

1. Record Nr.	UNISALENTO991003440699707536
Titolo	Cellulose and other natural polymer systems : biogenesis, structure, and degradation / edited by R. Malcolm Brown, Jr
Pubbl/distr/stampa	New York : Plenum Press, c1982
ISBN	0306408562
Descrizione fisica	xvii, 519 p., [4] p. of plates : ill. ; 26 cm
Altri autori (Persone)	Brown, Richard Malcolm
Disciplina	581.3
Soggetti	Botanical chemistry Cellulose Polymers and polymerization
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes bibliographies and index

2. Record Nr.	UNINA9910796792103321
Autore	Collier Catherine
Titolo	But what do I do? : strategies from A to W for multi-tier systems of support / / Catherine Collier
Pubbl/distr/stampa	Thousand Oaks : , : Corwin, , [2017]
ISBN	1-5063-5119-0 1-5063-5118-2 1-5063-5117-4
Descrizione fisica	1 online resource (410 pages) : illustrations
Disciplina	372.43
Soggetti	Remedial teaching Response to intervention (Learning disabled children) Culturally relevant pedagogy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Sommario/riassunto	Identifying appropriate strategies for instruction or intervention made easy! Selecting individualized and evidence-based interventions for struggling students can overwhelm even the most experienced teachers. Save time and get the help you need with this comprehensive guide from an expert in special education and cultural differences! Organized around an alphabetized and cross-referenced list and a fold-out selection grid featuring more than 150 PBIS, RTI, and MTSS interventions, you'll quickly find the tools to resolve specific learning and behavioral challenges. This must-have resource helps you effortlessly locate appropriate strategies based on student needs and desired learning outcomes. Teachers, counselors, and instructional intervention teams will learn to * Meet the needs of all your struggling students including at-risk, culturally and linguistically diverse, as well as those with IEPs ...