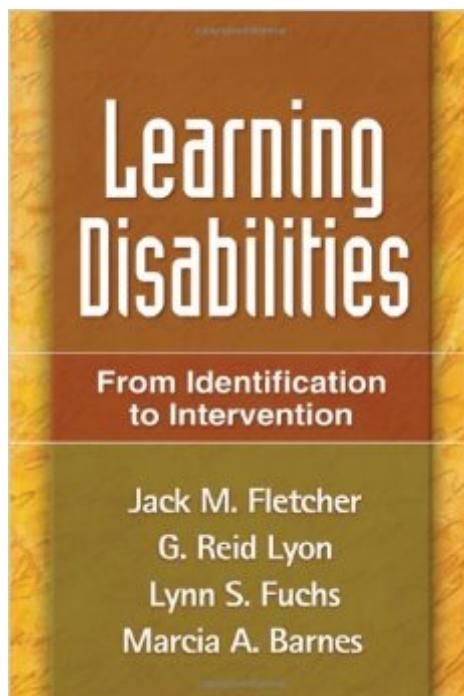


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# Learning Disabilities: From Identification To Intervention



## **Synopsis**

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 school psychologists, neuropsychologists, special educators, and others who work with struggling learners.

## **Book Information**

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## **Customer Reviews**

There is some good information on learning disabilities; however, I found the book uncomfortably pro-RTI. There is still a place, and always should have one in my opinion, for traditional psychoeducational testing. While the IQ-discrepancy model is not perfect, RTI is hardly a panacea. The research behind RTI has flaws, and there is so much confusion around what constitutes a response, how long does a student remain in tier, how research based materials are chosen etc. The RTI model sounds great, but in the real world, it has many issues. Small scale studies under the supervision of researchers does not magically appear as described in schools across the nation. RTI is just another form of a discrepancy model. It still picks up a disproportionate number of

children who are minorities, lower socio-economic backgrounds, and often fails to identify twice exceptional children or children who are doing "well-enough." What this model looks like between schools, districts, and states are bound to have children who qualify for services in one school but not another or are placed in varying tiers. As a parent of a child with a LD, I am tired of seeing the education system jump into the next great thing without solid research behind all academic areas (not just reading), proper teacher training, with standardization that generalizes nationally. We now have parents desperate for special education designation, because unlike RTI, at least there is some legal protection. Protection from RTI confusion, inconsistent implementation, the school/teachers basically evaluating themselves, and the generalization of research results that are a litany of power point bullets spoon fed by those promoting RTI.

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