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1972

this book is devoted to the neuropsychological description of childhood epilepsy a neurological condition that constitutes one of the most prevalent forms of chronic and disabling childhood illnesses indeed one child out of 20 experiences one or more seizures before the age of 5 and one in a hundred develops epilepsy as a chronic disorder approximately half of these children with epilepsy display academic difficulties and or behavioral disorders moreover it is now believed that a sizable proportion of children with learning disability suffer from undiagnosed epilepsy while a great number of textbooks have been devoted to various medical aspects of childhood epilepsy diagnosis genetics etiology drug and surgical treatment etc there have been no comprehensive accounts of the cognitive consequences of this condition advance of medical knowledge has shown that childhood epilepsy should not be considered as a single disorder but encompasses a whole range of different conditions that exhibit specific clinical eeg and outcome characteristics it is not becoming apparent that these various clinical entities have different cognitive expression that yet need to be

specified the purpose of this book is to provide a complete up to date analysis of this multi faceted pathology

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1978

the testing and assessment of second language learners is an essential part of the language learning process glenn fulcher s testing second language speaking is a state of the art volume that considers the assessment of speaking from historical theoretical and practical perspectives the book offers the first systematic comprehensive and up to date treatment of the testing of second language speaking written in a clear and accessible manner it covers explanations of the process of test design costing test design projects how to put the test into practice evaluation of speaking tests task types for testing speaking testing learners with disabilities it also contains a wealth of examples including task types that are commonly used in speaking tests approaches to researching speaking tests and specific methodologies that teachers students and test developers may use in their own projects successfully integrating practice and theory this book demystifies the process of testing speaking and provides a thorough treatment of the key ethical and technical issues in speaking evaluation

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2017-07-01

co published by routledge for the american educational research association aera educational policy continues to be of major concern policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive aera sponsored handbook organized into seven sections the handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation drawing from multiple disciplines the handbook s over one hundred authors address three central questions what policy issues and questions have oriented current policy research what research strategies and methods have proven most fruitful and what issues questions and methods will drive future policy research topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume the politics surrounding these and other issues are objectively analyzed by authors and commentators each of the seven sections concludes with two commentaries by leading scholars in the field the first considers the current state of policy design and the second addresses the current state of policy research this book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research for more information on the american educational research association please visit aera net

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Technical Abstract Bulletin

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this comprehensive guide enables teachers to understand a range of approaches to the assessment of children with dyslexic type difficulties linking theory research and practice practitioners will gain critical knowledge of procedures to analyse interpret and use in appropriate assessments which will facilitate setting targets for teaching the book covers how to use both informal and formal assessment procedures frameworks for evaluating published and teacher made assessments the professional development needs of any teacher involved in assessment ideal for those training to be specialist teachers of learners with dyslexia this text is equally useful to all teachers and senco's special educational needs co ordinators and complements the authors book teaching literacy to learners with dyslexia to provide comprehensive guidance for assessing and teaching learners with dyslexic type difficulties sylvia phillips is an experienced special educational needs educator and currently leads glyndwr university s specialist course for teachers of learners with dyslexia kath kelly is programme leader for the masters in specific learning difficulties manchester metropolitan university liz symes is senior lecturer in sen special educational needs and professional studies manchester metropolitan university

2017 CFR Annual Print Title 48 Federal Acquisition Regulations System Chapters 15 to 28

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