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| 1. Record Nr. | UNINA990004229270403321 |
| Autore | Strobino, Sandrine |
| Titolo | Françoise sauvée des flammes? : une valaisanne accusée de sorcellerie au XVe siècle / Sandrine Strobino |
| Pubbl/distr/stampa | Lausanne : Université de Lausanne, 1996 |
| ISBN | 2940110085 |
| Descrizione fisica | 327 p. ; 22 cm |
| Collana | Cahiers lausannois d'histoire médiévale ; 18 |
| Disciplina | 133.43094 |
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| Lingua di pubblicazione | Francese |
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| 2. Record Nr. | UNINA9910816071803321 |
| Autore | Ysseldyke James E. |
| Titolo | Working with families and community agencies to support students with special needs : a practical guide for every teacher / / Jim Ysseldyke, Bob Algozzine ; acquisitions editor Kylee M. Liegl ; copy editor Marilyn Power Scott ; cover designer Michael Dubowé |
| Pubbl/distr/stampa | Thousand Oaks, California : , : Corwin Press, , 2006 ©2006 |
| ISBN | 1-4833-6434-8 |
| Descrizione fisica | 1 online resource (121 p.) |
| Collana | Practical Approach To Special Education For Every Teacher |
| Disciplina | 371.904 |
| Soggetti | Children with disabilities - Education Children with disabilities - Services for Special education - Parent participation |
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| Nota di contenuto | ""Cover""; ""Contents""; ""About a Practical Approach to Special Education for Every Teacher""; ""Acknowledgments""; ""About the Authors""; ""Self-Assessment 1""; ""Introduction to Working with Families and Community Agencies to Support Students with Special Needs""; ""Early Intervention""; ""Planning for Transition""; ""Family Involvement""; ""Community Collaboration""; ""Chapter 1 - What Should Every Teacher Know about Early Childhood Intervention?""; ""More Children Attend Preschool""; ""More Children Need Programs""; ""More Preschoolers Receive Special Education Services"" ""Federal Laws and Incentives""""Direct and Indirect Services""; ""Home-Based Programs""; ""Hospital-Based or Center-Based Programs""; ""Does Early Intervention Help?""; ""Head Start""; ""Ypsilanti Perry Preschool Project""; ""Chapter 2 - What are Transition Services and When are They Necessary?""; ""Types of Transitions""; ""Transition into School""; ""Transitions during School""; ""Everyday Transitions""; ""Transition in General Education Classrooms""; ""Dropping out of School""; ""Post-School Transition""; ""Employment and Financial Independence""; ""Competitive Employment"" |

""Sheltered and Supported Employment""; ""Continued Education"";
""Chapter 3 - What Living Arrangements are Available to Adults with
Special Needs?""; ""Group Homes""; ""Alternative Living Units""; ""Foster
Homes""; ""Independent Living""; ""Institutions""; ""Chapter 4 - What
Issues Should be Taken into Consideration When Working with
Families?""; ""How Exceptionalities Affect Families""; ""Effects on Family
Structure""; ""Family Concerns""; ""Transition to School"";
""Adolescence""; ""Post-School Transition""; ""Concerns of Families with
Children Who are Gifted""; ""What the Research Says""
""Change over Time""; ""Types of Family Involvement""; ""Overcoming
Barriers to Home-School Collaboration""; ""Chapter 5 - How Should
Schools Involve Community Agencies and Businesses?""; ""Business
Involvement""; ""Special Programs""; ""Youth Apprenticeships""; ""Tech-
Prep Programs""; ""School-Based Enterprises""; ""Chapter 6 - What are
the Keys to Success in the Wider Context?""; ""Individualized Planning"";
""Commitment to Normal Life Experiences""; ""Compatible Physical
Environment""; ""Commitment to Remedial Programming"";
""Encouraging Appropriate Behavior""; ""Lifelong Learning""
""Chapter 7 - Working with Families and Agencies in Perspective"";
Chapter 8 - What Have We Learned?""; ""Key Points""; ""Key
Vocabulary""; ""Self-Assessment 2""; ""Answer Key for Self-
Assessments""; ""On Your Own""; ""Resources""; ""Books""; ""Journals
and Articles""; ""Organizations""; ""References""; ""Index""

Sommario/riassunto

Teachers will find practical guidelines for collaborating with families,
applying early childhood intervention, using transition services,
involving community agencies and businesses, and identifying post-
high school options.
