

Instructing Adolescents with Learning Disabilities: Converting a Meta-Analysis to Practice

H. Lee Swanson and Donald Deshler

Abstract

A previous meta-analysis indicated that eight instructional factors—Questioning, Sequencing and Segmentation, Skill Modeling, Organization and Explicit Practice, Small-Group Setting, Indirect Teacher Activities (e.g., homework), Technology, and Scaffolding—captured the majority of successful intervention programs for adolescents with learning disabilities (LD). Most important was the Organization/Explicit factor, which contributed significant variance (16%) to effect size. This factor included two important instructional components: advance organization and explicit practice. In this article, we convert these findings into practical guidelines to direct instructional practice.

Adolescents with learning disabilities (LD) are a heterogeneous group, and therefore no general instructional model can be recommended for all of them. However, some common general principles for teaching adolescents with LD have emerged in the scientific literature, and effective programs capitalize on these principles (Bulgren, Deshler, Schumaker, & Lentz, 2000; Deshler, 1998; Swanson, 2001). Although these principles often operate in different ways with different students in different content areas and different settings, nevertheless these principles underlie effective remediation programs for such students. In this article, we summarize findings related to a meta-analysis of educational intervention research for adolescents with LD (Swanson & Hoskyn, 2001), paying particular attention to the instructional principles that underlie the most effective intervention programs (see Levin, 1986, and Swanson, 1989, 1993, for a review of instructional principles derived from basic research). We then translate these findings to instructional practice. There are at least two reasons

why this translation would be helpful to teachers.

First, teachers who work with adolescents with LD consistently face the challenge of keeping them in school and keeping them engaged in the learning process. Because of the enormous demands presented by the general education curriculum, it is a struggle to prepare these adolescents to successfully respond to heavy curriculum demands at the middle school and high school levels. The magnitude of this challenge is underscored by the findings of the National Longitudinal Transition Study (Wagner, Blackorby, & Hebbeler, 1993). Not only does a disproportionate percentage of adolescents with LD drop out of school compared to the general education population, but many of these students evidence a broad array of performance and adjustment problems, including higher rates of absenteeism, lower grade point averages, higher course failure rates, more prevalent feelings of low self-esteem (Wagner et al., 1993), and higher rates of inappropriate social behaviors (Schumaker, 1992) than the student population at large. In short,

the majority of adolescents with LD are ill prepared to succeed in high school and beyond. To meet these challenges, teachers need to provide students with instruction organized around research-validated principles.

Second, several recent trends have exacerbated the designing of effective instructional programs for these students. Foremost among these trends are

1. the expectation that *all* learners, including those with LD, meet curriculum standards adopted by states and professional organizations (Erickson, Ysseldyke, Thurlow, & Elliot, 1998);
2. the prevailing practice of including students with LD in the general education classroom for the vast majority of the school day (Hock, Schumaker, & Deshler, 1999; Wagner et al., 1993);
3. the explosion of knowledge and information and the growing expectation that all students not merely acquire but integrate thinking skills within subject areas (e.g., history, science) in authentic

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Academic Activities for Adolescents with Learning Disabilities Evalyn James Bailey, 1975 **Resources in Education** ,2000-04 *Kaplan and Sadock's Concise Textbook of Child and Adolescent Psychiatry* Benjamin J. Sadock, Virginia A. Sadock, Harold I. Kaplan, 2009 This book presents updated clinical material on child and adolescent psychiatry from the best selling Kaplan and Sadock's Synopsis of Psychiatry Tenth Edition Coverage includes clinically relevant information on normal and abnormal development examination neuroimaging learning communication and behavioral disorders adolescent substance abuse forensic issues and the spectrum of psychiatric problems such as depression and bipolar disorders Treatment chapters include a broad range of psychopharmacotherapeutic and psychotherapeutic techniques and the many controversies related to appropriate use of medication in children are addressed The book is DSM IV TR compatible and replete with case studies and tables including DSM IV TR tables *Equal Educational Opportunity Project Series* United States Commission on Civil Rights, 1997 *Equal Educational Opportunity and Nondiscrimination for Students with Disabilities* , 1997 This report focuses on issues relating to the development of individualized education programs for and placement of students who are classified as having mental retardation learning disabilities behavioral disabilities or serious emotional disturbances The U S Commission on Civil Rights examined present day barriers and inequities that deny students with these types of disabilities an equal opportunity to participate in educational programs The report analyzes and evaluates the Office for Civil Rights OCR implementation compliance and enforcement efforts for Section 504 of the Rehabilitation Act It discusses other Federal disability laws such as the Individuals with Disabilities Education Act IDEA and Title II of the Americans with Disabilities Act to the extent that they relate to Section 504 Instructional Materials for Children with Exceptional Educational Needs Kenneth McMahon, 1976

Contemporary Special Education Research Russell Gersten, Ellen P. Schiller, Sharon R. Vaughn, 2000-03-01 Considerable research in the past 30 years has accumulated regarding the academic and social functioning of youngsters with disabilities Only in the past decade has there been sufficient special education research published from which meta analyses and syntheses can be conducted In this volume seven sets of authors grapple with synthesizing the knowledge base on an array of critical topics in the field of special education Among others specific chapters include a synthesis of what is known about effective instructional grouping practices for reading an examination of the differences between students classified as learning disabled and other low achieving students on a range of academic performance measures a review of effective instruction for English language learners an examination of the research on behavioral supports for low incidence special education populations a synthesis on how technology supports literary development across the full spectrum of disabilities categories These papers provide up to date informative summaries of current knowledge and a base from which further venture into the critical area of instructional intervention in special education can occur Pediatric Intellectual Disabilities

at School Steven R. Shaw, Anna M. Jankowska, 2018-12-13 This book synthesizes the most current evidence based research and practices on prevention assessment intervention and treatment of pediatric intellectual developmental disabilities It provides a broad empirical framework for innovative practices and discusses their possible impact on children s future development ability to learn social skills and quality of life The book highlights important findings in cognitive and behavioral development for children with such disorders as 22q13 Deletion syndrome i e Phelan McDermid syndrome Prader Willi syndrome Williams syndrome and sex chromosome disorders e g Klinefelter syndrome children often considered untestable unteachable and unknowable In addition the book includes case studies that emphasize a team approach with physicians families school psychologists and teachers for providing quality research based psychological educational and mental health services Topics featured in this book include Up to date findings on the causes and symptoms of intellectual disability disorders Common medical treatments for children with intellectual disabilities Therapeutic interventions for children with intellectual disabilities Psychoeducational assessment practices for children requiring special education assistance Future directions to support people with intellectual disabilities **Pediatric Intellectual Disabilities at School** is a must have resource for researchers graduate students and other professionals in child and school psychology psychiatry social work special and general education public health and counseling

Neuropsychological Assessment and Intervention for Childhood and Adolescent Disorders Cynthia A. Riccio, Jeremy R. Sullivan, Morris J. Cohen, 2010-01-28 A compelling and compassionate case study approach to a broad range of neuropsychological disorders **Neuropsychological Assessment and Intervention for Childhood and Adolescent Disorders** focuses on the neuropsychological assessment and evidence based practices available for assessing and treating children living with the etiological and neurological components of various disorders Each chapter provides one or more case studies along with helpful background information assessment results and recommendations based on assessment data Bridging science and practice the book reviews the scientific literature research on clinical implications and evidence based treatment of such disorders as Dyslexia and Dyscalculia Specific Language Impairment Dysphasia Autism Spectrum Disorders Attention Deficit Hyperactivity Disorder Tourette Syndrome Traumatic Brain Injury Childhood Cancer Epilepsy Cerebrovascular Disease Low Birth Weight Environmental Toxin Exposure Neurotoxins Pregnancy and Subsequent Disorders Chromosomal Anomalies Neurocutaneous Disorders Metabolic Disorders Each case study complements the content of each chapter by illustrating how the assessment process can inform intervention efforts for children In addition the cases humanize the effects of various disorders and demonstrate the usefulness of neuropsychological information in treatment and intervention planning especially within children s educational and social contexts

Equal Educational Opportunity Project Series: Equal educational opportunity and nondiscrimination for students with disabilities, federal enforcement of section 504 United States Commission on Civil Rights, 1997

Counseling and Psychotherapy with Children and Adolescents H. Thompson Prout, Douglas T. Brown, 2012-06-13 Covering

all the major approaches to counseling children and adolescents including psychodynamic Adlerian person centered cognitive behavioral rational emotive reality therapy solution focused and family systems Counseling and Psychotherapy with Children and Adolescents Fourth Edition equips you to become familiar with the latest thinking and practice in counseling and psychotherapeutic interventions with children and adolescents

Teaching Exceptional Adolescents James Ervin Smith, James S. Payne, 1980

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Inclusion Strategies for Secondary Classrooms M. C. Gore, 2010-04-07 This updated text provides a wide range of instructional tools that are cleverly introduced well referenced and clearly presented The book gives preservice teachers an informative and practical introduction as they prepare to work with older students As an excellent refresher for practicing teachers it offers new approaches that can be incorporated into everyday inclusive classrooms This resource will become bookmarked and dog eared from both initial use and subsequent reference by serious educators Jean Lokerson Faculty Emerita School of Education Commonwealth University Keys for unlocking the doors to learning for ALL students This updated edition of the best selling book Successful Inclusion Strategies for Secondary and Middle School Teachers identifies locks to learning and provides targeted strategies or keys that unlock learning barriers for adolescents with disabilities and other learning challenges Based on empirical research this basic guide is packed with field tested teacher friendly approaches that support struggling students at various stages of academic development Inclusion Strategies for Secondary Classrooms examines input locks attention perception discrimination and sequencing processing retention locks confusion organization reasoning memory affective locks frustration and motivation and output locks persistence and production and explains why the key strategies work This updated edition also discusses What current research reveals about the unique teaching environment of secondary school classrooms The reauthorization of IDEA 2004 The impact of NCLB on special education How the key strategies can work at all levels of a Response to Intervention

program Expanded applications for Universal Design for Learning Discover solutions that will help every student overcome obstacles to learning and develop the skills for academic success **Teaching Adolescents with Learning Disabilities**

Donald D. Deshler, Edwin S. Ellis, B. Keith Lenz, 1996 Offers the instructional approach that emphasizes thinking processes self regulation and problem solving This text presents a range of general strategies that can be applied to various content areas It contains information on memory note taking test taking social skills transition and collaborative skills Resources in Education ,1997 NARIC Quarterly ,1988 *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

Reviewing **Academic Activities For Adolescents With Learning Disabilities**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Academic Activities For Adolescents With Learning Disabilities**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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