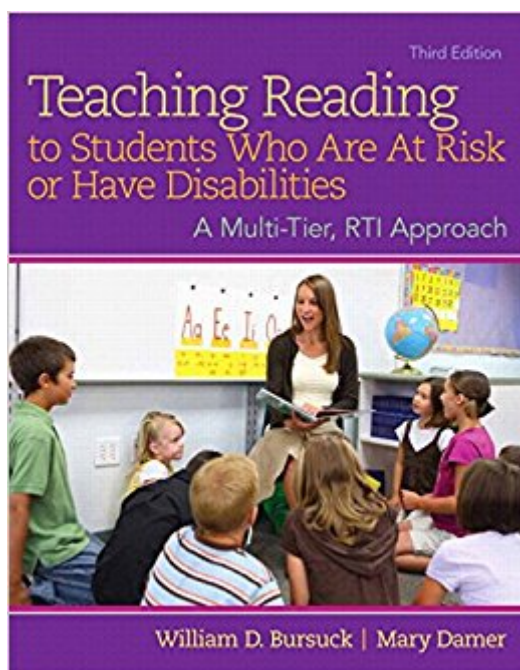


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Teaching Reading To Students Who Are At Risk Or Have Disabilities: A Multi-Tier, RTI Approach, Enhanced Pearson EText -- Standalone Access Card (3rd Edition)



Synopsis

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At a time when public focus on children who struggle with learning to read has never been greater, Bursuck and Damer's Teaching Reading to Students Who Are at Risk or Have Disabilities, 3/e does an extraordinary job of answering the charge to help all students succeed at reading. Now in a newly updated Third Edition, this text describes, in a clear, step-by-step fashion, how to implement a systematic, explicit, success-oriented approach for teaching struggling readers in today's accountability-driven schools. When recently evaluated in terms of relating to the Common Core Standards in Early Reading, this book was described as one of the few textbooks

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- An expanded chapter on fluency.
- Additional strategies for a more in-depth approach to teaching comprehension.
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Book Information

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Customer Reviews

At a time when public focus on children who struggle with learning to read has never been greater, Bursuck and Damerá™s Teaching Reading to Students Who Are at Risk or Have Disabilities, 3/e does an extraordinary job of answering the charge to help all students succeed at reading. Now in a newly updated Third Edition, this text describes, in a clear, step-by-step fashion, how to implement a systematic, explicit, success-oriented approach for teaching struggling readers in todayá™s accountability-driven schools. When recently evaluated in terms of relating to the Common Core Standards in Early Reading, this book was described as one of the few textbooks áœcomprehensively and rigorously covering the scientific basis and instructional elements of the five essential components of effective reading instruction.â•Â Integrated throughout are authentic, research-validated, reality-based strategies, accessible language and video demonstrations, and checks for student understanding. The new edition features: Chapter Summaries. Pop Up checks for understanding. Increased emphasis on the needs of Tier 3 students in Response to Intervention programs. Coverage of the new DIBELS Next assessments and norms and AIMSweb Rate of Improvement scores. An expanded chapter on fluency. Additional strategies for a more in-depth approach to teaching comprehension. A look at issues related to the differentiation of reading instruction for students who are at risk given the increased text complexity demands required by the Common Core Standards.

Bill Bursuck is currently a Professor at the University of North Carolina at Greensboro. Dr. Bursuck has been interested in reading instruction ever since teaching reading as an inner-city elementary school teacher in Buffalo New York. In search of better answers to the literacy puzzle, Dr. Bursuck first pursued a Master's degree in special education from the University of Vermont, and then further training as a Ph.D. student at the University of Illinois at Urbana-Champaign. Since that time he has been involved in preparing special and general education teachers to employ the systematic and explicit instruction needed to effectively teach students who are at-risk or have disabilities to read. Dr. Bursuck has been the principal Investigator for millions of dollars in federal grants, including Project PRIDE, the model-demonstration research grant that provided the basis for the multi-tier practices in this text. He has published numerous research articles and is the co-author of a best-selling textbook on inclusive practices with Dr. Marilyn Friend. Mary Damer is currently coordinating a multi-tiered reading project in seven Ohio special education charter schools through Multi-Tier LLC, a consulting company she co-founded that works with school districts to increase reading achievement through an intensive, prevention-based, multi-tiered model... A former visiting professor at The Ohio State University, Mary also has past experience as a principal and behavior consultant which led to her keen interest in preventing reading problems. Mary observed that a large proportion of students referred for behavior problems could not read near grade level and eventually documented the role that inadequate reading skills played in the book she co-authored, *Managing Unmanageable Students: Practical Solutions for Administrators*. Her desire to reduce disruptive behavior in schools by increasing the numbers of students who could read at grade level eventually influenced her to take the role of field director for Project Pride, a federally funded early literacy model demonstration program.

Absolutely amazing! A practical text that should be used long after leaving college!

Excellent read very helpful, especially for those work with special needs children.

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