

Learning Disabilities Research

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Word Prediction Programs with Phonetic Spelling Support: Performance Comparisons and Impact on Journal Writing for Students

with Writing Difficulties

**Anna S. Evmenova, Heidi J. Graff, Marci Kinan Jerome, and
Michael M. Behrmann
George Mason University**

This investigation examined the effects of currently available word prediction software programs that support phonetic/inventive spelling on the quality of journal writing by six students with severe writing and/or spelling difficulties in grades three through six during a month-long summer writing program. A changing conditions single-subject research design was used and replicated across the participants. Using a daily writing prompt, students alternated between Co:Writer, WordQ, and WriteAssist word prediction programs. The results provided evidence for the effectiveness of various word prediction programs over word processing, and demonstrated improvements in spelling accuracy across conditions. Relative gains in the total

Research In Learning Disabilities

Bernice Wong, Deborah L. Butler



Research In Learning Disabilities:

Learning About Learning Disabilities Bernice Wong, Deborah L. Butler, 2012-11-27 Learning about Learning Disabilities 4e continues to provide equal attention to the intellectual conceptual and practical aspects of learning disabilities The Fourth Edition of this popular title presents 80% new material keeping the chapters up to date in this fast moving field With new contributors and 11 new chapters coverage is both comprehensive and thorough encompassing the classification and identification of learning disabilities learning disabilities in reading writing math and social studies interventions and the issues germane to different age ranges of the learning disabled children adolescents and adults Readers will find Learning About Learning Disabilities Fourth Edition suitable for use as a reference source for researchers or as a graduate level text Reviews of previous editions 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 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 Learning Disabilities occur in 20% of the population Three million children in the US have a learning disability and receive special education in school 30% of children with learning disabilities drop out of high school and 48% of those with learning disabilities are out of the workforce or unemployed Discusses different types of learning disabilities including problems with attention memory language math reading and writing Encompasses the impact of LD on learning as well as social competence and self regulation Provides research summaries on most effective ways to teach children with LD Encompasses a lifespan perspective on LD discussing the impact on children adolescents and adults *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 **Learning Disabilities** International Academy for Research in Learning Disabilities, 1990 First Published in 1990 Routledge is an imprint of Taylor Francis an informa company **Research Issues in Learning Disabilities** Sharon Vaughn, Candace S. Bos, 2012-12-06 In this chapter we described issues in conducting intervention research with students with learning disabilities on the secondary level We maintained that interventions should be well grounded in theories of learning as well as characterizations of learning disabilities Pressley Scruggs that they

should first be conducted in a series of highly controlled laboratory like experiments to carefully assess the potential utility of the intervention and that if the intervention is successful in highly controlled settings it should then be evaluated in classroom applications. We maintained that research designs should evolve as the research questions become more applied and that the results of laboratory research should be used to support the findings of classroom applications. Finally we described several research designs that we have found useful in conducting classroom intervention research. There is a great deal more to conducting intervention research of course than experimental or quasi experimental design. Intervention strategies likely to be effective must be identified, relevant literature must be reviewed, experimental materials must be developed and cooperative schools, teachers, parents and students must be located. Nevertheless, inadequate research designs can invalidate the best and most successful efforts in all of these areas while effective and practical research designs can do much to document the best practices and advance our knowledge of effective interventions with students with learning disabilities.

References

Brigham F J, Scruggs T E, Mastropieri M A 1992 **Intervention Research in Learning Disabilities** Thomas E. Scruggs, Bernice Y.L. Wong, 2012-12-06

Intervention Research in Learning Disabilities is based on proceedings of the Symposium on Intervention Research sponsored by the Division for Learning Disabilities DLD of the Council for Exceptional Children and held at Purdue University November 14-16 1988. It presents a wide range of critical issues and insights both theoretical and practical related to research with learning disabled individuals. The book is divided into four broad sections: issues in intervention research, academic interventions, social and behavioral interventions, and postsecondary interventions. It considers both present and future directions of such research. Topics explored include variance and verities in learning disability interventions, instruction derived from the strategy deficit model, enhancement of academic performance with mnemonic instruction, the content enhancement model for promoting content acquisition, interactive teaching and learning, social skills training, and an alternative approach to social skills training, the use of schema in research on the problem solving of learning disabled adolescents, and intervention effectiveness at the postsecondary level.

Identification of Learning Disabilities Renee Bradley, Louis Danielson, Daniel P. Hallahan, 2002-12-18

Identification of Learning Disabilities: Research to Practice is the remarkable product of a learning disabilities summit conference convened by the Office of Special Education Programs OSEP in August 2001 and the activities following that summit. Both the conference and this book were seen as important preludes to congressional reauthorization of the historic Individuals With Disabilities Education Act (IDEA) scheduled for 2002 and subsequent decision making surrounding implementation. The OSEP conference brought together people with different perspectives on LD: parents, researchers, practitioners, and policymakers, and resulted in this book which examines the research on nine key issues concerning the identification of children with learning disabilities. Coverage includes alternative responses to treatment, classification approaches, processing deficit models, and approaches to decision making.

Chapter Structure Each of the first nine chapters is organized around a lengthy issue oriented paper which presents

the most current research on that topic These primary papers are then followed by four respondent papers that reflect a variety of viewpoints on the topic Summarizing Chapter A small group of researchers listed in the final chapter dedicated an enormous amount of time to summarizing the research and developing key consensus statements regarding the identification of children with learning disabilities Their work is sure to have a tremendous impact on future discussions in this area Expertise The following well known scholars have helped summarize the vast amount of research presented in this book as well as the consensus statements derived therefrom Lynne Cook Don Deshler Doug Fuchs Jack M Fletcher Frank Gresham Dan Hallahan Joseph Jenkins Kenneth Kavale Barbara Keogh Margo Mastopieri Cecil Mercer Dan Reschley Rune Simeonsson Joe Torgesen Sharon Vaughn and Barbara Wise *Theory and Research in Learning Disabilities* J.P. Das,2013-11-11

Although a number of books have appeared on learning disabilities we feel that the present book has two distinct features which are not found in most others It is multidisciplinary and it combines theory with practice A group of researchers from the disciplines of Psychology including medical psychology and information processing Reading Special Education and Physical Education interacted with each other before and after their presentations in a conference November 1980 at the University of Alberta Edmonton Canada and then wrote their chapters for this book We hope that their chapters were enriched by the discussions and arguments which happened in formal and informal settings during the authors stay in Edmonton Dr Leong could not attend the conference but was asked to write the introductory chapter for the book The contributors to this volume have been involved with basic research as well as with clinical and educational research in learning disabilities Some of them have a theoretical rather than a practical interest However a serious interest in a handicapping condition perhaps compels one to consider its amelioration no matter how pure is the researcher It is because of such a feeling that those who do basic research have suggested procedures for applying their findings The result is a balanced product entailing theory and practice Research and Global Perspectives in Learning Disabilities Daniel P. Hallahan,Barbara K. Keogh,2001-03 The executive committee of the International Academy for Research in Learning Disabilities planned this volume on the occasion of its 25th anniversary to honor the founder of the Academy William M Cruickshank Inclusive Research with People with Learning Disabilities Kelley Johnson,Jan Walmsley,2003-03-19 The authors discuss participative approaches to research and provide an up to date account of inclusive practice with individuals with learning disabilities Drawing on evidence from two major studies they explain how lessons learnt from inclusive research in the learning disability field are applicable to others working with marginalized groups **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.

Intervention Research in Learning Disabilities Thomas E. Scruggs, Bernice Y. L. Wong, 1990-01-01 **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 **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

Identification of Learning Disabilities Renee Bradley, Louis C. Danielson, Daniel P. Hallahan, 2002 This volume examines the identification of learning disabilities **Learning Disabilities** Barry E. McNamara, 2007 Covering characteristics and methods this comprehensive book discusses how to teach and understand students with learning and other mild disabilities Each chapter includes case studies examples and narratives from teachers and professionals who work with preK 12 students with learning disabilities Discussion of the IDEA Improvement Act of 2004 appears throughout including topics such as ADHD inclusion collaboration families and communities diversity and functional behavioral assessment *Research in Learning Disabilities* Sharon Vaughn, Candace S. Bos, 1987-01-01 **Learning Disabilities** Soren V. Randall, 2006

Identification and Evaluation of Learning Disabilities Evelyn S. Johnson, Anne B. Clohessy, 2014-06-19 Ensure that your students have the support they need When it comes to designing instruction for students with learning disabilities one size does not fit all and that is also true for identifying and evaluating learning disabilities Theories and legislation aside it is critical for your school team to have a comprehensive plan to make sure every child gets the right kind of attention and no one falls through the cracks This compelling easy to use handbook guides general educators special educators administrators and school psychologists through the eligibility and evaluation stages to ensure that students get the best services and interventions they need to be successful You will find Guidance on what data to collect and how to collect it Strategies for combining RTI with a comprehensive evaluation to diagnose SLD Detailed case studies with graphs figures and test scores at the school classroom and individual student level Everyone on your team has the same goal to help students with learning challenges achieve success This comprehensive resource has the tools you need to make that happen This book reminds educators that we are responsible for all of our students When students are not making the progress we expect this text offers very specific practical suggestions that educators can follow This book helps to identify if a student has a specific learning disability and offers suggestions for addressing the student's difficulty through a team approach When using the case studies teachers will see many examples related to their own students and find new resources to try in their classrooms that will assist those who are having difficulty making significant progress Marcia B Imbeau Professor University of Arkansas

Research and Global Perspectives in Learning Disabilities Daniel P. Hallahan, Barbara K. Keogh, William M.

Cruickshank,2001 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

Subtypes of Learning Disabilities Lynne V. Feagans,Elizabeth J. Short,Lynn J. Meltzer,1991

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