

PSYCHOEDUCATIONAL
FOUNDATIONS
OF
LEARNING DISABILITIES

DANIEL R. HALLAHAN

WILLIAM M. GRUNDSMAKER

Psychoeducational Foundations Of Learning Disabilities

Daniel P. Hallahan, Barbara K. Keogh



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Psychoeducational Foundations of Learning Disabilities Daniel P. Hallahan, William M. Cruickshank, 1973

Psychoeducational Foundations of Learning Disabilities Daniel P. Hallahan, William M. Cruickshank, 1973 Learning About Learning Disabilities Bernice Wong, 2011-10-13 Bernice Wong's *Learning about Learning Disabilities* was the first text to give equal attention to the intellectual, conceptual, and practical aspects of learning disabilities. The Third Edition of this popular title presents 80% new material, keeping the chapters up to date in this fast-moving field. With new contributors and seven new chapters, coverage is both comprehensive and thorough, with three sections encompassing the research aspects of learning disabilities, the instructional aspects of learning disabilities, and the issues germane to different age ranges of the learning disabled: children, adolescents, and adults. Chapters summarizing research on learning disabilities include coverage of ADHD, memory, language processing, social competence, self-regulation, and brain structures as they apply to learning disabilities. Chapters focusing on instructional aspects of learning disabilities include coverage of teaching literacy, reading comprehension, writing, and mathematics. Readers will find *Learning About Learning Disabilities* Third Edition suitable for use as a reference source for researchers or a graduate-level text. Reviews from previous editions: An undergraduate text that strikes a careful balance between the intellectual, psychological, and practical aspects of learning disabilities. BOOK NEWS INC. This text provides a balanced focus on both the conceptual and practical aspects of learning disabilities. Its research coverage is more comprehensive and of greater depth than any other LD textbook, and it is distinctive in its treatment of such important areas as consultation skills and service delivery. CHILD ASSESSMENT NEWS. *Learning About Learning Disabilities* provides a broad overview of some important issues in relation to the education and development of pupils with learning disabilities. Wong has succeeded in providing detailed descriptions and comments within a book which covers a broad range of topics. Without exception, the chapters are clearly written and accessible, and many provide the reader with challenging ideas and practical suggestions. BRITISH JOURNAL OF SPECIAL EDUCATION. Provides a balanced focus on both the conceptual and the practical aspects of learning disabilities. Research coverage more comprehensive and of greater depth than any other textbook about learning disabilities. The work is distinctive in its treatment of such important areas as consultation skills and service delivery. 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. *Interventions for Students with Learning Disabilities* H. Lee

Swanson,1999-04-23 The first comprehensive quantitative analysis of intervention research in the learning disabilities field this volume synthesizes the results of 272 scientifically credible group and single subject studies in an effort to identify what works best for learning disabled children The book examines pertinent findings on all academic cognitive and behavioral domains Intervention outcomes are evaluated across instructional domains sample characteristics intervention parameters methodological procedures and article characteristics Addressing such questions as the merits of inclusion settings and the relative benefits of direct and strategy instruction Swanson offers timely recommendations for instructional design assessment and policy

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

Neuropsychological Perspectives on Learning Disabilities in the Era of RTI Elaine Fletcher-Janzen,Cecil R. Reynolds,2010-06-01 An insightful look at the role of neuroscience and neuropsychology as it relates to Response to Intervention RTI in learning disability diagnosis treatment and policy reform Neuropsychological Perspectives on Learning Disabilities in the Era of RTI is a revolutionary new volume presenting the latest research in question and answer format from leading scholars about the contributions of neuroscience and neuropsychology as it relates to Response to Intervention RTI in learning disability identification diagnosis and recommended interventions This collective work includes contributions from more than thirty neuroscientists neuropsychologists clinical psychologists and school psychologists with training in brain behavior relationships who explore the answers to questions including How do you reconcile RTI as a means of diagnosis of learning disability with knowledge from the clinical neurosciences What do you think neuroscience has to offer laws and policies associated with learning disability determination What do you think neuroscience has to offer the assessment and identification of learning disabilities What role does neurocognitive science play in designing interventions in the context of RTI What role does neuropsychology have to play in the diagnosis of learning disability Featuring contributions from leaders in the field of neuropsychology and school psychology and with a Foreword from Sally Shaywitz Neuropsychological Perspectives on Learning Disabilities in the Era of RTI illuminates the contributions of neuro

science and neuropsychology to learning disability identification and current educational reform **Research and Global Perspectives in Learning Disabilities** Daniel P. Hallahan, Barbara K. Keogh, 2001-03-01 This volume honors the founder of the International Academy for Research in Learning Disabilities IARLD William M Cruickshank and his many accomplishments His influence on special education in general and learning disabilities in specific is evident throughout the world Consistent with his international activities the contributors to this book represent nine different countries The chapters reflect a range of perspectives on the state of the art in learning disabilities documenting both commonalities and differences across countries Taken together the chapters provide a comprehensive and informative picture of learning disabilities

ADVANCED EDUCATIONAL PSYCHOLOGY, SECOND EDITION MANGAL, S. K., 2002-01-01 This revised and expanded edition is a sequel to the first edition which was warmly received by the student and teaching community for its indepth analysis and refreshing approach to the subject Psychology of Individual differences Transfer of Learning or Training Emotional Development and Emotional Intelligence Learning Disabilities and Learning Disabled Children Beginning with an introduction to the nature and scope and the various schools of psychology the book discusses the systems propounded by Freud Adler Jung and Piaget taking into account their critical importance to the subject It then focuses on the psychology of growth and development psychology of individual differences motivation attention and personality with an emphasis on the individual's attitude towards learning and the factors influencing learning The text also elaborates the nature and theories of learning and the aspects of memory such as remembering and forgetting The cognitive aspect i.e intelligence and vital topics like creativity and the psychology of thinking reasoning and problem solving have been accorded due prominence A detailed discussion on exceptional children and learning disabled children together with the educational measures for overcoming such disabilities is also included The text concludes with an important aspect of human behaviour namely adjustment Interspersed with examples illustrations and tables this text is ideally suited for postgraduate students of education and psychology It can also be profitably used by teachers teacher educators guidance and counselling personnel and administrators of educational institutions **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 *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 en ergies to understanding the puzzle of human learning especially academic learning of those students who despite apparently nor mal 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

Handbook of Assessment in Childhood Psychopathology Cynthia L. Frame,Johnny L. Matson,2013-11-21 One of the most important practical problems in child psychology and psychia try is the differential diagnosis of emotional disorders Until recently the gener al mode of assessment had been to apply to children the characteristics of psychopathology that were evident in adults In addition there had been few assessment tools available for use with children aside from modified versions of adult instruments Understandably this approach was controversial and dissat isfaction with it led to the more recent knowledge that adult and child problems may be manifested quite differently The third edition of the Diagnostic and Statistical Manual of Mental Disorders takes these factors into account much more extensively than previous editions Furthermore a great deal of research on methodology in child assessment procedures has emerged recently Yet in spite of these advances practicing clinicians are still frequently at a loss in moving from the characteristics of the disturbed child before them to the final assign ment of a psychiatric diagnosis The focus of this book is to outline the various methods of viewing and categorizing the wide range childhood psycho pathology with special emphasis on the end product of making a differential diagnosis Our goal was to make this book unique in several ways First we attempted to cover a wider range of disorders than is typical in currently available hand books

The ABCs of Learning Disabilities Bernice Wong,Lorraine Graham,Maureen Hoskyn,Jeanette Berman,2011-10-13 The ABCs of Learning Disabilities Second Edition discusses major research findings on learning disabilities in children adolescents and adults in language memory social skills self regulation reading mathematics and writing with an additional chapter on assessment This concise primer is intended for use as an undergraduate introductory text to the field Written with an evenness of tone breadth and depth the conveys an engaging style meant to encourage the beginning student to identify the big picture and to be interested in conceptual issues as well as research findings Undergraduate level text 90% new material Concise introduction to field Covers current concepts like removing the IQ performance discrepancy formula in diagnosing learning disabilities New chapter on self regulation and learning disabilities Whole school approach to social skills intervention

Perspectives on the Classification of Specific Developmental Disorders J. Rispens,T.A. van Yperen,W. Yule,2013-11-11

Perspectives on the Classification of Specific Developmental Disorders is an up to date review of the controversy surrounding the classification of such disparate disorders as reading spelling writing and language disorders Severe and specific impairments in these functions do exist and appear to follow a developmental course How to identify children presenting with such problems and how to operationalize the disorders has long challenged professionals This text grew from an international symposium held in the Netherlands but all chapters have been specially prepared for the publication Described in the foreword by Sir Michael Rutter FRS as thoughtful and well informed discussions that may serve as a basis for a problem solving set of both research strategies and practical steps that will ensure real resolutions of the dilemmas outlined here the text should serve as a stimulating source for debate of the many issues involved *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

Approaches to Educational and Social Inclusion Gajendra K. Verma, Devorah Kalekin-Fishman, 2016-12-08 In this insightful text the editors reflect on contributions from scholars representing Bangladesh Greece India Israel New Zealand Switzerland UK and USA by showing how the majority of educational and social institutions in both developed and developing countries have failed to overcome the many barriers to an effective integrated system of education suggesting ways as to how these barriers might be challenged By looking closely at the overt and covert injuries of educational and social exclusion a variety of approaches to overcoming the consequences of those challenges is proposed drawing together

strands of social theory research data and conceptualisations for social action Psychological Development in the Elementary Year Judith Worell, 2013-09-17 Psychological Development in the Elementary Years is the second in a series of reviews relating current theory and research on psychological development to educational practice The book discusses the significance and change in psychological sex roles peer relations and the development and regulation of aggression in young children The text also describes the acquisition of self control the developmental trends in the learning processes and the foundations and direction of cognitive development The theory and research on children s achievement the family influences on language and cognitive development and the personal and social causation in the school context are also considered The book further tackles the behavioral perspective of children with learning and behavior problems Psychologists psychiatrists behavioral psychologists and students taking related courses will find the book invaluable **A Neurodevelopmental**

Approach to Specific Learning Disorders Hilary Hart, Kingsley Whitmore, Guy Willems, 1999-02-03 This volume considers the neurodevelopmental disorders such as dyslexia dyscalculia dysgraphia clumsiness and indeed all those learning difficulties to be found in a normal school population with an IQ of more than 70 Specific ideas about the causes of these disorders are presented along with very practical preventative and management information which will be welcomed by a wide range of professionals with an interest in paediatrics neurology developmental and educational psychology

Handbook of Learning Disabilities, Second Edition H. Lee Swanson, Karen R. Harris, Steve Graham, 2014-08-13 This comprehensive handbook reviews the major theoretical methodological and instructional advances that have occurred in the field of learning disabilities With contributions from leading researchers the volume synthesizes a vast body of knowledge on the nature of learning disabilities their relationship to basic psychological and brain processes and how students with these difficulties can best be identified and treated Findings are reviewed on ways to support student performance in specific skill areas including language arts math science and social studies as well as general principles of effective instruction that cut across academic domains Authoritative and up to date the book also examines the concepts and methods that guide learning disability research and identifies promising directions for future investigation *Knowledge and Development* J. M. Gallagher, 2012-12-06 IRVING E SIGEL This volume of essays is a broad gauged effort directed at reflections on the applicability of Piagetian theory to education Identification and de termination of the relevance of Piagetian theory to education is of course not new The bibliographies in this volume do attest to that assertion Then why the persistent interest and why still another volume Rather than deal with the relevance of each article to these issues let us deal with the basic question of why such continued interest in application of Piagetian theory to education and further raise the problem of the feasibility of such a task Three questions come immediately to mind Why the interest in applicability What are some of the problems that arise in application Is Piagetian theory applicable to education Why the continued interest in application of Piagetian theory in education The answer to this question resides in the sociological and educational issues that arose twenty

years ago and still persist in American education namely the need to upgrade the quality of education by providing a coherent conceptual system with a developmental emphasis. People gravitated to Piaget because it was the only major system sufficiently comprehensive as well as substantive. While learning theories abound they do not tie together general cognitive development with specific relevant content areas e.g. development of such knowledge domains as number, time, space, geometry etc. Thus Piaget offers a development framework within which content areas are embedded.

Reviewing **Psychoeducational Foundations Of Learning Disabilities**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Psychoeducational Foundations Of Learning Disabilities**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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