



Teaching Language Arts, Math, and Science to Students with Significant Cognitive Disabilities

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Under NCLB, students with severe disabilities are expected to make progress on state academic content standards in language arts, math, and science. But what material should educators teach from these three content areas, and how should they teach it? With this groundbreaking textbook, future educators will finally have the answers they need. The first major research-to-practice resource on this critical topic, this text goes *beyond* functional and access skills and shows educators how to make the general curriculum accessible to students of all ages with significant cognitive disabilities. Twenty-five of the best-known researchers in the field prepare educators to

- adapt lessons in language arts, math, and science for students with disabilities
- identify meaningful instructional content
- create effective learning environments through instructional procedures such as peer tutoring, cooperative learning, and co-teaching
- set appropriate expectations for student achievement
- align instruction with state content standards and alternate assessment

For each content area, future teachers will get a solid research foundation blended with teaching examples, guidelines, and helpful figures and tables. A timely textbook for preservice educators — and a valuable reference for in-service teachers seeking guidance — this important resource will raise expectations for students with disabilities and ensure their progress in key academic areas.

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