

**Teaching the
Emotionally
Disturbed/Learning
Disabled Child: A
Practical Guide**

Hayes, Rosa P.

Teaching The Emotionally Disturbed Learning Disabled Child

Rosa P. Hayes,Merice G. Stevenson

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Sprafkin,Kenneth D. Gadow,Robert Abelman,2013-10-23 The question of what types of children are most influenced by or can best benefit from television is a recurrent theme in the scientific literature as well as a frequently raised issue for pediatric associations educators and parent citizen groups concerned about the welfare and advancement of young children To effectively address this question this book focuses on a wide variety of children with highly divergent cognitive abilities social skills and educational capacities that is those labeled as emotionally disturbed learning disabled mentally retarded and intellectually gifted These children not only possess characteristics that place them at the greatest risk with regard to television s negative impact but also in a position to most benefit from the purposeful use of the medium at home and in the classroom Combining literature from the fields of mass communication developmental psychology and special education the authors present a comprehensive analysis of television and its forgotten audience Practical implications and applications in the home and school are also extracted from research findings making this volume a valuable resource for students educators and researchers in the fields of communication and special education and for the parents and teachers of exceptional children Teaching the Emotionally Disturbed Rosa P. Hayes,Merice G. Stevenson,1980 **Teaching the Emotionally Disturbed/learning Disabled Child: Teacher-made ready-to-use learning games & activities** Rosa P.

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special needs *Teaching the Emotionally Disturbed-Learning Disabled Child* Rosa Hayes,Merce G. Stevenson,1980-01-01

The Mathematical Education of Exceptional Children and Youth Vincent Joseph Glennon,Frances P. Connor,1981

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Checklist James David Hodge,1973

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In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Teaching The Emotionally Disturbed Learning Disabled Child** a literary masterpiece penned by way of a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect on the hearts and minds of those who partake in its reading experience.

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