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What every special education teacher needs to know to survive and thrive A Survival Guide for New Special Educators provides relevant, practical information for new special education teachers across a broad range of topic areas. Drawing on the latest research on special educator effectiveness and retention, this comprehensive, go-to resource addresses the most pressing needs of novice instructors, resource teachers, and inclusion specialists. Offers research-based, classroom-tested strategies for working with a variety of special needs students Covers everything from preparing for the new school year to behavior management, customizing curriculum, creating effective IEPs, and more Billingsley and Brownell are noted experts in special educator training and support This highly practical book is filled with checklists, forms, and tools that special educators can use every day to help ensure that all special needs students get the rich, rewarding education they deserve.

What cognitive processes and skills do children draw on to make meaning from text? How are these capacities consolidated over the course of development? What puts some learners at risk for comprehension difficulties? This authoritative volume presents state-of-the-science research on the behavioral and biological components of successful reading comprehension. Uniquely integrative, the book covers everything from decoding, fluency, and vocabulary knowledge to embodiment theory, eye movements, gene–environment interactions, and neurobiology. The contributors are prominent investigators who describe their methods and findings in depth and identify important implications for the classroom.

There is a big difference between assigning complex texts and teaching complex texts No matter what discipline you teach, learn how to use complexity as a dynamic, powerful tool for sliding the right text in front of your students' at just the right time. Updates to this new edition include How-to's for measuring countable features of any written work A rubric for analyzing the complexity of both literary and informational texts Classroom scenarios that show the difference between a healthy struggle and frustration The authors' latest thinking on teacher modeling, close reading, scaffolded small group reading, and independent reading

Packed with practical tools, this book provides K–6 educators with a research-based framework for accelerating the reading and writing growth of underperforming students. Strategies and resources are included for building foundational skills, comprehension, and vocabulary; engaging students with independent reading and periodicals; developing writing; and implementing tutoring and other extra supports. The book gives special attention to helping those most affected by the literacy gap--Black and Latinx students, students living in poverty, and students with reading disabilities. It describes dozens of high-quality intervention programs, assessments, activities, and materials, many of which can be accessed for free at the companion website. Reproducible forms and handouts can be downloaded and printed in a convenient 8 1/2" x 11" size.

"A major update and revision of the essential program for reading problems at any level, incorporating the latest breakthroughs in science, educational methods, technology, and legal accommodations"--Title page.

Although proficiency in vocabulary has long been recognized as basic to reading proficiency, there has been a paucity of research on vocabulary teaching and learning over the last two decades. Recognizing this, the U.S. Department of Education recently sponsored a Focus on Vocabulary conference that attracted the best-known and most active researchers in the vocabulary field. This book is the outgrowth of that conference. It presents scientific evidence from leading research programs that address persistent issues regarding the role of vocabulary in text comprehension. Part I examines how vocabulary is learned; Part II presents instructional interventions that enhance vocabulary; and Part III looks at which words to choose for vocabulary instruction. Other key features of this timely new book include: *Broad Coverage. The book addresses the full range of students populating current classrooms--young children, English Language Learners, and young adolescents. *Issues Focus. By focusing on persistent issues from the perspective of critical school populations, this volume provides a rich, scientific foundation for effective vocabulary instruction and policy. *Author Expertise. Few volumes can boast of a more luminous cast of contributing authors (see table of contents). This book is suitable for anyone (graduate students, in-service reading specialists and curriculum directors, college faculty, and researchers) who deals with vocabulary learning and instruction as a vital component of reading proficiency.

The Psychology of Learning and Motivation publishes empirical and theoretical contributions in cognitive and experimental psychology, ranging from classical and instrumental conditioning to complex learning and problem solving. Each chapter provides a thoughtful integration of a body of work. Volume 41 includes in its coverage chapters on multimedia learning, brain imaging, and memory, among others.

The Handbook of Latent Semantic Analysis is the authoritative reference for the theory behind Latent Semantic Analysis (LSA), a burgeoning mathematical method used to analyze how words make meaning, with the desired outcome to program machines to understand human commands via natural language rather than strict programming protocols. The first book of its kind to deliver such a comprehensive analysis, this volume explores every area of the method and combines theoretical implications as well as practical matters of LSA. Readers are introduced to a powerful new way of understanding language phenomena, as well as innovative ways to perform tasks that depend on language or other complex systems. The Handbook clarifies misunderstandings and pre-formed objections to LSA, and provides examples of

exciting new educational technologies made possible by LSA and similar techniques. It raises issues in philosophy, artificial intelligence, and linguistics, while describing how LSA has underwritten a range of educational technologies and information systems. Alternate approaches to language understanding are addressed and compared to LSA. This work is essential reading for anyone—newcomers to this area and experts alike—interested in how human language works or interested in computational analysis and uses of text. Educational technologists, cognitive scientists, philosophers, and information technologists in particular will consider this volume especially useful.

Learning to read, and to spell are two of the most important cultural skills that must be acquired by children, and for that matter, anyone learning a second language. We are not born with an innate ability to read. A reading system of mental representations that enables us to read must be formed in the brain. Learning to read in alphabetic orthographies is the acquisition of such a system, which links mental representations of visual symbols (letters) in print words, with pre-existing phonological (sound) and semantic (comprehension) cognitive systems for language. Although spelling draws on the same representational knowledge base and is usually correlated with reading, the acquisition processes involved are not quite the same. Spelling requires the sequential production of letters in words, and at beginning levels there may not be a full degree of integration of phonology with its representation by the orthography. Reading, on the other hand, requires only the recognition of a word for pronunciation. Hence, spelling is more difficult than reading, and learning to spell may necessitate more complete representations, or more conscious access to them. The learning processes that children use to acquire such cognitive systems in the brain, and whether these same processes are universal across different languages and orthographies are central theoretical questions. Most children learn to read and spell their language at the same time, thus the co-ordination of these two facets of literacy acquisition needs explication, as well as the effect of different teaching approaches on acquisition. Lack of progress in either reading and/or spelling is also a major issue of concern for parents and teachers necessitating a cross-disciplinary approach to the problem, encompassing major efforts from researchers in neuroscience, cognitive science, experimental psychology, and education. The purpose of this Research Topic is to summarize and review what has been accomplished so far, and to further explore these general issues. Contributions from different perspectives are welcomed and could include theoretical, computational, and empirical works that focus on the acquisition of literacy, including cross-orthographic research.

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