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This book is a comprehensive study and guide for the classroom teacher, the gifted program coordinator, and the graduate student, who are challenged daily to provide for individual children who differ markedly but come under the umbrella of giftedness. It serves as a wellspring that derives from theory while it offers practical application of theoretical construct in a wide variety of international settings from leaders in the field who demonstrate implementation of proven and field-tested techniques and alternative scenarios to accommodate every classroom situation. Contributors are internationally recognized experts who have come together to provide a sound, reliable source for teachers of the gifted that will be utilized time and time again by practitioners and researchers alike. Among internationally renowned scholars are: Joyce Van Tassel-Baska, Susan Johnsen, June Maker, Belle Wallace, Linda Kreger-Silverman, Dorothy Stok, Gillian Eriksson, Miraca Gross, Gilbert Clark, Enid Zimmerman, and Rachel McAnallen. Hava E. Vidergor Ph.D. is lecturer of innovative pedagogy and curriculum design at Gordon Academic College and Arab Academic College of Education and holds a Ph.D. in Learning, Instruction and Teacher Education with specialization in Gifted Education from the University of Haifa, Israel. Carole Ruth Harris, Ed.D., formerly Director of G.A.T.E.S. Research & Evaluation, is a consultant in education of the gifted in Central Florida who holds the doctorate from Columbia University where she studied with A. Harry Passow and A.J. Tannenbaum. She has served as Associate in International Education at Harvard University, Research Associate at Teachers College Columbia University, lecturer at University of Massachusetts, Lowell and University of Hawaii, Principal Investigator at Research Corporation of the University of Hawaii, and Director of the Center for the Gifted in Ebeye, Marshall Islands.

"The Teacher's grammar of English enables English language teachers and teachers-in-training to fully understand and effectively teach English grammar. With comprehensive presentation of form, meaning, and usage, along with practical exercises and advice on teaching difficult structures, it is both a complete grammar course and an essential reference text."--Back cover.

This book constitutes the proceedings of the 25th Seminar on Current Trends in Theory and Practice of Informatics, SOFSEM'98, held in Jasna, Slovakia, in November 1998. The volume presents 19 invited survey articles by internationally well-known authorities together with 18 revised full research papers carefully reviewed and selected for inclusion in the book. The areas covered include history of models of computation, algorithms, formal methods, practical aspects of software engineering, database systems, parallel and distributed systems, electronic commerce, and electronic documents and digital libraries.

The second edition of this popular textbook continues to demonstrate the application of theory to nursing practice, presenting a clear strategy for choosing and applying specific theories to specific clinical situations. Each chapter follows a common format: a case is presented, along with several possible theories that might be applied to it. Each theory includes a concise description, with references and recommended readings for those who want more in-depth coverage. Finally one theory is selected for each case and is described in detail, ultimately creating a nursing care plan, with support from the theory. In all, nearly 10 middle-range theories are presented. New to this edition is a selection in each chapter about research supporting the theories discussed. In recognition that a case study format can not encompass all practice circumstances, the final chapter provides the framework for using the strategy in any clinical situation.

Workload and other constraints prevent General Practitioners from accessing medical evidence for clinical decisions. This problem was studied in New Zealand GPs using Optimal Foraging Theory developed in ecology. GPs information search strategies were modelled as sequential steps associated with costs and benefits measured from logbooks of actual searches. By consulting the most profitable sources, switching sources when unsuccessful, and double checking, GPs seem close to an optimal trade-off between maximizing search success and information reliability, and minimizing searching time. Subsidised training in information searching and provision of a literature search service are two inferred avenues to access medical evidence.

The Model Rules of Professional Conduct provides an up-to-date resource for information on legal ethics. Federal, state and local courts in all jurisdictions look to the Rules for guidance in solving lawyer malpractice cases, disciplinary actions, disqualification issues, sanctions questions and much more. In this volume, black-letter Rules of Professional Conduct are followed by numbered Comments that explain each Rule's purpose and provide suggestions for its practical application. The Rules will help you identify proper conduct in a variety of given situations, review those instances where discretionary action is possible, and define the nature of the relationship between you and your clients, colleagues and the courts.

Textbook on Civil Liberties and Human Rights provides a straightforward and stimulating account of this fascinating area of law which has proved popular with lecturers and students. This essential textbook covers all the main topics taught on undergraduate civil liberties and human rights modules. It provides thorough, critical coverage of crucial areas such as police powers, freedom of expression, terrorism, and public order. A thematic approach is adopted throughout, helping students to appreciate the overlap and interconnected nature of the subject, and the close association between the different articles of the European Convention.

The use of evidence-based guidelines and algorithms is widely encouraged in modern psychiatric settings, yet many practitioners find it challenging to apply and incorporate the latest evidence-based psychosocial and biological interventions. Now, practitioners have an outstanding new resource at their fingertips. How to Practice Evidence-Based Psychiatry: Basic Principles and Case Studies accomplishes two goals: it explains the methods and philosophy of evidence-based psychiatry, and it describes ways in which psychiatrists and other mental health specialists can incorporate evidence-based psychiatry into their clinical practices. Uniquely relevant to psychiatric clinicians, this is the only book on evidence-based medicine specific to the field of psychiatry that addresses integrated psychopharmacology and psychotherapies. This new book first provides an expansion on the popular text the Concise Guide to Evidence-Based Psychiatry, updating the sections on clinical trials, the teaching of evidence-based medicine, and the effective treatment of patients with complex comorbid conditions. It then allows experts from a variety of specialty areas and practice settings to describe how they incorporate the latest evidence and outcome studies into interesting and inspiring cases of their own. The book starts with the assumption that clinicians must adapt guidelines, algorithms, other sources of evidence, and the interpretation of this evidence to each individual patient. It describes basic statistical concepts in an easily understood format and offers separate chapters devoted to systematic reviews and meta-analyses, clinical practice guidelines, diagnostic tests, surveys of disease frequency, and prognosis and psychometric measurement. It also presents an easily relatable discussion of many of the major issues of evidence-based psychiatry, such as use of the "Five-Step" evidence-based medicine model. The first section can be used both as an introduction to the topic and a ready reference for researching the literature and appraising evidence. The second section includes relevant case examples of major psychiatric disorders, and the third presents case examples from diverse treatment settings. In these sections, 24 contributing clinicians from a variety of practice settings discuss situations in which they followed aspects of evidence-based care. The text includes tables and charts throughout the text, including algorithms, guidelines, and examples of simple, therapist-devised measures of progress, further enhance learning, retention, and clinical practice. How to Practice Evidence-Based Psychiatry: Basic Principles and Case Studies is a valuable new tool that will help residents, practicing psychiatrists, and other mental health workers find the most useful and relevant information to inform and improve their everyday practices.

Behaviour management in the classroom can be one of the most challenging aspects of teaching, but with the right approach it can be rewarding and enriching for both student and teacher. The new edition of this best selling textbook provides a systematic and thoroughly updated overview of the major theories and styles of discipline in schools. Drawing on the latest international research, the book outlines how teachers can develop a personal style in classroom management based on a sound understanding of theory. The emphasis is on proactive, authoritative approaches to discipline to engage students and facilitate the achievement of educational and social goals. The author demonstrates how it is within the power of schools and teachers to create the conditions under which even disadvantaged or disenfranchised students strive to learn. Behaviour in Schools 3E is the essential handbook for all trainee teachers and NQTs and a valuable reference for more experienced teachers who want to develop their approach to complex behavioural challenges.

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