

1. Record Nr.	UNISA996384117603316
Autore	Loarte Gaspar de <1498-1578.>
Titolo	The exercise of a Christian life. VWritten in Italian by the reuerend father Iaspar Loarte D. of diuinity, of the holy Society of Iesu. Newly perused and corected by the translatour. VVith certaine very deuout exercises and prayers added therunto, more then vvere in the first edition. With priuilege [[electronic resource]]
Pubbl/distr/stampa	[Rouen, : R. Parsons' Press], 1584
Descrizione fisica	[16], 464, [i.e. 463], [1] p. : ill
Altri autori (Persone)	BrinkleyStephen
Soggetti	Christian life
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	A translation, by James Sanker [i.e. Stephen Brinkley], of: Loarte, Gaspar. Essercito della vita Christiana. Place of publication and press from STC. Page number 454 omitted in page numbering. Formerly STC 16643. Identified as STC 16643 on UMI microfilm. Reproduction of the original in the Bodleian Library.
Sommario/riassunto	eebo-0014

2. Record Nr.	UNINA9910830942303321
Autore	Kaufman Alan S.
Titolo	Essentials of social emotional learning (SEL) : the complete guide for schools and practitioners / / Alan S. Kaufman, Donna Lord Black, Nadeen L. Kaufman
Pubbl/distr/stampa	Hoboken, New Jersey : , : John Wiley & Sons, Inc., , [2021] ©2021
ISBN	1-119-70922-9 1-119-70924-5 1-119-70923-7
Descrizione fisica	1 online resource (435 pages)
Collana	Essentials of Psychological Assessment
Disciplina	370.1534
Soggetti	Affective education Social learning
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Cover -- Title Page -- Copyright Page -- Contents -- Preface -- Acknowledgments -- Introduction -- About the Companion Website -- Section I Emergence of Social EmotionalLearning (SEL) as a WorldPhenomenon -- Chapter One Defining Social Emotional Learning (SEL) and the Critical Areas of Competence -- DEFINING SEL -- THE NEED FOR A COMMON LANGUAGE, A COMMON PERSPECTIVE, AND A COMMON VISION -- APPLICATION OF THE THREESTEP PROCESS: A CASE EXAMPLE -- REFERENCES -- Chapter Two HISTORICAL INFLUENCES ON THE EMERGENCE OF SEL -- INTRODUCTION -- RECENT EVENTS -- HISTORICAL INFLUENCE -- CONCLUSIONS -- REFERENCES -- Chapter Three EMOTIONAL INTELLIGENCE AND ITS ROLE IN SEL -- INTRODUCTION -- WHAT IS EMOTIONAL INTELLIGENCE? -- THE NEUROSCIENCE OF EMOTIONS -- THE ROLE OF EMOTIONS IN EDUCATION: IMPLICATIONS FOR SEL -- REFERENCES -- Section II SEL - The Missing Link inEducation -- Chapter Four CURRENT CHALLENGES IN EDUCATION -- INTRODUCTION -- CURRENT ISSUES IN EDUCATION -- CONCLUSION -- REFERENCES -- Chapter Five Evidenced Support for SEL -- INTRODUCTION -- OUTCOME STUDIES --

THE ECONOMICS OF SEL -- THE LOGIC FOR SEL -- MOVING FORWARD
-- CONCLUSION -- REFERENCES -- Chapter Six Making the Case
for SEL -- INTRODUCTION -- CHALLENGES TO GAINING BUY-IN -- THE
ROLE OF LEADERSHIP AND GOVERNANCE -- LAYING THE FOUNDATION
-- CONCLUSION -- REFERENCES -- Section III SEL as a Sustainable
Framework for Success -- Chapter Seven GETTING STARTED:
A MULTIPHASE APPROACH TO WHOLE-SCHOOL IMPLEMENTATION
OF SEL -- INTRODUCTION -- SYSTEM CHANGE PROCESS --
MULTIPHASE APPROACH TO SEL -- SUMMARY -- CONCLUSION --
REFERENCES -- Chapter Eight TOOLS, TEMPLATES, AND CHECKLISTS --
INTRODUCTION -- SOCIAL EMOTIONAL LEARNING FOUNDATIONS
INVENTORY (SELF1) -- SEL IMPLEMENTATION PLAN -- CONCLUSIONS --
REFERENCES -- Chapter Nine Aligning SEL Assessment With Instruction
and Curriculum -- INTRODUCTION.
ISSUES WITH ASSESSING STUDENT SEL COMPETENCIES -- THE
ASSESSMENT PROCESS -- ALIGNING SEL ASSESSMENT
WITH INSTRUCTION AND THE SEL CURRICULUM -- CONCLUSIONS --
REFERENCES -- Chapter Ten SEL: A Roadmap for a World at Hope --
INTRODUCTION -- IMPACT OF THE COVID-19 PANDEMIC ON CHILDREN
-- DEVELOPING COLLABORATIVE PARTNERSHIPS -- PROMISING
PRACTICES -- CONCLUSIONS -- REFERENCES -- Index -- EULA.

Sommario/riassunto

"Educational learning environments will benefit most from the book as it explains and illustrates the significance of SEL, not simply as a program from a shelf, but rather as a school-wide effort that reshapes the learning environment into a positive, accepting, and socially just environment where students feel safe and valued, where outcomes are improved, and where communities are contributing partners. Using a "whole child" approach, readers will learn about a changing mindset toward education that prepares children and adolescents for more than test-taking success, but also for life-time learning. The book will address prevalent issues in the research, how to address the challenges and barriers associated with integrating SEL into everyday aspects of the curriculum and learning routines. The uniqueness/specialty of this book can be found in its approach to SEL. It will appeal to readers by helping them better understand the complexities of SEL as a process that must be individualized for each school/community. Readers will learn that SEL can't be sold as a packaged product -- it is not simply an "instructional program" that is taught for 20 minutes a day. Not only does this place the full burden and accountability on the instructional staff, it also is not sustainable. This book will explore how SEL is not a "one size fits all" model, but is an ongoing process that is unique to each learning environment, whether it's a school-wide environment, a classroom, environment, or an individual environment. In addition, it is a process that recognizes the uniqueness of the school community and its members."--
