

ZMATH 2004e.04040

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Identification of learning disabilities: Research to practice.

Erlbaum, Mahwah, NY (ISBN 0-8058-4448-1). 888 p. (2002).

This book is the product of a learning disabilities summit conference convened by the Office of Special Education Programs (OSEP) in August 2001 and the activities following that summit. Both the conference and this book were seen as important preludes to congressional reauthorization of the historic Individuals with Disabilities Education Act (IDEA) scheduled for 2002 and subsequent decision-making surrounding implementation. The OSEP conference brought together people with different perspectives on LD (parents, researchers, practitioners, and policy makers) and resulted in this book, which examines the research on nine key issues concerning the identification of children with learning disabilities. Coverage includes alternative responses to treatment, classification approaches, processing deficit models, and approaches to decision making. Each of the first nine chapters is organized around a lengthy, issue-oriented paper, which presents the most current research on that topic. These primary papers are then followed by four respondent papers that reflect a variety of viewpoints on the topic.

Classification: D70 A60 C36 C86 C76