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.
Cognitive Approaches in Special Education - David A. Sugden 1989 The central message of Sugden's book is that work in special education should be interactive in nature. A child approaching a learning situation brings cognition and strategies and these should be used in enabling the child to be actively involved in the learning process.

Children's Comprehension Problems in Oral and Written Language - Kate Cain 2008-05-07 Comprehension is the ultimate aim of reading and listening. How do children develop the ability to comprehend written and spoken language, and what can be done to help those who are having difficulties? This book presents cutting-edge research on comprehension problems experienced by children without any formal diagnosis as well as those with specific language impairment, autism, ADHD, learning disabilities, hearing impairment, head injuries, and spina bifida. Providing in-depth information to guide research and practice, chapters describe innovative assessment strategies and identify important implications for intervention and classroom instruction. The book also sheds light on typical development and the key cognitive skills and processes that underlie successful comprehension.


Assessing Children with Specific Learning Difficulties - Gavin Reid 2015-07-16 This comprehensive book provides all the information that practitioners need to know about assessment in relation to their pupils with Specific Learning Difficulties. The why, how and what of assessment is addressed, whilst the link between assessment and intervention is also a key focus. Looking at the full range of Specific Learning Difficulties, this
book provides practical guidance on implementing strategies that are tried and tested for use in any classroom, whilst also acknowledging that assessment is a process involving other professionals and parents. Addressing issues and topics common in inclusive classrooms around the world, key topics covered include: Specific Learning Difficulties in context Teacher Assessment in literacy, numeracy and movement Motor development and co-ordination Attention factors in learning The key issues on learning differences Self-esteem and emotional literacy How to enhance skills and the self-sufficiency of teachers Assessing Children with Specific Learning Difficulties will be an invaluable guide for classroom teachers, learning support departments, psychologists and other professionals.

**Learning to Read**-John R. Beech 1985

**Developmental Disabilities Abstracts**- 1978

**Specific Learning Disabilities and Difficulties in Children and Adolescents**-Alan S. Kaufman 2001-07-30
In this book, an expert international team looks at all the recently available methods for measuring intelligence in young people.

**The Oxford Handbook of Clinical Child and Adolescent Psychology**-Thomas H. Ollendick 2018-12-07 At the founding in 1896 of the first psychological clinic dedicated to children and adolescents, the study of the psychological treatment of young people lagged behind that of adults, and the basic psychopathology
underlying mental disorders in this population was largely ignored. Since those early days, the field has evolved steadily and, in recent years, exponentially. The Oxford Handbook of Clinical Child and Adolescent Psychology is a state-of-the-science volume providing comprehensive coverage of the psychological problems and disorders of childhood. International in scope and penned by the discipline's most eminent scientists and practitioners, the handbook begins with a section on conceptual and empirical issues, followed by exceptional content on specific psychiatric disorders such as intellectual disability, externalizing and internalizing disorders, communication disorders, schizophrenia and bipolar disorder, personality disorders, and many more. The third section offers chapters on special problems in childhood and adolescence, including divorce, the incarceration of parents, suicide and non-suicidal self-injury, bullying, and medical illness. A fourth section covers delivery of clinical services in diverse settings, such as schools and prisons, and the handbook concludes with several chapters on emerging trends and future directions for the field. Conceptually rich and evidence-based, this handbook is an essential resource for students, practitioners, and researchers, providing a cutting-edge compendium of the latest theoretical and empirical developments by leaders of the discipline.

**Learning Disabilities**-Bill Ray Gearheart 1985

**Reading and Learning Difficulties**-Peter Stuart Westwood 2001 This book is a guide to teaching reading more effectively to a wide range of children. It presents various research-supported approaches to teaching, explains why learning problems sometimes occur, and what can be done to prevent or overcome these difficulties.-- back cover, ed.
Universal Approaches to Support Children’s Physical and Cognitive Development in the Early Years-
Sue Soan 2020-09-25 This book has been designed to provide educators with practical strategies and approaches to support the motor and coordination development of children within an educational setting. Difficulties with movement and coordination can significantly affect participation and learning, in Early Years settings and schools, but many of these children can be supported through changes to their educational environment, or the implementation of universal strategies. This invaluable resource demonstrates how professionals can positively impact on children’s educational progress, outcomes and social participation. This book: Combines perspectives of occupational therapy and special educational needs, using evidence-based research to provide professionals with the knowledge and confidence to enhance quality first teaching skills for all children, in all settings. Promotes inclusion and participation in activities that affect pupil progress, such as handwriting, self-care, lunchtime, physical activities and play. Offers a range of activities, tips and guidance to help improve progress and academic achievement for all children. Taking a holistic approach to early learning and teaching, this is a vital resource for teachers and trainee teachers, teaching assistants, SENCOs, student occupational therapists and all practitioners working in Early Years settings.

Rethinking Learning Disabilities-Deborah Paula Waber 2010-02-03 Experts have yet to reach consensus about what a learning disability is, how to determine if a child has one, and what to do about it. Leading researcher and clinician Deborah Waber offers an alternative to the prevailing view of learning disability as a problem contained within the child. Instead, she shows how learning difficulties are best understood as a function of the developmental interaction between the child and the world. Integrating findings from
education, developmental psychology, and cognitive neuroscience, she offers a novel approach with direct practical implications. Detailed real-world case studies illustrate how this approach can promote positive outcomes for children who struggle in school.

**A Human Development View of Learning Disabilities**-Corrine E. Kass 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 adulthood.

**Educating Exceptional Children**-Samuel Alexander Kirk 2005-03-22 The first survey of its kind to be published, Educating Exceptional Children is highly regarded for its academic and authoritative approach. The text provides both practical applications on how to adapt teaching methods, curriculum, and settings to meet the needs of students with disabilities, and analysis of ecological factors that influence the exceptional child, both in and outside of the classroom. The Eleventh Edition features an increased emphasis on trends and topics of debate, such as inclusion, the No Child Left Behind Act, and transitioning the student from school to work. Case studies drawn from real-life situations help students understand how general education teachers deal with immediate issues including parental concerns, family service plans, and adapting the classroom according to a student need. Chapter organization divides the text into three main sections: Introduction and History, High Incidence Disabilities, and Low Incidence Disabilities. Coverage of key standards begins in Chapter 2 and is referenced throughout the text and ancillary materials. Many of the student activities in the
text and online are linked to relevant Key Standards, and a matrix included in the IRM serves as a quick reference for instructors. Up-to-date coverage includes coverage of the No Child Left Behind Act, assistive technology, and incorporating specific software and strategies into the lesson plan. Houghton Mifflin Video Cases, four- to six-minute video modules presenting real classroom scenarios, enable students to observe the day-to-day challenges and rewards of teaching from the convenience of their computers. Available on the Online Teaching and Study Centers, HM Video Cases are enhanced by classroom artifacts, Viewing Questions, Interview Transcripts, Key Terms, and bonus video footage.

**Linguistics and Language Behavior Abstracts**- 1994

**New Approaches to Learning Disabilities**-Doreen Kronick 1988

**Exceptional Children and Youth**-Nancy Hunt 2006 This text uses a straightforward approach and a highly personalized tone to present research and teaching practices, emphasizing the effects of disabilities on the lives of individuals, their families, and their teachers. Themes of commonality and collaboration encourage respect, minimize teacher anxiety, and de-emphasize the typical clinical approach to this content. "Portfolio Activities" help students prepare for their careers and provide resources such as online templates. Multicultural coverage has been fully integrated as a result of the advisory work of nationally known specialist Festus Obiakor (University of Wisconsin, Milwaukee). Enhancements to the companion Web site provide greater integration of print and online content, as well as links to further research on special education. This updated version includes an 8-page insert highlighting the 2004 IDEA Reauthorization Legislation—the history
of this important legislation, why the reauthorization was needed, and what the changes included—as well as a
table correlating the new HM Video Cases to specific chapters in the book. Award-winning HM Video Cases
have been added to the Online Teaching and Study Centers. These 4- to 6-minute cases present actual
classroom scenarios that depict the complex challenges and opportunities teachers face every day. They are
accompanied by classroom "artifacts," viewing questions, key terms, and bonus videos.

Cumulative Book Index- 1997 A world list of books in the English language.

Current Index to Journals in Education- 1998

Education of Children and Adolescents with Learning Disabilities- Abraham Ariel 1992

Students with Learning Disabilities- Cecil D. Mercer 1992 This book addresses every aspect of learning
disabilities, from assessment, definition, and characteristics through specific strategies for individual
disorders. Based on a multi-theoretical foundation, the new edition of Students with Learning Disabilities
integrates numerous philosophical and practical perspectives into a supportive framework of best practices for
diagnosis and intervention. A clear presentation of non-teaching factors and their affect upon teaching success
explores such topics as homework, class size, parental involvement, and curriculum design. There have also
been coverage expansions in topics such as cultural diversity, learning strategies, social skills training,
affective development, phonological awareness development, successful transition factors, effective

Children's Learning Difficulties: A Cognitive Approach

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assessment, and teaching strategies. The coverage of social-emotional problems of LD students includes discussions of the use of socio-metric measures -- such as peer status -- in assessment and planning. An updated reference section also helps familiarize readers with the latest available resources. By providing practical strategies, Students with Learning Disabilities is a valuable book for any parent, teacher, or school administrator who must learn to cope with LD students.

**Learning and Instruction**- 1993


**Exceptional Child Education Resources**- 2002

**Intervention Planning for Adults with Communication Problems**- Harriet B. Klein 1999 This authoritative resource stresses the importance of understanding general principles underlying the formulation of an intervention plan - while offering suggestions on how to make management decisions at three major points in the intervention process, regardless of speech/language disorder type and severity. To facilitate decision-making with adult clients, this book also provides a comprehensive body of information about normal communication performance throughout the phases of adulthood.

Visual Problems in Childhood - Terry Buckingham 1993

Language-related Learning Disabilities - Adele Gerber 1993 A practical text-reference on the relationship between learning disabilities and the linguistic and cognitive factors that contribute to academic failure. Among the topics explored are the theoretical foundations of learning disabilities, the nature of language-related learning disabilities, and beneficial intervention methods. The volume also reviews current trends in service delivery, such as team teaching; classroom-based intervention consultation/collaboration; and staff, curriculum, and program development. For professionals, educators, and graduate students in speech-language pathology and special education. Annotation copyright by Book News, Inc., Portland, OR

Occupational Therapy for Children - Pat Nuse Pratt 1989

Transforming the Workforce for Children Birth Through Age 8 - National Research Council 2015-07-23 Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not
acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Hemispheric Specialization, Cognitive Style and Learning Disability-Vicki E. Snider 1979

The ABCs of Learning Disabilities-Bernice Wong 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

**Professional Issues in Learning Disabilities**-William N. Bender 1999

**Cognitive Approaches to Neuropsychology**-J Ed Williams 1988-10 Since its early development, neuropsychology has examined the manner in which cognitive abilities are mediated by the brain. Indeed, all of neuropsychology, and especially clinical neuropsychology, could be subsumed under this general investigation. However, a variety of factors impeded the close association of neuropsychologists and cognitive/experimental psychologists. These factors were prominent influences in both camps, which kept the study of cognition away from a consideration of biological foundations and kept neuropsychology theoretically impoverished. In recent years, these factors have diminished and "cognitive neuropsychology" has become a popular term to describe the new movements to join the study of cognition with the study of brain function. The factors which kept these areas separate were manifestations of historical trends and represent a social distance which largely happened by accident. The first and perhaps most important factor was that early investigators of cognition and brain function were not psychologists. Most were neurologists or other neuroscientists who were excellent observers of behavior following brain injury but had virtually no
theoretical context of cognitive psychology, which would allow them to expand and deepen their understanding of the behavior they were observing. As more psychologists who have such a context have observed the consequences of brain disorders, especially aphasia and amnesia, the study of them has become far more comprehensive as theories of language and memory derived from cognitive psychology have been incorporated into the investigations.


Developmental Disabilities Abstracts- 1977

Children with Learning Difficulties-Diane Montgomery 1990

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