

CONTENTS

| | | |
|-------------------------|---|------------|
| <i>Preface</i> | | xiii |
| <i>Acknowledgements</i> | | xvii |
| Chapter 1 | Introduction | 1 |
| Chapter 2 | A learning and teaching model | 18 |
| Chapter 3 | Strategy 1: Cooperative group teaching: 'Help learners to learn from each other' | 35 |
| Chapter 4 | Strategy 2: Peer tutoring and peer influences: 'Utilize peers to teach and support each other' | 47 |
| Chapter 5 | Strategy 3: Social skills training: 'Teach learners how to positively interact with others' | 58 |
| Chapter 6 | Strategy 4: Collaborative teaching: 'Become an effective team player' | 69 |
| Chapter 7 | Strategy 5: Parent involvement and support: 'Respect families' rights, skills and needs' | 78 |
| Chapter 8 | Strategy 6: Cognitive strategy instruction: 'Teach learners ways of thinking' | 93 |
| Chapter 9 | Strategy 7: Self-regulated learning: 'Help learners take control of their own learning' | 105 |
| Chapter 10 | Strategy 8: Memory strategies: 'Help learners to remember important information' | 115 |
| Chapter 11 | Strategy 9: Review and practice: 'Practice makes perfect' | 126 |
| Chapter 12 | Strategy 10: Reciprocal teaching: 'Help learners understand what they read' | 134 |

| | | |
|------------|--|------------|
| Chapter 13 | Strategy 11: Behavioural approaches: 'Control antecedents and consequences to change behaviours' | 142 |
| Chapter 14 | Strategy 12: Functional behavioural assessment: 'Change problem behaviours by changing their antecedents and consequences' | 154 |
| Chapter 15 | Strategy 13: Cognitive behavioural therapy: 'Help learners change their negative thinking' | 162 |
| Chapter 16 | Strategy 14: Direct instruction: 'Make lessons highly structured, briskly paced and successful' | 174 |
| Chapter 17 | Strategy 15: Formative assessment and feedback: 'Regularly check and inform learners of their progress' | 183 |
| Chapter 18 | Strategy 16: Assistive technology: 'Enhance learners' skills' | 191 |
| Chapter 19 | Strategy 17: Augmentative and alternative communication: 'Utilize all means to develop communication skills' | 202 |
| Chapter 20 | Strategy 18: Phonological awareness and phonological processing: 'Use a sound reading strategy' | 213 |
| Chapter 21 | Strategy 19: Quality of the indoor physical environment: 'Provide a physical environment that enables learning' | 223 |
| Chapter 22 | Strategy 20: Universal design for learning: 'Ensure all learners always have access to all aspects of learning' | 236 |
| Chapter 23 | Strategy 21: Response to intervention: 'Employ a gradation of evidence-based interventions to take account of the extent of individual needs' | 243 |
| Chapter 24 | Strategy 22: Classroom climate: 'Create a safe, positive and motivating classroom environment' | 252 |
| Chapter 25 | Strategy 23: School-wide strategies: 'Create a multi-tiered system to prevent or minimize problem behaviours' | 265 |
| | 23.1: School culture | 265 |
| | 23.2: School-wide positive behaviour support | 272 |
| | 23.3: Success for all | 279 |
| Chapter 26 | Strategy 24: Inter-agency cooperation: 'Move from fragmented to coordinated services' | 286 |
| | 24.1: Wraparound intervention | 286 |
| | 24.2: Full-service schools | 290 |

| | | |
|--------------|---|-----|
| Chapter 27 | Strategy 25: Inclusive education: 'Adapt the classroom programme to suit all learners' | 298 |
| Chapter 28 | Strategy 26: Case study of an education system: Finland | 316 |
| Chapter 29 | Strategy 27: Opportunities to learn: 'Provide sufficient quantity and quality of time for learning' | 325 |
| <i>Index</i> | | 335 |