

Shaping the education of slow learners

W. K. Brennan

Special Needs in Education

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Richard Stakes, Garry Hornby



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Shaping the Education of Slow Learners W. K. Brennan, 2018-09-03 First published in 1974 This book defines the slow learner identifies the size of the problem presented by them and outlines the responsibility of the ordinary school for their education Then successfully characteristics of slow learners are reviewed and re stated in a way relevant to their education research on the post school experience of slow learners is summarized and related to the curriculum and general curriculum literature is reviewed in presenting a plan for the continuous development of curricula for slow learners consistent with the modern approach to curriculum development

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Shaping the Education of Slow Learners Wilfred Kayran Brennan, 1974-01-01

Curricular Needs of Slow Learners W. K. Brennan, 2018-09-03 First published in 1979 This report discusses the existing practices of over 500 primary secondary and special schools with their special needs pupils The study outlines the variety of provisions facilities and equipment in the schools and the extent of use with slow learners It maps out the curricular activities in many organisational contexts and across all subject areas and discusses comparative strengths and weaknesses It relates the findings to the problems of improving the quality of education offered to slow learning pupils suggesting areas where improvement is needed and outlining possible new approaches

The Education and Care of Children with Severe, Profound and Multiple Learning Disabilities Richard Aird, 2013-12-19 This is a practical guide to managing the whole curriculum for children with severe learning difficulties SLD Crucial guidance and effective strategies are provided on how to reconcile the rights needs and aspirations of such children in light of recent national trends and QCA guidelines

Routledge Library Editions: Special Educational Needs Various, 2021-07-29 This set of 62 volumes originally published between 1951 and 1999 amalgamates a wide breadth of literature on Special Educational Needs with a particular focus on inclusivity class management and curriculum theory This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject how it has evolved over time and will be of particular interest to students of Education and those undertaking teaching qualifications

Teacher Training and Special Educational Needs John Sayer, Neville Jones, 2018-09-03 First published in 1985 The responses to special educational needs in the 1980s prompted radical changes in the initial and in service education of teachers This title is the result of a major conference which was called to anticipate the combined effects on training and special educational needs work and to project a spectrum of positive responses The authors are drawn from all branches of education in order to

provide a critical review of developments since 1983 in teacher education and to discuss the current recommendations on training to meet special educational needs both in Great Britain and the rest of Europe **Bad Mouthing Jenny**

Corbett,2013-11-05 The power of language is overwhelming and this is shown in the way in which words are used to define portray and explain people and situations With this in mind then it is interesting to note how the language of special needs has always been composed of words and images which foster fear mistrust loathing and hostility idiot imbecile and moron are frequently used as terms of abuse Whilst there has been considerable theorizing on the psychological and sociological aspects of special education as well as a recognition of the influence of policies and politics there has not yet been a concerted attempt to analyze the way in which language is used to create codes and images This general lack of interest may be because semantics seem peripheral to special education the focus has rather been on individual case studies teaching programmes legislation and practice Jenny Corbett however has a particular interest in the language of special needs Over the past few years she has explored the ways in which new discourses have emerged to challenge those of enlightened modernity the political correctness of special needs language in the mid 1990s and the ways in which imagery is changing as proud labels displace the legacy of negativity In this book the author brings together the findings of these explorations as she looks at where the language of special needs has emerged from where it seems to be going at present and what is likely to become of it in the near future In order to more fully understand why some learners are marginalised and given an inferior status says Jenny Corbett it is important to explore the way in which language has been used **Change in Special**

Education Richard Stakes,Garry Hornby,1997 This study looks at the legal requirements of the relevant Education Act recommendations made in various reports relating to special education provision in mainstream schools The text examines the changes and the practitioners implementing them and discusses changes in the political and social climate within and outside education The reader is guided through these factors and shown how they have affected provision in secondary schools Patterns of Educational Integration Barrie Wade,Maggie Moore,1992-01-01 The integration of children with

special educational needs was a crucial issue for the 1990s Many countries were reassessing and reorganising their systems of provision in the light of legislation to provide entitlement for all There was noticeable worldwide trend away from entirely separate provision for learners with special educational needs At the same time there was no agreement on how exactly they should be integrated with other students The reader will gain a clear understanding of educational provision the societal forces that push for greater integration and the attitudes that promote or hinder educational success **Trends in**

Education ,1975 **The Education of People with Profound and Multiple Handicaps** Judy Sebba,1988 Designed as a basis for in service courses for staff working with people who have profound and multiple handicaps Topics covered include assessment curriculum teaching methods microelectronics problem behaviour and physiotherapy **Exceptional Child**

Education Abstracts ,1976 **A Sociology of Special and Inclusive Education** Sally Tomlinson,2017-02-24 A Sociology

of Special and Inclusive Education brings sociological perspectives to bear on the social political and economic policies and practices that comprise special and inclusive education and the education of lower attainers. Increasingly governments have accepted the premise that education should incorporate all social and ethnic groups especially those regarded as having special educational needs, disabilities and difficulties in learning but despite a plethora of literature on special and inclusive education world wide governments are still unsure of the reasons for this sector's expansion in their national education systems. Professor Tomlinson applies critical sociological perspectives to the social processes, policies and practices that comprise special and inclusive education particularly in England and the USA. She clearly examines the way in which people or groups exercise power and influence to shape this area of education and discusses the conflicts of interest that arise in resulting social interactions and relationships. Key questions asked include: Why and how has a whole sector of education dealing with young people regarded as having learning difficulties, low attainments, behaviour problems or disabilities developed? How have special education programmes and resources become subsumed into variations of inclusive education? Why have ideological beliefs in hierarchies of ability, limits to learning potential and IQ as measurement continued to legitimate the treatment of young people? What happens to young people after their special included or lower attainers programmes in terms of work and life chances? A Sociology of Special and Inclusive Education will be of interest to a wide range of educators, professionals, practitioners and policy makers concerned with special, inclusive and vocational education in addition to undergraduate, post graduate and research students and academics.

Teaching the Child with Special Needs Jeanette Raymond, 1984. On the education of children with moderate and severe learning difficulties. *Resources in Education*, 1998. *Educating Pupils with Special Needs in the Ordinary School* Seamus Hegarty, Keith Pocklington, Dorothy Lucas, 1981. Based on a three year study this book reports on a variety of schemes where children with special needs are being educated in ordinary schools. It looks closely at the range of integration programmes assessing the implications for the school themselves and giving guidance on the practical constraints and problems which arise. This book should be of interest to OREAD. *Research in Education*, 1971. [Concise Encyclopedia of Special Education](#) Cecil R. Reynolds, Elaine Fletcher-Janzen, 2004-01-16. The Concise Encyclopedia of Special Education Second Edition is a comprehensive resource for those working in the fields of special education research and practice. Featuring reviews of assessment instruments and teaching approaches, legal issues, overviews of specific learning disabilities, dozens of biographies and more, this complete desk reference is an indispensable guide for professionals, academics and students alike. Named an American Library Association Top 25 Reference of the Year in its First Edition, The Concise Encyclopedia serves as an important reference for the education of handicapped and other exceptional children. Written and edited by highly regarded and respected experts in the fields of special education and psychology, this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology, neuropsychology, medicine, health care, social work and law. Additionally, this

acclaimed reference work is essential for administrators psychologists diagnosticians and school counselors as well as parents of the handicapped themselves What s new in this edition Comprehensive coverage of new legislation such as Individuals with Disabilities Act IDEA and the Americans with Disabilities Act Cultural competence in Special Education including new material on culturally linguistically diverse students Many new entries including notable biographies new service delivery systems special education laws new assessment instruments cross cultural issues neuropsychology and use of the Internet in research and service delivery Some of the topics covered Academic assessment Achievement tests Addictions Bilingual education Child and adolescent behavior management Counseling with individuals and families with disabilities Early childhood education Gifted education Intelligence tests Mathematics disabilities Psychoeducational methods Rehabilitation Socioeconomic status Special education parent and student rights Traumatic brain injury Current
Researches on Special Education in Nigeria ,1996

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