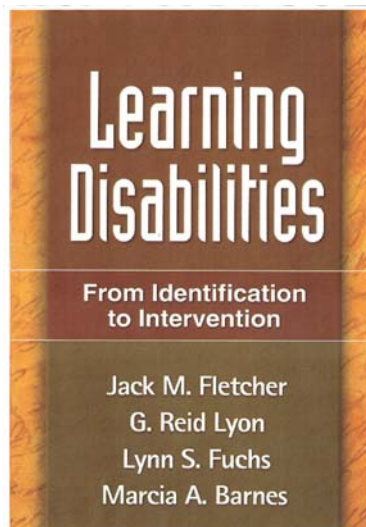


BEST SELLER



Learning Disabilities From Identification to Intervention



Edited by: Jack M Fletcher, Reid G Lyon,
Lynn S Fuchs and Marcia A Barnes

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Overview

Evidence based and comprehensive, this important work offers a new approach to understanding and intervening with students with learning disabilities. The authors (leading experts in neuropsychology and special education) present a unique model of learning disabilities that integrates the cognitive, neural, genetic, and contextual factors associated with these disorders. The volume addresses classification, assessment, and intervention for a range of disabilities involved in reading, mathematics, and written expression. With a focus on exploring the evolving scientific base of the field, as well as establishing effective educational practices, this book will serve as an essential text and an indispensable resource for educators, neuropsychologists, and others who work with struggling learners.

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About the Authors

Jack M. Fletcher Ph.D., is a Distinguished University Professor of Psychology at the University of Houston. His research interests focus on learning disabilities and brain injury in children, including definition and classification, neurobiological correlates and intervention. He is currently Principal Investigator of a Learning Disability Research Centre grant funded by the National Institute of Child Health and Human Development (NICHD). He was the 2003 recipient of the Samuel T. Orton Award from the International Dyslexia Association.

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Lynn S. Fuchs Ph.D., is Nicholas Hobbs Professor of Special Education and Human Development at Vanderbilt University, where she also co-directs the Kennedy Centre Reading Clinic. Her research focuses on classroom-based assessment as well as instructional methods for students with reading disabilities and math disabilities.

Marcia A. Barnes Ph.D., is an Associate Professor of Psychology and University Research Chair at the University of Guelph and Associate Professor of Paediatrics at the University of Toronto. Her research interests include the study of math and reading comprehension disabilities in children with and without brain injuries.

Reviews

'A sophisticated and up-to-date analysis of current research findings on major forms of learning disability....The 10 recommendations for research and practice in the final chapter are among the best summaries of their kind I've ever seen. Overall, the book is a direct reflection of the authors' broad and deep experience in the field. These are individuals who have grappled with the most fundamental issues about learning disabilities throughout their careers, and whose clarity of writing and understanding is unsurpassed.'

Joseph K. Torgesen, PhD, Department of Psychology and Florida Center for Reading Research, Florida State University

'This book delineates the importance of using scientific evidence as a basis for conceptualizing the construct of LDs, guiding the development of interventions, and informing federal educational legislation. The authors also offer an agenda for future research that will further the important integration of research, practice, and policy. This book will be essential reading for researchers, educators, and policymakers. I recommend it highly as a text for graduate-level courses in special education, instruction, and educational policy.'

Joanna P. Williams, PhD, Teachers College, Columbia University

'This up-to-date book will make a key contribution to graduate training and professional practice. As a text, it will be extremely useful for courses on learning disabilities and on academic skills assessment and intervention, particularly those that address response-to-intervention approaches.'

Thomas R. Kratochwill, PhD, School Psychology Program, Educational and Psychological Training Center, and Wisconsin Center for Education Research, University of Wisconsin-Madison

Audience

Practitioners, researchers, and graduate students in special education, school psychology, neuropsychology, and reading; other learning disabilities specialists.

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