

# Understanding MILD INTELLECTUAL DISABILITY



# Students With Mild Disabilities

**Eileen B. Raymond**



## **Students With Mild Disabilities:**

**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** *Teaching Students with Mild Disabilities* Tom E. C. Smith, David Michael Finn, Carol Ammons Dowdy, 1993 *Strategy Instruction for Middle and Secondary Students with Mild Disabilities* Greg Conderman, Laura Hedin, Val Bresnahan, 2013-02-14 This resource features evidence based strategies for teaching vocabulary reading written language math and science as well as study skills textbook skills and self regulation It provides informal assessments for every content area or skill addressed case studies that link assessment results IEP goals and learning strategies and application activities with questions and suggested responses

**Characteristics of and Strategies for Teaching Students with Mild Disabilities** Martin Henley, Roberta S. Ramsey, Robert Algozzine, 2009 6th edition includes information on Asperger s Syndrome pervasive developmental delay and non verbal learning disabilities as well as expanded information on ADHD Provides new information on Response to Intervention RTI and discusses the new guidelines established by the American Association on Intellectual and Developmental Disabilities for identification of students with mild intellectual disabilities *Learners with Mild Disabilities: A Characteristics Approach* Eileen B. Raymond, 2013-10-03 A primary text for use in high prevalence courses in special education programs A critical look at four high prevalence mild disabilities as seen from several unique perspectives *Learners with Mild Disabilities* focuses on four high prevalence disorders mild intellectual disabilities learning disabilities emotional behavioral disorders and ADHD The text also considers the Autism Spectrum Disorders such as HFA and Asperger s Syndrome in addition to other mild conditions such as communication disorders This text looks first at the concept of disability from conventional categorical perspectives and then shifts to focusing on learners from the perspective of alternative non categorical frameworks It describes students with disabilities and related conditions with respect to a variety of individual strengths and needs considering their cognitive perceptual language academic learning and social emotional characteristics The reader is encouraged to apply these conceptual frameworks through the analysis of numerous vignettes and extended case studies that are drawn from the experiences of real children and teachers throughout the text Using this non categorical framework best prepares special educators for the complex job of providing effective services to the full and unique spectrum of students with mild disabilities **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 7.10 tablet or iPad iOS 5.0 or later

**Methods and Strategies for Teaching Students with Mild Disabilities: A Case-Based Approach** Joseph Boyle, David Scanlon, 2009-03-02 Students in a typical special education methods course are often presented with and overwhelmed by myriad techniques and methods leaving them with insufficient opportunities to practice and reflect on covered practices In addition students are often uncertain how to apply the techniques in actual teaching situations METHODS AND STRATEGIES FOR TEACHING STUDENTS WITH MILD DISABILITIES A Case Based Approach uses a more focused and integrated approach than other texts in the market Each chapter presents a limited number of techniques 5 to 7 in detail Boyle and Scanlon demonstrate effective teaching methods and techniques through application activities anchor content around case studies and offer an overview of other techniques not covered in detail The case study approach is a distinctive feature of this program with both text case studies and video case studies in each chapter Information addressing culturally economically linguistically and ethnically diverse learners

among others is integrated throughout the text as well Important Notice Media content referenced within the product description or the product text may not be available in the ebook version

**Characteristics of and Strategies for Teaching Students with Mild Disabilities** Kate Algozzine, Martin Henley, Roberta S. Ramsey, Robert Algozzine, 1995-12 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

**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

**Teaching Students with Mild Disabilities** William N. Bender, 1996 A teaching methods book which is focused on the strengths and weaknesses in inclusive instruction while preparing students to teach either a resource class and or inclusive instructional settings

**Students with Mild Disabilities in General Education Settings** Ada Vallecorsa, Laurie Ungerleider DeBettencourt, Naomi Zigmond, 2000 Especially for special educators that are being asked to teach special education in a general education setting this book teaches how to apply effective assessment instructional and evaluation strategies to that setting and shows how to develop and implement programs in collaboration with general education classroom teachers Emphasis on providing special education services within a general education setting Focuses on how special educators can go into mainstream environments and offer direct and indirect services to address the range of learning and behavioral problems that are typical to students with mild disabilities Shows how to develop and implement programs in collaboration with regular class teachers Ideal for special educators wanting to learn more about what his her role is likely to entail

**Characteristics of & Strategies for Students with Mild Disabilities** Dr Bob Algozzine, Robert Algozzine, Martin Henley, 1993-12-01

**Students with Mild Disabilities in the Secondary School** Paul Retish, 1991

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was designed to provide this foundation Presented in the form of scope and sequence charts that can be used as objectives for the State Frameworks goals and benchmarks this resource assists in preparing IEPs including the new process of identification of children with disabilities through their responses to intervention RTI An additional focus is on the impact of federal laws IDEA and NCLB on the curriculum and assessment in schools today The book has been reorganized into ten chapters including historical perspectives early childhood special education curricula oral expression curricula reading and listening curricula written expression curricula mathematics curricula educational technology curricula K 12 social and self competence curricula science curricula and evaluation reports case studies Appendix The scope and sequence charts were modified to include current national education standards and benchmarks and the skills in each of the academic areas that require annual state assessment These charts will assist teachers in modifying the general education curriculum for students with mild disabilities and to write complete Individual Education Programs using age appropriate and developmentally appropriate teaching and assessment materials Chapter summaries included for review purposes also serve as selective and motivational reading With special education teachers in short supply and the demands on their time so great this book will provide a valuable resource for cutting the clutter and moving to the heart of the teaching process determining what skills students need to move effectively to the next level

*Teaching Students with Mild Disabilities at the Secondary Level*

Edward James Sabornie, Laurie Ungerleider DeBettencourt, 1997 This practical new book focuses attention on a group of learners with unique needs and characteristics adolescents with disabilities It describes the wealth of research proven instructional methods available to address the learning and behavioral problems typical of adolescent learners with such conditions as learning disabilities behavioral disorders and mild mental retardation A cross categorical focus is used and a solid grounding in current research ensures the techniques advocated have a proven track record The authors straightforward writing style and minimal use of jargon make all material accessible and understandable to users Each content area chapter in addition to presenting techniques for use in special education classes explores ways in which teachers of adolescents with disabilities can use the material in general education classrooms as well Specific methods for use with specific groups of adolescents with mild disabilities are included wherever applicable for example cognitive strategies for use with students identified as learning disabled For educators

**Learning Disabilities and Related Mild Disabilities** Beverley Johns, Janet W. Lerner, 2009-08-06 The text that has set the standard for students working toward certification in special education has been substantially revised and updated to meet the needs of a new generation of teachers and students As reflected in the new title Learning Disabilities and Related Mild Disabilities now includes a cross categorical emphasis making it suitable to a broader number of courses Specifically the text now accommodates the increased number of courses aimed at teaching students with mild disabilities that are part of many states certification requirements Researchers are finding that many students with learning disabilities exhibit coexisting related disorders such

as ADHD Asperger's Syndrome and nonverbal learning disabilities Preservice and in service classroom teachers who are increasingly responsible for teaching students with special needs within general education or inclusive classrooms will find this new edition especially helpful The text describes the characteristics of various mild disabilities and offers teaching strategies for general education teachers special education teachers school psychologists and other related professionals All of the text's new coverage and special features were developed to align with the Cengage Learning Education Mission Statement Bridging the gap from preservice to practice to help new teachers be successful in their future classrooms and with their future students

**Mainstreaming Students with Mild Disabilities Into the Regular Education Classroom**  
Tracy L. Conway, 1995

**Educating Students with Mild Disabilities** Edward L. Meyen, Glenn A. Vergason, Richard J. Whelan, 1998 Provides both general and special education teachers with strategies for teaching students with mild disabilities This book talks about learning disabilities behavior disorders and mild retardation It includes learning strategies curriculum based measurement assessment co teaching and more



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