

Functional Math Skills Checklist

Written by a nationally known educator with two decades of experience in working with ADD/ADHD students. For fast, reliable information about attention deficit disorder, parents and teachers need only to refer to The ADD/ADHD Checklist. This unique resource is packed with up-to-date facts, findings, and proven strategies and techniques for understanding and helping children and adolescents with attention deficit problems and hyperactivity-- all in a handy list format.

PRESCHOOL AND SCHOOL-AGE LANGUAGE DISORDERS is designed for introductory coursework that explores language deficits associated with developmental delays and disorders as seen in children ages two to eighteen. Unique to this book is a chapter related to the provision of speech-language services in public schools, including a discussion of federal legislation that impacts service delivery. Aspects of normal language development are woven into the discussion of language disorders to emphasize that knowledge of both is necessary to effectively assess and treat clients. Preschool and School-Age Language Disorders focuses on integration of evidence-based practice into assessment, diagnosis, and treatment practices, and includes information from classic research studies as well as current research. There is also a focus throughout the book on the impact of low-income environments on a child's language and literacy development and school success. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Many schools have implemented academic response to intervention (RTI) and schoolwide positive behavioral interventions and supports (PBIS) as separate initiatives. This book provides keys to making these programs more effective, seamless, efficient, and sustainable by combining them into a single multi-tiered system of support (MTSS). Steps and strategies are outlined for integrating data structures, practices, teams, and district systems. Contributing authors present detailed case examples of successful MTSS implementation in three states. In a large-size format with lay-flat binding, the book features 27 reproducible checklists and evaluation tools. Purchasers get access to a companion website where they can download and print the reproducible materials plus other helpful resources. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Practical Handbook of School Psychology
Handbook of Psychological and Educational Assessment of Children, 2/e
AEESPH Review

Everything You Need to Know to Help Your Child Learn

Tests in Print

Supporting and Mentoring New Teachers

In The Classroom and Communications Skills Program: Practical Strategies for Educating Young Children with Autism Spectrum and Other Developmental Disabilities in the Public School Setting, Megan Ahlers and Colleen Zillich openly share their experience in the classroom and how they developed the CCSP. Created in response to the frustrations of young students attempting to adjust to the classroom, the Classroom and Communications Skills Program is based on the authors' shared belief that the least restrictive environment is a principle, not a place. It is an idea that teaches us to look at the continuum of service or placement options for children.Brimming with effective ways to facilitate the learning of young children who are non-verbal/limited verbal and not table ready in a public school setting, the program emphasizes the importance of creating a fluid continuum between the child's natural environments, including home and school, to increase the chances for generalizing skills.

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.

This book brings together for the first time research informing leadership practice in special education from preschool through transition into post-secondary settings. It provides comprehensive coverage of 1) disability policy 2) leadership knowledge, 3) school reform, and 4) effective educational leadership practices. Broader in scope than previous books, it provides in-depth analysis by prominent scholars from across the disciplines of both general and special education leadership. Coverage includes historical roots, policy and legal perspectives, and content supporting collaborative and instructional leadership that support the administration of special education. Comprehensive - This is the first book to integrate the knowledge bases of special education and educational leadership as these fields impact school improvement and the performance of students with disabilities. Chapter Structure - Chapters provide a review of the knowledge base as well as recommendations for special education leadership and future research. Multicultural Focus - Addressing special education leadership within the context of a multicultural society, chapters incorporate content related to the diversity of families, teachers, and students. Expertise - Chapter authors have made significant contributions to the knowledge base in their specific areas of study such as educational policy, special education law and finance, school reform,, organizational management, and instructional leadership. This book is a reference volume for scholars, leaders, and policy makers and a textbook for graduate courses in special education, educational administration, and policy studies.

Strategies for Teaching Handicapped Adolescents

Blending RTI and PBIS

Strategies for Effective Differentiated Instruction

Personality, Behavior, and Context

An Easy Reference for Parents and Teachers

Alternative Futures for the Education of Students with Severe Disabilities

A guide to supporting new teachers discusses mentoring programs, strategies for improving new teachers' teaching skills, and case studies of successful programs.

Robert and Denise Sedlak are noted for their work with mentally retarded young people. Teaching the Educable Mentally Retarded combines their training and experience to create an invaluable resource for both the practicing and beginning teacher of mildly retarded students. Practical suggestions, case studies, and real-life anecdotes are interwoven with research findings. The result is an up-to-date, comprehensive guide to handling the expected and unexpected situations teachers confront in the classroom. The book incorporates current trends in education, featuring sections on the use of instructional aides in the classroom and on the use of computers and other teaching technology in special education classes. The authors' style is clear and easy to follow, and the work is enhanced through the copious use of charts and figures.

Bringing together leading authorities, this concise, state-of-the-science Handbook delves into all aspects of problem solving-based school psychology practice. Thirty-four focused chapters present data-based methods for assessment, analysis, intervention, and evaluation, with special attention given to working in a response-to-intervention framework. Tools and guidelines are provided for promoting success in key academic domains: reading, writing, and math. Social-emotional and behavioral skills are thoroughly...

800+ Measurable IEP Goals and Objectives for Use in K-12 and in Home School Settings

Curriculum Review

A Teacher's Guide to Special Education

Tests in Print

An Index to Tests, Test Reviews, and the Literature on Specific Tests

Teaching the Educable Mentally Retarded

?This handbook describes evidence-based methods of assessing psychological, educational, behavioral, and developmental problems in children and adolescents. It provides state-of-the-art analyses of leading assessment tools and methods. Chapters provide an overview of childhood assessment issues, diagnostic classification systems, interviewing and report writing, traditional assessment tools and methods, such as Applied Behavioral Analysis (ABA). In addition, chapters address daily living, academic, and social skills, commonly encountered psychological conditions, and developmental disorders, reviewing definitions and etiology, history of assessment and diagnosis, possible comorbid conditions, and current means and procedures. The handbook also covers specific childhood disorders that often present assessment challenges in children, such as posttraumatic stress disorder, mood disorders, pain, and feeding and eating disorders. Topics featured in this handbook include: Adaptive and developmental behavior scales. Diagnostic classification systems and how to apply them to childhood problems and disorders. Intelligence testing and its use in childhood psychological assessment. Assessment of Attention Deficit Hyperactivity Disorder (ADHD) in persons with developmental disabilities. Self-injurious behavior in children. Prevalence and assessment of common sleep problems in children. The Handbook of Childhood Psychopathology and Developmental Disabilities Assessment is an essential resource for researchers, graduate students, clinicians, and related therapists and professionals in clinical child and school psychology, pediatrics, social work, developmental psychology, behavioral therapy/rehabilitation, child and adolescent psychiatry, and special education.

From 1990 to 2000, a qualitative study of the implementation of the Kentucky Education Reform Act (KERA) was conducted in four small rural school districts in Kentucky. KERA reflects key components of what would later be termed "systemic reform": a unifying set of goals that all students must attain, a coherent system of instructional guidance, and a restructured governance system. In addition, KERA has other components, such as the ungraded primary program. This book presents findings from the second phase of the 10-year study, focusing on the effects of KERA on curriculum, instruction, and student learning in six elementary schools in the four districts. In all six schools, student achievement improved, but in five schools, teachers focused more on improving whole-school performance on achievement measures than on improving the learning of each student, and had difficulty raising their expectations for low-income and minority children. KERA reforms increased classroom writing, the variety of instructional strategies, integration of subject matter, classroom computer use, and open-ended response and portfolio items for classroom assessment. However, teachers had difficulty moving beyond a teacher-directed approach, and only a few integrated technology effectively into the curriculum. Testing for accountability became the focus of the assessment system, and the KERA goal of continuous performance-based student evaluation was neglected. School-based decision-making councils did not make most key decisions as intended by KERA. The findings also note the importance of school leadership accountability goals and the need for more time for teachers in meeting school professional development. Ten appendices present KERA goals; dissemination efforts; data collection and research questions for both phases of the study; interview protocols; and characteristics of parents, students, and community members interviewed. (Contains 151 references.) (TD)

For Methods courses in Severe/Multiple Disabilities and Moderate and Severe Disabilities. This highly successful text addresses the full range of curriculum topics involved in educating individuals with severe disabilities. Instruction of Students with Severe Disabilities examines the principles behind teaching students with severe and multiple disabilities. This edition includes more information on alternative assessment, a stronger focus on positive behavior interventions and supports, and additional strategies on peer relationships.

Handbook of Childhood Psychopathology and Developmental Disabilities Assessment

Involving Parents of Students With Special Needs

A Lifespan Approach

Human Exceptionality: School, Community, and Family

Practical Strategies for Educating Young Children with Autism Spectrum and Other Developmental Disabilities in the Public School Setting

An Applied Behavior Approach to Life Skills Assessment

Despite the prevalence of students with disabilities in the general education classroom, few teachers receive training on how to meet these students ' needs or how to navigate Despite the prevalence of students with disabilities in the general education classroom, few teachers receive training on how to meet these students ' needs or how to navigate the legally mandated processes enumerated in the Individuals with Disabilities Education Act (IDEA). What is their role? What are their responsibilities? What are the roles and rights of parents? And what must all teachers do to ensure that students with disabilities and other special needs receive the quality education they ' re entitled to? In this practical reference, David F. Bateman—bestselling author of A Principal ' s Guide to Special Education—and special education administrator Jenifer L. Cline clarify what general education teachers need to know about special education law and processes and provide a guide to instructional best practices for the inclusive classroom. Topics covered include The pre-referral, referral, and evaluation processes Individualized education programs (IEPs) and the parties involved Accommodations for students who do not qualify for special education, including those covered by Section 504 Transition from preK to K–12 and from high school to postschool life Classroom management and student behavior Educational frameworks, instructional strategies, and service delivery options Assessment, grades, graduation, and diplomas The breadth of coverage in this book, along with its practical examples, action steps, and appendices covering key terms and definitions will provide the foundation all K–12 teachers need to successfully instruct and support students receiving special education services. It ' s an indispensable resource for every general education classroom. The legally mandated processes enumerated in the Individuals with Disabilities Education Act (IDEA). What is their role? What are their responsibilities? What are the roles and rights of parents? And what must all teachers do to ensure that students with disabilities and other special needs receive the quality education they ' re entitled to? In this practical reference, David F. Bateman—bestselling author of A Principal ' s Guide to Special Education—and special education administrator Jenifer L. Cline clarify what general education teachers need to know about special education law and processes and provide a guide to instructional best practices for the inclusive classroom. Topics covered include The pre-referral, referral, and evaluation processes Individualized education programs (IEPs) and the parties involved Accommodations for students who do not qualify for special education, including those covered by Section 504 Transition from preK to K–12 and from high school to postschool life Classroom management and student behavior Educational frameworks, instructional strategies, and service delivery options Assessment, grades, graduation, and diplomas The breadth of coverage in this book, along with its practical examples, action steps, and appendices covering key terms and definitions will provide the foundation all K–12 teachers need to successfully instruct and support students receiving special education services. It ' s an indispensable resource for every general education classroom.

The two volumes of the Handbook of Psychological and Educational Assessment of Children, Second Edition, cover all aspects of child and adolescent assessment. Leading clinical scientists summarize the state of the science of assessment paradigms, instruments, and methods. With an emphasis on practical clinical considerations, chapters also delve into issues related to test development, psychometrics, and bias. Conveniently designed for reference or text use, this vast knowledge base has been synthesized into two volumes which may be purchased separately or together. INTELLIGENCE, ATTITUDE, AND ACHIEVEMENT surveys assessment of intelligence, learning styles, and academic achievement; covers historical issues and psychometric methods; and addresses diversity issues, ethical concerns, and special topics in mental testing. PERSONALITY, BEHAVIOR, AND CONTEXT reviews the use of projective methods, interviewing and observation, and objective methods of assessing personality and behavior; discusses the assessment of specific syndromes and symptoms; and presents tools for assessing adaptive skills and the family context.

Bridge the communication gap with parents of children with special needs! The author provides 25 ready-to-use techniques for involving parents in the education of their children. General and special education teachers in Grades PreK–12 can use these strategies to reach the parents of students with a wide range of learning needs. This teacher-friendly resource provides sample materials and tips for: Using letters, telephone, email, newsletters, and progress reports to communicate with parents Conducting parent conferences and in-person meetings Connecting parents with resources Helping parents teach their children at home Dealing with home/school conflicts Preparing a parent involvement action plan

Programming Effective Human Services

Moving Toward Systemic School Reform in Rural Kentucky

Instructional Methods for Secondary Students with Learning and Behavior Problems

Exceptional Child Education Resources

Foundations of Education: Instructional strategies for teaching children and youths with visual impairments

A Better Beginning

Ce document examine le processus d'évaluation de certaines conditions problématiques ainsi que des aptitudes ou des habiletés nécessaires aux activités de la vie quotidienne pour des personnes ayant une déficience sévère ou profonde. En utilisant une analyse comportementale appliquée, le livre ausculte l'évaluation de la motricité, la communication, les aptitudes académiques et les comportements sociaux dans le but de permettre aux personnes ayant une déficience sévère ou profonde d'acquérir ces habiletés et par ricochet, de participer aux activités de la vie quotidienne dans la collectivité et dans les ressources communautaires.

Human service programming has been the focus of much public scrutiny, legislative action, and applied research in recent years. As a result, human service providers have learned to exhibit greater respect for the needs and legal rights of their consumers, the appropriateness and cost effectiveness of treatment procedures and service programs, and the per sonnel and facilities involved in providing services to consumers. Despite this encouraging trend, many human service agencies are still trying unsuccessfully to meet the two fundamental criteria of effective programming: (1) providing services that are effective in meeting the needs of the consumer and (2) equipping consumers to function indepen dently of the human service system to the extent possible. For example, there appears to be a general acceptance of the notion that custodial institutional service programs are needed, despite the fact that they are ineffective in rehabilitating and transitioning clients to the community and that they are difficult to change. In addition, although community based service programs have been developed as alternatives to institu tional care, they have rarely attained transitional planning and programming to facilitate the client's progress from the institution to the community. Although these problems generally are acknowledged, most human service managers and practitioners are ill equipped to deal with them. Specifically, the technology of human service management is in need of improvement. It is more theoretical than practical, and it lacks sufficient field testing and empirical validation.

"For years the text of choice for developing excellence as a teacher of K-12 students with moderate and severe disabilities, this clearly written work has now been revised and updated. Chapters provide step-by-step procedures for designing standards-based individualized education plans and evaluating and enhancing student progress. Methods and materials for teaching literacy, mathematics, science, and social studies are described in depth. The book also describes effective ways to build functional daily living skills. User-friendly features include extensive vignettes and classroom examples, end-of-chapter application exercises, and reproducible planning and assessment tools. Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2" x 11" size. Subject Areas/Key words: special education, children, adolescents, special-needs learners, disabled, moderately, severely, developmental disorders, academic skills, life skills, intellectual disability, cerebral palsy, autism spectrum disorders, learning disabilities, physical disabilities, inclusion classrooms, systematic instruction, special educators, teachers, literacy, reading, mathematics, textbooks, texts Audience: Students in special education and school psychology; K-12 special educators, school psychologists, reading specialists, classroom teachers, and administrators"--

25 Ready-to-Use Strategies

The Inclusive Classroom

Integrated Multi-Tiered Systems of Support

Preschool and School-Age Language Disorders

Best Practices in Mental Disabilities

Effective Practices for the 21st Century

This book provides an overview of human development and includes the relationship between motor development and cognitive and social development. It explores factors affecting development, including effects of early stimulation and deprivation. The book addresses assessment in motor development.

This book has been replaced by Teaching Students with Moderate and Severe Disabilities, Second Edition, 978-1-4625-4238-3.

The major source of information on the availability of standardized tests. -- Wilson Library BulletinCovers commercially available standardized tests and hard-to-locate research instruments.

School Success for Children with Special Needs

The ETS Test Collection Catalog: Achievement tests and measurement devices

Handbook of Leadership and Administration for Special Education

The Classroom and Communication Skills Program

Monthly Catalogue, United States Public Documents

Resources in Education

800+ Measurable IEP Goals and Objectives for use in K - 12 and in Home School Settings consists of a collection of more than 800 SMART Goals that can be used in Home Schooling settings, General Education settings, or Special Education settings to address learning needs in various areas of development: These SMART Goals can be used as is, but better is to revise the selected SMART Goals to accurately fit with the Current level of Performance of the student. Most of the SMART Goals are written using the formula below. In some cases, a slightly different format was used.

"Time - Student - Support - Skill - Accuracy and Measurement, Documentation." (Example) By June 2011, Student X will independently be able to choose a SMART Goal from this database 100% of time, as documented in the trial logs. This collection of SMART Goals will help educators and home schools jump start the creation of an Individual Education Plan or a Personal Program Plan.

This book presents teaching principles useful to general high school educators and special educators working with students demonstrating a variety of academic, behavioral, and social needs in secondary schools. Instructional Methods for Adolescents with Learning and Behavior Problems continues to fill a void in the textbook arena by presenting a comprehensive package of teaching techniques useful in helping secondary special educators develop and implement instruction that is appropriate for all students. The diversity of the needs of secondary students with disabilities and the challenge of providing appropriate educational services in general education settings places unique demands on students and their teachers, and this text provides much-needed information and support.

Human Motor Development: A Lifespan Approach, 10th Edition, offers an overview to the study of changes in human movement across the lifespan. The book uses a holistic approach and emphasizes the importance of intellectual, social, and physical development and their impact on human motor development at all ages. The tenth edition has been completely revised and updated to reflect the most recent research and technology in human motor development. Organized into five parts, the book examines key topics in motor development including the relationship between cognitive and social development and motor development, factors affecting development, changes across the lifespan, and assessment in motor development. Highly illustrated and written for student accessibility, Human Motor Development: A Lifespan Approach is essential reading for students of motor control and development, kinesiology, human performance, and students interested in physical therapy, physical education, and exercise science. The book also provides access to a fully updated companion website, which includes laboratory exercises, an instructors' manual, a test bank, and lecture slides.

Assessing Special Students

Assessment of Individuals with Severe Handicaps

Research and Practice for Persons with Severe Disabilities

The ADD/ ADHD Checklist

The Instructor

Instruction of Students with Severe Disabilities

Expanding on its widely respected and unique focus on the critical role of professionals in education, psychology, counseling, health care, and human services, HUMAN EXCEPTIONALITY: SCHOOL, COMMUNITY, AND FAMILY, 12th Edition, is an evidence-based testament to the critical role of cross-professional collaboration in enhancing the lives of exceptional individuals and their families. This text's unique lifespan approach combines powerful research, evidence-based practices, and inspiring stories, engendering passion and empathy and enhancing the lives of individuals with exceptionalities. Designed to help students experience individuals with disabilities and their families in a personal and intimate fashion, HUMAN EXCEPTIONALITY is an excellent resource for preparing teacher education candidates and practicing teachers, as well as a range of other human services professionals in the fields of psychology, sociology, social work, and the health sciences. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

A new book in the Knowledge Essential series, School Success for Children with Special Needs offers parents a guide for understanding and navigating the often –confusing special education system to ensure that your child gets the best education possible. It tells you: How to know if your child has a physical, learning, or emotional disability How the latest changes to the Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA), and the No Child Left Behind Act (NCLB) effect your child ' s education How to help formulate your child ' s Individual Family Services Plan (IFSP) or Individualized Education Program (IEP) Information on the many ways schools and teachers can accommodate for children with disabilities How to assess our child ' s progress How can you help your child be successful at school and in life by reinforcing basic skills at every age How to plan for transitioning your child to the wider world The kind of paperwork you can expect to encounter

Strategies and Procedures

Teaching Students with Moderate and Severe Disabilities

Human Motor Development

A Handbook for Secondary Level Educators

Teaching Students with Moderate and Severe Disabilities, Second Edition

Strategies for Institutional Change and Client Transition