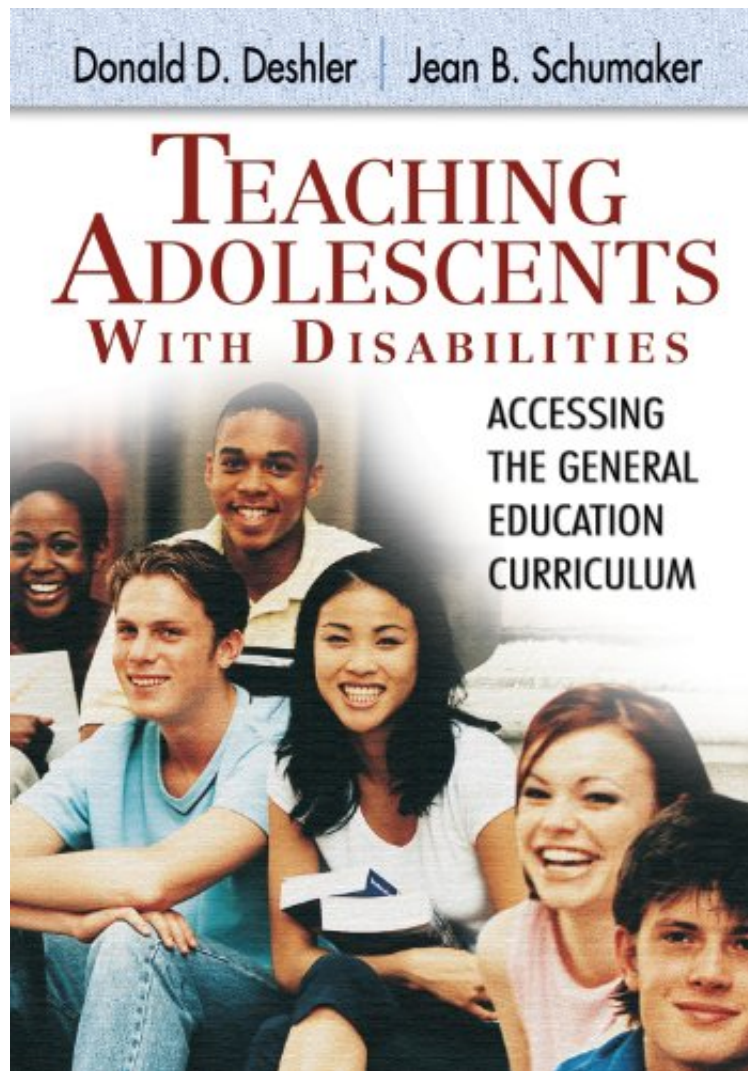


Teaching Adolescents With Disabilities:: Accessing the General Education Curriculum

From Corwin

*audiobook / *ebooks / Download PDF / ePub / DOC*



[Download](#)

[Read Online](#)

#1106964 in eBooks 2005-11-02 2013-01-25 File Name: B00B9N55CK | File size: 55.Mb

From Corwin : Teaching Adolescents With Disabilities:: Accessing the General Education Curriculum before purchasing it in order to gauge whether or not it would be worth my time, and all praised Teaching Adolescents With Disabilities:: Accessing the General Education Curriculum:

0 of 0 people found the following review helpful. Excellent resource for educators and parents By Mary Rack Recent legal and cultural trends have moved many students with learning disabilities from special education resource rooms into general education classrooms - but sufficient training and support are rarely offered to the teachers involved. This book is a collection of articles, based on solid research and edited by acknowledged leaders in the field. It describes clearly and succinctly actions that classroom teachers can take to make their curricula more accessible to ALL

students, while especially benefiting those who are low-achieving. I found two of the seven chapters to be particularly invaluable: Planning Practices That Optimize Curriculum Access, Teaching Practices that Optimize Curricular Access. Chapters on strategies, designing instructional materials, using technology, and transition to adulthood are likely to resonate strongly with other readers. Everything proposed here is designed to help teachers work more effectively WITHOUT necessarily having to work harder. Who could ask for more? I recently retired from teaching mathematics at a community college, where my experiences with recent high school graduates piqued my interest in learning disabilities. A sabbatical project gave me time to research learning disabilities - and how teachers can accommodate for them - in the post-secondary population, and to share my findings with colleagues. My interest was renewed, full-force, a few months ago when a granddaughter with mild/moderate disabilities was mainstreamed and my eyes were opened to the issues described in my first paragraph. Her teachers did their best but, like me at the college level, they would have benefited from familiarity with the ideas presented in this book. "Teaching Adolescents with Disabilities: Accessing the General Education Curriculum" is an excellent springboard for teachers, administrators and parents who want to enhance the educations of all students - with or without diagnosed disabilities - and to do so as efficiently as possible. By the way, I read a library copy of this book, and had to go right to and buy a copy for myself - it's that good. 0 of 0 people found the following review helpful. A Good Summary Addition By M. Zecher Deshler's work is incredibly important for those who work with bright students who have learning challenges. This book does a good job of summarizing many of the main points in an accessible format. 0 of 0 people found the following review helpful. Buy if you need By Dmayzing If you need a book to assist you in helping teenagers with disabilities, buy this!

Get the blueprint for building bridges that leave no learner behind! Aligned with the Individuals with Disabilities Education Act and No Child Left Behind Act requirements, this comprehensive guide empowers teachers and administrators with research-validated practices and interventions that can close the general-curriculum performance gap and break down the barriers to academic success for middle and high school students with disabilities. This insightful resource features: Practical planning advice, teaching practices, and learning strategies for inclusive classrooms Methods for designing instructional materials Tips for effectively leveraging technology Strategies for transition beyond high school Real-life examples and illustrations

"Deshler and Schumaker are highly attuned to students' special needs and the skills and methods required to teach them effectively. With this resource, practitioners can gain the in-depth knowledge that will enable them to close the performance gap for middle and high school students with disabilities."--Adolescence, Summer 2006 (12/14/2006)- Deshler and Schumaker are highly attuned to students' special needs and the skills and methods required to teach them effectively. With this resource, practitioners can gain the in-depth knowledge that will enable them to close the performance gap for middle and high school students with disabilities.---Adolescence, Summer 2006 (12/14/2006) "Deshler and Schumaker are highly attuned to students' special needs and the skills and methods required to teach them effectively. With this resource, practitioners can gain the in-depth knowledge that will enable them to close the performance gap for middle and high school students with disabilities." (Adolescence, Summer 2006 2006-12-14) About the Author Donald D. Deshler is one of the best-known and well-respected researchers in the field of special education at the secondary level and is a leading scholar in the area of bringing research into practice. He is the director of the University of Kansas Center for Research on Learning, which has been providing specialized training to secondary special education teachers for over 20 years, and a member of the Advisory Board of the National Institute for Literacy. Deshler is the co-developer of the Learning Strategies Model, one of the most thoroughly researched and widely used special education teaching methods. Deshler has been the recipient of the CEC Research Award and numerous federal research and personnel preparation grants. Dr. Schumaker is Associate Director of the University of Kansas Center for Research on Learning. She has spent the last 32 years studying the problems of adolescents and developing educational interventions for them. Together with Don Deshler and others at the Center, she co-developed the Strategies Intervention Model, a comprehensive program for students with learning disabilities. Dr. Schumaker is widely published and has been the recipient of numerous federal research grants. She is an author of Learning Strategies Curriculum and other curricular and methodological resources, for teaching both content and social skills.