

## Introduction to the Series

The following books are included in the *Programming for Students with Special Needs* series. The information in each book is interrelated and can be used to provide instruction to all students.

### **Book 1: Teaching for Student Differences (1995)**

Book 1 highlights strategies for differentiating instruction within the regular classroom for students who may be experiencing learning or behavioural difficulties, or who may be gifted and talented. It includes ideas for varying instructional time, the learning environment, resources, materials, presentation, assignments and assessments to accommodate students with diverse needs. This book contains instructional strategies arranged by core subjects as well as by categories of differences, e.g., learning disabilities, behaviour disorders, and gifted and talented. The appendices contain a variety of useful forms for teacher planning.

### **Book 2: Essential and Supportive Skills for Students with Developmental Disabilities (1995)**

Book 2 helps teachers provide programming to students with a range of cognitive disabilities. This resource includes:

- developmental checklists for communication skills, e.g., receptive, expressive, social, articulation and vocabulary
- checklists for gross and fine motor development, including colouring, graphics, manuscript printing and cutting
- charts and checklists which provide a continuum of life skills by domain
- checklists for mathematics, reading and writing to Grade 6
- an annotated list of teaching resources.

### **Book 3: Individualized Program Plans (1995)**

Book 3 contains a process for IPP development and strategies for involving parents. This book provides information on writing long-term goals and short-term objectives along with case studies and samples of completed IPPs. It addresses transition planning, and features forms and checklists to assist in planning.

### **Book 4: Teaching Students who are Deaf or Hard of Hearing (1995)**

Book 4 includes information on the nature of hearing loss and various communication systems. The book contains information on amplification, educational technologies, program planning and teaching strategies.

## **Book 5: Teaching Students with Visual Impairments (1996)**

Book 5 offers basic information to help provide successful school experiences for students who are blind or visually impaired. The information in this book addresses:

- the nature of visual impairment
- educational implications
- specific needs
- instructional strategies
- the importance of orientation and mobility instruction
- the use of technology.

## **Book 6: Teaching Students with Learning Disabilities (1996)**

Book 6 provides practical strategies for regular classroom and special education teachers. Section I discusses the conceptual model and applications of the domain model. Section II includes identification and program planning, addressing early identification, assessment, learning styles and long-range planning. Section III contains practical strategies within specific domains, including metacognitive, information processing, communication, academic and social/adaptive. Section IV addresses other learning difficulties including attention-deficit/hyperactivity disorder and fetal alcohol syndrome/possible prenatal alcohol-related effects. The appendices contain lists of annotated resources, test inventories, support network contacts and blackline masters.

## **Book 7: Teaching Students who are Gifted and Talented (2000)**

Book 7 provides practical strategies for regular classroom and special education teachers. Section I addresses administration of programs for the gifted and talented at both the district and school levels. Section II discusses conceptions of giftedness, highlighting nine theoretical models. Section III discusses identification of gifted and talented students, including information on gathering and recording data using several different measures, developing individualized program plans, communicating with and involving parents. Section IV discusses giftedness in the visual and performing arts. Section V contains strategies for designing and implementing programs, including curriculum modification. Section VI discusses post modernism and gifted education. The appendices contain lists of annotated resources, test inventories, support network contacts and blackline masters.

## **Book 8: Teaching Students with Emotional Disorders and/or Mental Illnesses (2000)**

Book 8 takes a comprehensive look at six emotional disorders or mental illnesses: eating disorders, anxiety disorders, depression, schizophrenia, oppositional defiant disorder and conduct disorder. It describes characteristics, symptoms and risk factors that may trigger the onset of the disorder or illness, and presents strategies that teachers, parents and other caregivers can use to assist students.

## **Book 9: Teaching Students with Autism Spectrum Disorders (2003)**

Book 9 addresses a range of issues related to providing education programs for children with autism spectrum disorders, including suggestions for modifying the environment, instructional strategies, strategies to support inclusion, suggestions for developing collaborative relationships with parents and processes for managing behaviour, along with basic information on autism spectrum disorders. This resource is intended for teachers, paraprofessionals and stakeholders who provide education programs to students with autism spectrum disorders.



For a free PDF version of this resource, go to:  
[www.learning.gov.ab.ca/k\\_12/specialneeds/autism.asp](http://www.learning.gov.ab.ca/k_12/specialneeds/autism.asp)

## **Related Resource**

### **Teaching for the Prevention of Fetal Alcohol Spectrum Disorder (FASD): A Resource for Teachers of Health and Life Skills, and Career and Life Management (2001)**

This resource provides learning activities and background information for learner outcomes related to alcohol use and FASD in the Kindergarten to Grade 9 Health and Life Skills, and Senior High School Career and Life Management programs of study. It also includes curriculum-aligned learning activities organized around three themes: understanding relationships, dealing with emotions and feelings, and managing risks and making personal choices. Assessment activities, student information masters and a booklet for community resource people are also included.



For a free PDF version of this resource, go to:  
[http://www.learning.gov.ab.ca/k\\_12/curriculum/bySubject/healthpls/fas.pdf](http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls/fas.pdf)

*Building Strengths, Creating Hope*