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Developmental Theory And Research In Learning Disabilities

Jay Gottlieb, Stephen S. Strichart



Developmental Theory And Research In Learning Disabilities:

Developmental Theory and Research in Learning Disabilities Jay Gottlieb, Stephen S. Strichart, 1981 Theory and Research in Learning Disabilities J.P. Das, 2013-11-11 Although a number of books have appeared on learning disabilities we feel that the present book has two distinct features which are not found in most others It is multidisciplinary and it combines theory with practice A group of researchers from the disciplines of Psychology including medical psychology and information processing Reading Special Education and Physical Education interacted with each other before and after their presentations in a conference November 1980 at the University of Alberta Edmonton Canada and then wrote their chapters for this book We hope that their chapters were enriched by the discussions and arguments which happened in formal and informal settings during the authors stay in Edmonton Dr Leong could not attend the conference but was asked to write the introductory chapter for the book The contributors to this volume have been involved with basic research as well as with clinical and educational research in learning disabilities Some of them have a theoretical rather than a practical interest However a serious interest in a handicapping condition perhaps compels one to consider its amelioration no matter how pure is the researcher It is because of such a feeling that those who do basic research have suggested procedures for applying their findings The result is a balanced product entailing theory and practice

Development Theory and research in learning disabilities Jay Gottlieb, 1981 Contemporary Intervention Research in Learning Disabilities Bernice Y.L. Wong, 2012-12-06 Recently in the area of learning disabilities a subarea of special education an interesting development has become discernible This development centers on the increasing focus of learning disabilities professionals on theory building and empirical research and it is reflected in the spate of books currently being published With their clear emphasis on conceptual and methodological issues along with directions for future research these newly published books differ essentially from the bulk of learning disabilities textbooks They include S Vaughn and C Bos Eds *Research in Learning Disabilities Issues and Future Directions* published in 1987 by College Hill T E Scruggs and B Y L Wong Eds *Intervention Research in Learning Disabilities* published in 1990 by Springer Verlag and L Swanson Ed *Learning Disabilities Theoretical and Research Issues* published in 1991 by Lawrence Erlbaum Associates As reflected in these three books the discipline began with a service orientation and has evolved beyond that to come of age with aspirations of becoming a scientific discipline These books can be taken to voice the concerted efforts of learning disabilities professionals to promote theory building and empirical research Undeniably these books provide valuable information on conceptual issues and research in learning disabilities Nevertheless they appear to have one drawback namely they focus exclusively on learning disabilities research in North America

A Human Development View of Learning Disabilities Corrine E. Kass, Cleborne D. Maddux, 2005 This book presents a human development model for understanding and treating age related deficits that seem to be characteristic of individuals with learning disabilities It is the culmination of years of clinical experience qualitative research and scholarship

in the search for a framework that would be useful for the treatment of learning disabilities The ultimate purpose of this book is to present a strategy for designing day to day individualized lessons for learning disabled students from kindergarten through adulthood

Research Issues in Learning Disabilities Sharon Vaughn, Candace S. Bos, 2012-12-06 In this chapter we described issues in conducting intervention research with students with learning disabilities on the secondary level We maintained that interventions should be well grounded in theories of learning as well as characterizations of learning disabilities Pressley Scuggs that they should first be conducted in a series of highly controlled laboratory like experiments to carefully assess the potential utility of the intervention and that if the intervention is successful in highly controlled settings it should then be evaluated in class room applications We maintained that research designs should evolve as the research questions become more applied and that the results of laboratory research should be used to support the findings of classroom applications Finally we described several research designs that we have found useful in conducting classroom intervention research There is a great deal more to conducting intervention research of course than experimental or quasi experimental design Intervention strategies likely to be effective must be identified relevant literature must be reviewed experimental materials must be developed and cooperative schools teachers parents and students must be located Nevertheless inadequate research designs can invalidate the best and most successful efforts in all of these areas while effective and practical research designs can do much to document the best practices and advance our knowledge of effective interventions with students with learning disabilities

References Brigham F J Scuggs T E Mastropieri M A 1992 *Development and Learning of Young Children with Disabilities* Louise Bøttcher, Jesper Dammeyer, 2016-06-29 This book introduces current theories and research on disability and builds on the premise that disability has to be understood from the dialectical dynamics of biology psychology and culture over time Based on the newest empirical research on children with disabilities the book overcomes the limitations of the medical and social models of disability by arguing for a dialectical biopsychosocial model The proposed model builds on Vygotsky s cultural historical ideas of developmental incongruence implying that the disability emerges from the misfit between individual abilities and the cultural historical activity settings in which the child with impairments participates The book is a theoretical contribution to an updated understanding of disability from a psychological and educational perspective It focuses on the first years of the life of the child with impairment and travels through infancy toddler preschool and early school age to track the developmental trajectories of disability through the dialectical processes of cultural social individual and biological processes It discusses a number of themes that are relevant for the early development and support for children with various types and degrees of disability through the lens of Vygotsky s cultural historical developmental theories Some of the themes discussed are inclusion mental health communication aids and family life

Learning Disabilities International Academy for Research in Learning Disabilities, 1990 First Published in 1990 Routledge is an imprint of Taylor Francis an informa company

Handbook of Special Education James M.

Kauffman, Daniel P. Hallahan, 2011-05-15 Special education is now an established part of public education in the United States by law and by custom. However, it is still widely misunderstood and continues to be dogged by controversies related to such things as categorization, grouping, assessment, placement, funding, instruction, and a variety of legal issues. The purpose of this 13-part, 57-chapter handbook is to help profile and bring greater clarity to this sprawling and growing field. To ensure consistency across the volume, chapter authors review and integrate existing research, identify strengths and weaknesses, note gaps in the literature, and discuss implications for practice and future research. Key features include Comprehensive Coverage: Fifty-seven chapters cover all aspects of special education in the United States, including cultural and international comparisons, Issues/Trends. In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research, chapter authors discuss issues related to practice and reflect on trends in thinking. Categorical Chapters: In order to provide a comprehensive and comparative treatment of the twelve categorical chapters in section IV, chapter authors were asked to follow a consistent outline: Definition, Causal Factors, Identification, Behavioral Characteristics, Assessment, Educational Programming, and Trends and Issues. Expertise: Edited by two of the most accomplished scholars in special education, chapter authors include a carefully chosen mixture of established and rising young stars in the field. This book is an appropriate reference volume for anyone—researchers, scholars, graduate students, practitioners, policy makers, and parents interested in the state of special education today, its research base, current issues and practices, and future trends. It is also appropriate as a textbook for graduate-level courses in special education.

Understanding Specific Learning Difficulties Margot Prior, 2022-03-01 An increase in research into all facets of learning difficulties has resulted in a deeper understanding of the problems. This book includes a description and explanation of reading, spelling, and learning difficulties, provides chapters on psychological and neuropsychological assessment, explains the associations between behavioural problems and learning difficulties, and critically reviews remedial approaches, incorporating a summary of what is known about their efficacy. The importance of dealing with attendant behavioural problems and the significance of phonological knowledge in literacy learning are central themes. Intended to be a succinct and accessible synthesis of current knowledge in this area, this book should be of interest to professionals who encounter children with learning difficulties, tertiary students, and parents.

Introduction to Learning Disabilities Daniel P. Hallahan, James M. Kauffman, John Lloyd (Ph. D.), 1999 An introduction to the field of learning disabilities across the lifespan, covering basic information on causes, characteristics, parent and family factors, and educational approaches. Contains sections on educational planning, developmental perspectives, strategies for helping students adapt, and s

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

Multidisciplinary Assessment of Children with Learning Disabilities and Mental Retardation David L. Wodrich, James E. Joy, 1986 **An Introduction to Learning Disabilities** Howard S. Adelman, 1986

Exceptional Child Education Resources ,2000 **Learning Disabilities** Janet W. Lerner, 1985 Current Index to Journals in Education ,2000 **Resources in Education** ,1976 **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

Behavior Disorders of Children and Adolescents Douglas Cullinan, Michael H. Epstein, John Lloyd (Ph. D.), 1983

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