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# Oliver and the Lucky Duck (Oliver and Company)

McBrier, Page

Note: This is no the actual book cover

# Oliver And The Lucky Duck Oliver And Company

**Kathy Salter,Rhonda Twidle**



## **Oliver And The Lucky Duck Oliver And Company:**

**Oliver and the Lucky Duck** Page McBrier,1986 Oliver takes in a wild duck with a broken wing and hopes to keep it as a pet after it has healed

**I'm Okay Being Me** Anne Betts,2005-06-14 The worksheets save valuable time for busy professionals Overall this package provides good value at 17 99 British Journal of Special Education Teachers comfortable with developmental group work and able to adapt material and tailor it to pupils responses will find this a valuable resource Adrian King Times Educational Supplement Special Needs Extra The book with its CD ROM is accessible and provides a structure for staff working in places such as learning support units withdrawal groups in mainstream schools or special schools It could also be valuable to youth workers and those working in children s services and CAMHS this package provides good value as it includes photocopiable self esteem assessment scales and worksheets as well as a programme structure British Journal of Special Education This is a programme to encourage positive self esteem by recognising the me in each individual It is aimed at children aged 12 years and older The book supports professionals working with young people who have demonstrated difficulties in achievement and behaviour by providing innovative and creative activities and exercises which help to reduce behaviours common in those with low self esteem This practical programme uses Lucky Duck s B G steem self esteem scale as an assessment tool to evaluate the success of the programme All the activity sheets and assessment forms needed are supplied on a CD rom Anne works in association with schools and the Children s Fund project in Devon

**Game Time** Robyn Hromek,2005-06-14 These games will be invaluable for those working with small groups of young people who find it difficult to behave and co operate with their peers They are progressive in terms of skill development and complexity and have a strong focus on early intervention age range from 4 to 14 The games may be used sequentially over 6 to 8 sessions to practise a range of social and emotional skills or in a one off session to cover specific skills Socio emotional development addressed includes social and friendship skills anger management coping with teasing coping in the playground paying compliments The nine games are presented on a CD for users to print their own colour copies The disc contains the games board and all the necessary cards If the award cards are missing from your CD you can download them here Award Cards pdf 996kb Robyn has also modified some of the elements to be suitable for the Australian market these are downloadable here Decision Cube pdf 513kb Money Cards pdf 10kb Playground pdf 2 875kb Strong and Smart pdf 2 971kb Tease pdf 199kb Think Again pdf 209kb

**Developing Circle Time** Teresa Bliss,George Robinson,Barbara Maines,1995-01-01 As a teacher who has specialized in supporting at risk students I believe the use of Circle Time can be of help bridge the academic ral divide The authors quite rightly emphasise the Circle Times in not an advice sympathy or therapy group and they also write pupils who have a positive view themselves are likely to achieve more both socially and academically than those pupils whose self esteem in low Simon Wheeler Suffolk LEA Pupil Behaviour Project Officer Teresa Bliss and George Robinson explore the impact that Circle Time can have on the development of social

behaviours ethics and morality Many new activities are added to the original repertoire The book includes a link between Circle Time and the teaching of the moral and spiritual curriculum a plan for a terms developmental work ways in which issues starting outside the circle can be supported within the security of an already established circle group worksheets to increase the range of activities This book is the answer to teachers who ask for more ideas to extend the Circle Time programme

*The Whole Story* John E. Simkin,1996 This work is the only comprehensive guide to sequels in English with over 84 000 works by 12 500 authors in 17 000 sequences

*Mighty Motivators* Claire Moore,Tina Rae,2004-12-21 Contains 296 printable worksheets on a CD ROM These resources aim to encourage teachers parents or carers and children to work in partnership in setting appropriate targets which will promote positive attitudes to learning and behaviour within the classroom and school context Children are encouraged to see themselves as learners in a positive way enhancing their self image and in turn affecting their learning and behaviour The resources can be used to reinforce positive learning patterns and behaviour in all children but they are particularly useful for work with children who exhibit learning and emotional and behavioural difficulties There are facilitator notes on how to use the 12 sections which include target book covers daily reward sheets weekly reward sheets playtime reward charts reward charts for home and school

**Problem Postcards** Janine Koeries,Brian Marris,Tina Rae,2005-02-01 This is an excellent resource for teachers and other education professionals who are developing their practice in dealing with specific issues in schools It is concise well designed and in the introductory section linked to current theory It will prove an invaluable resource for teachers and others who want to develop the social and emotional skills of their pupils Special There is a wealth of supporting resources in the form of suggested warm up activities and the specifics are the problem solving format as applied to different situations The accompanying CD contains A4 copies of all worksheets which are accessible eye catching and should appeal to the target age group 7 11 Nurturing Potential This 14 session programme was initially developed for junior age children who had been permanently excluded It has been adapted to assist young people who are disaffected and difficult and could be at risk of exclusion The format is built around Circle Time activities and solution focused thinking The theme of each session is a problem postcard from a young person highlighting a problem that will have a relevance to the participants The participants then try to act as agony aunts to solve the problem focussing their thinking on how to make things better proving to them that they do possess the knowledge and the skills and can choose these behaviours The resource includes comprehensive facilitator instructions warm ups activities Circle Time questions and worksheets The programme can be delivered to groups or whole classes and will improve self esteem develop your Social Emotional and Behavioural Skills SEBS programme

[Reading Faces](#),2003-10-01 For those wishing to continue or extend their teaching of emotional literacy this is an unusual and invaluable resource Developed in collaboration with Professor Simon Baron Cohen and using his research on human emotions Barbara has devised a programme that makes this accessible and useful in the classroom or small group setting Simon identified 412 discreet

emotions falling into 24 feeling groups From this we have selected 78 and developed a photo library with two examples of each emotion One of each is printed in the book for copying and all are available on the CD ROM for direct printing The library is sorted into age levels that correlate with Key Stages 1 to 4 At each stage this book includes activities with aims linked to the programme of study in Speaking and Listening and PSHE and Citizenship An easy to use and fun resource for staff who want to assist young people in recognizing emotions develop pupil awareness of the importance of understanding emotions enhance social and emotional relationships

**Young Buddies** Margaret Collins,2005-05-19 For any teacher or school wanting to set up a buddy scheme or to explore the possibility of doing so this book contains some useful suggestions ideas and guidelines Even if a school did not wish to adopt the buddy system itself the book contains useful material relating to citizenship and specific problems like bullying which makes it a potentially useful resource for teachers and schools in general Early Education Peer buddy systems have been demonstrated as very successful with older students Positive effects are recognized for the individuals befriended and also for the whole community Margaret has used her vast experience with younger children to develop a programme which achieves these outcomes at the stage when they are learning the skills of friendship and co operation Using her popular style of differentiating activities and teaching for two age groups 6 8 and 9 11 Margaret has provided an exciting innovative and challenging programme which enhances the citizenship curriculum and the atmosphere of the school Margaret Collins is a former headteacher of infant and first schools She is now Senior Visiting Fellow in the School of Education at the University of Southampton She researches children s perceptions of health education topics writes teaching materials for children books and articles on PSHE

It's OK to Be Sad Margaret Collins,2005-09-14 Using stories about life events Margaret Collins focuses on the needs of 4 9 year olds and the ways in which they can express concerns anxieties and grief She also provides helpful advice for children and adults about how to help others when they are experiencing such difficulties SENCO Update When a child faces a problem with health or disability we are quick to offer support or change our expectations Sadness distress anxiety whether transient or long term can have significant effects on every child but they are invisible and the support or adjustments might not be in place In this great resource Margaret uses stories about 20 different life events to illustrate the range of feelings give permission for the expression of feelings encourage empathy towards others demonstrate that loss is a common experience for us all The work balances an acknowledgement of the need to express sorrow and sadness with an opportunity to consider how to do something that is positive for oneself or helpful to others Margaret Collins is a former headteacher of an infant and first school She is now Visiting Fellow in the School of Education at the University of Southampton She researches children s perceptions of health education topics writes and co writes teaching materials for children books and articles on personal social health and citizenship education PSHE

**School Library Journal** ,2004 Aspects of Asperger's Maude Brown,2004-01-01 Once I started this book I was hooked Where was this book 10 years ago So many of the problems I have

dealt with and worked out through trial and error are here. It would have saved many tears and tantrums and those not just from me. Once purchased you will use it over and over again for reference. Communication A thought provoking and practical book about how one supporter a grandmother helped her granddaughter search for ways to help her overcome the difficulties they both faced. This book does not dwell on the problems but instead looks for the solutions they found together. It will be useful to all those whose lives are touched by Asperger's Syndrome but especially meaningful to those directly involved in supporting young people in school, college and in the home and neighbourhood setting. It specifically considers patterns of organization in daily life, constructing programmes of development for individuals. The book covers the practical issues facing those in their teens and twenties: rules, daily living skills, personal hygiene, managing money, coping in school and college, friendships, romantic relationships. People with Asperger's Syndrome can be valuable contributors to society if they are given support when they need it. This book is the outcome of the combined efforts of Alex and her grandmother Maude. It is practical, realistic and very positive.

**I Can't Walk but I Can Crawl** Joan Ross, 2005-08-31. As well as being of interest to educators, Joan Ross's autobiography would be worth including as a text for pupils following citizenship curriculum in secondary schools. SENCO Update. Joan is an adult with cerebral palsy who grew up when compulsory education was not in place for all children. Her memories of her childhood, before inclusion, her development as a teenager and her adult life are chronicled without sentiment and this book offers the reader an autobiography of someone who lives with a significant disability. The book is supported by SCOPE who have provided an introduction and informative commentary about cerebral palsy. The book is of general interest and offers information and inspiration to Scope members and those whose lives are touched by CP.

**Glass Half-Empty, Glass Half-Full** Chris Mitchell, 2005-07-21. Chris Mitchell was 20 when he was diagnosed with Asperger syndrome. Both his academic success and the horrendous bullying he suffered highlight the mixed blessings of mainstream education for a child with Asperger syndrome. While his eventual success is heartwarming, from today's understanding of Asperger, the ignorance and hostility Mitchell faced throughout his early life are shocking. TES Extra for Special Needs. This autobiographical account of a young man's discovery that Asperger's syndrome could explain his early problems and provide light at the end of the tunnel is both insightful and inspiring. Parents of children with Asperger's syndrome and also older aspies will profit from Chris's hard won experience. Dyslexia Contact. This is a straightforward read full of concrete examples of how Asperger's syndrome affects the individual but at the same time acknowledging that every individual is different. Having experienced first hand the vulnerability of the adolescent with Asperger's syndrome desperate to make connections with those around him but constantly being knocked back, I was delighted to read about the friendships Chris Mitchell eventually establishes when he takes the brave decision to make contacts through the web and sets out on his travels. I would particularly recommend this book to those with little knowledge of Asperger's syndrome especially for anyone involved in helping those with a diagnosis of Asperger's syndrome through further education. British Journal of Special

Education This book is a must read for any parents of children with Aspergers syndrome and also older aspies themselves They will be able to relate to the slightly quirky writing style and profit from Chris s hard won experience These children are so individualistic and often isolated from like minds so the book will provide some solace that there are other people like them Judith Stansfield Chair North Richmondshire Community Partnership SEN ICT Consultant NASEN ICT Group BDACC Reviews and Literature Editor This book shows how one individual with very severe handicaps due to Asperger s Syndrome won through in the end and achieved despite such a poor beginning This is a book which should be read by anyone who has been diagnosed with Asperger s Syndrome or feels he or she might have this condition Dr L F Lowenstein National Association Gifted Children Newsletter This is an unusual book in that it is written by a man where most autobiographical books about autism are written by women It is both very readable and well written with a detached and honest account of his childhood family life and life prior to diagnosis He gets on well with his family and they are happy that he has written this book and happy with the book despite some implied criticism of how they brought him up Indeed it comes across as less aggressive than some accounts so it is particularly insightful for parents and other empathotypicals who might find more black and white descriptions of their mistakes hurtful As with every book written by someone on the spectrum that I have seen it is a short book giving a snapshot of his difficulties and joys before and also after his diagnosis giving highlights of specific problems and pleasures Overall I think it would be a good book for someone who recognises himself in the author or as a starting point for deepening your understanding of your brother son or friend or if you are already interested in this condition to broaden your understanding of the ways that it present itself Asperger United A n especially uplifting read for a young person or adult newly diagnosed with Asperger s Syndrom It also would help those unfamiliar with Asperger s Syndrome to understand the condition much better REACH This gripping and at times astonishing story will be inspirational to all adults either facing Asperger s Syndrome personally or interacting with someone who has been diagnosed In his own imitable style Chris Mitchell describes his life before and after diagnosis with Asperger s Syndrome We follow Chris through primary and secondary school where his lack of social interaction and anger continually land him in trouble and where he is bullied for being different Only his excellent memory and specialist interests enable him to continue and pass his GCSEs and a GNVQ in Media Studies At university he is diagnosed with Asperger s Syndrome Suddenly his life makes more sense and his self awareness means his self confidence returns resulting in world travel a Masters qualification in Information and Library Management and finally acceptance Chris Mitchell is a Records Assistant at Durham County Record Office and also does public speaking on the subject of Asperger s Syndrome Managing the Difficult Emotions Andrew Fuller, Glenda Johnston, 2005-06-14 This humorous punchy book meets the needs of those working with young people in schools youth clubs social service provision in fact anywhere adults and young people interact This is serious and important work made accessible Within the structure of the programme there are five habits that are continually practised Being calm Having

energy Having courage Giving care Making plans The second part of the book considers Anger Worry Helplessness Grief Alcohol and tobacco There are full facilitator s notes and the worksheets activities and quizzes are presented in an enjoyable and lively style Bob Bellhouse began his career as a teacher in mainstream schools before finding his niche working in alternative settings with marginalised young people For the past 15 years he has worked as a researcher and writer specialising in education He has an underlying interest in finding ways that help children and youth become deeply interested engaged in school and learning

*The Learning Mentor's Source and Resource Book* Kathy Salter, Rhonda Twidle, 2005-09-14 Runner up TES NASEN Book Awards Books for Teaching and Learning Category 2005 Excellent it meets a real need on the part of learning mentors going into schools who can be expected to sort out problems that staff with years of experience can't sort out and to act as a sponge for all sorts of trauma and emotion This is something schools can keep on hand not a complete training package but useful The contacts sections for example the one on bereavement are invaluable learning mentors are expected to know a bit about everything comments from the TES NASEN book awards panel This practical resource based on development work in a large high school covers a wide range of topics and provides an excellent starter pack for new mentors and anyone involved in their induction SENCO Update This book landed on my desk this morning and I just had to include it It is aimed at LMs TAs and teachers and is a really useful resource It comes with a CD ROM Adobe Acrobat needed and is part of Lucky Duck Publications which is well known for producing quality resources in the field of emotional literacy There are thirteen chapters on Emotional Intelligence Self Esteem Anger Management Bereavement Self harm Drug Awareness Bullying Behaviour Change Transition Attendance School Refusal and Punctuality Revisions and Friendship Many of you will recognise these themes as areas in which you work and may already have resources for these areas but these are conveniently put together in one book It is aimed at pupils at the upper end of KS2 up to KS4 Each chapter contains information around each topic plus photocopiable worksheets such as emotions cards stories ideas for games and activities and links to websites Most of these can be adapted to suit the needs of different schools and to facilitate working within the school s policies I would especially recommend this book to people who are new to these roles or who are setting up emotional literacy groups within schools for the first time but established groups would also find them useful Teaching Assistant News Learning mentors are well established in our schools as a skilled and resourceful adjunct to the staff group They bring a varied background of training and expertise often adding additional accomplishments to those of the teaching staff This publication is produced by two colleague mentors who have researched the information and produced the resources they needed to do their job well The book provides a factual introduction to the range of special needs they encounter amongst the students they support Self Esteem Emotional and behavioural difficulties Anger management Self harm In addition they include support strategies interventions and some copiable resources based on their own experiences and good practice This is a great book for mentors TAs and teachers keep it on the staff room coffee table Kathy Salter



worked for nearly six years as a Learning Mentor in a large Leeds High School and now works for the Leeds Youth Offending Service as a Youth Justice Worker Rhonda Twidle is a trainee Probation Office in West Yorkshire Prior to this she has four years experience of supporting young people with social and emotional difficulties in the roles of Learning Mentor in Leeds and as a Support Worker in Tyneside

**Book Review Index Cumulation, 1989** Neil E. Walker, Beverly Baer, 1990-04 The Index provides a broad coverage and access to book reviews in the general social sciences humanities sciences and fine arts as well as general interest magazines and includes journals from Great Britain Canada Switzerland Israel and Australia In addition it indexes several journals that while published in the US concentrate on reviewing foreign published or foreign language books These include Hispania French Review German Quarterly and World Literature Today

**Just the Same on the Inside** Juan Bornman, Margaret Collins, 2004-11-30 Visit the author s own website here Juan Bornman s series of stories about children with disabilities accompanied by explanations of the nature and causes of their difficulties helps children to improve understanding and relationships with their peers Stories about a looked after child and an asylum seeker are also included Margaret Collins has provided accompanying information for adults about the disability or difference Circle Time activities for young people aged 6 to 8 and 8 to 11 This book can provide a term s work on inclusion or one story and set of activities can be selected to prepare a class or group for the inclusion of a new member who has a difficulty The programme also encourages reflection on difference and individuality Margaret Collins is a former headteacher of infant and first schools She is now Senior Visiting Fellow in the School of Education at the University of Southampton She researches children s perceptions of health education topics writes teaching materials for children books and articles on PSHE

**Learning to Listen to Learn** Helen White, Christina Evans, 2005-07-19 What a gem This book introduces a whole school approach to an area that has previously been addressed by the speech and language specialists working with small groups This approach helps to develop language processing skills by improving the auditory and visual attention skills used The resources on the CD Rom will be invaluable for reminding pupils if the skills they should be using to learn to listen This interactive and fun approach explains the difference between the skills of social listening and listening skills necessary for processing information in learning TES Extra Special Needs This book is well designed It utilizes many strategies speech therapists use in their clinical work It is a simple resource that is easy to follow and has had good rates of success when delivered by teachers Communication Matters The programme should lead to improvements in social skills learning and classroom behaviour and it is easy to implement with two teaching sessions and a follow up booster session There are comprehensive facilitator instructions and all the resources are provided for these fun and interactive sessions that will engage all pupils Learning to Learn Newsletter This book provides a completely new approach to the teaching of listening Whilst educators are familiar with assessing comprehension little has been done to ensure that the input process is efficient By improving auditory and visual attention during a listening activity the authors demonstrate how the process can be enhanced The programme

should lead to improvements in social skills learning and classroom behaviour and it is easy to implement with two teaching sessions and a follow up booster session There are comprehensive facilitator instructions and all the resources are provided for these fun and interactive sessions that will engage all pupils The difference between social listening for interaction and accurate listening in a classroom setting is explained As well as the usual topics eye contact body language acknowledgements etc there is a fascinating section on the neurological evidence for the importance of efficient sitting positions We expect young people to acquire effective listening skills but it is a complex activity which benefits direct teaching     **Forthcoming Books** Rose Arny,1999-08

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