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sciences." There is a
good reason for this.
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collecting data and performing analysis, those who address research topics in education can help to change the scope and quality of education around the world.

Autism is a word most of us are familiar with. But do we really know

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what it means? Paper

Children with autism are challenged by the most essential human behaviors. They have difficulty interacting with other people- often failing to see people as people rather than simply objects in their environment. They cannot easily communicate ideas

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and feelings, have
great trouble
imagining what others
think or feel, and in
some cases spend
their lives speechless.
They frequently find it
hard to make friends
or even bond with
family members. Their
behavior can seem
bizarre. Education is
the primary form of
treatment for this

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mysterious condition.

This means that we place important responsibilities on schools, teachers and children's parents, as well as the other professionals who work with children with autism. With the passage of the Individuals with Disabilities Education Act of 1975, we

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responsibility for educating children who face special challenges like autism. While we have since amassed a substantial body of research, researchers have not adequately communicated with one another, and their findings have not been integrated into a

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proven curriculum. Educating Children with Autism outlines an interdisciplinary approach to education for children with autism. The committee explores what makes education effective for the child with autism and identifies specific characteristics of programs that work.

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Recommendations

are offered for choosing educational content and strategies, introducing interaction with other children, and other key areas. This book examines some fundamental issues, including: How children's specific diagnoses should affect educational

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Assessment and Paper

Topics
planning How we can
support the families of

children with autism

Features of effective

instructional and

comprehensive

programs and

strategies How we

can better prepare

teachers, school

staffs, professionals,

and parents to

educate children with

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autism What policies
at the federal, state,
and local levels will
best ensure
appropriate
education, examining
strategies and
resources needed to
address the rights of
children with autism to
appropriate
education. Children
with autism present
educators with one of

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their most difficult
challenges. Through a
comprehensive
examination of the
scientific knowledge
underlying
educational practices,
programs, and
strategies, *Educating
Children with Autism*
presents valuable
information for
parents,
administrators,

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advocates, Research Paper

researchers, and
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policy makers.

Early childhood education in Australia has been a rapidly growing part of the education sector for the past two decades and, while complex and often controversial, has, until very recently,

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generated limited
discussion in
mainstream

educational policy
arenas and relatively
little investment in
research and
development. Most
sector growth and
investment has been
in services and fee
subsidies to provide
care for young
children while their

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parents work. There has been less focus on developmental issues and outcomes for children, little emphasis on strengthening early development and education components in child care, and a widening gulf between preschool and kindergarten

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Programs and Paper

childcare programs
Topics
for children in the year
or so before school.

Furthermore, despite
seemingly bipartisan
political and social
commitment to the
benefits of strong
early childhood
development and
education programs,
there are diverse
administrative and

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legislative Research Paper

arrangements for
early childhood
services, limited
intergovernmental
agreement on policy
and little concerted or
coordinated effort to
assure quality
programs and
outcomes or to close
the achievement gap
in the early years.

Worst of all, many

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Education

Australian children
miss out on early
childhood
development and
education
opportunities.

Signed into law in
2002, the federal No
Child Left Behind Act
(NCLB) promised to
revolutionize
American public
education. Originally

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supported by a bipartisan coalition, it purports to improve public schools by enforcing a system of standards and accountability through high-stakes testing.

Many people supported it originally, despite doubts, because of its promise especially to improve the way

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schools serve poor children. By making federal funding contingent on accepting a system of tests and sanctions, it is radically affecting the life of schools around the country. But, argue the authors of this citizen's guide to the most important political issue in education, far from

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Improving public Paper

schools and

increasing the ability
of the system to serve

poor and minority
children, the law is

doing exactly the
opposite. Here some
of our most

prominent, respected
voices in education-

including school
innovator Deborah

Meier, education

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activist Alfie Kohn, and founder of the Coalition of Essential Schools Theodore R.Sizer-come together to show us how, point by point, NCLB undermines the things it claims to improve: * How NCLB punishes rather than helps poor and minority kids and their schools * How NCLB helps further an

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agenda of privatization and an attack on public schools * How the focus on testing and test preparation dumbs down classrooms * And they put forward a richly articulated vision of alternatives. Educators and parents around the country are feeling the

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harshly
counterproductive
effects of NCLB. This
book is an essential
guide to
understanding what's
wrong and where we
should go from here.
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technology to Personal Paper

personalize students' learning is a focus in the development of instruction. There is a need to unify the multifaceted directions in personalized learning by presenting a coherent and organized vision in the design of personalized learning

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using digital technology. Digital Technologies and Instructional Design for Personalized Learning is a critical scholarly resource that highlights the theories, principles, and learning strategies in personalized learning with digital technology. Featuring

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Coverage on a broad range of topics, such as collaborative learning, instructional design, and computer-supported collaborative learning, this book is geared towards educators, professionals, school administrators, academicians, researchers, and students seeking

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How to Design and
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James Anderson critically reinterprets the history of southern black education from Reconstruction to the Great Depression. By placing black

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schooling within a political, cultural, and economic context, he offers fresh insights into black commitment to education, the peculiar significance of Tuskegee Institute, and the conflicting goals of various philanthropic groups, among other matters. Initially, ex-slaves

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attempted to create

an educational

system that would

support and extend

their emancipation,

but their children were

pushed into a system

of industrial education

that presupposed

black political and

economic

subordination. This

conception of

education and social

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order--supported by northern industrial philanthropists, some black educators, and most southern school officials--conflicted with the aspirations of ex-slaves and their descendants, resulting at the turn of the century in a bitter national debate over the purposes of black education. Because

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blacks lacked economic and political power, white elites were able to control the structure and content of black elementary, secondary, normal, and college education during the first third of the twentieth century. Nonetheless, blacks persisted in their struggle to develop an

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educational system in
accordance with their
own needs and
desires.

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