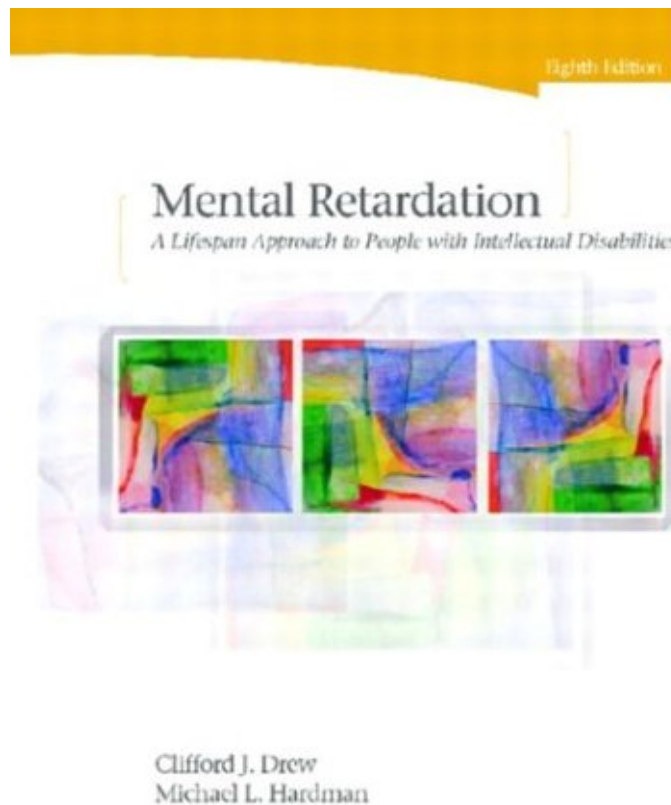


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## Mental Retardation: A LifeSpan Approach to People with Intellectual Disabilities, Eighth Edition

*Clifford J. Drew, Michael L. Hardman*  
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Provides an introduction to mental retardation that is readable and comprehensive, and which reflects the broad array of stories associated with this disability. The authors combine a developmental approachdiscussing their subject as it evolves from birth to the elder yearswith a multidisciplinary perspective that acknowledges the need for collaboration

in regard to diagnosis and intervention in order to effectively assist people with mental retardation and their families. Coverage pays particular attention to multicultural issues and incorporates the latest research in the field. For future special education teachers, or those in the psychology and social work field.

From the Back Cover Provides an introduction to mental retardation that is readable and comprehensive, and which reflects the broad array of stories associated with this disability. The authors combine a developmental approach discussing their subject as it evolves from birth to the elder years with a multidisciplinary perspective that acknowledges the need for collaboration in regard to diagnosis and intervention in order to effectively assist people with mental retardation and their families. Coverage pays particular attention to multicultural issues and incorporates the latest research in the field. For future special education teachers, or those in the psychology and social work field. Excerpt. Reprinted by permission. All rights reserved. We are pleased to present the eighth edition of *Mental Retardation: A Lifespan Approach to People with Intellectual Disabilities*. Our intent with this book is to provide an introduction to intellectual disabilities that is readable, comprehensive, and reflective of the broad array of associated human stories. This volume is strongly based in human development, as suggested by the title. One of our earlier reviewers termed it "womb to tomb." You will follow the development of individuals with intellectual disabilities from conception through birth, infancy, and early childhood and then through the elementary school, adolescent, and adult years. Mental retardation is a field in which this complete cycle of human life is important for a full understanding of the challenges and issues involved. We also examine mental retardation from the perspective of many disciplines, which is essential with this disability. A diagnosis of intellectual disabilities and the resulting treatment or intervention may come from any of several disciplines and often requires their united efforts. It is important to examine collaboration among disciplines and its impact on the person with intellectual disabilities and his or her family. Mental retardation has always presented unique challenges to society and its various government and private agencies as they respond to, interact with, and assist these people and their families. This text is designed primarily for students in education and the social and behavioral sciences who are at the upper-division undergraduate or beginning graduate level. Students in general and special education, psychology, educational psychology, sociology, rehabilitation, and social work will find the book particularly relevant to their preparation. Pre-med students and individuals anticipating professional work in nursing, law, and administration will also find information that facilitates their careers. Changes in This Edition This edition includes many changes suggested by reviewers and our students. We have combined some topics, reorganized others, and eliminated discussions of some areas where students and reviewers thought such changes were important. The title and language used in this edition also reflect changes that are emerging in our field. Intellectual disabilities is a term that is beginning to replace mental retardation. This change reflects the expanded understanding of a complex condition that has many intertwined causes, many developmental trajectories, and a growing array of interventions. To some degree, we have used intellectual disabilities and mental retardation interchangeably as this transition emerges. This approach is employed to facilitate communication with our readers as the field moves forward. This edition also has updated and expanded coverage of a number of growing areas related to mental retardation. In all areas, we have attempted to personalize the discussions, opening, it is hoped, the human and personal sides of people with intellectual disabilities to your examination. It is important for our readers to understand this facet of mental retardation and always remember that this is not just a topic to be studied in class it is a collection of human stories depicting a variety of human challenges. Our chapter on multicultural issues related to the risks of intellectual disabilities continues to evolve as this broad area of concern matures. In addition to material in this chapter, other topics relevant to multicultural issues, such as assessment bias and educational supports, are integrated throughout the text. Other areas of discussion also continue to mature in a manner that permits a more complete attainment of our original goals for the text. For example, the text continues to focus on the full cycle of human development. Consequently, as the body of research on infants, toddlers, adults, and senior citizens with intellectual disabilities has grown, our examination of these individuals has expanded. The commitment to analyzing mental retardation within the conceptual framework of human development remains and is much more complete in this edition than was possible when we wrote the first edition more than 30 years ago. Our purpose for this edition is largely the same as it was with the release of the first. As authors, we hope that we have refined our skills and come closer to achieving the dream we had from the outset. The field has also changed, and new topics have emerged as knowledge accumulated and societal emphases fluctuated. We have tried to reflect those changes while also retaining the fundamentals. In addition to the basic information presented in the text are a number of pedagogical features to engage the reader actively, to facilitate a more complete understanding of the material, and to provide instructors with a wider variety of teaching options. Each chapter begins with core concepts that guide the reader through the discussion. Each core concept is repeated where it is discussed and finally is related to core questions designed to promote student comprehension. At the end of each chapter is a roundtable discussion that presents an issue or a topic of interest in a format aimed at stimulating dialogue. All these features have been incorporated to encourage active participation and interaction with the material.