

1. Record Nr.	UNISA996393443203316
Autore	Hodges Richard, School-Master
Titolo	Enchiridion arithmeticon, or A manuel of millions [[electronic resource]] : containing therein mens accompts ready computed, or made vp. : Whereby they may suddenly know the true value of any commodity, at any price whatsoever. And how to resolve many millions of questions, either in reduction, or the golden-rule, without any use of multiplication or division. In so plain a maner that an ordinary capacity may perceive, and after such an infallible way, as no doubt can (justly) be made thereof. For ease and expedition the like hath not bin published
Pubbl/distr/stampa	London, : Printed by M. Flesher, and are to be sold in Southwark, within the crosse, neare St Mary Overies Church, at the House of Richard Hodges a School-master, the authour thereof, 1631
Descrizione fisica	[6+] p
Soggetti	Money - Tables Weights and measures - Tables Title pages17th century.EnglandLondon
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	All copies listed in STC have had the date in the imprint altered. This copy has the last digit altered by pen to "4"--Cf. STC (2nd ed.). Formerly also STC 13549. Fragment: t.p. and first five pages only. Reproduction of original in: British Library.
Sommario/riassunto	eebo-0018

2. Record Nr.	UNINA9910797304103321
Autore	Willis Clarissa
Titolo	Creating inclusive learning environments for young children : what to do on Monday morning // Clarissa Willis
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin Press, , 2009 ©2009
ISBN	1-4522-9539-5 1-4522-1113-2
Descrizione fisica	1 online resource (241 p.)
Disciplina	371.9/0472
Soggetti	Children with disabilities - Education Early childhood special education Inclusive education
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; Acknowledgments; About the Author; Introduction; Part I - Children with Special Needs in the Inclusive Classroom; Chapter 1 - Working with Children with Special Needs; Setting the Stage for Inclusion; Inclusion, Blending, and Reverse Mainstreaming; Why is Inclusion Important?; How Do I Develop a Philosophy of Meaningful Inclusion?; General Strategies for Working with Children with Special Needs; How Do I Get the Child's Family Involved?; Resources for Families; Working to "Enable" and "Empower" Families; Terms Used in this Chapter; Resources Used in this Chapter The Research Says . . . Developmentally Appropriate Practices Must Apply to Everyone Chapter 2 - Blending the World of Special Education with General Education Services; Best Practices According to NAEYC and DEC; Constructivism Versus Behaviorism: Blending without Ignoring Best Practice; Using Observation Skills to Guide Instruction; The Teacher's Rules of the Road; Related Services; The Role of the Special Education Teacher; Working with Paraprofessionals and Instructional Assistants; Terms Used in this Chapter; Resources Used in this Chapter The Research Says . . . What Early Childhood Practitioners Think about Inclusion Part II - Who are the Children with Special Needs?; Chapter 3 -

Children with Vision Impairments; What Causes Visual Impairments in Young Children?; How are Vision Impairments Classified?; How Do Children with Vision Impairments Learn?; Preparing the Early Childhood Environment; Suggestions for Children with Low Vision; Suggestions for Children Who are Blind or Severely Vision Impaired; Summary; Terms Used in this Chapter; The Research Says . . . Play Behaviors in Young Children Who are Blind

Chapter 4 - Children with Hearing Loss What Determines the Degree of Hearing Loss?; So, What about Hearing Aids?; How will Hearing Loss Affect Children in My Classroom?; Communicating in the Classroom; Effects of Hearing Loss on Speech (Oral Language); Terms Used in this Chapter; Suggested Reading; The Research Says . . . Cochlear Implants can Result in Better Prosody; Chapter 5 - Children with Cognitive Challenges; Characteristics of Children with Cognitive Challenges; Educational Implications; What are Functional Skills and Why are They Important?

What Do I Do First, Before Teaching a New Skill? How Exactly Does this All Fit Together?; Classroom Suggestions for Children with Cognitive Challenges; Terms Used in this Chapter; The Research Says . . . Social Development Across Time; Chapter 6 - Children with Atypical Motor Development; Muscle Tone; Cerebral Palsy; Fine and Gross Motor Skills; Positioning and Handling; Adaptive Equipment; Summary; Suggested Reading; Chapter 7 - Children with Communication Delays; Understanding the Child's "Form" of Communication; Function and Content of Communication; The Nonverbal Child
Cleft Lip and Palate

Sommario/riassunto

This book provides information on common disabilities and practical strategies for creating inclusive environments and building student relationships.
