

NEW & TOP SELLING BEHAVIOUR MANAGEMENT/SHORTLISTED NASEN TITLES FROM BOOKS EDUCATION

From: **duncanlynch** (duncanlynch@btinternet.com)

Dear Colleague

I am pleased to send you the latest list of titles available from Books Education, including some of the titles shortlisted for **2008 NASEN awards**.

Do bear in mind we are very happy to accept orders of over £20.00 by email, and send the books out with an invoice. Our postal system just get worse and worse, so if you are able to do this I strongly advise you do so.

Please do feel free to pass this email onto any interested colleagues.

(If you are emailing the order I suggest you just email me the titles, and delivery address, much easier than filling in the form!!)

NEW

All Dogs Have ADHD

Kathy Hoopmann

All Dogs Have ADHD takes an inspiring and affectionate look at Attention Deficit Hyperactivity Disorder (ADHD), using images and ideas from the canine world to explore a variety of traits that will be instantly recognisable to those who are familiar with ADHD.

Following the style of the award-winning *All Cats Have Asperger Syndrome*, charming colour photographs of dogs bring to life familiar ADHD characteristics such as being restless and excitable, getting easily distracted, and acting on impulse.

This delightful book combines humour with understanding to reflect the difficulties and joys of raising a child with ADHD and celebrates what it means to be considered 'different'. This absorbing and enjoyable book takes a refreshing approach to understanding ADHD.

£9.99,

ALSO OF INTEREST

All Cats Have Asperger Syndrome

Kathy Hoopmann

Moonbeam Childhood Wellness Award 2007 Bronze Medalist

Shortlisted for the 2007 Eve Pownall Award for Information Books by the Children's Book Council of Australia

'There is a great deal of truth in humour. If you have only just begun to discover why someone with Asperger's syndrome is different, this book will inform and entertain you. The descriptions provide an accurate balance between the qualities and difficulties associated with Asperger's syndrome, while the photographs will make the journey of discovery enjoyable and remarkable.'

- **Tony Attwood, author of *Asperger's Syndrome* and *The Complete Guide to Asperger's Syndrome***

'The one thing I notice most about cats, and respect them for, is their independence. It's a funny thing because this is also what I notice about my Aspie friends. In fact, I see this in my own life as well. It's a unique quality that sets us apart from most other humans. Just like cats are not like dogs. I mean we wouldn't want them to be, would we? Kathy's humorous book that highlights the unique qualities of individuals with Asperger's has us "down to a T".'

- **Wendy Lawson, author of many books on the autism spectrum**

All Cats Have Asperger Syndrome takes a playful look at Asperger Syndrome (AS), drawing inspiration from the feline world in a way that will strike a chord with all those who are familiar with AS.

Delightful colour photographs of cats bring to life familiar characteristics such as sensitive hearing, scampering at the first sign of being stroked, and particular eating habits.

Touching, humorous and insightful, this book evokes the difficulties and joys of raising a child who is different and leaves the reader with a sense of the dignity, individuality, and potential of people with AS.

This engaging book is an ideal, gentle introduction to the world of AS.

£9.99

NEW

The Red Beast: Controlling Anger in Children with Asperger's Syndrome

K.I. Al-Ghani

Illustrated by Haitham Al-Ghani

Deep inside everyone, a red beast lies sleeping. When it is asleep, the red beast is quite small, but when it wakes up, it begins to grow and grow.

This is the story of a red beast that was awakened.

Rufus is in the school playground when his friend John kicks a ball that hit him in the stomach, and wakes up the sleeping red beast: 'I hate you - I'm gonna sort you out!'. The red beast doesn't hear the teacher asking if he's okay. It doesn't see that John is sorry - how can Rufus tame the red beast?

This vibrant fully illustrated children's storybook is written for children aged 5+, and is an accessible, fun way to talk about anger, with useful tips about how to 'tame the red beast' and guidance for parents on how anger affects children with Asperger's Syndrome.

Hardback £12.99

BESTSELLER

Anger Management Games for Children

Deborah Plummer

Praise for the author:

'Deborah Plummer uses imagination and empowerment to move children and adults from discouragement to success.'

- **The Canadian Child and Adolescent Psychiatry Review**

Deborah Plummer shows a fundamental respect for a child's integrity whilst making sure her language and ideas accessible to a wide range of people.'

- **Afasic News**

This practical handbook helps adults to understand, manage and reflect constructively on children's anger. Featuring a wealth of familiar and easy-to-learn games, it is designed to foster successful anger management strategies for children aged 5-12. The book covers the theory behind the games in accessible language, and includes a broad range of enjoyable activities: active and passive, verbal and non-verbal, and for different sized groups. The games address issues that might arise in age-specific situations such as sharing a toy or facing peer pressure. They also encourage children to approach their emotions as a way to facilitate personal growth and healthy relationships. This is an ideal resource for teachers, parents, carers and all those working with anger management in children.

£15.99

Bullying: A Complete Guide to the Support Group Method

George Robinson and Barbara Maines

Previously referred to as the **No Blame Approach**, the pioneering work of George and Barbara has been popular amongst practitioners seeking an alternative method to punishment for dealing with bullying in their setting. This publication incorporates an updated edition of their best selling 'Crying for Help' and provides a clear practical guide and an explanation of the theory and values underpinning the work.

For those who are interested in understanding, using and evaluating the method this book:

- Explains how the Support Group Method began
- Charts the recent controversy over the approach
- Gives step by step guidance on using the SGM
- Includes real life accounts from a practitioner using the method
- Answers frequently asked questions.

The publication includes George and Barbara's submission to the House of Commons Education Select Committee and a research report provided by Professor Peter K Smith who was commissioned to evaluate the use of the method.

£19.99

NEW

How the Brain Influences Behaviour

Management Strategies for Every Classroom

David Sousa

"This is a timely topic with workable solutions that enables students to learn in today's classrooms. A must-read for educators working with diverse populations." —**Carolyn Chapman, Educational Consultant' Creative Learning Connection, Inc.**

"This winning book presents clearly outlined brain research as it applies to proactively managing classroom discipline issues. A must-have for teachers who prefer to not only teach, but effectively reach every student too!" — **Toby J. Karten, Graduate Instructor College of New Jersey, Gratz College**

Combining theory and practice, best-selling author David A. Sousa helps educators understand what is happening in the brains of students with behaviour problems and offers practical, effective intervention strategies compatible with current findings in neuroscience.

In easy-to-understand language, the author presents current information on brain development and function and highlights factors that affect social and emotional decision making and negative behaviours like impulsivity, defiance, and violence. Comprehensive yet concise, this guide for K–12 teachers and counselors provides methods for teaching self-control and fostering positive relationships with troubled students and provides case studies that match effective strategies with specific behaviours. Educators will find answers to critical questions such as:

- How does the rate of brain development explain the erratic behaviour of adolescents?
- What type of data collection can help teachers manage misbehaviour?
- Can peer influence help curb misbehaviour rather than encourage it?
- Why are boys more likely to misbehave than girls and what can teachers do about it?
- How do school and classroom climates affect student behaviour?

This invaluable handbook also features reproducible forms, worksheets, checklists, additional references, and an expanded list of primary research sources to help teachers understand and apply research-based principles for classroom and behaviour management.

£21.00

Understanding School Refusal: A Handbook for Professionals in Education, Health and Social Care

M.S. Thambirajah, Karen J. Grandison and Louise De-Hayes

School absenteeism is a huge problem in education and this book focuses in particular on children who experience 'school phobia' or 'school refusal' as opposed to those who choose to truant. School refusal is a crippling condition in which children experience extreme anxiety or panic attacks when faced with everyday school life and this handbook aims to explore and raise awareness of the problem of school refusal in children and young people, and provide plans and strategies for education, health and social care professionals for identifying and addressing this problem. Combining educational and clinical perspectives, and with extensive use of case studies, the authors present recent research into the mental health problems associated with school refusal, such as anxiety and panic attacks, as well as the role that parental support plays in their children's school life. They also discuss the role of home tuition services and pupil referral units in extreme cases of school refusal, and provides concrete strategies for planning and organising services to manage the problem effectively. **Understanding School Refusal** is a valuable guide for professionals across the disciplines of education, health and social care, and will also be useful for training courses within these fields.

£17.99

BILL ROGERS SPECIAL OFF FOUR BOOK PACK - BUY ALL FOUR BOOKS AND SAVE £12.96

CLASSROOM BEHAVIOUR

Classroom Behaviour, Second Edition explores the relationship between effective teaching, behaviour management, discipline and colleague support. Bill Rogers also addresses issues such as argumentative and challenging children; students with emotional or behavioural disorders; managing difficult classes; and anger management.

This is a comprehensive work addressing the issues of today's classrooms and is written by someone well aware of how demanding teaching can be. It is highly recommended for teachers at all levels, teacher assistants and newly-qualified teachers.

'This text is a valuable resource, both for initial teacher education and for those involved in continuing professional development supporting pupils with social and emotional difficulties' - **Scottish Educational Review**

'Very practical advice that makes you think 'that happened to me' and gives you alternative ways of looking at and dealing with those incredibly frustrating and, sometimes, upsetting moments in a classroom when behaviour is not what you would consider 'the norm' (or so we hope)' - **Amazon Review**

'As an NQT, I found this text extremely helpful in developing some of my key teaching skills' - **Scottish Support for Learning**

£19.99

BEHAVIOUR MANAGEMENT

A Whole School Approach

'This is an extremely readable book on children's behaviour and the management of behaviour in a classroom and school context. It also provides a useful guide to developing a whole school approach to positive behaviour' - **Amazon Review**

In this revised and updated edition of Bill Rogers' bestselling book, the author draws on his extensive experience as an educational consultant and trainer to help teachers and managers develop a whole-school strategy for dealing with student behaviour. In his distinctive accessible and entertaining style, he offers practical suggestions to support teachers as they face the pressures of accountability, assessment and rising concerns about student behaviour.

£19.99

I GET BY WITH A LITTLE HELP.....

In this book, Bill Rogers draws from his experience as a teacher, researcher and educational consultant to emphasise that colleague support can, and does, make a difference to individual teachers and to whole school cultures. He highlights the personal and relational aspects of colleague support, including moral support, structural support and professional support. In particular, he calls upon the voices of teachers and case studies to illustrate the moral, structural and professional dimensions of colleague support.

Bill Rogers argues that colleague support can affect wellbeing, professional esteem and professional coping. He asks the questions:

- What makes colleague support effective and why?'
- Who initiates support and how?'
- How does such support affect personal coping and the ability to manage the day to day grind of teaching?'
- How does colleague support affect longer term issues such as professional feedback, appraisal of teaching, curriculum planning, lesson planning, as well as ongoing concerns such as classroom discipline and behaviour management?'
- How does colleague support affect the impact and management of change?'

£19.99

CRACKING THE HARD CLASS

Praise for the First Edition:

'Bill, shows us that being an effective teacher can be developed through a series of specific skills and learnt actions. It's one of the most useful books around for new teachers... If you can catch him live on one of his UK roadshows, you're in for a real treat' - **Geoff Barton, TES**

At some point in every teacher's career he/she will encounter the 'hard class' and from day one the countdown to the end of the day, term and year is on in earnest. But as demanding as it may be, a difficult class does not have to dominate and permeate through all waking moments. Bill Rogers, in **Cracking the Hard Class, Second Edition**, highlights many practical strategies that can be implemented to overcome the hard class syndrome.

These include: identifying what makes a class 'hard'; developing a class behaviour plan; developing colleague support; following up on disruptive students; changing patterns of bad behaviour; and assisting relief teachers and the hard class.

As well as constructive ideas and strategies, Cracking the Hard Class, Second Edition also highlights the normality of the pressures and stress felt by teachers dealing with these classes.

£19.99

ALL FOUR ABOVE BOOKS FOR £65.00

CRACKING THE CHALLENGING CLASS TWO PART DVD by Bill Rogers at a special price of

£65 + VAT = £76.37, + £4.95 p & p Total £81.32

FOR ORDER FROM FOR THE SPECIAL OFFER PLEASE EMAIL ME.

Resolving Behaviour Problems in Your School: A Practical Guide for Teachers and Support Staff

Chris Lee

Special Magazine, May 2008

'Chris Lee is sensitive to the challenges that face both staff and pupils and gives many ideas for challenging and changing what we do in school. He doesn't shy away from the difficulties involved in confronting established values, offering to 'shine light' through structured staff discussion on our preconceived ideas and prejudices...this book will prove to be a useful additional reference for many working at all phases of education.'

'Chris Lee's book ably balances well argued and developed theoretical *and* practical approaches to behaviour policy and practice. There is also a consistent emphasis - a crucial emphasis- on the need to develop a collegially supportive culture in the management and support of student behaviour in schools. Again, Chris sets out useful, credible and practical guidelines for such support. I commend this book to teachers and school leaders to enable an *informed*, serious and grounded review of behaviour management'-
Bill Rogers, Education Consultant, Author, Lecturer and Adjunct Professor of Education at Griffith University, Queensland, Australia.

£17.99

TITLES LISTED BELOW HAVE BEEN SHORTLISTED FOR THE NASEN AWARDS 2008

Deconstructing Special Education and Constructing Inclusion

Gary Thomas and Andrew Loxley

'Thomas and Loxley critically examines the academic foundations of special education, and question whether influential models of behaviourism, psychometric, Piagetian and psychoanalytic theories which have had such a hold over provision for people with learning difficulties should be deconstructed. In great detail, they critique these theories and suggest that in order to move positively into an era of 'inclusion', then we must begin to deconstruct dated ideologies, and construct inclusion out of the tenets of social justice, human and civil rights, stakeholding and equal opportunities.

This book is a must for any discerning professional. Essential reading which is written in a style which makes it accessible for academics, researchers, students of education or teaching practitioners, educational psychologists or anyone who wishes to know more about the issues surrounding disability' Amazon Review

£22.99

Achievement and Inclusion in Schools

Lani Florian, Martyn Rouse and Kristine Black Hawkins

This practical and timely text evaluates the relationship between achievement and inclusion. The authors argue that high levels of inclusion can be entirely compatible with high levels of achievement and that combining the two is essential if all children are to have the opportunity to participate fully in education. Packed with case studies that explore the benefits and tensions for children, these pages tackle the questions at the core of the issue: What is the nature of the relationship between the inclusion of some children and the achievement of all? Are there strategies which can raise the achievement of all children, whilst safeguarding the inclusion of others who are more vulnerable? And what changes can be made to ensure high levels of inclusion as well as high levels of achievement for all children?

£21.99

Dilemmas of Difference, Inclusion and Disability

Brahm Norwich

Education systems in developed countries have come to prioritise the raising of standards, while also pursuing some degree of social inclusion and inclusive schooling. However, these policies represent different and often conflicting values and approaches to education. Central to these moves has been the specific thrust to include more students with disabilities and special educational needs within general rather than specialist education. The basic dilemma is whether to recognise or not to recognise differences because either way there are negative implications associated with stigma, devaluation, rejection or denial of relevant opportunities. The dilemmas of difference relevant to children with disabilities are about: identification which

explains whether to identify and how or not; curriculum which describes how much of a common curriculum is relevant to them; and, placement which shows to what extent they learn in ordinary/general schools and classes or not. "Dilemmas of Difference, Inclusion and Disability" integrates recent empirical research and includes an international case study that examines the perspectives of education practitioners and policy makers in specific school systems in the UK, USA and The Netherlands.

£22.99

Every Child Can Learn

Katrin Stroh, Thelma Robinson and Alan Proctor

'This book is clearly written, jargon-free and well illustrated, including a CD. The authors describe in detail the treatment of Developmental Delay in young children, using the principles of Functional Learning. Parents are included from the outset to learn the techniques to continue treatment at home. The methods can also be used in educational settings. It is full of practical and fundamental knowledge and is highly recommended' - **Professor Lionel Hersov, Professor of Psychiatry and Paediatrics**

'Every Child Can Learn provides a wonderfully clear account of how children with a developmental delay can be helped to gain communication and problem-solving skills by exploring and using a range of 'learning tools'. The book and accompanying CD-Rom are highly unusual in being immensely practical, well adapted to what children like to do, and deliberately focused on learning through success. The authors' approach is based on a wealth of experience over many years. It is highly distinctive in having a well thought-through conceptual approach that involves a recognition of the need to tailor interventions to individual needs and particular family circumstances. Most of all, it provides a way to help children move on step by step as they progress in their development. Anyone working with children who experience developmental difficulties will learn an immense amount from this splendid guidebook' **Professor Sir Michael Rutter, Institute of Psychiatry, King's College London**

'Thank goodness there is now a clear and practical guide to this groundbreaking technique. The unique teaching approach described in this book helps children even those with severe learning difficulties to learn how to be ready to learn, spontaneously, from all their daily experiences. It is so well presented and explained here that I'm determined to recommend it to all the professionals and parents I meet. The originality of the approach is startling and the results fascinating both for students and teachers. This is the ultimate way to teach open ended thinking and problem solving skills to children whose emotional and developmental difficulties make it hard for them to learn' **Richard Brooks, Advanced Practitioner, Oxfordshire Service for Autism**

£45.00

Planning to Learn

Keely Harper-Hill and Stephanie Lord

Late intervention often means that young people on the autism spectrum appear to act on impulse, seem disorganized, or fail to learn from past experiences. In this practical, effective resource, the authors share tried and tested techniques for creating and using a personal planner to help individuals on the autism spectrum to develop independence. "Planning to Learn" is split into three parts. The first part guides adults in helping young people to make sense of the world and to develop and practise coping strategies for any given situation. The authors also explain how simple visual and verbal cues can help people to cope successfully in stressful situations. The second part provides worksheets for the young person to complete to learn how to use plans in different situations, for example staying calm when waiting for a doctor, or coping with a change in the school timetable. Each individual makes a unique planner with procedures to refer to, such as responding to pressure, calming down, being organised, and being around people. The third part includes useful cards, schedules and plans for photocopying and including in the planner.

This illustrated photocopiable workbook is packed with guidance, support and helpful notes for those new to, or experienced in, working with children and young people with ASD. It can be used within educational and community settings or at home.

£24.99

Supporting Multilingual Learners in the Early Years

Sandra Smidt

Supporting Multilingual Learners in the Early Years examines the theoretical, ideological and practical issues involved in the education of children speaking two or more languages coming to settings which are predominantly monolingual. The book examines current research and thinking about the advantages and disadvantages of being multilingual and tackles complex topics such as

- what being multilingual implies in terms of prior learning and why this matters in education
- the importance of respect for diversity and encouraging children to be proud of their language and culture
- practical ways to help young children acquire English
- ways of working with parents who themselves have little or no English
- the differences and difficulties involved in a child learning an additional language so early on in their lives
- strategies for exploring the learning of multilingual learners and a review of the resources and activities that could help

Sandra Smidt views multilingualism as a cognitive advantage and shows how early years practitioners can use interactive styles of learning to focus on the benefit that the many cultures and languages in the classroom can bring to children's learning and development.

Written in a highly accessible tone, this book offers practitioners a mix of practical case studies and examples in which theory are embedded and its importance explained. Students of early childhood education will also appreciate the author's carefully structured approach to the topic, as she includes summary boxes, glossaries and points for reflection in each chapter

'By looking in depth at the acquisition of language the book provides an insightful and interesting read for all practitioners, not just those directly concerned with supporting multilingual children. - **Early Years Update**

£14.99

ADHD-Living without Brakes

Martin L Kutscher MD

'Dr. Kutscher has brilliantly accomplished exactly what he has set out to do. This book is wonderfully concise yet all-inclusive while remaining an easy read for parents and educators alike. The parenting and educational strategies are a great combination of proven methods that are realistic and practical to implement. Most of all, this book will help parents and anyone else who works with these children thoroughly understand how they think and why they function the way they do' - **Heidi Bernhardt, National Director of the Centre for ADHD/ADD Advocacy Canada (CADDAC)**

'Even if parents, teachers, and therapists read no further than the table of contents, they will gain a hugely valuable set of guidelines for helping children with ADHD. Of course, they'd best continue reading, because Dr. Kutscher fleshes out each guideline in the realistic-but-optimistic style his readers have come to expect... I cannot imagine a more clear, concise, and empathetic guide. Reading this book is like sitting down for a leisurely chat with an extremely compassionate, informed, and down-to-earth physician' - **Gina Pera, author of *Is It You, Me, or Adult ADD?***

£14.99

Inclusion in the Primary Classroom

Margaret Collins

Inclusion in the Primary Classroom is a practical resource to help promote inclusion and disability awareness. For teachers working to raise awareness in the area of diversity and inclusion. Both disabled and non-disabled children need help in recognising and understanding aspects of disability and inclusion. Bestselling author Margaret Collins provides a resource for the busy classroom teacher to engage all children in inclusive education. The book will create positive attitudes and will challenge and help change the children's perceived negative feelings. It demonstrates:

- that there are different kinds of disabilities
- what they can do to help
- how to show empathy
- how to interact.

The first section focuses on making sure all disabled pupils are given a voice. The second section provides eight units of work that examine areas such as:

- race
- speech and language
- stereotypes
- special educational needs.

The author follows her usual pattern of providing facing pages with differentiated activities for younger and older pupils. This allows a pick and mix approach. The book includes teacher notes, Circle Time and extension activities, and photocopiable resources (also on CD Rom). About the author Margaret Collins is Senior Visiting Fellow in the School of Education, University of Southampton. Author of 24 publications, she writes teaching material for children and articles for early years journals, and researches children's perceptions of health education topics. *Inclusion in the Primary Classroom* is suitable for ages 5-11.

£35.00

ORDER FORM

ORDER NO: (**TO SPEED UP PAYMENT PLEASE PROVIDE WHERE NECESSARY**)

Qty Author..... Title.....

Qty Author..... Title.....

Qty Author..... Title.....

Qty Author..... Title.....

.... I ENCLOSE A CHEQUE FOR £..... MADE PAYABLE TO **Books Education**

....PLEASE SEND AND INVOICE - **ORDERS UNDER £20 MUST BE PRE-PAID**

....PLEASE CHARGE MY CARD:

MasterCard Visa Maestro .Switch (Issue No.....)

Card No:..... Expiry Date

NAME POSITION.....

ORGANISATION

ADDRESS

.....

.....

POSTCODE

PHONE FAX

EMAIL

Postage: Orders over £50 accompanied by payment sent post-free. Postage charges on all other orders @ 10% cost book /books.

Ireland (Republic): Please note that all books will be invoiced in sterling. We are happy to invoice in Euros but please note that, due to high bank commission charges, all invoices will have an additional 12 Euros added to the total cost.

ORDERS FROM THIS EMAIL TO BE SENT TO

BOOKS EDUCATION MARKETING DEPT,

C/O DUNCAN LYNCH, 45 OLD FARM ROAD, STRAWBERRY VALE, LONDON, N2 9RF

(A Division of Books Education, Hendon)