Early Childhood Education and Care. An Introduction

Sheila Nutkins, Catriona McDonald and Mary Stephen all at University of Aberdeen


By examining how young children develop and learn from conception through to the age of eight, this book explores ways for you to enhance your professional practice in the early years.

Key content includes:

• Child development (including recent research into cognitive development of babies) so you can understand how it influences policy
• International approaches to early learning and development, demonstrating how these impact on UK approaches and how you can apply them into your professional practice
• The developing professional giving you insight into your own reflective practice and applying all you learn.

Learning Features:

• Key learning points identify at a glance what each chapter will cover
• Case Studies from a range of settings help you link theory to practice
• Reflective activities help you reflect on how to apply ideas to practice
• Further Reading directs you to additional resources to deepen your understanding.

Contents


Working with Babies and Children From Birth to Three

Second Edition

Jools Page, Cathy Nutbrown both at University of Sheffield and Ann Clare Early Years Consultant


Working With Babies and Children is an essential resource for all who work with children under three. Due to its combination of theory and practice, clear writing and valuable pedagogical material, it makes current research accessible and promotes best practice. The second edition contains extensive updates on policy, as well as new vignettes, case study material and activities from current settings.

This new and revised edition emphasises:

• working with other cultures and bilingualism
• schema theory
• integrated and collaborative work
• working with parents
• learning through play
Child Development for the Early Years  Second Edition
Sally Neaum  Teesside University

A Learning Matters publication April 2013 · 176 pages  Paper (978-1-4462-6753-0) Price £17.99

This accessible guide to child development is written for students of degrees and foundation degrees in Early Childhood Studies, Early Years and related disciplines. The text begins by examining the context of 'early childhood' today, and goes on to look at children's development in detail, including comprehensive development charts for reference. It considers the biological/social debate in child development, holistic development and factors affecting development. The text supports the reader to make links between theory and practice. This second edition includes a new chapter introducing a critique of developmentalism and features more case studies, theory focus boxes and activities.

Contents

Inclusion in the Early Years  Second Edition
Cathy Nutbrown  University of Sheffield and Peter Clough  Liverpool Hope University

March 2013 · 192 pages  Paper (978-1-4462-0323-1) Price £23.99

In this insightful text, the authors argue for a broad definition of inclusion, not limited to those with learning difficulties or impairment. The book presents a number of original stories generated from a recent research project carried out by the authors, and shows how to apply theory to practice.

This new and revised edition includes an increased focus on:

- Inclusion as a political issue
- Social class
- Poverty
- Children's rights
- The inclusion of gay and lesbian parents and staff
- Practical activities including workshops and role-plays
- Different policies around the UK

This text is essential for all Early Years students, practitioners and researchers who want to become familiar with current research into inclusion and to develop ways of drawing on such studies to inform and develop their own inclusive practices.

Contents

Understanding Schemas and Young Children  From Birth to Three
Frances Atherton  Chester University and Cathy Nutbrown  University of Sheffield

April 2013 · 224 pages  Paper (978-1-4462-4894-2) Price £20.99
Understanding Schemas with Young Children is the first book to focus specifically on Schemas and children under three. It shows early years professionals how they can use schema theory to understand young children’s learning and behaviour. The authors cover the theoretical aspects of schemas and schema development, tracing the development of schemas from motor level through to symbolic representation.

This accessible and student-friendly book includes:

- activities and discussion points
- links to policy and practice
- descriptive observational material
- a look at the ethics of conducting this kind of research
- numerous photographs and illustrations
- suggestions for follow-up reading.

The book is aimed at a range of courses for early childhood professionals as well as practitioners working in ECEC settings. It will be valuable to those on entry level initial training courses, teacher education, students on Early Years courses, and also to those studying for higher degrees.

Contents

Young Children's Thinking
Marion Dowling Early Years Consultant

Thanks to its clear links between theory and practice, this highly accessible book will be valuable to early childhood practitioners, teachers and students. The author explores the development of children's thinking from 0-7 years, and shares the implications of these developments for practice in the home, Early Years settings and schools.

The book includes:

- case studies
- professional checkpoints to help reflection
- practical suggestions
- guidance on how to involve parents
- suggested further reading
- questions for discussion.

Contents
Thinking about Young Children Thinking / Thinking about Young Children’s Thinking / Early Thoughts: Babies' and Infants’ Thinking from Birth to Three Years / How Close Adults Can Support Babies’ and Infants’ Thinking / Playing with Thoughts and Ideas: Young Children's Thinking three to five Years / How Close Adults Can Support Young Children's Thinking three to five Years / Brimming with Thoughts at Home and in School: Children's Thinking five to seven Years / How Close Adults Can Support Children’s Thinking during the Early School Years

Working with Parents in Early Years Settings
Second Edition
Ute Ward
This book explores the ways in which Early Years practitioners work with parents and families to enhance children's development, learning and well-being. It examines the need for close partnership working between staff and families, offers examples of good practice and encourages reflection and discussion of the issues involved. This second edition has been updated to include a new chapter on working with others to support parents and features additional information on communication, leadership, early intervention and working in areas of disadvantage and deprivation. Linked to the new EYP standards and updated government initiatives.

Contents

Play, Learning and the Early Childhood Curriculum Third Edition
Elizabeth Wood University of Sheffield

The third edition of this popular book reflects contemporary research and thinking about the role and value of play in learning and development, within and beyond early childhood. Through an objective and balanced view of the various competing theories on play, you will be able to form your own opinions through reflection and consideration of different ideas.

The author explores recent developments across international contexts which endorse play as an integral part of the early childhood curriculum, challenging the view that play is not important. This accessible book also reviews contemporary theoretical trends which focus on the meanings and intentions that children bring to their play.

The new edition includes coverage of all the latest trends and research, keeping you up to date with the latest information on the role of play:

- play in education policies - UK and international perspectives
- working with parents
- social and cultural diversity
- children with special educational needs
- outdoor play.

Each chapter includes case studies provided by practitioners, along with questions and tasks to promote critical engagement and reflection on key issues and debates, ensuring that you understand the theory and are able to apply it to your own practice.

Forest School and Outdoor Learning in the Early Years Second Edition
Sara Knight Anglia Ruskin University

Outdoor learning continues to play an essential role in early years education, and this new edition of a bestselling book explores how the Forest School approach can be easily and effectively incorporated into early years practice.

Expanding on aspects of Forest School teaching, and drawing on new developments and policy changes within the field, this new edition also includes:
Yet again Sara Knight delivers an inspirational text for all those working in or studying early years education and care.

Contents
Contextualising Forest School / What Makes a Forest School? / Exercise, Fresh Air and Learning / Working with Parents and Carers / Seeing the Links / Participating in Forest School / Getting the Forest School Ethos into Settings / Forest School with Other Groups / Outcomes from Forest School Participation - A Report / Appendix: Providers of Forest School Training / Glossary / References and Bibliography / Index

Primary Humanities Learning Through Enquiry

Tony Pickford, Wendy Garner both at University of Chester and Elaine Jackson Formerly Chief Adviser (Primary) Trafford BC & Primary Headteacher

Providing a broad and balanced overview of the teaching of primary history and primary geography Primary Humanities: Learning through Enquiry is indispensable reading for all primary teacher education students wishing to develop their understanding of teaching humanities subjects.

Enquiry processes are central to learning and teaching in both History and Geography. This book aims to demystify and justify the approaches, identifying their common features and unique attributes.

Using an enquiry-based approach as a means of exploring teaching, it combines theoretical coverage with practical examples to develop an informed and engaging survey of humanities teaching in the primary classroom. Covering issues such as planning and assessment in history and geography, using resources in teaching and exploring creative and cross-curricular approaches in humanities, Tony Pickford and Wendy Garner provide clear theory-informed guidance vital for success in the modern primary classroom.

Contents

Childhood in Society for the Early Years Second Edition

Rory McDowall Clark University of Worcester
A Learning Matters publication
April 2013 · 176 pages Paper (978-1-4462-6006-7) Price £17.99

Childhood can only be understood in relation to the multitude of social factors which surround it. This accessible text explores children's place within society through an examination of the different contexts within which a child exists. It begins by looking at the child within the family and goes on to examine the child within the educational setting, the community, the nation and other contexts. This second edition includes a new chapter 'The context of partnership: children in transition' and considers the impact of recent changes including initiatives such as the Tickell Review, Field Report and Allen Report.

Contents
Thinking Through New Literacies for Primary and Early Years

Debbie Simpson, Ian Todd and Jayne Metcalfe all at University of Cumbria (Lancaster)
A Learning Matters publication
April 2013 · 176 pages Paper (978-0-85725-809-0) Price £18.99

This accessible book challenges readers to reconsider what is meant by the term 'literacy'. It encourages a deep consideration of literacy in the post-typographic age. Written for education students, it draws on current research and makes links between the theory and practice. It explores some technological innovations designed to support the emergent reader and writer and covers aural and oral literacies, visual literacies and the legal and ethical issues arising from this new era. Readers are helped to think through 'new literacies' and their place in primary schools. Throughout, critical thinking exercises help the reader develop their own analytical skills.

Contents

Children's Literature in Primary Schools

David Waugh University of Durham and Sally Neaum Teesside University
A Learning Matters publication

Trainee and experienced teachers need an advanced knowledge of children's literature. Through an exploration of different genres of children's literature, this text provides trainees with knowledge of a huge range of literature. Models of good practice and suggestions for practical activities develop the reader's understanding of the possibilities for using literature for innovative and exciting teaching and explores how to support children develop a love of reading and books. Subject knowledge audits are included and book recommendations allow trainees to see how specific texts can be used for teaching, encouraging them to create their own anthologies.

Contents
Introduction / Developing a Love of Reading / Sharing Literature with Children / Literature across the Curriculum / Books for Younger Children / Picture Books / Stories and Poems from Other Cultures / Traditional Tales / Issue Fiction / Magic, Fantasy and Science Fiction / Classic Children's Literature / 'Soap Opera' Fiction / Poetry / Conclusion

Exploring Children's Literature Reading with Pleasure and Purpose

Third Edition

Nikki Gamble Associate Consultant, University of London, Institute of Education and Director of the Write Away! consultancy
April 2013 · 224 pages Paper (978-1-4462-6860-5) Price £23.99

This book introduces students and teachers to English-language literature for children, and its role in promoting reading for pleasure and creating lifelong readers. The author focuses on a range of fiction relevant to the National Curriculum, and covers a variety of genres and features, including poetry, non-fiction, traditional stories, and picture books. Concepts and terminology are explained through an extensive range of examples.
This revised edition includes

- investigative activities and practical exercises for personal or classroom use
- examples from world literature and work in translation highlighting the range of diverse material available for teaching inspiration
- coverage of social, cultural and political reading practices to increase understanding of factors that influence children's reading experience
- coverage of disability and equality issues to help inform teaching strategies that overcome barriers to learning

This book is essential for students on PGCE, BEd and BA Education courses, or for teachers undertaking CPD in English, literacy or children's literature. It provides useful support material for language coordinators, students and mentors on school-based routes into teaching, and literacy consultants. It can be used to support distance-learning, as an aid to self-study, or as a course text.

Teaching Young Adult Literature in New Times

**Thomas W. Bean, Judith Dunkerly-Bean and Helen Harper  *University of Nevada***

April 2013 · 344 pages  **Paper (978-1-4129-5684-0) Price £35.99**

*Teaching Young Adult Literature* is a middle and secondary school methods text designed to introduce pre-service teachers in teacher credential programs and in-service teachers pursuing a Masters degree in Education to the field of young adult literature for use in contemporary contexts.

The text introduces teachers to current research on adolescent life and literacy; the new and expanding genres of young adult literature; teaching approaches and practical strategies for using young adult literature in English and Language Arts secondary classrooms and in Content Area Subjects (e.g. History); and ongoing social, political and pedagogical issues of English and Language Arts classrooms in relation to contemporary young adult literature.

*Teaching Young Adult Literature* prepares teachers to: engage with student populations that exhibit greater social, cultural and linguistic diversity than ever before, including minority students, second language learners, and new immigrants, as well as the increasing visible gay, lesbian and transgender students and their families, students with disabilities, spiritually committed teens and students living in poverty. It helps create learning environments through its focus on practical examples of activity-based teaching approaches and strategies that are built on an assumption of diversity among students and texts and that offer sufficient sophistication and complexity to meet this diversity without overwhelming the physical, emotional, and intellectual resources of teachers in corporate discussions and strategies related to dynamic new literacies, including the digitally mediated texts and multimedia compositions that are now interleaved in young adult literature and in students' creative and critical responses to this genre.

**Contents**

*Foreword / Preface / Acknowledgements / About the Authors / PART ONE: FOUNDATIONS FOR THE TEACHING OF YOUNG ADULT LITERATURE / An Introduction to Adolescent Life, Texts and Teaching / The Nature and History of Young Adult Literature / The Teaching of Young Adult Literature / Young Adult Literature and Exceptional Learners / PART TWO: ESTABLISHED AND EMERGING GENRES OF YOUNG ADULT LITERATURE / Realistic Fiction, Romance, and Mystery / Science Fiction, Fantasy, and Horror / Historical Fiction / Short Stories, Poetry, Humor / Nonfiction, Biographies, Information and Self-Help / Comics, Manga, Graphic Novels, Zines, Street (Urban) Literature / Postmodern Forms of Young Adult Literature / Global and Multicultural Literature for Young Adults / PART THREE: CRITICAL ISSUES IN YOUNG ADULT LITERATURE / Boys Books/Girls Books?: Gender and Sexuality in Young Adult Literature / Young Adult Literature and Critical Content Area Literacy / Censorship / Technology and the Future of Young Adult Literature / Glossary / Author Index / Subject Index*

**Getting Children Writing**  
**Story Ideas for Children Aged 3 to 11**

**Simon Brownhill  *University of Cambridge***
This book is a practical guide designed to stimulate story writing in the early years and primary classroom. It offers a collection of novel and effective ideas which can be used by educators to energise, excite and motivate children to willingly write stories across the 3-11 age phase.

Each chapter offers creative and innovative ideas to get children writing stories, including:

- how to help children ‘see the point’ of story writing
- how speaking and listening, reading and phonics can be utilised to enhance written stories
- how technology can facilitate refreshing story writing
- how story writing can be physically interactive

By combining theory with practice, this book is ideal for those training in the 3-11 sector, those in the infancy of their education career, and those who are established in their professional role.

Contents

- ‘Pen-to-Paper’ Stories
- ‘Design and Make’ Stories
- ‘Being’ Stories
- ‘Engaging’ Stories
- ‘Technology’ Stories
- ‘Location’ Stories
- ‘Boys’ Stories
- ‘Creative’ Stories
- ‘Random’ Stories

Learning and Teaching in Secondary Schools

Edited by Viv Ellis University of Oxford

A Learning Matters publication

March 2013 · 208 pages

This popular text for secondary teacher trainees covers all the key issues for learning and teaching in secondary schools and is a core text for all those working towards QTS. Focusing on both professional attributes and more practical teaching skills, the text provides an essential summary of educational research and includes both reflective and school-based practical tasks. Throughout, case studies make essential links between theory and practice and the text focuses on what trainees need to know.

This Fifth Edition is linked to the new Teachers’ Standards and makes reference to recent initiatives and the new National Curriculum.

New to this edition:

- Linked to the NEW Teachers’ Standards
- Makes reference to new government initiatives, updated information on SEN
- Includes notes on the new curriculum

Contents


Teaching Mathematics Visually and Actively

Second Edition
This exciting new edition provides teachers in primary and secondary schools with advice and resources to develop a visual and active approach to teaching mathematics. The book comes with a helpful CD, offering resources and practical activities that make it easy for readers to try out the ideas in the book for themselves.

This new edition has:

- new resource materials, including dynamic PowerPoint presentations to use in teaching
- a new section on Time
- specific examples of teaching strategies
- lots more ideas for lesson activities.

With clear explanations and strong visual layout, this is an ideal resource for teachers, SENCOs (Special Educational Needs Co-ordinators) and teaching assistants who want to motivate their learners with different and exciting ways of teaching and learning maths.

Contents
Introduction / The Concept of Number / Models for Multiplication and Division / Place Value and Decimals / Fractions / Ratio, Proportion and Percentages / Algebra / Angle / Perimeter, Area and Volume / Circles and Time / Data Handling / Conclusions

Understanding Mathematics for Young Children  A Guide for Teachers of Children 3-8

Fourth Edition

Derek Haylock  Education Consultant and Anne Cockburn  University of East Anglia

If you are a teachers or student teacher in a nursery or primary school, you need a secure understanding of the mathematical ideas behind the material you will use in the classroom. And to help young children develop their understanding of mathematics, you need to develop your own understanding of how mathematics is learnt.

In this book, the authors help you to understand mathematical concepts and how children come to understand them, and show how to develop your own confidence with mathematical activities.

Each chapter of this book includes:

- real-life examples and illustrations from children and teachers in the classroom;
- the research behind some of the concepts and teaching approaches discussed;
- pauses to reflect and discuss your own mathematical knowledge and experience;
- age-appropriate classroom activities to try with your class or group.

Teaching Mathematics in the Secondary School

Second Edition

Paul Chambers  Formerly Edge Hill University and Robert Timlin  Manchester Metropolitan University

March 2013 · 296 pages  Paper (978-1-4462-5901-6) Price £23.99
Teaching Mathematics in the Secondary School is an essential companion for anyone training to teach mathematics in secondary education. It covers all major aspects of mathematics teaching that you'll need to engage with in order to successfully train for the classroom, ensuring you have a practical overview and broad understanding of the key issues you'll face.

Included in this edition:

- An ‘Evidence from the Research’ section in every chapter relates key research to maths teaching, giving you deeper insight, and directing further reading to develop your engagement
- Expanded coverage of assessment, using resources in the classroom and metacognition and learning, to support and develop your skills in the classroom
- Updated coverage of developments in education policy and the 2012 Teachers’ Standards, so you’re up to date with curriculum changes.
- New to this edition:
  - A new chapter exploring different teaching approaches, including active learning, effective group work and creative mathematics teaching, helps you adopt a flexible teaching approach that takes into account individual pupils’ needs
  - A companion website including supporting resources and videos of real lessons, ideal for inspiring your teaching: www.sagepub.co.uk/chamberstimlin

Introduction to Teaching  Making a Difference in Student Learning

Gene E. Hall, Linda F. Quinn and Donna M. Gollnick
March 2013 · 560 pages  Paper (978-1-4522-0291-4) Price £52.00

Introduction to Teaching: Making a Difference in Student Learning is the ideal beginning text for aspiring teachers. The acclaimed authors thoroughly prepare students to make a difference as teachers, presenting first-hand stories and evidence-based practices while offering a student-centered approach to learning.

The authors focus on how to address one of the biggest challenges facing many of today's schools—making sure that all students are learning—and help teachers make student learning the primary focus in all that they do. From true-to-life challenges that teachers will face (high-stakes testing, reduced funding, low retention, Common Core Standards) to the inspiration and joy they will discover throughout their teaching careers, this text paints a realistic picture of the real life of a teacher.

Features & Benefits

- Also available as an Interactive eBook, which integrated links to engaging video and audio as well as access to complete academic and professional articles
- Chapter-opening Teacher Interviews include questions and responses from teachers and school leaders
- Video Case boxes feature classroom footage and interviews of teachers with accompanying questions to tie back to learning objectives
- Challenging Assumptions boxes use scholarly research to help debunk myths about teaching
- Understanding and Using Evidence boxes help readers examine a set of data, develop an interpretation, and offer a recommendation
- Teachers' Lounge features provide students with inspirational, joyful, or humorous stories, as reported by a teacher
- Focus questions help direct students to the main concepts of the chapter
- End-of-chapter pedagogical features include chapter summaries, discussion questions, field guide, self-assessments, field guides, tips for building a portfolio, and more.

The free Student Study Site at www.sagepub.com/hall features original classroom video footage and interviews with teachers at the elementary and high school levels, as well as eFlashcards, web quizzes, SAGE journal articles, audio links, and more!

Teaching in Higher Education

Lucinda Becker and Pam Denicolo
March 2013 · 168 pages  Paper (978-1-4462-5605-3) Price £22.99

This book is designed to walk you step by step through each teaching experience you will face. It includes advice, practical exercises, top tips and words of warning on:

- Seminar presentations to your peers
- Leading undergraduate seminars
Choosing material for teaching
Preparing productive teaching aids
Giving lectures
Dynamic learning environments
Handling assessment
Success as a guest speaker
Mentoring

This is a practical 'how-to' guide which is supported throughout by accessible explorations of how teaching can support your research. Written by lecturers who have taught for many years, the 'voice of experience' sections will support and encourage you in your move towards becoming a successful and confident educator.

Contents
Introduction / Why Teach? / Seminar Presentations to Your Peers / Leading an Undergraduate Seminar / Dynamic Learning Environments / Lectures / Productive Teaching Aids / Handling Assessment / Conclusion / Glossary of Assessment Terms

Critical Thinking Skills for Education Students  Second Edition

Brenda Judge and Elaine McCreery both at Manchester Metropolitan University (Manchester)
A Learning Matters publication

This is an essential and concise guide to critical thinking skills for all education students. It will help you to enhance your understanding of critical analysis and develop the critical skills needed to succeed in your course. Written specifically for education students, the book is a focused look at how you should approach the analysis of data to succeed in your assignments and get the most out of your study. This second edition has been updated and extended to include new chapters covering reflection and the critical selection of information sources.

Social and Emotional Learning  A Critical Appraisal

Edited by Neil Humphrey
April 2013 · 192 pages  Paper (978-1-4462-5696-1) Price £22.99

Social and emotional learning (SEL) is a dominant orthodoxy in education systems around the world. To many it is a panacea; to others it is a waste of time and resources. This important new book provides the first in-depth, authoritative and balanced examination of the critical issues pervading the field. An extensive and thorough review of the international research literature has enabled each substantive aspect of SEL to be examined through a critical lens.

The book investigates key topics such as:

• definitions and conceptualization
• origins and influences
• international policy and practice
• assessment and monitoring
• implementation
• outcomes.

The book highlights key strengths and significant flaws in SEL theory and research, and sets the agenda for the next generation of inquiry in the field.

Contents
Introduction / What Do We Mean by Social and Emotional Learning (SEL)? / Origins and Influences / SEL around the World / Assessment / Implementation / Outcomes of SEL / Conclusion / References
Educational Foundations  An Anthology of Critical Readings

Third Edition

Edited by Alan S. Canestrari and Bruce A. Marlowe

Why Teach? Who Are Today's Students? What Makes a Good Teacher? Educational Foundations: An Anthology of Critical Readings answers these questions and more, providing an exciting alternative to other foundations textbooks. This anthology is aimed at students about to enter the teaching profession, those new to the profession, and anyone interested in carefully examining and improving schools and schooling.

In this Third Edition, editors Alan S. Canestrari and Bruce A. Marlowe add new essays by classic and contemporary policy shapers and teachers. The readings are bold and refreshing, and their authors eschew unquestioning compliance. By taking a hard look at traditional educational practice, the contributors to this anthology serve as models for the kind of reflective practitioners that its editors hope that students will become while in the field.

Contents

Ethnography in Education

David Mills University of Oxford and Missy Morton University of Canterbury


Ethnography in Education is an accessible guidebook to the different approaches taken by ethnographers studying education. Drawing on their own experience of teaching and using these methods, the authors help you cultivate an 'ethnographic imagination' in your own research and writing.

With extended examples of ethnographic analysis, the book will introduce you to:

- ethnographic ‘classics’
- the best existing textbooks
- debates about new approaches and innovations.

Contents
Introduction: Schooling the Imagination / Reading Ethnography, Writing Ethnography / Ethnography by Design, Ethnography by
Action Research in Education

Mary McAteer  Edge Hill University


This hands-on and user-friendly book uses illustrative case studies to demonstrate and explore the potential for change in real social situations. At a time when the term 'action research' is widely misused, and often reduced to a form of low-level evaluation of imposed educational initiatives, this book seeks to assert the academic integrity of action research, and to de-mystify the process.

Each chapter includes:

- A 'how to' section based on concrete examples and dilemmas
- Commentary that relates examples to the broader field
- A discussion of the underlying theoretical approach
- Quality issues
- Discussion of both ethical and pragmatic decision making

The book covers both theory and practice, providing theoretical perspectives and practical examples for practitioners of action research in education contexts. The mix of theoretical grounding and focus on real issues will be a real benefit to Master's level or advanced undergraduate students on Education and Research Methods courses.

Contents

Getting to Know Action Research  /  What Is This Thing Called Action Research?  /  Getting to Grips with Perspectives and Models  /  Doing Action Research  /  Getting Started on an Action Research Project  /  Collecting, Collating and Conversing with Data  /  Dealing with the Literature  /  Using Data: Making Sense and Making Claims  /  Writing up an Action Research Project  /  Sharing Action Research  /  Conclusion: Sharing and Promoting Action Research

The Dyslexia-Friendly Teacher's Toolkit  Strategies for Teaching Students 3-18

Barbara Pavey  Freelance Consultant, Margaret Meehan  University of Swansea and Sarah Davis

June 2013  ·  160 pages  Paper (978-1-4462-0708-6) Price £22.99

In this toolkit the authors provide teachers with the foundations for making their setting and teaching style dyslexia-friendly. There is a general overview of the principles and practices required, and what the dyslexia-aware teacher needs to bear in mind.

Chapters cover:

- understanding learners with dyslexia;
- dyslexia and phonics;
- dyslexia and English as an Additional Language
- dyslexia and mathematics
- dyslexia and science;
- dyslexia and creativity.

Each chapter includes visual chapter overviews, tried and tested strategies for the classroom and the whole school, using technology to help learners, case studies from practice, children's voices and sources of further information. The book offers ideas and advice and will ensure teachers feel confident they are doing the right things to help overcome barriers to learning.
Contents
Introduction / Barbara Pavey
Understanding Learners with Dyslexia / Barbara Pavey
Supporting Learning / Sarah Davis
Dyslexia and Phonics / Barbara Pavey
Dyslexia and English as an Alternative Language / Sarah Davis
Reading, Writing and Spelling / Margaret Meehan
Dyslexia and Mathematics / Margaret Meehan
Dyslexia and Science / Barbara Pavey
Dyslexia and Creativity / Appendix 1: A Dyslexia-friendly School-a practitioner's guide / References / List of Tables / List of Photocopiable Resources (Figures)

Research with Vulnerable Children Theory and Practice
Michelle O'Reilly, Nisha Dogra both at University of Leicester and Pablo Daniel Ronzoni
February 2013 · 312 pages Paper (978-1-4462-0849-6) Price £23.99

Thought-provoking, pertinent and engaging, this great new book provides an overview of the process of doing research with children. It is unique in its particular focus on vulnerable groups of children such as those with mental health problems, physical health problems and learning disabilities, along with young offenders and looked after children.

The book helpfully addresses each stage of the research process and is divided into three sections that reflect the main issues facing researchers in this area:

- Part I introduces the main elements of doing research with children, including the process of getting ethical approval for sensitive research topics.
- Part II guides the reader through the initial stages of the research project including recruitment issues and communicating with gatekeepers.
- Part III outlines the data collection, data analysis, writing up and dissemination stages of research and covers both quantitative and qualitative methods.

Contents
PART ONE: PRELIMINARY ISSUES / Cultural and Diversity Issues / Ethics in Child Research / Children's Capacity to Make Decisions / PART TWO: STARTING A RESEARCH PROJECT WITH CHILDREN / Planning to Do Research with Children / Getting Started in Research with Children / Children with Specific Characteristics / Recruiting Children and Families: Communicating with Gatekeepers, Parents and Children / PART THREE: PRACTICAL ISSUES / Choosing a Method for Your Research / Quantitative Methods of Data Collection and Analysis / Qualitative Methods of Data Collection and Analysis / Writing-up and Dissemination

Leading and Managing People in Education Third Edition
Tony Bush and David Middlewood both at University of Warwick

The Third Edition of this successful and respected book covers leadership and management of people at all levels in educational organisations. It contains up-to-date research and literature in the area, covering the entire spectrum of educational institutions.

This new and revised edition

- reflects UK and international changes
- has an enhanced focus on international trends, drawing examples from many countries, using research in those areas
- deals with issues such as succession planning, leadership development, and diversity, which have grown in importance since the second edition
- acknowledges the changing English context, including the shift to system leadership, academies and free schools, as well as changes in Scotland, Wales and Northern Ireland

Contents
PART ONE: LEADING AND MANAGING PEOPLE: SETTING THE SCENE / PART ONE: SETTING THE SCENE / The Context for Leadership and Management / Models of Educational Leadership / Leading and Managing the Whole Workforce / PART TWO: KEY CONCEPTS / Organizational Cultures / Organizational Structure and Roles / Leading and Managing for Diversity /
Becoming a Multicultural Educator  Developing Awareness, Gaining Skills, and Taking Action

William A. Howe and Penelope L. Lisi
March 2013 · 448 pages  Paper (978-1-4129-9805-5) Price £47.99

Becoming a Multicultural Educator is a core textbook for use by pre-service and in-service PK-12 educators in courses on multicultural education // diversity. The text addresses how teachers can incorporate the knowledge they gain about other cultures into their classroom practice.

In meeting the need of training teachers better in how to work with a diverse population, this text offers both solid theory and a very user-friendly practice component that focuses on showing teachers how to apply that theory effectively in the classroom. The book begins by focusing on essential questions and theoretical concepts about multicultural education, then leads readers through experiences to heighten their own cultural awareness, knowledge base, and skills set, and concludes with demonstrating how teachers can apply the concepts in classroom and schoolwide settings.

Contents

The Dyscalculia Toolkit  Supporting Learning Difficulties in Maths

Second Edition

Ronit Bird  Teacher, London
March 2013 · 168 pages  Paper (978-1-4462-6719-6) Price £34.99

With over 200 activities and 40 games this book is designed to support learners aged 6 to 14 years, who have difficulty with maths and numbers. Ronit Bird provides a clear explanation of dyscalculia, and presents the resources in a straightforward fashion.

New to this new edition:

- even more activities, games and printable resources
- additional material, provided on the easily accessible CD-ROM
- a table indicating which difficulties are supported by which activities
- material that caters for a wider range of abilities and ages.

Contents
PART ONE: EARLY NUMBER WORK - NUMBERS UP TO 10 / PART TWO: BASIC CALCULATION WITH NUMBERS ABOVE 10 / PART THREE: PLACE VALUE / PART FOUR: TIMES TABLES, MULTIPLICATION AND DIVISION
Sociology of Education  An A-to-Z Guide

Two-Volume Set

Edited by James Ainsworth  Georgia State University
August 2013  1056 pages  Cloth (978-1-4522-0505-2) Price £265.00  Introductory Price £225.00

The sociology of education is a rich interdisciplinary field that studies schools as their own social world as well as their place within the larger society. The field draws contributions from education, sociology, human development, family studies, economics, politics and public policy. Despite an abundance of textbooks and specialized monographs, there are few up-to-date reference works in this area. Sociology of Education fills this much needed gap as a comprehensive introduction to the constructs of the educational system.

Doing Research in Further Education and Training

Susan Wallace  Nottingham Trent University


Research is an essential component of professional practice in the lifelong learning sector. Whether it be action research, research in a specialist subject or a more formal empirical study, research can improve the quality of teaching and learning and enhance professional development. This text is specifically written for those teaching or training to teach in the lifelong learning sector. It gives practical advice and guidance on how to carry out research in the sector. Examples and real-life scenarios from the sector are included throughout, enabling the reader to understand research in the context of their teaching.

Contents


Literacy Studies  Five-Volume Set

Edited by Michael J Baynham  Leeds University and Mastin Prinsloo  University of Cape Town
SAGE Benchmarks in Language and Linguistics
July 2013  1802 pages  Cloth (978-1-4462-5315-1) Price £750.00  Introductory Price £675.00

This five-volume collection lays out the foundations and nuances of literacy studies. Beginning with the theoretical and epistemological perspectives that have been influential in shaping contemporary approaches in literacy studies, the set further explores new digital literacies, literacy in educational and institutional contexts, and the crucial issues of literacy in relation to social mobility, multilingualism and globalization. With a full introduction to the set and to each volume, researchers will find in this set a comprehensive guide to this crucial area of study.

- Volume One - Literacy as Social Practice
- Volume Two - Literacy: Events, Practices and Modalities
- Volume three - Digital Literacies
- Volume Four - Literacy in Education, Training and Work
Case Study Methods in Education  Four-Volume Set

Edited by Gary Thomas  University of Birmingham
May 2013 · 1664 pages  Cloth (978-1-4462-5925-2) Price £600.00 · Introductory Price £550.00

Framed by an introductory passage in each volume which seeks to provide a synopsis of the methodological discussion and a commentary on the exemplary material, this set provides for serious students in education original source material to appraise the method together with exemplary sample material to help them plan and organize their case studies.

- Volume One: Methodological issues around the use of case studies in social science
- Volume Two: Methodological issues around the use of case studies in education
- Volume Three: The case study in practice - general issues and specific examples
- Volume Four: Examples of case studies in education

Collaborative School Reviews  How to Shape Schools From the Inside

Beverly Freedman and Raf Di Cecco

There are many forms of performance accountability for schools – national exams, inspections, audits, and school self-assessments. School reviews are a lesser-known strategy to move schools along the continuum of improvement. They, as compared to audits and inspections, offer another alternative to answer the question – how do we know improvement is really happening? This practical how-to resource, blends research and practice and draws on practical experiences with schools reviews in Ontario and other jurisdictions. Covering the four key components to the model: design, planning, implementation, and securing accountability, the book walks through the review process encouraging self-reflection and includes templates, web sites, and other ready to use resources.

Contents
About the Authors / Introduction / Setting the Stage / Designing Collaborative School Reviews / Planning Commences at the District Level / Planning Continues at the School Level / The Day of the Review Arrives / Unpacking the Results: Ensuring Improvement Happens / Creating Excellence and Innovation from the Inside Out /

Digging Deeper Into Action Research A Teacher Inquirer's Field Guide

Nancy Fichtman Dana

Take your great idea to the next level with action research

How—and when—can we find time to conduct meaningful action research? Great ideas and thought-provoking questions can only blossom through methodical inquiry. Nancy Fichtman Dana steps in as your action-research coach and leads you on a journey through wonderings to real change in your classroom.
From framing your question to presenting your research, this guide will encourage, challenge, and ultimately lead you through the action research process. Teachers, students, and action-research coaches alike will learn how to:

- Reframe initial wonderings into pointed inquiries
- Creatively analyze both qualitative and quantitative data
- Draw action-research topics out of ordinary discussions with colleagues
- Share findings with others to help them improve as well

With real-life vignettes, self-guided worksheets, and an included DVD, **DIGGING DEEPER INTO ACTION RESEARCH** is your go-to guide each time you embark on a new journey toward professional growth.

**Contents**


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**Supervision That Improves Teaching and Learning Strategies and Techniques** Fourth Edition

Susan Sullivan and Jeffrey Glanz


Secrets to supervising for instructional improvement! With continual emphasis on student outcomes and state and national standards, supervision of instruction is an indispensable function that inspires good teaching and promotes student learning. More than ever, effective supervision is vital to instructional improvement and this new edition of Supervision That Improves Teaching and Learning pinpoints the strategies and techniques that matter most.

Susan Sullivan and Jeffrey Glanz approach supervision as a process for empowering teachers with “super-vision” to see and reflect upon their teaching in a non-judgmental way for improved instructional delivery. Fully updated and revised, this best-selling book features

- New observation tools centered on diversity and differentiated instruction
- Pairing tools for the same focus—one to observe the teacher and a second for the students
- New case studies on alternative approaches to supervision such as learning walks, lesson study, and book groups
- A new chapter on creating transformational change
- More on technology topics such as blogs, wikis, online and hybrid courses
- Scenarios highlighting English Language Learners and exceptional students
- Summary sheets and observation charts for use in the classroom
- Reflective microlabs to reinforce material and concepts

Featuring 42 qualitative and quantitative observation tools, Supervision That Improves Teaching and Learning encourages hands-on development of essential supervision skills.

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**Student-Centered Coaching at the Secondary Level**

Diane F. Sweeney


Teaching in today's classrooms is different, so why shouldn't coaching strategies evolve too? Shift the conversation from teacher "shoulds" to innovative systems and structures that build lasting student success. This powerful follow-up to Diane Sweeney's **STUDENT CENTERED COACHING: A GUIDE FOR K-8 COACHES AND PRINCIPALS** is a strategy-packed roadmap to dynamic teacher-coach collaborations in middle and high schools.
Written for coaches who work with secondary teachers in all content areas, Student-Centered Coaching at the Secondary Level offers rich case studies and practical tips and tools. Coaches and administrators get real-world specifics on

- Core practices for tackling the unique challenges of coaching across a variety of content areas at the secondary level
- Extending coaching to teams of teachers, rather than just individuals
- Using standards, such as the Common Core, to coach toward specific goals for student learning
- Embedding formative assessments into coaching conversations
- Moving past teacher resistance
- Working in tandem with principals to ensure that coaching accomplishes the goal of increased student learning

With graphic organizers, planning matrices, and other valuable resources, this step-by-step guide is the ultimate roadmap to coaching success. By focusing coaching on student learning—rather than on fixing teachers—Educators can make a measurable impact on student achievement.

Contents

Acknowledgments / About the Author / Introduction / Student-Centered Coaching at the Secondary Level / Getting Student-Centered Coaching Up and Running / Coaching Teachers to Assess and Deliver / Measuring the Impact of Student-Centered Coaching / Designing a School Culture That's About Student Learning / Student-Centered Learning Labs / Developing Systems to Prepare and Support Coaches / In Closing / Resources to Support Student-Centered Coaching / References / Index /

Online Professional Development Through Virtual Learning Communities The Learner-Learner Model

Sonja Hollins-Alexander
A Corwin Publication July 2013 · 120 pages Paper (978-1-4522-7666-3) Price £

Grounded in the district's Learner-Learner Model, participants in Virtual Learning Communities co-construct knowledge, refine their thinking, and expand their boundaries of learning opportunities across the boundaries of physical proximity, leading to higher levels of teaching effectiveness and new structures of learning. This book provides a hands-on guide to school leaders who wish to enact such high-powered, system-wide professional learning experiences leading to enhanced collaboration across geographical boundaries and higher levels of student achievement.

Contents

Acknowledgments / About the Author / About the Contributors / Preface: The Evolution of a Design / The Learner-Learner Model / Getting it Started: A Planning Guide / 10 ACTION Steps to VLCs / The Process: Transitioning a Face-to-Face Professional Learning Community to an Online Virtual Learning Community / Getting it Done!: What Structures Support the Implementation of a Virtual Learning Community? / Building Capacity and Sustainability: School-Based Virtual Learning Cohorts / Pitfalls Don't Hold You Back / Summary: My Reflections / References / Index

Failure Is Not an Option. 6 Principles That Advance Student Achievement in Highly Effective Schools.

Third Edition

Alan M. Blankstein
This book describes how to reshape the school culture to become a high performing school and professional learning community that is able to sustain success for every student. It demonstrates how to reshape school cultures to support continuous student success by building trust as a foundation for the learning community and then implementing the 6 principles of the FNO Framework:

1. Establishing a common mission, vision, set of values and goals
2. Ensuring achievement for all students by setting up systems for prevention and intervention and building on student strengths
3. Engaging in collaborative teaming that is focused on teaching for learning
4. Using data based decision-making for continuous improvement
5. Actively engaging families and the community
6. Building sustainable leadership capacity.

This book not only outlines the Who, What, and How of becoming a high-performing school and learning community, but also shows how to avoid ten common routes to failure, and provides resources, case stories and examples from around the U.S.

Contents
Preface / Why Failure Is Not an Option / Courageous Leadership for School Success / 10 Common Routes to Failure, and How to Avoid Each / Relational Trust as Foundation for the Learning Community / Each / Principle 1: Common Mission, Vision, Values, and Goals / Principle 2: Ensuring Achievement for All Students—Systems for Prevention and Intervention / Principle 3: Collaborative Teaming Focused on Teaching for Learning / Principle 4: Data-Based Decision Making for Continuous Improvement / Principle 5: Gaining Active Engagement From Family and Community by Alan M. Blankstein and Pedro A. Noguera / Principle 6: Building Sustainable Leadership Capacity by Alan M. Blankstein with Andy Hargreaves and Dean Fink / Appendices / Book Group Questions

Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms  Fourth Edition

Will Richardson
A Corwin Publication August 2013 · 208 pages Paper (978-1-4522-6824-8) Price £

This book is written for educators of all levels and disciplines who want to understand the available Internet tools and learn how to use them effectively in the classroom. It gives real life examples from K-12 teachers around the world who are at the forefront of bringing these tools into their schools and to their students. It’s filled with practical advice on how teachers and students can start using the Web to learn more, create more, and communicate better.

This book will provide a valuable toolbox for educators as well as descriptions of specific teaching applications, both benefits and how-to steps for:

- Weblogs—Blogs are easily created, easily updateable Websites. Weblogs are the most widely adopted tool of the Read/Write Web so far
- Wikis—a wiki is a collaborative Webspace where anyone can add content and anyone can edit content that has already been published
- Rich Site Summary (RSS)—RSS is a technology that allows readers to subscribe to “feeds” of the content that is created on the Internet. In other words, content comes to the teacher instead of the teacher or student searching for the content
- Aggregators—An aggregator collects and organizes the content generated via the RSS feed
- Social Bookmarking—Bookmarking sites allow users to save and archive the entire web page, thus producing a form of searchable, “classroom Internet”
- Online Photo Galleries—Publishing digital photos to the Web means adding another dimension to what can be done with digital images in the classroom
- Facebook/MySpace—A way for teachers and students to communicate with one another
- Second Life—To look at how virtual worlds might be used in the classroom.
Essential Web Tools for the 21st Century Educator

Steve Dembo and Adam Bellow

There are so many powerful web tools available today that can engage students, empower teachers, and make learning in the schools not only more relevant, but fun as well. While there are educational technologists who are quite passionate about discovering, trying, and sharing these resources, the fact remains that the majority of teachers are either unaware of these tools or intimidated on how to successfully embed them in their instruction. This book is an introduction to using these web-based tools in the classroom from a practical perspective, as well as diving deeper into the advanced ways they are being used to impact student learning.

Digital Storytelling in the Classroom

Second Edition

Jason B. Ohler

This text shows how to integrate storytelling into curriculum design and use the principles of storytelling as a measurement of learning and literacies. It also covers important copyright and fair use information, and offers numerous implementation tips, concrete examples, and illustrative video clips. Aimed at primary and secondary teachers, the book is designed to help them:

- Teach their students to create digital stories that employ effective principles of storytelling, technology application, and media technique.
- Use digital storytelling as a tool to promote the development of emerging literacies, such as digital and media literacy, as well as traditional literacies, such as reading, writing, speaking, and art.
- Help students use digital storytelling as an academic tool to explore content and to communicate what they understand.
- Understand the importance of combining the power of story and critical thinking as an approach to teaching and learning.

Contents
Forward by David Thornburg / Preface / Acknowledgments / About the Author / Part I. Storytelling, Education, and the New Media / Part II. The Art and Practice of Storytelling / Part III. Going Digital / Epilogue: If I Had a Time Machine / Resources / Index


Richard A. Villa, Jacqueline S. Thousand and Ann I. Nevin

Differentiated instruction for a diversity of learners—it's the reality of today's classrooms, and a tough task to take on alone. But co-teaching more than just lightens your load. When you and a co-teacher bring together your individual skill sets and strategies, you'll create a more enjoyable, creative, and productive teaching experience—and deliver more effective outcomes to your students, too.

Where do you start? This brand-new edition of the go-to guide uses updated research and case studies to provide detailed profiles of four approaches to co-teaching: supportive, parallel, complementary, and team-teaching. New features include:

- Brand-new chapter on preparing co-teachers in clinical practice, with examples
- Expanded explanations of the roles of paraprofessionals, administrators, and students in co-teaching
Updated discussions of co-teaching in the RTI process
- New lesson plans linked to the Common Core State Standards and technology
- New forms and tools for establishing trust, improving communication, and planning

With quotes and advice from teachers and students, plus practical features like self-assessments and organization tips, this is the ultimate guide to co-teaching. Find out why so many teachers prefer co-teaching to teaching alone and how co-teaching improves the process of learning for all students!

Contents

Energizing Brain Breaks

David Sladkey
A Corwin Publication March 2013 · 104 pages Paper (978-1-4522-6812-5) Price £

The fastest way to keep students engaged

It's an all too familiar sight: that glazed look in students' eyes. They've been sitting or listening for too long. What they need is an energizing brain break—a quick physical and mental challenge that's like hitting the refresh button on your computer, but for students. This practical full-color flip book contains 50 highly effective, classroom-tested brain breaks that you can put to immediate use across the grades. No preparation or supplies are required; just one to two minutes of time when teachers see a need. Included are pictures, directions, and online videos for activities such as:

- Rock, paper, scissors, math: partners reveal a certain number of fingers to each other, and the first person to add them together wins
- Bizz-buzz: groups of students count from 1 to 40 using a combination of numbers and words

There's no better way to help students remain sharp and alert, reenergized to take on the next task of learning!

Contents
Part I. Individual Brain Breaks / Arm Stretch / Arm Wrap / Choir Director / Different direction circles index fingers / Different direction circles thumbs / Ear and nose switch / Elbow to knee stretch / Elbow to knee tap patterns / Figure eights / Finger aerobics patterns / Finger aerobics ripple / Finger tips / I bet you can't do this / Inch worm stretch / Lap tap / Palm tapping / Paper twirling / Pretzel outline index fingers / Pretzel stretch fists / Right on left balance / T stretch / Thumb and pinkie / Touch your fingers behind your back / Twisted / X bob and wiggle / Part II. Partner brain breaks / Bizz buzz / Five / Hand shake £1 / Hand shake £2 / Hook ups / Letter spots / Number spots addition / Number spots multiplication / Rock, paper, scissors, math addition / Rock, paper, scissors, math multiplication / Rock, paper, scissors, Math multiplication / Rock, paper, scissors, math negative / Say 21 and win / Slap count and say 21 and win / Slap count letters / Slap count numbers going down / Slap count numbers going up / Ten / Thumb war or peace / Part III. Group brain breaks / Gotcha / Let it rain / Passing out papers / Snowball / Wave clapping patterns / Wave motion / X's and O's /

Differentiated Instructional Strategies Doesn't Fit All

Gayle H Gregory Educational Consultant, Burlington, Ontario and Carolyn Chapman International Educational Consultant
Differentiated instruction enables teachers to plan strategically to meet the needs of each and every student in today's diverse classrooms. In this new edition of the bestselling Differentiated Instructional Strategies, Gayle Gregory and Carolyn Chapman show teachers how to adjust instruction and assessment methods based on each student's knowledge, skills, experiences, preferences, and needs.

This third edition of Differentiated Instructional Strategies features best practices that make a real and positive difference in student achievement, including explanations and examples of Centers, Projects, Choice Boards, Problem-Based Learning, Inquiry Models, Groupwork, Cooperative Learning, and Contracts. More than 70 planning models, templates, matrices, rubrics, graphic organizers, checklists, and questionnaires are included. New coverage of brain research and neuroeducational strategies appears throughout the text, along with an integration of the Common Core State Standards and more in-depth discussions of RTI, student motivation and engagement, and technology.

Contents
One Size Doesn't Fit All / Creating a Climate for Learning / Knowing the Learner / Assessing the Learner / Adjusting, Compacting, and Grouping / Instructional Strategies for Student Success / Curriculum Approaches for Differentiated Classrooms / Putting it All Together in Your Differentiated Classroom / References / Index

From STEM to STEAM Using Brain-Compatible Strategies to Integrate the Arts

David A. Sousa and Thomas J. Pilecki

Research shows that activities associated with the arts can enhance creativity, problem-solving, memory systems, motor coordination, and analytical skills. Best-selling author David A. Sousa and veteran arts educator Thomas J. Pilecki demonstrate how arts education is integral to the development of the brain and to students' overall academic achievement. This book provides:

- Classroom-tested strategies and techniques for both integrating the arts in STEM instruction
- Data from schools that have already integrated the arts into STEM subjects, plus anecdotes and student success stories
- How-to's for organizing curriculum and instructional strategies to allow for the integration of STEM subjects and the arts
- Strategies for getting the entire staff and community involved in STEAM initiatives

Contents
Introduction / Why STEM Should Become STEAM / What Science Says About the Arts and Creativity / Frequently Asked Questions About Integrating the Arts and STEM / Implementing Arts Integration in the Primary Grades (K-4) / Implementing Arts Integration in the Intermediate Grades (5-8) / Implementing Arts Integration in the High School Grades (9-12) / STEAM Lesson Plan Appetizers in Science, Technology, and Engineering / STEAM Lesson Plan Appetizers in Mathematics / Putting It All Together / References / Resources / Index

Autism Ambassadors A Student-Led Program for Developing Social and Academic Skills for Students With Autism

Zak Kukoff

Autism Ambassadors is a training curriculum for a student-created, student-led program to facilitate productive relationships among the student population, to prevent and address bullying, and to create a richer, productive social and academic environment for students with autism. Designed by 16-year-old Zak Kukoff, this program is the only of its kind, created for students by students.
All of the Autism Ambassadors curriculum uses the methodology of Applied Behavior Analysis—the gold standard in Autism intervention and the only intervention to be recognized by the American Academy of Pediatrics. Additionally, Autism Ambassadors meets the criteria of the Autism Society in Peer Based Learning. The entire curriculum is written by students and is checked for accuracy by a licensed clinical psychologist. The ABA and naturally-embedded peer support strategies will improve the learning environment and experience for both neuro-typical students and those with autism.

The first half of the curriculum describes the background and implementation of Autism Ambassadors. The second half provides over 100 modules that can be used to facilitate social and academic growth of students with autism by their peers.

Contents
PART I: THE PROGRAM / PART II: THE CURRICULUM / PART III. LESSON PLANS /

Teaching Children Who Are Hard to Reach
Relationship-Driven Classroom Practice

Michael J. Marlowe Appalachian State University and Torey Hayden

How do you move beyond traditional classroom management to create a learning environment that engages hardest-to-reach students who may be struggling due to emotional disturbances or disabilities or environmental circumstances? Michael Marlowe and Torey Hayden have the answer: through a Teaching Children who are Hard to Reach. With the help of their book, readers:

- Gain a meaningful understanding of troubled students and how to reach and teach them effectively
- Learn how to change inappropriate behavior rather than just control it
- Become more reflective about teaching and learning with challenging children

Drawing on real-life stories, including some of those described in Torey Hayden's bestselling books on working with troubled children, the authors shed new light on the challenges of working with hard-to-reach students and identify the key skills teachers need to build successful classroom relationships and facilitate learning for all.

Contents
The Relationship Driven Classroom / Relationships as a Means of Change: Goal versus Process Orientation / Teacher Skills Needed to Develop a Relationship-Driven Classroom / Discipline / Positive Classroom Climate / Teaching Relationship Skills to Children / Developing Teacher-Student Relationships / Successful Peer Relationships / Successful Group Dynamics / The Future

Strategy Instruction for Middle and Secondary Students With Mild Disabilities
Creating Independent Learners

Gregory J. Conderman, Laura Hedin and Val Bresnahan Special Education Teacher

Beyond facts and figures, special educators must teach their students how to learn: a skill that will sustain them for a lifetime. Offering an innovative organization, this book explains strategies within context and features:

- The most effective ways to teach vocabulary, reading, written language, math, and science
- Instructional strategies known to improve study skills, textbook skills, and self-regulation
- Informal assessments for each content or skill
- Case studies that link assessment results, IEP goals, and learning strategies
• Ready-to-use forms, think-alouds, and application activities

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