Case Studies

- **Case study 1: Ahmed H.**

Ahmed is 18 years old and has an eating disorder. Ahmed is currently in a specialist treatment centre. He was referred to the unit following concerns about his severe weight loss.

It had been discovered that Ahmed would pretend to eat and then throw the food away when he thought that no one was looking.

Ahmed had previously had problems with his weight and had been bullied throughout school, due to his obesity. He is currently refusing to eat more than a small amount of food during the day.

- **Case study 2: Sarah K.**

Sarah is 42 years old and regularly attends a Community Psychiatric Clinic for support with her ongoing clinical depression. Sarah was emotionally and physically abused as a child, which has resulted in a low self-image and low self-esteem.

She constantly apologises, even though she has done nothing wrong and has days when life does not seem worth living. Sarah has twice attempted suicide.

Phonics Practice Case Studies

Adrian Copping

Phonics Practice Case Studies:

Reading Randomised Controlled Trials Robert Savage,Amy Fox ,Anneka Dawson,Helen Gray,Clare Huxley,2025-03-03 In early 2021 22 the Flexible Phonics reading intervention a large scale randomised controlled trial took place in 118 schools in England and involved nearly 3 000 children This study aimed to provide valuable insights into the success of largely school based education trials The Flexible Phonics trial proved to be not only an important experiment in improving children s literacy but a case study in which the methodology of single randomised controlled trials in education can be considered Reading Randomised Controlled Trials investigates the complexities of conducting randomised controlled trials in the field of education and how they can be seen as a cultural activity The book emphasises the human operations decision making and actions that drive such trials which are often overlooked in published reports Through the case study of Flexible Phonics the book highlights the key differences between scaled educational trials and other types of trials such as pharmaceutical trials The additional focus on early childhood literacy is of significant educational importance particularly in the context of UK school partial closures in 2020 and 2021 during the Covid 19 pandemic Reading Randomised Controlled Trials is ultimately a unique resource on the implementation of randomised controlled trials in authentic school contexts and for the sustained improvement of practice in education   Applying Linguistics in the Classroom Aria Razfar,Joseph C. Rumenapp,2013-07-24 Making linguistics accessible and relevant to all teachers this text looks at language issues in the classroom through an applied sociocultural perspective focused on how language functions in society and in schools how it is used for what purposes and how teachers can understand their students language practices While touching on the key structural aspects of language phonetics phonology morphology and syntax it does not simply give an overview but rather provides a way to study and talk about language Each chapter includes practical steps and suggests tools for applying different kinds of linguistic knowledge in classrooms The activities and exercises are adaptable to elementary or high school settings Many examples focus on the intersection of math science and language Teacher case studies show how real teachers have used these concepts to inform teaching practices Given the increasing use of multimedia resources in today s schools multiple mediums are integrated to engage educators in learning about language The Companion Website provides a multitude of relevant resources that illustrate the diversity of language functions and debates about language in society   *The Psychology of Reading* Paula J. Schwanenflugel,Nancy Flanagan Knapp,2015-11-12 Incorporating cognitive neuropsychological and sociocultural perspectives this authoritative text explains the psychological processes involved in reading and describes applications for educational practice The book follows a clear developmental sequence from the impact of the early family environment through the acquisition of emergent literacy skills and the increasingly complex abilities required for word recognition reading fluency vocabulary growth and text comprehension Linguistic and cultural factors in individual reading differences are examined as are psychological dimensions of reading motivation and the personal and societal benefits of

reading Pedagogical Features End of chapter discussion questions and suggestions for further reading Explicit linkages among theory research standards including the Common Core State Standards and instruction Engaging case studies at the beginning of each chapter Technology Toolbox explores the pros and cons of computer assisted learning **Reading Strategies and Practices** Robert J. Tierney,John E. Readence,2005 An indispensable reference tool for any student taking any literacy course this edition is packed with literacy strategies and practices for use in the classroom Educational Disability and Case Studies in Remedial Teaching Harry Jay Baker,1929 **Resources in Education** ,1998-07 **Best Practice** Steven Zemelman,Harvey Daniels,Arthur A. Hyde,1998 In this extensively revised and expanded second edition we find updated descriptions of progressive teaching in six subject areas reading writing mathematics science social studies and the arts *Phonics Instruction and Student Achievement in Whole Language First Grade Classrooms* ,1998 **Being Creative in Primary English** Adrian Copping,2016-09-19 Why should we foster creativity in primary English A practical and accessible text that demonstrates how creative thinking and learning can support primary English teaching With chapters mapped to the Teachers Standards and links to the new National Curriculum each chapter provides a case study exploring high quality primary English practice including planning rationale and ideas for the classroom These are fully grounded in a wide range of theoretical frameworks viewpoints and values Reflective activities in each chapter offering practical exercises and additional reading suggestions encourage trainee teachers to further their understanding of how theory translates to classroom practice This inspiring book helps support learning teaching and assessment without losing innovation excitement and motivation for both teachers and children *Reading Process and Practice* Constance Weaver,2002 Weaver incorporates especially timely information accurate data informed critique and results of often ignored research to help teachers counteract government and corporate intrusion into classrooms **Assessing and Programming Basic Curriculum Skills** Joyce S. Choate,1987 **Yearbook of the National Reading Conference** National Reading Conference (U.S.),1999 Yearbook of the American Reading Forum American Reading Forum. Annual Conference,1983 Early Literacy For Under-Fives Karen Boardman,2024-01-05 Embracing a multi modal approach to early literacy this textbook supports students as aspiring early years professionals with their understanding of early reading for under fives and the critical links to language literacy and learning This book looks at early literacy in all its forms including mark making sharing stories making music and covers the breadth of literacy learning opportunities that take place outdoors and in museums art galleries and more With chapters on phonics the deficit model digital literacies and storytelling this book is packed with everything you need to support you on your degree and help you to develop into a literacy advocate for under fives This key text features individual chapter overviews that enable you to review and rethink activities that bring theory into practice and engaging case studies to provoke deeper thought With reflection points and review and rethinking pedagogy sections this interactive book emphasises the importance of engaging young children with early literacy activities

Student and Teacher Outcomes from an Intergenerational Telecommunications Project Jeradi A. Cohen,1997 **Dissertation Abstracts** ,1966 *Toward Higher Ground* Peter D. Eckel,2006 A PANAL OF COLLEGE PRESIDENT GATHER TO DISCUSS WAYS OF MAKING A COLLEGE A BETTER ENVIROMENT **Bibliographic Guide to Education** ,2001 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Publica Library **The Wisdom of Practice** Lee S. Shulman,2004-04 What do teachers need to know in order to teach well How important is the depth and quality of teachers content knowledge as a critical aspect of their ability to teach How can teachers best be educated and how can we assess their accomplishments as teachers In what ways is the professional preparation of teachers comparable to the preparation of physicians and other members of learned professions What kinds of educational research can provide deeper understanding of teaching learning and the reform of education These are just some of the many questions answered in this landmark collection of Lee Shulman s best work A pioneer in the field of teaching and teacher research Shulman s work and thinking have long influenced teachers and researchers But while Shulman is one of the most widely cited scholars in education his writings have been scattered among a variety of books and journals until now The Wisdom of Practice at last makes Shulman s major works on K 12 education and teacher education available in one volume His interests in teaching of all sorts in K 12 schools in teacher education in graduate programs for educational researchers in liberal education have been diverse The essays included touch on such wide ranging topics as the psychology of school subjects medical problem solving teacher knowledge performance assessment teaching in higher education the scholarship of teaching and learning the characteristics and pedagogies of the professions the role of cases in professional education and research and the character of relevant and rigorous educational research **Behavioral Intervention for Young Children with Autism** Catherine Maurice,Gina Green,Stephen C. Luce,1996 Chapters on choosing an effective treatment discuss how to evaluate claims about treatments for autism and what the research says about early behavioral intervention and other treatments Subsequent sections address what to teach teaching programs how to teach and who should teach Also addressed are the organization and funding of a behavioral program working with a speech language pathologist and working with the schools Answers to commonly asked questions are presented along with case histories Annotation c by Book News Inc Portland Or

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