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Strategy Instruction for Middle and Secondary Students with Mild Disabilities: Creating Independent Learners

Gregory J. Conderman, Laura R. Hedin, Mary V. Bresnahan
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Gregory J. Conderman, Laura R. Hedin, Mary V. Bresnahan : Strategy Instruction for Middle and Secondary Students with Mild Disabilities: Creating Independent Learners before purchasing it in order to gauge whether or not it would be worth my time, and all praised Strategy Instruction for Middle and Secondary Students with Mild Disabilities: Creating Independent Learners:

0 of 0 people found the following review helpful. Good Reference to have in a professional library By Jeni QI bought this book for a class in school but I am going to keep it for my personal library- lots of helpful strategies and useful information. 0 of 0 people found the following review helpful. this book is easy to digest and helps devise plans for

secondary instruction
By Adam C
Written by two of my professors from NIU, this book is easy to digest and helps devise plans for secondary instruction. It is not overpriced and is a decent tool. I was forced to buy it for class but did not sell it back like I usually do.

Teach your students learning strategies that will last a lifetime!
Beyond facts and figures, special educators must teach their students how to learn: a skill that will sustain them for a lifetime. Offering an innovative organization, this book explains strategies within context and features: The most effective ways to teach vocabulary, reading, written language, math, and science; Instructional strategies known to improve study skills, textbook skills, and self-regulation Informal assessments for each content or skill Case studies that link assessment results, IEP goals, and learning strategies; Ready-to-use forms, think-alouds, and application activities

"This is a rare find--a book for practitioners that actually stays on task throughout and provides an abundance of teaching strategies. As a veteran of the classroom, it is nice to find strategies that are useful and can be readily implemented."--Sally Jeanne Coghlan, Special Education Teacher
"It is an exceptional book to use as a 'pull it off the shelf again' resource for a practicing special education teacher. It would make a great resource for general education teachers as well. I appreciated that the book covered every area of academics that would normally come up with special education students. I really like this book as a comprehensive resource for strategies to teach to special education students. I felt the book was written for people like me, struggling to do the very best for my students to make their time in school truly of benefit."--Cheryl Moss, Special Education Teacher (08/03/2012)
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About the Author
Greg Conderman is full professor of special education at Northern Illinois University in DeKalb, Illinois, where he teaches methods and collaboration courses for elementary education, secondary education, and special education majors. He was a middle and high school special education teacher and special education consultant for 10 years before entering higher education. He has authored over 70 articles on instructional methods and collaboration, which have been published in special education and general education journals. He is a frequent presenter at local, state, and national conferences. He has also received numerous teaching awards for excellence in instruction at the college level
Laura Hedin is an Assistant Professor in the Department of Special and Early Education at Northern Illinois University. She teaches instructional methods courses including reading methods in both the graduate and undergraduate special education certification programs. Her research interests include reading in the content areas for intermediate and secondary students with disabilities as well as teacher preparation and co-teaching.
Val Bresnahan is

an adjunct instructor of special education at Northern Illinois University, where she teaches graduate and undergraduate courses in learning disabilities and inclusion. Bresnahan has taught elementary, middle, and high school students in special and inclusionary environments, and she has been a learning facilitator and a speech-language pathologist. In addition to teaching college courses, she is a middle school co-teacher in language arts and social studies in a central Illinois suburb. She has authored books and articles on vocabulary instruction and co-teaching and is a frequently invited presenter on reading and language skills.