



# Characteristics of and Strategies for Teaching Students with Mild Disabilities (6th Edition)

*Martin Henley, Robert F. Algozzine, Roberta S. Ramsey*

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**Describes the *characteristics* of students with mild disabilities, and clearly explains *the best teaching practices* for inclusive education, behavior management, social skill instruction, and modifying classroom instruction for students with mild disabilities**, including learning disabilities, mild intellectual disabilities and emotional disturbance.

This new edition includes an elaboration of Response to Intervention (RTI), which since the last edition has become a focal point of research and literature among general and special educators. This is a dynamic progression of cooperation between general and special education - primarily due to changes in the federal law regarding how students with learning disabilities are identified.

## Highlights of the New Edition:

- **Re-organized to present the overview of mild disabilities earlier in the sequence of chapters**(now chapter 2). This chapter includes new information on Asperger's Syndrome, pervasive developmental delay and non-verbal learning disabilities, as well as expanded information on ADHD.
- **Response To Intervention (RTI)**. New information on RTI and how it creates opportunities for general education reading specialists to establish preventive reading programs for at-risk students. Included is specific scientifically based reading strategies identified by the National Institute for Literacy (Chapter 5).
- Contains **updated information on IDEA '04 and No Child Left Behind** with an emphasis on how these laws affect teaching, assessing and managing the behavior of students with mild disabilities.
- **New information on using technology** with students with mild disabilities.

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