

1. Record Nr.	UNINA9910137555703321
Autore	Tange Arthur
Titolo	Defence policy-making : a close-up view, 1950-1980 : a personal memoir / / Sir Arthur Tange ; edited by Peter Edwards
Pubbl/distr/stampa	Canberra, : ANU Press, 2008 Canberra, Australia : , : ANU E Press, , 2008 ©2008
ISBN	1-921313-86-2 1-921313-85-4
Descrizione fisica	1 online resource (164 pages) : illustrations
Collana	Canberra papers on strategy and defence Defence policy-making
Disciplina	355.6092
Soggetti	Civil service - Australia National security - Australia - History Australia Military policy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Sommario/riassunto	"Sir Arthur Tange was perhaps the most powerful Secretary of the Australian Defence Department and one of the most powerful of the great 'mandarins' who dominated the Commonwealth Public Service between the 1940s and the 1970s. He served as Secretary of the Defence Department from 1970 to 1979, the last decade of his career, having previously served as Secretary of the Department of External Affairs (later renamed Foreign Affairs) from 1954 to 1965. Tange wrote this account in his last years. Controversies from his time in Defence, including those associated with 'the Tange report' and 'the Tange reforms', echo to this day, and it is still easy to identify both staunch admirers and vitriolic critics in defence and public service circles. One of the major themes implicit in this memoir is the extent to which his administrative decisions and policy advice in Defence in the 1970s were based on his experience in External Affairs in the 1950s and 1960s. This account shows what lessons he derived from that experience and how he applied those lessons when he, rather unexpectedly, became Secretary of the Defence Department."--Provided by publisher.

2. Record Nr.	UNINA9910791171603321
Autore	DuPaul George J.
Titolo	ADHD in the schools : assessment and intervention strategies / / George J. DuPaul, Gary Stoner ; foreword by Robert Reid
Pubbl/distr/stampa	New York, New York : , : The Guilford Press, , 2014 ©2014
ISBN	1-4625-1681-5
Edizione	[Third edition.]
Descrizione fisica	1 online resource (386 p.)
Classificazione	PSY006000MED105010SOC025000EDU006000MED058180EDU026000
Disciplina	371.93
Soggetti	Attention-deficit-disordered children - Education - United States Attention-deficit hyperactivity disorder - Diagnosis
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; Half Title Page; Title Page; Copyright page; Dedication; About the Authors; Foreword; Preface; Acknowledgments; Contents; Chapter 1. Overview of ADHD; Prevalence of ADHD; School-Related Problems of Children with ADHD; Subtypes of ADHD; Possible Causes of ADHD; The Impact of Situational Factors on ADHD Symptom Severity; Long-Term Outcome of Children with ADHD; Overview of Subsequent Chapters; Chapter 2. Assessment of ADHD in School Settings; The Use of Diagnostic Criteria in the School-Based Assessment of ADHD; Overview of Assessment Methods; Stages of Assessment of ADHD Developmental Considerations in the Assessment of ADHDImplementation of the Assessment Model; Case Examples; Involvement of School Professionals in the Assessment Process; Summary; Chapter 3. ADHD and Comorbidity: Practical Considerations for School-Based Professionals; Association of ADHD with Academic Underachievement; Assessment Guidelines: ADHD and Academic Performance Deficits; Case Example; ADHD and Other Externalizing Disorders; ADHD and Internalizing Disorders; ADHD with Comorbid Anxiety; ADHD and Adjustment Problems Implications of Comorbidity for Assessment, Monitoring, and InterventionImplications of Comorbidity for Treatment; ADHD and Special Education; Summary; Appendix 3.1. Zirkel Checklist for Performing Eligibility for Special Education Services; Chapter 4. Early

Screening, Identification, and Intervention; ADHD in Young Children; Screening and Diagnostic Procedures; Early Intervention and Prevention Strategies; Community-Based Prevention and Intervention; Multicomponent Early Intervention: Findings and Future Directions; Summary; Chapter 5. Interventions and Supports in Elementary School Conceptual Foundations of Interventions for Children with ADHD in Contemporary School ContextsBasic Components of Classroom-Based Interventions; Contingency Management Procedures; Cognitive-Behavioral Management Strategies; Effective Instructional Strategies; Peer Tutoring; Computer-Assisted Instruction; Task and Instructional Modifications; The Importance of Ongoing Teacher Support; Summary; Chapter 6. Interventions and Supports in Secondary and Postsecondary Schools; Challenges Experienced by Adolescents with ADHD; Assessment of ADHD in Adolescents
Intervention Considerations with Secondary-Level StudentsInterventions for Middle and High School Students; ADHD in College Students; Interventions for College Students with ADHD; Summary; Chapter 7. Medication Therapy; Types of Psychotropic Medications Employed; Behavioral Effects of Stimulants; Possible Adverse Side Effects of CNS Stimulants; When to Recommend a Medication Trial; How to Assess Medication Effects in Classroom Settings; Communication of Results with the Prescribing Physician; Ongoing Monitoring of Medication Response; Limitations of Stimulant Medication Treatment; Summary
Appendix 7.1. Stimulant Medication Treatment of ADHD: A Teacher Handout

Sommario/riassunto

This highly regarded practitioner guide provides state-of-the-art tools for supporting the academic and behavioral success of K-12 students with attention-deficit/hyperactivity disorder (ADHD). The authors explain the learning and behavior difficulties associated with ADHD and describe screening and assessment procedures that facilitate data-based decision making. They show how to develop individualized intervention plans that integrate behavioral, academic, and social supports, in partnership with teachers and parents. Strategies for collaborating with physicians and monitoring students' medi
