

1. Record Nr.	UNISA990000046460203316
Autore	O'CONNOR, Colin
Titolo	Design of bridge superstructures / Colin O'Connor
Pubbl/distr/stampa	New York [etc.] : John Wiley & Sons, copyr. 1971
ISBN	0-471-65245-8
Descrizione fisica	XI, 552 p. ; 22 cm
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Collocazione	624.2 OCO
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Note generali	Ripr. facs. dell'ed. : New York [etc.] : Wiley, 1971
2. Record Nr.	UNINA9910811700103321
Autore	Colburn Leigh
Titolo	The wraparound guide : how to gather student voice, build community partnerships, and cultivate hope // Leigh Colburn & Linda Beggs
Pubbl/distr/stampa	Bloomington, Indiana : , : Solution Tree Press, , [2021] 2021
ISBN	1-951075-08-0
Descrizione fisica	1 online resource (xvi, 262 pages) : illustrations
Collana	Gale eBooks
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Soggetti	Student assistance programs - United States School children - Services for School improvement programs - United States Community and school - United States
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Nota di bibliografia	Includes bibliographical references and index.

Nota di contenuto

part I. Laying the foundation -- part II. Gathering student voice -- part III. Building your infrastructure -- part IV. Launching and sustaining wraparound services.

Sommario/riassunto

"Out-of-school factors heavily affect learning. Mental illness, familial issues, social pressure, and more all impact how students perform in the classroom, and few schools have built the infrastructure necessary to offer full-spectrum (wraparound) services necessary to address the needs of the Whole Child. The Centergy Cycle by Leigh Colburn and Linda Beggs supplies a step-by-step process for providing high-quality wraparound services for students, beginning with student voice. Colburn and Beggs-backed up by their own experience-have built a system for helping students by listening to them. Through this approach, they offer schools the knowledge and processes necessary to establish wraparound centers with programming designed to meet the needs of both students and families to ensure students can focus on what matters most in the classroom-learning"--