

iep goals for working memory

iep goals for working memory are essential components in Individualized Education Programs designed to support students who struggle with retaining and manipulating information over short periods. Working memory is a critical cognitive function that affects a student's ability to follow instructions, complete tasks, and engage in learning activities effectively. Developing targeted IEP goals for working memory can enhance academic performance and daily functioning by addressing specific memory challenges. This article provides a comprehensive guide on crafting measurable, individualized goals for working memory within an IEP framework. It explores strategies, assessment methods, and examples to optimize educational outcomes for students with working memory deficits. The following sections will cover the definition and importance of working memory, assessment techniques, guidelines for writing effective IEP goals, intervention strategies, and monitoring progress.

- Understanding Working Memory and Its Impact on Learning
- Assessing Working Memory in Students
- Writing Effective IEP Goals for Working Memory
- Intervention Strategies to Improve Working Memory
- Monitoring and Measuring Progress on Working Memory Goals

Understanding Working Memory and Its Impact on Learning

Working memory refers to the brain's ability to temporarily hold and manipulate information needed to perform complex cognitive tasks such as learning, reasoning, and comprehension. It plays a pivotal role in acquiring new skills, following multi-step instructions, solving problems, and maintaining attention during academic activities. Students with deficits in working memory may struggle with retaining verbal or visual information long enough to use it effectively, which can hinder their performance across subjects including reading, math, and writing.

The Role of Working Memory in Academic Success

Effective working memory allows students to process instructions, integrate new information with existing knowledge, and complete sequential tasks. A weak working memory often results in difficulties such as forgetting instructions, losing track of assignment requirements, and making careless mistakes.

These challenges can contribute to frustration, decreased motivation, and lower achievement levels. Understanding the specific ways working memory affects learning helps educators design targeted interventions and supports.

Common Signs of Working Memory Deficits

Identifying working memory challenges is critical for developing appropriate IEP goals. Common indicators include:

- Difficulty following multi-step directions
- Frequent forgetfulness during tasks
- Trouble recalling information just read or heard
- Challenges with mental math or recalling sequences
- Slow task completion or inconsistent performance

Assessing Working Memory in Students

Accurate assessment is the foundation for establishing effective IEP goals for working memory. Evaluations typically involve standardized cognitive tests, behavioral observations, and academic performance reviews. These assessments identify the nature and extent of working memory deficits and help tailor interventions to the student's individual needs.

Standardized Tests for Working Memory

Commonly used assessments include subtests from intelligence scales such as the Wechsler Intelligence Scale for Children (WISC), which measures verbal and visual-spatial working memory. Other tools like the Automated Working Memory Assessment (AWMA) provide comprehensive profiles of a student's working memory capabilities. These tests quantify memory span, processing speed, and the ability to manipulate information, which inform goal-setting.

Observational and Functional Assessments

In addition to formal testing, educators and specialists gather data through classroom observations and task

analyses. Monitoring how students manage instructions, retain information during lessons, and complete assignments offers practical insights into working memory challenges. Collaborating with parents and caregivers can also provide valuable contextual information regarding the student's memory functioning in everyday environments.

Writing Effective IEP Goals for Working Memory

IEP goals for working memory must be specific, measurable, achievable, relevant, and time-bound (SMART) to ensure clarity and trackability. These goals should directly address the student's identified needs, enabling targeted interventions that promote skill development and academic progress.

Characteristics of Well-Written Working Memory Goals

Effective goals focus on observable behaviors and measurable outcomes. They often include:

- The type of working memory skill to improve (e.g., verbal recall, following multi-step instructions)
- The level of support or prompting required
- Specific criteria for success (accuracy, number of steps followed, etc.)
- A clear timeline for achieving the goal

Examples of IEP Goals for Working Memory

Examples demonstrate how to translate working memory needs into actionable objectives:

- Given a sequence of three verbal instructions, the student will accurately recall and execute all steps with no more than one prompt in 4 out of 5 opportunities by the end of the semester.
- When completing math problems, the student will mentally retain and manipulate numbers to solve two-step addition and subtraction problems with 80% accuracy across four consecutive trials.
- The student will use a checklist to recall and complete the steps of a writing assignment independently in 3 out of 4 sessions over a six-week period.

Intervention Strategies to Improve Working Memory

Implementing effective interventions is critical to supporting students with working memory difficulties. Strategies often combine cognitive training, environmental modifications, and instructional supports tailored to the student's strengths and challenges.

Cognitive and Memory Training Techniques

Targeted exercises can help enhance working memory capacity and efficiency. Techniques include:

- Chunking information into smaller units to facilitate recall
- Using rehearsal strategies such as repeating information aloud
- Practicing visualization and association to strengthen memory links
- Engaging in computer-based working memory training programs

Classroom Accommodations and Supports

Adjustments in the learning environment can alleviate working memory demands. These may involve:

- Providing written and verbal instructions to reinforce memory
- Breaking down tasks into manageable steps with visual aids
- Allowing extra time for task completion
- Using checklists and graphic organizers to guide work
- Minimizing distractions to enhance focus and retention

Monitoring and Measuring Progress on Working Memory Goals

Ongoing assessment of progress toward IEP goals for working memory ensures that interventions remain effective and are adjusted as needed. Progress monitoring involves collecting data on skill acquisition, accuracy, and independence during academic tasks and related activities.

Data Collection Methods

Teachers and specialists use various methods to track improvements, including:

- Regular observations and anecdotal records
- Work samples and task completion rates
- Formal progress reports and reassessments
- Input from multidisciplinary team members

Adjusting Goals and Supports Based on Progress

Data-driven decision-making allows the IEP team to modify goals, increase or decrease support intensity, and introduce new strategies aligned with the student's evolving needs. Flexibility ensures continued growth and maximizes the effectiveness of interventions designed to improve working memory.

Frequently Asked Questions

What are common IEP goals for improving working memory in students?

Common IEP goals for improving working memory include increasing the ability to hold and manipulate information for short periods, such as recalling multi-step instructions, remembering sequences, and improving attention span during tasks.

How can IEP goals be tailored to support a student's working memory challenges?

IEP goals can be tailored by focusing on specific working memory tasks relevant to the student's daily activities, such as breaking instructions into smaller steps, using visual aids, and practicing memory strategies like repetition and chunking.

What strategies can be incorporated into IEP goals to enhance working

memory?

Strategies include teaching mnemonic devices, using graphic organizers, providing frequent breaks, incorporating technology aids, and practicing exercises that require holding and manipulating information, all of which can be included in IEP goals.

How is progress measured for IEP goals related to working memory?

Progress is measured through regular assessments, observations, and performance on tasks requiring working memory, such as following multi-step directions, completing memory-based activities, and using working memory strategies independently.

Why is it important to include working memory goals in an IEP?

Including working memory goals in an IEP is important because working memory impacts learning, problem-solving, and daily functioning; addressing these skills helps students improve academic performance and overall cognitive functioning.

Additional Resources

1. Memory Magic: Strategies for Improving Working Memory in the Classroom

This book offers practical techniques and exercises designed to enhance working memory skills among students with diverse learning needs. It provides educators with tools to create effective IEP goals tailored to individual memory challenges. Real-world examples and step-by-step guidance make it a valuable resource for improving academic performance.

2. Working Memory and Learning: A Teacher's Guide to IEP Success

Focused on bridging the gap between cognitive science and classroom application, this guide helps teachers understand the role of working memory in learning. It includes sample IEP goals and accommodations that support students struggling with memory retention. The book also presents assessment strategies to monitor progress effectively.

3. Boosting Working Memory: Techniques for Special Education Teachers

This resource emphasizes evidence-based methods for strengthening working memory in children with special needs. It outlines specific IEP goal-writing tips and intervention plans that cater to various age groups. Teachers will find helpful charts and activities to incorporate into daily lessons.

4. IEP Goals for Working Memory: A Comprehensive Handbook

A detailed handbook that focuses exclusively on crafting measurable and attainable IEP goals related to working memory. It provides educators and therapists with templates, examples, and progress tracking tools. The book also discusses the neuroscience behind working memory and its impact on learning.

5. Enhancing Cognitive Skills: Working Memory Strategies for Students with Learning Disabilities

This book addresses the challenges faced by students with learning disabilities affecting their working memory. It offers intervention strategies, classroom accommodations, and goal-setting frameworks aligned with IEP requirements. Case studies illustrate successful implementation and outcomes.

6. Memory in Motion: Interactive Activities to Support Working Memory Development

Designed for educators and parents, this book presents engaging activities that help improve working memory through movement and play. It connects these activities to specific IEP goals and outlines how to measure student progress. The interactive approach encourages motivation and sustained attention.

7. Working Memory Challenges: Assessment and Goal Setting for Special Educators

This text provides a thorough overview of assessment tools used to identify working memory deficits. It guides special educators in translating assessment results into effective IEP goals. The book also offers intervention ideas that are research-backed and easy to implement.

8. From Theory to Practice: Implementing Working Memory IEP Goals in the Classroom

Bridging theory with classroom practice, this book helps educators apply cognitive principles to daily instruction. It includes sample lesson plans, accommodations, and modifications aligned with IEP goals targeting working memory. The resource supports collaborative efforts among teachers, therapists, and families.

9. Working Memory Wonders: Innovative Approaches to Support Students with IEPs

Highlighting creative and technological interventions, this book explores new methods to assist students with working memory challenges. It covers apps, games, and digital tools that complement traditional strategies. Educators will find guidance on integrating these tools into IEP goals and individualized instruction.

Iep Goals For Working Memory

IEP Goals for Working Memory

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Ebook Outline:

Introduction: The Importance of Working Memory in Learning

Chapter 1: Understanding Working Memory and its Components

Chapter 2: Identifying Working Memory Deficits in Students

Chapter 3: Developing Measurable and Achievable IEP Goals for Working Memory

Chapter 4: Strategies and Interventions for Improving Working Memory

Chapter 5: Monitoring Progress and Adapting IEP Goals

Chapter 6: Collaboration with Parents and Teachers

Chapter 7: Case Studies: Real-World Examples of IEP Goals for Working Memory

IEP Goals for Working Memory: A Comprehensive Guide

Introduction: The Importance of Working Memory in Learning

Working memory is the cognitive system responsible for temporarily holding and manipulating information necessary for complex tasks such as learning, reasoning, and comprehension. It's not simply short-term memory; it actively processes information, allowing us to understand instructions, follow multi-step directions, and solve problems. A robust working memory is crucial for academic success. Students with weak working memory often struggle with reading comprehension, math problem-solving, following classroom instructions, and organizing their thoughts. These challenges can significantly impact their overall academic performance and self-esteem. This ebook explores the vital role of working memory in learning, providing practical strategies for educators and parents to support students with working memory difficulties through the development and implementation of effective Individualized Education Program (IEP) goals. Understanding working memory deficits and crafting targeted IEP goals is paramount to helping these students reach their full potential.

Chapter 1: Understanding Working Memory and its Components

Working memory isn't a single, monolithic entity. The Baddeley model, a widely accepted framework, describes it as comprising several interacting components:

Central Executive: This is the control center, allocating attention and coordinating the other components. It's responsible for higher-level cognitive processes like planning, decision-making, and problem-solving. Weaknesses here manifest as difficulty focusing, prioritizing tasks, and shifting attention.

Phonological Loop: This component processes auditory information. It's crucial for language acquisition, reading comprehension, and verbal learning. Difficulties here can lead to challenges with remembering spoken instructions, recalling vocabulary, and understanding complex sentences.

Visuospatial Sketchpad: This handles visual and spatial information. It's vital for tasks involving visual imagery, spatial reasoning, and mental rotation. Students with weaknesses in this area might struggle with maps, diagrams, and geometry.

Episodic Buffer: This integrates information from the other components and links it to long-term memory. It's crucial for creating coherent narratives and understanding complex concepts.

Understanding these components helps pinpoint specific areas of weakness in a student's working memory, leading to more targeted and effective IEP goals.

Chapter 2: Identifying Working Memory Deficits in Students

Identifying working memory difficulties requires a multi-faceted approach. It's not enough to simply observe a student struggling academically; a comprehensive assessment is necessary. This might include:

Formal assessments: Psychoeducational testing, such as the Working Memory Test Battery for Children (WMT-B-C) or the Comprehensive Test of Phonological Processing (CTOPP), provides quantitative data on working memory abilities.

Informal assessments: Teachers can use classroom observations, specific tasks (e.g., following multi-step instructions, recalling a sequence of events), and analyzing student work to identify potential working memory challenges.

Teacher and parent input: Observations from teachers and parents provide valuable qualitative information about a student's performance in various settings and their daily struggles. This holistic approach paints a clearer picture of the student's working memory capabilities.

Careful observation and assessment are crucial to avoiding misdiagnosis. Difficulties might stem from other learning disabilities or underlying conditions, such as ADHD.

Chapter 3: Developing Measurable and Achievable IEP Goals for Working Memory

IEP goals must be SMART: Specific, Measurable, Achievable, Relevant, and Time-bound. For working memory, this might involve:

Specific: Instead of "improve working memory," a goal might be "accurately recall a sequence of five instructions given verbally 80% of the time."

Measurable: Progress must be quantifiable, using metrics like percentage accuracy, number of correctly recalled items, or time taken to complete a task.

Achievable: Goals must be challenging but attainable, considering the student's current abilities and progress.

Relevant: Goals must align with the student's academic needs and overall IEP.

Time-bound: Goals should have a specific timeframe for completion, such as "by the end of the semester" or "within three months."

Examples of measurable IEP goals could include: "Student will correctly sequence 8 out of 10 pictures within 2 minutes, three out of four trials," or "Student will follow a three-step verbal instruction without prompting 90% of the time."

Chapter 4: Strategies and Interventions for Improving Working Memory

Numerous strategies and interventions can enhance working memory skills. These include:

Cognitive training: Specific exercises targeting working memory components, often delivered through computer programs or worksheets.

Mnemonic strategies: Techniques like chunking, rehearsal, and imagery to improve encoding and retrieval of information.

Organizational strategies: Using visual aids, graphic organizers, and checklists to structure tasks and information.

Metacognitive strategies: Teaching students to monitor their own cognitive processes and adjust their strategies as needed (e.g., self-questioning).

Technology-based interventions: Apps and software designed to improve working memory through interactive games and exercises.

These interventions should be tailored to the individual student's needs and learning style.

Chapter 5: Monitoring Progress and Adapting IEP Goals

Regular monitoring of progress is essential to ensure IEP goals remain relevant and effective. This includes:

Frequent assessment: Periodically reassess the student's working memory skills using both formal and informal measures.

Data collection: Track progress towards goals using charts, graphs, and other visual representations.

Goal adjustment: If progress is slow or the goals are no longer appropriate, adjust them based on the student's performance.

Collaboration: Regular meetings with parents, teachers, and other stakeholders to review progress and make necessary adjustments.

Flexibility and responsiveness are key to ensuring the IEP remains a useful tool for the student.

Chapter 6: Collaboration with Parents and Teachers

Effective IEP implementation requires strong collaboration between parents, teachers, and other professionals. This involves:

Open communication: Regular communication to share information about the student's progress and challenges.

Shared responsibility: Parents and teachers should share the responsibility for implementing strategies and monitoring progress.

Consistent approach: Consistency in implementing strategies across home and school environments is crucial for success.

Mutual support: Parents and teachers should support each other and work together to provide a cohesive learning environment.

This collaboration fosters a supportive environment that maximizes the student's potential.

Chapter 7: Case Studies: Real-World Examples of IEP Goals for Working Memory

This chapter will present several case studies illustrating the practical application of developing and implementing IEP goals for students with working memory difficulties. Each case study will detail the student's challenges, the assessment process, the developed IEP goals, the interventions used, and the outcomes achieved.

Conclusion: Long-Term Implications and Continued Support

Addressing working memory difficulties early is crucial for long-term academic success and overall well-being. Even with intervention, students may continue to require support throughout their schooling. Continued monitoring, ongoing intervention, and a proactive approach to learning strategies are vital to ensure students reach their full potential. The collaboration between home and school remains critical in supporting students' learning journey and fostering self-advocacy skills. By understanding the nuances of working memory and implementing effective IEP goals, we can empower students to overcome challenges and achieve academic success.

FAQs:

1. What is the difference between working memory and short-term memory? Short-term memory simply stores information briefly, while working memory actively processes and manipulates that information.
2. Can working memory improve with intervention? Yes, working memory can be significantly improved through targeted interventions and training.
3. How do I know if my child needs an IEP for working memory? If your child consistently struggles with tasks requiring working memory, a comprehensive assessment by a qualified professional is necessary.
4. What are some common signs of working memory difficulties in children? Difficulty following instructions, poor organization, trouble remembering information, and challenges with reading comprehension are common signs.
5. Can technology help improve working memory? Yes, various apps and software programs are designed to improve working memory through engaging activities.
6. How often should IEP goals for working memory be reviewed? IEP goals should be reviewed regularly, typically at least once per term or semester.
7. What role do parents play in supporting IEP goals for working memory? Parents play a vital role in reinforcing strategies at home and maintaining open communication with the school.
8. Are there specific interventions for different components of working memory? Yes, interventions should target specific weaknesses in the central executive, phonological loop, visuospatial sketchpad, or episodic buffer.
9. What if my child's working memory difficulties are not improving despite intervention? If progress is insufficient, reassess the IEP goals, interventions, and consider seeking additional support from specialists.

Related Articles:

1. **Strategies for Improving Working Memory in the Classroom:** This article explores practical classroom strategies to support students with working memory difficulties.
2. **The Role of Executive Functions in Academic Success:** This article examines the connection between executive functions (including working memory) and academic achievement.
3. **Assessing Working Memory in Children: A Practical Guide:** This article provides a detailed guide to assessing working memory in children, including both formal and informal methods.
4. **Technology-Based Interventions for Working Memory Difficulties:** This article explores various technology-based tools and interventions for improving working memory.
5. **The Impact of Working Memory on Reading Comprehension:** This article focuses specifically on the relationship between working memory and reading comprehension skills.
6. **Mnemonics and Memory Techniques for Students:** This article explores effective mnemonic strategies to enhance memory and working memory capacity.
7. **Differentiating Instruction for Students with Working Memory Challenges:** This article provides guidance on adapting teaching methods to accommodate students with working memory needs.
8. **Collaborative Goal Setting in IEP Development:** This article emphasizes the importance of collaboration between parents, teachers, and other professionals in developing effective IEP goals.
9. **Long-Term Outcomes for Students with Working Memory Difficulties:** This article explores the long-term effects of working memory difficulties and the importance of early intervention.

iep goals for working memory: Understanding Working Memory Tracy Packiam Alloway, Ross G. Alloway, 2014-10-27 It is hard to conceive of a classroom activity that does not involve working memory – our ability to work with information. In fact, it would be impossible for students to learn without working memory. From following instructions to reading a sentence, from sounding out an unfamiliar word to calculating a math problem, nearly everything a student does in the classroom requires working with information. Even when a student is asked to do something simple, like take out their science book and open it to page 289, they have to use their working memory. Most children have a working memory that is strong enough to quickly find the book and open to the correct page, but some don't – approximately 10% in any classroom. A student who loses focus and often daydreams may fall in this 10%. A student who isn't living up to their potential may fall in this 10%. A student who may seem unmotivated may fall in this 10%. In the past, many of these students would have languished at the bottom of the class, because their problems seemed insurmountable and a standard remedy like extra tuition didn't solve them. But emerging evidence shows that many of these children can improve their performance by focusing on their working memory. Working memory is a foundational skill in the classroom and when properly supported it can often turn around a struggling student's prospects. This book will make sure you are able to spot problems early, work with children to improve their working memory and ensure they reach their full potential. How does the book work? Each of the following chapters includes a description of the learning difficulty (WHAT), followed by an inside look into the brain of a student with the disorder (WHERE), their unique working memory profile (WHY), and classroom strategies to support working memory (HOW). There are two types of strategies: general working memory strategies that can be applied to all students in your class, and specific working memory strategies for each learning difficulty. The final chapter (Chapter 9) provides the student with tools to empower them along their

learning journey. The aim in supporting students with learning difficulties is not just to help them survive in the classroom, but to thrive as well. The strategies in the book can provide scaffolding and support that will unlock their working memory potential to boost learning. They are designed to be easily integrated within the classroom setting as a dimension of an inclusive curriculum and used in developing an individualized education program (IEP) for the student. The strategies recommended here can also complement existing programs that support a core deficit, such as a social skills program for a student with autistic spectrum disorder, or behavior modification for those with ADHD. Each chapter also includes: Try It box: Provides the reader with an opportunity to have a hands-on understanding of the material Science Flash box: Gives the reader a snapshot of current and interesting research related to each chapter Current Debate box: Discusses a controversial issue pertaining to the disorder Tracy Packiam Alloway is an award-winning psychologist based at the University of North Florida Ross Alloway is the CEO of Memosyne Ltd, a company that brings cutting-edge scientific research to parents.

iep goals for working memory: Specially Designed Instruction Anne M. Beninghof, 2021-08-16 In engaging, accessible chapters, expert teacher and author Anne M. Beninghof lays out a road map for providing specially designed instruction in any classroom. This book equips you with the answers to the most frequently asked questions around incorporating special education services into the general classroom - What is SDI? Who is responsible? How do we make it happen? Focused on creating an effective planning process that you and your team can follow to develop specially designed instruction, this toolkit includes dozens of practical examples, worksheets, and prep tools to ensure readers walk away with a thorough understanding and ready-to-use ideas. Whether you have years of experience working with students with disabilities or are new to the profession, this critical guide provides effective strategies for every classroom.

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Richard Guare, 2018-06-13 More than 100,000 school practitioners and teachers (K-12) have benefited from the step-by-step guidelines and practical tools in this influential go-to resource, now revised and expanded with six new chapters. The third edition presents effective ways to assess students' strengths and weaknesses, create supportive instructional environments, and promote specific skills, such as organization, time management, sustained attention, and emotional control. Strategies for individualized and classwide intervention are illustrated with vivid examples and sample scripts. In a large-size format for easy photocopying, the book includes 38 reproducible forms and handouts. Purchasers get access to a webpage where they can download and print the reproducible materials. New to This Edition *Chapter with guidance and caveats for developing individual education programs (IEPs), 504 Plans, and multi-tiered systems of support (MTSS). *Chapters on working with students with attention-deficit/hyperactivity disorder (ADHD) and autism spectrum disorder. *Three guest-authored chapters describing exemplary schoolwide applications. *More student centered--provides a template for involving children in intervention decision making. *Fully updated with the latest developments in the field. This book is in The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

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iep goals for working memory: Response to Intervention and Precision Teaching Kent Johnson, Elizabeth M. Street, 2012-12-01 Successful implementation of response to intervention (RTI) for academic skills problems requires rigorous progress monitoring. This book shows how the proven instructional technology known as precision teaching (PT) can facilitate progress monitoring while building K-12 students' fluency in reading, writing, math, and the content areas. Detailed instructions help general and special education teachers use PT to target specific skills at all three tiers of RTI, and incorporate it into project-based learning. Of crucial importance for RTI implementers, the book provides explicit procedures for measuring and charting learning outcomes during each PT session, and using the data to fine-tune instruction. Reproducible charts and other useful tools can be downloaded and printed in a convenient 8 1/2 x 11 size.

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iep goals for working memory: Goal Writing for the Speech-Language Pathologist and Special Educator Gozdziwski, 2018-01-12 Geared for undergraduate and graduate students, Goal Writing for the Speech-Language Pathologist and Special Educator details different types of goals, essential elements of goals, how to establish goals from information garnered from evaluations, and how to write continuing goals for the field of Speech-Language Pathology and Communication Sciences. It is written for students in a Clinical Methods/Clinical Practicum course who are about to begin their clinical experience in SLP. Real-world exercises are provided throughout in order to provide realistic examples of what students may encounter in speech and hearing clinics, hospitals, and schools. Goal writing is practiced by SLPs on a daily basis, and understanding how to turn diagnostic information into therapy is a difficult, yet crucial, task. This important subject is not covered in depth in other clinical methods titles yet is a skill all students and clinicians must master.

iep goals for working memory: Handbook of Special Education James M. Kauffman, Daniel P. Hallahan, 2011-05-15 Special education is now an established part of public education in the United States—by law and by custom. However, it is still widely misunderstood and continues to be dogged by controversies related to such things as categorization, grouping, assessment, placement, funding, instruction, and a variety of legal issues. The purpose of this 13-part, 57-chapter handbook is to help profile and bring greater clarity to this sprawling and growing field. To ensure consistency across the volume, chapter authors review and integrate existing research, identify strengths and weaknesses, note gaps in the literature, and discuss implications for practice and future research.

Key features include: Comprehensive Coverage—Fifty-seven chapters cover all aspects of special education in the United States including cultural and international comparisons. Issues & Trends—In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research, chapter authors discuss issues related to practice and reflect on trends in thinking. Categorical Chapters—In order to provide a comprehensive and comparative treatment of the twelve categorical chapters in section IV, chapter authors were asked to follow a consistent outline: Definition, Causal Factors, Identification, Behavioral Characteristics, Assessment, Educational Programming, and Trends and Issues. Expertise—Edited by two of the most accomplished scholars in special education, chapter authors include a carefully chosen mixture of established and rising young stars in the field. This book is an appropriate reference volume for anyone (researchers, scholars, graduate students, practitioners, policy makers, and parents) interested in the state of special education today: its research base, current issues and practices, and future trends. It is also appropriate as a textbook for graduate level courses in special education.

iep goals for working memory: Flexible and Focused Adel C. Najdowski, 2016-12-28 Flexible and Focused: Teaching Executive Function Skills to Individuals with Autism and Attention Disorders is a manual written for individuals who work with learners who struggle with executive function deficits. The manual takes the perspective that executive function skills can be improved through effective intervention, just like any other skills. This how-to manual provides practical strategies for teaching learners to be focused, organized, flexible, and able to effectively manage themselves. Ready-to-use lessons, data sheets, worksheets, and other tools for practitioners, educators, and parents are provided to help them tackle common problems associated with executive function deficits in learners of any diagnosis, ages 5 to adult. The principles of applied behavior analysis (ABA), which form the foundation of this manual, are translated into simple, easy-to-use procedures. Lessons for improving executive function skills in real-life everyday situations are provided in the following areas: - Self-awareness - Inhibition and impulse control - Self-management - Attention - Organization - Problem solving - Time management - Planning - Working memory - Emotional self-regulation - Flexibility - Provides an overview of what constitutes executive function skills - Outlines how techniques based on applied behavior analysis can be used to teach skills - Presents step-by-step lessons for practitioners, educators, and parents to implement with individuals with executive function deficits - Includes data sheets, task analyses, worksheets, and visual aids

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content area and literacy learning. Arts Integration and Special Education connects the interdisciplinary framework in human development and linguistics, special education, and urban education with primary action research by special educators trained in arts integration, working in an inclusive urban charter school with middle school age students. Upper elementary to middle-grade level student learning is relatively understudied and this work contributes across fields of special education and urban education, as well as arts education. Moreover, the classrooms in which the action research occurs are comprised of students with a diverse range of abilities and needs. The book's interdisciplinary model, which draws on developmental and educational psychology, special education, and speech/language pathology research and practice, is the first to posit explanations for how and why AI contexts facilitate learning in students with language and sensory processing disorders, and those at-risk for school failure due to low socioeconomic status conditions.

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with disabilities from their nondisabled peers persists. In the United States, 34 percent of all students with disabilities spend at least 20 percent of their instructional time in segregated classrooms. For students with intellectual or multiple disabilities, segregated placement soars to 80 percent. In *Voices on the Margins*, Yenda Prado and Mark Warschauer provide an ethnography of an extraordinary full-inclusion public charter school in the western United States—Future Visions Academy. And they ask: What does it mean to be inclusive in today's schools with their increasingly pervasive use of digital technologies? *Voices on the Margins* examines the ways digital technologies support inclusion and language and literacy practices for culturally and linguistically diverse children with and without disabilities. A wide range of qualitative data collected in the case study illuminates three central themes: (1) the kinds of social organization that allow a fully inclusive environment for children with disabilities to thrive, (2) the ways that digital technologies can be used to help students express their voice and agency, while developing language and literacy skills, and (3) the ways that digital technologies can be used to foster stronger networks and connections between students, teachers, staff, and parents.

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right questions, and what you can expect from early intervention services, school-based services, and holistic, therapeutic, and psychiatric services.

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steps for success. Across all four sections, clinical scenarios mirror common dilemmas faced by parents and teachers, and recurrent challenges familiar to clinicians. Information and resources direct the reader to best practices in ADHD in adolescents, with useful strategies usable for everyone. Written by experts in the field, ADHD in Adolescents is a valuable guide for all clinicians caring for teens with ADHD: pediatricians, child and adolescent neurologists, child and adolescent psychiatrists, adolescent medicine specialists, psychologists, nurse practitioners, physician assistants, social workers, and licensed clinical mental health workers. Parents and teachers of adolescents with ADHD will find this resource indispensable.

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dyslexic child. It offers simple, intelligible help for parents on how to coordinate successfully with their child's school and achieve the right services and support for their dyslexic child; up to and beyond getting an effective Individual Education Plan (IEP). Dyslexia Advocate! is an invaluable tool for parents trying to negotiate a complex legal system to get the best outcome for their child. With brand new chapters on the structure of special education services in the US and current state laws, this guide is fundamental to understanding and advocating for your dyslexic child.

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toddler going through the whacky one's, terrible two's, troublesome three's, or fudgesicle four's or five's? Or could their behavior be something more? ADHD is a genetic, neurodevelopmental disorder that usually has an onset prior to the age of four. It is a condition with a severe inability to self-regulate. Toddlers & ADHD shares the latest research on the diagnosis and the treatment of 1-5 year olds with this condition; it wasn't until recently that this diagnosis in toddlers was even considered endorsed--Page 4 of cover.

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