

Tverretatlig Samarbeid Omkring Barn

This volume presents a systematic review of interprofessional education in health and social care. This is accompanied by a wider-ranging critique of interprofessional education, grounded by experience, and informed by sources beyond the evaluations that qualified for inclusion in the review. Synthesising the evidence base for interprofessional education nevertheless remains central, with 353 studies surveyed in the first instance, from which 107 studies form the basis for the final analysis. The book does much more than amass evidence. It revisits conventional wisdom; setting an agenda to help interested parties perform better by applying lessons learned, remedying weaknesses and renewing efforts to address unanswered questions. The first three chapters set the scene for the systematic review and its findings. The middle section of the book articulates the findings of the review. Finally, the closing chapters consider values and attitudes, theoretical perspectives and offer conclusions. Arguments, assumptions and evidence in this publication are presented to inform policy making, programme planning, teaching and research.

PROMOTING PARTNERSHIP FOR HEALTH This book forms part of a series entitled Promoting Partnership for Health published in association with the UK Centre for the Advancement of Interprofessional Education (CAIPE). The series explores partnership for health from policy, practice and educational perspectives. Whilst strongly advocating the imperative driving collaboration in healthcare, it adopts a pragmatic approach. Far from accepting established ideas and approaches, the series alerts readers to the pitfalls and ways to avoid them. **DESCRIPTION** Interprofessional Teamwork for Health and Social Care is an invaluable guide for clinicians, academics, managers and policymakers who need to understand, implement and evaluate interprofessional teamwork. It will give them a fuller understanding of how teams function, of the issues relating to the evaluation of teamwork, and of approaches to creating and implementing interventions (e.g. team training, quality improvement initiatives) within health and social care settings. It will also raise awareness of the wide range of theories that can inform interprofessional teamwork. The book is divided into nine chapters. The first 'sets the scene' by outlining some common issues which underpin interprofessional teamwork, while the second discusses current teamwork developments around the globe. Chapter 3 explores a range of team concepts, and Chapter 4 offers a new framework for understanding interprofessional teamwork. The next three chapters discuss how a range of social science theories, interventions and evaluation approaches can be employed to advance this field. Chapter 8 presents a synthesis of research into teams the authors have undertaken in Canada, South Africa and the UK, while the final chapter draws together key threads and offers ideas for future of teamwork. The book also provides a range of resources for designing, implementing and evaluating interprofessional teamwork activities.

This study is concerned with how Muslim children learn to be religious. It is based on in-depth qualitative research with parents and children in one British city and focuses on children in the primary school years. There are chapters on children's learning in the family and in mosques and other Islamic institutions. There is also material on school; wider social networks; faith-related family practices; and national and ethnic identities.

Significant changes in the policy and social context of teaching over the last 30 years have had substantial implications for teacher professionalism. As the influence of central regulation and marketisation has increased, so the scope for professional influence on policy and practice has in many cases diminished. Instead, teachers have had to respond to a range of other demands stemming from broader social changes, including greater public scepticism towards professional authority combined with demands for public services that are more responsive to diverse cultural and social identities. This collection of work by leading international scholars in the field makes a unique contribution to understanding both how these changes are impacting on teaching and how teachers might change their practice for the better. The central premise of the book is that if research is going to be helpful in improving professional learning and the quality of teachers' practice, the full potential of three broad approaches to research on teacher professionalism needs to be brought to bear on these issues: research on the changing political and social context of professional work and practice research on the working lives and lived experiences of teachers, and research on how teachers' professional practices might be enhanced. In bringing together and drawing out the complementarities of these three approaches, this book represents a ground-breaking collection of work.

The social sciences offer a variety of theories on how children develop, and various theories and disciplines apply their own vocabularies and conceptualise different aspects of the processes of socialization. This book looks at the theorizing of socialization in sociology, anthropology, psychology, in the life course approach, and as the interplay of genetics and environmental factors. It analyses the dominant perspectives and viewpoints within each discipline and field, and shows how the various theories and disciplines apply their own vocabularies and conceptualise different aspects of the processes of socialization. It argues that socialization does not represent a fixed trajectory into a static social order, and that different disciplines meet the challenges of complex developmental processes and changing environments in different ways. Socialization is a fundamental concept in sociology, but sociology has only to a limited degree sought to produce a coherent understanding of the processes of socialization, which has to encompass the interplay of societal, psychological and genetic factors. This book draws the threads together and, by doing so, offers a general framework for our understanding of the socialization process. At the centre of this process is the child as a subject, in an interplay with the patterns and significant others of the micro environment as well as with the macro-conditions of the modern knowledge based economies.

100 great stories with great moral lessons

"The range of learning difficulties associated with children who have Fetal Alcohol Spectrum Disorders (FASD) has been highlighted as an emerging but little understood area of Special Educational Needs. This engaging, timely and highly practical book will raise awareness about FASD and its associated difficulties across the entire education workforce. It provides a range of specialist, tried-and-tested practical teaching and learning strategies from which teachers and support staff may construct personalised learning plans for students with FASD, and will help improve outcomes for all their children. It also: - Explains the links to neuroscience that can lead to a child having FASD. - Discusses the overlapping and co-existing disorders, such as ADHD and autism spectrum disorders. - Shows how to support and empower teachers. - Provides ready to use teaching resources and strategies that can be used directly in the classroom. Informed by the very latest research and written by leading experts in the field, Educating Children with Fetal Alcohol Spectrum Disorders will prove invaluable for Initial Teacher Training students as well as being of interest for Newly Qualified and experienced teachers who are engaging in Continuing Professional Development"-- Provided by publisher.

Entirely revised and updated, this edition of a very well-received and successful book provides the essentials for all those involved

in the fields of intellectual, developmental and learning disabilities and mental retardation, drawing both on clinical experience and the latest research findings. An international, multidisciplinary team of experts cover the available literature in full and bring together the most relevant and useful information on mental health and behavioural problems of people with intellectual, developmental and learning disabilities and mental retardation. In addition, this book highlights the principles behind clinical practice for assessment, management and services. It offers hands-on, practical advice for psychiatrists, psychologists, nurses, therapists, social workers, managers and service providers.

The People's Home is a magisterial examination of the development of social rented housing over the last hundred years in six advanced capitalist countries - Britain, France, Germany, the Netherlands, Denmark and the USA.

This volume contains several analyses of health rights issues related to children. The various chapters provide an overview of this captivating area and may be of special interest to lawyers, health care professionals, ethicists, psychologists, judicial institutions, policy makers, interest groups, students and all others who are concerned with the children's rights perspective on health care.

Mao Zedong, first chairman of the People's Republic of China, one of the founders of the Chinese Communist Party, and the architect of the Cultural Revolution, was active in Chinese politics for most of his eighty-two years, and became one of the most important revolutionary figures in the twentieth century. He spent the 1920s and 1930s struggling to build the Chinese Communist Party. After the establishment of the People's Republic, he strove to impose his vision of socialism on his impoverished country, convinced that if the power of the people could be harnessed, China could become an economically successful and egalitarian country. The Great Leap Forward which he initiated was, however, a disaster resulting in millions of deaths. Mao used the Cultural Revolution to re-impose his authority; his critics were persecuted and a personality cult was fostered. His 'Little Red Book' sold over 740 million copies. This book offers the reader a powerful insight into the life and work of this intriguing man.

Research into the rehabilitation of individuals following Traumatic Brain Injury (TBI) in the past 15 years has resulted in greater understanding of the condition. The second edition of this book provides an updated guide for health professionals working with individuals recovering from TBI. Its uniquely clinical focus provides both comprehensive background information, and practical strategies for dealing with common problems with thinking, memory, communication, behaviour and emotional adjustment in both adults and children. The book addresses a wide range of challenges, from those which begin with impairment of consciousness, to those occurring for many years after injury, and presents strategies for maximising participation in all aspects of community life. The book will be of use to practising clinicians, students in health disciplines relevant to neurorehabilitation, and also to the families of individuals with traumatic brain injury.

Economic growth and the creation of wealth have cut global poverty rates, yet vulnerability, inequality, exclusion and violence have escalated within and across societies throughout the world. Unsustainable patterns of economic production and consumption promote global warming, environmental degradation and an upsurge in natural disasters. Moreover, while we have strengthened international human rights frameworks over the past several decades, implementing and protecting these norms remains a challenge. These changes signal the emergence of a new global context for learning that has vital implications for education. Rethinking the purpose of education and the organization of learning has never been more urgent. This book is inspired by a humanistic vision of education and development, based on respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity and shared responsibility for a sustainable future.

Since the early 1940s, when first identified as childhood psychosis and autistic psychopathy, autism spectrum disorder (ASD) has continued to burgeon into a major focus of inquiry and interest among researchers, practitioners, and the public alike. With each passing decade, the number of scholarly articles addressing ASD and related disabilities continues to soar. Today, thousands of papers on autism are published annually across various disciplines and journals, making it challenging – if not impossible – to keep pace with, let alone synthesize, all the latest developments. Based on a solid historical foundation of autism theory and research, the International Handbook of Autism and Pervasive Developmental Disorders integrates the broad scholarly base of literature with a trenchant analysis of the state of the field in nosology, etiology, assessment, and treatment. Its expert contributors examine recent findings and controversies (e.g., how prevalent autism actually is), along with longstanding topics of interest as well as emerging issues. Coverage includes: A survey of diagnostic criteria and assessment strategies. Genetic, behavioral, biopsychosocial, and cognitive models. Psychiatric disorders in persons with ASD. Theory of mind and facial recognition.

Diagnostic instruments for assessing core features and challenging behaviors. Evidence-based psychosocial, pharmacological, and integrative treatments. Interventions specifically for adults with ASD. Training issues for professionals and parents. A review of findings of successful and promising therapies, coupled with guidance on how to distinguish between dubious and effective treatments. The International Handbook of Autism and Pervasive Developmental Disorders is an indispensable resource for researchers, professors, graduate students, and allied practitioners in clinical child and school psychology, child and adolescent psychiatry, education, social work, rehabilitation, pediatric medicine, and developmental psychology.

Nordic countries are generally regarded as global welfare role models in terms of their image of being gender equal, child-friendly and culturally tolerant. By focusing on the vital welfare issue of violence by men to female partners and/or their children, this book seeks to reconsider this over-simplistic image.

This open access book critically explores what child protection policy and professional practice would mean if practice was grounded in human rights standards. This book inspires a new direction in child protection research – one that critically assesses child protection policy and professional practice with regard to human rights in general, and the rights of the child in particular.

Each chapter author seeks to approach the rights of the child from their own academic field of interest and through a comparative lens, making the research relevant across nation-state practices. The book is split into five parts to focus on the most important aspects of child protection. The first part explains the origins, aim, and scope of the book; the second part explores aspects of professionalism and organization through law and policy; and the third part discusses several key issues in child protection and professional practice in depth. The fourth part discusses selected areas of importance to child protection practices (low-impact in-house measures, public care in residential care and foster care respectively) and the fifth part provides an analytical summary of the book. Overall, it contributes to the present need for a more comprehensive academic debate regarding the rights of the child, and the supranational perspective this brings to child protection policy and practice across and within nation-states. .

Tverretatlig samarbeid omkring barnen kilde til styrke og håp? Småskolebarn i klemmeom tilsynsordninger og likestillings spørsmål i et nordisk perspektiv Nordic Council of Ministers Norges offentlige utredninger Transitions in the field of special education Theoretical perspectives and implications for practice Waxmann Verlag

This book advances the theoretical account that Barbara Rogoff presented in her highly acclaimed book, *Apprenticeship in Thinking*. Here, Rogoff collaborates with two master teachers from an innovative school in Salt Lake City, Utah, to examine how students, parents, and teachers learn by being engaged together in a community of learners. Building on observations by participants in this school, this book reveals how children and adults learn through participation in activities of mutual interest. The insights will speak to all those interested in how people learn collaboratively and how schools can improve.

Eigengrau / [ay-gen-gr-ow] - noun. intrinsic light; the colour seen by the eye in perfect darkness Rose believes in true love and leprechauns. Her flatmate Cassie is engaged in a fervent struggle against patriarchal oppression. Across London, Mark believes in the power of marketing. His flatmate Tim Muffin is engaged in a fervent struggle against his own waistline. In a city where Gumtree can feel like your closest friend, looking for the right person can lead you all the wrong places. Penelope Skinner's *Eigengrau* premiered at the Bush Theatre, London, in March 2010 in a Strawberry Vale production.

Bringing together enthusiastic scholars from Norway and the UK, this book sets out to provide a bridge between English language literature and teaching English as a foreign language (TEFL). English competence is rising rapidly in the Nordic countries; this book responds to the need for new types of texts and new approaches to literature studies in teacher training. Literature for children and young adults is a main focus, including exciting new genres such as graphic novels and picturebooks. Guidance on analysing and choosing texts for classroom use and on writing is provided, as are discussions of drama and film adaptation. Combining theoretical research-based insights with practical pedagogic strategies for the classroom, this book amply meets the needs of the English teacher training and school curriculum. Presenting contemporary literature as well as children's poetry and Shakespeare, this book will be essential reading for teacher training students of English and TEFL teachers at all levels in the school system. All 10 chapters draw on up-to-date research in their fields. "This is the book I have been waiting for all my teaching career." Bjorn Sorheim, Senior Lecturer, Sogn og Fjordane University College "A rich source of ideas and knowledge for teachers of English, well-written, scholarly and up-to-date." Elisabeth Ibsen, Associate Professor of Foreign Language Education, University of Oslo. Editors Anna Birketveit is Associate Professor of English at Bergen University College. She has many years of experience as an English teacher and teacher trainer. Her main fields of teaching and research are children's literature and EFL. A particular interest is the field of picturebooks. Gweno Williams is Professor of English at York St John University and Visiting Professor at the Norwegian Study Centre at the University of York, where she has given regular guest lectures for more than 20 years. She has been awarded a British National Teaching Fellowship, and is passionate about interactive and dynamic ways of studying literature at all levels.

6. Views and visions :

The field of special needs education is well established, and although it continues to develop in exciting and controversial ways, involving some of education's leading thinkers, many people feel it is lacking a coherent theoretical analysis of its own. Students and practitioners, looking for some solid theory to reinforce their own study or practice, commonly have to 'borrow' from other disciplines, such as psychology and sociology, since there has been no attempt to provide a theoretical foundation for the special needs community. This book does exactly that, bringing together contributions from key names in the field from UK and beyond. The book will establish itself as an essential text for students and teachers, as well as all those involved in special needs across the social sciences.

First published in 1995. Routledge is an imprint of Taylor & Francis, an informa company.

The primary challenge of delivering and evaluating family-based services lies in successfully assessing changes in families. This guide provides instruction for use of the Family Assessment Form (FAF), an instrument to help practitioners assess families at the beginning of service, develop individualized family service plans, monitor family progress, and assess outcomes for individual families. The FAF is designed as a standardized form that is adaptable for a variety of clinical, procedural, and program needs. Using a 9-point rating scale for individual items, the FAF enables practitioners to complete a psychosocial assessment of six areas of family functioning that is recorded in a quantitative manner and allows for monitoring family progress. The six areas of family functioning assessed by the FAF are: (1) living conditions; (2) financial conditions; (3) support available to caregivers; (4) interactions between caregivers and children; (5) developmental stimulation available to children; and (6) interactions between adult caregivers. The instruction guide provides a rationale for family assessment, details the development of the FAF, describes the FAF, provides information on training individuals to administer the instrument, describes the use of the FAF for program evaluation, discusses its test reliability and validity, and contains instructions for completing the FAF. A complete copy of the instrument is contained in the guide, including the "face sheet," the family functioning factors section, caregiver history and characteristics section, behavior concerns/observation checklist, and the service plan and closing summary. Contains 13 references. (KB)

The purpose of this book is to explore the phenomenon of transition as it relates to the field of special education within the Nordic countries of Norway, Sweden, Denmark and Finland. First, the authors investigate transition in the field of special education with respect to historical developments and the shifting prominence of diverse guiding theories. Second, we examine the process of transition in a wide range of special education contexts, including transitions from home to school, school to work, and across other contexts and types of support. The target audience for the book includes authors and researchers in academic and government research institutions, professionals working in special education and related fields, as well as students at graduate and doctoral levels. There are 16 chapters with contributions from the editors and 15 other international authors: Jorun Buli-Holmberg, David L. Cameron, Camilla Brørup Dyssegaard, Niels Egelund, Astrid Birgitte Eggen, Britta Hannus-Gullmets, Camilla Herlofsen, Maryann Jortveit, Velibor Bobo Kova?, Ingrid Lund, Johan Malmqvist, David Mitchell, Sven Nilsen, Heidi Omdal, Kristina Ström, Ragnar Thygesen, and Anne

Dorthe Tveit.

One of the greatest contributors to the field of Sociology, Jürgen Habermas has had a wide-ranging and significant impact on understandings of social change and social conflict. He has inspired researchers in a range of disciplines with his multidimensional social theory, however an overview of his theory in applied settings is long overdue. This collection brings together in one convenient volume a set of researchers who place Jürgen Habermas' key concepts such as colonisation, deliberation and communication at the centre of their research methodologies. Full of insight and innovation, this book is an essential read for those who want to harness the potential of Habermas' core concepts in their own work, thereby helping to bridge the gap between theory and method in social research. Structured around three core themes, Habermas and Social Research provides a range of research case studies looking at system colonization, the politics of deliberation and communicative interactions. Issues as diverse as social movements, the digital public sphere, patient involvement, migration and preschool education, are all covered in the book, intertwined with a set of innovative approaches to theory application in social research. Designed to help researchers harness the potential of Habermas' core concepts as methodological tools, this timely volume will prove highly useful for graduate and upper level undergraduates within the fields of theory and method, research design, public policy, education policy, urban and environmental planning.

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