



# Educational Perspectives in Learning Disabilities

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# Educational Perspectives In Learning Disabilities

**Sarit Ashkenazi, Orly Rubinsten, Bert  
De Smedt**



## **Educational Perspectives In Learning Disabilities:**

*Psychological and Educational Perspectives on Learning Disabilities* Joseph K. Torgesen, Bernice Y. L. Wong, 1986

**Educational Perspectives in Learning Disabilities**, 1971      Research and Global Perspectives in Learning

Disabilities Daniel P. Hallahan, Barbara K. Keogh, 2001-03-01 This volume honors the founder of the International Academy for Research in Learning Disabilities IARLD William M Cruickshank and his many accomplishments His influence on special education in general and learning disabilities in specific is evident throughout the world Consistent with his international activities the contributors to this book represent nine different countries The chapters reflect a range of perspectives on the state of the art in learning disabilities documenting both commonalities and differences across countries Taken together the chapters provide a comprehensive and informative picture of learning disabilities      **Medical and Educational**

**Perspectives on Nonverbal Learning Disability in Children and Young Adults** Rissman, Barbara, 2015-09-04 This book is a comprehensive reference source for emerging research in the identification diagnosis and intervention of nonverbal learning disabilities featuring in depth coverage on a variety of topics relating to intact nonverbal skills Nonverbal Learning Disability indicators disability manifestation and the dilemmas faced by caregivers and professionals      Subtypes of Learning Disabilities Lynne V. Feagans, Elizabeth J. Short, Lynne Vernon-Feagans, Lynn J. Meltzer, 2012-11-12 Although experts agree that various types of learning disabilities do exist few attempts have been made to classify learning disabled children into subtypes The editors of this collection feel that the lack of subcategorization has frustrated previous research efforts to obtain a generalizable body of knowledge in the field To meet this critical need for definitive information this book presents basic reviews and theoretical approaches used to subtype learning disabled children ranging from a behavior genetics approach to a dimensional approach It also demonstrates actual research methods utilizing theoretical approaches

**Learning Disabilities** Sandro Misciagna, 2022-03-30 Learning disabilities are a heterogeneous group of disorders characterized by failure to acquire retrieve and use information competently These disorders have a multifactorial aetiology and are most common and severe in children especially when comorbid with other chronic health conditions This book provides current and comprehensive information about learning disorders including information on neurobiology assessment clinical features and treatment Chapters cover such topics as historical research and hypotheses of learning disorders neuropsychological assessment and counselling characteristics of specific disorders such as autism and ADHD evidence based treatment strategies and assistive technologies and much more      *Learning Disabilities* Interagency Committee on Learning Disabilities (U.S.), 1987      **Resources in Education**, 1993-07      **Learning and Learning Difficulties** Peter Westwood, 2013-05-24 This text explores a number of different perspectives and theories on human learning and motivation The author gives significant attention to different types of learning across the curriculum and examines effective types of teaching to facilitate different forms of learning Detailed consideration is given to factors that contribute to common learning

problems in school and many practical suggestions are provided for preventing or overcoming some of these difficulties

**Multiple Perspectives on Difficulties in Learning Literacy and Numeracy** Claire Wyatt-Smith, John Elkins, Stephanie Gunn, 2010-10-28 There are many approaches to researching the difficulties in learning that students experience in the key areas of literacy and numeracy This book seeks to advance understanding of these difficulties and the interventions that have been used to improve outcomes The book addresses the sometimes complementary and sometimes contradictory results and generates new approaches to understanding and serving students with difficulties in literacy and numeracy The book represents a departure from conventional wisdom as most scholars and graduate students draw upon ideas from only one of the three domains focal in the book and usually from one single or dominant theoretical frame Typically readers will affiliate with reading education mathematics education or learning disabilities and belong to one of the corresponding professional associations such as IRA NCTM or CLD This book's scope will open a scholarly forum for engaging readers with a familiarity with one of these domains while providing insight into the others on offer in the book

*Researching Learning Difficulties* Jill Porter, Penny Lacey, 2005 The book will help readers to critically evaluate the implications of research reports for their own practice [Learning Disabilities](#) K. M. Mustafa, Aiswarya Mohandas, 2017

[Handbook of Educational Psychology and Students with Special Needs](#) Andrew J. Martin, Rayne A. Sperling, Kristie J. Newton, 2020-02-18 Handbook of Educational Psychology and Students with Special Needs provides educational and psychological researchers practitioners policy makers and graduate students with critical expertise on the factors and processes relevant to learning for students with special needs This includes students with attention deficit hyperactivity disorder other executive function difficulties behavior and emotional disorders autism spectrum disorder intellectual disabilities learning disabilities dyslexia language and communication difficulties physical and sensory disabilities and more With the bulk of educational psychology focused on mainstream or typically developing learners relatively little educational psychology theory research measurement or practice has attended to students with special needs As clearly demonstrated in this book the factors and processes studied within educational psychology motivation and engagement cognition and neuroscience social emotional development instruction home and school environments and more are vital to all learners especially those at risk or disabled Integrating guidance from the DSM 5 by the American Psychiatric Association and the International Classification of Diseases ICD 10 by the World Health Organization this book synthesizes and builds on existing interdisciplinary research to establish a comprehensive case for effective psycho educational theory research and practice that address learners with special needs Twenty seven chapters by experts in the field are structured into three parts on diverse special needs categories perspectives from major educational psychology theories and constructs relevant to special needs learning development and knowledge building **International Handbook of Personality and Intelligence** Donald H. Saklofske, Moshe Zeidner, 2013-04-17 In this groundbreaking handbook more than 60 internationally respected

authorities explore the interface between intelligence and personality by bringing together a wide range of potential integrative links drawn from theory research measurements and applications

**Executive Function in Education, First Edition** Lynn Meltzer, 2011-03-17 This uniquely integrative book brings together research on executive function processes from leaders in education neuroscience and psychology It focuses on how to apply current knowledge to assessment and instruction with diverse learners including typically developing children and those with learning difficulties and developmental disabilities The role of executive function processes in learning is examined and methods for identifying executive function difficulties are reviewed Chapters describe scientifically grounded models for promoting these key cognitive capacities at the level of the individual child the classroom and the entire school Implications for teaching particular content areas reading writing and math are also discussed

**Associations between Reading and Mathematics: Genetic, Brain Imaging, Cognitive and Educational Perspectives** Sarit Ashkenazi, Orly Rubinsten, Bert De Smedt, 2017-10-05 Converging evidence demonstrates a strong link between reading and mathematics multiple cognitive processes are shared between reading and mathematics including the representation and retrieval of symbolic information attention working memory and cognitive control Additionally multiple brain networks are involved in both math and reading and last common genetic factors might influence both reading and math Hence it comes as no surprise that there are meaningful associations between aspects of math and reading abilities Moreover comorbidity rates between math learning disabilities MD and reading disabilities RD are high up to 66% and prevalence rate of the comorbid condition is reported to be more common than the prevalence rate of isolated math learning disabilities Accordingly the goal of the research topic is to explore the underline mechanisms of this overlap between reading and math The research topic aims to include the following topics Genetics it has been found that both RD and MD are based on genetic factors and run in families Moreover math problem solving shares significant genetic overlap with general cognitive ability and reading decoding whereas math fluency shares significant genetic overlap with reading fluency and general cognitive ability Hence this topic will explore the shared and unique genetic risk factors to RD and MD In addition to shared and unique genetic influence on reading and math Neural perspective converging evidence from both structural and multiple functional imaging studies involving a wide range of numerical tasks points to the intraparietal sulcus IPS as a core region that involve in quantity manipulation However several additional brain areas such as frontoparietal and temporoparietal areas were found to be involved in numerical tasks Individuals with MD show deficits in a distributed set of brain regions that include the IPS fusiform gyrus in posterior brain regions and pre frontal cortex regions Similarly converging evidence indicate that the left hemisphere regions centered in the fusiform gyrus temporoparietal cortex and pre frontal cortex regions are strongly involve in typical reading and present lower activity connectivity or abnormal structure in RD Thus there is a meaningful neural overlap between reading and math Hence the authors can submit empirical studies on the role of several of brain regions that are involved in math and reading

commonality and diversity both in the typical and atypical development. Cognitive factors that play a role in mathematics and reading and comorbidity between RD and MD. There is a long lasting debate whether MD and RD originate from unique cognitive mechanisms or not. Multiple cognitive processes are shared between reading and mathematics. Therefore impairments in any one of domain general skills could conceivably play an important role in both pure and comorbid conditions. Moreover it has been suggested that phonological processing has a significant role in some aspects of numerical processing such as retrieval of arithmetical facts. Education it will be interesting to look at the effect of interventions that aim to improve reading such as phonological awareness and their transfer effect on improving mathematical processing. Alternatively it will be good to test whether math interventions will improve reading.

**Learning Disabilities** Pol Ghesquière, A. J. J. M. Ruijsenaars, 2005. Research on learning disabilities has known a tremendous growth the last 25 years. Yet despite the progress that is made in diverse domains learning disabilities still stay a serious challenge to teaching and instruction. In this book the authors try to link original research findings on learning disabilities with instructional methods and teaching practices. The first part of the book brings together contributions about the cognitive, metacognitive and socio-emotional correlates of learning disabilities. These factors generally form a core aspect of the challenge of learning disabilities to teaching and instruction. The first three chapters concern the phenomenon of dyslexia. Van den Broeck critically evaluates the disputable role of intelligence in the concept and definition of dyslexia. Hutchinson, Whiteley and Smith explore the role of cognitive linguistic skills in the early identification of reading problems in emergent bilingual children. Van Ingelghem and colleagues study auditory temporal processing in children with dyslexia. In chapter 4 Desoete and Roeyers summarize their research on metacognition in children with mathematics learning disabilities. Finally Gadeyne, Ghesquière and Onghena explore the relationship between academic achievement and behaviour problems. The second part of this book goes deeper into research on intervention and instruction methods. The first three chapters focus on reading problems. Whiteley and her colleagues try to analyze why some children do not benefit from early phonologically based interventions leading to implications for the development of early screening tools and intervention schemes for these non-beneficiaries. Van Kraaenrood, Rohl and Rivalland report findings of an Australian study examining the programs and strategies used to teach and intervene in Australian classrooms for students with learning problems. Bouwer and Jordaan argue for the use of imaging as a learning support technique for children with dyslexia. The last two chapters explore the differential effect of direct and guided instruction for children with arithmetic learning problems. Kroesbergen and Van Luit focus on the acquisition and use of multiplication strategies. Milo and Ruijsenaars do the same for addition and subtraction up to 100. After reading this book not all challenges of learning disabilities to teaching and instruction will be tackled. But it surely can offer some contribution in getting away from some of them. The authors hope it gives a lot of inspiration to the diverse audience we had in mind: practitioners as well as researchers of different disciplines.

**The Nature of Learning Disabilities** Kenneth A.

Kavale, Steven R. Forness, 2012-12-06 The category of learning disabilities continues to be among the most contentious in special education Much of the debate and dissent emanates from a lack of understanding about its basic nature The failure to evolve a comprehensive and unified perspective about the nature of learning disabilities has resulted in the concept being lost The loss is best illustrated through the failure to answer this seemingly simple question What is a learning disability Using historical empirical theoretical conceptual and philosophical analyses this volume explores a number of problems and issues facing the field of learning disabilities The chapters cover historical influences definitional problems primary characteristics assessment practices theoretical development major themes research and measurement models and long term outcomes The goal is to explicate the nature of learning disabilities by analyzing what it was supposed to be what it has become and what it might be A predominant theme running through this text is the necessity for the field of learning disabilities to regain integrity by recapturing its essence **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 *Educational Alternatives for Students with Learning Disabilities* Susan A. Vogel, 2012-12-06 Educational Alternatives for Students with Learning Disabilities responds to the pressing need to provide teachers of learning disabled students with practical knowledge regarding state of the art intervention strategies This book provides examples of validated alternative educational practices which avoid the pitfalls and stigmatizing effects on students of older models of intervention The new practices aim to maximize teaching effectiveness and to assist the learning disabled in achieving their potential The intervention strategies described in this book have the power to enhance the efforts of all concerned

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