Learning Disabilities And Brain Function A Neuropsychological Approach

This important volume, perhaps the first of its kind in India, brings together professionals from diverse fields who share their experiences of tackling the problem of Learning Disabilities (LD) in India. Highlighting the nuances and specificities of learning disabilities and disorders in the Indian context, the contributors cover a wide range of important issues, including: - the neurological, psychiatric and neuropsychological aspects of LD - problems of language and reading acquisition in the bilingual and multilingual situation prevailing in India - issues of identification and assessment - speech and hearing issues, especially central auditory processing disorders and language deficits The contributors also discuss the changing nature of the needs of children with LD, suggest remedies like primary prevention, stress the importance of integrating affected children in mainstream schools and argue for the need to create awareness about learning disorders.

More children than ever before are being labeled as learning disabled (LD), including some who in the past would have been labeled mentally retarded. At the same time, the category of gifted learning disabled has become widely accepted, and some parents as well as teachers are trying to have their children labeled as LD in order to render them eligible for special services. But despite the reliance on the term, few agree on its definition or origins.This edited volume attempts to bridge that knowledge gap by bringing together experts from a variety of perspectives?biological, cognitive, educational, sociological, and interactive?to discuss the nature of LD, its origins, its diagnosis, and effective remediation. Framing the discussion are introductory and concluding chapters written by the editors.

Learning Disabilities and Brain FunctionA Neuropsychological ApproachSpringer Science & Business Media

The category of learning disabilities continues to be among the most contentious in special education. Much of the debate and dissent emanates from a lack of understanding about its basic nature. The failure to evolve a comprehensive and unified perspective about the nature of learning disabilities has resulted in the concept being lost. The loss is best illustrated through the failure to answer this seemingly simple question: What is a learning disability? Using historical, empirical, theoretical, conceptual, and philosophical analyses, this volume explores a number of problems and issues facing the field of learning disabilities. The chapters cover historical influences, definitional problems, primary characteristics, assessment practices, theoretical development, major themes, research and measurement models, and long-term outcomes. The goal is to explicate the nature of learning disabilities by analyzing what it was supposed to be, what it has become, and what it might be. A predominant theme running through this text is the necessity for the field of learning disabilities to regain integrity by recapturing its essence.

Contributions to Educational Practice

Perspectives On Learning Disabilities

Critical Elements of Diagnosis and Classification

Handbook of Cognitive, Social, and Neuropsychological Aspects of Learning Disabilities

A Human Development View of Learning Disabilities

A Neuropsychological Approach

Neuropsychology has become a very important aspect for neurologists in clinical practice as well as in research. Being a specialized field in psychology, its long history is based on different historical

developments in brain science and clinical neurology. In this volume, we want to show how present concepts of neuropsychology originated and were established by outlining the most important developments since the end of the 19th century. The articles of this book that cover topics such as aphasia, amnesia and dementia show a great multicultural influence due to an editorship and authorship that spans all developmental initiatives in Europe, Asia, and America. This book gives a better understanding of the development of higher brain function studies and is an interesting read for neurologists, psychiatrists, psychologists, neurosurgeons, historians, and anyone else interested in the history of neuropsychology.
The book that set the standard for those working toward certification in special education has been revised and updated to meet the needs of a new generation of teachers and students. A cross-categorical emphasis that makes it suitable for a broad number of courses-including those aimed at teaching students with related disabilities and those teaching students on the Autism Spectrum. The authors describe the characteristics of learning disabilities as well as other disabilities, and offer practical teaching strategies for general education and special education teachers, school psychologists, administrators, and related professionals. Pre-service and in-service classroom teachers, who are increasingly responsible for teaching students with special needs within general education or inclusive classrooms, will find LEARNING DISABILITIES AND RELATED DISABILITIES: STRATEGIES FOR SUCCESS, 13th Edition, especially helpful. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.
Recognized as the definitive reference in the field, this book addresses a broad range of biologically based disorders that affect children's learning and development. Leading authorities review the genetics of each disorder; its course and outcome; associated developmental, cognitive, and psychosocial challenges; and what clinicians and educators need to know about effective approaches to assessment and intervention. Coverage encompasses numerous lower-incidence neurodevelopmental disabilities as well as more frequently diagnosed learning and behavior problems with a genetic component.
"Provides basic consumer health information about various learning disabilities, with facts about diagnosis, instructional approaches, legal and financial issues, and with coping tips. Includes index, glossary of related terms, and other resources"--Provided by publisher.
Learning Disabilities Due to Minimal Brain Dysfunction
Specific Learning Disabilities
Neurometric Evaluation of Brain Function in Normal and Learning Disabled Children
Vision and Learning
Neuropsychology of Learning Disabilities
Understanding Learning and Related Disabilities

This book is a concise but comprehensive review of Specific Learning Disabilities, with a special attention to the biology of these diverse

conditions. The reader will get a review of most aspects of SLD, including the different clinical syndromes (mostly dyslexia and dyscalculia), the clinical manifestations and the therapeutic approaches. It is unique in the proportion of its content dedicated to the biological aspects of SLD. It attempts to assemble and present the biological knowledge which has been accumulated on these conditions. This knowledge includes the neurological anatomy of dyslexia and dyscalculia, demonstrated with the help of modern neuro-imaging studies, and the physiology and the genetics of these conditions, again demonstrated by recently available technologies. These new technologies produced major discoveries related to SLD including the importance of phonological processing in reading, the presence of "number center¨in the brain, and the rain networks involved in reading. We recognize that many dyslexic subjects have a deficit in aspects of language processing, specifically phonological processing; that dyscalculia can be the result of a number of distinct cognitive impairments, and that the basic underlying deficit in many cases of SLD may be a genetic variation. The same new biological investigative techniques can, like never before, measure the outcome of therapeutic techniques and learning methods. Such measurements will, in the future, be the "gold standard¨in assessing the efficacy of different methods of classroom teaching in regular and different learners. Last, unlike many other publications on SLD, this book discusses the relatively unrecognized emotional aspects of SLD, and the sometime devastating effects that these conditions have on the life of affected subjects and their families, in and out of the classroom.

These two companion volumes provide a comprehensive review and critical evaluation of the major DSM-III and DSM-III-R child disorders. Their major goal is to provide diagnostic and assessment guidelines that are based on scientific literature in specific clinical domains. Each chapter contains a discussion of the historical background of a particular diagnosis, definitional issues, a critical but selective review of the literature addressing the diagnosis in question, proposed changes in the diagnostic criteria based on the available literature, and proposed assessment models and methods based on the designated criteria. Given the scientific bases for many of these discussions of diagnostic criteria, these two volumes will serve professionals and graduate students in a wide variety of fields: clinical child psychology, child psychiatry, pediatrics, pediatric and school psychology, special education, social work, and other child mental health specialties.

Building upon earlier attempts to create a scientific basis for subtypes of learning disabili~ties, this volume continues to examine the extent to which various subtyping schemes are valid. Like its predecessor, Neuropsychology of Learning Disabilities: Essentials of Subtype Analysis, it seeks to define such subtypes within an explicitly neuropsychol~ogical framework. Following an insightful over~view of the dimensions and clinical applications of validity to learning disability subtypes, it reports on a wide-ranging series of investigations designed to designate the content, concurrent, predictive, construct, and clinical validity of various subtyping efforts.

A high level of literacy in both print and digital media is required for negotiating most aspects of 21st-century life, including supporting a family, education, health, civic participation, and competitiveness in the global economy. Yet, more than 90 million U.S. adults lack adequate literacy. Furthermore, only 38 percent of U.S. 12th graders are at or above proficient in reading. Improving Adult Literacy Instruction synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research, practice, and policy. The book focuses on individuals ages 16 and older who are not in K-12 education. It identifies factors that affect literacy development in adolescence and adulthood in general, and examines their implications for strengthening literacy instruction for this population. It also discusses technologies for learning that can assist with multiple aspects of teaching, assessment,and accommodations for learning. There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students' proficiencies, weaknesses, instructional environments, and progress, which might guide instructional planning. Improving Adult Literacy

Instruction recommends a program of research and innovation to validate, identify the boundaries of, and extend current knowledge to improve instruction for adults and adolescents outside school. The book is a valuable resource for curriculum developers, federal agencies such as the Department of Education, administrators, educators, and funding agencies.

New Research

Inconvenient Brains

Contemporary Intellectual Assessment, Fourth Edition

A Neurodevelopmental Approach to Specific Learning Disorders

Learning Disabilities in India

Neurological Bases, Clinical Features and Strategies of Intervention

Learning disabilities are a heterogeneous group of disorders characterized by failure to acquire, retrieve, or use information competently. They are the most severe and chronic form of learning difficulty in children. They can be present at birth or acquired as a result of illness, exposure to toxins, poor nutrition, medical treatment, sociocultural deprivation, or injury. Learning problems typically consist in failure to acquire reading, writing, or math skills, which are traditionally considered core domains. This book explores the epidemiology, neurobiological bases, and diagnostic tools necessary for a comprehensive assessment of children with learning disabilities. It also presents examples of children with specific learning disabilities and explains possible intervention strategies.

In approximately 800 signed articles by experts from a wide diversity of fields, this encyclopedia explores all individual and situational factors related to human development across the lifespan.

Some may say that this book is long overdue; others, including myself, will state that the book appears atjust the right time. The latter is likely more true, for it is doubtful that many in the professions would, until now, link issues of learning disabilities with those of neurophysiological dysfunction in the manner in which ultimately must be the case. As a matter of fact, there are those who deny the relationship completely. Lee Wiederholt (1974)1 in his short, but excellent, review of the historical perspectives of learning disabilities, traces the early interest in this problem to the work of Gall (1802), and to his successors Broca (1861), Jackson (1864), Bastian (1869), and a few others. Each of these men would, at the time of this writing, be considered to have interests in the field of neurology, although at the time of their investigations, neurology per se was but a gleam in the eye of the anatomical beholder. A relative detour then took place. Cerebral palsy, in the decades of the 1940s and 1950s, caught the attention of researchers through the work of Winthrop Morgan Phelps (orthopedist) and George Deaver (physiatrist) and one or two other medically oriented individuals. This was related to the writings of W. J. Little (1810-1894). It was, however, Kurt Goldstein, Heinz Wemer, both eminent German scientists, and Alfred A.

Using a problem-solving approach based on clinical evidence, Neurological Rehabilitation, 6th Edition covers the therapeutic management of people with functional movement limitations and quality of life issues following a neurological event. It reviews basic theory and covers the latest screening and diagnostic tests, new treatments, and interventions commonly used in today's clinical practice. This edition includes the latest advances in neuroscience, adding new chapters on neuroimaging and clinical tools such as virtual reality, robotics, and gaming. Written by respected clinician and physical therapy expert Darcy Umphred, this classic neurology text provides problem-solving strategies

that are key to individualized, effective care. UNIQUE! Emerging topics are covered in detail, including chapters such as Movement Development Across the Lifespan, Health and Wellness: The Beginning of the Paradigm, Documentation, and Cardiopulmonary Interactions. UNIQUE! A section on neurological problems accompanying specific system problems includes hot topics such as poor vision, pelvic floor dysfunction, and pain. A problem-solving approach helps you apply your knowledge to examinations, evaluations, prognoses, and intervention strategies. Evidence-based research sets up best practices, covering topics such as the theory of neurologic rehabilitation, screening and diagnostic tests, treatments and interventions, and the patient's psychosocial concerns Information. Case studies use real-world examples to promote problem-solving skills. Non-traditional approaches to neurological interventions in the Alternative and Complementary Therapies chapter include the movement approach, energy approach, and physical body system approaches therapies. Terminology adheres to the best practices of the APTA as well as other leading physical therapy organizations, following The Guide to Physical Therapy Practice, the Nagi model, and the ICF World Health Model of patient empowerment. Updated illustrations provide current visual references. NEW chapters on imaging and robotics have been added. Updated chapters incorporate the latest advances and the newest information in neuroscience and intervention strategies. Student resources on an Evolve companion website include references with links to MEDLINE and more.

The Rehabilitation of Cognitive Disabilities

Options for Practice and Research

Cognitive Science

Relationship Between the Function of the Brain Regarding Learning Disabilities and Development of Language

Learning Disabilities

Hope Through Research

Does your child struggle with reading and writing and cannot keep up in school? The school psychologist has attested to normal intelligence and visual tests confirm perfect eyesight? Nonetheless, your childs learning disability can be caused by undetected problems with visual functions and information processing. These disorders can not be diagnosed by routine visual acuity tests, yet have devastating effects on a childs academic performance. Affected children face barriers in concentration, reading and spelling that limit their educational opportunities. They have difficulty focusing, their information processing speed is too slow, their brain is unable to adequately process visual or auditory perceptions. What are the underlying causes? What are the indicators to be aware of? And most importantly, what can you do to help your child ? A comprehensive analysis of visual brain functions is an essential first step. The good news is that vision is an acquired brain function, With Optometric Vision Therapy, children can train their visual functions, improve their ability to focus, their speed in reading and comprehension and their ability to "scan in" spelling details. This book provides an accessible framework for parents, educators, and therapists and: informs about the brain functions and connections between vision and

learning; explores the neurophysiological processes underlying our visual and auditory functions, the meaning behind terms like "visual information processing" and "auditory information processing," and the impact they have on our cognition, intelligence, concentration and overall ability to learn; explains the typical symptoms of disorders of visual and auditory functions and processing, and why children with these conditions need therapy; describes how such disorders can be diagnosed; outlines why and how Optometric Vision Therapy works; provides information about special needs and the necessary assistance and support in school

Learning disabilities are extremely common. Teachers and parents often make the mistake of thinking children with these disabilities aren't trying hard enough or simply aren't as intelligent as other students—but in reality, young people with learning disabilities simply need special attention and a different approach to learning. Read about Charlie Begay, who thought he liked school, at least until he got to first grade. Now, no matter how hard he tries, he just can't make the words on the pages make sense—and his teacher doesn't seem to understand how hard he's trying. As you read Charlie's story, you'll discover some of the issues young people with learning disabilities face in today's educational system—and you'll learn how the educational system can help students overcome their disabilities.

*This is the first textbook to give equal attention to the intellectual, conceptual, and practical aspects of learning disabilities. Topical coverage is both comprehensive and thorough, and the information presented is up-to-date. Provides a balanced focus on both the conceptual and practical aspects of learning disabilities (LD)**The research covered is far more comprehensive and of greater depth than any other LD textbook**The work is distinctive in its treatment of such important areas as consultation skills and service delivery*

From the author of the bestselling How the Brain Learns comes an innovative book dealing with special needs students. How the Special Needs Brain Learns helps you turn research on the brain function of students with various learning challenges into practical classroom activities and strategies.David Sousa shows how the brain processes information and examines both simple and complex learning strategies that can be adapted and taught to your students. The first step for students with learning disabilities is helping them build self-esteem by teaching them how to work in groups and giving them strategies for engagement and retention. This book focuses on the most common challenges to learning for many students, especially for those who are often the first candidates for special education referral, and emphasizes lifelong independent learning, increased retention, and cognitive flexibility for all.Sousa builds on the latest brain research to discuss teaching strategies for students challenged by:ADHD/ADD Speech Disabilities Reading Disabilities Writing Disabilities Math Disabilities Sleep Disorders Emotional and Behavioral Disorders Autism Aspergers Syndrome

Meeting the Challenge in the Developing World

XZENOBIA A Fathers Guide to Their Child's Learning Disabilities
Willing the Mind to Learn
Neurological Rehabilitation - E-Book
Technology and Learning Disabilities
Learning Disabilities and Related Disabilities: Strategies for Success

Children with developmental disabilities inhabit a gray zone: they live and learn under normal conditions in some aspects of their lives, while their "inconvenient brains" present a range of challenges in other school and life contexts. Dr. Martha Bridge Denckla provides parents and educators with general knowledge, research findings, and practical recommendations about a variety of these developmental conditions, including dyslexia, dyscalculia, ADHD, autism spectrum disorder, problems with motor coordination, and executive dysfunction. Inspired by her efforts to explain these conditions to parents over 45 years of clinical practice, she provides a science-based understanding of the issues in an accessible format. She uses the science of cognitive and behavioral neurology to help readers understand how the interrelationships of brain, environment, and behavior produce these developmental disorders, and to provide a basis for parenting and education programs based upon understanding how variations in brain development should guide plans for what is taught when to whom. Such developmentally appropriate, evidence-based, differentiated instruction within general education can diminish the demand for separate special education, and will thus serve all kinds of brains, whether "typical" or "inconvenient." Brain disordersâ€"neurological, psychiatric, and developmentalâ€"now affect at least 250 million people in the developing world, and this number is expected to rise as life expectancy increases. Yet public and private health systems in developing countries have paid relatively little attention to brain disorders. The negative attitudes, prejudice, and stigma that often surround many of these disorders have contributed to this neglect. Lacking proper diagnosis and treatment, millions of individual lives are lost to disability and death. Such conditions exact both personal and economic costs on families, communities, and nations. The report describes the causes and risk factors associated with brain disorders. It focuses on six representative brain disorders that are prevalent in developing countries: developmental disabilities, epilepsy, schizophrenia, bipolar disorder, depression, and stroke. The report makes detailed recommendations of ways to reduce the toll exacted by these six disorders. In broader strokes, the report also proposes six major strategies toward reducing the overall burden of brain disorders in the developing

world.

This volume brings together theory, research and development in cognitive neuro-science. It investigates the neural processes involved in cognition and learning, using developments in computer technology to study the brain in action and other topographic brain mapping. Electrical activity patterns of the brain in the learning processes are displayed through these techniques. Part 1 delineates neuroscience application to educational perspectives. Part 2 reports on emotional and learning disorders, such as autism, while Part 3 applies cognitive science to educational and mental health, as well as to settings such as the classroom, rehabilitation centre or doctor's office.

Revised edition of Contemporary intellectual assessment, c2012.

When Chldr Dont Learn

Technology and learning disabilities

Handy Health Guide to Dyslexia

Essentials of Subtype Analysis

From Theory to Practice

Discusses studies of the brain activities of normal and learning disabled children.

Mothers can fall more easily into their role of care giver but fathers are suddenly disassociated from their expected roles. Mothers are more likely to be involved in diet, stimulation and bonding but Dads start out asking "What do I do?" Moms often find it difficult to get fathers involved under these circumstances. This book is an overview of what to expect from school boards and the medical establishment. The Learning Disabilities addressed are Autism, Asperger Syndrome, Dyslexia, ADHD, Delayed Development Disorder, Attention Deficit ADD, Hyperlexia, and Sensory Sensitivity. Fathers in particular have a need to know "why?" this happened to their child when nobody gives an objective reason. This book reflects on this and strives to satisfy this need to know in a unique way so that parents can get on to the task of helping their children.

The rehabilitation of intellectual impairment resulting from brain injury has become a major professional activity of clinical neuropsychologists. In recent years, neuropsychology has developed from a professional role stressing assessment and diagnosis to one that now includes treatment and rehabilitation activities. Such trends are also manifested in two new research interests of neuropsychologists: the study of the generalizability of neuropsychological test findings to everyday abilities, often referred to as the "ecological validity" of tests, and

outcome studies of cognitive retraining treatments. Discovering the relationships between traditional neuropsychological tests and everyday behavior is important because the referral questions posed to neuropsychologists have changed. Now, the neuropsychologist is asked to comment on the patient's functional intellectual abilities as they relate to the everyday demands of home, work and educational settings. Of course, the development of cognitive retraining theory and procedures allows neuropsychologists to intervene in the treatment of the cognitive problems that the neuropsychological evaluation has documented. Since these approaches are still in their formative stages, they have been the subject of clinical lore, great controversy and little systematic research. This situation prompted one of our presenters to lament, "Either you believe Cognitive Retraining is divinly inspired, or the work of the devil. " There is apparently little middle ground. Given this state of affairs, the program committee of the Mid-South Conference on Human Neuropsychology decided to focus on the role of neuropsychologists in rehabilitation.

A learning disability (LD) is a neurological disorder that affects the brain's ability to receive, process, store and respond to information. The term learning disability is used to describe the seeming unexplained difficulty a person of at least average intelligence has in acquiring basic academic skills. These skills are essential for success at school and work and for coping with life in general. LD is not a single disorder. It is a term that refers to a group of disorders. LD is a disorder that affects people's ability to either interpret what they see and hear to link information from different parts of the brain. These limitations can show up in many ways: as specific difficulties with spoken and written language, co-ordination, self control or attention. Typical learning difficulties include dyslexia, dyscalculia and dysgraphia -- often complicated by associated disorders such as attention deficit/hyperactivity disorder. This book brings together leading research in the field.

Developmental Disorders

Diagnostic Criteria and Clinical Assessment

A History of Neuropsychology

Biological, Cognitive, Contextual

Learning About Learning Disabilities

Improving Adult Literacy Instruction

This volume considers the neurodevelopmental disorders such as dyslexia, dyscalculia, dysgraphia, clumsiness and indeed all those learning difficulties to be found in a 'normal' school population with an IQ of more than 70. Specific ideas about the causes of these disorders are presented along with very practical preventative and management information which will be welcomed by a

wide range of professionals with an interest in paediatrics, neurology, developmental and educational psychology.
Argues that teachers and psychologists are too quick to attach the term "learning disabled" because they fail to recognize "normal" differences in brain function and is specific talents and abilities.
This book describes this learning disorder, and discusses diagnosing dyslexia and getting help.
This book presents a human development model for understanding and treating age-related deficits that seem to be characteristic of individuals with learning disabilities. It is the culmination of years of clinical experience, qualitative research, and scholarship in the search for a framework that would be useful for the treatment of learning disabilities. The ultimate purpose of this book is to present a strategy for designing day-to-day, individualized lessons for learning disabled students from kindergarten through adulthood.
The SAGE Encyclopedia of Lifespan Human Development
Theories, Tests, and Issues
The Nature of Learning Disabilities
Theory to Practice
A Guide for Parents and Professionals - How Undiagnosed Vision Problems Cause Learning Difficulties and What You Can Do to Unlock Your Childs Academic Potential
Learning Disability

Bernice Wong's Learning about Learning Disabilities was the first text to give equal attention to the intellectual, conceptual, and practical aspects of learning disabilities. The Third Edition of this popular title presents 80% new material, keeping the chapters up to date in this fast-moving field. With new contributors, and seven new chapters, coverage is both comprehensive and thorough, with three sections encompassing the research aspects of learning disabilities, the instructional aspects of learning disabilities, and the issues germane to different age ranges of the learning disabled: children, adolescents, and adults. Chapters summarizing research on learning disabilities include coverage of ADHD, memory, language processing, social competence, self-regulation, and brain structures as they apply to learning disabilities. Chapters focusing on instructional aspects of learning disabilities include coverage of teaching literacy, reading comprehension, writing, and mathematics. Readers will find Learning About Learning Disabilities, Third edition suitable for use as a reference source for researchers or a graduate level text. Reviews from previous editions: "An undergraduate text that strikes a careful balance between the intellectual (psychological) and practical aspects of learning disabilities." BOOK NEWS, INC. "This text provides a balanced focus on both the conceptual and practical aspects of learning disabilities. Its research coverage is more comprehensive and of greater depth than any other LD textbook, and it is distinctive in its treatment of such important areas as consultation skills and service delivery." CHILD ASSESSMENT NEWS "Learning About Learning Disabilities provides a broad overview of some important issues in relation to the education and development of pupils with learning disabilities... Wong has succeeded in providing detailed descriptions and comments within a book which covers a broad range of topics. Without exception the chapters are clearly written and accessible, and many provide

the reader with challenging ideas and practical suggestions." □BRITISH JOURNAL OF SPECIAL EDUCATION * Provides a balanced focus on both the conceptual and the practical aspects of learning disabilities. * Research coverage more comprehensive and of greater depth than any other textbook about learning disabilities * The work is distinctive in its treatment of such important areas as consultation skills and service delivery

In spite of their average or even above-average intelligence and conventional classroom experience, a large number of children suffer from learning disabilities. Failing to cope with the academic demands of the school, many of them drop out at an early age. This deprives them of many opportunities in life that a literate person enjoys. In this context, this book serves two major objectives: it provides up-to-date information to the readers on theories and current practices in remediation of learning disability, and demonstrates the therapeutic effectiveness of two major techniques of intervention, namely, cognitive behaviour therapy and computer-assisted instruction, through a series of case studies. Thus, it bridges the theory□practice gap originating out of the difference between fundamental research and its actual implementation and places the treatment programmes on a firmer scientific footing by validating them empirically.

The present edition of this book is a revision and expansion of the first two editions which appeared in 1980 and 1985, and in German translation in 1991. More than half of the present volume includes new material, and what has been retained from the former editions has been largely rewritten and updated with new research findings. A completely new chapter has been added on "Attention Deficit Disorder. " The author of the earlier editions (W.H.G.) has been joined by a coauthor (D.E.), and their combined elementary, high school, and university teaching and clinical experience totals approximately seventy-five years. Both of us have directed our professional en ergies to understanding the puzzle of human learning, especially academic learning, of those students who, despite apparently nor mal intelligence and opportunity, have varying degrees of difficulty in acquiring ideas and skills that are easily mastered by others. Until about fifty years ago there was a common tendency to equate academic success with intelligence, and those students who could not meet the demands of the prescribed program were usually required to repeat the same grade with a repetition of the same discouraging treatment that had been unsuccessful the first time.

How the Special Needs Brain Learns

Basic Consumer Health Information about Dyslexia, Auditory and Visual Processing Disorders, Communication Disorders, Dyscalculia, Dysgraphia, and Other Conditions that Impede Learning, Including Attention Deficit/hyperactivity Disorder, Autism Spectrum Disorders, Hearing and Visual Impairments, Chromosome-based Disorders, and Brain Injury; Along with Facts about Brain Function, Assessment, Therapy and Remediation, Accommodations, Assistive Technology, Legal Protections, and Tips about Family Life, School Transitions, and Employment Strategies, a Glossary of Related Terms, and Directories of Additional Resources

Learning Disabilities and Brain Function

Neurological, Psychiatric, and Developmental Disorders

Learning Disabilities Sourcebook