Alerting Services - Educational Topics / Issues in November 2011

**PMLD (Profound and Multiple learning difficulties) / Learning disabilities**

- Professional learning for teachers without special education qualifications working with students with severe disabilities / By Stephenson, Jennifer; Carter, Mark; Arthur-Kelly, Michael.

- Describing dialogue between persons with profound intellectual and multiple disabilities and direct support staff using the scale for dialogical meaning making / By Hostyn, I.; Daelman, M.; Janssen, M. J.; Maes, B.

- The assessment of English language learners with learning disabilities: issues, concerns, and implications / By Huang, Jinyan; Clarke, Kelly; Milczarski, Ericka; Raby, Cristie.

- Obtaining the views of children with profound and multiple learning difficulties / By Harding, Emma.

- Valuing Tom: will valuing people now change the lives of people with profound and multiple learning disabilities? / By Vlaskamp, Carla.

- Literacy with parents for children with profound and multiple learning difficulties / By Mercieca, Daniela; Mercieca, Duncan P.

- The time and effort in taking care for children with profound intellectual and multiple disabilities: a study on care load and support / By Tadema, Annemarie C.; Vlaskamp, Carla.

- Reading Comprehension Instruction for Students with Learning Disabilities / By Jitendra, Asha K.; Gajria, Meenakshi.
The effectiveness of kindergarten peer-assisted learning strategies for students with disabilities / By Rafdal, Brooke H.; McMaster, Kristen L.; McConnell, Scott R.; Fuchs, Douglas; Fuchs, Lynn S.

The documentation of health problems in relation to prescribed medication in people with profound intellectual and multiple disabilities / By van der Heide, D. C.; van der Putten, A. A. J.; van den Berg, P. B.; Taxis, K.; Vlaskamp, C.

Reaching out: a proactive process to include young people with learning disabilities in counselling in secondary schools in the UK / By Pattison, Sue.

Computer Mediated Communication: Social Support for Students with and without Learning Disabilities / By Eden, Sigal; Heiman, Tali.

A Social Constructionist Approach to Disability: Implications for Special Education / By Anastasiou, Dimitris; Kauffman, James M.

Mentoring teachers to think outside the box: innovations for struggling readers and students with learning disabilities / By Harlin, Rebecca P.; Murray, Rosemary; Shea, Mary E.

A comprehensive approach to improving reading fluency for students with disabilities / By Allor, Jill H.; Chard, David J.

Disability Studies and Art Education / By Derby, John.

Learning disabilities or teaching disabilities? Rethinking literacy failure / By Applegate, Anthony J.; Applegate, Mary DeKonty; Turner, Jennifer D.
An observation study of reading instruction provided to elementary students with learning disabilities in the resource room / By Swanson, Elizabeth A.; Vaughn, Sharon.

Technology and communications coursework: facilitating the progression of students with learning disabilities through high school science and math coursework / By Shifter, Data; Callahan, Rebecca.

Interventions in general education for students with disabilities: a systematic review / By Reichrath, Enid; de Witte, Luc P.; Winkens, Ieke.

Measuring anxiety in youth with learning disabilities: reliability and validity of the multidimensional anxiety scale for children (MASC) / By Thaler, Nicholas S.; Kazemi, Ellie; Wood, Jeffrey J.

A longitudinal study of risk-taking behavior in adolescents with learning disabilities / By McNamara, John K.; Willoughby, Teena.

Educational tests and measurements

A comparison of constructed response formats as measures of EFL reading comprehension / By Jeong-Won Lee.

Computer or paper analogy puzzles: does assessment mode influence young children’s strategy progression? / By Stevenson, Claire E.; Touw, Kirsten W. J.; Resing, Wilma C. M.

The predictive accuracy of verbal, quantitative, and nonverbal reasoning
tests: consequences for talent identification and program diversity / By Lakin, Joni M.; Lohman, David F.

- Using achievement tests to measure language assimilation and language bias among the children of immigrants / By Akresh, Richard; Akresh, Ilana Redstone.

- Assessment in RTI: what teachers and specialists need to know / By Wixson, Karen K.; Valencia, Sheila W.

- The assessment of English language learners with learning disabilities: issues, concerns, and implications / By Huang, Jinyan; Clarke, Kelly; Milczarski, Ericka; Raby, Cristie.

- A case for addressing the literacy demands of student assessment / By Hipwell, Pat; Klenowski, Val.

- What are the potential impacts of high-stakes testing on literacy education in Australia? / By Lobascher, Samuel.

- Conducting speaking tests for learners of English as a foreign language / By Yi-Chun Pan; Yi-Ching Pan.

- Assessment assemblage: advancing portfolio practice through the assessment staging theory / By Davis-Soylu, Heidi J.; Peppler, Kylie A.; Hickey, Daniel T.

- Teacher judgments of students’ reading abilities across a continuum of rating methods and achievement measures / By Begeny, John C.; Krouse, Hailey E.; Brown, Kristina G.; Mann, Courtney M.
● Taming the testing/grading cycle in lecture classes centered around open-ended assessment / By Schinske, Jeffrey N.

● The elementary school success profile model of assessment and prevention: balancing effective practice standards and feasibility / By Bowen, Natasha K.; Powers, Joelle D.

● Developing critical thinking and assessment in music classrooms / By Stefanova, Maria.

● Assessing students performance: the second language (English Language) factor / By Zakaria, Zahiah; Abd Aziz, Mohd Sallehudin.

● Developing an educational performance indicator for new millennium learners / By Myunghee Kang; Heeok Heo; Il-Hyun Jo; Jongho Shin; Jeonghee Seo.

● Nature of science in an age of accountability / By Allchin, Douglas.

● A comparison of multiple-choice tests and true-false tests used in evaluating student progress / By Tasdemir, Mehmet.

● Interactive E-assessment – practical approaches to constructing more sophisticated online tasks / By Crisp, Geoffrey.