

# Nessy Learning Programme 40

Alan W. Leschied, Donald H. Saklofske, Gordon L. Flett

*The ICT Handbook for Primary Teachers* David Hall, 2015-06-12 The ICT Handbook for Primary Teachers will help all those involved in primary education, whether in training, teaching or leadership roles, to develop the ICT knowledge, understanding and skills required to enhance children's learning in the classroom. This new edition reflects the changes to the curriculum from 2014. It includes a new section on the Computing curriculum and an overview of the reorganisation of those online agencies that serve to support ICT. Covering theory and practise this essential handbook explores and outlines the usefulness of a wide range of up to date ICT resources in a range of primary contexts, and advice is offered on assessing whether ICT is preferable to other approaches for 'enhancing learning'. With reference to supplementary online resources, providing activities, multimedia resources and further reading, the book covers: the requirements of the new Computing curriculum, the place for ICT in enhancing teaching and learning across the curriculum, using ICT in core curriculum subjects and in cross-curricular contexts, different models of e-learning (interactive whiteboards, tablet PCs, mobile devices, the Internet etc), how ICT can be used to help pupils with special educational needs and using ICT for planning, delivery, assessment and recording. This book is an indispensable guide to ICT for students on PGCE, BEd and undergraduate teaching courses, along with practising teachers, SENCOs, ICT coordinators and school leaders.

**Practical Activities and Ideas for Parents of Dyslexic Kids and Teens** Gavin Reid, Michelle McIntosh, Jenn Clark, 2022-01-21 This book contains dyslexia-friendly practical activities and ideas that can be readily accessed by parents of dyslexic children and teens, to support their learning in ways that work for them. It includes 70 activities to boost dyslexic learners' reading, writing, spelling and executive functioning, as well as aspects which are often overlooked, such as emotional wellbeing, memory and social communication, which are fundamental to self-esteem and positive education experiences. The authors, experienced practitioners in this field, equip parents to support and monitor their child's progress and work through the activities together. Accessible, motivating and engaging, this is an essential tool for supporting dyslexic students of all ages.

**Effective Interventions and Strategies for Pupils with SEND** Gill Richards, Jane Starbuck, 2019-10-21 Effective Interventions and Strategies for Pupils with SEND offers practical, tried-and-tested strategies for supporting and championing pupils with special educational needs and disabilities. Each strategy has been researched, trialled and reviewed, with the results presented accessibly and the concerns of real teachers a key focus of the discussion. With each chapter written by an experienced and innovative teacher working with children with SEND, this book covers a wide range of strategies for supporting pupils with SEND. These effective strategies include: Using a 'daily run' to improve concentration and behaviour Creating SEN champions and more effective teaching assistants Embedding anxiety-reducing strategies in the classroom. Written for teachers by teachers, Effective Interventions and Strategies for Pupils with SEND is an indispensable resource for all SENCOs and other educators and staff working with children with special educational needs looking to provide the best learning experiences possible.

*Dyslexia Explained* Mike Jones (Entrepreneur),2015

**Understanding Learning Difficulties in Maths: Dyscalculia, Dyslexia or Dyspraxia?** Judy Hornigold,2017-10-16 •

Why do some pupils experience maths learning difficulties? • How can you determine whether there is a specific learning difficulty such as dyscalculia, dyspraxia or dyslexia? • What teaching strategies can help overcome maths anxiety and specific maths learning difficulties? Without doubt maths is one of the most important subjects taught in schools and yet it is the one subject that can strike fear and dread in children from the very start of their education. In this book Judy Hornigold explores potential causes of maths learning difficulties and particularly the specific difficulties that learners with dyscalculia, dyslexia and/or dyspraxia experience. It considers how general maths anxiety impedes mathematical development and then examines whether this, or a more fundamental and specific difficulty with maths such as dyscalculia, is the real root of difficulties. The book then looks in detail at a wide range of strategies to help overcome general maths anxiety and more specific learning difficulties. It addresses four distinct areas - core number, reasoning, memory and visual spatial awareness - as the main areas of difficulty for learners with dyscalculia (core number and reasoning), dyslexia (memory) and dyspraxia (visual spatial awareness).

**APAIS, Australian Public Affairs Information Service** ,1993

**Dyslexia** Gavin Reid,2016-03-21 Newly updated, Gavin Reid's best-selling handbook remains an essential resource for those helping dyslexic individuals of all ages, from preschoolers to adults in the workplace. Combines theoretical explanations, the latest research, and practical solutions with a focus on inclusion and meeting the individual's needs New and expanded coverage includes: multilingualism; the use of technology; co-existing conditions such as dyspraxia, dyscalculia, and ADHD; and positive dyslexia Assembles the latest policies and best practices for dyslexia from around the world, and makes current debates regarding education and literacy accessible to trainees and practitioners

*The Education Index* ,1980

**Handbook of School-Based Mental Health Promotion** Alan W. Leschied,Donald H. Saklofske,Gordon L. Flett,2018-07-03

The Springer Series on Human Exceptionality Series Editors: Donald H. Saklofske and Moshe Zeidner Handbook for School-Based Mental Health Promotion An Evidence-Informed Framework for Implementation Alan W. Leschied, Donald H. Saklofske, and Gordon L. Flett, Editors This handbook provides a comprehensive overview to implementing effective evidence-based mental health promotion in schools. It addresses issues surrounding the increasing demands on school psychologists and educational and mental health professionals to support and provide improved student well-being, learning, and academic outcomes. The volume explores factors outside the traditional framework of learning that are important in maximizing educational outcomes as well as how students learn to cope with emotional challenges that confront them both during their school years and across the lifespan. Chapters offer robust examples of successful programs and interventions, addressing a range of student issues, including depression, self-harm, social anxiety, high-achiever anxiety, and hidden distress. In addition, chapters explore ways in which

mental health and education professionals can implement evidence-informed programs, from the testing and experimental stages to actual use within schools and classrooms. Topics featured in this handbook include: · A Canadian perspective to mental health literacy and teacher preparation. · The relevance of emotional intelligence in the effectiveness of delivering school-based mental health programs. · Intervention programs for reducing self-stigma in children and adolescents. · School-based suicide prevention and intervention. · Mindfulness-based programs in school settings. · Implementing emotional intelligence programs in Australian schools. The Handbook for School-Based Mental Health Promotion is a must-have resource for researchers, clinicians and related professionals, and policymakers as well as graduate students across such interrelated disciplines as child and school psychology, social work, education policy and politics, special and general education, public health, school nursing, occupational therapy, psychiatry, school counseling, and family studies.

**British Education Index ,1988**

Let's Go China 5th Edition Let's Go Inc.,2004-12-13 Completely revised and updated, Let's Go: China is your comprehensive guide to Asia's most exciting destination. Let's Go's forty-five years of travel savvy deliver must-have practical information. This edition boasts more outdoors activities, expanded must-see historical sights, and brand-new coverage of trekking, ethnic villages, and daytrips. An extensive chapter on alternatives to tourism helps you find ways to extend your stay and make a difference, while a phrasebook in Mandarin, Cantonese, Tibetan, and Uighur will help you get there, get around, and get busy, no matter where you may be. So, whether you'd rather chat it up with monks or trek to alpine lakes and glacier-capped peaks, Let's Go's intrepid researchers can lead the way.

Beyond the Diagnosis Amy Mattson,2019-03-14 When a child is diagnosed with a disability or special needs, parents can feel lost not knowing what to do next. Doctors will tell you what your child needs medically, but no one tells you what to expect emotionally as a special needs parent. Beyond the Diagnosis will help parents know what to expect and how to thrive as a special needs family.

**Billboard** ,1977-12-17 In its 114th year, Billboard remains the world's premier weekly music publication and a diverse digital, events, brand, content and data licensing platform. Billboard publishes the most trusted charts and offers unrivaled reporting about the latest music, video, gaming, media, digital and mobile entertainment issues and trends.

**Nutrition and Human Needs--1971** United States. Congress. Senate. Select Committee on Nutrition and Human Needs,1971

**Hearings, Reports and Prints of the Senate Select Committee on Nutrition and Human Needs** United States. Congress. Senate. Select Committee on Nutrition and Human Needs,1971

**Hearings** United States. Congress. Senate. Select Committee on Nutrition and Human Needs,1971

**Adult Education Quarterly ,1987**

The American Way of Spelling Richard L. Venezky,1999-07-23 Can ghoti really be pronounced fish? Why is o short

in glove and love, but long in rove and cove? Why do English words carry such extra baggage as the silent b in doubt, the silent k in knee, and the silent n in autumn? And why do names like Phabulous Phoods and Hi-Ener-G stand out? Addressing these and many other questions about letters and the sounds they make, this engaging volume provides a comprehensive analysis of American English spelling and pronunciation. Venezky illuminates the fully functional system underlying what can at times be a bewildering array of exceptions, focusing on the basic units that serve to signal word form or pronunciation, where these units can occur within words, and how they relate to sound. Also examined are how our current spelling system has developed, efforts to reform it, and ways that spelling rules or patterns are violated in commercial usage. From one of the world's foremost orthographic authorities, the book affords new insight into the teaching of reading and the acquisition and processing of spelling sound relationships.

**How and Why to Read and Create Children's Digital Books** Natalia Kucirkova, 2018-12-03 How and Why to Read and Create Children's Digital Books outlines effective ways of using digital books in early years and primary classrooms, and specifies the educational potential of using digital books and apps in physical spaces and virtual communities. With a particular focus on apps and personalised reading, Natalia Kucirkova combines theory and practice to argue that personalised reading is only truly personalised when it is created or co-created by reading communities. Divided into two parts, Part I suggests criteria to evaluate the educational quality of digital books and practical strategies for their use in the classroom. Specific attention is paid to the ways in which digital books can support individual children's strengths and difficulties, digital literacies, language and communication skills. Part II explores digital books created by children, their caregivers, teachers and librarians, and Kucirkova also offers insights into how smart toys, tangibles and augmented/virtual reality tools can enrich children's reading for pleasure. How and Why to Read and Create Children's Digital Books is of interest to an international readership ranging from trainee or established teachers to MA level students and researchers, as well as designers, librarians and publishers. All are inspired to approach children's reading on and with screens with an agentic perspective of creating and sharing. Praise for How and Why to Read and Create Children's Digital Books 'This is an exciting and innovative book – not least because it is freely available to read online but because its origins are in primary practice. The author is an accomplished storyteller, and whether you know, as yet, little about the value of digital literacy in the storymaking process, or you are an accomplished digital player, this book is full of evidence-informed ideas, explanations and inspiration.' Liz Chamberlain, Open University 'At a time when children's reading is increasingly on-screen, many teachers, parents and carers are seeking practical, straightforward guidance on how to support children's engagement with digital books. This volume, written by the leading expert on personalised e-books, is packed with app reviews, suggestions and insights from recent international research, all underpinned by careful analysis of digital book features and recognition of reading as a social and cultural practice. Providing accessible guidance on finding, choosing, sharing and creating digital books, it will be welcomed by those excited by the possibilities of enthusing

children about reading in the digital age.' Cathy Burnett, Professor of Literacy and Education, Sheffield Hallam University

**Commonsense Methods for Children with Special Needs and Disabilities** Peter Westwood, 2020-11-25 This fully revised and updated eighth edition of Peter Westwood's book offers practical advice and strategies for meeting the challenge of inclusive teaching. Based on the latest international research from the field, it offers practical advice on both new and well-tried evidence-based approaches and strategies for teaching students with a wide range of difficulties. As well as covering special educational needs, learning difficulties, and disabilities in detail, chapters also explore topics such as self-management and autonomy, managing behaviour, and social skills. The book offers sound pedagogical practices and strategies for adapting curriculum content, designing teaching materials, differentiating instruction for mixed-ability classes, and implementing inclusive assessment of learning. Key features of this new edition include: Additional information on linking all aspects of teaching to a Response-to-Intervention Model A focus on the increasing importance of digital technology in supporting the learning of students with special educational needs and disabilities Up-to-date resource lists for each chapter, for those who wish to pursue a particular topic in greater depth Reflecting cutting-edge international research and teaching practices, this is an invaluable resource for practising and trainee teachers, teaching assistants, and other educational professionals looking to support students with special educational needs and disabilities.

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