Chapter 1 : Search ERIC Database Information

Separate sections of the guide discuss ERIC digests, ERIC resumes, the ERIC system, ordering ERIC documents, the range of information about parents in the ERIC database, and the tools for manual or computer searching (such as the Thesaurus of ERIC Descriptors, ERIC indexes and compact disks).

Parents can play an important role in helping their children succeed in school, but they need an effective approach in order to do this well. The approach taken in the book, "Helping with Homework: The Big Six Skills apply to any problem or activity that requires a solution or result based on information. An abundance of information is available from many sources, and the Big Six can help parents effectively deal with that information to guide their youngsters through school assignments. In the task definition stage, students need to determine what is expected from the assignment. This is information seeking. Next, the students must find potentially useful resources. This is location and access--the implementation of the information seeking strategy. Use of information requires the students to engage the information e. Synthesis requires the students to repackage the information to meet the requirements of the task as defined. Finally, students need to evaluate their work on two levels before it is turned in to the teacher. The Big Six steps may be applied in any order, but all steps must be completed. The parent assumes the role of a "coach" and the child assumes the role of "thinker and doer. Parents can help by first asking their children to explain assignments in their own words. This is "task definition"--a logical first step. Parents can also help by discussing possible sources of information. This is "information seeking strategies. This is the Big Six step called "location and access. Parents can facilitate by brainstorming with their children alternate places where information might be available. In the "use of information" stage, parents can discuss whether the information the child located is relevant and if so, help the child decide how to use it. The end of any assignment is the final check--an evaluation of all the work that has been done. As children work through each of the Big Six steps, they need to think about what they need to do, and then they need to find appropriate ways to do it. This is their role--"thinker and doer. Whatever the reason is for their inability to get started, students have the ultimate responsibility for getting their work done. When parents act as coaches, they can help their children assume this responsibility by engaging them in conversation about what is expected of them, and then by guiding them throughout the assignment using the Big Six Skills. Assignments provide students with an opportunity to review and practice new material, to correct errors in understanding and production, and to assess levels of mastery. Every assignment is an information problem that can be solved using the Big Six. For instance, the goal of many assignments is to have the students practice a skill taught in class. If a child is having a problem understanding an assignment, the parent may help by encouraging the child to explain what it is he or she does not understand. The parent can use information seeking strategies to help the child identify information sources by asking questions such as: For instance, the public television network may have a homework hotline, the public library may have study guides, or a neighborhood child may be in the same class. Software programs do a variety of functions such as edit written work, check grammar and spelling, chart and graph quantities, and construct outlines. Computers can also help with time management, setting priorities, and evaluating efficiency. Using the Internet, students can connect to many non-traditional sources of information and are not limited to information contained on library shelves. They can use e-mail to talk directly with specialists and experts who can add a personal dimension to an assignment. Parents have traditionally participated by helping their children with homework. The Big Six approach can help parents effectively guide their children through assignments and at the same time help their children become independent learners and users of information. The Big Six Skills approach to library and information skills instruction. Ablex Publishing Corporation, Chestnut St. Document not available from EDRS. ED Eisenberg, M. The Big Six Skills approach. EJ Eisenberg, M. The six study habits of highly effective students: Using the Big Six to link parents, students, and homework. Skills and strategies for helping students become more effective information users. EJ Granowsky, A. What parents can do to help children succeed in school. ED Konecki, L. ED Lankes, R. A primer and presentation packet for educators. ED number pending Scarnati, J. Lines and pies and bars, oh

my! EJ Van, J. Further, this site is using a privately owned and located server. This is NOT a government sponsored or government sanctioned site.

Chapter 2 : SCREEN IT MOVIE RATING REVIEWS FOR PARENTS (CURRENT TITLES)

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The Project Approach Catalog 2. Helm, Judy Harris, Ed. Payment must be in U. This Catalog on the Project Approach, the second of its kind, describes and illustrates 13 projects done by children in early childhood and elementary classrooms on topics such as: In addition to the project descriptions, several articles address a variety of issues of common concern to teachers implementing the Project Approach. These include the phases of project work, project topic selection, the value of drawing in projects, introducing investigation skills with a mini-project, involving special needs students in projects, engaged learning and standards of work, and helping students at various levels of professional training to learn how to implement the Project Approach. Sections on research and implementation of the Project Approach in Canada, and on the Internet and the Project Approach including listserv discussions , are also included. Reflections on a Preschool Car Project. Beneke, Sallee Available from: In addition to introducing the project approach, the master teacher also introduced the staff and students to documentation practices, including systematic curriculum-based assessment through the use of the Work Sampling System. The first chapter, "Planning and Anticipating the Car Project," discusses reasons for choosing cars as a project topic, the generation of a topic web, and reasons for using the project approach and the Work Sampling System. The second chapter, "Phase 1: The third chapter, "Phase 2: Building the Car," describes how individual children solved the problems that arose in the course of the project, in addition to discussing various topics, including the challenges presented by the irregular attendance patterns of the children at the center, when to include teacher-initiated activities in project work, and the value of demonstrating a new activity. The fourth chapter, "Phase 3: Sharing and Celebrating Accomplishments," discusses displaying documentation as a record of the project, documenting the project in portfolios, and the final display of the car. The publication concludes with four ERIC digests: The Work Sampling System. Developing the Basic Framework. Canada, Alberta This guide is designed to offer teachers and school administrators a rationale for the Project Approach, a description of the practical implications of its implementation, and ways of integrating parts of the approach with other ways of teaching. The guide is divided into two sections. Chapter 4, "The Content," offers a detailed comparison between topics and themes, units and projects, and a step-by-step approach to creating a project topic with children. Section 2 details "Understanding the Project Approach. Processes and Products," gives a detailed description of children at work on projects. Developing Curriculum with Children. Canada; Alberta This guide, a complement to "Project Approach: Developing the Basic Framework," was written to clarify particular structural features of good project work. The core of the book is divided into four parts. The first three parts each cover one of the phases of the Project Approach: Each of these parts is organized according to the five structural features of the approach discussions, fieldwork, representation, investigation, display. Also common to all three parts is the incorporation of case study examples. The fourth part of the guide explores "Classroom Organization and Management. Cadwell, Louise Boyd p. Chapter 1, "The Journey," details the initial exposure to the Reggio approach, securing an internship, and typical days in the Diana School in Italy. Chapter 2, "The Pleasures and Power of Playing with Materials," discusses the variety of materials available to students and tells stories describing projects children use to build an expanding awareness and understanding of the natural world. Chapter 4, "Returning Home to St. Louis," describes the move to St. Louis to adapt the Reggio Approach for use in the College School, the importance of spoken language and conversations with children, and the use of visual arts. Chapter 5, "Transforming Space, Time, and Relations," deals with structural and other changes in the preschool space and working with colleagues and parents. Apr Sponsoring Agency: RIEAUG96 Documentation, in the forms of observation of children and record keeping, has long been practiced in many early childhood programs, particularly in the preschools of Reggio Emilia, Italy. Second, careful and attractive documentary displays convey to children that their efforts are taken seriously. Third, documentation encourages continuous teacher planning and evaluation of work with children. When teachers and children

plan together, activities are likely to be undertaken with greater interest and representational skill than when children plan alone or when teachers are unaware of challenges facing the children. Fourth, documentation fosters parent appreciation and participation. Through learning about the work in which their children are engaged, parents may contribute ideas for activities to teachers and their own time in the classroom. Fifth, teacher research and process awareness is fostered by documentation. When children are engaged in absorbing and complex projects, documentation can make a contribution in these six ways. CIJAPR98 Describes a program for a project approach in inclusive classrooms which balances the needs of children with and without developmental delays and provides effective and efficient learning. Provides guidance in choosing the project topic, introducing ideas, implementing project activities, completing the project, and evaluating the experience. Describes the planning process, project implementation and evaluation, collaboration with other teachers, additional fiber-related center activities, and how the project provided opportunities for work in many curriculum areas. The fabric project concluded with the creation of a class quilt. Details a class project for 7- to 8-year-olds whereby children start with self-portraits and construct masks of their faces. Provides sample mask project timeline and steps for making masks out of paper molds and a shredded-paper-and-glue medium. Designing Curriculum for Primary-Grade Children. Discusses rationale for the project approach and outlines unit components. Describes the three components of the curriculum planning strategy: Preparing for Rural Special Education in the 21st Century. American Council on Rural Special Education. Papers present promising practices in rural special education, discussions of theory and research, research findings, program descriptions, and topics of current concern. The papers are organized in order of presentation, and are categorized in a topical index under the following subjects: Northwest Regional Educational Lab. Session 1 "Technology for Learning: Graduate Survival Skills Series. Students This book, intended for students planning, exploring, or currently completing graduate school via long distance, is written by two people who themselves completed a doctoral program via long distance. The book is based on personal experiences, an informal survey of people in this country and abroad, and responses from a listserv concerning distance education. After an introductory chapter which explains the reason for the book and provides a glossary, the major chapters address the following topics: The next chapter offers the perspectives of professors of distance learning who respond to questions concerning: A final chapter offers conclusions, recommendations, and reflections. Appended are lists of graduate schools that offer distance education graduate programs in the United States and worldwide. Incidence, Audiences, and Plans To Expand.

DOWNLOAD PDF A PARENTS GUIDE TO THE ERIC DATABASE

Chapter 3 : ECRP. Vol 1 No ERIC Database Citations on Topics Discussed in This Issue

This guide explains what the Educational Resources Information Center (ERIC) database is and how it can be used by parents to learn more about schooling and parenting. The guide also presents descriptions of 55 articles and documents that can be obtained through ERIC. The cited resources are.

ERIC is a database of abstracts of journal articles Current Index to Journals in Education and other resources Resources in Education including conference papers and state and local reports. Journal articles are often available from the publisher, inter-library loan, or perhaps Ingenta or Institute for Scientific Information. What has happened to ERIC? The government will continue to maintain the core ERIC database and is in the process of implementing some sorely needed improvements faster turn-around time, free access to ERIC documents. That is, located citations will contain any of the terms in set1 and any of the terms in set2 and any of the terms in set3. After you input a starting word or phrase, relevant parts of the ERIC Thesaurus will appear on the right. To look up a new word, either click on the hypertext link or enter a new word or phrase in the [Look Up] box at the bottom of the frame. To add terms to your query, click on the checkbox es next to the desired term s and then scroll to the bottom and click on an [Add to Set x] button. Push a [Submit to xx] button to start your search. To search for an author or word in title, enter the phrase in Set1, push Refresh, and then push Submit. Put a "-" in front of a term to exclude cites referencing that term. Some key features are: Different sites use different search engines. The order and look of citations will not be the same. Other sites allows cross field searching and different advanced features. We have the full database since If this happens, try a less complicated search. Try to use fewer phrases and fewer terms. The database contains more than 1,, abstracts of documents and journal articles on education research and practice. More than , documents are now available on-line, on-demand. Journal articles can be ordered through various journal reprint services. ERIC is a federally-funded project of the U. Via this interface, you can navigate the thesaurus to ensure that you are using the words in our controlled vocabulary for more accurate, fruitful search results. As you navigate the thesaurus, you will encounter for most terms a definition along with identified related terms, broader terms, and narrower terms. Be sure to read the instructions in Help for easy navigation of the thesaurus. The thesaurus content is the result of 30 years of work and refinement by the ERIC system. Jim Houston spearheaded this amazing and widely recognized effort. Related sites, pages, and pointers:

Chapter 4 : How to Cite a Database in MLA 8 - EasyBib Blog

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

RIESEP97 Information on the implementation of services for preschool children with special needs and their families is presented, acquired from a survey of all 50 states, the District of Columbia, and 8 outlying jurisdictions. The information is organized into nine sections reflecting major state activities related to the Part B, Section portion of the Individuals with Disabilities Education Act. Contains a contact list of program coordinators and related personnel. Teaming and Service Coordination. CIJMAR97 A survey of parents of infants and toddlers with disabilities and early intervention service coordinators SCs was conducted to identify necessary factors for successful SC-parent collaboration. Surveys indicated that interpersonal skills were critical for successful collaboration. A microcounseling model involving behavioral consultation training is presented for use in staff development. Fitzgerald, Martha; And Others Feb 10p. RIEAUG97 This report describes first year activities and results of a project comparing two early interventions with children grades 1 and 2 at risk for emotional or behavior disorders. Fifty-nine children received an intervention involving social skills lessons given on a whole-class basis at least twice a week with information sent home regularly regarding the lessons. The parents and teachers of the remaining 43 children met regularly to do action research focused on the individual child. The parent teacher action research approach involved parent-teacher equality, use of the action research cycle, parent liaison, planning mutual parent-teacher goals for the child, consistency between home and school, and planned transitions. This intervention also utilized the Making Action Plans process to set individual goals for each child. Preliminary results indicated by the teacher reports show that children in both groups decreased in total problems, with the action research group showing greater decreases. Parent reports suggested both groups decreased in total problems and externalizing behavior. Direct observational findings found the action research group decreased in problems and increased in on-task behavior, whereas the social skills training group increased in problems and decreased in on-task behavior. Gallagher, James North Carolina Univ. The focus groups were held in nine geographically and demographically diverse communities in Colorado, North Carolina, and Pennsylvania. Parents and service providers substantially agreed on how the money might be usefully spent, with high priority given to helping families with crisis conditions, respite care, increased use of special therapists and therapies, and increased intensity and breadth of treatment. Service providers also wanted improved billing practices, training for daycare personnel, and referral systems. RIENOV97 This book presents a parent involvement model built on a foundation of public school-based parent education seminars and home-based infant-toddler play-and-learn activities. The goal is to ensure that children begin their school experience ready to learn and become competent, confident learners. The book begins with a historical overview of parental involvement. Next, the parent involvement process is described, including parent education classes, a curriculum of developmentally appropriate learning activities for parents to use at home, and a developmental review at age 3 to identify areas that need strengthening and a follow-up review at age 5 to assess the progress made. In addition to presenting this model, the book offers a discussion of the guidance approach to discipline and managing child behavior, including the "fifteen pillars of parenting. The final section of the book contains the complete child-centered, activity-based program, which is a curriculum of activities designed to promote the development of cognitive, motor, socialization, language, and self-esteem skills; it includes key developmental milestones and play activities with step-by-step instructions. Research and Practice in Early Intervention. CIJAUG97 This study, involving mothers, assessed the type and scope of services provided to families participating in 63 early intervention programs. Practitioners This article discusses a family-centered approach to assistive technology assessment for young children with mental retardation or developmental disabilities and their families. After a literature review, legal definitions of assistive technology are examined, and a model is presented for supporting and involving families in technology assessment and use for children with disabilities. Bath

Surprise, Sleepytime, and Happy Traveler. CIJDEC97 Discusses principles associated with strength-based approaches to support families of children with disabilities: Identifies potential sources of stress and discusses eight strategies toward successful inclusion involving systemic planning, suggested resources, and family participation. Suggests embedding intervention of individual goals and objectives in an activity-based approach. Encourages demystification of disabilities and correction of mismatched placements. Includes a sidebar of legal considerations. Finding Common Ground for Change. CIJAUG97 Presents a model that was used for 36 community forums designed to bring together diverse community members to learn about and collaborate on early childhood inclusion. The history and critical features of community forums are described, along with basic principles of community change supporting the model. A Right, Not a Privilege. Parents This resource guide contains information to help parents find community early childhood programs that meet the needs of children with disabilities. The guide also provides information on the various opportunities children with disabilities have to receive quality services and supports. Chapters address the following topics:

Chapter 5 : The Eric Andre Show TV Review

This guide explains what the Educational Resources Information Center (ERIC) database is and how it can be used by parents to learn more about schooling and parenting. The guide also presents sample records of 55 documents in the ERIC database.

Chapter 6 : Helping with Homework: A Parent's Guide to Information Problem-Solving. ERIC Digest.

From the ERIC database Shared Feelings: A Parent Guide to Sexuality Education for Children, Adolescents and Adults Who Have a Mental Handicap and Accompanying Discussion Guide.

Chapter 7 : Parents Guide - IMDb

Step by Step Guide to Searching the ERIC Database 1 7/17/ Introduction. The Wolfgram Memorial Library offers several electronic resources and databases.

Chapter 8 : The Decade After High School: A Parentâ€™s Guide â€" CERIC

The Educational Resources Information Center (ERIC) database is the world's largest source of education information. The database contains more than 1,, abstracts of documents and journal articles on education research and practice.

Chapter 9 : Early Intervention and Family Involvement FAQ

A Parent's Guide to Disimpaction If your child has been constipated for more than a few days your doctor or nurse may say that they need to follow a disimpaction regime. This means giving laxatives in sufficiently large quantities to 'clear out' all the accumulated poo.