

SPECIAL NEEDS IN ORDINARY CLASSROOMS

**From Staff Support to Staff
Development**

Gonda Hunko

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SPECIAL EDUCATIONAL NEEDS**



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Special Needs in Ordinary Classrooms Gerda Hanko, 2018-09-03 First published in 1995 This book responds to the multiplying demands for support and training for teachers of integrated classes in mainstream schools Such support through school based development initiatives enhances teachers abilities to meet the emotional behavioural and learning needs of their pupils This volume aims to assist school staff to further their efforts in curriculum content and delivery teacher pupil and classroom relationships and parent involvement

Special Needs in Ordinary Classrooms from Staff Support to Staff Development, 1990-01-01 *Attachment and Emotional Development in the Classroom* David Colley, Paul Cooper, 2017-08-21 As part of preparation for the classroom it is key for trainee teachers to understand the emotional needs of students This book provides a clear introduction to emotional development and attachment offering advice and guidance from a diverse range of professional perspectives including psychology health and education

Special Needs in Ordinary Classrooms Gerda Hanko, 1995 This third edition has been revised updated in the light of the 1994 Code of Practice It aims to meet the multiplying demands from teachers for support through school based staff development initiatives that enhance teachers abilities to meet pupils emotional behavioural and learning needs

Staff Training and Special Educational Needs Graham Upton, 2018-09-03 First published in 1991 This work is about training and special education needs in the international arena The book was commissioned as a result of the 1990 International Special Education Conference in Cardiff The contributors from the USA Canada Africa and the United Kingdom have focused on innovative approaches to staff training The identification of a contribution as innovative has been done on the basis of either the description of an alternative method of planning or delivery a focus of a frequently ignored client group or in relation to the existence of specific problems which affect the provision of training

The SENCO Handbook Elizabeth Cowne, 2012-06-14 Shortlisted for nasen Awards 2009 Book to Promote Professional Development SENCOs have a key role to play in developing and implementing an inclusive framework for meeting Special Educational Needs The fifth edition of this best selling SENCO Handbook provides up to date information and advice in relation to three key government publications Removing Barriers to Achievement The Government's Strategy for SEN 2004 Every Child Matters Change for Children in Schools 2004 and the Disability Discrimination Act 2005 particularly the disability equality duty and accessibility plan Elizabeth Cowne offers clear and practical guidance to SENCOs enabling them to meet the demands made on them by the latest legislation and practice This comprehensive companion introduces the reader to the key concepts and issues of SEN and inclusion provides detailed information for SENCOs head teachers and governors about developing whole school policy and practice for children and young people with SEN advises on essential aspects of the SENCOs role including the management of support staff working in partnership with parents and outside agencies and the improvement of teaching and learning enables those working in education to debate discuss and reflect on the issues presented in relation to their work in schools or other settings includes

a photocopiable section of staff development activities gives information on further reading and source materials The SENCO Handbook remains essential reading for all those responsible for special educational needs working in early years primary secondary and FE settings **Inclusion: Developing An Effective Whole School Approach** Ekins, Alison, Grimes, Peter, 2009-09-01 This book examines and offers solutions to the challenges faced by schools in ensuring that all students are enjoying participating and achieving in education **People with Profound & Multiple Learning Disabilities** Penny Lacey, Carol Oyvry, 2013-11-26 First Published in 1999 This book is designed to be useful to practitioners working with children and adults with profound and multiple learning disabilities PMLD It was born out of a need for a practically based text book for participants on a course devoted to the study of PMLD but became a project to provide discussion of interest to anyone wishing to reflect on their work in this field It is hoped that the nineteen chapters in this book will provide a broad ranging resource for practitioners who work with children and or adults with PMLD in education health social care and voluntary settings and for those studying on advanced courses **Working with Emotions** Peter Gray, 2003-09-02 Difficult pupil behaviour presents a number of issues for teachers parents other pupils as well as for children themselves Inevitably it raises a number of emotions and challenges people's sense of their own personal effectiveness This edited collection of short concise chapters provides advice and guidance to professionals on how to respond to the emotions experienced and generated by pupils with behavioural difficulties in schools Many chapters are written by such professionals themselves and address common problems in a practical and accessible way Working with Emotions is an essential text for all schools support services LEAs SENCOs and voluntary agencies and includes discussions on the government's current Social Inclusion initiative **Promoting Inclusive Practice** Lani Florian, Richard Rose, Christina Tilstone, 2002-09-11 Very hot topic inclusion is the education policy here to stay Addresses all of the areas where inclusion is an issue so has broad appeal Is clear and digestible Very well known editors and a range of contributors Full of practical examples and case studies Christina is editor of The British Journal of Special Educational Needs *Perspectives on Student Behaviour in Schools* Mere Berryman, Ted Glynn, Janice Wearmouth, 2007-05-07 The authors of this comprehensive text discuss the root causes of disruptive behaviour tackle assessment issues and develop effective intervention strategies that will be of practical use to teachers and other educators Whilst theorising behaviour management from a range of perspectives psychodynamic behavioural and socio cultural the authors remain firmly focused on practical issues of policy making assessment and intervention and address a wide range of related issues such as policy in relation to behaviour in schools at local authority national and international level cultural concerns race gender school discipline and exclusion medical perspectives of topical interest such as ADHD autism and diet assessment at district community classroom and individual level and how these underpin theory This book will appeal to anyone for whom behaviour in schools is a key concern such as student teachers teacher educators senior school managers and practising teachers undertaking further study in the field **Running a**

Nurture Group Simon Bishop, 2008-04-22 This resource would have enormous value for all who are considering developing nurture provision within their school as it provides a clear overview of the practical considerations involved and provides guidance on the tools that need to be devised This well thought out resource will reduce the workload for all those setting up groups and be a real confidence giver to all Nurture leaders SNIP What an excellent book Running A Nurturing Group does exactly what it says in the title and much more The layout and framework must make it one of the most accessible books ever Every chapter states its intention unfurls and then is concisely summarised at the end Then we have questionnaires tick lists case studies and PowerPoint presentations just what tired teachers need to take on a new body of knowledge There is a wonderful balance of practical suggestions and theory at all the times you feel you are in the hands of a dedicated researcher and practitioner Jenny Mosley Founder of Quality Circle Time Running a Nurture Group is a worthwhile book full of useful ideas and resources for nurture group practitioners Simon Bishop is a skilled nurture group practitioner and he links his contemporary practical experience to the wider range of ideas and thinking that inform and underpin nurture group work in a helpful and accessible style I am delighted to commend this important addition to the increasing literature on nurture groups Jim Rose Director The Nurture Group Network Setting up and running a Nurture Group in your school is an effective way to improve the quality of educational provision for every child not just for those with special educational needs This practical book is especially useful for those new to the idea of Nurture Groups It offers a clear structure for making a Nurture Group work effectively and provides tried and tested photocopiable resources to support the whole process The author o explains how and why Nurture Groups work o shows how all children s social emotional educational development improves o gives practical advice on setting up and running a Nurture Group o tells you how to assess and monitor the children s progress o supplies materials to use when leading INSET sessions with colleagues o provides lots of photocopiable resources on an accompanying CD Rom An inspirational read for all teachers and support staff this book will appeal to anyone working with children who have emotional and behavioural difficulties

Inclusion and Behaviour Management in Schools Janice Wearmouth, Ted Glynn, Robin C. Richmond, Mere Berryman, 2013-04-03 Providng an overview of the issues crucial to understanding inclusion and behavior management in schools this book discusses Policy at national local authority and school level Inclusive practices in mainstream settings and Issues such as race ethnicity school disciplines and exclusion

Increasing Competence Through Collaborative Problem-Solving Gerda Hanko, 2016-02-04 First Published in 1999 This book is about the use of a specific collaborative problem solving approach as part of a Continuing Professional Development policy Collaborative staff development programmes now envisaged in a DoE 1998 Programme of Action can assist teachers in responding more appropriately as an integral part of their daily professional task to the learning needs of pupils with emotional and behavioural problems

How to Use Work Group Supervision to Improve Early Years Practice Stella Louis, 2020-09-29 How to Use Work Group Supervision to Improve Early Years Practice presents a new model for supervision

as a collaborative process and explores how this process can benefit practitioners at all stages in their career to reflect on and improve their own practice Supported by detailed case studies which contextualise Work Group Supervision Louis offers practical support which will help practitioners develop their knowledge and skills and to work together to develop a shared understanding and more successful practice Louis covers a range of insightful topics to help practitioners utilise the Work Group Supervision method to improve their practice including What Work Group Supervision is and how it can help practitioners How to develop self understanding and professional practice Theories on child observation and using observation to tune into children The importance of respectful interactions as a leader and among peers How to Use Work Group Supervision to Improve Early Years Practice is ideal for Early Years practitioners and teachers managers of Early Years settings and students on courses for leadership in Early Childhood settings *Effective Teaching in Schools* Chris Kyriacou,1997 This book is structured in three parts firstly putting into context the wealth of research on what makes for effective teaching then building on the foundation by looking at specific aspects of good classroom practice and finally looking at ways of reflecting on experience to improve classroom practice *Routledge Library Editions: Special Educational Needs* Various,2021-07-29 This set of 62 volumes originally published between 1951 and 1999 amalgamates a wide breadth of literature on Special Educational Needs with a particular focus on inclusivity class management and curriculum theory This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject how it has evolved over time and will be of particular interest to students of Education and those undertaking teaching qualifications **Raising A Self-starter** Elizabeth Hartley-Brewer,2009-04-30 We all dream of having children who can for lack of a better way to say it get on with it and do well in life A curiosity about life and a love of learning can be the attributes that ensure this goal How can parents foster this kind of spirit in their children Explaining her model for motivating children through colorful real life examples expert Elizabeth Hartley Brewer shows how from the start we can create a climate at home that fosters self motivation and encourages self managed achievement across a range of skills from study habits to making friends Full of practical strategies and tips to help children help themselves Raising a Self Starter is an essential guide for parents who want the best for their children *Effective Schooling for Pupils with Emotional and Behavioural Difficulties* John Visser,2013-10-23 First Published in 1998 Increasing pressure and new demands on LEAs schools and their staff have led to an overall reduction in the number of special schools for children with EBD and a questioning of their place within the range of provision for these pupils Recent attention has also been drawn by HMCI to the number of these schools which have failed to pass the OFSTED inspection process This book is based on a national examination of special schools providing for pupils with EBD The authors identify factors associated with good practice and offer advice on how schools can become more effective in providing for the country s most troubled and challenging pupils They also highlight aspects of successful provision which can be applied in mainstream schools and pupil referral units A

Whole-school Behaviour Policy Roy Lund, 2014-01-27 The text aims to provide schools with a framework for reviewing developing and implementing a whole school of behaviour policy which is fully in accordance with the ethos of the establishment and the school development plan and also with the OFSTED inspection evaluation criteria

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