

Parents Learn Through Discussion: Principles and Practices of Parent Group Education

Auerbach, Aline Sophie Buchman

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Parents Learn Through Discussion Principles And Practices Of Parent Group Education

Richard D. Boyd, Julia Herwig



Parents Learn Through Discussion Principles And Practices Of Parent Group Education:

Parents Learn Through Discussion Aline B. Auerbach, 1968 **Parents Learn Through Discussion** Aline Sophie Buchman Auerbach, 1980 **Parents Learn Through Discussion** Aline B. Auerbach, 1963 **Parents as Educators** Keith J. Topping, 2025-08-05

Modern practice in the 1980s was to involve parents increasingly in the education of their children and was supported by legislation. Particularly when children had special needs, parents required structured training and support to ensure they affectively sustained their vital role as educators at home. Many large scale programmes to provide this had been developed throughout the world at the time for example Home Start, Portage, Home Visiting Projects and Paired Reading Projects. However not all of these had been thoroughly evaluated and the existing literature was scattered and difficult to access. Some projects demonstrated spectacular results and high cost effectiveness while others proved more disappointing. Originally published in 1986, this book critically analyses over 600 international English language research reports on the effectiveness of parent training programmes. In addition, a detailed guide to the practicalities of planning projects is provided together with a comprehensive directory of useful resource materials. After an introductory overview, the evidence on the effects on child progress of parental involvement in school activities is reviewed, as is research on the impact of schemes of regular structured communication between home and school. Programmes designed to train parents to accelerate the development of their children at home are considered in the subsequent chapters, starting with ordinary children. Much of the book reviews projects targeted on children with some sort of special educational need, from children whose special needs stem from a widespread difficulty such as poverty or second language learning, systematically through to children whose needs stem from rarer and more severe issues. Each chapter has its own summary for ease of reader use, while an overall summary chapter points out best buys and directions for future developments. This volume will be of major interest to teachers, psychologists, social workers, community health personnel, community educationalists, researchers, many others working with parents and children, and to some parents themselves. This book is a re-issue originally published in 1986. The language used is a reflection of its era and no offence is meant by the Publishers to any reader by this re-publication.

Handbook of Parent-Implemented Interventions for Very Young Children with Autism Michael Siller, Lindee Morgan, 2018-08-09

This handbook offers practical strategies and evidence based parent implemented interventions for very young children with autism spectrum disorder (ASD). It explores this important subject within the context of rapidly increasing numbers of toddlers who are diagnosed with ASD during the second year of life. The handbook discusses how parents of young children with ASD can effectively be supported, taught and coached to implement evidence based parenting strategies and intervention techniques, and describes a broad range of developmentally appropriate programs at the family, community and service delivery levels. In addition, the handbook examines individual differences in parenting cognitions, emotions and practices, and proposes strategies for supporting the varying capacities of diverse families to meet the needs of young

children with ASD Chapters provide diverse coverage spanning cultural socio economic differences as well as differences in family structure parenting cognitions emotions and practices parental learning styles and access to social support Featured topics include Supporting families of high risk infants who have an older sibling with ASD The use of video feedback strategies in parent mediated early ASD intervention The Incredible Years IY Parent Program for preschool children with ASD and language delays Self help for parents of children with ASD The Family Implemented TEACCH for Toddlers FITT support model Parent implemented interventions for underserved families in Taiwan Family and provider based interventions in South Asia The Handbook of Parent Implemented Interventions for Very Young Children with Autism is a must have resource for researchers clinicians professionals and graduate students in clinical child school and developmental psychology family studies behavioral therapy and social work as well as rehabilitation medicine therapy child and adolescent psychiatry pediatrics and special education educational psychology

Serving Handicapped Children in Home-based Head Start Richard D. Boyd, Julia Herwig, 1982 **Resources in Education**, 1999 **Handbook of Parenting** Masud S. Hogg, Nicholas Long, Nicholas James Long, 2004-03-08 A single volume textualization of the growing level of interest in research educational and professional activity within the broadly defined field of parenting *Research in Education*, 1969

DHHS Publication No. (OHDS)., 19?? **Handbook of Clinical Child Psychology** C. Eugene Walker, Michael C. Roberts, 2001-01-30 The increasing focus on children's welfare has given rise to tremendous growth in the field of child psychology and the past decade has witnessed significant advances in research in this area **Children**, 1968 **Guide and Resources for the Community Coordinated Child Care Program** Day Care and Child Development Council of America, 1971 *Parents as Partners in Education* Eugenia Hepworth Berger, 1987 *Parenting Programmes and Minority Ethnic Families* Jane Barlow, Richard Shaw, Sarah Stewart-Brown, Race Equality Unit, 2004-01-01 This downloadable report reviews a number of parenting programmes and provides insight into the ways in which parents find the programmes helpful

Evaluating Family Programs Francine H. Jacobs, 2017-10-24 The diverse composition of American families and changing ways of raising our children have become subjects of intense scrutiny by researchers and policymakers in recent years Shifting demographics and work patterns growing numbers of women in the work force teenage pregnancy single parent families and the deinstitutionalization of the elderly disabled and mentally ill all these trends have significantly affected family life Evaluating Family Programs effectively bridges the gap between researchers and practitioners in order to bring practical understandable advice to providers of family programs and to program funders and policymakers Heather B. Weiss and Francine H. Jacobs have collected in this volume works which move outside the traditional approaches of their disciplines to create new models for delivering and evaluating services This sets a mood of genuine inquiry and excitement about successful aspects of programs while maintaining openness about the limitations of both research and practice By expanding the research model this work is an attempt to understand reciprocal influences of extended family culture

community and social institutions It urges those who advocate program accountability to understand that not all types of evaluations are appropriate for all programs and it notes that limitations in current evaluation technologies make it difficult to evaluate outcomes Evaluating Family Programs reminds the reader that in order to develop sound family policy we must look at children and families in context Because policymakers program administrators and informed citizens have come to rely more upon the results of evaluation research we must improve our methods while not losing sight of its limitations It is a thought provoking contribution to the efforts of those who seek to support the American family with compassion understanding and realism *The Child* ,1968 **Growing up with Three Languages** Xiao-lei Wang,2008-11-06 This book is based on an eleven year observation of two children who were simultaneously exposed to three languages from birth It tells the story of two parents from different cultural linguistic and ethnic racial backgrounds who joined to raise their two children with their heritage languages outside their native countries It also tells the children s story and the way they negotiated three cultures and languages and developed a trilingual identity It sheds light on how parental support contributed to the children s simultaneous acquisition of three languages in an environment where the main input of the two heritage languages came respectively from the father and from the mother It addresses the challenges and the unique language developmental characteristics of the two children during their trilingual acquisition process *Parent Education* Evelyn Pickarts,Jean Fargo,1971 **The Role of the Kindergarten Teacher in the Classroom** Mary Bertha Brown,2010 As you read this book about the role of Kindergarten teachers in the classroom as teachers parents and educators you will know that early childhood is the most critical period in human growth and development of young children Early childhood educators from the classroom have help me develop this book such as Piaget James Hymes and Marie Montessori Each Kindergarten teacher will acutely aware that a student s future attitude toward learning is often determined by early educational experiences As Kindergarten teachers learning is an essential part of every child s life Therefore if we desire to enable each child to learn more time for learning and appropriate play material must be provided for them by the Kindergarten teacher The roles of the Kindergarten teachers are very rewarding and challenging I believe my book *The Role of the Kindergarten Teacher in the Classroom* hope that it will provide some practical suggestions for those teachers of young children who are searching for more effective learning strategies

Parents Learn Through Discussion Principles And Practices Of Parent Group Education Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the energy of words has be evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **Parents Learn Through Discussion Principles And Practices Of Parent Group Education**, a literary masterpiece that delves deep in to the significance of words and their impact on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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