

Mental Retardation

An Introduction to
Intellectual Disabilities

Second Edition

Mary Elwyn, PhD
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William H. Korn

Mental Retardation An Introduction To Intellectual Disability 7th Edition

**Mary Beirne-Smith, James R.
Patton, Shannon H. Kim**



Mental Retardation An Introduction To Intellectual Disability 7th Edition:

Mental Retardation Mary Beirne-Smith, James R. Patton, Shannon H. Kim, 2006 This book provides educators with the most current information about the many facets of mental retardation and intellectual disabilities from a life cycle perspective The authors also show relationships between theory and practice decode the terminology used in the field and relate these terms and concepts to the reality of the classroom the world of work and the life of the community What

Teachers Need to Know about Students with Disabilities Peter S. Westwood, Peter Westwood, 2009 Provides an overview of the disabilities that teachers may encounter in their classrooms Explains how disabilities impact on students learning and development Covers intellectual disability autism Asperger syndrome other pervasive developmental disorders physical and health impairments vision and hearing impairments language and learning disorders and emotional and behavioural disorders

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 **Special Education in Contemporary Society** Richard M. Gargiulo, 2014-07-09

Grounded in research and expanding on current trends and contemporary issues the new edition of Gargiulo's text provides an easy to read introduction to special education Mental Retardation Lynda Crane, 2001 Using the goal of community integration as a coherent unifying conceptual focus this book presents the applied research and information that readers can use as they work with the mentally retarded Additionally this is a book with heart built on the premise that the coverage is not designed simply to appeal to readers' intellect but to their emotional and relational experience as well **Cognitive and**

Intellectual Disabilities Stephen B. Richards, Michael P. Brady, Ronald L. Taylor, 2014-09-15 Teaching Applications Chapters 9 through 12 present the strongest coverage available in any introductory text on instructional issues and applications for teaching students with mental retardation Correlation to CEC Standards Key Points at the opening of each chapter tie content to CEC's general knowledge standards and the cognitive and intellectual disabilities knowledge and skills statements Events That Made a Difference and Research That Made a Difference features throughout the text provide students with valuable insight into research-based practices that have made an impact on the field of cognitive and intellectual disabilities

Mental Retardation Beirne-Smith, 2005-06-09 **Mental Retardation** Clifford J. Drew, Michael L. Hardman, 2004 For undergraduate and graduate introductory courses in Mental Retardation and intellectual disabilities in special education psychology social work and social sciences programs The eighth edition of this classic text again fulfills its

goal of providing an introduction to intellectual disabilities that is readable and comprehensive and which reflects the broad array of stories associated with this disability The authors combine a developmental approach discussing their subject as it evolves from birth to the elder years with a multidisciplinary perspective that acknowledges the need for collaboration in regard to diagnosis and intervention in order to effectively assist people with mental retardation intellectual disabilities and their families Coverage pays particular attention to multicultural issues and incorporates the latest research in the field

Education and Training in Mental Retardation and Developmental Disabilities ,2000-03 **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 Instructional Strategies for Students With Mild, Moderate, and Severe Intellectual Disability Richard M. Gargiulo, Emily C. Bouck, 2017-01-20 Strategies for Students with Mild Moderate and Severe Intellectual Disabilities is a textbook for undergraduate and graduate students enrolled in special and general education teacher preparation programs as well as practicing professionals offering a solid research based text on instructional methodologies for teaching students with intellectual disability across the spectrum of intellectual abilities The book addresses both academic and functional curricula in addition to behavioral interventions Additionally Instructional Strategies for Students Mild Moderate and Severe Intellectual Disability adopts developmental or life span approach covering preschool through adolescence and young adulthood **American Journal of Mental Retardation** ,2008 Includes the association s conference proceedings and addresses *Teaching Students who are Exceptional, Diverse, and at Risk in the General Education Classroom* Sharon Vaughn, Candace S. Bos, Jeanne Shay Schumm, 2007 Based on the belief that even small accommodations make a difference in the success of students with disabilities this text provides classroom teachers with the knowledge tools and practical strategies that will empower them to spark learning in every student From students with disabilities culturally diverse students and students with limited English proficiency to economically disadvantaged students Vaughn Bos Schumm provides teachers with the tools they need in their diverse classrooms Revised to reflect recent changes in the law IDEA 2004 a new chapter on Developing Independence in Learning an all new Tech Tips features that has received rave reviews a revised chapter Managing Student Behavior that emphasizes school wide behavior management and positive behavioral support an expanded chapter on Collaborating and Coordinating with Other Professionals and Family Members with increased coverage

of co teaching a revised chapter on Planning and Grouping Strategies for Special Learners that reflects an increased emphasis on grouping and expanded coverage of secondary education via chapter opening interviews new photos and new examples throughout the text *Student Teacher to Master Teacher* Michael S. Rosenberg, Lawrence J. O'Shea, Dorothy J. O'Shea, 1991 **Introduction to Learning Disabilities** Daniel P. Hallahan, James M. Kauffman, John Lloyd (Ph. D.), 1999 An introduction to the field of learning disabilities across the lifespan covering basic information on causes characteristics parent and family factors and educational approaches Contains sections on educational planning developmental perspectives strategies for helping students adapt and s **The Inclusive Classroom** Margo A. Mastropieri, Thomas E. Scruggs, 2010 This text offers a wealth of practical and proven strategies for successfully including students with disabilities in general education classrooms The text provides targeted strategies for the subject and skill areas as well as special needs of individual students with a strong focus on instructional strategies applied to specific student need areas An overall theme of effective differentiated instruction is infused throughout the text relating to those practices that are most closely aligned with academic success The text is unique in its three part coverage of 1 the fundamentals of teaching students with special needs 2 effective general teaching practices and 3 inclusive practices in specific subject areas With a strong focus on instructional strategies and how they are applied to specific student need areas the text goes further by featuring more specific strategies than any other text and extensive information about the most effective strategies available and when and how to use them This strong focus instructs pre service teachers and other education personnel on how they can implement in the classroom specific strategies to address a very wide range of grade levels skill levels academic content areas and extensive and very specific information on strategies teachers can use in the areas of most concern to them e g behavior management handling student confrontations promoting literacy memory for school content motivation to learn maintaining student attention adapting assessment and improving test scores and specific strategies for adapting specific lessons in math science social studies and career and technical education Specifically written for pre service or in service special education teachers who will work with general education teachers in K 12 classrooms the text is also relevant for school psychologists counselors support staff and other school personnel interested in helping all students succeed in the classroom **Mental Retardation** Linda Hickson, Leonard S. Blackman, Elizabeth M. Reis, 1995 This book introduces readers to the nature and needs of individuals with mental retardation from an educational perspective Based on a critical analysis of existing special education approaches representing both cognitive and behavioral orientations it includes numerous case studies illustrating assessment and instructional approaches and the characteristics of persons with mental retardation across various age levels *Medical and Health Care Books and Serials in Print* , 1997 **Subject Guide to Books in Print** , 1996 **Teaching Students with Mild and High-incidence Disabilities at the Secondary Level** Edward James Sabornie, Laurie Ungerleider DeBettencourt, 2004 Focusing on the needs of secondary level learners with common disabilities a group often

neglected by other books on the market Teaching Students with Mild and High Incidence Disabilities at the Secondary Level presents numerous research proven instructional methods and strategies It thoroughly examines the methods that are effective across the board as well as methods specific to particular challenges The authors address special education theory and relevant research in simple straightforward language that uses minimal jargon making concepts accessible and understandable to all Using case studies to show actual instruction as it happens this book gives readers a realistic portrait of today s diverse student population Coverage includes special education and adolescence instruction methods and current and future instructional issues An obvious resource for special education teachers this book is also an excellent guide for all educators as it provides information about assessment and curriculum planning

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