children and adults with the syndrome. Other features include: * Strategies for working with patients. * An examination of the difference between Williams syndrome and other developmental disorders. * Problem-specific alternatives for treatment. * Analysis of new directions in research, clinical intervention, education, and systems for care delivery. Throughout, they stress variations among individuals and subgroups in ability level, skills, talents, and problem severity; and emphasize the necessity of recognizing these components in planning treatment on an individual basis.

Young Children, Parents and Professionals Margaret Henry.2012-10-12 As early year education and very early child care increase, parents and professionals face many difficult questions. What are the effects of early education on children? Are parents fulfilling their roles? What should teachers’ roles be? Seldom asked are more basic questions: What are the fundamental needs of young children? Or parents? Or professionals? How can these differing sets of needs be met? Margaret Henry proposes three dimensions of caregiving behaviour through which parents and professionals not only help young children to develop, but can also help one another's development. Evidence of positive change comes both from her own research in family day care and from the work of her students, practicing teachers and child care personnel. Their examples involve often hard-to-reach parents - those who are tired, employed, alienated, busy and culturally and ethnically diverse. There are practical suggestions here for professionals and parents interested in enhancing their relationships with one another and the outcomes for young children.

What Teachers Need to Know About Students with Disabilities Peter Westwood.2009-08-01 This book provides teachers with a concise overview of a wide range of disabilities that have an impact on students' learning and development.

Love Me As I Am Monica C. MacLennan.2008 Love Me As I Am is an affordable book of theoretical and practical information, in dealing with children of all ages. The author holds a degree in Montessori, Child Development and Development of Human Resources. The ideas in the book were used by the author, with extraordinary success. Love Me As I Am, as the title suggests is a book, that was written to give parents, grandparents, teachers, and other caregivers of children positive ways of guiding children under their care, in their development needs. The book deals with children from infancy to adolescence. The reader is advised to read every topic because he/she can benefit from it, even though it may not apply for the situation at hand. The suggestions may help with other concerns. The goal to achieve is not perfection. Adults should make it their goal to treat children with understanding and compassion. They can then positively guide youngsters to achieve a healthy self-esteem and to face life with a confident spirit. Children in turn will fulfill their ambitions and become well-adjusted adults, caring and contributing to family and society. Do you think, or has a teacher told you, your child may have ADD or ADHD? Read this informative book to find options and make intelligent decisions about your child. Relieve stress and frustration and enjoy children in your care. Children are unique masterpieces. If treated with understanding, compassion, love, and respect they will become an asset to you and themselves. Buy this invaluable book and pass one on to a friend.

Powerful Interactions Amy Laura Dombro, Judy Jablon, Charlotte Stetsen.2020-10-06 Make your everyday interactions with children intentional and purposeful with these steps: Be Present, Connect, and Extend Learning.

The SAGE Encyclopedia of Intellectual and Developmental Disorders Ellen Braaten.2018-01-29 This encyclopedia provides an inter-disciplinary approach, discussing the sociocultural viewpoints, policy implications, educational applications and ethical issues involved in a wide range of disorders and interventions.

Teaching Your Child to Love Learning Judy Harris Holm, Stacy M. Berg, Pamela Scranton.2004-04-10 The project approach has long been a tremendous tool for educators working with young children. This is not an activity book, but a book about doing in-depth investigations activity book about children and your child’s development. The project approach stimulates your child’s curiosity, shows the advantages of learning academic skills such as reading, writing and math and helps you build a strong relationship with your child as you share the adventure of learning together. In this book, we have adapted the approach to show parents, grandparents, and other caregivers how to do meaningful and exciting projects at home. Featuring many photos of children doing project work this book thoroughly explains the benefits to both you and your child of doing projects together.

Ideas are given for transforming your home into a place to learn including guidance for collecting and storing materials, making time for projects, and documenting your child’s work. Seven complete examples of at-home projects are shared. Chapters also show you how to coach your child to build skills for reading and writing, mathematical development, scientific thinking, and more. Direction is also provided for adapting the project approach for use in family child care centers, home schooling, and gifted education.

Are We The Same? Ithia Farah.2020-10-05 An easy-to-follow guide for all facilitators, parents, foster families, caregivers, teachers & School Learning Support Officers (SLSOs) Are We The Same? Children’s Activity Colouring Book received the National Foundation for Educational Development Award (Brazil, 1999) and sold 46,000 copies in two years. Are We The Same? is a project to support the full participation and inclusion of all children within mainstream educational settings, with educational and therapeutic workshops to promote capacity building to teachers and parents on how to best use the activity book with children in mainstream schools or at home. This facilitator’s guide book is to be used in conjunction with the Are We The Same? Child’s Activity Book.


Service-Learning in Physical Education and Other Related Professions: A Global Perspective Marybeth P. Miller, James D. Nendel.2010-10-27 The study and application of service learning as a pedagogy has become widespread. Service-Learning in Physical Education and Other Related Professions: A Global Perspective demonstrates how faculty in physical education and other related professions have designed, implemented, assessed, and conducted action research involving service-learning as a teaching and learning method, both locally and globally, as a means of both serving the community and enriching the lives of their students. This text is broken down into three parts: Part I provides a definition of service learning, examines the parameters that have been explored in physical education and higher education in general, and the integration of standards to ensure high-quality service-learning. Part II focuses on the pedagogical frameworks in which service-learning thrives and explores how the model specifically meets national standards and best practices. It also explores the emerging role of service learning as a measurement tool of the effectiveness of service learning. Part III explores a variety of programs from around the globe that utilize service-learning in their pedagogical framework, and provides the nuts and bolts of what they have done and their accomplishments.

What Successful Schools Do to Involve Families Neal A. Glasgow, Paula Jameson Whitney.2009 It’s clear that students learn best when they are supported by a community that values education and includes not only teachers but also parents, families, and other mentors. Yet schools often find it difficult to successfully involve parents and families in children’s educational lives. Based on solid educational research that reflects culturally diverse communities, this important new book offers teachers and administrators 55 practical strategies for forming effective partnerships with every type of family group. The authors cover a wide range of opportunities for collaborating with families, from homework, parent conferences, and open houses to family literacy and math activities, to hot-button topics like bullying and discipline. Each strategy offers: a synthesis of the related research - a description of how to use the strategy in a classroom or broader school setting - precautions and pitfalls for consideration to help make implementation reasonably error-free - research sources for optional follow-up.

New Research on Early Childhood Education Arthur T. Waddell, Rachael M. McBride.2008 Early Childhood Education spans the human life from birth to age 8. Infants and toddlers experience life more holistically than any other age group. Social, emotional, cognitive, language, and physical lessons are not learned separately by very young children. Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience, not just that part of the experience to which the adult gives attention. Although early childhood education does not have to occur in the absence of the parent or primary
caring for the child, this term is sometimes used to denote education by someone other than the parent or primary caregiver. Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process. Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent. Other terms those are often used interchangeably with early childhood education are early learning, early care and early education. Much of the first two years of life are spent in the creation of a child's first sense of self or the building of a first identity. Because this is a crucial part of children’s make-up they first see themselves, how they think they should function, how they expect others to function in relation to them, early care must ensure that in addition to carefully selected and trained caregivers, links with family, home culture, and home language are a central part of program policy. If care becomes a substitute for, rather than a support of, family, children may develop a less-than-positive sense of who they are and where they come from because of their child care experience. This book presents the latest research in this vital field.

Growing Children's Social and Emotional Skills Joanna Grace Phillips, Sivanes Phillipson, Gaye Tyler-Merrick. 2021-08-30 Growing Children’s Social and Emotional Skills examines how parent–educator partnerships can be achieved to enhance the development of children’s social and emotional skills. The book presents the TOGETHER programme, a training programme that emphasises the importance of the relationship between caregivers and teachers with the children in their care, as well as deepening the collaborative partnerships between teachers, educators and caregivers. Using a case study approach, the book explores the application of the TOGETHER programme across various home and early childhood education contexts through the unique voices of those involved. The TOGETHER programme presented in this book is: • Easy to implement and adaptable, requiring minimal training time for parents, teachers and educators • Designed to emphasise the importance of relationships in developing children’s social and emotional skills • Supported by photocopiable resources and a downloadable e-manual that can be used to implement the training With the vision to empower caregivers to take an active role in building children’s social and emotional competence, this book is written in a way that will appeal to academic researchers and tertiary students, early childhood educators and other caregivers. It will assist in recognising children’s strengths and deepening collaborative partnerships between families, educators, parents and other caregivers.

The Mindfulness Matters Program for Children and Adolescents Randye J. Semple, Christopher Willard. 2019-07-08 This indispensable resource provides a flexible framework and a wealth of engaging tools for teaching mindfulness to children and adolescents with varying needs in school or clinical settings. Numerous kid-friendly mindfulness practices are presented, complete with step-by-step instructions, sample scripts, suggested variations, and discussion questions. The benefits of mindfulness for enhancing children’s social-emotional competencies are clearly explained. Clinicians and teachers are guided to select and sequence activities for groups struggling with specific challenges: stress and anxiety, depression, attention problems, behavioral and emotion regulation issues, and trauma. In a convenient large-size format, the book includes 14 reproducible handouts. Purchasers get access to a Web page where they can download and print the reproducible materials.

Transforming the Workforce for Children Through Birth Age 8 National Research Council, Institute of Medicine, Board on Children, Youth, and Families, Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success. 2015-07-23 Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the educational preparation, professional development, and compensation of the workforce, the settings in which they work, the policies they influence, and the system structure that sets qualifications and provides professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and other principles that support and enhance these systems.

Parenting Matters National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Children, Youth, and Families, Committee on Supporting the Parents of Young Children. 2016-11-21 Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—care at the foundation of children’s well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child’s brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents’ lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents’ use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

Young Children’s Behavior: Louise Porter. 2008 In the third edition of this landmark text, Louise Porter draws on current, evidence-based research to explore prominent theories about young children’s behaviour. With her customary clarity and ever-accessible style, Porter provides practical strategies for caregivers and teachers that are designed to: promote children’s skill development, foster children’s willingness to cooperate with others; and safeguard children’s emotional needs. -- Back cover.

Developing Caring Relationships Among Parents, Children, Schools, and Communities Dana McDermott. 2008 This book focuses on parents and teachers as adult learners, who should be growing and learning along with the children in their care. It lays out a theory of what parents and teachers need to care for children and themselves and then shows how the author has assisted parents and teachers to put these theories into practice. McDermott relies on stories and listening to the voices of parents, teachers and children to make her case. She weaves together the latest theories and research with these stories. She uses narratives of actual school meetings, workshops, parent planning and discussion groups, testimonies, newsletters, and research of others in the field, to demonstrate applications of theory and research. She fills a gap by focusing on parents from all socioeconomic backgrounds. Key Features: o Focuses on parents and teachers as adult learners o Focuses on the dynamic process of parenting and teaching o Provides a theory to practice model to
support parents, families and teachers o Provides a tool or guide for thinking through problems and finding solutions that take into consideration the needs of all involved. 

_Autism Spectrum Disorder (revised)_ Chantal Sicile-Kira.2014-01-07 Newly revised and updated, this award-winning guide covers every aspect of understanding and living with autism today Comprehensive and authoritative, Autism Spectrum Disorders explains all aspects of the condition, and is written for parents, educators, caregivers, and others looking for information and expert insight. Newly updated to reflect the latest research, treatment methods, and DSM-V criteria, this invaluable book covers: • The causes of autism spectrum disorders • Getting an accurate diagnosis • Treatments based on behavioral, psychological, and biomedical interventions • COPING strategies for families and education needs and programs • Living and working conditions for adults with ASD • Community interaction and teaching strategies and resources for educators and other professionals **Best Book on Autism for 2017** -Healthline 35 Strategies for Developing Content Area Vocabulary Brenda H. Spencer,Andrea M. Guillame.2009 Offering teachers concrete directives for addressing vocabulary instruction in content area lessons, this text categorizes strategy presentation in four explicit ways: preparing to learn words, building word knowledge, applying word knowledge, and encouraging word learning. _How to Keep Your Children Safe_ Yvonne Marie Vissing.2006 Winner of the New England Sociological Association Sociologist of the Year (2008) Life in contemporary American society requires that children spend considerable time in the care of other people. These people include teachers, coaches, babysitters, camp counselors, ministers, neighbors, friends, and extended family. While most people who work with children do a good job, some caregivers fail to adequately care for kids, while others actually put them in harm's way. Parents may assume that caregivers of all kinds are uniformly evaluated and approved, but this is not always the case. American society, despite a superficial rhetoric of concern for children, has not instituted strong national, state, or local safety nets to protect them. And because there is no comprehensive commitment to ensure child safety, there is no systematic, or even partial, oversight of adults charged with their care. As a result, parents are put in the difficult position of deciding whether caregivers of all kinds are sufficiently skilled and responsible for their children. Here, _Keeping Children Safe_ by Yvonne Marie Vissing, offers parents a collaborative model that includes families and professionals. The book is essential reading for any parent concerned about child safety. It takes a hard look at the hidden side of children’s lives—the times when they’re in contact with caregivers who aren’t doing their jobs properly. It provides detailed information on places where children are under the care of others, including day care, recreational settings, religious and civic organizations, schools, and summer camps. Vissing investigates the potential perils of each setting and enumerates ways in which parents can better monitor, or take control of, their child’s safety. By writing a realistic assessment of commonplace settings that every parent and child can relate to, and offering a road map to child safety, Vissing empowers parents to make critical decisions about their children’s lives. 

**Parent to Parent B. Janine Fulla.2017-10-23 Planned Parenthood isn’t just about planning the right time in your life to have a child. It’s also about making choices regarding how you want to raise your child by understanding yourself, discovering your own coaching abilities, and developing a conscious map that allows for a few side excursions along the way. It’s about opening the drapes and letting the light in, taking deep breaths, and embracing all the sweet, inconvenient, laughable, stressful, playful ups and downs of this great adventure. At its heart, this book is a personal journey of raising children to be empowered, authentic and confident in themselves. It is about helping the parent engage in effective communication, teaching skills such as, leading your children for their choices and actions and teaching them to trust their own intuitive signals along with, insights on breaking old parenting patterns. Parenting has changed dramatically since you were raised, and by the time you raise your children, it will dramatically change again. This is known as the Highway of Life and as such, there are times you will find the process... slow. Other times you will find the ride is going way too fast, and just want to put your foot on the brakes. Every child is different, every child has challenges they will test you with, and every parent is the most profound moments of your life. This book is for parents of children of all ages, including grandparents, caregivers, teachers, coaches, babysitters - anyone who interacts with growing children. This book will tell you it takes a village to raise a child. This book is for the village. 

**Teaching Behavior to Infants and Toddlers** Bernice Stewart,Julie S. Vargas.1990 _Case Studies in Building Equity Through Family Advocacy in Special Education_ Lydia Ocasio-Stoutenburg, Beth Harry.2021 You've read the history and the background, now meet the families! This companion book to _Meeting Families Where They Are_ traces the advocacy journeys of 12 caregivers across a range of racial, ethnic, social, disability, economic, and family identities. The stories reflect the unique lives, histories, and needs of each family, as well as the different approaches they employ to meet the needs of their children. Caregivers indicate when they began to advocate; describe how their challenges continue across school, medical offices, therapies, communities, and virtual spaces; and discuss how they adapt to changing social and health climates and educational delivery modes. They also share their collective wisdom to assist other parents who are new to the advocacy platform or are feeling discouraged with the process. This is must-reading for family members, teachers, administrators, health care personnel, and everyone invested in creating a culture of respect, love, and understanding. Book Features: Emphasizes how families have resisted the deficit-based view of their children while still utilizing systems of support.Identifies gaps and challenges across multiple systems, as well as “what’s working.” Incorporates the fields of special education and disability studies in education.Uses the framework of DisCritic to explore how disability and other social identities operate in tandem, examining concepts such as power, access, privilege, and barriers. Positions caregivers as experts in their children’s lives, illustrating how they advocate for their children, teens, and young adults. Takes a deep dive into the impacts of generational, cultural, organizational, and geopolitical factors that impact how caregivers advocate. Resists approaches that typically involve professionals dictating what families need, centering instead on a collaborative model that includes families and professionals. 

**Beyond Gentle Teaching** J.J. McGee,F.J. Menolascino.2013-06-29 This book is for caregivers: those who care for and about children and adults who reside on the very edge of family and community life. It is for those who not only want to help these distanced individuals but for those who also want to change themselves in the process. It is for parents, teachers, direct care workers, counselors, school workers, psychologists, psychiatrists, advocates, and all who strive to bring about just treatment for the marginalized. It is for those who want to consider a psychology based on inter dependence and to uncover ways to express and practice that inter dependence. This book is for the village. 

**Teaching Mindfulness Skills to Kids and Teens** Christopher Willard,Amy Saltzman.2015-09-24 Packed with creative, effective ideas for bringing mindfulness into the classroom, child therapy office, or community, this book describes sample lesson plans and scripts, case studies, vignettes, and more. Leaning experts describe how to harness the unique benefits of present-focused attention for preschoolers, school-age kids, and teens, including at-risk youth and those with special needs. Strategies for overcoming common obstacles and engaging kids with different learning styles are explored. Chapters also share ways to incorporate mindfulness into a broad range of children’s activities, such as movement, sports, music, games, writing, and art. Giving clinicians and educators practices they can use immediately, the book includes clear explanations of relevant research findings. 

**Interbehaviorism** Linda J. Hayes,Mitch J Fryling.2023-04-01 A comprehensive guide to the work of Jacob Robert Kantor, and a must-have for anyone interested in behavior analysis or cognitive behavioral science. Often overlooked or misunderstood, the work of American psychologist Jacob Robert Kantor is finally being recognized for its contribution to contextual behavior sciences. This important volume brings Kantor’s prescient work into the twenty-first century, teaching readers the foundations and unique features of interbehaviorism in a straightforward way, and exploring the profound effects it has in applied domains like perspective-taking, feelings and emotions, interpersonal relationships, and more. In this volume, you’ll find detailed explanations of Kantor’s theory, as well as its research assumptions and foundations. Whether you’re a behavior therapist, contextual behavior scientist, behavior analyst, student of behavior analysis, or simply interested in the history of interbehaviorism and its modern applications, this book is an essential addition to
your professional library.

Teaching Social Skills to Youth, 4th Ed. Tom Dowd, Erin Green. 2022-09-13 This definitive guide to social skills instruction features thirteen new skills and their behavioral steps, refresh insights into providing culturally responsive treatment that respects individual identity, more inclusive language, and updated research on social-emotional learning and executive function. The 196 social and life skills showcased in this fourth edition will empower young people to have greater success in school, at home, on the job, and in their relationships. Several of the new skills promote the values and principles of diversity, equity, and inclusion. Those skills include: - Sticking Up for Yourself - Sticking Up for Others - Agreeing to Disagree - Recognizing Your Own Personal Biases or Opinions Other new skills focus on personal autonomy (Gaining Consent, and Responding to Persons of Authority). Plus, there are new skills that teach young people how to interact with law enforcement (Being Prepared for an Interaction with Law Enforcement and Responding to Law Enforcement/Police Interactions). The manual reflects and focuses on the importance of teaching social skills to youth of all ages, the elements of social behavior (task and behavior analysis), individual and group teaching techniques, generalization of skills, the role of skill-based interventions for difficult youth problems, and the Boys Town Social Skills Curriculum itself. For ease and convenience, there are four appendices that group skills by behavior problem areas, common situations or circumstances, social and emotional learning competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), and skill type (social, emotional management, academic, moral/ethical, and independent living). Every skill is available for download and print through BoysTownPress.org. Skills are easily adaptable to reflect an individual’s specific abilities and cultural norms. Teaching Social Skills to Youth, Fourth Edition is ideal for classrooms, individual and group therapy, and job training programs. Educators and caregivers can use this guide to strengthen their cultural competence, increase the skill competency of children, help improve student behavior in school, and develop individualized service plans for troubled or at-risk youth. It is an excellent companion to the highly acclaimed Mental Health from Diagnosis to Delivery and Building Resiliency in Youth, both available from Boys Town Press. The authors have decades of experience working with children, families, and adults, and are experts on issues related to youth development, antisocial behavior, abuse, delinquency, and mental health. The Joy of Language Tara J. Tuck. 2016-09 The Joy of Language: The Guide to Language and Learning for Parents and Caregivers will lead you through every aspect and every stage of speech and language development. It answers all your questions about how your little one will learn to communicate and learn with language. How does your child’s language develop? Why does my child have difficulty pronouncing some sounds? Should I use sign language with my baby? What should I do to increase my child’s vocabulary? When will my child learn more complicated types of sentences? How do our brains understand social situations? How do mothers and fathers speak differently and affect language development? Should I bring my child up bilingual if I can? Can I teach my baby/toddler/preschooler to read? Should I focus on phonics when my child is very young? How do I use words and spelling to teach? How can I help my child develop an interest in mathematics? Can TV? or other media help my child’s language development and literacy? What are some disabilities that affect my child’s speech and language? How do I find the best preschool or caregiver for my child? The Joy of Language should be a go-to resource for child development for parents, caregivers, preschool teachers, speech-language pathologists, early childhood educators, early intervention specialists and teachers of children who care for children with special needs. The Joy of Language is an invaluable resource for the child development library. You don’t need expensive toys and programs to provide the best for your child - you only need to know how to encourage the communication skills that are the foundation of social and academic success. A Practical Guide to Autism Fred R. Volkmar, Lisa A. Wiesner. 2021-10-26 An accessible guide to the most recent information about autism The revised and updated second edition of A Practical Guide to Autism offers an authoritative guide to the diagnosis, assessment, and treatment of Autism Spectrum Disorder. Written by two highly regarded medical professionals, the book offers parents, family members, and teachers a useful overview of the concept of autism, its diagnosis, and the most current treatments available. This comprehensive resource covers the range of the condition in infants, young, and school age children, adolescents, and adults. The authors explore evidence-based treatments and review of some of the alternative and complementary treatments proposed for autism. Information on educational programs and entitlement services are also provided. In addition, the book contains information on issues, such as medical care, medication use, safety, behavioral, and mental health problems. The book covers the range of ages and entire spectrum of autism and provides an introduction to the diagnostic concept. With the expanding number of treatments and interventions this book is a useful guide for all those involved in caring for individuals on the autism spectrum. This important guide: Offers lists of resources for parents and professionals on new treatments developed by experts in the field and reviewed by parents. Includes updated research that adheres to DSM-5 standards. Provides an accessible resource with succinct content delivery Contains new discussions on modern treatments that have been identified since the publication of the first edition. Written for parents, teachers, and caregivers, A Practical Guide to Autism offers an updated and expanded edition to the practical guide to autism.

Including Families of Children with Special Needs Carrie Scott Banks, Sandra Feinberg, Barbara A. Jordan, Kathleen Deer, Michelle Langa. 2013 More than 6.5 million children in the US receive special education services; in any given community, approximately one child out of every six will get speech therapy, go to counseling, attend classes exclusively with other children with disabilities, or receive some other service that allows him or her to learn. This new revised edition is a step-by-step guide to serving children and youth with disabilities as well as the family members, caregivers, and other people involved in their lives. The authors show how staff can ensure full use of the library’s resources by integrating the methods of educators, medical and psychological therapists, social workers, librarians, parents, and other caregivers. Widening the scope to address the needs of teens as well as preschool and school-age children, this edition also discusses the needs of Spanish-speaking children with disabilities and their families, looking at cultural competency as well as Spanish-language resources. Enhanced with checklists, stories based on real experiences, descriptions of model programs and resources, and an overview of appropriate internet sites and services, this how-to gives thorough consideration to Partnering and collaborating with parents and other professionals Developing special collections and resources Assessing competencies and skills Principles underlying family-centered services and resource-based practices The intersection of early intervention, special education, and youth services Librarian Service This manual will prove valuable not only to children’s services librarians, outreach librarians, and library administrators, but also early intervention and family support professionals, early childhood and special educators, childcare workers, daycare and after school program providers, and policymakers.

Conjoint Behavioral Consultation Susan M. Sheridan, Thomas R. Kratochwill. 2007-08-10 This reader-friendly second edition of Sheridan and Kratochwill’s important work offers innovative applications of CBC as an ecological, evidence-based approach. In this new edition, the authors combine best practices in consultation and problem-solving for interventions that promote and support children’s potential, teachers’ educational mission, and family members’ unique strengths. A step-by-step framework for developing and maintaining family/school partnerships takes readers from initial interviews through planning evaluation. Practical strategies illustrate working with diverse families and school personnel, improving family competence, promoting joint responsibility, and achieving other collaborative goals.

The Children in Our Lives Jane Adan. 1991-11-01 I was born at midnight. That means I can see ghosts when they want to be invisible, writes fourth-grader David, demonstrating a child’s capacity for making sense of personal experience. The Children in Our Lives explores this capacity, as well as how adult misperceptions of children’s experiences affect those children. It invites dialogue between teachers, parents, other caregivers, and the general public who value children’s own!s. Adan looks for disparities between a child’s experience and the adult’s interpretation of that experience. In questioning middle-class nurturance, she focuses on connections between experience and interpretation based on dominant, traditional, or mainstream values. She argues that force of habit as well as a preoccupation with public image predisposes adults to
Embrace the abstractions that distort perception. Consequently, children are impaired—as adults are—in their ability to generate communities that are grounded in a creative concern for all human beings. **Continuity in Children’s Worlds** Melissa M. Jozwiak, Betsy J. Cahill, Rachel Theilheimer. 2016 “Offers hope through its rich and abundant examples of teachers, parents, and others who care for young children mindful of time to address issues of continuity in everyday life.” —From the Foreword by Beth Blue Swadener, Arizona State University “After reading this book, it is not possible to think about these ideas simplistically again.” —Virginia Casper, Bank Street College of Education “This examination gives voice to an important but often unexamined issue in early childhood education.” —Christopher P. Brown, The University of Texas at Austin Children’s experiences when they transition from home to school, from classroom to classroom, and from school to school raise issues of continuity that permeate every aspect of early childhood education. This book uses practitioner stories to investigate beliefs about primary caregiving, cultural responsiveness, assessment practices, and congruity between institutions. Discussions of each story include the authors’ interpretations, references to relevant theory, questions for reflection, and implications for intentional and thoughtful practice. Book Features: Represents the first comprehensive volume to unpack the complex topic of continuity. Provides a critical analysis of continuity based on real stories from practitioners and parents. Illuminates the work of early childhood educators on the individual, group, organizational, and systems levels. Encourages readers to carefully consider their roles as educators of young children.

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