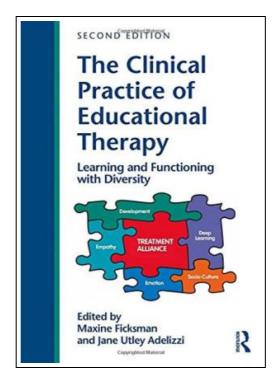
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This published publication is fantastic. it had been writtern very perfectly and useful. Once you begin to read the book, it is extremely difficult to leave it before concluding.

(Junius Herman)

THE CLINICAL PRACTICE OF EDUCATIONAL THERAPY: LEARNING AND FUNCTIONING WITH DIVERSITY (PAPERBACK)



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Taylor Francis Ltd, United Kingdom, 2017. Paperback. Condition: New. 2nd New edition. Language: English. Brand New Book. Despite the wide array of services offered to students with learning disabilities, attention-deficit disorder, and a variety of comorbid conditions, large numbers of students are caught in the struggle of surviving school. Unfortunate school experiences may impact their sense of self and the degree of tenacity with which they pursue further training or challenging opportunities in the workplace. These are the people for whom educational therapy provides relief, enlightenment, and the coveted prize of success. The second edition of The Clinical Practice of Educational Therapy, the first textbook in its field, provides a comprehensive perspective of this interdisciplinary profession and practice, reaching out to a more global audience. The book describes the scope and practice of educational therapy from its European roots to its growing presence in the United States, providing readers with case studies and research that illustrate the work of educational therapists across the lifespan in diverse settings. Interdisciplinary Perspective - Other books focus on either educational or therapeutic interventions but rarely discuss the blend and synergy of disciplines (e.g., special education, neuropsychology, assessment, and social work) that are the hallmark of this unique profession. Illustrative Cases - The text draws heavily on case studies as a means of understanding the practice of educational therapy, especially the dynamic relationship that exists between therapist and client. Numerous charts and tables provide visuals for educational therapists as well as allied professionals, parents, and those with learning challenges. Expertise - The editors are both highly visible educational therapists. Chapter authors are either experienced educational therapists or allied professionals who have made scholarly contributions to the profession, such as Trisha Waters, Roslyn Arnold, and George McCloskey. I



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