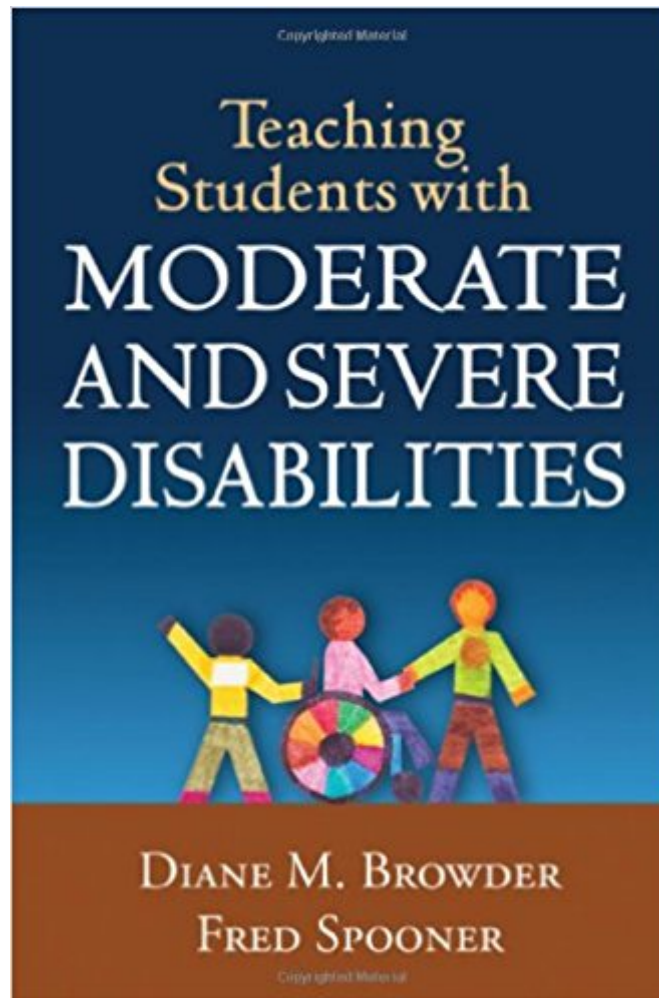




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Teaching Students With Moderate And Severe Disabilities



Synopsis

This essential text and practitioner guide is unique in its emphasis on fostering academic learning as well as life skills. In-depth chapters cover reading, mathematics, science, and social studies, as well as health care needs, communication and social skills, daily living, and job skills. The expert authors present research-based best practices for assessing each student's needs and crafting individualized education plans that build a strong foundation for life in the community. User-friendly features include engaging vignettes, sample lesson plans, and reproducible checklists and forms. The text is a contemporary follow-up to Diane M. Browder's widely adopted Curriculum and Assessment for Students with Moderate and Severe Disabilities.

Book Information

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Customer Reviews

"Browder, Spooner, and colleagues provide an outstanding overview of the major trends and issues in educating students with moderate and severe disabilities. I am particularly impressed with the chapters on teaching core academic concepts and skills, which include many 'best-practice' suggestions for teachers and other educators. I feel certain this book will become an important resource for many teachers who administer alternate assessments based on alternate achievement standards. This would be a great textbook for a school psychology course on working with students with developmental disabilities because it provides multiple concrete examples to support the understanding of graduate students who may have limited experience with this population."--Andrew Roach, PhD, Department of Counseling and Psychological Services, Georgia State

University"Current and practical. One of the book's particular strengths is its commitment to ensuring that students are provided access to the general curriculum, their IEPs are standards based, and their instructional programs address all of their needs. The text is replete with case studies and thoughtful reflections on the critical questions that special educators face every day. The value of such best practices as universal design, student-directed learning, behavior analysis, and choice making is strongly advocated throughout. This book would be perfect for an introductory course in severe disabilities."--Martin Agran, PhD, Department of Special Education, University of Wyoming

"Browder and Spooner's text represents the cutting edge in both the science and art of teaching students with moderate and significant cognitive disabilities. Teachers and teacher educators will find this volume to be a significant and useful resource."--Jacqueline F. Kearns, EdD, Human Development Institute, University of Kentucky

"Up to date, comprehensive, and thoughtfully sequenced, this book should be at the top of the list for any course on teaching students with moderate or severe disabilities. An outstanding text!"--Craig H. Kennedy, PhD, Peabody College of Education and Human Development, Vanderbilt University

Diane M. Browder, PhD, is the Lake and Edward P. Snyder Distinguished Professor of Special Education at the University of North Carolina at Charlotte. She has over two decades of experience conducting research and writing on assessment and instruction for students with severe developmental disabilities, with a recent focus on teaching reading, math, and science. She received the Distinguished Researcher Award from the American Educational Research Association Special Education Special Interest Group and was a First Citizens Bank Scholar at the University of North Carolina at Charlotte. She also was recognized by the state of North Carolina for Outstanding Service to the Schools. Dr. Browder currently serves as co-principal investigator (with Fred Spooner) for the Institute of Education Sciences What Works Clearinghouse research-to-practice guides in intellectual disabilities. She has provided professional development and consultation to states across the nation and has been an international keynote speaker.

Fred Spooner, PhD, is Professor in the Department of Special Education and Child Development at the University of North Carolina at Charlotte. He has over two decades of experience conducting research and writing on instructional practices for students with severe developmental disabilities, alternate assessment, and validating evidence-based practices. He currently serves as co-principal investigator (with Diane M. Browder) for the Institute of Education Sciences What Works Clearinghouse research-to-practice guides in intellectual disabilities. Dr. Spooner has held numerous editorial posts, including coeditor of *Teaching Exceptional Children* and *Teacher*

Education and Special Education, and is currently coeditor of the Journal of Special Education and associate editor of Research and Practice for Persons with Severe Disabilities.

I would recommend this book to anyone who is considering studying Special Education, in the area of Moderate to Severe.

great for school

Very informative. Clarified many subjects which have been covered in other classes, but much more detail. Would definitely encourage anyone who is working with students with exceptional needs to purchase this book.

This book was useful for my class.

Great book.

I've had to buy this book twice. I go to UNC Charlotte and both of the professors who wrote the book made it required reading for their class. One class is systematic instruction and the other one had something to do with curriculum. The book is fine. I didn't learn too much since I have been teaching EC for years and I have a Master's in Disability Counseling and Advocacy. I was irritated I had to buy it twice for two fairly different course structures. The book loses one star for the facetiousness of pushing your own book as required reading. The information would be helpful to someone new to this field and in my first class we actually used the text.

I was really happy with this buy!!!!

Book arrived on time and in perfect condition. Very excited to start reading it. I feel this will really help me be a better teacher.

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