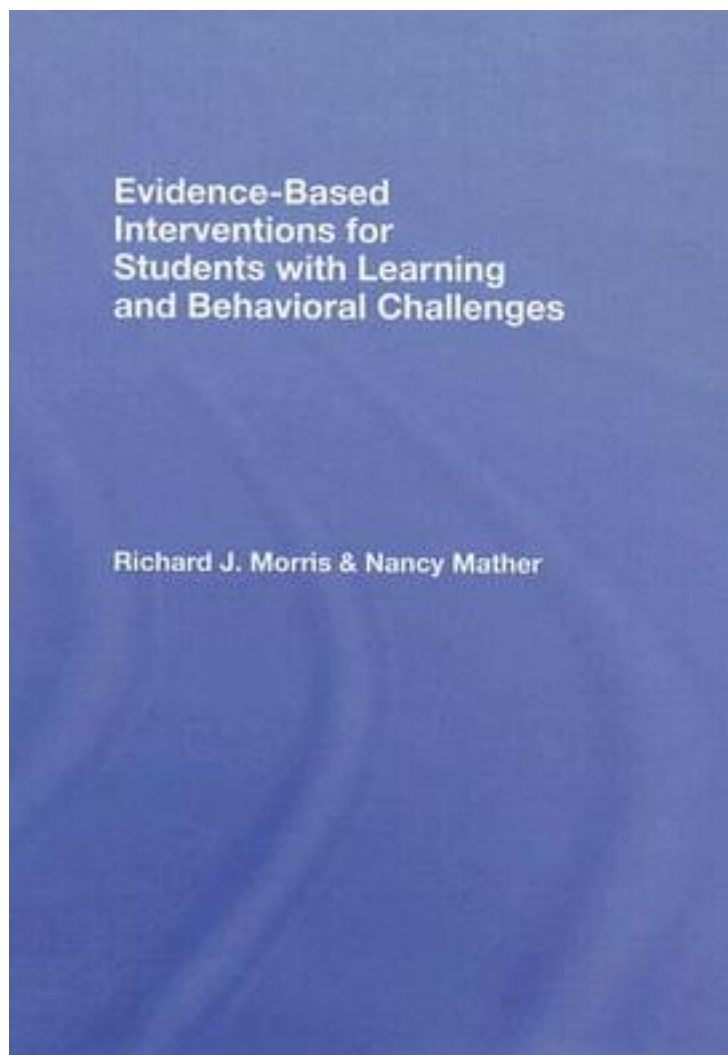


Evidence-based Interventions for Students with Learning and Behavioral Challenges



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著者:Morris, Richard J. (EDT)/ Mather, Nancy (EDT)

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This book assembles into one volume summaries of school-based intervention research that relates to those who deal on a regular basis with the growing body of students having high-incidence learning disabilities and/or behavior disorders: special educators, school psychologists, and clinical child psychologists. Chapter authors begin with an overview of their topic followed by a brief section on historical perspectives before moving on to the main section - a critical discussion of empirically based intervention procedures. In those instances where evidence-based prescriptions can legitimately be made, authors discuss best practices and the conditions (e.g., classroom environment, teacher expertise) under which these practices are most effective. A final section deals with policy issues.

作者介绍:

目录:

[Evidence-based Interventions for Students with Learning and Behavioral Challenges_ 下载链接1](#)

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