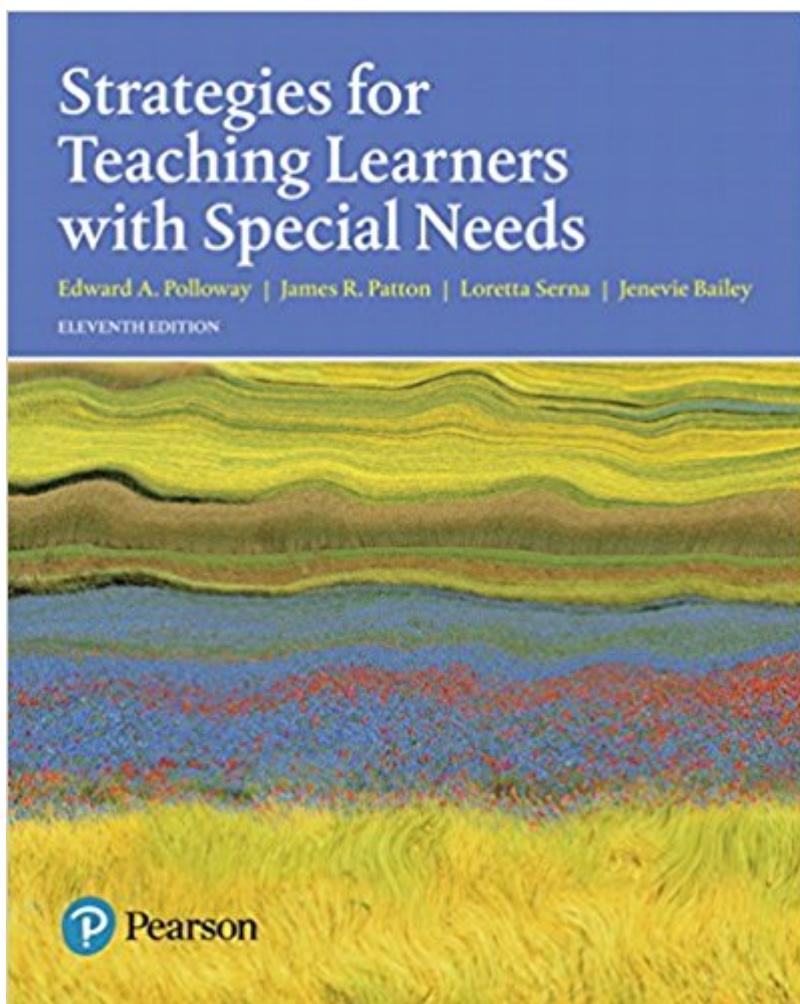


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Strategies For Teaching Learners With Special Needs, With Enhanced Pearson EText -- Access Card Package (11th Edition) (What's New In Special Education)





Synopsis

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A classic text offering the most comprehensive exploration of how to teach students with mild/high incidence disabilities. This widely popular text combines the work of authoritative experts to present the most comprehensive exploration of how to teach students with mild/high incidence disabilities, including learning disabilities, mild intellectual disabilities, emotional and behavioral disorders, and students experiencing learning problems in the general education classroom. With a focus on effective instructional practices that can be used in diverse, inclusive educational environments, and balanced coverage of elementary and secondary strategies, it presents the latest changes in the field and ensures currency and applicability to contemporary education for preservice and in-service teachers. In addition to two chapters on general curriculum and instruction information (one new to this edition), the book also includes chapters on classroom and behavioral management, oral language instruction, reading, writing, mathematics, social studies, science, study skills, social and self-determination skills, applied academics, and career and transition considerations. Invigorate learning with the Enhanced Pearson eText. The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content with the following multimedia features: NEW! Embedded videos in each chapter illustrate key concepts and strategies. NEW! Check your Understanding questions help students assess their learning as they progress through the chapters. NEW! 12 learning modules

linked in the text provide additional information about specific concepts and strategies relevant for teaching students with special needs.

Edward A. Polloway is the Rosel H Schewel Distinguished Chair of Education at Lynchburg College where he has taught for the last 40 years. He completed his bachelorâ€™s degree at Dickinson College and his graduate degrees at the University of Virginia. He is the author of 105 professional articles in special education, learning disabilities, and intellectual disability. In addition to co-authoring the prior 10 editions of this textbook, he is also the co-author of *Teaching Students With Special Needs In Inclusive Settings* (now in 6th Edition), *Language Instruction For Students With Disabilities* (now in Fourth edition), and edited the AAIDD book on intellectual disability and capital punishment. For six years, he served as the editor of *Remedial and Special Education*. He has received the distinguished alumnus of the Curry School of Education at the University of Virginia, the Burton Blatt Humanitarian Award from the Division on Autism and Developmental Disabilities of the Council for Exceptional Children, and the James Hay James Huston award for scholarship from Lynchburg College. James R Patton is Educational Consultant and Adjunct Associate Professor at the University of Texas at Austin. He received his graduate degrees from the University of Virginia after completing his baccalaureate degree at Notre Dame. He is a former high school biology teacher and elementary-level special education resource teacher and has also taught students who are gifted and gifted/learning disabled. His professional interests include transition, life skills instruction, adult issues related to individuals with special needs, study skills and classroom accommodations. He is the author of over 100 professional articles and co-author of the nine editions of this textbook in addition to multiple other books, manuals, and professional assessment instruments. Dr. Patton has served on the national boards of the Division on Autism and Developmental Disabilities, the Council for Learning Disabilities, and The National Joint Committee on Learning Disabilities. Loretta Serna is Professor of Special Education at the University of New Mexico. She completed her doctoral degree in child and developmental psychology at the University of Kansas. In addition to her work on multiple versions of this textbook, Dr. Serna was also the principal investigator of the self-determination and integrated settings project and has developed social skills curricula for adolescents and for young children. She has significant experience working with adolescents in both individual and group work as well as with families of adolescents who are at risk for failure. Her research interests include social and self-determination skills for youth at risk, teacher preparation, and curriculum and program development. Jenevie W. Bailey-Joseph completed her doctoral degree in leadership studies at Lynchburg College in

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