

Basic Skills Checklists Teacher Friendly Assessment For Students With Autism Or Special Needs

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.

Presents the educators with an effective means of determining current skills and monitoring progress of special needs children. Designed for use with preschool and elementary-aged children. Focuses on basic concepts, reading, language arts, math, fine motor skills, writing, and independence.

"This resource provides special education teachers, therapists, parents, and home-based therapists with practical, easy-to-implement ideas for creating over 80 work tasks or boxes to be used to teach students to work independently and for an established length of time. This book contains classroom and home-tested ideas for addressing skills in six different areas: sorting, matching, reading, writing, mathematics, and motor tasks."--The back cover.

In this book you'll learn how to: tap into your passion as a teacher - even when you're less than excited about the subject; develop creative presentations that capture your students' interest; establish rapport and a sense of camaraderie in your classroom; transform your class into a life-changing experience for your students. --from back cover.

A Framework for Great Teaching

The Common Core Coaching Book

Checklists for teachers, students, school leaders

Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator

Strategies for English Learners

A Practical Reference for Parents and Teachers

Birth to Age Eight

Moyes helps walk any regular education or special education teacher through the process of setting up a sensory-friendly classroom in this easy-to-use book.

Americans have long recognized that investments in public education contribute to the common good, enhancing national prosperity and supporting stable families, neighborhoods, and communities. Education is even more critical today, in the face of economic, environmental, and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult roles as citizens, employees, managers, parents, volunteers, and entrepreneurs. To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management - often referred to as "21st century skills." Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century describes this important set of key skills that increase deeper learning, college and career readiness, student-centered learning, and higher order thinking. These labels include both cognitive and non-cognitive skills- such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn. 21st century skills also include creativity, innovation, and ethics that are important to later success and may be developed in formal or informal learning environments. This report also describes how these skills relate to each other and to more traditional academic skills and content in the key disciplines of reading, mathematics, and science. Education for Life and Work: Developing Transferable Knowledge

and Skills in the 21st Century summarizes the findings of the research that investigates the importance of such skills to success in education, work, and other areas of adult responsibility and that demonstrates the importance of developing these skills in K-16 education. In this report, features related to learning these skills are identified, which include teacher professional development, curriculum, assessment, after-school and out-of-school programs, and informal learning centers such as exhibits and museums.

It also describes the learning goals and how 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.

This hands-on manual provides instruction on how to build a social skills program and presents effective methods for teaching specific goals. Based on the author's years of experience teaching social skills, this book addresses issues and skills that are often overlooked in other manuals. There is a comprehensive checklist to be used as an assessment of skills and as a method of creating goals for individual students. There are concrete strategies broken down into simple steps for using visuals, video modeling, peer play and natural occurring situations to facilitate social skills learning.

Reproducible worksheets to reinforce these skills are also included for easy implementation.

How Do I Teach This Kid?

Eager to Learn

How Do I Teach this Kid to Read?

Visual Work Tasks for Beginning Learners on the Autism Spectrum

Distance Education for Teacher Training

Collaboration and Co-Teaching

The Writing Revolution

Accessible and practical, this book helps teachers incorporate executive function processes - such as planning, organizing, prioritizing, and self-checking - into the classroom curriculum. Chapters provide effective strategies for optimizing what Ka '12 students learn by improving how they learn. Noted authority Lynn Meltzer and her research associates present a wealth of easy-to-implement assessment tools, teaching techniques and activities, and planning aids. Featuring numerous whole-class ideas and suggestions, the book also covers the nuts and bolts of differentiating instruction for students with learning or attention difficulties. Case examples illustrate individualized teaching strategies and classroom accommodations. Fifteen reproducible are included; the large-size format facilitates photocopying and day-to-day reference. This book will be invaluable to classroom teachers and special educators in grades K-12, teacher educators, school psychologists, and neuropsychologists.

Ask successful writers and they'll tell you, the key to writing well is revision. Ask elementary school teachers and they'll tell you, the real challenge of writing instruction is teaching kids how to revise. Ruth Culhan is both a successful writer and a writing teacher, and she's discovered how to teach writing and revision in a way that's accessible to both teacher and students: First read the writing, assess it using the traits of writing, then teach the writers and guide revision decisions using traits as a common language and map. This book shows you how to assess and teach writing in a way that's practical and doable--and best of all, see results. Part 1 walks you through the traits of writing and their key qualities, showing step by step how to read students' writing and offer feedback that nudges them forward through the revision process. Chapters will help you design challenges students face within each mode of writing (narrative, expository, persuasive), and provide tools young writers can use to evaluate their own writing and make revision decisions accordingly. Part 2 dives into instruction, offering specific guidance for how to use what you've learned from reading student writing to design lessons that scaffold students toward making their own craft decisions and revisions. In addition, there's an entire chapter devoted to mentor texts that you can use to model traits and key qualities for your students.

This Child-Friendly Schools (CFS) Manual was developed during three-and-a-half years of continuous work, involving the United Nations Children's Fund education staff and specialists from partner agencies working on quality education. It benefits from fieldwork in 155 countries and territories, evaluations carried out by the Regional Offices and desk reviews conducted by headquarters in New York. The manual is a part of a total resource package that includes an e-learning package for capacity-building in the use of CFS models and a collection of field case studies to illustrate the state of the art in child-friendly schools in a variety of settings.

A Checklist for Everything! is check-fold of research-based checklists that meet national standards and promise to save you valuable time and energy. Checklists are effective as an assessment and reporting tool, to write a grant proposal, sit on a committee for curriculum change or search for a direct new way to inform parents. You will find exactly what you need in this book.

Setting Up Classroom Spaces that Support Students With Autism Spectrum Disorders

Child Friendly Schools Manual

Developing Cooperation, Self-Discipline, and Responsibility in the Classroom

Teacher-Friendly Assessment for Students with Autism Or Special Needs

A Practical Guide for Schools

A Partnership Approach to Improving Instruction

What to Do with the Kid Who

Essential advice and resources for helping kids with dyslexia The Dyslexia Checklist is a valuable guide for parents and teachers that can help them better understand children and teenagers with dyslexia and other reading- and language-based disabilities. The book relays the most current research available and is filled with practical strategies, supports, and interventions. Using these tools teachers and parents can accommodate the needs and strengthen the skills of students with reading and writing disabilities across all age levels. The book is presented in a simple, concise, easy-to-read checklist format and is filled with useful advice and information on a wide range of topics. Explains what we now know about dyslexia from decades of research Contains games to strengthen a child's literacy and language skills Provides important information for hooking in reluctant and struggling readers Offers suggestions for enhancing skills in vocabulary, comprehension, composition and written expression, spelling, math, and more The book also provides information on the educational rights of students with dyslexia.

77 practical activities that reinforce positive behavior This gold mine of teacher-developed and -approved activities goes beyond classroom management theory and gives you ready-to-use tools that not only encourage positive behavior, but also empower students to take responsibility for their behavior. Excellent for all students, these activities will help you: Improve your teaching and classroom management skills Enhance your knowledge base Maintain a positive attitude so that you can be proactive rather than reactive Also included are a quick-glance chart that groups the activities by appropriate grade level and helpful checklists.

For years the text of choice for developing excellence as a teacher of K-12 students with moderate and severe disabilities, this clearly written work has now been revised and updated. Chapters provide step-by-step procedures for designing standards-based individualized education plans and evaluating and enhancing student progress. Methods and materials for teaching literacy, mathematics, science, and social studies are described in depth. The book also describes effective ways to build functional daily living skills. User-friendly features include extensive vignettes and classroom examples, end-of-chapter application exercises, and reproducible planning and assessment tools. Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2" x 11" size. New to This Edition *Reflects important advances in research and evidence-based practice.

*Chapter on collaborating with culturally diverse families, plus a stronger multicultural focus throughout. *Chapter on writing instruction. *Two additional chapters on reading and math, ensuring coverage of both foundational and grade-aligned skills. *Increased attention to students with autism spectrum disorder and to uses of technology. This book will provide school administrators and teachers with the essential techniques, resources, and guidelines to start a comprehensive "Response to Intervention" process in their own schools. The reader will learn how to: · Help stakeholders "buy-in" to the RTI process · Inventory and organize intervention resources · Create research-based and classroom-friendly student intervention plans · Set objective goals for student improvement · Apply decision rules to determine when a student who fails to respond to intervention should be referred

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

Teaching Students with Moderate and Severe Disabilities, Second Edition

Seven Research-Based Principles for Smart Teaching

RTI Toolkit

How Learning Works

The Developing Brain

Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors

Reading is so much more than reciting words on a page! Reading provides personal enjoyment, access to information, and opens doors to opportunities throughout life, both recreational and occupational. Reading helps us grow and vicariously experience things we are curious about, and dream about. But for many young children with autism, reading is often a factual memorization of letters and words. The playful, imaginative qualities of reading may be missed in favor of the repetitive, predictable alphabet and visual appearance of words on a page. This book presents simple instructional strategies that can be used to help develop early literacy skills in young children with autism. Award-winning author Kimberly Henry provides dozens of fine-tuned, easily adaptable activities that teachers and parents can implement separately or in infinite combinations. Included are units on phonemic awareness, vocabulary, comprehension, and fluency. Kim also lists numerous other resources you can use to supplement the lessons. Best of all, this book comes with a FREE CD of printable, visual tools, such as: ABC Books Text-Picture Matches Songs, Chants, and Poems Word Walls Visual Organizers Sentence Builders And many more!

Basic Skills Checklists Teacher-friendly Assessment for Students with Autism Or Special NeedsFuture Horizons

Grounded in a strong evidence base, this indispensable practitioner guide and text has given thousands of teachers tools to support the literacy growth of beginning and struggling readers in grades K–2. The interactive strategies approach (ISA) is organized around core instructional goals related to enhancing word learning and comprehension of text. The book provides guidance for assessment and instruction in whole-class, small-group, and one-to-one settings, using the curricular materials teachers already have.

Purchasers get access to a companion website where they can download and print 26 reproducible forms in a convenient 8 1/2" x 11" size. Of special value, the website also features nearly 200 pages of additional printable forms, handouts, and picture sorts that supplement the book's content. New to This Edition *Incorporates the latest research on literacy development and on the ISA. *Describes connections to the Common Core State Standards (CCSS). *Explains how to use the ISA with English learners. *Chapter on fluency. *Expanded coverage of morphological knowledge. *Companion website with downloadable reproducible tools and extensive supplemental materials. See also Comprehensive Reading Intervention in Grades 3–8, by Lynn M. Gelzheiser, Donna M. Scanlon, Laura Hallgren-Flynn, and Peggy Connors, which presents the Interactive Strategies Approach–Extended (ISA-X) for intermediate and middle grade struggling readers.

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Developing Transferable Knowledge and Skills in the 21st Century

School, Family, and Community Partnerships

Your Handbook for Action

A Hands-on Manual for Teaching Social Skills to Children with Autism

Instructional Coaching

Using Data and Cognitive Behavioral Therapy to Teach Replacement Skills

Early Intervention for Reading Difficulties, Second Edition

First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers--and learners--every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? *Eager to Learn* explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. *Eager to Learn* presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

Each year there is a growing emphasis on the inclusion of students with special needs into the general education population. Some students may come with a diagnosis: Learning Disability, Autism, Asperger's Syndrome, or ADHD. Others may not, leaving teachers unsure how to teach them. This book is a tool for teachers who have a student or students in their classroom whose behaviors are impeding their learning. If they see a particular behavior, they can quickly look up an in-the-moment solution, and then read more about what could be causing that behavior. A must-have for every inclusive classroom!

Praise for *How Learning Works* "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, *Tools for Teaching* "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, *e-Learning and the Science of Instruction*; and author, *Multimedia Learning*

Primary Education Thinking Skills 1

Educating Our Preschoolers

A Unifying Foundation

Teaching the iGeneration

Ticked Off

Promoting Executive Function in the Classroom

High Impact Instruction is a response to the pressing need among school leaders for research-validated, high-leverage instructional practices that have a significant, positive impact on the way teachers teach and students learn. Author Jim Knight provides a simple but powerful framework and set of tools for improving classroom management, content planning, instruction, and assessment. In addition, the book addresses the most effective forms of professional learning that can be used to ensure that teachers learn the Big

Four teaching practices: Instructional Coaching, Partnership Learning, and Intensive Learning Teams.

Remember those great teachers who made you excited about learning? Remember how it felt to be in their classes and to experience how they made their classrooms come alive? What made those teachers special? What qualities and skills did they have to ignite student learning? Most important, how did those teachers help their students become successful? In *Qualities of Effective Teachers*, 2nd edition, James H. Stronge shows educators how to recreate this same excitement and enthusiasm in their own classrooms by describing the characteristics and skills of effective teachers. Stronge synthesizes research to identify specific teacher behaviors that contribute to student achievement. Rather than look at outside factors like demographics, district leadership, and state mandates, Stronge focuses specifically on what teachers can control: their own preparation, personality, and practices. Learn how effective teachers "Prepare to be effective educators. *Establish, manage, and maintain learning-focused classroom environments. *Organize time, communicate expectations, and plan instruction. *Present curriculum to support active and engaged learning. *Monitor student progress, identify student potential, and meet the needs of special populations in the classroom. This second edition includes new tips and tools for engaging at-risk students and high-ability students. It also includes skills checklists and an expanded, annotated bibliography to provide a springboard for further insight and exploration. Teachers, educators who hire teachers, teacher leaders, supervisors, and teachers-in-training can all use this book to learn to how to develop better teachers and to improve the quality of learning for all students.

Ticked Off by Harry Fletcher-Wood introduces teachers to the checklist, but not as they 've seen it before. Discover the rationale for using checklists, the key design principles behind them and the effect they can have. Checklists are already used in medicine, aeronautics and construction and they can help teachers too. Learn a deceptively simple way of completing critical actions well, particularly when under pressure. Ticked Off contains checklists which offer teachers and leaders a calmer, more organised life and a healthy approach to workload and well-being. These checklists can be adopted or adapted: they are ready to use, but offer guidance, examples and suggestions so teachers can personalise them for their needs. Free downloadable versions make this easy for busy teachers. Checklists: free will to devote our time, energy and attention to focusing on the tasks that matter most; improve communication with colleagues and students; remind us of important steps which even highly skilled professionals may miss; offer us reassurance that, when going home at the end of the day, we 've done everything that matters and can relax; and can make you a better and a happier teacher. There are checklists to simplify procedural tasks for students, including essay planning, setting up experiments and quality checking work. This will free up teacher time. There are checklists for teaching including: planning lessons, time management, giving feedback and assessing student needs and exam readiness. Checklists for teachers include: processes for reading research, preparing for job interviews, having productive meetings with parents, protecting well-being, and managing the daily and weekly demands of the role. Checklists for leaders cover: inducing middle leaders, making meetings work, designing effective CPD, using data and giving feedback. Additional checklists for living include: making decisions, what to do if you 've made a mistake and making each school day a good one. Many things prevent teachers from achieving all that they would like, but most come down to a single cause: while students' needs are infinite, our time and resources are not. Some teachers seem intimidatingly organised in all they do. This book is for everyone else. Whether you 're a teacher, teacher-trainer or school leader, everyone can benefit from the checklist approach.

Introduces the letters of the alphabet as Miss Bindergarten and her students get ready for kindergarten.

Social Skills Solutions

The Missing Link for Translating Research Into Practice

How to Create and Use Structured Work Systems

The Dyslexia Checklist

A Practical Guide to Empower Students and Teachers

How People Learn

Proactive Classroom Management, K-8

Synthesizing information from neuroscience, cognitive psychology, and child development, this reader-friendly guide explains the basics of early brain development and provides brain-compatible teaching practices.

An innovative professional development strategy that facilitates change, improves instruction, and transforms school culture! Instructional coaching is a research-based, job-embedded approach to instructional intervention that provides the assistance and encouragement necessary to implement school improvement programs. Experienced trainer and researcher Jim Knight describes the "nuts and bolts" of instructional coaching and explains the essential skills that instructional coaches need, including getting teachers on board, providing model lessons, and engaging in reflective conversations. Each user-friendly chapter includes: First-person stories from successful coaches Sidebar highlighting important information A "Going Deeper" section of suggested resources Ready-to-use forms, worksheets, checklists, logs, and reports

Detailed description of and rationale for setting up structured work systems for individuals with autism spectrum and related disabilities as a means of fostering independence, skill mastery, reduction of behavioral outbursts, etc.--Publisher.

"Jim Knight and coauthors show instructional coaches how to develop their own playbooks full of teaching strategies and educational tools that effectively maximize teacher learning"--

Transforming the Workforce for Children Birth Through Age 8

Education for Life and Work

A Checklist For Everything (eBook)

Basic Skills Checklists

A Guide to Advancing Thinking Through Writing in All Subjects and Grades

Miss Bindergarten Gets Ready for Kindergarten

Strategies to Help Teachers Address the K-5 ELA Standards

This book provides essential coaching tools to support teachers in planning and implementing instruction aligned with the Common Core State Standards (CCSS). The authors explain the key instructional shifts brought about by the CCSS in K-5 English language arts classrooms. Eighteen specific strategies for coaching large groups, small groups, and individual teachers are presented, including clear-cut procedures, vivid illustrative examples, and 28 reproducible forms. Grounded in research on adult learning, the book addresses common coaching challenges and how to overcome them. The large-size format facilitates photocopying; purchasers also get access to a Web page where they can download and print the reproducible materials.

Find the natural overlap between the work you already believe in and the digital tools that define today's learning. Each chapter introduces an enduring skill: information fluency, verbal persuasion, collaborative dialogue, and problem solving. Then, the authors present a digital solution that can be used to enhance traditional skill-based instructional practices. A collection of handouts and supporting materials tailored to each skill and tool type ends each chapter.

Help ELLs achieve success with an integrated, collaborative program! This resource provides a practical guide to collaboration and co-teaching between general education teachers and ESL specialists to better serve the needs of ELLs. Offering classroom vignettes, step-by-step guidelines, ready-to-use resources, and in-depth case studies, the authors help educators: Understand the benefits and challenges of collaborative service delivery Teach content while helping students meet English language development goals Choose from a range of collaborative strategies and configurations, from informal planning and collaboration to a co-teaching partnership Use templates, planning guides, and other practical tools to put collaboration into practice

Train teachers how to use behavioral RTI strategies and record data with electronic templates to establish a classroom climate that encourages students to interact courteously with teachers and peers. CD-ROM is PC and Mac compatible.

Behavior Solutions for the Inclusive Classroom

Teaching Literacy Skills to Young Children with Autism, from Phonics to Fluency

Teach Like a Pirate

The Instructional Playbook

Building Independence

Brain, Mind, Experience, and School: Expanded Edition

Qualities of Effective Teachers

"HELP! My Students Can't Write!" Why You Need a Writing Revolution in Your Classroom and How to Lead It. The Writing Revolution (TWR) provides a clear method of instruction that you can use no matter what subject or grade level you teach. The model, also known as The Hochman Method, has demonstrated, over and over, that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback. Insurmountable as the challenges faced by many students may seem, TWR can make a dramatic difference. And the method does more than improve writing skills. It also helps: Boost reading comprehension Improve organizational and study skills Enhance speaking abilities Develop analytical capabilities TWR is as much a method of teaching content as it is a method of teaching writing. There's no separate writing block and no separate writing curriculum. Instead, teachers of all subjects adapt the TWR strategies and activities to their current curriculum and weave them into their content instruction. But perhaps what's most revolutionary about the TWR method is that it takes the mystery out of learning to write well. It breaks the writing process down into manageable chunks and then has students practice the chunks they need, repeatedly, while also learning content.

With even the best curricula and interventions, students with autism spectrum disorders will not learn unless the classroom environment is organized with their specific needs in mind. This long-awaited book shows through clear and brief text and lots of photos how to determine what type of furniture and materials to choose for various types of classrooms and how to arrange them in a way that creates an effective learning environment while reducing anxiety and preventing problem behaviors. As such, it uses evidence-based practices of structure and visual supports to enhance the well-being and success of students. Examples are given for students across the age span with lots of lists and helpful resources, making this book a must-have resource for every classroom.

Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

Five Easy Ways to Introduce Essential Skills With Web 2.0 Tools

Teach Writing Well

How to Assess Writing, Invigorate Instruction, and Rethink Revision

The Interactive Strategies Approach

Ohio Handbook for the Identification, Evaluation, and Placement of Children with Language Problems

High-Impact Instruction