



Dyslexia, Literacy and Inclusion

CHILD-CENTRED PERSPECTIVES

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Dyslexia Literacy And Inclusion Child Centred Perspectives

Sean MacBlain, Author



Dyslexia Literacy And Inclusion Child Centred Perspectives:

Dyslexia, Literacy and Inclusion Sean MacBlain, Louise Long, Jill Dunn, 2015-03-23 This book is about raising standards in literacy for children with dyslexia by putting the child at the centre of everything you do focusing on wellbeing and recognising the role that adults have to play in ensuring all children reach their potential Concentrating on children in primary schools and early years settings the book looks at Early intervention Pupil voice Working as a team New literacies Child centred identification assessment and provision Challenges for the inclusive school Suitable for all those working with children with dyslexia this book contains strategies that can be easily adopted to academically and emotionally benefit the children you are working with

Contemporary Childhood Sean MacBlain, Jill Dunn, Ian Luke, 2017-02-13 This brand new textbook brings you up to date with all the latest developments and key issues from around the globe and helps you understand how these changes are impacting on practice in early years and primary classrooms Key issues in contemporary childhood are explored through three sections on The Child The Family and Emerging Trends with topics including the Digital Child and the rise of new technologies children's security and the impact of poverty austerity and conflict children's happiness mental health and wellbeing the changing nature of families including LGBT homes refugees and asylum seekers the challenges of multi agency working The pace of change in early childhood can be daunting but this book helps students and practitioners understand the huge variety of issues affecting children in the UK and all over the world Sean MacBlain will be discussing key ideas from Contemporary Childhood in the SAGE Early Years Masterclass a free professional development experience hosted by Kathy Brodie

Learning Theories in Childhood Colette Gray, Sean MacBlain, 2015-09-10 Focusing on the early philosophies of learning and key behavioural cognitive and social theorists including Locke Rousseau Montessori Piaget Vygotsky Bandura Bronfenbrenner Bruner this popular book provides a comprehensive overview of children's learning The authors highlight the strengths and weaknesses of each theoretical perspective and encourage reflection on how different approaches impact on the learning environment The discussion finishes with an exploration of the new sociology of childhood New to this Second Edition are a new chapter on What is theory and what is learning a new chapter on The Changing nature of learning There is also a new companion website which features journal articles to read alongside each chapter podcasts from the authors explaining the key points on each topic links to video material discussing key theories and methods You can access the books online materials at study.sagepub.com/grayandmacblain2e Accessibly written with key questions and recommended reading included this book is essential for all those studying on child development early childhood and childhood studies courses and for anyone interested in understanding more about how children learn and think Colette Gray is Head of Research Development and Principal Lecturer in Childhood Studies at Stanmillis University College Belfast and Sean MacBlain is Reader in Child Development and Disability at the University of St Mark St John Plymouth For access to the website

Special Educational Needs

Lindsay Peer, Gavin Reid, 2020-11-11 This guide to inclusive practice covers contemporary policy issues perspectives from practice and specialist guidance from across a wide range of common syndromes Bringing together the important combination of theory knowledge and practice each chapter is written by experts from fields within Special and Additional Educational Needs This third edition includes new chapters on The current context of SEN current context in research and practice Speech language and communication The role and use of technology in supporting learners with SEND Pathological Extreme Demand Avoidance PDA EDA Working together Children and Young People s Perspectives Providing a solid foundation for understanding and supporting learners with additional needs this comprehensive text is ideal whether you are a student teacher or education practitioner

How Children Learn Sean MacBlain, 2014-02-17 Understanding How Children Learn is a vital part of working with children Every child is unique and understanding differences in learning helps all to benefit This book goes beyond simply understanding the work of key theorists and the various theories of learning to recognise what learning actually looks like and how it is best facilitated in any setting Each chapter includes Exercises to help you evaluate your understanding and practice Examples taken from real experiences to illustrate concepts beyond the theory Summaries to help you take the key messages from each chapter Suggestions for further reading to help push your own learning further Looking at key topics such as brain development technology in childhood and barriers to learning this book will explain what learning really is Why not also have a look at the companion title Learning Theories in Childhood to explore the key learning theories Sean MacBlain is Reader in Child Development and Disability at the University of St Mark St John Plymouth

Early Childhood Language Arts Mary Renck Jalongo, 2000 Early Childhood Language Arts Second Edition is a comprehensive look at early childhood literacy education Unlike most early literacy books it includes listening speaking reading and writing with a strong children s literature emphasis throughout This text provides instructors with a synthesis of the information on language arts gleaned from research on emergent literacy early childhood education and special education It underscores what is being emphasized in early childhood teacher accreditation programs namely responding to the increasingly diverse needs of young language learners in inclusive settings working with parents and families and collaborating with professionals in other fields Each chapter provides a discussion of the key concepts in the chapter followed by case material that demonstrates how teachers families and professionals in other fields can work together to promote the literacy growth and development of a young child The content and examples throughout every chapter enable students to see how children go through the process of acquiring literacy and how literacy learning occurs with diverse groups of learners The body of every chapter concludes with a section on teacher concerns and basic strategies developmentally appropriate activities teacher self assessment and information on standards as they relate to the content of each chapter

Child Development for Teachers Sean MacBlain, 2019-10-28 An understanding of child development is an essential part of teaching This new text supports trainee teachers and Newly Qualified Teachers NQTs to understand how

children develop and how their development impacts on their learning. Importantly the text is written specifically for teachers and focuses on what they need to know to be effective in the classroom. The text not only supports them to better understand children individually but also supports them to appreciate the needs of all children across the school. Each chapter includes a focus on a theory of child development to support understanding, case studies and critical questions to explore the learning and help the reader to develop critical thinking skills, practical strategies for supporting children in the classroom which focus on how teachers can use an understanding of child development to enhance their practice. **Linguistics and**

Language Behavior Abstracts, 2002 **Dyslexia and Inclusion** Gavin Reid, 2012. *Dyslexia and Inclusion* provides the teacher with an understanding of dyslexia and offers practical approaches that can be used for assessment, teaching and learning. *Exceptional Child Education Resources*, 2001 **Learning Theories for Early Years Practice** Sean

MacBlain, 2021-12-08. The perfect guide for students who need to get to grips with learning theories and how they relate to the early years. This book covers Early and Modern theorists and their theories and how they apply today. Bursting with full colour photographs, case studies, activities and discussion points, each chapter explores the theorist and the theory, what the theory looks like in practice, the strengths and weaknesses of each theory and its links to other theorists. This new edition includes three new chapters on Bowlby, Dweck and Claxton. New reflective activities, new critical questions following the case studies. *Current Index to Journals in Education*, 2002 *El-Hi Textbooks & Serials in Print*, 2005, 2005

Resources in Education, 1997 *Children's Learning in Early Childhood* Sean MacBlain, 2021-05-08. Focusing on the key skill of understanding and translating theory into practice, this book provides an in-depth exploration and analysis of the key theorists and theories that form the foundation of learning and development in early childhood. The structure of the book mirrors the student learning journey to compliment the course and seminar reading. The first parts of the book take a critical approach to learning theories, developing reflective and analytical skills through critical questions, photographs and discussion points, whilst the second part offers case studies to help students understand how theories can be applied in practice. *El-Hi Textbooks and Serials in Print*, 2006 *Children's Learning in Early Childhood* Sean

MacBlain, Author, 2021-03-03. Everything you need to know about Learning Theories in Early Childhood practice. This book explores the key theorists and theories that form the foundation of learning and development in early childhood. Building your own understanding and knowledge of children's learning, it then helps you develop the skills of translating theory into practice. How does this book support you? The structure of the book mirrors your student learning journey to compliment your course and seminar reading. Parts 1 and 2 help you develop your reflective and analytical skills through critical questions, photographs and discussion points. Part 3 gives real life case studies to help you understand how the theories can be practically applied in settings to improve your own practice. *The Complete Directory for People with Learning Disabilities*, 1997 Leslie Mackenzie, 1997-10 *The Complete Directory for People with Disabilities*, 2002 *Key Perspectives on*

Dyslexia David Armstrong, Garry Squires, 2014-09-15 This indispensable book critically sets out the skills and knowledge required by a specialist educator for students who present with dyslexia. The British Dyslexia Association Professional Criteria BDA 2012 provides an anchor throughout for this book's content. Chapters are explicitly mapped to specific professional criteria, offering the reader confidence that guidance in *Key Perspectives on Dyslexia* is underpinned by this internationally recognised professional framework. Key issues in the education and care of those affected by dyslexia are critically explained and explored in this publication using both authors' years of specialist experience in this field. As established scholars, both authors also suggest how research can inform and enrich how an educator responds to these issues. The content of this book includes detailed case studies disclosing how dyslexia presents in different individuals and which richly illuminate the issues considered by each chapter. A concise examination of reading instruction in the context of typically developing students and in relation to those who present with dyslexia, this incorporates an expert but accessible review of international policy and educational practice including influential findings from research. Detailed guidance on how to identify possible dyslexia and key issues to consider in referral and assessment of those affected, including associated models here such as Response to Intervention (RTI). Consideration of intelligence and how this figures in relation to assessment for dyslexia, including the possible role of intellectual disability (ID). Comprehensive evaluation of the role of behaviour in relation to dyslexia with guidance on how this can be used to inform a programme of support for students with social, emotional or behavioural difficulties (SEBD). Consideration of how the professional role of a specialist educator might travel across the English speaking world and also beyond in China or India. *Key Perspectives on Dyslexia* is an essential text for educators and will become a landmark guide for educational practice and policy.

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