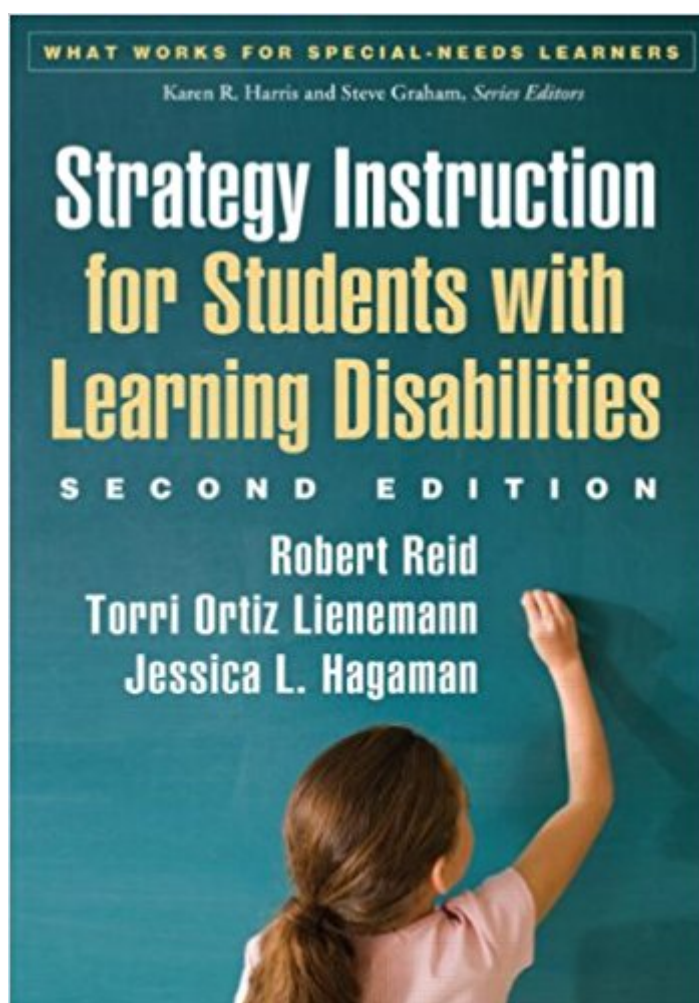


The book was found

Strategy Instruction For Students With Learning Disabilities, Second Edition (What Works For Special-Needs Learners)



Synopsis

Filling an important need for K-12 educators, this highly practical book provides a step-by-step guide to cognitive strategy instruction, one of the most effective instructional techniques for struggling learners. The authors present well-validated strategies that target self-regulated learning and study skills as well as performance in specific content areas, such as writing, reading, and math. Detailed classroom examples illustrate how to teach the strategies systematically and monitor student outcomes. More than 20 reproducible worksheets, checklists, and other tools are included; purchasers get access to a Web page where they can download and print these materials in a convenient 8 1/2" x 11" size. New to This Edition*Chapter on lesson planning, including extensive sample lessons for two strategies.*Chapter on handwriting and spelling.*New material on response to intervention and on attention-deficit/hyperactivity disorder (ADHD).Â *Expanded coverage of working memory.*Additional strategies throughout the content-area chapters.

Book Information

Series: What Works for Special-Needs Learners

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Customer Reviews

"Among the most powerful factors in moving the achievement needle for students with learning difficulties is high-quality strategy instruction. This book is a gold mine for teachers--it is brilliantly conceptualized and written. It provides a broad array of evidence-based practices that will transform how educators think about and design instruction for students who struggle in school. This second edition will remain one of the most frequently used resources for successfully teaching students how

to learn."--Donald D. Deshler, PhD, Williamson Family Distinguished Professor of Special Education and Director, Center for Research on Learning, University of Kansas"An outstanding book that should be part of every teacher's professional library. Cognitive strategy instruction is an essential part of effective differentiated instruction that meets the needs of all learners. This book provides a comprehensive framework for classroom instruction and research-based strategies to maximize instructional impact. It is well organized and accessible. I highly recommend this book to any prospective or practicing teacher who teaches students with diverse needs."--Brenda Tracy, EdD, NCSP, Elementary Principal, Norris School District, Firth, Nebraska"There is a wealth of research on strategy instruction, but Reid et al. supply what has been missing/a systematic implementation framework that teachers can understand and translate into practice. Most important, they share numerous examples that bring strategy instruction to life. The second edition demonstrates applications to new areas, notably handwriting, spelling, and the critically important area of working memory."--Daniel P. Hallahan, PhD, Charles S. Robb Professor of Education, University of Virginia"The book emphasizes the importance of evidence-based instruction for students with learning difficulties and disabilities, and provides tools for classroom success. It is highly suitable for courses in instructional theory and methods. Current and future teachers get 'how-tos' for delivering strategy instruction to meet individual students' needs, plus an understanding of why it works. The topics are timely and well suited for teachers striving to meet Common Core State Standards initiatives."--Linda H. Mason, PhD, School of Education, University of North Carolina at Chapel Hill"This book is clearly written, well organized, and based on sound cognitive research. It does a fine job of presenting quality study skills techniques, together with many examples and instructional aids....The book also provides a compelling rationale for teachers to invest ample time and effort in a sound, empirically supported method for teaching study skills techniques to students with LD." (on the first edition) (PsycCRITIQUES 2007-04-01)

Robert Reid, PhD, is Professor in the Department of Special Education and Communication Disorders at the University of Nebraska-Lincoln. His research focuses on children with attention-deficit/hyperactivity disorder (ADHD) and on strategy instruction. Dr. Reid has published more than 100 articles and book chapters and has presented at national and international conferences. Additionally, he codeveloped the ADHD-IV Rating Scale. He serves on the editorial boards of five journals and actively reviews for several others. Torri Ortiz Lienemann, PhD, is District Learning Coordinator and Assistant Special Education Director at Norris School District 160, Firth, Nebraska. Her work focuses on providing teachers with the necessary tools, specifically

data-driven instructional interventions, to meet the needs of all students. Currently, Dr. Lienemann is involved in researching vocabulary and reading comprehension in at-risk students; teaching undergraduate and graduate courses; grant writing; and creating new programs to assist students with special needs and their teachers. She has been a classroom resource teacher at the elementary, middle, and high school levels. Jessica L. Hagaman, PhD, is Assistant Professor in the Department of Special Education and Communication Disorders at the University of Nebraska-Omaha. She specializes in the education of students with learning disabilities and at-risk students. Dr. Hagaman has classroom experience at the early childhood and elementary school levels. Her research interests include early intervention for at-risk students, strategy instruction, and academic interventions. Â

There are many great examples of strategy instruction in this book which is very helpful for ALL teachers not just special educators. Parents also will find this has many helpful resources in it to help a child who may be struggling in school.

I didn't like the vagueness of the SRSD model and thought that although it said strategies are left unspecified, they should offer something to guide the student trying to learn the model. It's like trying to learn anatomy without telling you exactly bones are and where they go. It just doesn't work.

Great book on SRSD for special education classrooms! Very clear and easy reading, immediately applicable to lessons being taught and skills being developed.

This book is an easy read and a great resource for those working with both the general and special education population.

FYI for those who are purchasing- does not work with Windows 8.0. I learned the hard way!

Great Condition

great book

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