1.	Record Nr.	UNISA996387727403316
	Autore	Conway John, Sir, <d. 1603.>
	Titolo	Meditations and praiers gathered out of the sacred letters and vertuous writers [[electronic resource]] : disposed in fourme of the alphabet of the Queene Her most excellent Maiesties name : whereunto are added comfortable consolations (drawn out of the Latin) to afflicted mindes
	Pubbl/distr/stampa	Imprinted at London, : By William How, 1571
	Descrizione fisica	[416+] p
	Soggetti	Prayers Devotional literature
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Running title: The posye of flowred praiers. Dedication signed: I. Conway. Signatures: A-2D 2E (last leaf blank). Imperfect: signatures D, Y, Y, 2E, blank. Reproduction of original in the John Rylands University Library of Manchester.
	Sommario/riassunto	eebo-0116

2.	Record Nr.	UNINA9910906299303321
	Autore	Hatzichristou Chryse
	Titolo	Handbook of School Psychology in the Global Context : Transnational Approaches to Support Children, Families and School Communities / / edited by Chryse Hatzichristou, Bonnie Kaul Nastasi, Shane R. Jimerson
	Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2024
	ISBN	9783031695414
		3031695410
	Edizione	[1st ed. 2024.]
	Descrizione fisica	1 online resource (480 pages)
	Altri autori (Persone)	NastasiBonnie Kaul
		JimersonShane R
	Disciplina	370.15
	Soggetti	School psychology
		Biotechnology
		Public health
		Education and state
		School Psychology
		Public Health
		Educational Policy and Politics
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di contenuto	Chapter 1. School Psychology in the Global Context. Transnational Advances to Support Children, Families and School Communities -- Chapter 2.Beyond the Boundaries of Multicultural School Psychology: Towards Continued Culturally Responsive Practices -- Chapter 3. Social Justice and School Psychology -- Chapter 4. Provision of Services, Professional Roles and Accreditation of School Psychologists Internationally -- Chapter 5. Test Development and Adaptation in a Global, Educational Context -- Chapter 6. Assessment of Complete Social Emotional Wellness: An International School Psychology Perspective -- Chapter 7. Provision of Inclusive Education and the role of school psychologists across national boundaries: existing facilitators and barriers and possible ways forward -- Chapter 8. A Global Perspective on School Consultation Services:A Long and Winding Road -- Chapter 9. Multicultural Consultation: A Global Lens for Examining

Cultural Factors in Consultation -- Chapter 10. Consultation in Educational Settings with Second Language Learners -- Chapter 11. Applying a Participatory Culture-Specific Consultation Model to Facilitate the Creation of Positive School Environments to Support Child Health and Well-Being -- Chapter 12. A Global Perspective on Promotion and Prevention Efforts in Children's Mental Health -- Chapter 13. Resilient Classrooms: An international perspective -- Chapter 14. Evidence-based Interventions: An International Perspective -- Chapter 15. The Evolution of a Transnational Approach for Addressing Cultural Challenges and Promoting Well-being in the School Community -- Chapter 16. Multicultural and Multinational Considerations in School Crisis Intervention -- Chapter 17. Crisis Interventions in Different Countries: Cultural and Contextual Variations -- Chapter 18. An International Research Collaboration on Student Engagement -- Chapter 19. Using the Ecomap to Identify Markers of Child and Adolescent Well-Being in Culturally Underrepresented Communities -- Chapter 20. Application of Mixed Methods for International and Cross-Cultural Research -- Chapter 21. Research and Publication in International School and Educational Psychology: Editorial Perspectives from the International Journal of School and Educational Psychology -- Chapter 22. School and Educational Psychology Training: Cultural Considerations, Issues and Future Directions -- Chapter 23. Multicultural and International Training in School Psychology Programs: A Global Perspective -- Chapter 24. Integrating Transnational Competencies in Supervision: Educating for a Global Society -- Chapter 25. Poverty During Childhood and its Implications for School Psychologists -- Chapter 26. Psychological Adaptation of Refugee Children and Adolescents: Promoting Resilience and Well-being in the School Setting -- Chapter 27. School Psychological Services in International Schools -- Chapter 28. Child Rights Advocacy: The Role of School Psychology in the Context of International Policy.

| Sommario/riassunto | This handbook introduces a transnational approach to school psychology theory and practice. It provides a detailed review and analysis of multicultural and international literature in school psychology. In addition, the volume synthesizes this literature in ways that help promote transnational perspectives in the field of school psychology and recommends transnational processes that can further enhance the preparation and the role of school psychologists across a global context. With contributions from school psychology faculty members, researchers, and practitioners across diverse, multicultural, and international backgrounds, this book offers readers interested in studying or practicing school psychology in a transnational context an excellent background and introduction to the subject matter. Topical coverage ranges from conceptual foundations, educational and psychosocial foundations/systems, psychological and educational assessment, prevention and intervention, international research projects, school psychological services and training, special topics and future directions in the field. The breadth of the chapters makes this handbook a key resources for guiding and directing future research, training and practice that considers the current transnational challenges and resources of school psychology. This handbook is an essential resource for researchers, scientist-practitioners, clinicians, and graduate students in child and school psychology, social work, public health, educational policy and politics, and other school-based and child-serving mental health disciplines. |