A Cognitive Approach to Learning Disabilities (McGraw-Hill series in special education)

Reid, D.Kim

# **A Cognitive Approach To Learning Disabilities**

**Doreen Kronick** 

## A Cognitive Approach To Learning Disabilities:

A Cognitive Approach to Learning Disabilities D. Kim Reid, Wayne P. Hresko, 1981 Cognitive Approaches to Learning Disabilities D. Kim Reid, 1996 Children's Learning Difficulties Julie Dockrell, John McShane, 1993-01-15 Many children experience difficulties in learning These difficulties may be specific as occurs when a child experiences problems with some particular task such as reading or they can be more general as occurs when learning is slower than normal across a range of tasks In this book Julie Dockrell and John McShane aim to give a clear account of learning difficulties linking the theoretical with the practical in an accessible framework A central theme of the book is the role that cognitive factors play in learning difficulties What impedes a child's progress in acquiring new knowledge Why are children with learning difficulties impoverished in their use of strategies How do children with learning difficulties differ from children developing without such problems. The authors argue that in order both to assess a child's problems and to design successful intervention programs it is essential to have an understanding of the demands placed on a child's cognitive system and the abilities of that system to deal with these demands They go on to describe the skills and strategies children need in order to read spell talk and use arithmetic they show how to assess what missing skills and techniques lie behind learning difficulties and discuss techniques which can be used to correct and compensate for these problems Throughout the authors aim to give practitioners a way based in theory of evaluating and tackling the problems facing any given child Learning Disabilities Bob Gates, Helen Atherton, 2007-01-01 This title is directed primarily towards health care professionals outside of the United States It is the authoritative textbook for students of learning disabilities covering a wide variety of topics It is relevant not only for nursing courses but also for care workers OTs and other professional and non professional carers The new edition has been completely updated and includes the latest evidence for practice There are new chapters which means the book provides comprehensive coverage of learning disablities throughout a person s life There are also new contributors including people with learning disabilities Each chapter is supported by information on further reading and other resources

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

Evidence-Based Interventions for Students with Learning and Behavioral Challenges

Richard J. Morris, Nancy Mather, 2008-01-14 This book assembles into one volume summaries of school based intervention research that relates to those who deal on a regular basis with the growing body of students having high incidence learning

disabilities and or behavior disorders special educators school psychologists and clinical child psychologists Chapter authors begin with an overview of their topic followed by a brief section on historical perspectives before moving on to the main section a critical discussion of empirically based intervention procedures In those instances where evidence based prescriptions can legitimately be made authors discuss best practices and the conditions e g classroom environment teacher expertise under which these practices are most effective A final section deals with policy issues Key Concepts in Learning Disabilities Pat Talbot,2010-03-03 This is a handy guide to the topics you need to know about whether studying or working in the field of learning disabilities The A Z format allows you to dip in and quickly find relevant information on topics ranging from Autism to Rights and from Advocacy to Challenging Behaviors Working with People with Learning Disabilities Honor Woods,David Thomas,2003-02-20 A comprehensive introduction to working with people with learning disabilities this guide provides the theoretical understanding needed to inform good practice and to help improve the quality of life of people within this group Using accessible language and case examples the authors discuss both psychological and practical theories

The Development of Arithmetic Concepts and Skills Arthur J. Baroody, Ann Dowker, 2013-06-17 This volume focuses on two related questions that are central to both the psychology of mathematical thinking and learning and to the improvement of mathematics education What is the nature of arithmetic expertise How can instruction best promote it Contributors from a variety of specialities including cognitive developmental educational and neurological psychology mathematics education and special education offer theoretical perspectives and much needed empirical evidence about these issues As reported in this volume both theory and research indicate that the nature of arithmetic expertise and how to best promote it are far more complex than conventional wisdom and many scholars past and present have suggested The results of psychological educational and clinical studies using a wide range of arithmetic tasks and populations including normally and atypically developing children non injured and brain injured adults and savants all point to the same conclusion The heart of arithmetic fluency in general and the flexible and creative use of strategies in particular is what is termed adaptive expertise meaningful or conceptually based knowledge The construction of adaptive expertise in mathematics is for the first time examined across various arithmetic topics and age groups This book will be an invaluable resource for researchers and graduate students interested in mathematical cognition and learning including mathematics educators developmental and educational psychologists and neuropsychologists educators including teachers curriculum supervisors and school administrators and others interested in improving arithmetic instruction including officials in national and local education departments the media and parents Cognitive-Behaviour Therapy for People with Learning Disabilities Biza Stenfert Kroese, Dave Dagnan, Konstantinos Loumidis, 2005-08-04 Cognitive therapy is a well known and widely used means of helping depressed patients but is only now beginning to be extended to other client groups Cognitive Therapy for Learning Disability contains contributions from well known and highly experienced practitioner researchers about the theoretical and

practical issues surrounding the application of cognitive therapy to this special client group Since cognitive therapy is usually understood to consist mainly of talking and introspection the communication difficulties challenging behaviours and the whole question of self regulation make CBT for learning disabled people a challenging and fascinating topic Cognitive Therapy for Learning Disability provides a wealth of practical examples for training and will be invaluable to clinical psychologists psychiatrists and all researchers and practitioners who deal with learning disabled people in their daily lives

Adult Learning Disorders Lorraine E. Wolf, Hope E. Schreiber, Jeanette Wasserstein, 2010-10-18 Recent advances in neuroimaging and genetics technologies have enhanced our understanding of neurodevelopmental disorders in adults The authors in this volume not only discuss such advances as they apply to adults with learning disorders but also address their translation into clinical practice One cluster of chapters addresses developmental concerns as children and adolescents with learning disorders approach young adulthood Experts discuss dyslexia language based and writing disorders perhaps the most widely studied group of learning disorders from the point of view of neuroimaging and genetic underpinnings Chapters on the neuroscience of nonverbal math and executive function disorders are also included Clinically oriented chapters with case studies recommendations for accommodation and considerations for evaluation follow Study of specialized populations such as late high school students college medical and law students further demonstrate how our expanded knowledge base may be applicable to clinical practice. The heterogeneity of adults with learning disorders the complexity of their clinical presentation and co existing disorders are addressed from both a scientific and clinical point of view demonstrating how empirical research and clinical practice inform each other This volume will enhance the practice of clinicians and educators working with adults with neurodevelopmental disorders as well as providing essential current information for researchers of Essentials of Specific Learning Disability Identification Vincent C. Alfonso, Dawn P. adults with learning disorders Flanagan, 2018-03-20 Practical up to date guidance on identifying Specific Learning Disability Essentials of Specific Learning Disability Identification provides accessible authoritative guidance on specific learning disability SLD with the most up to date information on assessment identification interventions and more Contributions by leading experts examine multiple theoretical orientations and various identification approaches for dyslexia dyscalculia dysgraphia and other common SLDs Emphasizing real world utility this book provides important information for professionals who work with children and youth at risk many of the SLD identification practices can be put to work immediately and the expert coverage offers many strategies and interventions for student support in the classroom This new second edition has been updated to align with the most current understanding of SLD manifestations diagnostic assessment and evidence based interventions and includes new material covering nonverbal learning disability speech language impairment general learning difficulties and differentially diagnosing SLD from other conditions Early SLD identification and the right kind of help can raise the trajectory of a child s life This book provides in depth information to facilitate accurate identification and appropriate intervention to help you help

the children in your care Understand how SLD manifests in academic performance Learn theory and research based approaches to SLD identification Examine the latest information about new aspects of SLD determination Utilize appropriate and effective intervention strategies for student support If a child's learning disability is caught early and the correct type of support is provided that child gets the chance to develop the skills that lead to achievement in school and beyond As a high incidence disorder SLD affects 10 15 percent of the general population making successful identification an essential skill for those who work with children Essentials of Specific Learning Disability Identification provides authoritative guidance and practical methods that can help you start changing children's lives today Improving Working Memory in Learning and Intellectual Disabilities Silvia Lanfranchi, Barbara Carretti, 2016-08-05 The last forty years of research have demonstrated that working memory WM is a key concept for understanding higher order cognition To give an example WM is involved in reading comprehension problem solving and reasoning but also in a number of everyday life activities It has a clear role in the case of atypical development too For instance numerous studies have shown an impairment in WM in individuals with learning disabilities LD or intellectual disabilities ID and several researchers have hypothesized that this can be linked to their difficulties in learning cognition and everyday life The latest challenge in the field concerns the trainability of WM If it is a construct central to our understanding of cognition in typical and atypical development then specific intervention to sustain WM performance might also promote changes in cognitive processes associated with WM The idea that WM can be modified is debated however partly because of the theoretical implications of this view and partly due to the generally contradictory results obtained so far In fact most studies converge in demonstrating specific effects of WM training i e improvements in the trained tasks but few transfer effects to allied cognitive processes are generally reported It is worth noting that any maintenance effects when investigated are even more meagre In addition a number of methodological concerns have been raised in relation to the use of 1 single tasks to assess the effects of a training program 2 WM tasks differing from those used in the training to assess the effects of WM training and 3 passive control groups These and other crucial issues have so far prevented any conclusions from being drawn on the efficacy of WM training Bearing in mind that the opportunity to train WM could have a huge impact in the educational and clinical settings it seems fundamentally important to shed more light on the limits and potential of this line of research The aim of the research discussed here is to generate new evidence on the feasibility of training WM in individuals with LD and ID There are several questions that could be raised in this field For a start can WM be trained in this population Are there some aspects of WM that can be trained more easily than others Can a WM training reduce the impact of LD and ID on learning outcomes and on everyday living What kind of training program is best suited to the promotion of such changes **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 Abnormal Child and Adolescent Psychology Rita Wicks-Nelson, 2015-08-07 Abnormal Child and Adolescent Psychology with DSM 5 Updates 8 e presents students with a comprehensive research based introduction to understanding child and adolescent psychopathology The authors provide a logically formatted and easy to understand text that covers the central issues and theoretical and methodological foundations of childhood behavior disorders Rich with illustrations and examples this text highlights the newest areas of research and clinical work stressing supported treatments and the prevention of behavior problems of youth New Approaches to Learning Disabilities Doreen Kronick, 1988 Learning Disabilities Helen Atherton, Debbie Crickmore, 2011-05-19 Learning Disabilities Toward Inclusion formerly edited by Bob Gates is one of the leading textbooks in this field It offers real ways to improve quality of experience for people with learning disabilities in all areas of life This new edition brings together a comprehensive and coherent collection of material from eminent authors with a wealth of professional backgrounds and roles Its contemporary focus reflects practice developments including the impact of changing policy and legislation on the nature and configuration of services The leading textbook for carers of people with learning disabilities A comprehensive overview of the field of learning disabilities care Well written accessible content Activities case studies diagrams and further resources including useful web links the embedding of key themes across chapters to draw diverse material into an integrated whole These are person centredness values the reality of practice the range of ability the range of services and national and international perspectives chapters on advocacy personal narratives and life story inclusive research risk safeguarding sensory awareness epilepsy and end of life care online case studies and activities with critical thinking questions and hot links to web resources to extend knowledge and understanding thereby facilitating learning a fully searchable customisable electronic version of the text to enable easy access and quick reference An to Z Practical Guide to Learning Difficulties Harry Ayers, Francesca Gray, 2013-04-03 Accessing up to date information about general and specific learning difficulties is made easy with this indispensable reference book Covering difficulties that relate to children adolescents and adults it includes crucial legislation to keep practitioners in the know useful addresses telephone numbers and websites It also includes explanations of leaning difficulties including those less than well known syndromes such as semantic pragmatic difficulties

A Human Development View of Learning Disabilities Corrine E. Kass, Cleborne D. Maddux, 2005 This book presents a human development model for understanding and treating age related deficits that seem to be characteristic of individuals with learning disabilities It is the culmination of years of clinical experience qualitative research and scholarship in the search for a framework that would be useful for the treatment of learning disabilities. The ultimate purpose of this book is to present a strategy for designing day to day individualized lessons for learning disabled students from kindergarten through Learning Disabilities Jack M. Fletcher, G. Reid Lyon, Lynn S. Fuchs, Marcia A. Barnes, 2018-09-18 Presenting adulthood major advances in understanding learning disabilities LDs and describing effective educational practices this authoritative volume has been significantly revised and expanded with more than 70% new material Foremost LD experts identify effective principles of assessment and instruction within the framework of multi-tiered systems of support MTSS With a focus on what works in the classroom the book explores the full range of reading mathematics and writing disabilities It synthesizes knowledge from neuropsychology cognitive neuroscience and special and general education Illustrations include eight color plates As a special supplement a chapter on the history of the LD field from the first edition is provided at the companion website New to This Edition Heightened emphasis on intervention including significant new developments in reading comprehension and math Chapter on principles of effective instruction and MTSS Chapter on automaticity in reading math and writing Chapter on challenges in real world implementation of evidence based practices Chapter on the validity of the LD construct

## A Cognitive Approach To Learning Disabilities Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has be more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "A Cognitive Approach To Learning Disabilities," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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## **Table of Contents A Cognitive Approach To Learning Disabilities**

- 1. Understanding the eBook A Cognitive Approach To Learning Disabilities
  - The Rise of Digital Reading A Cognitive Approach To Learning Disabilities
  - Advantages of eBooks Over Traditional Books
- 2. Identifying A Cognitive Approach To Learning Disabilities
  - Exploring Different Genres
  - o Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
  - $\circ \ \ Popular \ eBook \ Platforms$
  - Features to Look for in an A Cognitive Approach To Learning Disabilities
  - User-Friendly Interface
- 4. Exploring eBook Recommendations from A Cognitive Approach To Learning Disabilities
  - Personalized Recommendations
  - A Cognitive Approach To Learning Disabilities User Reviews and Ratings
  - A Cognitive Approach To Learning Disabilities and Bestseller Lists

- 5. Accessing A Cognitive Approach To Learning Disabilities Free and Paid eBooks
  - A Cognitive Approach To Learning Disabilities Public Domain eBooks
  - A Cognitive Approach To Learning Disabilities eBook Subscription Services
  - A Cognitive Approach To Learning Disabilities Budget-Friendly Options
- 6. Navigating A Cognitive Approach To Learning Disabilities eBook Formats
  - ∘ ePub, PDF, MOBI, and More
  - A Cognitive Approach To Learning Disabilities Compatibility with Devices
  - A Cognitive Approach To Learning Disabilities Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of A Cognitive Approach To Learning Disabilities
  - Highlighting and Note-Taking A Cognitive Approach To Learning Disabilities
  - Interactive Elements A Cognitive Approach To Learning Disabilities
- 8. Staying Engaged with A Cognitive Approach To Learning Disabilities
  - o Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers A Cognitive Approach To Learning Disabilities
- 9. Balancing eBooks and Physical Books A Cognitive Approach To Learning Disabilities
  - ∘ Benefits of a Digital Library
  - Creating a Diverse Reading Collection A Cognitive Approach To Learning Disabilities
- 10. Overcoming Reading Challenges
  - $\circ\,$  Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine A Cognitive Approach To Learning Disabilities
  - Setting Reading Goals A Cognitive Approach To Learning Disabilities
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of A Cognitive Approach To Learning Disabilities
  - Fact-Checking eBook Content of A Cognitive Approach To Learning Disabilities
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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