What you hoped for in life was a smooth road with enough turns to make it interesting. As a single parent, what you got was a rocky path marked by money issues, a barren social life, and more to do in one day than most people accomplish in three. Dr. Lynda Hunter knows how hard it can be. Her own experience as a single parent has taught her firsthand about the concerns you face daily. It’s also taught her how to handle those concerns effectively. Now, in Parenting On Your Own, Dr. Hunter combines her personal insights with those of hundreds of single parents across the country to offer this first-of-its-kind, definitive handbook for single parents. Here at last are the real-life answers you’ve longed for to the real-life questions you’ve been asking about - coping with isolation, loneliness, and other emotions - being a full-time parent and making a living and having a social life - filling in the gaps left by the missing parent - dealing with financial crunches . . . and much more. You won’t find a more thorough, practical, and well-researched guide to single parenting anywhere. This timely resource not only supplies help for your greatest struggles, but new hope and encouragement a single parent’s best allies.

"This is a collection of true stories of children coming to age under the routine threat of global annihilation and how they routinely coped with thinking about the unthinkable"--Back cover.


This textbook walks clinicians through the psychosocial issues and challenges faced by children and adolescents with cancer and their families. Through a developmental lens, the text provides guidance and resources that will enable clinicians to understand the physical and emotional impact of the disease from diagnosis onwards, to work with families in distress, and to diagnose and treat a range of behavioral, psychological, and psychiatric issues. The book also addresses the burgeoning fields of social media, complementary therapies, palliative care, and survivorship. Among the
variety of useful resources supplied are assessment tools, websites, and additional reading materials. The psychosocial issues that arise for children and their families during the course of treatment are an important yet often overlooked aspect of pediatric oncology care. The reader will find that Pediatric Psychosocial Oncology: Textbook for Multidisciplinary Care covers these issues at the forefront of clinical care in a direct and approachable way, integrating research literature with practical clinical guidance.

This accessible book offers essential guidance and practical ideas for Early Years staff to support children with social, emotional and mental health (SEMH) needs. It draws upon a wealth of experiences and insights to explore what SEMH is, why children may have SEMH needs, and what this can look like, giving practitioners the confidence they need to understand early signals and signs. Chapters share practical tools, activities and strategies, exploring topics that include: environment routines and transitions sensory experiences feelings and emotions the role of the adult. A range of case studies and resource suggestions are woven throughout, bringing the theory alive with first-hand advice from a variety of professionals, including educational psychologists, play therapists and Forest School specialists. This book is a refreshing and practical guide, and an essential read for all Early Years practitioners looking to cultivate a supportive and compassionate environment.

A common question at the initial meeting of a family therapist and a new client(s) is often whether or not to include a child or children in the counseling sessions. The inclusion of a child in the family therapy process often changes the dynamic between client and therapist -- and between the clients themselves -- within the context of the counseling sessions. And yet, although this is such a common experience, many counselors and family therapists are not adequately equipped to advise parents on whether to include a child in therapy sessions. Once the child does make an appearance in the counseling session, the therapist is faced with the challenges inherent in caring for a child, in addition to many concerns due to the unique circumstance of the structured therapy. Counseling a child in the context of a family therapy session is a specific skill that has not received the attention that it deserves. This book is intended as a guide for both novice and experienced counselors and family therapists, covering a wide range of topics and offering a large body of information on how to effectively counsel children and their families. It includes recent research on a number of topics including working with children in a family context, the exclusion of children from counseling, and counselor training methods and approaches, the effectiveness of filial play therapy, the effects of divorce on children, and ADHD. Theoretical discussion is given to different family therapy approaches including family play therapy and filial play therapy. Central to the text are interviews with leaders in the field, including Salvador Minuchin, Eliana Gil, Rise VanFleet and Lee Shilts. A chapter devoted to ethical and legal issues in working with children in family counseling provides a much-needed overview of this
often overlooked topic. Chapters include discussion of specific skills relevant to child counseling in the family context, case vignettes and examples, practical tips for the counselor, and handouts for parents.

While the provision in Children’s and Young People’s Services endures much change and turbulence, the calling for well qualified and critically reflective practitioners remains ever present. This innovative and accessible core textbook explores the key themes, ideas, concepts and topics that are central to practitioners working across the 0-19 sector. It aims to help students develop the professional knowledge, practical skills and core values they need to work effectively with children and young people. Clearly divided into four sections; the practitioner, the learner, the workplace and the community, the book covers a broad range of issues including: The different roles and responsibilities of the workforce Multi-agency working and its challenges Working with parents, carers and the community Supporting children with additional needs and meeting the needs of gifted learners Work-based reflective practice Language learning and communication At each stage the book facilitates opportunities for personal and professional reflection, discussion, debate and action through case studies, activities, reflective tasks, areas for further consideration, and annotated further readings. The text also features a glossary of terms and links to practice standards. The book is supported by a free companion website featuring instructor resources such as assignable case studies, reflective tasks and activities, tables and figures from the book available to download, and sample chapters from the book; and student resources including helpful links to further information, links to relevant video material, and an interactive flashcard glossary. Empowering the Children’s and Young People’s Workforce seeks to empower the reader by supporting their initial and continuing professional development, enabling them to positively influence provision for children and young people. It is essential reading for anyone studying or working in this sector.

General Pediatrics Board Review is a comprehensive guide for recent residency graduates and re-certifiers preparing for the American Board of Pediatrics (ABP) board exam. The text consists of over 1000 multiple-choice questions, organized into 25 chapters covering pediatrics topics such as fetal and neonatal care, adolescent and young adult medicine, genetics, child maltreatment, pediatric infectious diseases, gastrointestinal disorders, and more. Chapters include questions, answers with detailed explanations and references to primary or landmark articles to help better navigate a standardized exam. Questions are written in a case-based format that emulates the ABP board exam, and are supplemented by figures, tables, and boxes. A Quick Facts section rounds out the text for ease of reference.

Pediatric Psychosocial Oncology: Textbook for Multidisciplinary Care

“An excellent up-to-date comprehensive and practical text book dealing with all aspects of paediatric hepatobiliary disease. It will be useful to both generalists and specialists as it is clinically focused with a problem-solving approach and should be useful for day-
to-day as well as more esoteric clinical problems. I found it useful in my general paediatric practice and my trainees have also found it useful. It is very practical with a diagnostic approach and lots of tables and clinical pathways to follow when confronted with day-to-day clinical problems. I have road-tested it in real life with good effect.” - Judging Panel, 2004 BMA Medical Book Competition

Diseases of the Liver and Biliary System in Children, Third Edition provides a practical approach to the diagnosis and management of paediatric liver diseases, highlighting the importance of multidisciplinary team working and holistic management of the child and family. This fully revised edition has also been updated to cover recent advances in paediatric hepatology. It includes new chapters describing the effects of liver disease in pregnancy on mother and child through to adolescence. With increasing numbers of young people surviving into adult life this edition addresses the importance of managing adolescent transition effectively. Trainees, practising paediatric gastroenterologists and hepatologists will welcome the practical approach outlined in this text, while other healthcare professionals involved in the management of liver disease in children will find it an accessible and comprehensive reference.

Disabled children’s lives have often been discussed through medical concepts of disability rather than concepts of childhood. Western understandings of childhood have defined disabled children against child development ‘norms’ and have provided the rationale for segregated or ‘special’ welfare and education provision. In contrast, disabled children’s childhood studies begins with the view that studies of children’s impairment are not studies of their childhoods. Disabled children’s childhood studies demands ethical research practices that position disabled children and young people at the centre of the inquiry outside of the shadow of perceived ‘norms’. The Palgrave Handbook of Disabled Children’s Childhood Studies will be of interest to students and scholars across a range of disciplines, as well as practitioners in health, education, social work and youth work.

Survivors of trauma are disproportionately represented in agencies providing a broad range of behavioral, social, and mental health services. Practitioners in these settings must understand and be able to respond to survivors of trauma in ways that are empowering, normalize and validate their experiences and reactions, and minimize the risk of retraumatization. Practitioners also will be indirectly traumatized as a result of their work with trauma survivors. Practitioners’ ability to help clients with histories of trauma depends upon clinical supervision that is trauma-informed. The trauma-informed supervisor has the dual responsibility of enhancing supervisees’ skills as trauma-informed practitioners and helping them manage the impact their work has on them. Nevertheless, many clinical supervisors only have limited knowledge and training in trauma and may not recognize either the needs of those whom they supervise or the clients their supervisees serve. This book compiles important recommendations from trauma-informed practitioners, supervisors, and researchers who share their professional reflections and personal stories based on their hands-on experiences across mental health and medical contexts. This book was originally published as a special issue of The Clinical Supervisor.

Deaf adults and children, like their hearing counterparts, experience a full range of mental health problems. They develop psychoses, sink into deep depressions, abuse alcohol and drugs, commit sexual offenses, or simply have trouble adjusting to new
life situations. But when a deaf client appears on the doorstep of an ordinary hospital, residential facility, clinic, or office, panic often ensues. Mental Health Care of Deaf People: A Culturally Affirmative Approach, offers much-needed help to clinical and counseling psychologists, psychiatrists, social workers, nurses, and other mental health professionals—and to their program administrators. The editors, a psychologist and a psychiatrist, and the authors, leading authorities with a variety of expertises, systematically review the special needs of deaf patients, particularly those who regard themselves as "culturally Deaf," and provide professionals with the tools they need to meet those needs. Among these tools is an extensive "library" of pictorial questionnaires and information sheets developed by one of the very few psychiatric units in the country devoted to the deaf. These handouts greatly simplify the processes involved in the diagnosis and treatment of people who in many cases are not good readers—for example, explaining medication and inquiring about side-effects. The handouts are reproduced on a CD included in each copy of the book, to enable purchasers to print out and use copies in their work. This comprehensive clinical guide and its accompanying CD constitute vital resources for all those who seek to provide sensitive, effective mental health care to deaf people.

Art-based activities can develop resilience and self-esteem, enabling children in need to cope better with ongoing stress and loss. Arts Activities for Children and Young People in Need offers interventions and exercises drawn from practice and research, for practitioners to use as a basis for their own arts-based groups or one-to-one sessions. Holistic arts activities facilitate a spiritually sensitive approach. Mindfulness-based exercises underpin the approach, and include guided meditations in which a group imagines that they are clouds, or draw feelings and emotions while listening to music, to encourage awareness of the senses. The activities help the group to relax and become more self-aware, encourage an exploration of feelings, values and understanding and are beneficial for children not ready to embrace traditional therapies or counselling. This book is accessible and suitable for helping, health and education practitioners and students from a variety of disciplines, such as social work, psychology and counselling.

Bringing together more than a decade of dedicated investigation and clinical work, this unique textbook is a unified, comprehensive source for oncofertility research and medical practice that is both authoritative and up-to-date. It will serve as the primary oncofertility reference for the various medical disciplines that must be coordinated to provide care for young cancer patients. Moreover, it contains case studies that are prismatic for new entrants into the field. The book is organized around the major themes of the discipline and includes current research, clinical practice, emerging technologies and didactic questions and is divided into six thematic sections: Fertility implications in both oncologic and non-oncologic settings Options for fertility preservation, both male and female Care of the oncofertility patient, including contraception and pregnancy considerations Oncofertility in clinical practice, from setting up a new program to genetic counseling and communication Ethical and legal considerations Advances in the basic science of oncofertility In each chapter, bulleted key learning points and review study questions bookend the text. Six additional sections, comprised exclusively of clinical case studies illustrating the management of both oncologic and non-oncologic conditions, add to the pedagogical value of the text. Timely and utilizing the best current evidence, Textbook of Oncofertility Research and Practice: A Multidisciplinary Approach will be an invaluable resource for students, residents, fellows and professionals in reproductive endocrinology, pediatric endocrinology, adult and pediatric oncology, adult and pediatric urology, breast surgery,
radiation oncology and allied professions where iatrogenic treatments or genetic conditions result in infertility. This is a compelling, eye-opening portrait of two communities in Philadelphia with drastically different economic resources. Over the course of their 10-year investigation, the authors of this important new work came to understand that this disparity between affluence and poverty has created a knowledge gap—far more important than mere achievement scores—with serious implications for students' economic prosperity and social mobility. At the heart of this knowledge gap is the limited ability of students from poor communities to develop information capital. This moving book takes you into the communities in question to meet the students and their families, and by doing so provides powerful insights into the role that literacy can play in giving low-income students a fighting chance. Important reading for a wide audience of educators, policymakers, school reformers, and community activists, Giving Our Children a Fighting Chance: Documents how inequalities begin early and are reinforced by geographic concentration. Compares community libraries to see how print is used in each neighborhood and how children develop as young readers. Looks at patterns that create radical differences in experiences and attitudes toward learning prior to entering school. Explores the function of technology as a tool that exacerbates the divide between affluent students and those with limited access to information. Provides a comprehensive analysis of community literacy, documenting the transformation of media habits from books to computers. Concludes with a look inside schools to answer questions about what schools can do to overcome this complex, unequal playing field. Susan B. Neuman is a professor of Educational Studies at the University of Michigan, and has served as the U.S. Assistant Secretary for Elementary and Secondary Education. Her books include Changing the Odds for Children at Risk. Donna C. Celano is assistant professor of Communication at La Salle University in Philadelphia. “Giving Our Children a Fighting Chance depicts a stark reality: the enormous and growing divide in literacy and reading skill development between children growing up in poverty and children from the middle and upper classes—and the social and economic ramifications. This book should be required reading, not just for those in the education and policy fields, but for anyone who cares about the lives of children and the health of our society.” —Kyle Zimmer, President and CEO, First Book “By walking the streets, riding the buses, and taking the subways,’ Celano and Neuman give us a groundbreaking and sobering look at print and education technology resources in two neighborhoods, one wealthy and one poor. The result is a must-read eye-opener for anyone who cares about equal opportunity. The stuff of learning is essential but insufficient. Only with close teacher, parent, and student-to-student coaching can better print and technology resources make a difference.” —Eugenia Kemble, Executive Director, Albert Shanker Institute “The authors of this text make you CARE about these communities and children. They provide insights about how we must focus on literacy in order to make a real difference in the lives of students. This is one of the most comprehensive analyses to date of community literacy, documenting the transformation of media habits from books to computers.” —Linda B. Gambrell, Distinguished Professor of Education, Clemson University

Help your child succeed and thrive! As a parent of a child diagnosed with Down syndrome, you may be feeling unsure of what to do next or where your child's journey will take you. In this book, authors Jen Jacob and Mardra Sikora share their experiences and guide you through life with Ds with expert advice from diagnosis to adulthood. Each page teaches you ways to support your child through major milestones; nurture their development; and ensure that they succeed behaviorally, socially, and cognitively. You'll also find valuable information on: Sharing the news with loved ones Transitioning into primary school Developing your child's social skills Discussing future opportunities, including employment and housing options With The Parent's Guide to Down Syndrome, you will have the tools you need to raise a happy, healthy, and thriving child.
This enriching book explores quality education at the grassroots level for disadvantaged children. It evolves and evaluates strategies for the promotion of the overall development of children in the motor, cognitive, language, emotional, social and moral domains. The methods used revolve around children, with a larger purpose of shaping young minds as opposed to solely enhancing academic skills by relating the subjects of the syllabi. The essence of the book lies in what adults can learn from children while teaching them. Though the book stems from case studies of schools in rural Karnataka, it has implications for effectively providing quality education to children across the nation. It quantitatively evaluates the process of intervention that consists of 20 -25 hours of group work with the school children and qualitatively describes the outcome in terms of promotion of psycho-social development.

This second edition of the hugely successful Handbook of Child and Adolescent Clinical Psychology incorporates important advances in the field to provide a reliable and accessible source of practical advice. Beginning with a set of general conceptual frameworks for practice, the book gives specific guidance on the management of problems commonly encountered in clinical work with children and adolescents, drawing on best practice in the fields of clinical psychology and family therapy. In six sections, thorough and comprehensive coverage of the following areas is provided: frameworks for practice problems of infancy and early childhood problems of middle childhood problems in adolescence child abuse adjustment to major life transitions. Each chapter dealing with specific clinical problems includes detailed discussion of diagnosis, classification, epidemiology and clinical features, as well as illustrative case examples. This book will be invaluable both as a reference work for experienced practitioners, and an up-to-date, evidence-based practice manual for clinical psychologists in training. The Handbook of Child and Adolescent Clinical Psychology is one of a set of three handbooks published by Routledge, which includes The Handbook of Adult Clinical Psychology (Edited by Alan Carr & Muireann McNulty) and The Handbook of Intellectual Disability and Clinical Psychology Practice (Edited by Alan Carr, Gary O'Reilly, Patricia Noonan Walsh and John McEvoy).

Education has continued to grow in stature and significance as an academic discipline. In addition to world renowned research studies the growth of education has been seen in the methodology and methods underpinning its research. The BERA/SAGE Handbook of Educational Research provides a cutting edge account of the research and methodology that is creating new understandings for education research, policy and practice. Over two volumes, the handbook addresses educational research in six essential components: Section 1: Understanding Research Section 2: Planning Research Section 3: Approaches to Research Section 4: Acquiring Data Section 5: Analysing Data Section 6: Reporting, Disseminating and Evaluating Research Featuring contributions from more than 50 of the biggest names in the international field, The BERA/SAGE Handbook of Educational Research represents a very significant contribution to the development of education.

This concise manual offers best practice guidance on dental treatment of pediatric patients with special health care needs (CSHCN). The straightforward approaches described will enable clinicians to deliver high-quality, patient-centered care to children with intellectual and developmental disabilities. Readers will find up-to-date information on case-based treatment planning, alternative caries management strategies, the use of behavioral and pharmacological interventions to facilitate delivery of quality treatment, and a team approach to care. Practical clinical tips are provided on how to achieve and maintain oral health, including good oral hygiene and nutrition. A systematic framework for patient assessment and interaction with medical colleagues will assist readers in understanding when dental protocols must be altered. Other important topics include techniques for effective communication with CSHCN, behavioral strategies to improve treatment acceptance, the role of occupational therapy techniques, the sensory adapted dental environment, and the use protective stabilization.

Contains lesson plans for 10 sessions that include age-appropriate activities. These fun and engaging activities enable young children to...
approach highly sensitive and painful topics. This is the most comprehensive book to be written on the subject of fetal MRI. It provides a practical hands-on approach to the use of state-of-the-art MRI techniques and the optimization of sequences. Fetal pathological conditions and methods of prenatal MRI diagnosis are discussed by organ system, and the available literature is reviewed. Interpretation of findings and potential artifacts are thoroughly considered with the aid of numerous high-quality illustrations. In addition, the implications of fetal MRI are explored from the medico-legal and ethical points of view. This book will serve as a detailed resource for radiologists, obstetricians, neonatologists, geneticists, and any practitioner wanting to gain an in-depth understanding of fetal MRI technology and applications. In addition, it will provide a reference source for technologists, researchers, students, and those who are implementing a fetal MRI service in their own facility.

Designing Inclusive Interactions contains the proceedings of the fifth Cambridge Workshop on Universal Access and Assistive Technology (CWUAAT), incorporating the 8th Cambridge Workshop on Rehabilitation Robotics, held in Cambridge, England, in March 2010. It contains contributions from an international group of leading researchers in the fields of Universal Access and Assistive Technology. This conference will mainly focus on the following principal topics: 1. Designing assistive and rehabilitation technology for working and daily living environments 2. Measuring inclusion for the design of products for work and daily living 3. Inclusive interaction design and new technologies for inclusive design 4. Assembling new user data for inclusive design 5. The design of accessible and inclusive contexts: work and daily living environments 6. Business advantages and applications of inclusive design 7. Legislation, standards and government awareness of inclusive design

This innovative handbook bridges the gap between the colorectal surgeon, the stoma nurse and the dermatologist. It addresses the questions of what pathology is involved, what can be done by nurses, when to refer to a dermatologist, and what can be done by a dermatologist. Now in its second edition, the book has been revised throughout and contains new information on nutrition and child stoma patients. This volume provides a comprehensive overview of critical care of the pediatric immunocompromised hematology-oncology patient. The text focuses on unique aspects of the pediatric immunocompromised patient that predisposes the child to significant illness, and presents critical care management strategies specific to the patient population. In addition to chapters on oncology, primary immune deficiency, immunocompromised hematology, and hematopoietic cell transplant patients, the book covers the changing landscape of ICU care, pharmacologic considerations, and psychological and social aspects of the critical care of hematology-oncology patients. Written by experts from a range of disciplines, Critical Care of the Pediatric Immunocompromised Hematology/Oncology Patient: An Evidence-Based Guide is a valuable resource for clinicians and practitioners who treat this patient population.

The difference between a positive action and a negative one, between a good deed and a bad deed lies in our intention: a deed done out of a bad intention becomes bad (even if it has no negative consequences) and a deed coming from a good intention becomes good, even if the outcome is not always a good one. The solution is to teach our children to differentiate RIGHT from WRONG and to help them understanding that every action generates a consequence. In the second part of this book, the one addressed to children, I’ve introduced teaching stories, in order to help children to learn based on examples, offered at the level of their understanding. Everything can be understood, resolved, learned… if our intentions are good!

Since the beginning of the computer age, researchers from many disciplines have sought to facilitate people’s use of computers and to provide ways for scientists to make sense of the immense quantities of data coming out of them. One gainful result of these efforts has been
the field of information visualization, whose technology is increasingly applied in scientific research, digital libraries, data mining, financial data analysis, market studies, manufacturing production control, and data discovery. This book collects 38 of the key papers on information visualization from a leading and prominent research lab, the University of Maryland’s Human-Computer Interaction Lab (HCIL). Celebrating HCIL’s 20th anniversary, this book presents a coherent body of work from a respected community that has had many success stories with its research and commercial spin-offs. Each chapter contains an introduction specifically written for this volume by two leading HCI researchers, to describe the connections among those papers and reveal HCIL’s individual approach to developing innovations. *Presents key ideas, novel interfaces, and major applications of information visualization tools, embedded in inspirational prototypes. *Techniques can be widely applied in scientific research, digital libraries, data mining, financial data analysis, business market studies, manufacturing production control, drug discovery, and genomic studies. *Provides an "insider" view to the scientific process and evolution of innovation, as told by the researchers themselves. *This work comes from the prominent and high profile University of Maryland's Human Computer Interaction Lab. The COVID-19 pandemic has presented unprecedented challenges to the nation's K-12 education system. The rush to slow the spread of the virus led to closures of schools across the country, with little time to ensure continuity of instruction or to create a framework for deciding when and how to reopen schools. States, districts, and schools are now grappling with the complex and high-stakes questions of whether to reopen school buildings and how to operate them safely if they do reopen. These decisions need to be informed by the most up-to-date evidence about the SARS-CoV-2 virus that causes COVID-19; about the impacts of school closures on students and families; and about the complexities of operating school buildings as the pandemic persists. Reopening K-12 Schools During the COVID-19 Pandemic: Prioritizing Health, Equity, and Communities provides guidance on the reopening and operation of elementary and secondary schools for the 2020-2021 school year. The recommendations of this report are designed to help districts and schools successfully navigate the complex decisions around reopening school buildings, keeping them open, and operating them safely. Tackling the difficult issues facing those who work with traumatized and sometimes dangerous young people and their families, this new volume shows how professionals can bring about positive change and growth through the creation of "holding" and healing therapeutic environments. This collection of papers written by established and respected experts with extensive practice and research experience builds a powerful picture of the theory and practice of therapeutic community work with young people. A wide variety of therapeutic community approaches is considered alongside an analysis of the implications of this model for mainstream residential practice. Social work, health care and education professionals will find the text invaluable for its presentation of a well-founded analysis of their work with these most damaged and desperate children and young people. This book provides a broad international perspective on the psychological trauma faced by children and adolescents exposed to major disasters, and on the local public health response to their needs. An outstanding quality of the book is that it draws upon the experience of local researchers, clinicians, and public mental health practitioners who dedicated themselves to these children in the wake of overwhelming events. The chapters address exemplary responses to a wide variety of trauma types, including severe weather, war, industrial catastrophes, earthquakes, and terrorism. Because disasters do not recognize geographic, economic, or political boundaries, the chapters have been selected to reflect the diverse global community’s attempt to respond to vulnerable children in the most challenging times. The book, thus, examines a diverse range of healthcare systems, cultural settings, mental health infrastructure, government policies, and the economic factors that have played an important role in responses to traumatic events. The ultimate goal of this book is to stimulate future international
collaborations and interventions that will promote children’s mental health in the face of disaster.

Indigenous Children’s Survivance in Public Schools examines the cultural, social, and political terrain of Indigenous education by providing accounts of Indigenous students and educators creatively navigating the colonial dynamics within public schools. Through a series of survivance stories, the book surveys a range of educational issues, including implementation of Native-themed curriculum, teachers’ attempts to support Native students in their classrooms, and efforts to claim physical and cultural space in a school district, among others. As a collective, these stories highlight the ways that colonization continues to shape Native students’ experiences in schools. By documenting the nuanced intelligence, courage, artfulness, and survivance of Native students, families, and educators, the book counters deficit framings of Indigenous students. The goal is also to develop educators’ anticolonial literacy so that teachers can counter colonialism and better support Indigenous students in public schools.

Joint custody. Same-sex custody. Young children with the mother. Which is the best arrangement? Unfortunately, for those who seek a trustworthy solution, research has proven that there is no single best arrangement for all children. This timely volume, however, does offer a practical and realistic methodology with which to confront the challenging and often confusing issues facing the custody evaluator. The only book of its kind, The Custody Evaluation Handbook offers a strikingly helpful model for evaluating and assigning weight to the mountains of disparate information accumulated during a custody suit. Written by an unparalleled expert in the field of custody evaluation, the book eschews what the author calls the "negative incident model" in which each parent responds to the custody process by compiling a long list of grievances against the hated "opponent". It advocates, instead a test-based approach that measures how successful each parent actually is at the job of parenting. The book describes numerous tests and tools for eliciting reliable information from both children and parents. With an eye to learning the actual impact a parent has on a child rather than what a given parent may or may not be doing, the book emphasizes obtaining measurements from the involved child. Parent tests are designed to reflect the effectiveness with which a parent responds to typical childcare situations, and the degree to which a parent truly knows and can satisfy the needs of a particular child. The volume also sets forth concepts derived from extensive research that are particularly helpful in understanding parent-child interactions, and provides a specific system of nonadversary communication strategies that can be used and modeled in all interchanges with evaluation participants, and in the wording of all written reports. Readers will also welcome the numerous suggestions from evaluators all over the country on specific custody dilemmas they have faced. The book is based on many years’ meticulous research and is informed by a number of conceptual approaches that include: The proven premise that whatever certain parents intend to communicate is often not what their children are, in fact, perceiving and reacting to The "Utilization Model" of Milton E. Erikson The Thomas, Chess, and Birch "goodness-of-fit" model of parent-child interaction Bandler and Grinders' assertion that the meaning of a communication is the response it elicits, regardless of the intentions of the sender Clearly, spelling out the targets of a truly comprehensive and reliable evaluation, The Custody Evaluation Handbook will be an invaluable handbook for custody evaluators and marriage and family therapists, as well as other involved mental health professionals.

There is continuing emphasis on delivering services for children through 'joined up' thinking and integrated working. This fully updated new edition is an important practical resource for all professionals charged with planning, implementing and evaluating multi-professional teamwork and practice in children’s services. The book investigates the reality for professionals behind the rhetoric of 'joined up' thinking and explores the perspectives of professionals about the impact of multi-agency teamwork on their professional knowledge and their ways of working. In addition it identifies dilemmas and challenges and presents exemplars of good practice. It skillfully combines theoretical
perspectives, research evidence from the 'real world' of children's services and reflections on policy and practice in inter-agency services in England. Retaining its popular approach and reflecting the numerous changes to policy, practice and research the book: Exemplifies what multi-professional work looks like in practice Examines real dilemmas faced by professionals trying to make it work, and shows how these dilemmas can be resolved Considers lessons to be learnt, implications for practice and recommendations for making multi-professional practice effective As well as supportive guidance, useful theoretical frameworks and helpful evidence-based insights into practice, this new edition has been expanded to include a whole new section covering emerging themes in working together such as 'sexploitation' and children's 'front door' approaches to integrated working. Written by a multi-disciplinary writing team and without the use of unnecessary jargon, this book is a key resource for students on courses studying early childhood and families, as well as social workers, teachers, family support workers, health workers, and managers of a range of children and youth services.

Copyright: c6a3ae4b5c17470f02737f5cf97f9e71