

Cognitive Perspective



A Cognitive Approach To Learning Disabilities

Grey House Publishing



A Cognitive Approach To Learning Disabilities:

A Cognitive Approach to Learning Disabilities D. Kim Reid, Wayne P. Hresko, H. Lee Swanson, 1991 *A Cognitive Approach to Learning Disabilities* D. Kim Reid, Wayne P. Hresko, 1981-01-01 *Cognitive Approaches to Learning Disabilities* D. Kim Reid, 1996 *Children's Learning Difficulties* Julie Dockrell, John McShane, 1993-01-15 Many children experience difficulties in learning These difficulties may be specific as occurs when a child experiences problems with some particular task such as reading or they can be more general as occurs when learning is slower than normal across a range of tasks In this book Julie Dockrell and John McShane aim to give a clear account of learning difficulties linking the theoretical with the practical in an accessible framework A central theme of the book is the role that cognitive factors play in learning difficulties What impedes a child's progress in acquiring new knowledge Why are children with learning difficulties impoverished in their use of strategies How do children with learning difficulties differ from children developing without such problems The authors argue that in order both to assess a child's problems and to design successful intervention programs it is essential to have an understanding of the demands placed on a child's cognitive system and the abilities of that system to deal with these demands They go on to describe the skills and strategies children need in order to read spell talk and use arithmetic they show how to assess what missing skills and techniques lie behind learning difficulties and discuss techniques which can be used to correct and compensate for these problems Throughout the authors aim to give practitioners a way based in theory of evaluating and tackling the problems facing any given child

Teaching Students with Learning Disabilities in Mathematics Michael N. Brown, 1999 **Learning Disabilities** Bob Gates, Helen Atherton, 2007-01-01 This title is directed primarily towards health care professionals outside of the United States It is the authoritative textbook for students of learning disabilities covering a wide variety of topics It is relevant not only for nursing courses but also for care workers OTs and other professional and non professional carers The new edition has been completely updated and includes the latest evidence for practice There are new chapters which means the book provides comprehensive coverage of learning disabilities throughout a person's life There are also new contributors including people with learning disabilities Each chapter is supported by information on further reading and other resources

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

The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties Steve Chinn, 2014-11-20 Mathematics plays an important part in every person's life so why isn't everyone good at it The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties brings together commissioned pieces by a range of hand-picked influential international authors from a variety of disciplines all of whom share a high public profile More than fifty experts write about mathematics learning difficulties and disabilities from a range of perspectives and answer questions such

as What are mathematics learning difficulties and disabilities What are the key skills and concepts for learning mathematics How will IT help now and in the future What is the role of language and vocabulary How should we teach mathematics By posing notoriously difficult questions such as these and studying the answers The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties is the authoritative volume and is essential reading for academics in the field of mathematics It is an incredibly important contribution to the study of dyscalculia and mathematical difficulties in children and young adults

Handbook of Cognitive, Social, and Neuropsychological Aspects of Learning

Disabilities S. J. Ceci, Stephen J. Ceci, 2014-05-22 First Published in 1986 This is the companion volume to the Handbook of Cognitive Social and Neuropsychological Aspects of Learning Disabilities Vol 1 As such it is a continuation of the theme and approach taken in the first volume There are four thematic sections comprised of three to four chapters each dealing with cognitive micro level and macro level social and neurological characteristics of learning disabled individuals

Students with Learning Disabilities Cecil D. Mercer, 1992 This book addresses every aspect of learning disabilities from assessment definition and characteristics through specific strategies for individual disorders Based on a multi theoretical foundation the new edition of Students with Learning Disabilities integrates numerous philosophical and practical perspectives into a supportive framework of best practices for diagnosis and intervention A clear presentation of non teaching factors and their affect upon teaching success explores such topics as homework class size parental involvement and curriculum design There have also been coverage expansions in topics such as cultural diversity learning strategies social skills training affective development phonological awareness development successful transition factors effective assessment and teaching strategies The coverage of social emotional problems of LD students includes discussions of the use of socio metric measures such as peer status in assessment and planning An updated reference section also helps familiarize readers with the latest available resources By providing practical strategies Students with Learning Disabilities is a valuable book for any parent teacher or school administrator who must learn to cope with LD students

Learners with Mild Disabilities Eileen B. Raymond, 2008 Author Eileen Raymond describes students with disabilities with respect to their individual strengths and needs considering their cognitive perceptual and social emotional characteristics The reader is encouraged to apply these conceptual frameworks through analysis of numerous vignettes and extended case studies throughout the text Learners with Mild Disabilities is designed as a primary text for use in undergraduate and graduate courses that address the characteristics of learners with high prevalence or milder levels of disability and it is useful as a text for the first specialized course in a special education program

BOOK JACKET Learning Disabilities Phakharawat Sittiprapaporn, 2012-03-14 Learning disability is a classification that includes several disorders in which a person has difficulty learning in a typical manner Depending on the type and severity of the disability interventions may be used to help the individual learn strategies that will foster future success Some interventions can be quite simplistic while others are intricate and complex This book deserves a wide

audience it will be beneficial not only for teachers and parents struggling with attachment or behavior issues but it will also benefit health care professionals and therapists working directly with special needs such as sensory integration dysfunction

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

The Complete Learning Disabilities Directory Grey House Publishing, 2007-09

The Complete Learning Disabilities Directory Annemarie Fritz, Vitor Geraldi Haase, Pekka Räsänen, 2019-01-30 This comprehensive volume provides teachers researchers and education professionals with cutting edge knowledge developed in the last decades by the educational behavioural and neurosciences integrating cognitive developmental and socioeconomic approaches to deal with the problems children face in learning mathematics The neurocognitive mechanisms and the cognitive processes underlying acquisition of arithmetic abilities and their significance for education have been the subject of intense research in the last few decades but the most part of this research has been conducted in non applied settings and there s still a deep discrepancy between the level of scientific knowledge and its implementation into actual educational settings Now it s time to bring the results from the laboratory to the classroom Apart from bringing the theoretical discussions to educational settings the volume presents a wide range of methods for early detection of children with risks in mathematics learning and strategies to develop effective interventions based on innovative cognitive test instruments It also provides insights to translate research knowledge into public policies in order to address socioeconomic issues And it does so from an international perspective dedicating a whole section to the cultural diversity of mathematics learning difficulties in different parts of the world All of this makes the *International Handbook of Mathematical Learning Difficulties* an essential tool for those involved in the daily struggle to prepare the future generations to succeed in the global knowledge society

Research in Education ,1972 *Human*

Exceptionality Michael L. Hardman, Clifford J. Drew, 1987 *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 **Learning to Read** John R. Beech, 2021-06-23 Originally published in 1985 Learning to Read presents a balanced view of contemporary research into the reading process and theories accounting for reading and poor reading The book focuses in particular on children who experience considerable difficulty in acquiring necessary reading skills It considers how reading ability is assessed and the problematic subject of dyslexia It also adopts a comprehensive approach to the cognitive factors behind poor reading as well as possible developmental and environmental factors Learning to Read will appeal to those with an interest in how children learn to read and the development of research on this subject New Approaches to Learning Disabilities Doreen Kronick, 1988

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