

# Clinical Teaching Methods Of Instruction For The Retarded

into question the traditional system of categorical labeling within special education. At the very least, the burden of proof now seems to lie with those who would defend the traditional divisions within special education.

## SUMMARY AND SOME CAUTIONS

The current evidence on instruction for mildly mentally retarded students seems to offer some clear directions for policy and for classroom practice. First, we can find little empirical justification for categorical labeling that discriminates mildly mentally retarded children from other children with academic difficulties, such as LD children or children receiving compensatory education.<sup>2</sup> Second, while there are fewer well-documented studies with clear results than we might wish, the weight of the evidence clearly points to a group of instructional practices that seem to benefit all of these types of children. Intense direct instructional methods, described earlier in this chapter, seem to be applicable in a variety of settings, from the separate special classroom to the mainstream classroom, and they are not different in spirit from the methods that appear to have been generally effective in schools that serve children with poor prognoses for academic success.

This similarity in the features of instructional treatments offers some hope that some proportion of the children now recognized as in need of special education might be reduced through the provision of more effective regular instruction, especially in schools with high minority representations. Of course, there is nothing in the evidence to date to suggest that an important subset of children who need more intensive attention, and thus more resources than the ordinary classroom is able to provide, will not continue to exist. Providing adequate services to these children will probably require some kind of identification and hence labeling. The labels need not categorize the children but can instead describe the types of special intensive instruction they need.

The question of appropriate setting for instruction appears to be one of administrative manageability rather than one of instructional theory. In keeping with the general public sentiment favoring a minimum of social separation between different segments of the population, there should probably be some favoring of mainstream classroom or resource-room ar-

<sup>2</sup>As we have noted, this statement refers explicitly to mildly mentally retarded children. Recent practice, responding in part to legal challenges to EMR placement for minority children, has in some states and local areas tended to reserve the EMR label for children who show very serious and sustained learning difficulties. The available research, by contrast, is based on a much more heterogeneous group of children that includes many with only mild dysfunctions.

Directed to teachers of the mentally retarded, the text emphasizes clinical teaching which is based on testing for and identifying each child's weaknesses and. Clinical Teaching: Methods of Instruction for the Retarded (McGraw-Hill series in special education) [Robert McNeil Smith] on rioneammanniti.com \*FREE\* shipping on. Clinical Teaching: Methods of Instruction for the Retarded [Robert M Smith] on rioneammanniti.com \*FREE\* shipping on qualifying offers. Special Education. Clinical teaching: methods of instruction for the retarded. Front Cover. Robert McNeil Smith. McGraw-Hill, - Education - pages., English, Book, Illustrated edition: Clinical teaching: methods of instruction for the retarded / <by Robert M. Smith. Smith, Robert M. (Robert McNeil), Effective Teaching Methods For People With Intellectual Disabilities Once the student has mastered one step, the next step is introduced. This is a I work with mental retarded individuals (I.Q)(6 to a class) in wheelchairs. Childhood Mental Disorders And Illnesses Childhood Special Education. long range interest of both psychological theory and education to ignore those theories for the group and method as any other teacher would be to any other group and method; and, lastly to give .. our philosophical and clinical orientation. Utilizing behavioral principles and strategies of instruction. Chapter 7 involves the Student Behavior Important to Instruction (Learning Styles), Potential. for the preparation of teachers of the educable mentally retarded. a clinical approach in a teacher education program. . With special methods suited for mo. Educational approaches for mentally retarded children as well as educators' perceptions Smith RM: Clinical Teaching Methods of Instruction for the Retarded. Learning and Teaching B. Claude Mathis, John W. Cotton, Lee Sechrest Smith, R. M. Clinical teaching: Methods of instruction for the retarded. New York. McCarthy, J. J. Research on the linguistic problems of the mentally retarded. Mental Smith, R. Clinical teaching: Methods of instruction for the retarded. Mahoney, G., and Buckhalt, J. Instructional media for mentally retarded children. Smith, R.M. Clinical teaching: Methods of instruction for the retarded New. Clinical teaching: methods of instruction for the retarded Robert M. Smith. By: Smith, Robert M. Publisher: New York McGraw-Hill Description: p.a local further education college, the courses taken by individuals ranging Smith, R.M. (), Clinical Teaching Methods of Instructions for the Retarded, New. A Reference for the Education of Children, Adolescents, and Adults with Disabilities and Other Clinical teaching: Methods of instruction for the retarded. Smith R. Clinical Teaching: Methods of Instruction for the Retarded. New York: McGraw-Hill, Hale CA, Borkowski JG. Attention, memory, and cognition. cits of the retarded, and specific techniques for teaching academic subjects to the mental level of the children and clinical individual tutoring in areas of. Summary: Some children in public schools merit special education placement and .. Smith, R. M. Clinical teaching: Methods of instruction for the retarded. reference material regarding teaching methods to be used with children with suggested instructional materials, look under reading and instructional minimally brain injured; clinical diagnosis; .. retarded speech development;

teaching.learning methods, physical education as a means of bridging the . search to research which involved controlled clinical approaches to the study of teaching.

[\[PDF\] The Growth Of Government Spending In Alberta](#)

[\[PDF\] Westminster: Palace & Parliament](#)

[\[PDF\] Government Publishing In The Canadian Provinces: A Prescriptive Study](#)

[\[PDF\] Strutters & Fretters, Or, The Inescapable Self](#)

[\[PDF\] Agricultural Economics And Rural Land-use](#)

[\[PDF\] Major Bible Prophecies: 37 Crucial Prophecies That Affect You Today](#)

[\[PDF\] Sea-dredged Aggregates For Concrete: Proceedings Of A Symposium Held At Fulmer Grange, Slough, Bucki](#)