

1.	Record Nr.	UNINA990009261880403321
	Titolo	Spatial Information Theory [Risorsa elettronica] : 9th International Conference, COSIT 2009 Aber Wrach, France, September 21-25, 2009 Proceedings / edited by Kathleen Stewart Hornsby, Christophe Claramunt, Michel Denis, Gérard Ligozat
	Pubbl/distr/stampa	Berlin ; Heidelberg : Springer, 2009
	ISBN	9783642038327
	Collana	Lecture Notes in Computer Science , 0302-9743 ; 5756
	Lingua di pubblicazione	Inglese
	Formato	Risorsa elettronica
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910715913203321
	Autore	Parks William Scott
	Titolo	Hydrogeology, ground-water quality, and potential for water-supply contamination near an abandoned wood-preserving plant site at Jackson, Tennessee / / by William S. Parks, June E. Mirecki, and James A. Kingsbury ; prepared in cooperation with the U.S. Environmental Protection Agency, Region IV, Waste Management Division, North Superfund Remedial Branch
	Pubbl/distr/stampa	Memphis, Tennessee : , : U.S. Geological Survey, , 1993
	Descrizione fisica	1 online resource (vi, 76 pages) : illustrations, maps
	Collana	Water-resources investigations report ; ; 93-4170
	Soggetti	Hydrogeology - Tennessee - Jackson Groundwater - Tennessee - Jackson Water quality - Tennessee - Jackson Wood - Preservation - Environmental aspects - Tennessee - Jackson Groundwater Hydrogeology Water quality Tennessee Jackson
	Lingua di pubblicazione	Inglese

Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (pages 51-52).
3. Record Nr.	UNINA9910814279903321
Autore	Wehmeyer Michael L.
Titolo	Self-determination : instructional and assessment strategies / / Michael L. Wehmeyer, Sharon L. Field ; acquisitions editor Kathleen McLane ; copy editor Colleen B. Brennan ; cover designer Scott Van Atta
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin Press, , 2007 ©2007
ISBN	1-4522-9343-0 1-4522-9693-6
Descrizione fisica	1 online resource (208 p.)
Disciplina	371.9/043
Soggetti	Children with disabilities - Education Autonomy (Psychology) Choice (Psychology)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	""Cover""; ""Contents""; ""Preface""; ""Acknowledgments""; ""About the Authors""; ""Chapter 1 - Self-Determination: What is it and why is it Important to Students with Disabilities?""; "" Self-Determination: What is it?""; ""A Functional Model of Self-Determination""; ""A Five-Step Model of Self-Determination""; ""Self-Determination: Why is it Important to Students with Disabilities? ""; ""Impact of Promoting Component Elements of Self-Determined Behavior""; ""Impact of Promoting Self-Determination""; ""Chapter 2 - Self-Determination in the Era of Standards-Based Reform"" ""Promoting Self-Determination in the General Education Curriculum"" Self-Determination Content in General Education Standards""; ""Self-Determination and Curriculum Modifications""; ""Infusing Instruction into the General Education Curriculum ""; ""Planning""; ""Curriculum

Content"; "Chapter 3 - Educational Planning and Student Involvement"; "IEP Planning, Access to the General Education Curriculum, and Self-Determination"; "Supplementary Aids and Services"; "Specially Designed Instruction"; "Other Educational Needs"

"Self-Advocacy and Student Involvement in Educational Planning"

Promoting Self-Advocacy"; "Student Involvement in Educational Planning"; "Chapter 4 - Schoolwide and Classroom Ecological Interventions"; "Quality Indicators of Programmatic Efforts"; "Quality

Indicator #1: Knowledge, Skills, and Attitudes for Self-Determination are Addressed in the Curriculum, in Family Support Programs, and in Staff Development"; "Quality Indicator #2: Students, Parents, and Staff are Involved Participants in Individualized Educational Decision Making and Planning"

"Quality Indicator #3: Students, Families, Faculty, and Staff are Provided with Opportunities for Choice"; "Quality Indicator #4: Students, Families, Faculty, and Staff are Encouraged to Take Appropriate Risks"; "Quality Indicator #5: Supportive Relationships are Encouraged"; "Quality Indicator #6: Accommodations and Supports for Individual Needs are Provided"; "Quality Indicator #7: Students, Families, and Staff have the Opportunity to Express Themselves and be Understood"; "Quality Indicator #8: Consequences for Actions are Predictable"

"Quality Indicator #9: Self-Determination is Modeled Throughout the School Environment"; "Chapter 5 - Teacher-Directed Instructional Strategies"; "Learning Process Strategies"; "Modeling and Mentors"; "Cooperative Learning Groups"; "Coaching"; "Behavioral Strategies"; "Teaching Component Elements of Self-Determined Behavior"; "Teaching Goal Setting and Attainment"; "Teaching Problem Solving"; "Teaching Decision Making"; "Fostering Self-Awareness and Self-Knowledge"; "Promoting Choice Making"; "Attribution Retraining"; "Curricular Materials"

"Chapter 6 - Student-Directed Learning and Peer-Mediated Instructional Strategies"

Sommario/riassunto

This teacher-friendly guide presents research-proven instructional techniques that empower students with disabilities to become their own advocates and use effective choice-making, problem-solving, and goal-setting skills.
