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STANDARDS FOR EDUCATIONAL AND PSYCHOLOGICAL TESTING

DEVELOPED JOINTLY BY AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA), AMERICAN PSYCHOLOGICAL ASSOCIATION (APA), NATIONAL COUNCIL ON MEASUREMENT IN EDUCATION (NCME)

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The International Dyslexia Association (IDA) announces a competitive Grant Award Program to support research projects involving the study of issues related to developmental dyslexia. The Grant Award program is designed to provide up to \$15,000 for one year for new or ongoing educational, medical and cognitive science research projects. Studies on humans or experimental models (animal, computer, etc.) are eligible. The main criteria for the awards are the excellence of the proposals and their potential enhancement of theories, research, and applications related to dyslexia.

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The deadline for applications is March 15, 2000

For further information and application instructions contact Diane Nies, Research Grants, IDA, 8600 LaSalle Rd., 382 Chester Bldg., Baltimore, MD 21286-2044, phone (410) 296-0232. You may also check our Web Site at <http://www.interdys.org> under research information.

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LEARNING AND INDIVIDUAL DIFFERENCES

PROCESS, TRAIT, AND CONTENT DETERMINANTS

Phillip L. Ackerman, Patrick C. Kyllonen, and Richard D. Roberts

This collection represents the most exciting research on learning and individual differences to emerge in recent years and makes a major statement on the state of the field today. Culled from the work of many of the world's most important researchers working on learning and individual differences, it draws together an international and interdisciplinary exchange that is vibrant, uninhibited, and absolutely on the cutting edge.

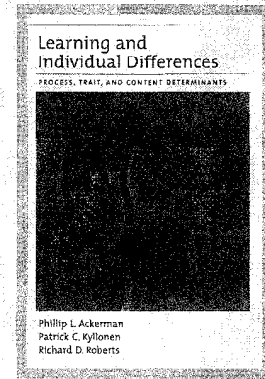
New developments in cognitive, experimental, instructional, and personality psychology provide important sources of understanding both the characteristics of the learner and the characteristics of the learning situation. Chapters cover a range of specific approaches: theoretical (Brunswik-symmetry, neurophysiological, personality-ability integration), methodological (profile analysis, speed-accuracy tradeoff, modeling of learning), process (visual and auditory information processing, working memory, priming, automaticity), trait (general intelligence, personality, motivation, sensory abilities) and content (heuristic reasoning, expertise, knowledge structures). A must-read for professionals curious about the complex nature of individual differences. Available December 1998. About 504 pages. Hardcover.

APA Member/Affiliate: \$39.95; List: \$49.95
Item #4318800; ISBN 1-55798-536-7

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Ian J. Deary

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Gerald Matthews

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Ruth Kanfer and Eric D. Heggstad

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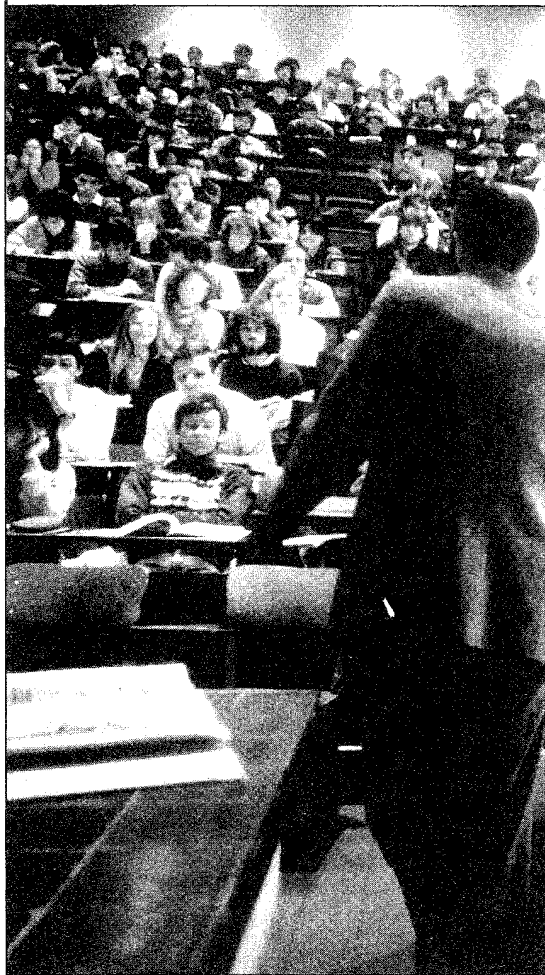


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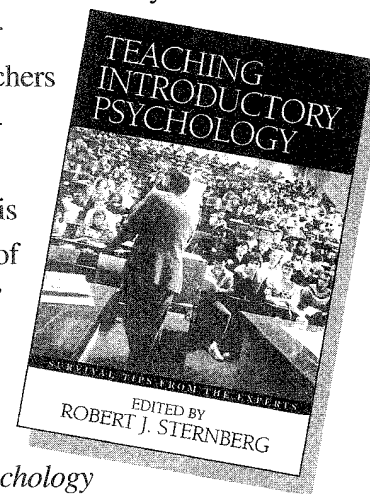
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SURVIVAL TIPS FROM THE EXPERTS



Edited by Robert J. Sternberg

This book is a practical and easy-to-read survival guide for “intro psych” teachers written by authors of best-selling introductory psychology textbooks. It is an inspiring combination of these well-known authors’ own teaching techniques, philosophies, tips, and personal recollections.



Teaching Introductory Psychology describes time-tested activities and offers ideas on how to structure the course, how to choose what material to teach, and how to teach with passion and engage students.

In short, first-time teachers won’t find a better source of expertise and hard-won wisdom. Experienced teachers will also find helpful advice on how to reinvigorate their zest for teaching. 1997. Approximately 224 pages.

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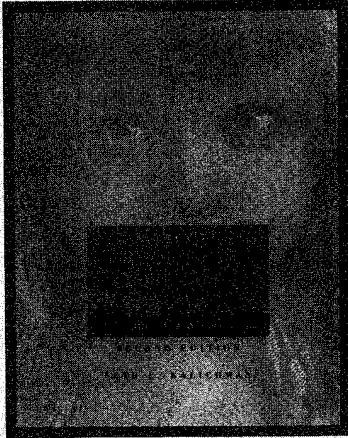
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Mandated Reporting of Suspected Child Abuse

Ethics, Law, and Policy

2ND EDITION

Seth C. Kalichman



This eminently practical and readable book is written for human service professionals—including psychologists, social workers, teachers, and psychiatrists—who are required by law to report known or suspected child maltreatment in the United States, Canada, Australia, as well as other countries.

The second edition offers expanded guidelines for responding to mandated reporting laws in a wide array of practice settings. Data on the implications of reporting or not reporting are given life in an expanded “case book within a book” that summarizes lessons learned and shows how problems posed by the law can be avoided. In addition, a new chapter on therapeutic jurisprudence explores the therapeutic potential of mandatory reporting laws.

By its very design, *Mandated Reporting of Suspected Child Abuse, 2nd Edition*, weaves new legal developments and empirical findings into highly practical guidance for practitioners, educators, and court officers. The book also features valuable appendixes, including a glossary of child abuse and neglect terms, a directory of information resources, and a directory of national and state child protection hotlines.

1999. 240 pages. Hardcover.
APA Member/Affiliate: \$34.95; List: \$39.95
Item # 431733A; ISBN: 1-55798-602-9

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ADOLESCENTS, SEX, AND THE LAW

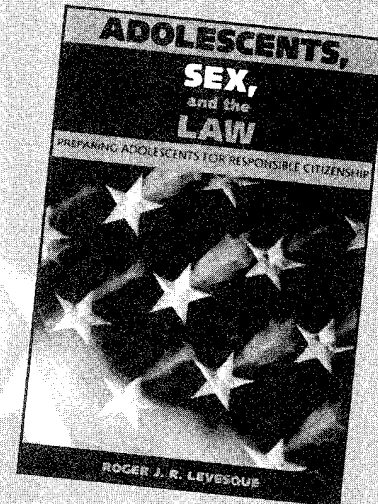
PREPARING ADOLESCENTS FOR RESPONSIBLE CITIZENSHIP

Roger J. R. Levesque

This book details the extent to which adolescents' rights could better reflect the reality of adolescent sexual life. Law professor and attorney Roger J. R. Levesque examines the nature of adolescents' rights in such controversial areas as abortion, sexual activity, pornography, prostitution, family violence, partner battering, sexual harassment, AIDS/HIV, sexual orientation, date rape, sex education, and sex offending. Throughout, Levesque asserts the need to recognize adolescents' citizenship and peculiar place in society to develop more comprehensive and effective approaches to adolescent sexuality. He argues that society, parents, and the law can expect and foster responsible behavior only to the extent that they bestow adolescents with greater control over their own rights. To that end, Levesque charts a comprehensive model to foster adolescents' responsible self-determination.

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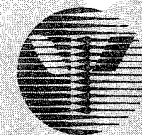


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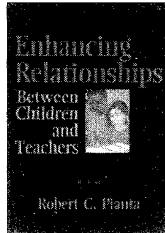
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By Robert C. Pianta
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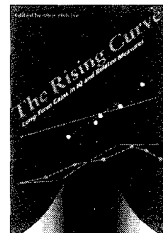


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Claire Ellen Weinstein and Laura M. Hume
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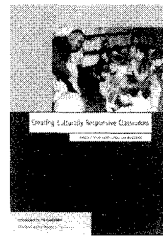
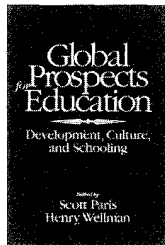


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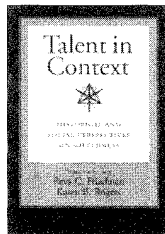


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