

FIFTH EDITION



# Learners *with* Mild Disabilities

*A Characteristics Approach*

Eileen B. Raymond

# Learners With Mild Disabilities A Characteristics Approach 4th Edition

**Michael J. Cohen**



## **Learners With Mild Disabilities A Characteristics Approach 4th Edition:**

**Learners with Mild Disabilities** Eileen B. Raymond, 2008 Author Eileen Raymond describes students with disabilities with respect to their individual strengths and needs considering their cognitive perceptual and social emotional characteristics The reader is encouraged to apply these conceptual frameworks through analysis of numerous vignettes and extended case studies throughout the text **Learners with Mild Disabilities** is designed as a primary text for use in undergraduate and graduate courses that address the characteristics of learners with high prevalence or milder levels of disability and it is useful as a text for the first specialized course in a special education program **BOOK JACKET**

**Learners With Mild Disabilities** Eileen B. Raymond, 2016-01-17 Note This is the loose leaf version of **Learners with Mild Disabilities** and does not include access to the Enhanced Pearson eText To order the Enhanced Pearson eText packaged with the loose leaf version use ISBN 0133827119 A non categorical characteristics approach to addressing high prevalence mild disabilities **Learners with Mild Disabilities A Characteristics Approach** focuses on high prevalence disorders affecting school learners today including mild intellectual disabilities learning disabilities emotional behavioral disorders ADHD autism spectrum disorders and communication disorders as well as on low incidence conditions that may manifest in the milder range for example sensory physical health or TBI The author lays the foundation for addressing the needs of special learners and then focuses on learners from the perspective of alternative non categorical frameworks She describes students with disabilities and related conditions with respect to a variety of individual strengths and needs considering their cognitive language academic learning and social emotional characteristics Readers see how to apply these conceptual frameworks by analyzing a number of vignettes and extended case studies based on the experiences of real children and teachers Designed as a primary text for use in undergraduate and graduate courses addressing the characteristics of learners with high prevalence or milder levels of disability the text is also useful for the first specialized course in a special education program It supports programs in inclusive education or the growing area of generic special education The Enhanced Pearson eText features embedded video Improve mastery and retention with the Enhanced Pearson eText The Enhanced Pearson eText provides a rich interactive learning environment designed to improve student mastery of content The Enhanced Pearson eText is Engaging The new interactive multimedia learning features were developed by the authors and other subject matter experts to deepen and enrich the learning experience Convenient Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad R and Android R tablet Affordable Experience the advantages of the Enhanced Pearson eText along with all the benefits of print for 40% to 50% less than a print bound book The Enhanced eText features are only available in the Pearson eText format They are not available in third party eTexts or downloads The Pearson eText App is available on Google Play and in the App Store It requires Android OS 3.1.4 or higher or iPad iOS 5.0 or later

**Learners With Mild Disabilities Enhanced Pearson Etext Access Card** Eileen B. Raymond, 2016-01-05 Gives readers

a non categorical characteristics focus on high prevalence disorders affecting school learners today and low incidence conditions that may manifest in the milder range

**KEY TOPICS** Special education inclusive education Universal Design for Learning mild disabilities moderate disabilities categorical approaches non categorical approaches mild intellectual disabilities learning disabilities emotional behavioral disorders autism spectrum disorder attention deficit hyperactivity disorder ADHD learner characteristics cognition and perception language academic learning social emotional development

**MARKET** Written for students taking specialized courses in special education program and prepares teachers for teaching inclusive non categorical practice

Learners with Mild Disabilities Eileen Raymond, 2016-01-13

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*The Special Educator's Guide to Assessment* Tara S. Guerriero, Mary A. Houser, Vicki A. McGinley, 2020-07-23 The Special Educator's Guide to Assessment A Comprehensive Summary by IDEA Disability Category focuses on the role that assessment plays in the diagnosis of a disability determination of eligibility for special education services and education of students with disabilities to provide a meaningful interconnection between assessment concepts and classroom application for teachers

Preparing Effective Special Education Teachers Nancy Mamlin, 2012-02-15 What tools are in the toolkit of an excellent special educator and how can teacher preparation programs provide these tools in the most efficient effective way possible This practical clearly written book is grounded in current research and policy as well as the author's extensive experience as a teacher educator It identifies what special education teachers need to know to work competently with students with a wide variety of learning challenges and disabilities Chapters present specific guidelines for helping teacher candidates build critical skills for instruction and assessment get the most out of field placements and collaborate successfully with other school personnel and with parents Subject Areas Keywords assessments curriculum disabilities exceptional children field work IEPs inclusion instruction learning lessons professional development special education special needs standards students teacher preparation programs teacher training teachers teaching Audience Teacher educators in special education graduate students preparing to be teacher educators and school district personnel who provide staff development for special education teachers *Critical Analysis of Parental Involvement in School* Meca Williams-Johnson, Nicolette P.

Rickert, 2024-12-30 *Critical Analysis of Parental Involvement in School* presents in depth explorations of parental involvement within culturally distinct contexts As teachers and leaders sense the impact of today's social and political tensions in their schools new guidance is needed to help them make decisions solve problems clarify interventions and resolve conflict with their students families as they mutually pursue the well being of diverse students This edited volume examines parents culturally situated goals and values communication and rearing styles academic involvement and other social psychological factors across identities at the intersection of race gender class and beyond Each chapter addresses the complexities of a unique demographic context innovative approaches toward inclusion methodologies helpful to the study of parental involvement new trends and directions in family school partnerships and more *Special Education* Michael J.

Cohen, 2015-07-15 **Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6-12** John Almarode, Ann M. Miller, 2013-04-02 Banish boredom once and for all If your STEM lessons are falling on disinterested ears it's time to mix things up What you need are more engaging brain based science and math strategies to captivate your students attention activate their prior knowledge and invigorate their interest Blending current research on the student brain with

practical methods for teaching science and math John Almarode and Ann M Miller identify six essential ingredients in a recipe for student success In their book you ll discover A customizable framework you can use right away Classroom ready content specific attention grabbers Overt and covert strategies to boost behavioral emotional and cognitive engagement Techniques for making relevant connections that maximize retention With this new approach to captivating STEM lessons you ll energize classroom time and keep your students on task and engaged every day This book links a wealth of best practices in lesson design to the latest research on how the brain learns new information Edward C Nolan PreK 12 Content Specialist Mathematics Montgomery County Public Schools Rockville MD This book is a must read for teachers of math or science who want to increase student achievement and create meaningful learning experiences Melissa Miller Science Instructor Lynch Middle School Farmington AR

**Inclusive Education** Aimee Howley,Cassondra M. Faiella,Stephen D. Kroeger,Barbara Hansen,2020-01-01 This book answers two questions What does the implementation of inclusive education require of a system of education and all parts of the system How do various parts of the education system act on their commitment to inclusive educational practice Decades after major legislation i e the Civil Rights Act the Elementary and Secondary Education Act and the Education for All Handicapped Children Act made high quality education a fundamental right for all children in the United States the dream of diverse inclusive democratic schooling has yet to be realized Nevertheless some classrooms schools districts states and universities have made progress Inclusive Education A Systematic Perspective explores the theoretical implications of inclusive practice as well as illustrative case studies and evaluation findings from states educator preparation programs districts and schools that have reframed their work around the principles of inclusive practice Whether these organizations position the work as social justice education culturally responsive teaching or inclusion their efforts lead in the same direction toward higher quality and more equitable education for all The chapters will be relevant to graduate students faculty members and education leaders at all levels who seek a comprehensive overview of the commitment and practice of inclusive education Chapters vary in their approaches to the topic some presenting theoretical underpinnings others describing practices or programs at particular sites others reporting findings from empirical studies and edited interviews with state and district leaders of inclusive education initiatives The book explores why inclusion is important and how it can be accomplished

Autism Spectrum Disorders Dianne Zager,David F. Cihak,Angi Stone-MacDonald,2016-08-12 The fourth edition of Autism Spectrum Disorders Identification Education and Treatment continues the mission of its predecessors to present a comprehensive readable and up to date overview of the field of autism one that links research theory and practice in ways that are accessible to students practitioners and parents During the last decade autism spectrum disorders ASD have emerged as the fastest growing developmental disability and in response to the dramatic increase in diagnoses diagnostic criteria in the newly published DSM 5 are significantly different than they were in the DSM IV R The structure content and format of Autism Spectrum Disorders 4th Edition have been revised to accommodate

changes in the field and to illuminate the current state of the art in the study of autism New information on early identification transition education from adolescence through to adulthood neurobiological research and technology based solutions is included

**Learners with Mild Disabilities** Eileen B. Raymond, 2004 The students you teach With a clear focus on the nature and characteristics of students with the four most prevalent disabilities this revision allows students and professors to concentrate on the issues that most commonly faced in a school setting The text explores the cognitive perceptual language academic learning and social emotional characteristics of students with Mild Mental Retardation Learning Disabilities ADHD and Emotional Behavioral Disorders With real stories and cases and additional resources on the web this book provides students and teachers with a clearer understanding of the ways children with these disabilities present themselves in the classroom provides strategies for use when teaching these individuals and emphasizes the complex nature of mild disabilities I am impressed by Learners with Mild Disabilities global view and the reality of dealing with a cluster of issues around individuals with mild disabilities This book begins with a realistic and promising premise that is useful from a functional educational perspective the case studies and initial descriptions were superb and resulted in excellent discussions in my class Bernard H Graney PhD CRC Springfield College both undergraduate and graduate students find the text very user friendly and written at an appropriate intellectual level Diane M Gut Ohio University I LOVED the BEST PRACTICES SECTIONS they are a very nice addition to the text Moniqueka E Gold Ed D Austin Peay State University

*Characteristics of and Strategies for Teaching Students with Mild Disabilities* Martin Henley, Roberta S. Ramsey, Robert Algozzine, 1999 This book describes characteristics of mild disabilities in an easy to read and understand format It includes the best teaching practices for inclusion behavior management and classroom instruction A chapter on parents highlights strategies for enhancing this school family partnership The book merges practical teaching strategies and solutions with the challenges posed by mildly disabled students Includes appendices on the history of special education the side effects of medications and frequently used tests Applicable to teachers and administrators who have students with mild disabilities who are at risk or who are mainstreamed or included in the classroom

*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 Students with Mild Disabilities in the Secondary School Paul Retish,1991 **Differentiating Instruction in Inclusive Classrooms** Diane Haager,Janette K. Klingner,2005 Almost 90% of special education teachers work with disabled students in a general education classroom In this guide Haager reading and learning disabilities California State U Los Angeles and Klingner bilingual education U An Introduction to Students with High-incidence Disabilities Janine P. Stichter, Maureen A. Conroy, James M. Kauffman, 2008 Educating Students with High Incidence Disabilities provides a comprehensive and engaging overview of characteristics assessment and current issues related to the education of students with high incidence disabilities Separate chapters detail well researched and up to date information on learning disabilities behavioral disorders mild mental retardation as well as other high incidence disabilities within applied educational settings Each chapter provides practical examples to highlight important concepts providing specific tips for teachers and related practitioners Information is presented relevant to current federal initiatives with an emphasis on current best practices regarding inclusion and multicultural issues *Teaching Students with Mild Disabilities* Tom E. C. Smith, David Michael Finn, Carol Ammons Dowdy, 1993 Learners with Mild Disabilities Raymond, 2003-07-01 Classroom Management Martin Henley, 2010 For Classroom Management and Behavior Management courses Classroom Management A Proactive Approach second edition is based on three principles community prevention of discipline problems and positive support for students with behavior difficulties The text is designed to meet the needs of both pre service and veteran educators both in general and special education by merging the best practices of both in order to provide a practical and research based guide to manage all students including the culturally diverse and those with special needs In the second edition special consideration is given to students with the following problem behaviors ADHD nonverbal learning disabilities passive aggressive behavior depression aggressive behaviors and students receiving special education for emotional disabilities The author also teaches his readers how learning communities meet student basic needs for affiliation control and mastery how many behavior problems can be prevented through consistent routines effective group management engaging lessons and positive student teacher relationships and for those students with emotional or behavioral difficulties interventions must be data based and proactive Infused with the belief that successful classroom



management is based on a love for children and a will to succeed the text guides readers to a deeper understanding that good teaching trumps problems with learning every time

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