



Dayle A. Upham  
Virginia H. Trumbull

# MAKING THE GRADE

*Reflections  
on  
Being  
Learning  
Disabled*

# **Making The Grade Reflections On Being Learning Disabled**

**Sally G. Pore, Kathlyn L. Reed**



## **Making The Grade Reflections On Being Learning Disabled:**

**Making the Grade** Dayle A. Upham, Virginia H. Trumbull, 1997 Like many people with a learning disability Dayle Upham experienced academic and professional failure Yet somehow she found the inner strength to persevere and ultimately obtain her Ph D What is the strength How did she find it And what strategies did she develop to help her cope These are the questions addressed in this poignant personal account Each chapter is a reflection on her experiences offering dramatic examples of the academic and social problems she endured Virginia Trumbull Dayle s mentor and a special education expert explains the implications of each situation in the context of today s research An essential strategy section describes the unique and successful coping strategies Dayle developed to help her overcome her disability *Resources in Education*, 1999 Women from Another Planet? Jean Kearns Miller, 2003-08-06 Mention the word autism and the room suddenly turns silent Its the dreaded A word Peoples attention turns to late night TV public service ads declaring that autistic children are imprisoned by autism and need curing at all cost Recent autobiographies have helped dispel this dire description by suggesting that autism is not a prison and that the door is unlocked and youre free to come in *Women from Another Planet* moves beyond these autistic life stories in important ways Its a collection of stories and conversations all of them by women on the autism spectrum who speak candidly insightfully and often engagingly about both their gender in terms of their autism and their autism in terms of their gender It is written not just for parents and professionals like the other works but also to those women still searching for ways to understand the unnamed difference they live with as well as the wider audience of discerning readers If you enter the unlocked door of these *Women from Another Planet* you may end up with a question mark or two about your planet Is normalcy really all its cracked up to be **Differentiating Instruction in Inclusive Classrooms** Diane Haager, Janette K. Klingner, 2005 Almost 90% of special education teachers work with disabled students in a general education classroom In this guide Haager reading and learning disabilities California State U Los Angeles and Klingner bilingual education U Literacy Lessons Margaret J. Finders, Susan Hynds, 2003 For Language Arts English and Middle School methods courses graduate level literacy courses With its sights clearly set on middle school teachers and the middle school teaching experience this new text expands the definition of literacy to encompass today s popular electronic and audiovisual media Research driven coverage offers a thorough presentation of the theory of middle school teaching plus a wealth of real stories from real classrooms that demonstrate strategies in actual practice The authors address the current emphasis on standards discussing their advantages and disadvantages and integrating them throughout They also embrace the notion of inclusion by offering numerous suggestions for teaching special needs students in the regular classroom and explore the social and cultural complexities and the joys and challenges of teaching today s adolescents Boletín Internacional de Bibliografía Sobre Educación, 1998 □□□□□□ □□□□□□□□ Jeff Herman, 2013 Over the years *Writer s Guide to Book Editors Publishers and Literary Agents* has helped thousands of writers just like you get

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**Exceptional Child Education Resources**, 2001 The Publishers Weekly, 1997 **Language Arts and Literacy in the Middle Grades** Margaret J. Finders, Susan Hynds, 2007 From two prominent scholars in the field of literacy comes a middle school teacher preparation text that offers important innovations not usually found in traditional secondary methods texts The book is rife with concrete examples of teaching literacy and language arts in middle school contexts but is relevant to preservice and practicing teachers at middle and high school levels This edition includes a stronger focus on culturally relevant pedagogy and the needs of English Language Learners as well as a Standards in Practice feature which helps teachers incorporate state and national standards in teaching and planning The book is based on a teacher as inquirer model A fieldwork component provides tools for classroom inquiry and reflection in each chapter The book is timely and relevant with classroom cases written by experienced and new middle school language arts teachers

**Quick Reference to Speech-language Pathology** Sally G. Pore, Kathlyn L. Reed, 1999 Comprehensive yet highly efficient coverage of the latest speech language diagnoses Organized by a classification of syndromes and medical conditions Enables quick comparison between diagnoses and related information Provides information on nearly 100 different conditions

**Taking on a Learning Disability** Erin McCloskey, 2012-05-30 This book explores the impact of labeling learning disabilities through the eyes of Samson a middle school student It contrasts special education laws with actual experiences investigating Samson s perspective on his classes his identity in special education and his process of learning to read

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Literary Agents, 2001-2002 Jeff Herman, 2000-07-20 *Writer's Guide to Book Editors, Publishers and Literary Agents* gets you past the slush piles and into the hands of the right people. This one-of-a-kind reference gives you the names, addresses, and phone numbers of hundreds of top editors and agents and includes essays by savvy insiders who reveal the secrets to winning them over. More comprehensive than ever before, this year's edition gives you everything you need to know to get published, from writing the knockout book proposal to turning initial rejection into ultimate success. This deluxe edition includes a CD-ROM that contains the entire database of agents and publishers along with systems for tracking submissions, expenses, titles, and copyrights. In addition, direct links to Web sites mentioned in the book and an additional 50 links to writing-related sites give writers immediate access to the people they need to know. Includes over 15 utilities for writers such as Grammar Slammer, the Thinking Man's Thesaurus, and WriteExpress Rhymer. About the Author: Jeff Herman is the owner of the Jeff Herman Literary Agency, one of New York's leading agencies for writers. Among his clients are the bestselling authors of the Chicken Soup for the Soul series. He frequently speaks to writer's groups and conferences on the topic of getting published and can be reached at [www.jeffherman.com](http://www.jeffherman.com).

**American Book Publishing Record**, 1997-09 *Success for College Students with Learning Disabilities* Susan A. Vogel, Pamela B. Adelman, 2012-12-06 JANET W LERNER This timely volume explores issues pertinent to the emerging subject of college education for adults with learning disabilities. The inspiration for the book was a conference held at Barat College in Lake Forest, Illinois, on April 7, 1990, entitled "College Students with Learning Disabilities: Reviewing the 80s and Planning for the 90s." The occasion was the celebration of the tenth anniversary of Barat College's program for college students with learning disabilities. Papers presented at this conference, plus several additional invited chapters and those of the co-editors, are included in this much-needed publication. Only a few years ago, college was out of the question for most adults with learning disabilities. It is heartening to note that this situation has changed substantially over the last 15 or so years, with great strides in opportunities for adults with learning disabilities to acquire a college-level education. From a slow beginning with programs such as the one at Barat College, there are today programs and support services in a variety of settings at a growing number of colleges and universities. Many individuals with learning disabilities can look forward to experiencing college and better preparing themselves for the future. The collection of papers in this book offers a comprehensive review of this exciting and challenging field.

**Books in Print**, 1991 **Why Am I Doing This?** Giselle O. Martin-Kniep, Diane Cunningham, Diana Muxworthy Feige, Hudson Valley Portfolio Assessment Project, 1998 This book offers demonstrable proof that when teachers engage in sustained inquiry, reflection, and communication about assessment, they can discover and define their own professionalism and refine their art of teaching.

**Forthcoming Books** Rose Arny, 1997-12 **Critical Reflections about Students with Special Needs** Jennifer J. Coots, Kristin Stout, 2007 100 vignettes based on real-life classroom challenges are useful for guiding critical reflections on effective teaching and are linked to the CEC Professional Standards for special education teachers. Each

vignette provides a brief synopsis of challenges experienced by both novice and experienced teachers as they attempt to implement the information they have learned about effective teaching practices Using the ten categories in the CEC standards for knowledge and skills questions for reflections have been developed and carefully referenced for each vignette These vignettes are designed to be used as a teaching tool for pre service students or beginning teachers By providing guided discussions students are able to brainstorm possible solutions to the challenges presented when teachers attempt to apply general best practice standards in particular classroom situations Given their brevity instructors can present these vignettes within a class session and use them to promote active learning This resource also provides ideas for implementing and utilizing these vignettes to promote active learning within the course structure

**The Meaning of School Repetition and Drop Out in the Mozambican Primary School** Mikael Palme,1993

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