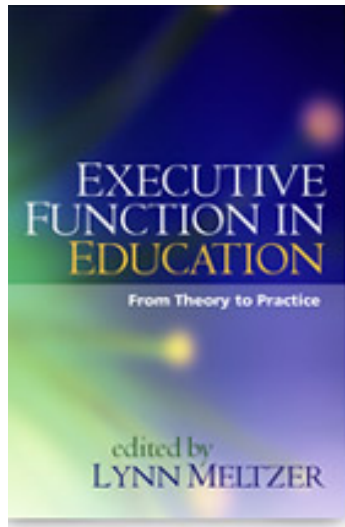


NEW RELEASE



Executive Function in Education From Theory to Practice



Edited by Lynn Meltzer

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Overview

This uniquely integrative book brings together leading researchers and practitioners from education, neuroscience, and psychology. It presents a theoretical framework for understanding executive function difficulties together with a range of effective approaches to assessment and instruction. Coverage includes executive function processes in specific disorders, language-based learning disabilities, nonverbal learning disabilities, and autism spectrum disorder, as well as ways to support all students in developing vital skills for self-directed learning. Specific teaching methods are discussed for reading, writing, and math. Scholarly and authoritative yet highly practical, the book provides guidelines for intervening at the level of the individual child, the classroom, and the entire school.

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Reviews

"Finally, a book that clearly describes the significant role that executive function plays in learning! More importantly, this book presents very practical suggestions for effectively teaching students to use their executive functions. The contributing authors are among the leading experts in the field today. This book provides a level of specificity on how to improve executive function through the teaching process that is not available in any other source."

-Donald D. Deshler, PhD, Centre for Research on Learning, University of Kansas

"This timely and much-needed book focuses on executive function (EF) from an educational perspective. While acknowledging that aspects of EF remain poorly understood, the book succeeds in offering practical guidelines and clear examples of how to teach and promote students' use of EF across the curriculum. Clearly, instruction in EF is essential for some students with special educational needs, but emphasis is also given to how EF instruction will benefit all students within inclusive classrooms. This volume will be an excellent addition to the libraries of teachers and psychologists. It will serve as an invaluable resource for discussion in graduate courses in education, educational psychology, clinical psychology, educational neuroscience, and developmental psychopathology."

-Rosemary Tannock, PhD, Ontario Institute for Studies in Education and Department of Psychiatry, University of Toronto; Program in Neuroscience and Mental Health, Hospital for Sick Children

"Meltzer has put together a much-needed text addressing the skills involved in high-order thinking. This is a timely volume that speaks to the array of issues in executive processing. The book assembles an excellent cross-section of researchers and clinicians with expertise in both theoretical issues and classroom instruction. This text succeeds in its quest to bridge the gap between research and educational practice."

-H. Lee Swanson, PhD, Graduate School of Education, University of California, Riverside

"From an impressive list of contributing authors, this book goes well beyond the traditional 'frontal lobe metaphor' in describing the executive function construct, challenging its conceptualisation as a static, unitary skill. In doing so, the contributors consider the unique roles of brain development, personal experience, and the changing demands and supports in the classroom setting. Not only do Meltzer and colleagues explain the role of executive dysfunction in the classroom, they provide explicit strategies for intervention, with clear teaching examples. Hence, this volume will be a welcome resource for educators, psychologists, and other practitioners."

-E. Mark Mahone, PhD, Kennedy Krieger Institute, Johns Hopkins University School of Medicine

About the Editor

Lynn Meltzer, PhD, is co-founder and co-director of the Institutes for Learning and Development (ILD and ResearchILD) in Lexington, Massachusetts. She holds appointments as an Associate in Education at the Harvard Graduate School of Education and as an Adjunct Associate Professor in the Tufts University Department of Child Development. For the past 4 years, she has been President of the International Academy for Research in Learning Disabilities. In her 25 years of clinical work with children, adolescents, and adults, Dr. Meltzer has emphasized the critical importance of the theory-to-practice cycle of knowledge. Her extensive publications and professional presentations include articles, chapters, and books on the assessment and treatment of learning difficulties, with an emphasis on the importance of metacognition, strategy use, cognitive flexibility, self-concept, and resilience. Dr. Meltzer is the founder and chair of the national Learning Differences Conference, now in its 22nd year at the Harvard Graduate School of Education.

Audience

Special educators, classroom teachers, teacher educators, neuropsychologists, and school and educational psychologists working with K-12 students.

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PO Box 27, Jannali NSW 2226
Tel (02) 9589 0011 Fax (02) 9589 0063
Email: infopaa@psychassessments.com.au
www.psychassessments.com.au