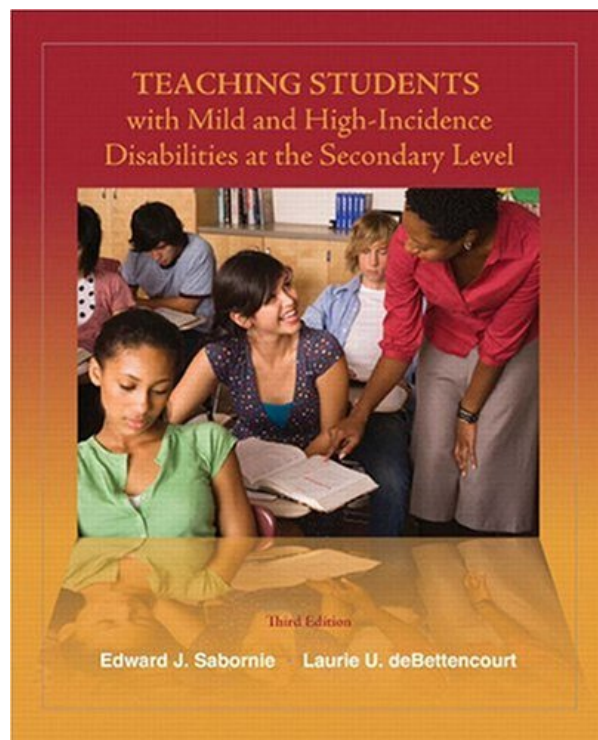


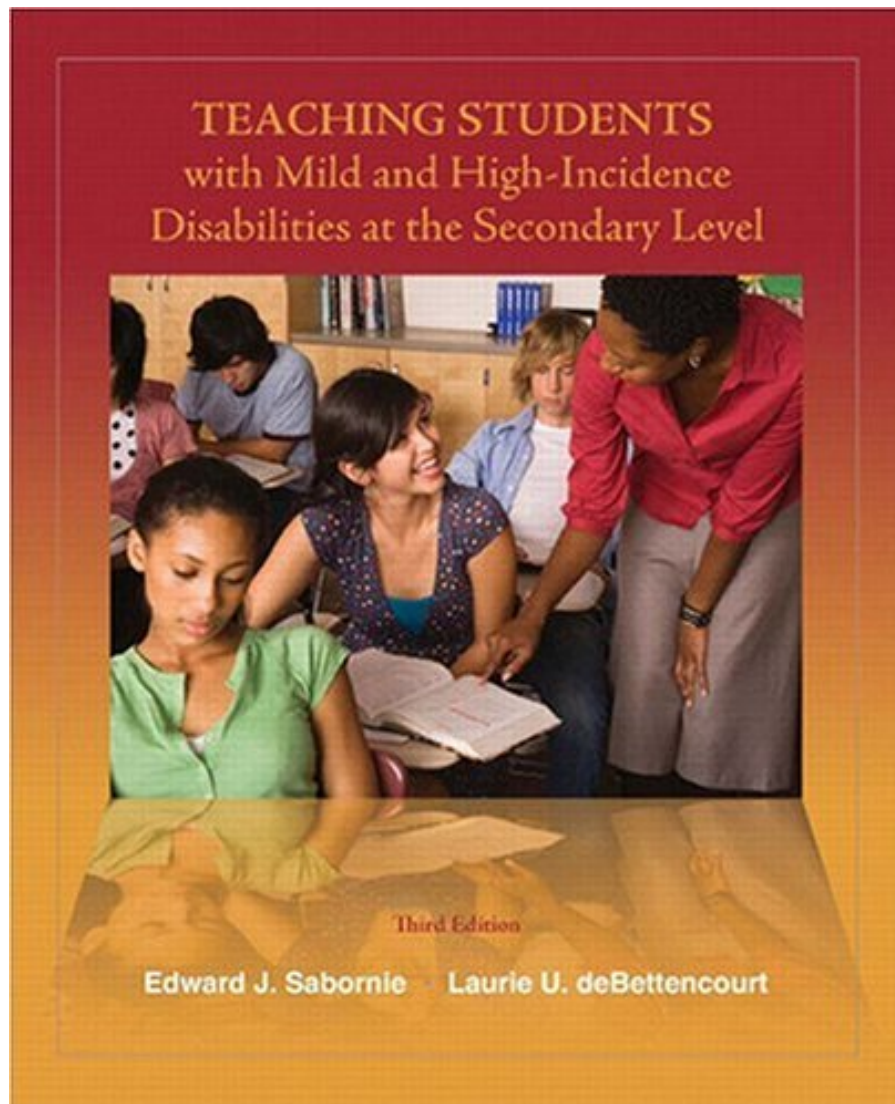
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SECONDARY LEVEL (3RD EDITION) BY  
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From the Back Cover

Focusing on the needs of secondary-level learners with common disabilities—a group often neglected by other books on the market—*Teaching Students with Mild and High Incidence Disabilities at the Secondary Level, 3/e* presents numerous research-proven instructional methods and strategies. It thoroughly examines the methods that are effective “across the board, as well as methods specific to particular challenges. The authors address special education theory and relevant research in simple, straightforward language that uses minimal jargon, making concepts accessible and understandable to all. Using case studies to show actual instruction “as it happens, this book gives readers a realistic portrait of today's diverse student population. Coverage includes: special education and adolescence; instruction methods; and current and future instructional issues. An obvious resource for special education teachers, this book is also an excellent guide for all educators, as it provides information about assessment and curriculum planning.

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In comparison with elementary-level students, adolescents with high-incidence disabilities traditionally have been overlooked in most methods-oriented texts. At best, effective secondary-level methods of instruction have been addressed with very little detail. This text, which comprehensively covers methods and materials that teachers should use while instructing adolescents with high-incidence disabilities, focuses on ways to address learning and behavioral problems that are typical of such adolescents (i.e., learning disabilities, behavioral and emotional disabilities, and mild intellectual disability). The content is grounded in methods that have been validated in research, but it is presented in a style that is easily understood by teachers serving adolescents. A cross-categorical focus is provided in the text, where specific methods found to be effective with all types of youth with high-incidence disabilities are discussed. Moreover, methods found to be effective only with specific groups of adolescents with high-incidence disabilities (e.g., cognitive learning



strategies with students identified as learning disabled) are also included.

## Audience

This text is designed to disseminate instructionally relevant information to preservice and inservice special and general education teachers of secondary-level students. Our goal is to provide a definitive source of information or reference of practical and proven methods. We recognize that many adolescents with high-incidence disabilities are educated primarily in the general education classroom, and we support the collaborative instructional model within all instructional areas. This text is intended to assist all educators and parents in the preparation of adolescents with high-incidence disabilities for their roles in the 21st century.

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