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Play - Deborah J. Leong 2009-06-30

Camera Obscura - Hildebrand (Pseud) 2018-10-15
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ACS - Carolyn Manville Baum 2008-01-01
Activity Card Sort, 2nd Edition (ACS) is a flexible and useful measure of occupation that enables occupational therapy practitioners to help clients describe their instrumental, leisure, and social activities. The format's 89 photographs of individuals performing activities and 3 versions of the instrument (Institutional, Recovering, and Community Living) is easily understood and administered. Using the ACS will give clinicians the occupational history and information they need to help clients build routines of meaningful and healthy activities. Includes 20 instrumental activities, 35 low-physical-demand leisure activities, 17 high-physical-demand leisure activities, and 17 social activities and allows for the calculation of the percentage of activity retained.

Mind Expanding: Teaching For Thinking And Creativity In Primary Education - Wegerif, Rupert 2010-08-01
There is considerable interest in education around the world in flexible thinking and learning skills but very little consensus as to the nature of these skills and how best to promote them in schools. This book puts forward a clear and practical framework for understanding thinking, creativity and learning to learn as the fruits of engagement in dialogue. It also outlines in detail how this framework can be applied to teaching across the curriculum at both primary and secondary level, drawing on the best practices associated with the teaching thinking; creativity; and learning to learn movements explaining their success in terms of dialogic

theory. In particular the book incorporates aspects of a number of thinking skills approaches, such as Lipmanï¿½s Philosophy for Children approach, as well as features of contemporary innovations in education such as assessment for learning and the development of creativity. Each chapter opens with a vignette to set the scene and continue into a light and popularly written exposition of theory, before moving on to a description of practice and concluding with practical guidelines for how to teach for thinking and creativity in schools and classrooms. The first six chapters in the book have more of a focus on developing core theoretical themes and the following six chapters in the second half of the book focus more on practice-led themes. The relationship between theory and practice is treated as flexible and dynamic, theory being developed by practice as much as practice implementing theory.

The Learning Pit - James Nottingham 2020-10

Becoming a High Expectation Teacher - Christine Rubie-Davies 2014-08-13 We constantly hear cries from politicians for teachers to have high expectations. But what this means in practical terms is never spelled out. Simply deciding that as a teacher you will expect all your students to achieve more than other classes you have taught in the same school, is not going to translate automatically into enhanced achievement for students. Becoming a High Expectation Teacher is a book that every education student, training or practising teacher, should read. It details the beliefs and practices of high expectation teachers – teachers who have high expectations for all their students – and provides practical examples for teachers of how to change classrooms into ones in which all students are expected to learn at much higher levels than teachers may previously have thought possible. It shows how student achievement can be raised by providing both research evidence and

practical examples. This book is based on the first ever intervention study in the teacher expectation area, designed to change teachers' expectations through introducing them to the beliefs and practices of high expectation teachers. A holistic view of the classroom is emphasised whereby both the instructional and socio-emotional aspects of the classroom are considered if teachers are to increase student achievement. There is a focus on high expectation teachers, those who have high expectations for all students, and a close examination of what it is that these teachers do in their classrooms that mean that their students make very large learning gains each year. Becoming a High Expectation Teacher explores three key areas in which what high expectation teachers do differs substantially from what other teachers do: the way they group students for learning, the way they create a caring classroom community, and the way in which they use goalsetting to motivate students, to promote student autonomy and to promote mastery learning. Areas covered include:- Formation of teacher expectations Teacher personality and expectation Ability grouping and goal setting Enhancing class climate Sustaining high expectations for students Becoming a High Expectation Teacher is an essential read for any researcher, student, trainee or practicing teacher who cares passionately about the teacher-student relationship and about raising expectations and student achievement.

In a Reading State of Mind - Douglas Fisher 2009-01-01
Call it neuronal networks or schema-building or just good teaching. The historical, neurological, and educational fields point to the same advice-let me show you, then you can make it your own.
Guiding the Gifted Child - James T. Webb 1982
This book seeks to increase the awareness by parents, teachers, and clinicians of the often overlooked unique emotional needs of gifted

children.

Alternatives in Assessment of Achievements, Learning Processes and Prior Knowledge - Menucha Birenbaum 2012-12-06
Achievement assessment has undergone a major shift, from what some call a `culture of testing' to a `culture of assessment'. Nowadays, a strong emphasis is placed on the integration of assessment and instruction, on assessing processes rather than just products, and on evaluating individual progress relative to each student's starting point. This book addresses assessment issues in light of the present state of affairs. The first part discusses new alternatives in the assessment of achievement in various subject areas, focusing on agenda, practice, impact and evaluation of the assessment. The second part deals with issues related to assessment of the learning process, specifically: questions concerning the assessment of individual differences in prior knowledge, learning skills and strategies.

The Multilingual Edge of Education - Piet Van Avermaet 2018-01-18
This book highlights the need to develop new educational perspectives in which multilingualism is valorised and strategically used in settings and contexts of instruction and learning. Situated in the current educational debate about multilingualism and ethno-linguistic minorities, chapter authors examine the polarised response to heightened linguistic diversity and how the debate is very much premised on binary views of monolingualism and multi- or bilingualism. Contributors argue that the diverse linguistic backgrounds of immigrant and minority students should be considered an asset, instead of being regarded as a barrier to teaching and learning. From its title through to its conclusion, this book underlines the current perspective of multilingualism as possessing cutting edge potential for transforming diverse classrooms into more inhabitable, more equitable and more efficiently organised spaces

for learning. This book will be of interest to scholars and researchers in educational linguistics, applied linguistics, sociolinguistics, anthropological linguistics, pedagogics, educational studies, and educational anthropology.

Assessment and Teaching of 21st Century Skills - Esther Care 2017-11-07
This book provides a detailed description of research and application outcomes from the Assessment and Teaching of 21st Century Skills project, which explored a framework for understanding the nature of these skills. The major element of this new volume is the presentation of research information from the global assessment of two 21st century skills that are amenable to teaching and learning: collaborative problem solving, and learning in digital networks. The outcomes presented include evidence to support the validity of assessment of 21st century skills and descriptions of consequent pedagogical approaches which can be used both to teach the skills and to use them to enhance key learning goals in secondary education systems. The sections of the volume are connected through a focus on the degree to which innovative assessment tasks measure the constructs of interest. This focus is informed by conceptual and methodological issues associated with affordances of 21st century computer-based assessment. How understanding of the nature of the skills, as derived from these assessments, can guide approaches to the integration of 21st century skills in the classroom, is informed by initiatives adopted by participating countries. The guiding questions in this volume are: "Do the assessment tasks measure the constructs?" and "What are the implications for assessment and teaching in the classroom?" It is the third volume of papers from this project published by Springer.

Teacher Learning Through Teacher Teams - Joke Voogt 2018-10-16

Teacher collaboration helps to facilitate meaningful and effective learning and enables sustainable development of schools. Teacher teams who collaboratively investigate a shared problem, or design curriculum materials together, significantly contribute to the professional development of teachers in areas of subject matter, curriculum design and data skills. Contributions to this book discuss various perspectives of teachers collaborating in design teams, by investigating the sense of collaboration and its effects, and the conditions that influence and drive it. The studies provided suggest that collaborative design and research supports participants (teachers and teacher educators) to improve their knowledge, specifically in regards to technological pedagogical content and subject matter. Participating teachers further developed curriculum design expertise, such as, understanding the relevance and effectiveness of involving stakeholders in designing and implementing newly designed curricula. This volume was originally published as a special issue of Educational Research and Evaluation.

Manual for Raven's Progressive Matrices and Vocabulary Scales - John Raven 1996

Instructional Leadership - William Greenfield 1987

The Handbook of School Psychology, 4th Edition - Terry B. Gutkin 2008-09-30
The Fourth Edition of The Handbook of School Psychology continues the tradition of providing a unique and comprehensive outlet for disseminating the collective wisdom and insight of outstanding scholars working in the field of school psychology. This edition brings together the field's latest developments in research and practice, highlighting domains in which there has emerged both growing consensus and vibrant cross currents of thought and analysis. Featuring chapters with new foci, authors, and

content, this edition showcases the trajectory of the field and is intended to lead students forward into an increasingly challenging and rewarding future.

Expressive Therapies Continuum - Lisa D. Hinz 2009-03-23
Expressive Therapies Continuum is distinctive in its application as a foundational theory in the field of art therapy. First developed by Vija Lusebrink, this theory can be used by persons of any theoretical orientation, and has the ability to unite art therapists of varying backgrounds. The information contained in this book demonstrates how the Expressive Therapies Continuum provides a framework for the organization of assessment information, the formulation of treatment goals, and the planning of art therapy interventions. It provides rich clinical detail and many case examples that enliven the text and promote student engagement and learning. Hinz divides material into three parts. The first describes the historical roots of the Expressive Therapies Continuum and pays homage to contributions from the fields of art and psychology. The seven component parts of the ETC are examined in the second part, and the last part of the book is dedicated to assessment and clinical applications. This book's easy-to-use format and effectiveness in teaching history and application make it an essential reference for therapists and students.

How to Develop Student Creativity - Robert J. Sternberg 1996
Shares twenty-five strategies for developing creativity in your students, your colleagues, and yourself.

Politie en gezondheidszorg (CPS 2016 - 3, nr. 40) - L. Gunther Moor 2016-08-10
In de uitvoering komen politie en gezondheidszorg elkaar vanuit hun eigen functie regelmatig tegen. De contacten kunnen betrekking hebben op (drugs-)overlast of gerelateerde problemen, zedenzaken, psychiatrische stoornissen bij (veel-)plegers,

geweld, calamiteiten en crisissituaties. Het gemeenschappelijke element bij al deze zaken is dat zij direct de leefbaarheid en veiligheid van buurtbewoners raken. Politie en gezondheidszorg hebben niettemin een andere functie en finaliteit, wat tot grensproblemen kan leiden. En toch is het ondertussen overduidelijk dat de aanpak van veel urgente maatschappelijke problemen om een gecombineerde aanpak vraagt van beide sectoren. Ondanks deze groeiende nood aan een betere afstemming en gemeenschappelijke aanpak bestaat er relatief weinig literatuur over de raakvlakken en vormen van samenwerking tussen politie en gezondheidszorg. Dit Cahier voorziet in deze leemte. De Cahiers Politiestudies verschijnen trimestrieel. Zij zijn onderworpen aan een internationale double blind peer review en worden samengesteld door de gasteditoren, de hoofdredacteur en de editorial board, i.s.m. de redactie.

Non-Violent Resistance - Haim Omer

2021-05-20

Non-violent resistance (NVR) is an approach for parents and other caregivers that helps to increase presence and overcome impulsive and dangerous behaviors, while reducing conflict and escalation. The practical, evidence-based advice accompanies a detailed list of all the new applications of NVR and an overview of the supporting literature. A step-by-step presentation of the treatment is laid out alongside a useful model on escalation and its prevention. The approach achieves high parent engagement and cooperation, with over twenty controlled studies showing that NVR effectively reduces parental helplessness, parental impulsiveness, parent–child conflicts, and family discord.

Ages and Stages Questionnaires, Social-Emotional - Jane Squires 2002

ASQ: SE(TM) components include - 8 questionnaires and corresponding scoring sheets. Parents complete the short, simple

questionnaires at all or some of the 8 age intervals. Set up like ASQ(TM), these questionnaires--available in English or Spanish-- prompt parents to answer 22-36 questions with most of the time, sometimes, and rarely or never. Each questionnaire takes 10-15 minutes for parents to complete and addresses the seven behavioral areas listed above. For every questionnaire, there's also a photocopiable form that allows professionals to score the test in minutes and determine the child's progress in that area. - The ASQ: SE(TM) User's Guide. Clear and comprehensive, the User's Guide walks professionals step-by-step through the process of implementing ASQ: SE(TM). It provides detailed technical data; instructions on administering the questionnaires with sensitivity to children's environmental, cultural, and developmental differences; helpful case examples; and creative activities and lists of social-emotional behaviors professionals can share with parents for use with each age group.

Spanish translations of letters to parents and selected forms are also included.
Children with Down Syndrome - Dante Cicchetti 1990-03-30
This volume offers a state-of-art review of what is known about young children with Down syndrome from a developmental perspective. The underlying theme of the book is that children with Down syndrome, despite their constitutional anomalies and their additional medical and biological problems, can be understood from a normative developmental framework. Interventions guided by developmental principles in the biological, educational and psychological realms are more likely to result in informed knowledge about how best to help children with Down syndrome and their families. Children with Down Syndrome will appeal to researchers, theoreticians, educators, and clinicians in a range of disciplines, as well as to parents, social policymakers, and other advocates for the best

interests of children with Down syndrome.

International Handbook of Psychology in Education - Karen Littleton 2010-05-26
Provides researchers, practitioners and advisers working in the fields of psychology and education with an overview of research across a broad spectrum of work within the domain of psychology of education. This book focuses on typically developing school-age children, although issues relating to specific learning difficulties are also addressed.

Teach Like a Champion 2.0 - Doug Lemov 2015-01-12
One of the most influential teaching guides ever—updated! Teach Like a Champion 2.0 is a complete update to the international bestseller. This teaching guide is a must-have for new and experienced teachers alike. Over 1.3 million teachers around the world already know how the techniques in this book turn educators into classroom champions. With ideas for everything from boosting academic rigor, to improving classroom management, and inspiring student engagement, you will be able to strengthen your teaching practice right away. The first edition of Teach Like a Champion influenced thousands of educators because author Doug Lemov's teaching strategies are simple and powerful. Now, updated techniques and tools make it even easier to put students on the path to college readiness. Here are just a few of the brand new resources available in the 2.0 edition: Over 70 new video clips of real teachers modeling the techniques in the classroom (note: for online access of this content, please visit my.teachlikeachampion.com) A selection of never before seen techniques inspired by top teachers around the world Brand new structure emphasizing the most important techniques and step by step teaching guidelines Updated content reflecting the latest best practices from outstanding educators Organized by category and technique, the book's structure enables you to read start to finish, or dip in anywhere for the

specific challenge you're seeking to address. With examples from outstanding teachers, videos, and additional, continuously updated resources at teachlikeachampion.com, you will soon be teaching like a champion. The classroom techniques you'll learn in this book can be adapted to suit any context. Find out why Teach Like a Champion is a "teaching Bible" for so many educators worldwide.

Early Language Learning - Janet Enever 2017-07-06
This is the first collection of research studies to explore the potential for mixed methods to shed light on foreign or second language learning by young learners in instructed contexts. It brings together recent studies undertaken in Cameroon, China, Croatia, Ethiopia, France, Germany, Italy, Kenya, Mexico, Slovenia, Spain, Sweden, Tanzania and the UK. Themes include English as an additional language, English as a second or foreign language, French as a modern foreign language, medium of instruction controversies and content and language integrated learning (CLIL). The volume reviews the choice of research methodologies for early language learning research in schools with a particular focus on mixed methods and proposes that in the multidisciplinary context of early language learning this paradigm allows for a more comprehensive understanding of the evidence than other approaches might provide. The collection will be of interest to in-service and trainee teachers of young language learners, graduate students in the field of TESOL and early language learning, teacher educators, researchers and policymakers.
Health Inequalities and People with Intellectual Disabilities - Eric Emerson 2014
An authoritative, evidence-based overview of the health needs of people with intellectual disabilities and how to manage these needs appropriately.
Handbook of Prevention Science - Beth Doll 2012-03-07

"Prevention research has traditionally focused on preventive interventions tied to specific disorders, e.g., substance abuse, conduct disorders, or criminality. This produced "silos" of isolated knowledge about the prevention of individual disorders but not about interventions that work across disorders. This handbook is the first to comprehensively describe current research and practice in mental health prevention programs that is organized around comprehensive prevention systems that reach across all disorders and all institutions within a community. Throughout the book preventive interventions are seen as a necessary component of effective mental health programs, not as a replacement for therapeutic interventions"-- Provided by publisher.

Brief Coaching for Lasting Solutions - Insoo Kim Berg 2005-10-17
Like so many helping professionals today, coaches are discovering that the most effective treatment plan is not always the one that takes the most time. Perhaps more so than in any other situation, coaching allows practitioners to quickly forge collaborative relationships with their clients and help them maximize their performance in work and in life. Brief Coaching for Lasting Solutions teaches coaches how to conduct conversations that are most useful to clients in achieving their goals within a brief period of time. The authors, two of the leading practitioners of the brief coaching method, masterfully guide readers through the steps of this process–from the initial meeting to follow-up sessions to troubleshooting setbacks–while illustrating essential skills with ample case examples.This book is written for coaches who want to reduce the time it takes to provide effective coaching while making the best use possible of resources the client brings to the table. At the same time it is written for the benefit of today's clients, so many of whom want to avoid coaching that is time-intensive and costly, and instead seek coaching that is

organized, efficient, and affordable.Whether your clients seek a solution to a specific problem or strive toward a more general life goal, this invaluable resource will put you on the path to brief coaching success.

Brain-Based Learning - David A. Sousa 1999-09-01
Join David Sousa for a dynamic 42-minute presentation in which he brings the concepts of How the Brain Learns to life . . . and gives specific examples of how brain-based learning can be put to use in your classroom. Charts, diagrams, and David Sousa's own clear and engaging style begin the presentation . . . and three separate examples of the theories themselves are shown through in-the-classroom footage, where theory becomes practice. It's an involving and useful new approach to this vital material, structured in a way that makes it a valuable tool for self-learning and an essential part of a larger professional development program for teachers and administrators alike.

Uplifting Leadership - Andy Hargreaves 2014-06-04
What does it take to do more with less? How can you do better than before, or better than others? How do you turn losses into wins, or near-bankruptcy into strong profitability, or abject failure into stellar success? The power of uplift enables any organization to do more with less, beat the competition, and perform better than ever. Leaders who uplift their employees' passions, intellects, and commitments produce remarkable results. Based on original research from a seven-year global study, Uplifting Leadership reveals how leaders from diverse organizations inspired and uplifted their teams' performance. Distilling the six common characteristics of leaders at high-performing organizations across business, sports, and education, authors Andy Hargreaves, Alan Boyle, and Alma Harris explore the nature of uplift, its impact on performance, and the ways to achieve it within and beyond an organization's walls,

revealing how leaders: Identify and articulate an inspiring dream that is coherently connected to the best of what the organization has been before Pursue that dream at a sustainable pace without squandering resources, incurring excessive debt, or burning people out Forge paths of innovation and improvement that others have overlooked or rejected Monitor progress by using metrics and indicators in a mindful and meaningful way Build teams that naturally pull people into change rather than pushing them through it Featuring case studies of organizations as diverse as Shoebuy.com, Fiat, Dogfish Head Craft Brewery, Marks & Spencer, Cricket Australia, Burnley Football Club, and the Vancouver Giants, as well as world-leading educational systems, Uplifting Leadership provides tools for leaders to incorporate these performance-driving strategies into their own. For leaders who want their people to try harder, transform what they do, reach for a higher purpose, and stay resolute and resilient when opposing forces threaten to defeat them, Uplifting Leadership provides a path to better performance across any organization.

Science Achievement in the Middle School Years - Albert E. Beaton 1996
The Third International Mathematics and Science Study is the largest and most ambitious study ever undertaken by the International Association for the Evaluation of Educational Achievement. Forty-five countries collected data in more than 30 languages. Five grade levels were tested in the two subject areas. This report describes the science achievement of seventh and eighth graders, emphasizing the results from the eighth-grade assessment. Results are presented for the 41 countries that completed all the steps necessary to appear in this report. Singapore was the top performing country at both grade levels, with Colombia, Kuwait, and South Africa performing at the lowest levels. Perhaps the most striking finding was the large difference in average achievement between the

top-performing and bottom-performing countries. Results provided a chain of overlapping countries, with most countries having an average achievement similar to that of a cluster of others, but with large differences between the top and bottom of the chain. In most countries and internationally, boys outperformed girls at both grade levels. The majority of eighth graders in nearly every country indicated that they liked science, but not all students had positive feelings about the subject. Home factors were strongly related to achievement in every participating country, but relationships between science achievement and instructional practices were less clear within and across countries. Six appendixes present information on study methodology and selected achievement results for some countries. (Contains 61 tables, 23 appendix tables, 19 figures, and 1 appendix figure.) (SLD)

Reading More, Reading Better - Elfrieda H. Hiebert 2009-05-05

Teaching students specific literacy skills is important--but equally critical, and often overlooked, is giving them the time and opportunity to read actual texts. Bringing together leading scholars, this book focuses on how teachers can improve both the quality and quantity of reading experiences in K-12 classrooms. Essential topics include factors that make reading tasks more or less productive for different types of learners, ways to balance independent reading with whole-class and small-group instruction, how to choose appropriate texts, and the connections between reading engagement and proficiency. The relevant research literature is reviewed, and exemplary practices and programs are described.

Learning Teaching From Teachers: Realising The Potential Of School-Based Teacher Education - Hagger, Hazel 2006-10-01

This volume explores the implications of different approaches to helping student teachers to learn from practising teachers. It puts

particular emphasis on an approach based on research into that expertise and designed to give student teachers access to it.
What Works in Developing Children's Emotional and Social Competence and Wellbeing? - Katherine Weare 2003

PISA 2009 Results: Students On Line Digital Technologies and Performance (Volume VI) - OECD 2011-06-28
This sixth volume of PISA 2009 results explores students' use of information technologies to learn.
Emotional and Behavioural Difficulties in Mainstream Schools - John Visser 2001-07-11
Following the Salamanca agreement and other international treaties, the contributors to this volume draw upon research and practice in a number of countries to describe advances in meeting the needs of children and young people with emotional and behavioural difficulties.
10 Mindframes for Visible Learning - John

Hattie 2017-12-06
The original Visible Learning research concluded that one of the most important influencers of student achievement is how teachers think about learning and their own role. In Ten Mindframes for Visible Learning, John Hattie and Klaus Zierer define the ten behaviors or mindframes that teachers need to adopt in order to maximize student success. These include: thinking of and evaluating your impact on students' learning; the importance of assessment and feedback for teachers; working collaboratively and the sense of community; the notion that learning needs to be challenging; engaging in dialogue and the correct balance between talking and listening; conveying the success criteria to learners; building positive relationships. These powerful mindframes, which should underpin every action in schools, are founded on the principle that teachers are evaluators, change agents, learning experts, and seekers of feedback who are constantly engaged

with dialogue and challenge. This practical guide, which includes questionnaires, scenarios, checklists, and exercises, will show any school exactly how to implement Hattie's mindframes to maximize success.

Diffusion of Innovations, 5th Edition - Everett M. Rogers 2003-08-16
Now in its fifth edition, Diffusion of Innovations is a classic work on the spread of new ideas. In this renowned book, Everett M. Rogers, professor and chair of the Department of Communication & Journalism at the University of New Mexico, explains how new ideas spread via communication channels over time. Such innovations are initially perceived as uncertain and even risky. To overcome this uncertainty, most people seek out others like themselves who have already adopted the new idea. Thus the diffusion process consists of a few individuals who first adopt an innovation, then spread the word among their circle of acquaintances—a process which typically takes months or years.

But there are exceptions: use of the Internet in the 1990s, for example, may have spread more rapidly than any other innovation in the history of humankind. Furthermore, the Internet is changing the very nature of diffusion by decreasing the importance of physical distance between people. The fifth edition addresses the spread of the Internet, and how it has transformed the way human beings communicate and adopt new ideas.

Kids' Skills - Ben Furman 2004
A playful and practical approach to solving difficulties faced by children. The Kids' Skills method views all problems as skills that need to be developed. Involves 15 simple steps to convert problems into skills.

Simulation in Nursing Education - Pamela R. Jeffries 2012
The first edition of Simulation in Nursing Education: From Conceptualization to Evaluation altered the teaching and learning environment of nursing. The second edition is an

essential resource for every nurse educator at every level of nursing education regardless of experience. Beginning with the basics, the book progresses through the theoretical framework and ethics of simulation, how to design simulation scenarios, curriculum integration of simulation, how to use guided reflection and debriefing, chapters on evaluation, collaboration, and integrating the QSEN competencies into simulations, and a final discussion which summarizes the issues and advances in simulation and considers the future of simulation in nursing education.

Papers of the Anéla 2012 Applied Linguistics Conference - 2012