

Causes Of Low Academic Performance Of Primary School

Technology is constantly evolving and can now aid society with the quest for knowledge in education systems. It is important to integrate the most recent technological advances into curriculums and classrooms, so the learning process can evolve just as technology has done. The Handbook of Research on Transformative Digital Content and Learning Technologies provides fresh insight into the most recent advancements and issues regarding educational technologies in contemporary classroom environments. Featuring detailed coverage on a variety of topics, such as mobile technology integration, ICT literacy integration, digital wellness, online group counseling, and distance learning, this publication will appeal to researchers and practitioners who are interested in discovering more about technological integration in education.

This book focuses on the human aspects of wearable technologies and game design, which are often neglected. It shows how user centered practices can optimize wearable experience, thus improving user acceptance, satisfaction and engagement towards novel wearable gadgets. It describes both research and best practices in the applications of human factors and ergonomics to sensors, wearable technologies and game design innovations, as well as results obtained upon integration of the wearability principles identified by various researchers for aesthetics, affordance, comfort, contextual-awareness, customization, ease of use, ergonomics, intuitiveness, obtrusiveness, information overload, privacy, reliability, responsiveness, satisfaction, subtlety, user friendliness and wearability. The book is based on the AHFE 2017 Conferences on Human Factors and Wearable Technologies and AHFE 2017 Conferences on Human Factors and Game Design, held on July 17-21, 2017, in Los Angeles, California, USA, and addresses professionals, researchers, and students dealing with the human aspects of wearable, smart and/or interactive technologies and game design research.

Communication is a key component of everyday life, but what happens when an individual is faced with a communication disorder? Today, the prevalence of individuals with communication disorders has increased substantially. However, many of these ailments are poorly understood, and medical professionals often lack the training and research necessary to manage and treat these individuals. The Handbook of Research on Psychosocial Perspectives of Human Communication Disorders is a critical scholarly resource that covers needs-based issues pertaining to the assessment and management of communication disorders. It provides the latest research on the importance of early identification, as well as prevention and intervention practices to promote healthy cognitive, speech, language, motor, social, and emotional development. Featuring coverage on a broad range of topics such as speech therapy for children, behavior therapy, and communication disorders, this book is a vital reference source for clinical psychologists, audiologists, speech-language

pathologists, special education teachers, occupational therapists, physiotherapists, psychiatrists, otolaryngologists, and neurologists.

This book constitutes the refereed proceedings of the 13th Colombian Conference on Computing, CCC 2018, held in Cartagena, Colombia, in September 2018. The 46 revised full papers presented were carefully reviewed and selected from 194 submissions. The papers deal with the following topics: information and knowledge management, software engineering and IT architectures, educational informatics, intelligent systems and robotics, human-computer interaction, distributed systems and large-scale architectures, image processing, computer vision and multimedia, security of the information, formal methods, computational logic, and theory of computation.

Covering development from early childhood through high school in an easy-to-follow format, this book provides future teachers with authentic, research-based strategies and guidelines for their classrooms. The authors apply child development concepts to topics of high interest and relevance to teachers, including classroom discipline, constructivism, social-emotional development, and many others. A strong emphasis on diversity among children is reflected throughout. Case studies and real-world vignettes further bridge the distance between research and the classroom, helping future teachers be better prepared to create an environment that promotes optimal development in children. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. Drawing upon quantitative data gathered from the U.S. Census and U.S. Department of Education, as well as interviews with students from a variety of socio-economic and ethnic backgrounds, *Low-Income Students and the Perpetuation of Inequality* examines the question of who really benefits from public higher education. It engages with questions of social capital, opportunity, funding and access to education, presenting a rich discussion of social mobility, the value of college education and the impact of education upon the redistribution of income. A thorough exploration of the real impact of college on American society, this volume will appeal to social scientists with interests in education, social capital, social stratification, class and social mobility.

Autism is currently a mysterious topic of discussion with very little information revealing its true identity and nature. *Autism Demystified* reveals autism and unfolds the delusion of this astonishingly unique birth boundary by providing a thorough explanation and examination of the behaviors, social character, and mind associated with the autistic individual. The revelation of the birth of autism is also revealed. *Autism Demystified* is a guidebook for anyone raising or caring for a child with autism, ADD, dyslexia, or related birth boundary. Readers will discover a comprehensive description of autism and ADD as well as a wealth of information including coping strategies for managing children with these challenges. Since the eighteenth century when natural historians created the idea of distinct racial categories, scientific findings on

race have been a double-edged sword. For some antiracists, science holds the promise of one day providing indisputable evidence to help eradicate racism. On the other hand, science has been enlisted to promote racist beliefs ranging from a justification of slavery in the eighteenth century to the infamous twentieth-century book, *The Bell Curve*, whose authors argued that racial differences in intelligence resulted in lower test scores for African Americans. This well-organized, readable textbook takes the reader through a chronological account of how and why racial categories were created and how the study of "race" evolved in multiple academic disciplines, including genetics, psychology, sociology, and anthropology. In a bibliographic essay at the conclusion of each of the book's seven sections, the authors recommend primary texts that will further the reader's understanding of each topic. Heavily illustrated and enlivened with sidebar biographies, this text is ideal for classroom use.

John Ogbu has studied minority education from a comparative perspective for over 30 years. The study reported in this book--jointly sponsored by the community and the school district in Shaker Heights, Ohio--focuses on the academic performance of Black American students. Not only do these students perform less well than White students at every social class level, but also less well than immigrant minority students, including Black immigrant students. Furthermore, both middle-class Black students in suburban school districts, as well as poor Black students in inner-city schools are not doing well. Ogbu's analysis draws on data from observations, formal and informal interviews, and statistical and other data. He offers strong empirical evidence to support the cross-class existence of the problem. The book is organized in four parts: *Part I provides a description of the twin problems the study addresses--the gap between Black and White students in school performance and the low academic engagement of Black students; a review of conventional explanations; an alternative perspective; and the framework for the study. *Part II is an analysis of societal and school factors contributing to the problem, including race relations, Pygmalion or internalized White beliefs and expectations, levelling or tracking, the roles of teachers, counselors, and discipline. *Community factors--the focus of this study--are discussed in Part III. These include the educational impact of opportunity structure, collective identity, cultural and language or dialect frame of reference in schooling, peer pressures, and the role of the family. This research focus does not mean exonerating the system and blaming minorities, nor does it mean neglecting school and society factors. Rather, Ogbu argues, the role of community forces should be incorporated into the discussion of the academic achievement gap by researchers, theoreticians, policymakers, educators, and minorities themselves who genuinely want to improve the academic achievement of African American children and other minorities. *In Part IV, Ogbu presents a summary of the study's findings on community forces and offers recommendations--some of which are for the school system and some for the Black community. *Black American Students in an Affluent Suburb: A Study of Academic Disengagement* is an

important book for a wide range of researchers, professionals, and students, particularly in the areas of Black education, minority education, comparative and international education, sociology of education, educational anthropology, educational policy, teacher education, and applied anthropology.

This brief presents four practical methods to effectively explore causal relationships, which are often used for explanation, prediction and decision making in medicine, epidemiology, biology, economics, physics and social sciences. The first two methods apply conditional independence tests for causal discovery. The last two methods employ association rule mining for efficient causal hypothesis generation, and a partial association test and retrospective cohort study for validating the hypotheses. All four methods are innovative and effective in identifying potential causal relationships around a given target, and each has its own strength and weakness. For each method, a software tool is provided along with examples demonstrating its use. Practical Approaches to Causal Relationship Exploration is designed for researchers and practitioners working in the areas of artificial intelligence, machine learning, data mining, and biomedical research. The material also benefits advanced students interested in causal relationship discovery.

Choice Recommended Read Psychological research into human intelligence and abilities presents us with a number of difficult questions: Are human abilities explained by a single core intelligence or by multiple intelligences? How should abilities be assessed? With tests unlike the problems which people normally have to solve, or with practical problems closer to those encountered in life, school and work? Do ability tests predict how a person will behave? If so, can they predict whether a person will succeed at school and at work? Intelligence and Human Abilities critically evaluates research evidence from the past 100 years to consider these and other issues. It shows that, despite the apparent contradictions in this research, the evidence in fact supports one coherent model, a fact which has clear implications for researchers, educators and test-users. This clear and engaging text provides an up-to-date evaluation of what the empirical evidence tells us about the number, nature and origins of human abilities. It will be essential reading for students and practitioners of psychology and education, and also for users of ability tests such as applied psychologists and personnel managers.

Learning English as a foreign language in any formal education context requires opportunities for learners and teachers to give and receive feedback on the teaching learning process as it is happening. These opportunities could be created via various in-class activities specifically designed for this purpose. Teachers who create and use these diagnostic opportunities effectively detect what learners need in a timely fashion, and provide remedial teaching in the right time and mode, so that chances can be created for learners to improve their learning. There is no one universally accepted way of how to do this, however, with various approaches for collecting, analyzing and reviewing data for this purpose. This book

encapsulates the unbreakable relationship between teaching, learning and assessment through a range of articles which scrutinize assessment from a wide spectrum, ranging from the role of assessment in language learning to ELT teacher assessment literacy, from the use of technology in classroom-based assessment to practicing teachers' reflections on their teacher classroom action research, and from the role of the Common European Framework of Reference for Languages (CEFR) to empirical data analysis.

Research Paper (postgraduate) from the year 2017 in the subject Pedagogy - School Pedagogics, grade: A, Atlantic International University, language: English, abstract: This study was carried out in Kabale district to ascertain the factors responsible for poor academic performance in secondary schools. Both purposive and simple random sampling methods were used to select respondents. Both primary data and secondary data was collected and analyzed. A number of studies have found out that there are various factors that are responsible for a poor academic performance in secondary schools. However, there is a gap in studies of low academic performance in Kabale district. Academic performance is undoubtedly a research drive at the heart of educators, teachers, psychologists, policy makers, parents and guardians, social workers etc. in their attempts to investigate what determines academic outcomes of learners, they have come up with more questions than answers. In recent, prior literature has shown that learning outcomes (academic achievement and academic performance) have been determined by such variables as family, schools, society and motivational factors. National governments have tried to invest heavily in education in order to improve accessibility and quality of education both the secondary and primary schools. They have however not taken university education as a priority. The upper secondary education however has received little attention by governments and donor agencies a factor that could have contributed to the poor academic performance in secondary schools. The quality of education at primary section depends on the quality of teachers and their competence, their capacity the teaching and learning process and is widely recognized that the quality of teachers and teaching lies at the heart of all schooling systems intending to offer quality education.

In light of the dispersed nature of the mixed methods literature, the editors have organized a collection of key discussions and examples of mixed methods research studies in one easy-to-access location. This integrative collection draws from the international literature appearing across diverse research disciplines over the past thirty years.

Proceedings of The 7th MAC 2016 - The 7th Multidisciplinary Academic Conference in Prague 2016, Czech Republic
College students are subject to a massive input of stresses which require successful and ever-changing coping strategies. These stresses include inside and outside pressures by the world to succeed, financial worries, concerns about uncertain futures, social problems and opportunities since college is often the meeting place for future mates, and

homework and tests in multiple and complex subjects requiring preparation and focus with often conflicting priorities. Unsuccessful coping often results in anxiety, heavy drinking, depression and a host of other mental health problems. This new book presents new and important research in this important field.

Between 1980 and 1996 the number of arrests has increased considerably for offenders ages 12 and under. This increase is a cost to society in two ways: the cost of the crime and the cost of multiple agencies involved with these children. Several questions have developed due to this increase: How does the juvenile justice system deal with child delinquents? Is child delinquency a predictor of serious, violent, and chronic offending? How early can we predict, and what are early warning signs? In an effort to develop answers for these questions and many more, editors Rolf Loeber and David Farrington organized a study group on Very Young offenders comprising 39 experts on juvenile delinquency and child problem behavior. Over a two-year period of intense and collaborative work these individuals have produced the book *Child Delinquents: Development, Intervention, and Service Needs*. Presenting empirically derived insights, *Child Delinquents* is the definitive statement to date on the working knowledge of prevalence, development, risk and protective factors, and optimal intervention with preteen offenders. This book is an excellent source for a broad audience of researchers, scholars, psychiatry, and practitioners at the administrative level.

Since the 1993 publication of the third edition of the *Dictionary of Race and Ethnic Relations*, events have continued to change the way in which race and ethnicity are viewed. The trial of O. J. Simpson; the publication of *The Bell Curve*; and the continuing attacks on Affirmative Action have all affected the ways in which race and the surrounding issues of racism and identity have been reported in the media and studied in the classroom. The *Dictionary of Race and Ethnic Relations* covers a range of national and international topics which have been written by a distinguished group of experts on race and ethnicity. The reader will find new articles covering recent events, historical and theoretical perspectives and important figures. Over half of the book has been revised or rewritten and all of the articles include fully-updated lists of further reading.

This text provides an overview of bi- and multilingualism as a worldwide phenomenon. It features comprehensive discussions of many of the linguistic, social, political, and educational issues found in an increasingly multilingual nation and world. To this end, the book takes the Chicano-Latino community of Southern California, where Spanish-English bilingualism has over a century and a half of history, and presents a detailed case study, thereby situating the community in a much broader social context. Spanish is the second most-widely spoken language in the U.S. after English, yet, for the most part, its speakers form a language minority that essentially lacks the social, political, and educational support necessary to derive the many cognitive, socioeconomic, and educational benefits that proficient bilingualism can provide. The issues facing Spanish-English bilinguals in the Los Angeles area are relevant to nearly every bi- and multilingual community irrespective of nation, language, and/or ethnicity.

The *International Guide to Student Achievement* brings together and critically examines the major influences shaping student achievement today. There are many, often competing, claims about how to enhance student achievement, raising the questions of "What works?" and "What works best?" World-renowned bestselling authors, John Hattie and Eric M. Anderman have invited an international group of scholars to write brief, empirically-supported articles that examine predictors of academic achievement across a variety of topics and domains. Rather than telling people what to do in their schools and classrooms, this guide simply provides the first-ever compendium of research that

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summarizes what is known about the major influences shaping students' academic achievement around the world. Readers can apply this knowledge base to their own school and classroom settings. The 150+ entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick, easy reference. Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries, guiding readers to apply this knowledge to their own classrooms, their curriculums and teaching strategies, and their teacher training programs.

In an effort to help develop an approach to psychology that is consistent with the African American experience, African American Psychology provides a comprehensive overview of African American behavior and personality. This collection of classical papers drawn from The Journal of Black Psychology points out that a Eurocentric perspective or orientation is inherent not only in most psychological theory but also in the research methods developed to test psychological theories. As such, those who try to understand the African American experience must not limit themselves to traditional concepts or research methods. The five sections of this volume cover both alternative and theoretical perspectives and new approaches to conducting research, the diversity of structure in African American families and the forces affecting them, African American children, and two controversial but critical areas of study: intelligence and cognition.

The Journal of International Students (JIS), an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes scholarly peer reviewed articles on international students in tertiary education, secondary education, and other educational settings that make significant contributions to research, policy, and practice in the internationalization of higher education.

www.ojed.org/jis

This volume examines the causes and consequences of increasing rates of obesity and overweight among children. In addition, it reviews specific policies and programs aimed at reducing obesity and overweight and the related health problems that result. Contents: Introducing the Issue, Christina Paxson and Elisabeth Donahue (Princeton University) Childhood Obesity: Trends and Potential Causes, Patricia M. Anderson (Dartmouth College) and Kristin F. Butcher (Federal Reserve Bank of Chicago) The Consequences of Childhood Overweight and Obesity, Stephen R. Daniels (University of Cincinnati College of Medicine and Cincinnati Children's Hospital Medical Center) Treating Childhood Obesity and Associated Medical Conditions, Sonia Caprio (Yale University School of Medicine) The Role of Built Environments in Physical Activity, Eating, and Obesity in Children, James F. Sallis (San Diego State University and Robert Wood Johnson Foundation) and Karen Glanz (Emory University) The Role of Child Care Settings in Obesity Prevention, Mary Story and Karen Kaphingst (University of Minnesota and Robert Wood Johnson Foundation), and Simone French (University of Minnesota) The Role of Schools in Obesity Prevention, Mary Story, Karen Kaphingst, and Simone French Markets and Childhood Obesity Policy, John Cawley (Cornell University) The Role of Parents in Preventing Childhood Obesity, Ana C. Lindsay, Juhee Kim, and Steven Gortmaker (Harvard School of Public Health), and Katarina M. Sussner (Harvard Graduate School of Arts and Sciences)

As a popular and powerful medium, mobile use has increased significantly across the world. The effects of these communication devices have not only transformed how we communicate but also how we gather and distribute information in a variety of industries including healthcare, business, and education. Impacts of Mobile Use and Experience on Contemporary Society provides cross-disciplinary research that ties together use and experience examining the transformative influence of mobile technology and how it is reshaping who we are and what we do. Featuring research that investigates the impacts on both actors and activities with topic coverage that includes academic application, economic value, and mobile learning, scholars from different disciplines from all over the world identify the crucial implications

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behind mobile technology. Included amongst the targeted audience are educators, policymakers, healthcare professionals, managers, academicians, researchers, and practitioners.

In this book, an expert international team looks at all the recently available methods for measuring intelligence in young people.

It is a great pleasure to share with you the Springer CCIS 111 proceedings of the Third World Summit on the Knowledge Society—WSKS 2010—that was organized by the International Scientific Council for the Knowledge Society, and supported by the Open Research Society, NGO, (<http://www.open-knowledge-society.org>) and the International Journal of the Knowledge Society Research, (<http://www.igi-global.com/ijksr>), and took place in Aquis Corfu Holiday Palace Hotel, on Corfu island, Greece, September 22–24, 2010. The Third World Summit on the Knowledge Society (WSKS 2010) was an international scientific event devoted to promoting the dialogue on the main aspects of the knowledge society towards a better world for all. The multidimensional economic and social crisis of the last couple years brings to the fore the need to discuss in depth new policies and strategies for a human-centric developmental process in the global context. This annual summit brings together key stakeholders of knowledge society development worldwide, from academia, industry, government, policy makers, and active citizens to look at the impact and prospects of information technology, and the knowledge-based era it is creating, on key facets of living, working, learning, innovating, and collaborating in today's hyper-complex world.

Nicholas Walliman is the supervisor in your students' pockets, making sure they understand all the essential methods for successfully carrying out a research project and negotiating the challenges and pitfalls. In this book, he:

- Takes students step-by-step through the research process
- Helps them formulate clear aims and objectives
- Explains all the vocabulary to understand the A – Z of research methods
- Ends each chapter with a reading guide for taking learning further with more resources to help get a deeper understanding of the issues discussed
- Improves research reports with practical advice on presenting findings in great tables, graphs and diagrams
- Opens his office door with reflective questions (and answers)
- Delivers the confidence to get started and get finished!

Social Research Methods: The Essentials is the perfect starting point and guide for your students' research project.

Part of the authoritative four-volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared. Updated and revised to reflect the new developments in the field, the Handbook of Child Psychology, Sixth Edition contains new chapters on such topics as spirituality, social understanding, and non-verbal communication. Volume 4: Child Psychology in Practice, edited by K. Ann Renninger, Swarthmore College, and Irving E. Sigel, Educational Testing Service, covers child psychology in clinical and educational practice. New topics addressed include educational assessment and evaluation, character education, learning disabilities, mental retardation, media and popular culture, children's health and parenting.

Counseling Special Populations in Schools provides school-based mental health professionals with practical, specific strategies for counseling special populations of students who are at risk for academic, social, emotional, and behavioral problems in school. These special populations include students who are homeless, living in foster care, involved with the juvenile justice system, LGBTQ, pregnant or parenting, gifted, in military families, at-risk for school failure and dropout, and impacted by incarcerated parents. Each chapter focuses on one group of students, highlighting critical background information and providing evidence-informed counseling approaches and strategies to promote resilience and support student development. Chapters provide specific information about how to use basic counseling skills, as well as more advanced counseling techniques such as Solution-Focused Brief Therapy, Cognitive Behavioral Therapy, and Motivational Interviewing, to address the needs and challenges of these special populations of students. This advanced-level counseling book is an excellent resource for

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mental health professionals and graduate students who want to be able to provide effective counseling services for all students.

The Causes of Low Academic Performances in Secondary Schools Grin Publishing

This book presents the proceedings of the 5th Edition of the Brazilian Technology Symposium (BTSym). This event brings together researchers, students and professionals from the industrial and academic sectors, seeking to create and/or strengthen links between issues of joint interest, thus promoting technology and innovation at nationwide level. The BTSym facilitates the smart integration of traditional and renewable power generation systems, distributed generation, energy storage, transmission, distribution and demand management. The areas of knowledge covered by the event are Smart Designs, Sustainability, Inclusion, Future Technologies, IoT, Architecture and Urbanism, Computer Science, Information Science, Industrial Design, Aerospace Engineering, Agricultural Engineering, Biomedical Engineering, Civil Engineering, Control and Automation Engineering, Production Engineering, Electrical Engineering, Mechanical Engineering, Naval and Oceanic Engineering, Nuclear Engineering, Chemical Engineering, Probability and Statistics.

Achievement goal theory has emerged as one of the preeminent approaches to motivation. Goals, Goal Structures, and Patterns of Adaptive Learning presents the findings of a large scale, longitudinal study that use goal theory as the lens through which to examine the relation among achievement goals, the learning context, and students' and teachers' patterns of cognition, affect, and behavior. These results are integrated within the larger literature on goal theory, providing an overview of the research that has been conducted, as well as suggestions that goal theory researchers might want to consider. Written by scholars who are well-known in the field, this book: *provides a comprehensive summary of research related to achievement goal theory--one of the preeminent approaches to motivation today; *presents a detailed overview of research conducted in conjunction with the Patterns of Adaptive Learning Study--a decade-long multi-faceted study employing both quantitative and qualitative methods. A description of the development, reliability, and validity of the Patterns of Adaptive Learning Scales is included. These scales are being used by many researchers using achievement goal theory in this country and internationally; *includes important information about the relevancy of achievement goal theory for an understanding of avoidance behaviors in schools; *describes the relevancy of achievement goal theory for children who are disaffected from school and schooling; and *points to the gaps in research on achievement goal theory, and provides guidance for future research in the field.

The promotion of competitiveness has been seen as a way of achieving desirable changes in economy and society at the cost of growth and development. However, it should be noted that productivity and growth that is accompanied by increasing social imbalance to achieve desirable changes in economy and society has sometimes negative consequences for the growth and development. The chapters compiled in this book from economical and social science researchers have generated awareness about the sustainable amalgam of these three subjects. This book contains 12 chapters from different scholars within the country. In fact, these chapters will be quite helpful for students who are keen to learn the multidisciplinary approach in these fields. Since the growth and development is taking place at a very fast rate, there is a need to promote such type of studies so that people will not adopt the measures to gain economy at the cost of environment. This book can be used as a reference book for future researchers for their multidisciplinary approach. We do not intend for this book to be scientifically and technically complete. In fact, many complex multidisciplinary issues have been simplified by using this approach.

Praise for Microaggressions in Everyday Life "In a very constructive way, Dr. Sue provides time-tested psychological suggestions

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to make our society free of microaggressions. It is a brilliant resource and ideal teaching tool for all those who wish to alter the forces that promote pain for people." —Melba J. T. Vasquez, PhD, ABPP President, American Psychological Association

"Microaggressions in Everyday Life offers an insightful, scholarly, and thought-provoking analysis of the existence of subtle, often unintentional biases, and their profound impact on members of traditionally disadvantaged groups. The concept of microaggressions is one of the most important developments in the study of intergroup relations over the past decade, and this volume is the definitive source on the topic." —John F. Dovidio, PhD Professor of Psychology, Yale University

"Derald Wing Sue has written a must-read book for anyone who deals with diversity at any level. Microaggressions in Everyday Life will bring great rewards in understanding and awareness along with practical guides to put them to good use." —James M. Jones, PhD Professor of Psychology and Director of Black American Studies, University of Delaware

"This is a major contribution to the multicultural discourse and to understanding the myriad ways that discrimination can be represented and its insidious effects. Accessible and well documented, it is a pleasure to read." —Beverly Greene, PhD, ABPP Diplomate in Clinical Psychology and Professor of Psychology, St. John's University

A transformative look at covert bias, prejudice, and discrimination with hopeful solutions for their eventual dissolution

Written by bestselling author Derald Wing Sue, *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation* is a first-of-its-kind guide on the subject of microaggressions. This book insightfully looks at the various kinds of microaggressions and their psychological effects on both perpetrators and their targets. Thought provoking and timely, Dr. Sue suggests realistic and optimistic guidance for combating—and ending—microaggressions in our society.

This clear and accessible guide—written by social workers for social workers—describes the most current developments in neuroscience and their practical applications for social work in education, child welfare, health, mental health, and criminal justice settings. The contributions of social work experts in these key areas of practice make this vast and ever-expanding body of neuroscientific knowledge easily understandable, with specific relevance to understanding the impact of the environment on neural mechanisms and human life course trajectories. The text examines how neuroimaging can be used to examine psychosocial treatment efficacy, discusses cross-system programmatic and policy implications that respond to the way in which toxic environments and early disrupted attachment affect brain and behavior, and addresses the importance of bioethics to inform the integration of neuroscience into social work practice. This is the only text on this topic with chapters organized around five practice settings and embedded with application skills across micro, mezzo, and macro levels. Each chapter includes an overview of the latest scientific research pertaining to the topic and discusses implications for assessment, prevention, intervention, policy, research, and ethics. Real-world case studies in each chapter enhance practice applications.

Key Features: Describes the latest applications of neuroscience across social work settings in education, child welfare, health, mental health, and criminal justice
Examines latest neuroscientific research for each topic and its implications for assessment, prevention, intervention, policy issues, research, and ethical/legal issues
Draws clear practical implications in each chapter
Written by social workers for social workers
Includes the contributions of noted social work researchers, faculty, and practitioners

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Practical, up-to-date guidance on identifying Specific Learning Disability Essentials of Specific Learning Disability Identification provides accessible, authoritative guidance on specific learning disability (SLD), with the most up-to-date information on assessment, identification, interventions, and more. Contributions by leading experts examine multiple theoretical orientations and various identification approaches for dyslexia, dyscalculia, dysgraphia, and other common SLDs. Emphasizing real-world utility, this book provides important information for professionals who work with children and youth at risk; many of the SLD identification practices can be put to work immediately, and the expert coverage offers many strategies and interventions for student support in the classroom. This new second edition has been updated to align with the most current understanding of SLD manifestations, diagnostic assessment, and evidence-based interventions, and includes new material covering nonverbal learning disability, speech-language impairment, general learning difficulties, and differentially diagnosing SLD from other conditions. Early SLD identification and the right kind of help can raise the trajectory of a child's life. This book provides in-depth information to facilitate accurate identification and appropriate intervention to help you help the children in your care. Understand how SLD manifests in academic performance Learn theory- and research-based approaches to SLD identification Examine the latest information about new aspects of SLD determination Utilize appropriate and effective intervention strategies for student support If a child's learning disability is caught early, and the correct type of support is provided, that child gets the chance to develop the skills that lead to achievement in school and beyond. As a high-incidence disorder, SLD affects 10-15 percent of the general population, making successful identification an essential skill for those who work with children. Essentials of Specific Learning Disability Identification provides authoritative guidance and practical methods that can help you start changing children's lives today.

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