

Making it Happen

Student Development
in Education Planning,
Service Planning,
and Instruction

Richard L. Rothberg
with Barbara L. Tardiff

Foreword by Richard L. Rothberg and Barbara L. Tardiff

Making It Happen Student Involvement In Educational Planning Decision Making And Instruction

Dana S. Dunn, Michael L. Wehmeyer



Making It Happen Student Involvement In Educational Planning Decision Making And Instruction:

Making it Happen Michael L. Wehmeyer, Deanna J. Sands, 1998 This practical volume promotes active student involvement in education planning and decision making In three parts Part I Involving students with disabilities in the education process an overview of the impetus for benefits from student involvement Part II Promoting student involvement in the education planning and decision making process Part III Student involvement in program implementation and evaluation

Self-determined Learning Theory Deirdre K. Mithaug, Martin Agran, James E. Martin, Michael L. Wehmeyer, 2002-12-18 This volume brings together four semi autonomous bodies of research choice self determination self regulation and self management to form a new theory of self engaged learning entitled Self Determined Learning Theory This theory explains why and how students self engage It identifies the factors that give students the sense of control over their learning that is needed for sustained adaptive and ultimately successful learning It begins by describing the characteristics of disengaged learners then describes and illustrates self determined learning theory within both normal and special populations It then examines the theory s predictive value across several special population contexts and then concludes with a critique of the theory s credibility and worth Divided into three sections theory construction theory verification and theory evaluation this volume is organized using the four steps of a previous book Learning to Theorize A Four Step Strategy Step 1 defines a problem of not understanding something as discrepancy between what is known and not known about a circumstance Step 2 searches for information and explanations to change the condition of not knowing into a condition of knowing Step 3 evaluates the credibility and worth of the explanation constructed in Step 2 Step 4 adjusts existing beliefs so they are consistent with the new theory Although aimed primarily at leaders in special education it should also appeal to researchers and scholars in psychology educational psychology and school psychology who are interested in the applications of self regulated learning theory in this case to special populations

Handbook of Response to Intervention Shane R. Jimerson, Matthew K. Burns, Amanda VanDerHeyden, 2007-08-14 Until now practitioners have had access to few detailed descriptions of RTI methods and the effective role they can play in special education The Handbook of Response to Intervention fills this critical information gap In this comprehensive volume more than 90 expert scholars and practitioners provide a guide to the essentials of RTI assessment and identification as well as research based interventions for improving students reading writing oral and math skills

Handbook of Research-Based Practices for Educating Students with Intellectual Disability Karrie A. Shogren, 2016-10-14 The Handbook of Research Based Practices for Educating Students with Intellectual Disability provides an integrated transdisciplinary overview of research based practices for teaching students with intellectual disability This comprehensive volume emphasizes education across life stages from early intervention in schools through the transition to adulthood and highlights major educational and support needs of children and youth with intellectual disability The implications of history recent research and existing information are positioned to

systematically advance new practices and explore promising possibilities in the field Driven by the collaboration of accomplished nationally recognized professionals of varied approaches and philosophies the book emphasizes practices that have been shown to be effective through multiple methodologies so as to help readers select interventions based on the evidence of their effectiveness

THEORY IN SELF-DETERMINATION Michael L. Wehmeyer, Brian H. Abery, Dennis E. Mithaug, Roger J. Stancliffe, 2003-01-01 This text provides a comprehensive overview of three theoretical perspectives proposed during the past decade addressing the self determination construct as it applies to the field of special education The three models were selected primarily because they have focused on defining and categorizing self determination for all students with disabilities including students with mental retardation and other cognitive disabilities These models are intended to provide students and practitioners a solid grounding in self determination theory All models have been evaluated among students with cognitive disabilities but are applicable to all students with or without disabilities The authors research each model and have applied their own theoretical framework to special education ensuring that interventions to promote skills like problem solving goal setting decision making and self advocacy are in place for all students By reading this text the reader will gain a solid theoretically based foundation in understanding the self determination construct which ultimately supports the development of instructional interventions that enable students with disabilities to become self determined It will be useful as a text in upper undergraduate and graduate courses in special education psychology social work welfare general education vocational rehabilitation and disability studies

The Positive Psychology of Personal Factors Dana S. Dunn, Michael L. Wehmeyer, 2022-01-17 Historically interventions designed to impact the lives of disabled people were predicated upon deficits based models of disability This began to change with the introduction of World Health Organization WHO frameworks particularly the International Classification of Function ICF that emphasized that disability could only be understood in the context of interactions among health environmental factors and personal factors and by examining the impact of such factors on a person s activities and participation The ICF identified personal factors as among the elements of a social ecological model of disability but did not provide an extensive taxonomy of what constitutes such factors The Positive Psychology of Personal Factors examines personal factors that come from the field of positive psychology and as such to begin to identify and build strengths based approaches to promoting the full participation dignity and well being of disabled people

School Connectedness for Students with Disabilities Therese M. Cumming, Robbie J. Marsh, Kyle Higgins, 2017-09-05 School Connectedness for Students with Disabilities From Theory to Evidence based Practice focuses on the importance of school connectedness for students with disabilities and presents ways in which this sense of connectedness can be fostered Written from a holistic perspective it embraces a variety of approaches strategies and interventions rooted in evidence based theory and practice and examines them not only in regard to the student with a disability but also school leaders teachers families and community members The book describes and defines the concept of school connectedness

provides the reader with a theoretical framework from which to examine connectedness and explores connectedness from the lens of each of its components. It discusses the importance of assessing school connectedness in order to make data based intervention decisions as well as unpacking the components of student engagement, school climate, bonding and attachment. Several school wide and leadership approaches that foster school connectedness are presented as are ways to involve families. All of these are discussed through the lens of disability in order to acknowledge the characteristics of disability that affect student levels of school connectedness. School connectedness has become a priority for many schools and educators internationally. Research demonstrates the importance of connectedness as a protective factor and its impact on the health, behaviour, social, emotional and academic outcomes of young people. Grounded in theory and relevant to practice, this is essential reading for anyone interested in improving the school connectedness of students with different disabilities across the lifespan.

Understanding Intellectual Disabilities Stephen B. Richards, Michael P. Brady, Ronald L.

Taylor, 2024-07-29 The third edition provides thorough coverage of the causes and characteristics of intellectual disabilities as well as detailed discussions of the validated instructional approaches in the field today. A revised Future Directions chapter explores the most recent philosophical, social, legal, medical, educational and personal issues that professionals and people with intellectual disabilities face. All chapters have been updated with recent developments in research and the newest terminology being used in the field. This comprehensive and current introductory textbook is ideally suited for introductory or methods courses related to intellectual disabilities.

Assess for Success Patricia L. Sitlington, Debra A. Neubert, Wynne H.

Begun, Richard C. Lombard, Pamela J. Leconte, 2007-04-05 Makes a distinct contribution to the field addressing a critical area of responsibility for schools under IDEA 2004. Gary Clark, Professor of Special Education, University of Kansas, will become a valuable resource to many stakeholders. Jeanne Repetto, Professor of Special Education, University of Florida, helps students with disabilities transition successfully into adult life. Assisting students with disabilities in planning for their future as adults offers both challenges and unique opportunities for educators. An authoritative guidebook for Individualized Education Program (IEP) and Individualized Transition Planning teams, *Assess for Success*, Second Edition, helps students, special educators and families define appropriate goals including postsecondary education and employment choices for the transition to adult life. New resources in the revised edition emphasize practical transition assessment techniques with sample forms for community assessment, job analysis and vocational training analysis. Written by a team of highly respected authors and aligned with the reauthorization of IDEA 2004, the text discusses self-determination and career development and demonstrates how to utilize methods for transition assessment. Use assessment outcomes in IEP development. Collaborate effectively with team members and other participants. Match students to appropriate transition environments. Students with disabilities can successfully transition into adult life when they are supported by solid planning, realistic goals and a team of caring individuals who want to ensure the best possible outcome.

The Human Rights of Persons with Intellectual

Disabilities Stanley S. Herr, Lawrence Ogalthorpe Gostin, Harold Hongju Koh, 2003 Inequality Marcia H Rioux

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