

A Cognitive Approach to Learning Disabilities

Hresko, Wayne P.

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Cognitive Approach To Learning Disabilities

**Katherine M. Robinson, Helena P.
Osana, Donna Kotsopoulos**



Cognitive Approach To Learning Disabilities:

A Cognitive Approach to Learning Disabilities D. Kim Reid, Wayne P. Hresko, H. Lee Swanson, 1991

A Cognitive Approach to Learning Disabilities D. Kim Reid, Wayne P. Hresko, 1981-01-01

Children's Learning Difficulties Julie Dockrell, John McShane, 1993-01-15 Many children experience difficulties in learning. These difficulties may be specific as occurs when a child experiences problems with some particular task such as reading or they can be more general as occurs when learning is slower than normal across a range of tasks. In this book Julie Dockrell and John McShane aim to give a clear account of learning difficulties linking the theoretical with the practical in an accessible framework. A central theme of the book is the role that cognitive factors play in learning difficulties. What impedes a child's progress in acquiring new knowledge? Why are children with learning difficulties impoverished in their use of strategies? How do children with learning difficulties differ from children developing without such problems? The authors argue that in order both to assess a child's problems and to design successful intervention programs it is essential to have an understanding of the demands placed on a child's cognitive system and the abilities of that system to deal with these demands. They go on to describe the skills and strategies children need in order to read, spell, talk and use arithmetic; they show how to assess what missing skills and techniques lie behind learning difficulties and discuss techniques which can be used to correct and compensate for these problems. Throughout the authors aim to give practitioners a way based in theory of evaluating and tackling the problems facing any given child.

Cognitive Approaches to Learning Disabilities D. Kim Reid, 1996

Learning Disabilities Bob Gates, Helen Atherton, 2007-01-01 This title is directed primarily towards health care professionals outside of the United States. It is the authoritative textbook for students of learning disabilities covering a wide variety of topics. It is relevant not only for nursing courses but also for care workers, OTs and other professional and non professional carers. The new edition has been completely updated and includes the latest evidence for practice. There are new chapters which means the book provides comprehensive coverage of learning disabilities throughout a person's life. There are also new contributors including people with learning disabilities. Each chapter is supported by information on further reading and other resources.

Cognition in Special Children John G. Borkowski, Jeanne D. Day, 1987 This volume addresses the similarities and differences in the cognitive processes that characterize children at the extremes of human talent. Its purpose is to assess the adequacy with which theories derived for normal children also account for performance and processes variability among retarded, learning disabled and gifted children and to advance the analysis of quantitative versus qualitative differences in cognition by focusing on more extreme contrasts than have traditionally been examined in the developmental literature.

Teaching Students with Learning Disabilities in Mathematics Michael N. Brown, 1999

Specific Learning Disabilities and Difficulties in Children and Adolescents Alan S. Kaufman, Nadeen L. Kaufman, 2001-07-30 In this book an expert international team looks at all the recently available methods for measuring intelligence in young people.

Learning

Disabilities Nirbhay N. Singh, Ivan L. Beale, 2012-12-06 It is important to reaffirm the reality of the learning disabilities LD phenomenon as a condition that imposes genuine constraints on a student's ability to function and not as some chimerical entity defined by an ever-changing political situation. Perceptual memory, attention, linguistic, social, cognitive, and neuropsychological factors are an integral part of LD. By mapping out in great detail and with much new data, the acquired knowledge on learning disabilities, both empirical and theoretical, this book unravels many mysteries. This book is a landmark in learning disabilities studies and it lays down solid foundations for future research and practical intervention in the field.

Cognitive Strategies for Special Education Adrian F. Ashman, Robert N.F. Conway, 2017-09-13 Research on training programs for students with learning difficulties has usually focused on the development of social and behavioural skills and the acquisition of cognitive interventions and procedures. Originally published in 1989, this book attempts to apply the methods validated by research and synthesize the discoveries made in the psychological laboratory for the benefit of teachers in regular classrooms. It reviews the literature relevant to special needs teaching and traces the development of cognitive research as it applies to education. The authors propose a specific and practical teaching strategy which has been successfully used by those working with students with special needs. Starting from the basic belief that education is an interactive process between the participants, the authors have emphasised the role and responsibility both of the teacher and the learner. Their book should be of value to researchers and practitioners in psychology and special education. Students

with Learning Disabilities Cecil D. Mercer, 1997 Appropriate for introductory courses in learning disabilities. This text addresses every aspect of learning disabilities from assessment, definition, and characteristics through specific strategies for individual disorders. Based on a multi-theoretical foundation, this new edition integrates numerous philosophical and practical perspectives into a supportive framework of best practices for both diagnosis and intervention. Handbook of Cognitive, Social, and Neuropsychological Aspects of Learning Disabilities S. J. Ceci, Stephen J. Ceci, 2014-05-22 First Published in 1986

This is the companion volume to the *Handbook of Cognitive, Social, and Neuropsychological Aspects of Learning Disabilities*. Vol 1. As such, it is a continuation of the theme and approach taken in the first volume. There are four thematic sections comprised of three to four chapters each, dealing with cognitive, micro-level and macro-level social and neurological characteristics of learning disabled individuals. Learning Disabilities Phakharawat Sittiprapaporn, 2012-03-14 Learning

disability is a classification that includes several disorders in which a person has difficulty learning in a typical manner. Depending on the type and severity of the disability, interventions may be used to help the individual learn strategies that will foster future success. Some interventions can be quite simplistic, while others are intricate and complex. This book deserves a wide audience; it will be beneficial not only for teachers and parents struggling with attachment or behavior issues, but it will also benefit health care professionals and therapists working directly with special needs, such as sensory integration dysfunction. *Learning and Learning Difficulties* Peter Westwood, 2004 The book explores a number of different

perspectives and theories on human learning and motivation The author examines different types of learning across the curriculum and assesses the most effective types of teaching to facilitate different forms of learning By examining the way readers process text and identifying the knowledge and skills needed to become a proficient reader the author explains why learning problems can sometimes occur and what can be done to prevent or overcome these difficulties *The Complete Learning Disabilities Directory* Grey House Publishing,1997-08 **New Approaches to Learning Disabilities** Doreen Kronick,1988 **Mathematical Learning and Cognition in Early Childhood** Katherine M. Robinson,Helena P. Osana,Donna Kotsopoulos,2019-05-07 This book explores mathematical learning and cognition in early childhood from interdisciplinary perspectives including developmental psychology neuroscience cognitive psychology and education It examines how infants and young children develop numerical and mathematical skills why some children struggle to acquire basic abilities and how parents caregivers and early childhood educators can promote early mathematical development The first section of the book focuses on infancy and toddlerhood with a particular emphasis on the home environment and how parents can foster early mathematical skills to prepare their children for formal schooling The second section examines topics in preschool and kindergarten such as the development of counting procedures and principles the use of mathematics manipulatives in instruction and the impacts of early intervention The final part of the book focuses on particular instructional approaches in the elementary school years such as different additive concepts schema based instruction and methods of division Chapters analyze the ways children learn to think about work with and master the language of mathematical concepts as well as provide effective approaches to screening and intervention Included among the topics The relationship between early gender differences and future mathematical learning and participation The connection between mathematical and computational thinking Patterning abilities in young children Supporting children with learning difficulties and intellectual disabilities The effectiveness of tablets as elementary mathematics education tools **Mathematical Learning and Cognition in Early Childhood** is an essential resource for researchers graduate students and professionals in infancy and early childhood development child and school psychology neuroscience mathematics education educational psychology and social work **The Complete Learning Disabilities Directory** Grey House Publishing,2007-09 **Theory and Research in Learning Disabilities** J.P. Das,2013-11-11 Although a number of books have appeared on learning disabilities we feel that the present book has two distinct features which are not found in most others It is multidisciplinary and it combines theory with practice A group of researchers from the disciplines of Psychology including medical psychology and information processing Reading Special Education and Physical Education interacted with each other before and after their presentations in a conference November 1980 at the University of Alberta Edmonton Canada and then wrote their chapters for this book We hope that their chapters were enriched by the discussions and arguments which happened in formal and informal settings during the authors stay in Edmonton Dr Leong could not attend the conference but was asked to write the introductory

chapter for the book The contributors to this volume have been involved with basic research as well as with clinical and educational research in learning disabilities Some of them have a theoretical rather than a practical interest However a serious interest in a handicapping condition perhaps compels one to consider its amelioration no matter how pure is the researcher It is because of such a feeling that those who do basic research have suggested procedures for applying their findings The result is a balanced product entailing theory and practice

Research in Education ,1972

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