

Human Exceptionality School Community And Family

Although the general public in the United States assumes children to be generally healthy and thriving, a substantial and growing number of children have at least one chronic health condition. Many of these conditions are associated with disabilities and interfere regularly with children's usual activities, such as play or leisure activities, attending school, and engaging in family or community activities. In their most severe forms, such disorders are serious lifelong threats to children's social, emotional well-being and quality of life, and anticipated adult outcomes such as for employment or independent living. However, pinpointing the prevalence of disability among children in the U.S. is difficult, as conceptual frameworks and definitions of disability vary among federal programs that provide services to this population and national surveys, the two primary sources for prevalence data. Opportunities for Improving Programs and Services for Children with Disabilities provides a comprehensive analysis of health outcomes for school-aged children with disabilities. This report reviews and assesses programs, services, and supports available to these children and their families. It also

describes overarching program, service, and treatment goals; examines outreach efforts and utilization rates; identifies what outcomes are measured and how they are reported; and describes what is known about the effectiveness of these programs and services.

Resilience in Children, Adolescents, and Adults: Translating Research into Practice recognizes the growing need to strengthen the links between theory, assessment, interventions, and outcomes to give resilience a stronger empirical base, resulting in more effective interventions and strength-enhancing practice. This comprehensive volume clarifies core constructs of resilience and links these definitions to effective assessment. Leading researchers and clinicians examine effective scales, questionnaires, and other evaluative tools as well as instructive studies on cultural considerations in resilience, resilience in the context of disaster, and age-appropriate interventions. Key coverage addresses diverse approaches and applications in multiple areas across the lifespan. Among the subject areas covered are: Perceived self-efficacy and its relationship to resilience. Resilience and mental health promotion in the schools. Resilience in childhood disorders. Critical resources for recovering from stress. Diversity, ecological, and lifespan issues in resilience. Exploring resilience through the lens of core self-evaluation. Resilience in Children, Adolescents, and Adults is an important resource for researchers, clinicians and allied professionals, and graduate students in such fields as clinical child, school, and developmental psychology, child and adolescent psychiatry, education, counseling psychology, social work, and pediatrics.

In this comprehensive, multidisciplinary volume, experts from a wide range fields explore violence in education's different forms, contributing factors, and contextual nature. With contributions from noted experts in a wide-range of scholarly and professional fields, The Wiley Handbook on Violence in Education offers original research and essays that address the troubling issue of violence in education. The authors show the different forms that violence takes in educational contexts, explore the factors that contribute to violence, and provide innovative perspectives and approaches for prevention and response. This multidisciplinary volume presents a range of rigorous research that examines violence from both micro- and macro- approaches. In its twenty-nine chapters, this comprehensive volume's fifty-nine contributors, representing thirty-three universities from the United States and six other countries, examines violence's distinctive forms and contributing factors. This much-needed volume: Addresses the complexities of violence in education with essays from experts in the fields of sociology, psychology, criminology, education, disabilities studies, forensic psychology, philosophy, and critical theory Explores the many forms of school violence including physical, verbal, linguistic, social, legal, religious, political, structural, and symbolic violence Reveals violence in education's stratified nature in order to achieve a deeper understanding of the problem Demonstrates how violence in education is deeply situated in schools, communities, and the broader society and culture Offers new perspectives and proposals for prevention and response The Wiley Handbook on Violence in Education is designed to help researchers, educators, policy makers, and community leaders understand violence in educational settings and offers innovative, effective approaches to this difficult challenge.

From Sources of the Self to A Secular Age, Charles Taylor has shown how we create ways of being, as individuals and as a society. Here, he demonstrates that language is at the center of this generative process. Language does not merely describe; it constitutes meaning, and the shared practice of speech shapes human experience.

Creating Strategies for School & Community Health

Clinical Phonetics: Pearson New International Edition

Learning disabilities screening and evaluation guide for low- and middle-income countries

Neurological, Psychiatric, and Developmental Disorders

Fire Island Lighthouse

In the movement toward standards-based education, an important question stands out: How will this reform affect the 10% of school-aged children who have disabilities and thus qualify for special education? In Educating One and All, an expert committee addresses how to reconcile common learning for all students with individualized education for "one"—the unique student. The book makes recommendations to states and communities that have adopted standards-based reform and that seek policies and practices to make reform consistent with the requirements of special education. The committee explores the ideas, implementation issues, and legislative initiatives behind the tradition of special education for people with disabilities. It investigates the policy and practice implications of the current reform movement toward high educational standards for all students. Educating One and All examines the curricula and expected outcomes of standards-based education and the educational experience of students with disabilities—and identifies points of alignment between the two areas. The volume documents the diverse population of students with disabilities and their school experiences. Because approaches to assessment and accountability are key to standards-based reforms, the committee analyzes how assessment systems currently address students with disabilities, including testing accommodations. The book addresses legal and resource implications, as well as parental participation in children's education.

The history of people with disabilities has been dominated by their isolation and exclusion. The long fight towards inclusion and inclusive education in particular started not many years ago. Most were powerless to control their own destiny. Their participation in society has been the object of others actions. In many countries their disabilities policies have a substantial element of protection and charity but not the right to equalisation of opportunities. This book highlights the process of change that is underway internationally. The equalisation of opportunities requires new processes through which the various systems of society such as health services and education are delivered. It means the right for people with disabilities to remain in their communities and to receive the schooling and social supports they need within the ordinary structures available in local communities. Strong advocacy is needed for this to happen. In particular parents need to be empowered, communities mobilised and professionals trained in new ways of working: hence this book. Drawing on experiences in Africa, the book describes the issues to be considered when it comes to implementing inclusive strategies: the processes to be followed and the roles of different sectors, such as people with disabilities, parents, policy makers, educationalists, health and community development professionals and crucially, society at large.

In considering human exceptionality, this book introduces the reader to exceptional individuals from multidisciplinary perspectives (education, medicine and human services), differing environmental perspectives (home, school and community), and examines issues through the life span (early intervention to adult and ageing years). It also offers an understanding of the issues in inclusive educational and social settings. An annotated instructor's guide is also available.

This publication assesses progress towards Sustainable Development Goal 4 (SDG 4) on education and its ten targets, as well as other related education targets in the SDG agenda. It addresses inclusion in education, drawing attention to all those excluded from education, because of background or ability. The report is motivated by the explicit reference to inclusion in the 2015 Incheon Declaration, and the call to ensure an inclusive and equitable quality education in the formulation of SDG 4, the global goal for education. It reminds us that, no matter what argument may be built to the contrary, we have a moral imperative to ensure every child has a right to an appropriate education of high quality.

Unconscious Bias in Schools

Student Motivation

Enthusiastic and Engaged Learners

Mental Disorders and Disabilities Among Low-Income Children

GPS for Land Surveyors, Third Edition

Studyguide for Human Exceptionality

School, Community, and Family by Hardman, Michael L. , isbn 9781133589839

Expanding on its widely respected and unique focus on the critical role of professionals in education, psychology, counseling, health care, and human services, HUMAN EXCEPTIONALITY: SCHOOL, COMMUNITY, AND FAMILY, 12th Edition, is an evidence-based testament to the critical role of cross-professional collaboration in enhancing the lives of exceptional individuals and their families. This text's unique lifespan approach combines powerful research, evidence-based practices, and inspiring stories, engendering passion and empathy and enhancing the lives of individuals with exceptionalities. Designed to help students experience individuals with disabilities and their families in a personal and intimate fashion, HUMAN EXCEPTIONALITY is an excellent resource for preparing teacher education candidates and practicing teachers, as well as a range of other human services professionals in the fields of psychology, sociology, social work, and the health sciences. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

TEACHERS DISCOVERING COMPUTERS: INTEGRATING TECHNOLOGY IN A CHANGING WORLD, EIGHTH EDITION introduces future educators to technology and digital media in order to help them successfully teach the current generation of digital students. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Unconscious Bias in Schools, two seasoned educators describe the phenomenon of unconscious racial bias and how it negatively affects the work of educators and students in schools. “Regardless of the amount of effort, time, and resources education leaders put into improving the academic achievement of students of color,” the authors write, “if unconscious racial bias is overlooked, improvement efforts may never achieve their highest potential.” In order to address this bias, the authors argue, educators must first be aware of the racialized context in which we live. Through personal anecdotes and real-life scenarios, Unconscious Bias in Schools provides education leaders with an essential roadmap for addressing these issues directly. The authors draw on the literature on change management, leadership, critical race theory, and racial identity development, as well as the growing research on unconscious bias in a variety of fields, to provide guidance for creating the conditions necessary to do this work—awareness, trust, and a “learner’s stance.” Benson and Fiarman also outline specific steps toward normalizing conversations about race: reducing the influence of bias on decision-making; building empathic relationships; and developing a system of accountability. All too often, conversations about race become mired in questions of attitude or intention—“But I’m not a racist!” This book shows how information about unconscious bias can help shift conversations among educators to a more productive, collegial approach that has the potential to disrupt the patterns of perception that perpetuate racism and institutional injustice. Tracey A. Benson is an assistant professor of educational leadership at the University of North Carolina at Charlotte. Sarah E. Fiarman is the director of leadership development for EL Education, and a former public school teacher, principal, and lecturer at Harvard Graduate School of Education.

This book presents the latest developments in the major theories of student motivation as well as up-to-date research on the contextual and cultural variables that influence learning motivation in educational settings. An international roster of experts provides ample illustration of the complexities that are revealed when the study of cultural and contextual interactions is combined with motivational and cognitive variables.

School Management

Long Island's Welcoming Beacon

A Unifying Foundation

Human Exceptionality + Lms Integrated for Mindtap Education, 1 Term 6 Month Printed Access Card

Handbook on Family and Community Engagement

Fundamental Change

The first Fire Island Lighthouse was constructed in 1826 after numerous shipwrecks along the barrier island. A replacement tower built in 1858 incorporated innovations in lighthouse design such as the Fresnel lens. Vessels anchored offshore, known as lightships, augmented the lighthouse for many years. The Coast Guard shut down the site in 1973. Through the efforts of the Fire Island Lighthouse Preservation Society and the National Park Service, the beautiful structure was meticulously restored and the tower redi in 1986. Along with a selection of wonderful color photographs depicting the grandeur of the lighthouse, author Bill Bleyer charts the history of Long Island's cherished Fire Island Lighthouse.

Designed to help teachers learn how technology can support education in the special education classroom.

Children in poverty are more likely to have mental health problems, and their conditions are more likely to be severe. Of the approximately 1.3 million children who were recipients of Supplemental Security Income (SSI) disability benefits in 2013, about 50% were disabled primarily due to a mental disorder. An increase in the number of children who are recipients of SSI benefits due to mental disorders has been observed through several decades of the program beginning in 1985 and continuing through 2010. Nevertheless, less than 1% of children in the United States are recipients of SSI disability benefits for a mental disorder. At the request of the Social Security Administration, Mental Disorders and Disability Among Low-Income Children compares national trends in the number of children with mental disorders with the trends in the number of children receiving benefits from the SSI program, and describes the possible factors that may contribute to any differences between the two groups. This report provides an overview of the current status of the diagnosis and treatment of mental disorders, and the levels of impairment in the U.S. population under age 18. The report focuses on mental disorders, chosen due to their prevalence and the severity of disability attributed to those disorders within the SSI disability program: attention-deficit/hyperactivity disorder, oppositional defiant disorder/conduct disorder, autism spectrum disorder, intellectual disability, learning disabilities, and mood disorders. While this report is not a comprehensive discussion of these disorders, Mental Disorders and Disability Among Low-Income Children provides the best currently available information regarding demographics, diagnosis, treatment, and expectations for the disorder time course - both the natural course and under treatment.

The GPS Signal - Biases and Solutions - The Framework - Receivers and Methods - Coordinates - Planning a Survey - Observing - Postprocessing - RTK and DGPS.

Psychology of Language

A resource book for teacher educators, parent trainers and community development

Approaches to Learning in the Early Childhood Classroom

The Wiley Handbook on Violence in Education

The Clinic and Elsewhere

Human Exceptionality

Thirty-six of the best thinkers on family and community engagement were assembled to produce this Handbook, and they come to the task with varied backgrounds and lines of endeavor. Each could write volumes on the topics they address in the Handbook, and quite a few have. The authors tell us what they know in plain language, succinctly presented in short chapters with practical suggestions for states, districts, and schools. The vignettes in the Handbook give us vivid pictures of the real life of parents, teachers, and kids. In all, their portrayal is one of optimism and celebration of the goodness that encompasses the diversity of families, schools, and communities across our nation.

The skills necessary to plan and deliver efficient health education programs are fundamentally the same, whether it's in a classroom, workplace, hospital, or community. Health Education: Creating Strategies for School & Community Health, Third Edition provides the tools to make appropriate programming decisions based on the needs of the clients and the educational settings. It encourages the systematic development of sound, effective, and appropriate presentation methods and demonstrates the evolving state of health education. The philosophy presented in this text is based on the premise that the core of health education is the process of health education. It is a must-have resource for health education methods courses.

Despite increasingly nuanced understandings of the neurobiology of addiction and a greater appreciation of the social and economic conditions that allow drug dependency to persist, there remain many unknowns regarding the individual experience of substance abuse and its treatment. In recent years, novel pharmaceutical therapies have given rise to both new hopes for recovery and renewed fears about drug diversion and abuse. In The Clinic and Elsewhere, Todd Meyers looks at the problems of meaning caused by drug dependency and appraises the changing trends of medical intervention today. By following a group of adolescents from the time they enter drug rehabilitation treatment through their reentry into the outside world—the clinic, their homes and neighborhoods, and other institutional settings—Meyers traces patterns of life that become mediated by pharmaceutical intervention. His focus is not on the drug economy but rather on the therapeutic economy, where new markets, transactions of care, and highly porous conceptions of success and failure come together to shape addiction and recovery. The book is at once a meditative work of anthropology, a demonstration of the theoretical and methodological limits of medical research, and a forceful intervention into the philosophy of therapeutics at the level of the individual. Watch the trailer: http://www.youtube.com/watch?v=-NfyvZ1fpx8&list=UJge4M0Ngj.Fnc0lW1C_BnHcw&index=12&feature=plc Management Is The Primary Force Within Any Organization Which Coordinates The Activities Of Various Systems In Relation To Its Objectives. A School Being A Social Organization With Specified Objectives, The School Management Means The Use Of People And Other Resources To Accomplish The Objectives Of The School.School Management Has Two Major Aspects Which Covers Issues Like Admission, Management Of Library, Laboratory, Building, Physical, Material And Financial Resources, Etc. And External Management Which Covers Relations With The Community And Outside Agencies Connected With The Establishment And Functioning Of The School. School Management Is A Cooperative Human Endeavour And Requires The Cooperation Of Teachers, Parents, Students, Community Members And Local Administration For Smooth Functioning. Though Computers Are Now Increasingly Used In The Management Process, It Is Human Element Which Is The Key To All Effective Management.The Present Book Is Designed As Per The New Syllabus On School Management, And Is Intended For Use By The B.Ed. Students Of Indian Universities. It Contains Conceptual Discussion On School Management, Participatory And Non Participatory Management And Management Of Various Resources. It Studies Management Approaches And Decision-Making. The Book Includes Discussions On The Physical Infrastructure Of The School In Terms Of Adequacy, Availability And Utilization Along With Scores Of Other Issues Like Space Management, Delegation Of Authority, Accountability, Teacher Coordination, Liaison With Outside Agencies Including The Respective State Education Board, Etc.Besides The Students And Teachers Of School Management, The Book Will Prove Extremely Useful To The Managements Of Various Schools Across India And Different Functionaries In Education Boards, Departments And Agencies Related Directly Or Indirectly With Education And School Management.

Global Education Monitoring Report 2020

Meeting the Challenge in the Developing World

Translating Research into Practice

Inclusive Education in Low-Income Countries

Educating One and All

Teachers Discovering Computers: Integrating Technology in a Changing World

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 professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide 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 principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

ANDY HARGREAVES Department of Teacher Education, Curriculum and Instruction Lynch School of Education, Boston College, MA, U.S.A. ANN LIEBERMAN Carnegie Foundation for the Advancement of Teaching, Stanford, U.S.A. MICHAEL FULLAN Ontario Institute for Studies Education, University of Toronto, Canada DAVID HOPKINS Department for Education and Skills, London, U.K. This set of four volumes on brings together evidence and insights on educational change issues from leading writers and researchers in the field from across the world. Many of these writers, whose chapters have been specially written for these books, have been investigating, helping initiate and implementing educational change, for most or all of their lengthy careers. Others are working on the cutting edge of theory and practice in educational change, taking the field in new or even more challenging directions. And some are more skeptical about the literature of educational change and the assumptions on which it rests. They help us to approach projects of understanding or initiating educational change more deeply, reflectively and realistically. Educational change and reform have rarely had so much prominence within public policy, in so many different places. Educational change is ubiquitous. It figures large in Presidential and Prime Ministerial speeches. It is at or near the top of many National policy agendas. Everywhere, educational change is not only a policy priority but also major public news. Yet action to bring about educational change usually exceeds people's understanding of how to do so effectively.

This text provides discussion on the abstract topic of the psychology of language. Using an information-processing approach, it brings the current developments and controversies in psycholinguistics to students in a comprehensive style. Never HIGHLIGHT a Book Again! Includes all testable terms, concepts, persons, places, and events. Cram101 Just the FACTS101 studyguides gives all of the outlines, highlights, and quizzes for your textbook with optional online comprehensive practice tests. Only Cram101 is Textbook Specific. Accompanies: 9781133589839. This item is printed on demand.

A Principal's Guide to Special Education (3rd Edition)

Students with Disabilities and Standards-Based Reform

Opportunities for Improving Programs and Services for Children with Disabilities

Supporting and Educating Bright and Creative Students with Learning Difficulties

A Guide for Engaging Students with Technology

Vision for Tomorrow

This volume studies the implications of the right to inclusive education in human rights law for disability law, policy and practice.

Personalized Learning: A Guide for Engaging Students with Technology is designed to help educators make sense of the shifting landscape in modern education. While changes may pose significant challenges, they also offer countless opportunities to engage students in meaningful ways to improve their learning outcomes. Personalized learning is the key to engaging students, as teachers are leading the way toward making learning as relevant, rigorous, and meaningful inside school as outside and what kids do outside school: connecting and sharing online, and engaging in virtual communities of their own. Renowned author of the Heck: Where the Bad Kids Go series, Dale Basye, and award winning educator Peggy Grant, provide a go-to tool available to every teacher today—technology as a way to ‘personalize’ the education experience for every student, enabling students to learn at their various paces and in the way most appropriate to their learning styles.

The ability to see deeply affects how human beings perceive and interpret the world around them. For most people, eyesight is part of everyday communication, social activities, educational and professional pursuits, the care of others, and the maintenance of personal health, independence, and mobility. Functioning eyes and vision system can reduce an adult's risk of chronic health conditions, death, falls and injuries, social isolation, depression, and other psychological problems. In children, properly maintained eye and vision health contributes to a child's social development, academic achievement, and better health across the lifespan. The public generally recognizes its reliance on sight and fears its loss, but emphasis on eye and vision health, in general, has not been integrated into daily life to the same extent as other health promotion activities, such as teeth brushing; hand washing; physical and mental exercise; and various injury prevention behaviors. A larger population health approach is needed to engage a wide range of stakeholders in coordinated efforts that can sustain the scope of behavior change. The shaping of socioeconomic environments can eventually lead to new social norms that promote eye and vision health. Making Eye Health a Population Health Imperative: Vision for Tomorrow proposes a new population-centered framework to guide action and coordination among various, and sometimes competing, stakeholders in pursuit of improved eye and vision health and health equity in the United States. Building on the momentum of previous public health efforts, this report also introduces a model for action that highlights different levels of prevention activities across a range of stakeholders and provides specific examples of how population health strategies can be translated into cohesive areas for action at federal, state, and local levels.

Newbery Medal-winning author Cynthia Rylant and Caldecott Honor-winning, bestselling illustrator Christian Robinson pair up to tell this wintry story about five little penguins enjoying a snowy day. Snowflakes? Many snowflakes. Winter is coming. So begins this ever-so-simple story. As the snow starts to fall, the excited penguins pull out scarves, mittens, heavy socks, and boots, and Mama helps them bundle up. But when it's time to go out, one timid penguin decides to stay home. Filled with waddling baby penguins, playful text, and delightful illustrations, this book feels like a young picture-book classic in the making. “Visually stunning. . . . Pair with Ezra Jack Keats's classic The Snowy Day.” -Booklist, Starred “An excellent tale for the very young. A very warm and satisfying bedtime book and a paean to penguins and winter delights.” -Kirkus Reviews Winners of the National Parenting Product Award A School Library Journal Best Book of the Year

Twice Exceptional

School, Community, and Family

Resilience in Children, Adolescents, and Adults

Technology for Exceptional Learners

International Handbook of Educational Change

A Developmental Approach to Exploring Race and Racism

For students taking courses in phonetics and linguistics. A comprehensive introduction to the art and science of clinical transcription. Clinical Phonetics was written with the belief that the clinical application of phonetics is a specialized branch of the field that requires a particular sensitivity to the challenge of transcribing speech disorders. The three primary strengths of the fourth edition of this text continue to be: authoritative coverage of the phonetics of American English, tested skills teaching in clinical transcription using four-hour sessions (CDs sold separately), and a discussion of a wealth of clinically-relevant topics throughout the text and appendices. Other notable features of the book are its broad coverage of phonetics, including an overview of the anatomy of speech production; phonetic symbols for consonants, vowels and diphthongs; diacritics for narrow transcription; representing suprasegmentals such as stress pattern; acoustic properties of speech; and dialect. This newly revised edition of Clinical Phonetics preserves the strengths of the earlier editions but offers significant improvements in content and style.

Learning disabilities are among the most common disabilities experienced in childhood and adulthood. Although identifying learning disabilities in a school setting is a complex process, it is particularly challenging in low- and middle-income countries that lack the appropriate resources, tools, and supports. This guide provides an introduction to learning disabilities and describes the processes and practices that are necessary for the identification process. It also describes a phased approach that countries can use to assess their current screening and evaluation services, as well as determine the steps needed to develop, strengthen, and build systems that support students with learning disabilities. This guide also provides intervention recommendations that teachers and school administrators can implement at each phase of system development. Although this guide primarily addresses learning disabilities, the practices, processes, and systems described may be also used to improve the identification of other disabilities commonly encountered in schools.

An essential handbook for educating students in the 21st century, since its initial publication A Principal's Guide to Special Education has provided guidance to school administrators seeking to meet the needs of students with disabilities. The third edition of this invaluable reference, updated in collaboration with and endorsed by the National Association of Elementary School Principals and the National Association of Secondary School Principals and incorporating the perspectives of both teachers and principals, addresses such current issues as teacher accountability and evaluation, instructional leadership, collaborative teaching and learning communities, discipline procedures for students with disabilities, and responding to students' special education needs within a standards-based environment.

In an educational system founded on rigid standards and categories, students who demonstrate a very specific manifestation of intelligence flourish, while those who deviate tend to fall between the cracks. Too often, talents and interests that do not align with classroom conventions are left unrecognized and unexplored in children with extraordinary mental but little opportunity. For twice-exceptional (2e) children, who have extraordinary strengths coupled with learning difficulties, the problem is compounded by the paradoxical nature of their intellect and an unbending system, ill-equipped to cater to their unique learning needs. Twice Exceptional: Supporting and Educating Bright and Creative Students with Learning Difficulties provides cutting-edge, evidence-based approaches to creating an environment where twice-exceptional students can thrive. Viewing the 2e student as neither exclusively disabled nor exclusively gifted, but, rather, as a dynamic interaction of both, leading experts offer holistic insight into identification, social-emotional development, advocacy, and support for 2e students. With chapters focusing on special populations (including autism, dyslexia, and ADHD) as well as the intersection of race and 2e, this book highlights practical recommendations for school and social contexts. In expounding the unique challenges faced by the 2e population, Twice Exceptional makes a case for greater flexibility in our approach to education and a wider notion of what it means to be academically successful.

Forms, Factors, and Preventions

What's in a Wicket? Printed Access Card for Hardman/Drew/Egan's Human Exceptionality

The Language Animal

Choosing Instructional Tools to Meet Students' Needs

The Right to Inclusive Education in International Human Rights Law

Addiction, Adolescents, and the Afterlife of Therapy

Brain Disorders"neurological, psychiatric, and developmental"now affect at least 250 million people in the developing world, and this number is expected to rise as life expectancy increases. Yet public and private health systems in developing countries have paid relatively little attention to brain disorders. The negative attitudes, prejudice, and stigma that often surround many of these disorders have contributed to this neglect. Lacking proper diagnosis and treatment, millions of individual lives are lost to disability and death. Such conditions exact both personal and economic costs on families, communities, and nations. The report describes the causes and risk factors associated with brain disorders. It focuses on six representative brain disorders that are prevalent in developing countries: developmental disabilities, epilepsy, schizophrenia, bipolar disorder, depression, and stroke. The report makes detailed recommendations of ways to reduce the toll exacted by these six disorders. In broader strokes, the report also proposes six major strategies toward reducing the overall burden of brain disorders in the developing world.

Inclusion and Education - All Means All

Transforming the Workforce for Children Birth Through Age 8

Making Eye Health a Population Health Imperative

Personalized Learning

The Culture and Context of Learning

Little Penguins