

1. Record Nr.	UNINA9910459738603321
Titolo	Annual review of comparative and international education 2014 // edited by Alexander W. Wiseman, Emily Anderson ; contributors Muhammad Iqbal Majoka [and forty one others]
Pubbl/distr/stampa	Bingley, England : , : Emerald, , 2014 ©2014
ISBN	1-78350-454-4
Edizione	[First edition.]
Descrizione fisica	1 online resource (418 p.)
Collana	International Perspectives on Education and Society, , 1479-3679 ; ; Volume 25
Disciplina	37
Soggetti	Comparative education International education Electronic books.
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Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	FRONT COVER; ANNUAL REVIEW OF COMPARATIVE AND INTERNATIONAL EDUCATION 2014; COPYRIGHT PAGE; CONTENTS; LIST OF CONTRIBUTORS; PREFACE; PART I: INTRODUCTION; INTRODUCTION TO THE ANNUAL REVIEW: THE RECIPROCAL EFFECTS OF TEACHER EDUCATION ON COMPARATIVE AND INTERNATIONAL EDUCATION; PART II: COMPARATIVE EDUCATION TRENDS AND DIRECTIONS; TRENDS AND ISSUES IN THE TEACHING OF COMPARATIVE EDUCATION; BEYOND PURE FORMS: APPRAISING THE ROLE OF INDIGENOUS KNOWLEDGE IN TEACHER TRAINING; CHALLENGES AND OPPORTUNITIES IN INCORPORATING COMPARATIVE RESEARCH INTO CONTEMPORARY TEACHER EDUCATION INFORMATION AND COMMUNICATION TECHNOLOGY FOR DEVELOPMENT IN THE FIELD OF COMPARATIVE AND INTERNATIONAL EDUCATION INCLUSIVE EDUCATION FOR ALL AS A SPECIAL INTEREST WITHIN THE COMPARATIVE AND INTERNATIONAL EDUCATION RESEARCH COMMUNITY; TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT IN GLOBAL MATHEMATICS; COMPARATIVE AND INTERNATIONAL EDUCATION IMPLICATIONS FOR THE POLICY AND PRACTICE OF TEACHER EDUCATION AND THE TEACHING PROFESSION; PERSPECTIVES FROM AFRICA: COMPARATIVE EDUCATION RELEVANT

RESEARCH ANDTEACHER EDUCATION; REFLECTIONS ON
COMPARATIVEAND INTERNATIONAL EDUCATION, TEACHER EDUCATION,
AND THEMIDDLE EAST
COMPARATIVE PERSPECTIVESON TEACHER EDUCATION INSOUTH
ASIATHE INFLUENCE OFCOMPARATIVE ANDINTERNATIONAL
EDUCATIONRESEARCH ON POLICY MAKING,TEACHER EDUCATION
ANDPROFESSIONAL DEVELOPMENTIN GREECE; PART III: CONCEPTUAL
AND METHODOLOGICALDEVELOPMENTS; CONCEPTUALIZING
TEACHER EDUCATION IN COMPARATIVEAND INTERNATIONAL CONTEXT;
THE SCHOOLING EFFECT ONNEUROCOGNITIVEDEVELOPMENT:
IMPLICATIONSOF A NEW SCIENTIFIC FRONTIERFOR COMPARATIVE
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ANDFUTURE TRENDS FOR TEACHER TRAINING IN SOUTHERN AFRICA:A
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The Annual Review of Comparative and International Education (ARCIE) is a forum for stakeholders and scholars to examine current trends and identify future directions in comparative and international education.

2. Record Nr.	UNINA9910254672903321
Titolo	Early Childhood Assessment in School and Clinical Child Psychology // edited by Adrienne Garro
Pubbl/distr/stampa	New York, NY : , : Springer New York : , : Imprint : Springer, , 2016
ISBN	1-4939-6349-X
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (VIII, 297 p. 13 illus.)
Disciplina	155.4 155.424
Soggetti	Child psychology School psychology Evaluation Occupational therapy Families Educational psychology Speech disorders Child and School Psychology Assessment, Testing and Evaluation Occupational Therapy Family Educational Psychology Speech Pathology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Chapter 1. Early Childhood Assessment: An Integrative Framework; Adrienne Garro -- Chapter 2. Standardized Assessment of Cognitive Development: Instruments and Issues; Kirsten M. Ellingsen -- Chapter 3. Defining and Measuring Early Academic Development to Promote Student Outcomes; Robin L. Hojnoski and Kristen Missall. - Chapter 4. The Use of Response to Intervention in Early Childhood; Maura Wechsler Linas and Gabriela Guerrero -- Chapter 5. Early Childhood Authentic and Performance-based Assessment; Karen Riley, Gloria E.

Miller, and Carly Sorenson -- Chapter 6. Assessment of Behavior Problems and the Use of Functional Behavioral Assessment During Early Childhood; Laura Lee McIntyre and Nandita Golya -- Chapter 7. Assessment and Collaboration in School and Child Care Settings; Andrea R. Burch and Nancy J. Evangelista -- Chapter 8. Assessment and Collaboration in Family, Home and Cultural Contexts; Amanda Clinton and Korah La Serna Guilar -- Chapter 9. Considering Individual Differences and Environmental Influences in the Assessment of Temperament, Self-regulation, and Social Skill Development in Young Children: A Framework for Practitioners; Marie C. McGrath, S. Kenneth Thurman, M. Meghan Raisch, and Erin M. Lucey -- Chapter 10. Assessment Related to Developmental Disabilities and Psychological Disorders During Early Childhood; Kirsten Ellingsen, Dianna Boone, and Lacy Chavis -- Chapter 11. Assessment of Anxiety Disorders, PTSD, OCD and Depression in Young Children; Adrienne Garro -- Chapter 12. Assessment of Sleeping, Feeding/Eating and Attachment Problems in Early Childhood; Adrienne Garro.

Sommario/riassunto

This book presents an integrated and coordinated framework for assessing developmental, psychological, and behavioral disorders in early childhood. Expert contributors advocate for natural-environment methods in addition to standardized measures in assessing academic and social skills as well as age-specific behavior problems in young children. Chapters model collaborations between clinicians, family, and daycare and school personnel, address diagnostic and classification issues, and conceptualize assessment as flexible, ongoing, and, as necessary, leading to coordinated services. The book gives practitioners and researchers critical tools toward establishing best practices in an increasingly complex and important area, leading to better prevention and intervention outcomes. Included in the coverage: Standardized assessment of cognitive development. Authentic and performance-based assessment. The use of Response to Intervention (RTI) in early childhood. Collaboration in school and child care settings. Anxiety disorders, PTSD, OCD, and depression in young children. Sleeping, feeding/eating, and attachment problems in early childhood. Early Childhood Assessment in School and Clinical Child Psychology is an essential resource for clinicians and related professionals, researchers, and graduate students in child and school psychology; assessment, testing, and evaluation; occupational therapy; family studies, educational psychology; and speech pathology.
