

## Classroom Language Skills For Children With Down Syndrome A Guide For Parents And Teachers Topics In Down Syndrome By Kumin Libby 2001 01 01 Paperback

In classrooms across the country, teachers are encountering more children who are learning English, come from diverse backgrounds, and who speak a variety of languages. As challenging as this may be, a preschool teacher's goal remains the same: to welcome all children and give them the best possible start in education and in life. Even the most experienced teacher can feel a bit unsure about meeting the unique needs of children from different language backgrounds. *Many Languages, One Classroom* applies the latest information about best practices to all aspects of a preschool program. From using lists of key words and visual aids to using body language and gestures, the strategies you will find in this book are adaptable and easy to put into practice. Designed to fit any preschool curriculum, *Many Languages, One Classroom* addresses state standards and benchmarks of standard quality programming. Organized by interest areas and times of the day, you'll find everything you need to help English language learners during dramatic play, outdoor play, reading, science, blocks, and circle time. Each chapter has the following key components: The Environment Activities Links to Standards Family Connections Technology Tips Reflections *Many Languages, One Classroom* is filled with ideas you can implement in your classroom to open the doors of literacy and learning for young English language learners.

At circle time, children can investigate cognitive activities together. As you introduce new themes, children learn to help plan curriculum, record ideas, explore language and literacy, and investigate and discuss math and science concepts.

Classroom Language Skills for Children with Down Syndrome A Guide for Parents and Teachers

NOTE: Used books, rentals, and purchases made outside of Pearson If purchasing or renting from companies other than Pearson, the access codes for the Enhanced Pearson eText may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. This package includes the Enhanced Pearson eText and the loose-leaf version. *Early Childhood Development: A Multicultural Perspective, 6/e* addresses both typical and atypical child development from birth through age eight. This text highlights the diversity of child development, preparing professionals to meet the unique needs of children from a wide variety of backgrounds. The Enhanced Pearson eText features embedded video and internet resources. A new emphasis on neuroscience and brain research helps us to understand so much better how children think, learn, feel, and behave. Every chapter includes at least one new section on how the brain contributes to advances in physical, cognitive, linguistic, social, or emotional development across age groups. An extensive section on assessment has been added. Clinical and classroom-based methods for assessing learning and development of young children are presented. The use of assessment data in teaching and parenting are fully explored. A more extensive examination of toddlerhood, as a distinct period of development, is included. Newly-discovered advancements of children between the ages of 18 months and 3 years are profiled. The book contains discussions of more than 800 new research studies and articles on early childhood development that have been published since the last edition. Improve mastery and retention with the Enhanced Pearson eText\* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.\* Affordable. Experience the advantages of the Enhanced Pearson eText along with all the benefits of print for 40% to 50% less than a print bound book. \* The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. \*The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

*Language Arts: Integrating Skills for Classroom Teaching* provides a clear and succinct introduction to teaching the language arts to elementary students, focusing on integrating the six language arts with other subject areas. This practical, hands-on text adroitly incorporates the IRA/NCTE Standards and provides guidance on differentiating instruction to bring out the best in the rapidly growing numbers of students with special needs English Language Learners in the regular classroom.

Simple changes in a teacher's language can bring about profound changes in students and classrooms. By paying attention to your words and tone of voice, you will: Increase students' engagement with academics Build positive community More effectively manage your classroom That is the message of *The Power of Our Words*, a book that has changed the teaching lives of tens of thousands of educators since it was first published in 2007. In this updated second edition you will find practical information to help you: Lead students in envisioning themselves achieving success Use questions that encourage deep and creative thinking Listen to students in ways that support their growth Reinforce students efforts and remind or redirect them when they go off track. Throughout, you will find an increased emphasis on using teacher language to support academic engagement and critical thinking skills as called for in the Common Core State Standards. And an updated, livelier format makes this second edition even easier to read.

While most children learn to read fairly well, there remain many young Americans whose futures are imperiled because they do not read well enough to meet the demands of our competitive, technology-driven society. This book explores the problem within the context of social, historical, cultural, and biological factors. Recommendations address the identification of groups of children at risk, effective instruction for the preschool and early grades, effective approaches to dialects and bilingualism, the importance of these findings for the professional development of teachers, and gaps that remain in our understanding of how children learn to read. Implications for parents, teachers, schools, communities, the media, and government at all levels are discussed. The book examines the epidemiology of reading problems and introduces the concepts used by experts in the field. In a clear and readable narrative, word identification, comprehension, and other processes in normal reading development are discussed. Against the background of normal progress, *Preventing Reading Difficulties in Young Children* examines factors that put children at risk of poor reading. It explores in detail how literacy can be fostered from birth through kindergarten and the primary grades, including evaluation of philosophies,

systems, and materials commonly used to teach reading.

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. *Transforming the Workforce for Children Birth Through Age 8* offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Dr Tracy Alloway has been awarded the prestigious Joseph Lister Award from the British Science Association. 'The authors have written a guide for practitioners that is both highly practical, and yet based upon sound theoretical principles....This book achieves a successful, yet often elusive, link between theory, research and practice, and deserves to have a high readership. I will have no hesitation in recommending it to a range of readers' - Jane Mott, Support for Learning 'This book fulfils its aim to explain working memory and the limits it places on children's classroom learning. For teachers it gives a very clear guide and fills a gap in understanding that can only lead to more child-centred approaches to teaching and learning' - Lynn Ambler, Support for Learning 'A clear and accessible account of current theory and research, which is then applied to children's learning in the classroom....The range of strategies...are well grounded in theory derived from research and sit within a coherent conceptual model' - The Psychologist 'An easy to read yet informative book that explains the concepts clearly and offers practitioners ways to support those with poor working memory in the classroom' - SNIP 'The topic of working memory nowadays tends to dominate discussions with teachers and parents, and both groups can helpfully be directed to this easy-to-read but serious text ... (it) is likely to prove a turning-point in the management and facilitation of hard-to-teach children. In a situation muddled by ever-multiplying syndromes and disorders, this book delivers a clarifying and reassuring isolation of the major cognitive characteristic that cuts across all the boundaries and leaves the class teacher and SENCO empowered. I think very highly of the book and shall be recommending it steadily' - Martin Turner, Child Center for Evaluation and Teaching, Kuwait Susan Gathercole is winner of the British Psychological Society's President's Award for 2007 A good working memory is crucial to becoming a successful learner, yet there is very little material available in an easy-to-use format that explains the concept and offers practitioners ways to support children with poor working memory in the classroom. This book provides a coherent overview of the role played by working memory in learning during the school years, and uses theory to inform good practice. Topics covered include: - the link between working memory skills and key areas of learning (such as literacy & numeracy) - the relationship between working memory and children with developmental disorders - assessment of children for working memory deficits - strategies for supporting working memory in under-performing children This accessible guide will help SENCOs, teachers, teaching assistants, speech and language therapists and educational psychologists to understand and address working memory in their setting.

First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education. Teachers across the country are seeking ways to make their multicultural classrooms come alive with student talk about content. *Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners* is a practical, hands-on guide to creating and managing environments that spur sophisticated levels of student communication, both oral and written. Paying special attention to the needs of English language learners, the authors \*Detail research-based steps for designing lessons that spark student talk; \*Share real-life classroom scenarios and dialogues that bring theory to life; \*Describe easy-to-use assessments for all grade levels; \*Provide rubrics, worksheets, sentence frames, and other imaginative tools that encourage academic communication; and \*Offer guiding questions to help teachers plan instruction. Teachers at any grade level, in any content area, will find a wide variety of strategies in this book to help students simultaneously learn English and learn in English. Drawing both on decades of research data and on the authors' real-life experiences as teachers of English language learners, this book is replete with ideas for fostering real academic discourse in your classroom. Speech, language, and hearing disorders have the potential to affect a student communicatively, socially, psychologically, and academically. In this work, the authors cover the range of impairments found in school-age children with suggestions for teacher intervention. Topic coverage includes: 1. Legal issues and service delivery models; 2. Normal aspects of communication; 3. The development of language and phonology; 4. Phonological disorders; 5. Children with limited language; 6. School-age and adolescent language disorders; 7. Dialectal differences: African American English as a case study; 8. Fluency disorders; 9. Voice disorders; 10. Hearing impairment; 11. Craniofacial anomalies; 12. Neurological impairment; 13. Communication disorders and academic success. Each chapter includes teacher tips, key terms, study questions, and suggestions for further reading.

Covers every aspect of a child's language needs from kindergarten through middle school.

Now fully updated and revised in the light of recent developments in practice, this book discusses children's language development and language difficulties in the context of the classroom. The book will help the practitioner to understand the range of language difficulties experienced by children and will assist them in planning appropriate activities with pupils, their parents and other education professionals. In particular, this second edition offers further guidance for teachers on observing children's communication skills in school; fully revised and updated chapters, in the light of recent research; advice for schools on the implications of the increased emphasis on language and communication needs in the revised SEN Code of Practice 2001; and discussion about the increasingly recognized links between communication difficulties and EBD.

Language Development: Understanding Language Diversity in the Classroom offers comprehensive coverage of the language development process for pre- and in-service teachers while emphasizing the factors that further academic success in the classroom, including literacy skills, phonological awareness, and narrative. With chapters written by respected specialists in various fields, this interdisciplinary text illuminates the impact of language development on learning success and distinguishes between language differences and disorders, integrating illustrative case studies as well as helpful classroom strategies that teachers can implement right away.

Your essential guide for teaching core competencies that every child needs for developing into a highly engaged, self-motivated learner. The Language of Learning offers a practical approach to teaching essential communication skills: Listening and understanding; Thinking before speaking; Speaking clearly and concisely; Asking thoughtful questions; Giving high-quality answers; Backing up opinions with reasons and evidence; Agreeing thoughtfully; Disagreeing respectfully.

This guide for parents of school-age children with Down syndrome begins where Kumins previous book Early Communication Skills leaves off. The author, a speech-language pathologist with more than thirty years of experience, and a popular presenter at parent and professional conferences, provides a comprehensive overview of speech and language issues that come into play at home, school, and in the community from kindergarten through middle-school years. She covers a wide range of abilities from kids who are scarcely verbal to those with strong communication skills and provides many case studies to illustrate typical problems and how to work through them. HELPING CHILDREN WITH DOWN SYNDROME COMMUNICATE BETTER explains the factors that comprise speech and language and points to the areas that can be more difficult for children with Down syndrome. Parents learn about the evaluation process the requirements defined by special education law; how to advocate for testing, as well as details about the evaluation itself and what it can reveal. Chapters on treatment options detail how speech-language pathologists can help children improve specific skills, and offers dozens of home activities, games and practical ways to teach skills during daily tasks such as cooking or shopping. Treatment also focuses on fine tuning skills necessary for different settings school, home and the community how to improve conversational skills, and when to consider assistive technology (communication boards, sign language, and picture communication systems). This practical, user-friendly guide gives parents the knowledge and confidence they need to help their child communicate better.

A surprisingly simple way for students to master any subject--based on one of the world's most popular online courses and the bestselling book A Mind for Numbers A Mind for Numbers and its wildly popular online companion course "Learning How to Learn" have empowered more than two million learners of all ages from around the world to master subjects that they once struggled with. Fans often wish they'd discovered these learning strategies earlier and ask how they can help their kids master these skills as well. Now in this new book for kids and teens, the authors reveal how to make the most of time spent studying. We all have the tools to learn what might not seem to come naturally to us at first--the secret is to understand how the brain works so we can unlock its power. This book explains: • Why sometimes letting your mind wander is an important part of the learning process • How to avoid "rut think" in order to think outside the box • Why having a poor memory can be a good thing • The value of metaphors in developing understanding • A simple, yet powerful, way to stop procrastinating Filled with illustrations, application questions, and exercises, this book makes learning easy and fun.

In Didactic Approaches for Teachers of English in an Internacional Context, the editors have selected articles that provide an overview of the current methodology of integrated language and culture instruction, with the understanding that the English language is completely embedded within a broader cultural framework. The papers further define this topic into creative inter-cultural approaches to teaching, including: content-based instruction in English through CLIL, holistic language-learning for children, the parallel development of linguistic and cultural competence, and a study of language structures and discourse.

Focusing on the conversation performance and abilities of three youngsters, the author probes each stage in language development

Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs"who account for more than 9 percent of enrollment in grades K-12 in U.S. schools"are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

This volume brings together studies, research syntheses, and critical commentaries that examine play-literacy relationships from cognitive, ecological, and cultural perspectives. The cognitive view focuses on mental processes that appear to link play and literacy activities; the ecological stance examines opportunities to engage in literacy-related play in specific environments; and the social-cultural position stresses the interface between the literacy and play cultures of home, community, and the school. Examining play from these diverse perspectives provides a multidimensional view that deepens understanding and opens up new avenues for research and educational practice. Each set of chapters is followed by a critical review by a distinguished play scholar. These commentaries' focus is to hold research on play and literacy up to scrutiny in terms of scientific significance, methodology, and utility for practice. A Foreword by Margaret Meek situates these studies in the context of current trends in literacy learning and instruction. Earlier studies on the role of play in early literacy acquisition provided considerable information

about the types of reading and writing activities that children engage in during play and how this literacy play is affected by variables such as props, peers, and adults. However, they did not deal extensively, as this book does, with the functional significance of play in the literacy development of individual children. This volume pushes the study of play and literacy into new areas. It is indispensable reading for researchers and graduate students in the fields of early childhood education and early literacy development.

The long-anticipated new version of the internationally recognized Early Childhood Environment Rating Scale®, ECERS-3, focuses on the full range of needs of preschool- and kindergarten-aged children. This widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children, including: Cognitive Social-emotional Physical Health and safety ECERS-3 also includes additional items assessing developmentally appropriate literacy and math activities.

Designed for preschool, kindergarten, and child care classrooms serving children 3 through 5 years of age, ECERS-3: Provides a smooth transition for those already using ECERS-R.

Emphasizes the role of the teacher in creating an environment conducive to developmental gains. Is designed to predict child outcomes more accurately and with greater precision. Provides a stronger method of distinguishing between good and truly excellent programs. Offers a complete training program with ongoing support available at the Environment Rating Scales Institute (ERSI) website ([www.ersi.info](http://www.ersi.info)). ECERS-3 is appropriate for state and district-wide QRIS and continuous improvement; program evaluation by directors and supervisors; teacher self-evaluation; monitoring by agency staff; and teacher education. The established reliability and long term evidence of validity of the ERS family of instruments make this new version of ECERS particularly useful for RTTT-ELC accountability and research. Suitable for use in inclusive and culturally diverse programs, ECERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Literacy Learning Activities Interaction Program Structure

Children with Down syndrome have significant delays in speech and language skills which will affect their progress during their primary school years. This module provides guidelines for the assessment of vocabulary, grammar, speech sound production and interactive communication skills, and activities to progress children's skills across all of these areas. The authors emphasise the importance of improving the quality and quantity of everyday communication experience for children with Down syndrome and the equally essential need to work on targeted activities for both speech and language skills. The majority of speech and language targets can be incorporated into the regular curriculum and daily activities in the classroom. This module follows on from Speech and language development for individuals with Down syndrome - An overview DSii-03-01] which should be read first, to provide the reader with an adequate understanding of speech and language development to be successful in using this programme.

Shows parents how to help their child communicate and learn language during everyday activities.

Where would we be without conversation? Throughout history, conversations have allowed us to see different perspectives, build ideas, and solve problems. Conversations, particularly academic conversations ... push students to think and learn in lasting ways. Academic conversations are back-and-forth dialogues in which students focus on a topic and explore it by building, challenging, and negotiating relevant ideas. [The] authors ... have identified five core communication skills to help students hold productive academic conversations across content areas. These skills are: elaborating and clarifying, supporting ideas with evidence, building on and/or challenging ideas, paraphrasing and synthesizing. This book shows teachers how to weave the cultivation of academic conversation skills and conversations into current teaching approaches.

In *The Classroom and Communications Skills Program: Practical Strategies for Educating Young Children with Autism Spectrum and Other Developmental Disabilities in the Public School Setting*, Megan Ahlers and Colleen Zillich openly share their experience in the classroom and how they developed the CCSP. Created in response to the frustrations of young students attempting to adjust to the classroom, the Classroom and Communications Skills Program is based on the authors' shared belief that the least restrictive environment is a principle, not a place. It is an idea that teaches us to look at the continuum of service or placement options for children. Brimming with effective ways to facilitate the learning of young children who are non-verbal/limited verbal and not table ready in a public school setting, the program emphasizes the importance of creating a fluid continuum between the child's natural environments, including home and school, to increase the chances for generalizing skills.

A well-designed language-focused curriculum creates natural and teacher-directed opportunities for preschoolers to develop the language and communication skills that are essential to later academic success. And all children benefit -- those with language impairments, those learning English as a second language, and those developing typically. Volume I explains how children acquire language and proves the merits of a culturally sensitive, individualized approach to helping young children learn.

Students in early childhood settings don't always get the benefits of shared book reading--a strategy proven to boost language skills and content knowledge. Prepare the next generation of teachers to make the most of shared reading with this accessible textbook, a complete guide to building vocabulary-rich science and social studies lessons and discussions around storybooks and informational texts. Field-tested with children in high-poverty school settings, this instructional approach is valuable for any young learners at risk for comprehension difficulties. This concise book presents the authors' proven, empirically based "Project WORLD" (Words of Oral Reading and Language Development) framework for integrating shared book reading into the classroom. Offering both big-picture curriculum design principles and specific instructional strategies, this text gives teachers the know-how they need to accelerate language skills, vocabulary development, and high-priority science and social studies content knowledge for all young children. Ideal for preservice teacher education courses and in-service professional development!

**GET TEACHERS READY TO:** Use the most effective shared book reading and vocabulary practices Teach new vocabulary while introducing key science and social studies concepts Align vocabulary instruction with content standards and objectives Stimulate and expand children's oral language abilities via interactive book discussions Implement a framework tested in collaboration with Head Start and preschool teachers Choose their own books and vocabulary words to teach Design lesson plans that get results Build a strong foundation for children's future success in science and social studies Advance learning with proven teaching techniques, such as multiple exposures to words and connected concepts and strategies Successfully teach both English language learners and native English speakers **PRACTICAL MATERIALS:** A step-by-step Shared Book Reading Instructional Unit Planner, sample vocabulary words with child-friendly definitions, real-life classroom vignettes with embedded instructional techniques and suggestions, examples of appropriate storybooks and informational texts paired by science

or social studies themes, and tools to support teachers' content vocabulary instruction.

School culture is unarguably central to a school's success or failure. While there is no single "correct" school culture, there are lessons to be learned. Culture Rules examines the factors that create an environment where students want to learn, and adults want to teach. Culture Rules explores staff culture, student culture, team building, establishing and maintaining norms inside and outside the classroom, and lessons learned from top-performing schools. By sharing her personal journey in school leadership, Jo Facer: explores the different factors that can affect a school's culture; considers hot topics such as teacher workload, discipline, marking, CPD and shows how these can influence a school's culture and success; and includes real case studies to show how schools have developed a strong culture and the impact on performance. Full of practical, sustainable ideas for schools to implement in the short and long term, this is essential reading for all school leaders in primary and secondary schools looking to build a great school culture in their organisations.

This updated version of the popular textbook bridges the gap between special and general education by integrating knowledge about effective practices for teaching young children 2 to 5 with and without disabilities in center-based settings into one comprehensive approach.

To provide classroom teachers with an understanding of some of the properties of language and of their effects on classroom interaction, this booklet reviews research in the area and offers teaching suggestions based upon that research. The first section of the booklet presents an overview of the American idea of language "correctness" and its origins and discusses the problems of trying to define "good usage." The second section examines how teachers influence children's learning of language through their own usage, their leadership patterns, their feedback, and their expectations. The third section deals with language acquisition, examining in turn the phonology, syntax, semantics, and social usage of language. The fourth section examines some of the teacher attitudes that foster students' linguistic development and outlines several activities that can be used to enhance language acquisition. The final section discusses ways that teachers can help older students develop skilled use of language and reviews the debate over nonstandard speech. (FL)

What class meetings are and how to get started

"Connects language and literacy development to identity and motivation to contextualize learning styles for pre-service teachers"--

-Assess children's AT needs --

Enrich language and literacy skills with special-education students and/or English Language Learners in pre-kindergarten kindergarten using Sign Language Fun in the Early Childhood Classroom! This 64-page book helps students improve verbal communication, visual discrimination, spatial memory, and early reading skills. The multi-sensory approach helps all students (with and without special needs) improve language and literacy skills. This book does not require previous experience with American Sign Language, and it includes teaching suggestions, games, activities, songs, rhymes, literature recommendations, and reproducible sign language cards. The book supports NCTE and NAEYC standards. Key Education products are intended to engage and educate young and special learners, as well as assist teachers in building a strong and developmentally appropriate curriculum for these children. The product line is comprised of teacher/parent resource books, photographic learning cards, and other activity- and game-oriented materials is designed to assist in "Unlocking the Potential in Every Child."

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