

Waddington Diagnostic Reading Test

Second language assessment is ubiquitous. It has found its way from education into questions about access to professions and migration. This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so, showing the influence of linguistics, politics, philosophy, psychology, sociology, and psychometrics. There are four parts which, when taken together, address the principles and practices of second language assessment while considering its impact on society. Read separately, each part addresses a different aspect of the field. Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment, and standards and frameworks, as well as matters of scoring, quality assurance, and test validation. Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency. Part III examines the challenges and opportunities of second language assessment in a range of contexts. In addition to chapters on second language assessment on a national scale, there are chapters on learning-oriented assessment, as well as the uses of second language assessment in the workplace and for migration. Part IV examines a selection of important issues in the field that deserve attention. These include the alignment of language examinations to external frameworks, the increasing use of technology to both deliver and score second language tests, the responsibilities associated with assessing test takers with special needs, the concept of 'voice' in second language assessment, and assessment literacy for teachers and other test and score users.

This fully revised and updated edition includes twelve new chapters on contemporary topics such as ecological democracy, Native studies, inquiry teaching, and Islamophobia. The Social Studies Curriculum, Fourth Edition updates the definitive overview of the issues teachers face when creating learning experiences for students in social studies. The book connects the diverse elements of the social studies curriculum—civic, global, social issues—offering a unique and critical perspective that separates it from other texts. Completely updated, this book includes twelve new chapters on the history of the social studies; democratic social studies; citizenship education; anarchist inspired transformative social studies; patriotism; ecological democracy; Native studies; inquiry teaching; Islamophobia; capitalism and class struggle; gender, sex, sexuality, and youth experiences in school; and critical media literacy. All the chapters from the previous edition have been thoroughly revised and updated, including those on teaching social studies in the age of curriculum standardization and high-stakes testing, critical multicultural social studies, prejudice and racism, assessment, and teaching democracy. Readers are encouraged to reconsider their assumptions and understanding about the origins, purposes, nature, and possibilities of the social studies curriculum.

Infused with our authors' personal experiences teaching, Literacy in Australia, 3rd Edition is delivered as a full colour printed textbook with an interactive eBook code included. This enables students to master concepts and succeed in assessment by taking the roadblocks out of self-study, with features designed to get the most out of learning such as animations, interactivities, concept check questions and videos. With a prioritised focus on the Aboriginal and Torres Strait Islander histories and cultures featured throughout the text, pre-service teachers will be well-equipped with the knowledge of what kinds of activities they can include in and out of the classroom for an enriching learning experience for their students.

Diagnostic Reading and Spelling Tests 1 & 2A Book of Tests and Diagnostic Procedures for Classroom TeachersDiagnostic Reading and Spelling TestsA Book of Tests and Diagnostic Procedures for Children with Learning DifficultiesThe Oxford Handbook of Intellectual Disability and DevelopmentOxford University Press, USA

The unmanaged heart of nursing

Jaws

Australian Books in Print

A Unifying Foundation

Ten Promising Programs for Educating All Children

Reducing Risks for Mental Disorders

The Sciences of the Artificial, third edition

This book integrates philosophy of science, data acquisition methods, and statistical modeling techniques to present readers with a forward-thinking perspective on clinical science. It reviews modern research practices in clinical psychology that support the goals of psychological science, study designs that promote good research, and quantitative methods that can test specific scientific questions. It covers new themes in research including intensive longitudinal designs, neurobiology, developmental psychopathology, and advanced computational methods such as machine learning. Core chapters examine significant statistical topics, for example missing data, causality, meta-analysis, latent variable analysis, and dyadic data analysis. A balanced overview of observational and experimental designs is also provided, including preclinical research and intervention science. This is a foundational resource that supports the methodological training of the current and future generations of clinical psychological scientists.

How might educational leaders and teachers improve literacy achievement in schools serving communities experiencing high levels of poverty? This question is the focus of this book. Drawing on long-term case studies of four primary schools located in these communities, this book describes the difference between what is commonly practiced and those practices that have a greater chance of supporting young people's literacy learning. In this multi-layered analysis of the effects of policy on practice, the authors: discuss global concerns with literacy policy and testing in view of the growing gaps between rich and poor; examine the effects of the intensification of inequality and entrenched poverty, and the implications for schools; illustrate how deficit discourses pertaining to communities living in poverty are contested in schools; and describe the complexities of sustaining pedagogical and curriculum change to address the problem of unequal educational outcomes in literacy. This book grapples with some of the most debated questions regarding educational disadvantage, school change, leadership and literacy pedagogy that face educational researchers, policy-makers and practitioners internationally. As well as providing a critique of the risks of current policy rationales, it conveys some hopeful accounts of practice that provide leads for further development.

There is no shortage of innovative educational programs – the challenge is learning how to scale and sustain those with strong evidence of effectiveness. This book focuses on Reading Recovery – one of the few educational innovations that has successfully expanded and established itself in several educational systems in the world. Developed by Marie Clay in New Zealand during the mid-1980s, Reading Recovery is an intensive intervention for young students who are struggling to learn how to read, and has expanded to several countries across the globe over the last 30 years. Providing evidence of the intervention's effectiveness both in the short- and long-term, this volume presents in-depth studies to elucidate why the program is effective; discusses the trials and tribulations in scaling and sustaining the program; and approaches scaling and maintaining from theoretical and practical perspectives. The contributors to this book explain how Reading Recovery has established itself because it has maintained a strong focus on evidence; developed a deep sense of community among its practitioners; and was at the forefront in enhancing professional development of the teachers who delivered the intervention. Understanding the implementation experiences of the intervention is beneficial for any innovation developer who wishes to grow and sustain an intervention. The chapters in this book were originally published as articles in the Journal of Education for Students Placed At Risk.

“When students know how to learn, they are able to become their own teachers.” —Nancy Frey, Douglas Fisher, and John Hattie Imagine students who describe their learning in these terms: “I know where I’m going, I have the tools I need for the journey, and I monitor my own progress.” Now imagine the extraordinary difference this type of ownership makes in their progress over the course of a school year. This illuminating book shows how to make this scenario an everyday reality. With its foundation in principles introduced in the authors’ bestselling Visible Learning for Literacy, this resource delves more deeply into the critical component of self-assessment, revealing the most effective types of assessment and how each can motivate students to higher levels of achievement.

a Pathway to Recovery

How the Wiring of Our Brains Shapes Who We Are

Advances in Research on Reading Recovery

Busting Myths about Human Nature

Alexander Hamilton, the End of the War for Independence, and the Origins of Judicial Review

Beyond Pedagogies of Poverty

Breast Cancer - From Biology to Medicine thoroughly examines breast cancer from basic definitions, to cellular and molecular biology, to diagnosis and treatment. This book also has some additional focus on preclinical and clinical results in diagnosis and treatment of breast cancer. The book begins with introduction on epidemiology and pathophysiology of breast cancer in Section 1. In Section 2, the subsequent chapters introduce molecular and cellular biology of breast cancer with some particular signaling pathways, the gene expression, as well as the gene methylation and genomic imprinting, especially the evidence of breast cancer stem cells. In Section 3, some new diagnostic methods and updated therapies from surgery, chemotherapy, hormone therapy, immunotherapy, radiotherapy, and some complementary therapies are discussed. This book provides a succinct yet comprehensive overview of breast cancer for advanced students, graduate students, and researchers as well as those working with breast cancer in a clinical setting. In a highly engaging style, Rheingold tells the story of what he calls the patriarchs, pioneers, and infants of the computer, focusing in particular on such pioneers as J. C. R. Licklider, Doug Engelbart, Bob Taylor, and Alan Kay. The digital revolution did not begin with the teenage millionaires of Silicon Valley, claims Howard Rheingold, but with such early intellectual giants as Charles Babbage, George Boole, and John von Neumann. In a highly engaging style, Rheingold tells the story of what he calls the patriarchs, pioneers, and infants of the computer, focusing in particular on such pioneers as J. C. R. Licklider, Doug Engelbart, Bob Taylor, and Alan Kay. Taking the reader step by step from nineteenth-century mathematics to contemporary computing, he introduces a fascinating collection of eccentrics, mavericks, geniuses, and visionaries. The book was originally published in 1985, and Rheingold’s attempt to envision computing in the 1990s turns out to have been remarkably prescient. This edition contains an afterword, in which Rheingold interviews some of the pioneers discussed in the book. As an exercise in what he calls “retrospective futurism,” Rheingold also looks back at how he looked forward.

With the current push toward educational reform, there is great potential for innovation and change, particularly in large scale testing. One area where change is possible is in cognitive diagnostic assessment. Researchers in educational measurement and cognitive psychology are finally in a position to design tests targeted specifically for providing valuable information about students’ cognitive strengths and weaknesses. This self-contained volume organizes what is known about cognitive diagnostic assessment in education, including its conceptual and philosophical basis, methods, and applications. The complete list of topics includes educational demand, philosophical rationale, construct validity, cognitive methods, test construction, statistical models, and unresolved issues (e.g., how to best translate diagnostic information into teaching practices). Leighton and Gierl present a comprehensive and up-to-date examination of cognitive diagnostic assessment in education.

Now in its third edition, the Handbook of Research on Teaching the English Language Arts/sponsored by the International Reading Association and the National Council of Teachers of English/offers an integrated perspective on the teaching of the English language arts and a comprehensive overview of research in the field. Prominent scholars, researchers, and professional leaders provide historical and theoretical perspectives about teaching the language arts focus on bodies of research that influence decision making within the teaching of the language arts explore the environments for language arts teaching reflect on methods and materials for instruction Reflecting important recent developments in the field, the Third Edition is restructured, updated, and includes many new contributors. More emphasis is given in this edition to the learner, multiple texts, learning, and sharing one’s knowledge. A Companion Website, new for this edition, provides PowerPoint® slides highlighting the main points of each chapter.

Purposes, Problems, and Possibilities of Research in Elementary Education

Research and Reform in Elementary Education

The Story of a Hidden Epidemic

The Cambridge Handbook of Research Methods in Clinical Psychology

Rutgers V. Waddington

Frontiers for Preventive Intervention Research

Breast Cancer

A unique overview of research on dyslexia and an account of the underlying causes at cognitive, brain, and neural system levels that provides a framework for significant progress in the understanding of dyslexia and other related learning disabilities. Dyslexia research has made dramatic progress since the mid-1980s. Once discounted as a “middle-class myth,” dyslexia is now the subject of a complex—and confusing—body of theoretical and empirical research. In Dyslexia, Learning, and the Brain, leading dyslexia researchers Roderick Nicolson and Angela Fawcett provide a uniquely broad and coherent analysis of dyslexia theory. Unlike most dyslexia research, which addresses the question “what is the cause of the reading disability called dyslexia?” the authors’ work has addressed the deeper question of “what is the cause of the learning disability that manifests as reading problems?” This perspective allows them to place dyslexia research within the much broader disciplines of cognitive psychology and cognitive neuroscience and has led to a rich framework, including two established leading theories, the automatization deficit account (1990) and the cerebellar deficit hypothesis (2001). Nicolson and Fawcett show that extensive evidence has accumulated to support these two theories and that they may be seen as subsuming the established phonological deficit account and sensory processing accounts. Moving to the explanatory level of neural systems, they argue that all these disorders reflect problems in some component of the procedural learning system, a multiregion system including major components of cortical and subcortical regions. The authors’ answer to the fundamental question “what is dyslexia?” offers a challenge and motivation for research throughout the learning disabilities, laying the foundations for future progress.

Continuing his exploration of the organization of complexity and the science of design, this new edition of Herbert Simon’s classic work on artificial intelligence adds a chapter that sorts out the current themes and tools—chaos, adaptive systems, genetic algorithms—for analyzing complexity and complex systems. There are updates throughout the book as well. These take into account important advances in cognitive psychology and the science of design while confirming and extending the book’s basic thesis: that a physical symbol system has the necessary and sufficient means for intelligent action. The chapter “Economic Reality” has also been revised to reflect a change in emphasis in Simon’s thinking about the respective roles of organizations and markets in economic systems.

Children are born 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.

Over the years two main approaches have emerged in the teaching and learning of reading and writing. One is the ‘whole language’ approach; the other concentrates more on instruction in phonics. This paper focuses on the theoretical assumptions underlying these two approaches to the teaching of literacy, and the studies which have been undertaken, in the international arena, to find out how children progress, from their earliest educational years, in attaining both initial reading skills and lifelong literacy. [Author abstract, ed].

Approaches to Teaching and Assessment

The State of the Global Education Crisis

Modeling the Psychopathological Dimensions of Schizophrenia

Diagnostic Reading and Spelling Tests 1 & 2

Spelling

From Molecules to Behavior

An Assessment of Vulnerability

One of the central features in current educational reforms is a focus on learning outcomes. Many countries have established or revised standards to describe what teachers are supposed to teach and students are expected to learn. More recently, the emphasis has shifted to considerations of how standards can be operationalized in order to make the outcomes of educational efforts more tangible. This book is the result of a symposium held in Kiel, that was arranged by two science education groups, one at the IPN (Leibniz-Institute for Science and Mathematics Education at the University of Kiel) in Germany and the other at the University of York, UK. The seminar brought together renowned experts from 12 countries with different notions of the nature and quality of learning outcomes. The aim was to clarify central conceptions and approaches for a better understanding among the international science education community. The book is divided into five parts. In Part A, the organizers set the scene, describing the rationale for arranging the symposium. Part B provides a broad overview about different approaches, challenges, and pitfalls on the road to the clarification of meaningful and fruitful learning outcomes. The set of papers in Part C provides deep insights into different, although comparable approaches which aim to frame, to assess, and to promote learning and learning outcomes in science education. Smaller projects are presented as well as broad, coordinated national programs. The papers in Part D outline the individual historical development from different national perspectives, reflecting the deficits and problems that led to current reforms. Finally, a summary of the organizers analyses the conclusions from different vantage points.

Cambridge, UK : Cambridge University Press, 1998.

Peter Hoffer illuminates how in the messy aftermath of the American Revolution lawyers, in particular Hamilton, transformed a lawsuit about a burned down brewery into a critical case making persuasive arguments for a stronger central government

The understanding of how to reduce risk factors for mental disorders has expanded remarkably as a result of recent scientific advances. This study, mandated by Congress, reviews those advances in the context of current research and provides a targeted definition of prevention and a conceptual framework that emphasizes risk reduction. Highlighting opportunities for and barriers to interventions, the book draws on successful models for the prevention of cardiovascular disease, injuries, and smoking. In addition, it reviews the risk factors associated with Alzheimer’s disease, schizophrenia, alcohol abuse and dependence, depressive disorders, and conduct disorders and evaluates current illustrative prevention programs. The models and examination provide a framework for the design, application, and evaluation of interventions intended to prevent mental disorders and the transfer of knowledge about prevention from research to clinical practice. The book presents a focused research agenda, with recommendations on how to develop effective intervention programs, create a cadre of prevention researchers, and improve coordination among federal agencies.

Literacy in Australia

Handbook of Research on Teaching the English Language Arts

The Regional Impacts of Climate Change

The Maudsley Prescribing Guidelines in Psychiatry

Pedagogies for Engagement

Foundations for the Acquisition of Literacy

Transforming the Workforce for Children Birth Through Age 8

With this book teachers will be able to: recognise different types of spellers and be able to meet their individual learning needs; find out about and select from a comprehensive range of teaching approaches; choose from a variety of methods for formal and informal assessment; and identify other useful teaching resources. This book is for teachers, teaching assistants, SENCOs and Literacy Co-ordinators.

Modeling the Psychopathological Dimensions of Schizophrenia: From Molecules to Behavior is the first book to offer a comprehensive review of the new theoretical, clinical, and basic research framework that considers psychotic illness as a group of dimensional representations of psychopathology rather than as traditional distinct categorical diagnoses. Psychotic illness, typified by schizophrenia, is a devastating condition increasingly recognized as a disorder of abnormal brain development and dysconnectivity. Its complex etiology involves both genetic and environmental factors, as well as the interplay among them. This book describes the current understanding of the clinical and pathological features of schizophrenia, with a particular focus on the evolving conceptualization of schizophrenia and related diagnostic categories of psychotic illness as combinations of dimensional abnormalities. It provides an overview of modern strategies for generating cellular and whole animal models of schizophrenia as well as detailed reviews of the specific experimental preparations and paradigms aimed at molecular, developmental, and brain-network mechanisms that are the underlying aspects of abnormal behavior and various aspects of schizophrenia. This groundbreaking book is an authoritative overview of the translational impact of emerging clinical insights on basic research approaches in schizophrenia that will advance the reader’s understanding of the five major dimensions of psychopathology in schizophrenia and related psychoses and resolve the genetic and neurobiological underpinnings of these dimensions. Includes reviews of animal models that capture the most recent insights into the etiology and pathogenetic mechanisms of schizophrenia, with an emphasis on the translational potential of these models Contains a series of reviews of recently available cellular models for analysis of signaling pathways and gene expression, which complement behavioral neuroscience research in schizophrenia Edited and authored by leading researchers in the field of schizophrenia and related psychoses

A leading neuroscientist explains why your personal traits are more innate than you think What makes you the way you are—and what makes each of us different from everyone else? In Innate, leading neuroscientist and popular science blogger Kevin Mitchell traces human diversity and individual differences to their deepest level: in the wiring of our brains. Deftly guiding us through important new research, including his own groundbreaking work, he explains how variations in the way our brains develop before birth strongly influence our psychology and behavior throughout our lives, shaping our personality, intelligence, sexuality, and even the way we perceive the world. Compelling and original, Innate will change the way you think about why and how we are who we are.

What is neuropsychiatry? This remarkable volume answers that question -- and more. Neuropsychiatry, which focuses on assessment and diagnostic issues at the interface of psychiatry and neurology, is enjoying a renaissance, largely because of the technological innovations detailed in these five chapters. Here, 11 recognized experts have assembled an overview of the essential techniques, current research, and future trends in neuropsychiatric assessment, focusing on clinical applications for psychiatry patients. This eminently practical work begins with the cornerstone of any neuropsychiatric assessment, the physical examination and the medical and psychiatric history. Included here is a head-to-toe compendium of important signs and symptoms to elicit, along with the differential diagnoses of neuropsychiatric disorders to consider when faced with a particular constellation of signs and symptoms. Subsequent chapters discuss The critical importance of the neuropsychological examination, traditionally administered by neuropsychologists and thus often overlooked by psychiatrists in routine workups of their patients. Topics addressed include the clinical approach to the interview process, fixed- and flexible-battery approaches to assessment, interpretation pitfalls, and future trends. The authors illustrate how this essential tool can reveal the major cognitive domains that may be involved in neuropsychiatric disorders and show how specific patterns of deficits in certain domains may help determine a neuropsychiatric diagnosis. The relevance of electrophysiological testing, an underused but invaluable resource, to neuropsychiatric disorders. The authors discuss standard, topographic, and quantitative electroencephalography; cerebral evoked potentials, and polysomnography, providing recommendations for the application of these tools in certain clinical situations (e.g., cognitive decline, rapid-cycling bipolar disorder) and projections for broader uses of electrophysiological testing in the future. The key importance of laboratory testing, especially in view of the complex array of neurological and medical illnesses that may underlie the symptoms of neuropsychiatric patients. The lack of consensus guidelines for the use of conventional laboratory testing, chest X rays, and electrocardiograms in screening patients with neuropsychiatric symptoms continues to constrain our ability to help these patients. The potential of today's increasingly sophisticated neuroimaging approaches -- from structural and functional magnetic resonance imaging and magnetic resonance spectroscopy to diffusion tensor imaging and positron emission tomography -- to reveal the brain and its pathways with unprecedented clarity. The authors provide a fascinating overview of the techniques involved and the current research findings in schizophrenia, major affective disorder, and obsessive-compulsive disorder. Intended to bring us closer to our goals of early detection of, more specific treatments for, and, ultimately, prevention of psychiatric illness, this in-depth yet concise volume on the research and practice of neuropsychiatry will find a wide audience among students, residents, and clinicians.

Down Syndrome Across the Life Span

Tools for Thought

Social Studies Curriculum, The, Fourth Edition

Evidence of Impact

A Book of Tests and Diagnostic Procedures for Classroom Teachers

Diagnostic Reading and Spelling Tests

Innate

Acute Rheumatic Fever and Rheumatic Heart Disease is a concise, yet comprehensive, clinical resource highlighting must-know information on rheumatic heart disease and acute rheumatic fever from a global perspective. Covering the major issues dominating the field, this practical resource presents sufficient detail for a deep and thorough understanding of the latest treatment options, potential complications, and disease management strategies to improve patient outcomes. Divided into four essential sections for ease of navigation: Acute Rheumatic Fever, Rheumatic Heart Disease, Population-Based Strategies for Disease Control, and Acute and Emergency Presentations. International editors and chapter authors ensure a truly global perspective. Covers all clinical aspects, including epidemiology, pathophysiology, clinical features, diagnosis, management, and treatment. Includes key topics on population-based measures for disease control for effective primary, secondary, and tertiary prevention. Consolidates today's available information and guidance into a single, convenient resource.

This book promotes a positive message for people with Down syndrome across the world. Living with Down Syndrome is a positive experience for the majority of children and adults with Down syndrome, and for their families. Of course there are difficulties to be faced, but quality of life, from infancy to old age, is determined more by the quality of healthcare, education and social inclusion offered to individuals, than by the developmental difficulties that are associated with Down syndrome. The aim of this book is to bring the latest information on research and good practice to families, practitioners and policy makers in order improve the services available to individuals with Down syndrome in all countries.

There's a silent epidemic in modern civilization, and it is right under our noses. Our jaws are getting smaller and our teeth crooked and crowded, creating not only aesthetic challenges but also difficulties with breathing. Modern orthodontics has persuaded us that braces and oral devices can correct these problems. While teeth can certainly be straightened, what about the underlying causes of this rapid shift in oral evolution and the health risks posed by obstructed airways? Sandra Kahn and Paul R. Ehrlich, a pioneering orthodontist and a world-renowned evolutionist, respectively, present the biological, dietary, and cultural changes that have driven us toward this major health challenge. They persuade simple adjustments that can alleviate this developing crisis, as well as a major alternative to orthodontics that promises more significant long-term relief. Jews will change your life. Every parent should read this book.

The purpose of this book is to gain a better understanding of the multitude of factors that determine longer life and improved quality of life in the years a person is alive. While the emphasis is primarily on the social and behavioral determinants that have an effect on the health and well-being of individuals, this publication also addresses quality of life factors and determinants more broadly. Each chapter in this book considers an area of investigation and ends with suggestions for future research and implications of current research for policy and practice. The introductory chapter summarizes the state of Americans' health and well-being in comparison to our international peers and presents background information concerning the limitations of current approaches to improving health and well-being. Following the introduction, there are 21 chapters that examine the effects of various behavioral risk factors on population health, identify trends in life expectancy and quality of life, and suggest avenues for research in the behavioral and social science areas to address problems affecting the U.S. population and populations in other developed and developing countries around the world. Undergraduate and graduate students pursuing coursework in health statistics, health population demographics, behavioral and social science, and health policy may be interested in this content. Additionally, policymakers, legislators, health educators, and scientific organizations around the world may also have an interest in this resource.

A Book of Tests and Diagnostic Procedures for Children with Learning Difficulties

Diagnostic Mathematics Module Tests, 1-15

The Oxford Handbook of Intellectual Disability and Development

Preprimer Through Grade 8

Developing Assessment-Capable Visible Learners, Grades K-12

Maximizing Skill, Will, and Thrill

From Biology to Medicine

Diagnostic Texts: In today's inflexible, fast-paced and more accountable workplace where biomedical and clinical models dominate health care practice, is there room for emotional labour? Based on original empirical research, this book delves into personal accounts of nurses' emotion expressions and experiences as they emerge from everyday nursing practice, and illustrates how their emotional labour is adapting in response to a constantly changing work environment. The book begins by re-examining Arlie Hochschild's sociological notion of emotional labour, and combines it with Margaret Archer's understanding of emotion and the inner dialogue. In an exploration of the nature of emotional labour, its historical and political context, and providing original, but easily recognisable, typology, Catherine Theodosis emphasises that it is emotion – complex, messy and opaque – that drives emotional labour within health care. She suggests that rather than being marginalised, emotional labour in nursing is frequently found in places that are hidden or unrecognised. By understanding emotion itself, which is fundamentally interactive and communicative, she argues that emotional labour is intrinsically linked to personal and social identity. The suggestion is made that the nursing profession has a responsibility to include emotional labour within personal and professional development strategies to ensure the care needs of the vulnerable are met. This innovative volume will be of interest to nursing, health care and sociology students, researchers and professionals.

Success for All is a comprehensive reform model for elementary school that combines state-of-the-art curriculum, research-based instructional methods, assessments, and professional development with one-to-one tutoring, extensive family support services, and other strategies to ensure that every child is successful in the early grades and then builds on that success throughout the elementary years. Started in 1987, it is the most widely used of all reform designs. It is currently in about 1800 schools serving more than a million U.S. children, mostly in high-poverty schools. It is also the most extensively researched comprehensive reform program, with two dozen evaluations carried out in eight research institutions. Success for All: Research and Reform in Elementary Education is the first edited volume presenting research on Success For All in the U.S. and in five other countries for which the program has been adapted. This book provides a description of Success For All, an overall summary of all achievement studies, reviews of research, original presentations of new research, and discussions of the impacts and the implications of this research and dissemination for educational policy and practice in many arenas.

There are three major myths of human nature: humans are divided into biological races; humans are naturally aggressive; and men and women are truly different in behavior, desires, and wiring. In an engaging and wide-ranging narrative, Agustín Fuentes counters these pervasive and pernicious myths about human behavior. Tackling misconceptions about what race, aggression, and sex really mean for humans, Fuentes incorporates an accessible understanding of culture, genetics, and evolution, requiring us to dispose of notions of “nature or nurture.” Presenting scientific evidence from diverse fields—including anthropology, biology, and psychology—Fuentes devises a myth-busting toolkit to dismantle persistent fallacies about the validity of biological races, the innateness of aggression and violence, and the nature of monogamy and differences between the sexes. A final chapter plus an appendix provide a set of take-home points on how readers can myth-bust on their own. Accessible, compelling, and original, this book is a rich and nuanced account of how nature, culture, experience, and choice interact to influence human behavior.

The revised 13th edition of the essential reference for the prescribing of drugs for patients with mental health disorders The revised and updated 13th edition of The Maudsley Prescribing Guidelines in Psychiatry provides up-to-date information, expert guidance on prescribing practice in mental health, including drug choice, treatment of adverse effects and how to augment or switch medications. The text covers a wide range of topics including pharmacological interventions for schizophrenia, bipolar disorder, depression and anxiety, and many other less common conditions. There is advice on prescribing in children and adolescents, in substance misuse and in special patient groups. This world-renowned guide has been written in concise terms by an expert team of psychiatrists and specialist pharmacists. The Guidelines help with complex prescribing problems and include information on prescribing psychotropic medications outside their licensed indications as well as potential interactions with other medications and substances such as alcohol, tobacco and caffeine. In addition, each of the book's 165 sections features a full reference list so that evidence on which guidance is based can be readily accessed. This important text: Is the world's leading clinical resource for evidence-based prescribing in day-to-day clinical practice and for formulating prescribing policy Includes referenced information on topics such as transferring from one medication to another, prescribing psychotropic medications during pregnancy or breastfeeding, and treating patients with comorbid physical conditions, including impaired renal or hepatic function. Presents guidance on complex clinical problems that may not be encountered routinely Written for psychiatrists, neuropharmacologists, pharmacists and clinical psychologists as well as nurses and medical trainees. The Maudsley Prescribing Guidelines in Psychiatry are the established reference source for ensuring the safe and effective use of medications for patients presenting with mental health problems.

Scaling and Sustaining an Evidence-Based Intervention

Making it tangible. Learning outcomes in science education

Neuropsychiatric Assessment

Theory and Applications

Cognitive Diagnostic Assessment for Education

Population Health: Behavioral and Social Science Insights

Literacy, Leading and Learning

*In one concise volume, Darrell Morris provides a complete tool for assessing students' reading ability. Unlike most informal reading inventories (IRIs), Morris's approach incorporates measures of automaticity (word recognition and fluency) together with oral reading accuracy and comprehension. This results in more efficient, accurate, and thorough assessments. Included are an examiner's manual and all test materials for the basic IRI (grades 2-8) plus a separate beginning reading inventory (grades K-1). In a large-size spiral-bound format for ease of use, the book features more than 90 pages of word/letter lists, illustrated reading passages, and other test materials, all with permission to photocopy. See also Morris's *Diagnosis and Correction of Reading Problems, Second Edition*, which guides teachers through a comprehensive diagnostic battery for planning instruction and intervention.*

Though the tremendous amount of recently-emerged developmentally-oriented research has produced much progress in understanding the personality, social, and emotional characteristics of persons with intellectual disabilities (ID), there is still much we don't know, and the vast task of precisely charting functioning in all these areas, while also identifying the associated fine-tuned, complex, and intertwined questions that crop up along the way, seems daunting and insurmountable. The goal of The Oxford Handbook of Intellectual Disability and Development is to update the field with new, precise research and sophisticated theory regarding individuals with ID provided by seasoned developmental theorists who have made original conceptual contributions to the field. This volume is divided into five general sections (ID and its connection to genetics, relationships, cognitive development, socio-emotional development, and development of language), with each focused on a domain of functioning or aspect of life that is inherent to an integrated, transactional perspective of development. While developmental approaches to understanding persons with intellectual disability will continue to emerge, this comprehensive volume is a must-read for specialists and developmental psychologists who must have the conceptual foundations for examining the developmental trajectories across persons with any of the many different ID etiologies.

Closing the Gap Between Research and Practice

Language Behavior

Dyslexia, Learning, and the Brain

The History and Future of Mind-Expanding Technology

Race, Monogamy, and Other Lies They Told You

Success for All

A Book of Readings in Communication. For Elwood Murray on the Occasion of His Retirement