

Psychological and Educational Perspectives on Learning Disabilities

Joseph K. Torgesen

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Psychological And Educational Perspectives On Learning Disabilities

Puja Mehta



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Psychological and Educational Perspectives on Learning Disabilities Joseph K. Torgesen, Bernice Y. L. Wong, 1986

Learning Disabilities K. M. Mustafa, Aiswarya Mohandas, 2017 Perspectives On Learning Disabilities Robert

Sternberg, Louise Spear-Swerling, 2018-02-12 This book discusses biological cognitive educational sociological and interactive to discuss the nature of learning disabilities its origins its diagnosis and effective remediation It emphasizes the development of ideas as the motor forces behind the economic policies *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 **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 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 The Oxford Handbook of Positive Psychology and Disability Michael L. Wehmeyer, 2013-09-19 This handbook is the first comprehensive text on positive psychology and disability Emphasizing paradigmatic changes in understanding disability the text covers traditional disciplines in positive psychology and applications of positive psychology to domains like education or work

Subtypes of Learning Disabilities Lynne V. Feagans, Elizabeth J. Short, Lynne Vernon-Feagans, Lynn J. Meltzer, 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 Ghesquière 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 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

Encyclopedia of Special Education, Volume 4 Cecil R. Reynolds, Kimberly J. Vannest, Elaine

Fletcher-Janzen, 2018-03-02 The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field This completely updated and comprehensive A Z reference includes about 200 new entries with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and RTI The latest editions of assessment instruments frequently administered in special education settings are discussed Only encyclopedia or comprehensive reference devoted to special education Edited and written by leading researchers and scholars in the field New edition includes over 200 more entries than previous edition with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and Response to Intervention Positive Behavioral Interventions and Supports PBIS Autism and Applied Behavior Analysis Entries will be updated to cover the latest editions of the assessment instruments frequently administered in special education settings Includes an international list of authors and descriptions of special education in 35 countries Includes technology and legal updates to reflect a rapidly changing environment Comprehensive and thoroughly up to date this is the essential A Z compilation of authoritative information on the education of those with special needs

Handbook of Psychology, Educational Psychology William M. Reynolds, Gloria J. Miller, 2003-06-02

Includes established theories and cutting edge developments Presents the work of an international group of experts Presents the nature origin implications and future course of major unresolved issues in the area

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

Ellis' Handbook of Mental Deficiency, Psychological Theory and Research William E. MacLean Jr.,2012-12-06 In the 16 years since the publication of the second edition of this volume psychological theory and research in mental retardation has continued to expand and extend scientific theoretical and clinical understanding of this most complex and challenging human condition Explicit effort has been made to translate theory and research into useful and efficacious assessment intervention prevention and policy actions This third edition provides an opportunity to critique major conceptual developments and empirical research in an effort to stimulate further behavioral research of practical social importance The Handbook presents work by prominent contributors to a major scientific endeavor that has grown dramatically during the last three decades The challenge for each author was to identify important theoretical and empirical issues provide a critical selective review of exemplary research and discuss the questions that remain unanswered in each area In short the goal for this third edition was to consolidate the knowledge gained during the past 30 years and to present a blueprint for future research in mental retardation the broader field of learning disabilities and other developmental disorders such as autism Providing totally different coverage and direction from the previous edition this text fills a crucial instructional need in graduate courses related to the psychology of mental retardation With its emphasis on psychological research and theory it offers an important alternative to many available texts that primarily emphasize the application of research

Researching Learning Difficulties Jill Porter,Penny Lacey,2005 The book will help readers to critically evaluate the implications of research reports for their own practice

Cognitive Strategies for Special Education Adrian F. Ashman,Robert N.F. Conway,2017-09-13 Research on training programs for students with learning difficulties has usually focused on the development of social and behavioural skills and the acquisition of cognitive interventions and procedures Originally published in 1989 this book attempts to apply the methods validated by research and synthesize the discoveries made in the psychological laboratory for the benefit of teachers in regular classrooms It reviews the literature relevant to special needs teaching and traces the development of cognitive research as it applies to education The authors propose a specific and practical teaching strategy which has been successfully used by those working with students with special needs Starting from the basic belief that education is an interactive process between the participants the authors have emphasised the role and responsibility both of the teacher and the learner Their book should be of value to researchers and practitioners in psychology and special education

Resources in Education ,1993-08

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

Handbook of Psychology: Educational psychology
Irving B. Weiner, Donald K. Freedheim, 2003 Includes established theories and cutting edge developments Presents the work of an international group of experts Presents the nature origin implications and future course of major unresolved issues in the area

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