

The Views And Experiences Of Camhs Tiers 1 And 2 Services

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Making a book contract, the views and experiences of many authors

An Exploration of the Views and Experiences of Stakeholders on the Design and Implementation of Think Positive, a Mental Health Promotion and Treatment Programme

Unconditional Love?

Civilian Oversight of Police

A Study of the Views and Experiences of Nursing Staff in Relation to Violence in Mental Health Care Settings

Immigration

Integrating Neuroscience Into Counselling Psychology

The first widespread incentive pay scheme was initiated in UK schools in 2000. This book is the result of monitoring the whole process from its inception. The authors visited schools, observed lessons, and solicited the views and experiences of a large collection of teachers and headteachers. Their discoveries are presented in this lively book. They include the views of teachers who were successful in crossing the threshold, those who weren't and those who chose not to apply, and headteachers who had to make the decisions. The book focuses on the following schemes: * headteachers' experiences of training * the outcomes in their own school * their relationship with external assessors * their hopes and fears for the future * their assessment of the influence on classroom practice * what did teachers change and not change in their teaching as a result of performance management * what means they employed to further their own professional development. This timely book is a useful resource for anyone involved in education, whether it be a classroom teacher, headteacher, administrator or policy-maker.

Advancing Accountability in Law Enforcement

Parents' Views and Experiences of Participating in the Care of Their Child in Hospital

A Survey of Employers' Views and Experiences

Commissioning

Performance Pay for Teachers

New Star Papers

Life and Religious Opinions and Experience of Madame de La Mothe Guyon

Media and Information Literacy in Higher Education: Educating the Educators is written for librarians and educators working in universities and university colleges, providing them with the information they need to teach media and information literacy to students at levels ranging from bachelor to doctoral studies. In order to do so, they need to be familiar with students' strengths and weaknesses regarding MIL. This book investigates what university and college students need to know about searching for, and evaluating, information, and how teaching and learning can be planned and carried out to improve MIL skills. The discussions focus on the use of process-based inquiry approaches for developing media and information literacy competence, involving students in active learning and open-ended investigations and emphasizing their personal learning process. It embraces face-to-face teaching, and newer forms of online education. Examines the intersecting roles of academic librarians, teacher educators, and library educators in preparing library students and teacher education students to use the library Brings new perspectives from both teacher educator and library educator, and draws connections between higher and secondary education (K12) Draws on a number of competences, skills, knowledge, experiences, and reflections from a variety of perspectives, and focuses on libraries as efficient tools in all kinds of education and learning activities Written by an international group of authors with firsthand experience of teaching MIL Looks at how libraries can contribute to the promotion of civic literacy within higher education institutions and in society more widely

Views of Canada and the Colonists Embracing the Experience of an Eight Years' Residence

Young Participators' Views and Experiences of Growing Up

Parents' Views and Experiences of End-of-life Decision-making for Their Child

Exploring Endocrinologists' Views and Experiences of Psychosocial and Self-management Support for Patients with Hypothyroidism

Views and Experiences of Christianity

Or, Views and Experiences of Religious Subjects

The authors explore the implications of their study for a childhood model of social disability. They identify and draw out the significance of their findings for a range of mainstream, specialist and statutory providers. It is an invaluable resource for effective ways of communicating directly with disabled children.

A Label of ADHD

Children's Views and Experiences of Parenting

An Explanatory Study Into Patients' Views and Experiences of Oral Care in Hospital

Views of the Present State, Progress, and Prospects of the Colony; with Detailed and Practical Information for Intending Emigrants

Users' Views and Experiences of Intermediate Care in the Southern Area

'I Don't Have the Spoons for That!'

Precepting as a Teaching Modality: Views and Experiences of the Primary Care Trainees

Exploring the complex and controversial topic of civilian oversight of police, this book analyzes the issues and debates entailed by civilian oversight by using worldwide perspectives, in-depth case studies, and a wealth of survey data. Integrating and summarizing decades of research from many locations around the globe, Civilian Oversight of Polic

A Positive Outlook

A Multiple Case Study to Explore the Views and Experiences of Young People, Their Parents and Carers, and Healthcare Professionals of the Advance Care Planning Process

The Views and Experiences of Adolescents with 'communication and Interaction Needs' of Using Communication Technologies

A comparative study of the unequal academy

The Views and Experiences of Disabled Children and Their Siblings

New Star Pagers; Or, Views and Experiences of Religious Subjects. by Henry Ward Beecher.

A Sense of Purpose

The Views and Experiences of Disabled Children and Their Siblings A Positive Outlook Jessica Kingsley Publishers

Report of a Survey of United States District Judges' Experiences and Views Concerning Rule 11, Federal Rules of Civil Procedure

The Un-met Needs Gap

Maintaining Integrity in the Face of Death

A Study of the Views and Experiences of South African Women who Immigrated to Ireland from 2000 Onwards

A Study of the Views and Experiences of Student's Transition and the Role of the Guidance Counsellor with Two Post-primary Schools

Together with Some Account of the Personal History and Religious Opinions of Fenelon, Archbishop of Cambray

Exploring the Views and Experiences of UK Based Counselling Psychologists

Recent research suggests that Black and minority ethnic (BME) academics remain underrepresented, particularly at senior levels in higher education, and tend to be concentrated in new, post-1992 universities. This book provides an original comparative study of BME academics in both the UK and the USA, two different yet similar cultural and political climates, considering issues of inequality, difference and identity in the Academy. Presenting a distinctive and engaging voice, the book discusses the complexity of race, gender and identity in the context of higher education, an area that continues to appear to be dominated by white, middle class values and perspectives. Chapters offer an up-to-date commentary on the purpose, failures and potential of research on race, gender and identity, and its place within contemporary education and sociology. The book broadens the understanding of educational research, considering both sociological and cultural discourse, as well as examining racialized and gendered identities from a theoretical and analytical

standpoint. The book closes by offering suggestions for viable policy shifts in this area. The Experiences of Black and Minority Ethnic Academics will be of key interest to researchers, academics and postgraduate students in the field of education, as well as sociologists wanting to learn more about black and minority academics in higher education.

Addressed to the Natives of Hindostan

Worth Listening to ... : the Views and Experiences of Disabled Students in Further Education in Northern Ireland

The Views and Experiences of Younger ACT Women (aged 18 to 50 Years) about Accessing Supports and Services for Chronic Disease

The Views and Experiences of People Affected by Lung Cancer in Discussing Preferences and Wishes for End of Life Care

The Changing Workplace

a survey of the views and experiences of providers of services to children, young people and families 2009

EBOOK: Learning Disability

"The editors have brought together a range of eminent contributors who present a range of issues throughout the life cycle. The book asserts that it hopes to 'assist readers to anticipate change and discontinuity in people's lives and think about strategies to support them' through the many challenges that they may face in their lives. In my view this book certainly does that and the editors and contributors are to be congratulated on the production of a relevant and contemporary text that I have no hesitation in both endorsing and recommending to all involved in supporting and or caring for people with learning disabilities." Professor Bob Gates, Project Leader - Learning Disabilities Workforce Development, NHS Education South Central, UK "The editors have gathered an authoritative faculty to present and discuss a range of contemporary issues; both practical and ethical. The text is well grounded in the lived experience of people with disability and draws on the evidence-base of contemporary science. Each chapter includes thought provoking exercises. This is a seminal text for students and practitioners, researchers and policy makers." Associate Professor Keith R. McVilly, Deakin University, Australia "I currently own a copy of the first edition and it has proved an invaluable resource time and time again. There is not an essay I complete that does not make reference to the book and I can consistently use it to reflect back on my practice as a student nurse and social worker. Having read several extracts from the new edition it does appear to include very high quality content covering learning disabilities over the lifespan ... if I were to personally recommend any book for budding or current learning disability professionals then this would be it." James Grainger, Student Nurse/Social Worker, Sheffield Hallam University, UK "I like the way it has primary and secondary information from a range of sources. The exercises in the book also get you to think about the situation in question which helps us think about our values and anti-oppressive practice ... This book really does start with the basics and having a learning disability from birth and the effects, to in depth knowledge and literature ... This book would be very helpful to me as it brings in literature policies and models from both a health and social side, which is important for my course and collaborative working." Laura Jean

Lowe, Student Nurse, Sheffield Hallam University, UK "It is written with a clearly conveyed in-depth knowledge and in a way that has professional lived experience within the context of the work. The authors have taken into account the emotional, client-centred approach to the modern practitioner's practice ... The book gives a true wealth of good practice scenarios that can only help practitioners be good at what they do and aspire to be." Lee Marshall, Student Nurse, Sheffield Hallam University, UK With its spread of chapters covering key issues across the life cycle this text has established itself as the foundational primer for those studying the lived experiences of people with learning disabilities and their families, and outcomes achieved through services and support systems. Recognising learning disability as a lifelong disability, this accessible book is structured around the life cycle. The second edition is refreshed and expanded to include seven new chapters, covering: Aetiology Breaking news (about disability) and early intervention Transition to adulthood The sexual lives of women Employment Personalisation People with hidden identities With contributions from respected figures from a range of disciplines, the book draws heavily upon multidisciplinary perspectives and is based on the latest research and evidence for practice. The text is informed by medical, social and legal models of learning disability, exploring how "learning disability" is produced, reproduced and understood. Extensive use is made of real-life case studies, designed to bring theory, values, policy and practice to life. Narrative chapters describe, in the words of people with learning disabilities themselves, their lives and aspirations. They helpfully show readers the kinds of roles played by families, advocates and services in supporting people with learning disabilities. New exercises and questions have been added to encourage discussion and reflection on practice. Learning Disability is core reading for students entering health and social care professions to work with people with learning disabilities. It is a compelling reference text for practitioners as it squarely addresses the challenges facing people with learning disability, their loved ones and the people supporting them. Contributors Dawn Adams, Kathryn Almack, Dorothy Atkinson, Nigel Beail, Christine Bigby, Alison Brammer, Jacqui Brewster, Hilary Brown, Jennifer Clegg, Lesley Cogher, Helen Combes, Clare Connors, Bronach Crawley, Eric Emerson, Margaret Flynn, Linda Gething, Dan Goodley, Peter Goward, Gordon Grant, Chris Hatton, Sheila Hollins, Jane Hubert, Kelley Johnson, Gwynnyth Llewellyn, Heather McAlister, Michelle McCarthy, Alex McClimens, Roy McConkey, David McConnell, Keith McKinstrie, Fiona Mackenzie, Ghazala Mir, Ada Montgomery, Lesley Montisci, Elizabeth Murphy, Chris Oliver, Richard Parrott, Paul Ramcharan, Malcolm Richardson, Bronwyn Roberts, Philippa Russell, Kirsten Stalker, Martin Stevens, John Taylor, Irene Tuffrey-Wijne, Sally Twist, Jan Walmsley, Kate Woodcock

Exploring the Views of Looked-after Children on Experiences of the Care System that Had an Impact on Their Mental Health

Media and Information Literacy in Higher Education

The Views and Experiences of Women Recently Discharged from Hospital Following Surgery

Educating the Educators

The Experiences of Black and Minority Ethnic Academics

The Views and Experiences of Heads and Teachers

Student Voices