

Teaching Exceptional Children And Adolescents By Nancy Lynn Hutchinson

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TEACHING Exceptional Children (TEC) features research-to-practice information and materials for classroom use, as well as current issues in special education teaching and learning. Published six times per year, TEC also brings its readers the latest data on instructional technologies, strategies, procedures, and techniques with applications to students with exceptionalities.

~~TEACHING Exceptional Children: SAGE Journals~~

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Inclusive Comprehension Strategy Instruction: Reciprocal Teaching and Adolescents With Intellectual Disability Jessica B. Hovland
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TEACHING Exceptional Children, v34 n2 p40-47 Nov-Dec 2001. This article offers guidelines for using children's and adolescents' literature as a means of fostering social learning while developing literacy skills. It reviews the literature on teaching social skills, considers book selection, offers a model for using literature to teach social ...

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•Children and adolescents can be especially vulnerable because of their immaturity and dependence, but it is important also to recognise their potential and resilience. A child-centred situation analysis may be important in identifying and assessing the particular needs of children in particular situations.

~~Child And Adolescent Development Module - UNHCR~~

Knowing the meaning of academic vocabulary words helps adolescents understand content-area text and improves their academic achievement. To demonstrate deep understanding of words, students reading below grade level and students with learning disabilities must be explicitly taught word meanings, encounter target words in illustrative contexts, and interact with target words in speaking and writing.

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Teaching Exceptional Children and Adolescents: A Canadian Casebook. Nancy L. Hutchinson. Pearson Education Canada, 1999 - Inclusive education - 192 pages. 0 Reviews.

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Reciprocal teaching is a research-based strategy that increases reading comprehension skills in diverse groups of adolescents with and without disabilities. Through predicting, questioning, clarifying, and summarizing, readers not only become aware of their own understanding but also increase their ability to collaboratively learn from the written word.

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