert E. Valett, 1969 **The ETS Test Collection Catalog** Educational Testing Service. Test Collection, 1993
 The major source of information on the availability of standardized tests Wilson Library Bulletin Covers commercially available standardized tests and hard to locate research instruments Report from the Study Group on Rehabilitation of Clients with Specific Learning Disabilities, 1982 **Educational Programs that Work**, 1994 A Review of Research Methods in Education M. Clemens Johnson, 1977 Strategies for Teaching Students With Learning Disabilities Lucy C. Martin, 2008-12-19 Written by a teacher for teachers this engaging book provides more than 100 practical strategies for students with learning disabilities along with guidance on accommodations and assessment **Research in Education**, 1974 Graduate Catalog University of Michigan--Dearborn, 2007 *Educational Programs that Work* Far West Laboratory for Educational Research and Development, 1979 Time and Learning in the Special Education Classroom Libby Goodman, 1990-10-02 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

Learning Disabilities Diagnostic Prescriptive Instruments Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the ability of words has become more evident than ever. They have the capability to inspire, provoke, and ignite change. Such may be the essence of the book **Learning Disabilities Diagnostic Prescriptive Instruments**, a literary masterpiece that delves deep into the significance of words and their affect our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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