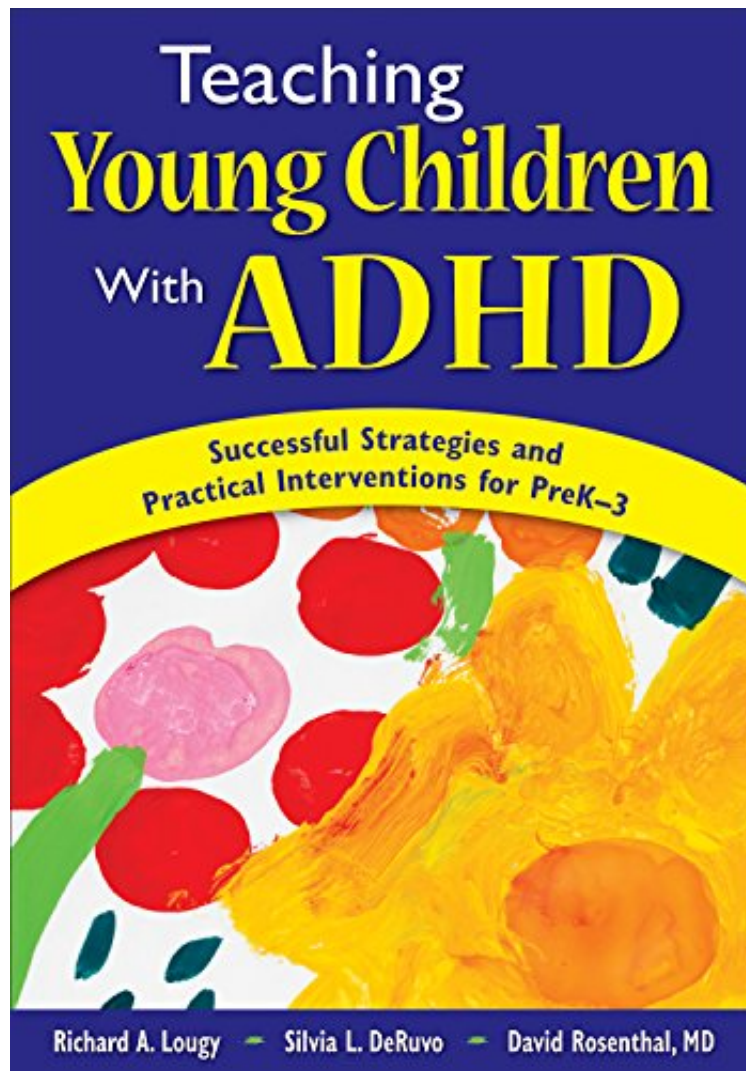


(Free read ebook) Teaching Young Children With ADHD: Successful Strategies and Practical Interventions for PreK-3

Teaching Young Children With ADHD: Successful Strategies and Practical Interventions for PreK-3

From Corwin

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From Corwin : Teaching Young Children With ADHD: Successful Strategies and Practical Interventions for PreK-3 before purchasing it in order to gauge whether or not it would be worth my time, and all praised Teaching Young Children With ADHD: Successful Strategies and Practical Interventions for PreK-3:

2 of 2 people found the following review helpful. A good book for those who do not have a medical or social science background. By Bridgette Carpenter Easy to read and informative, but it's for someone who doesn't have a social science or medical background. I would recommend this for parents, tutors, or early childhood education (PRE-K2

through 3rd grade) teachers who have an AAS or a BS in Child Development. For those of us who have read all the ADHD books and have a strong medical and social science background, you may find that the book doesn't deliver on the promise of strong content that the title suggests. The title suggests that there will be a lot of theory and many solutions, but I found that the solutions weren't as many and as helpful as I had hoped. 2 of 2 people found the following review helpful. Highly Recommend By Ingrid This is a good book for anyone working with a child with ADHD. It helps provide a sensible approach to helping a child learn the best way they can. 0 of 0 people found the following review helpful. Five Stars By Cheryl L. Damato Lots of great information.

Provides teachers with an understanding of ADHD and how it manifests in young children, clarifying the what, why, and how of inclusive strategies that work.

"Well written, easy to read, and comprehensive in scope. The advice, strategies, and vignettes are all excellent." (Sandra F. Rief 2006-09-19) "This is the most complete and definitive book on the topic. A must-read for every educator and administrator." (Carol S. Reynolds, Principal 2006-11-20) "From interventions and ideas for helping kids with ADHD learn to tips for understanding medications, this pairs profiles of kids with ADHD with tested solutions teachers can use throughout the analysis, intervention, and educational process." (California Bookwatch, June 2008 2008-07-11) "Well written, easy to read, and comprehensive in scope. The advice, strategies, and vignettes are all excellent." (Sandra F. Rief 2006-09-19) "This is the most complete and definitive book on the topic. A must-read for every educator and administrator." (Carol S. Reynolds, Principal 2006-11-20) "From interventions and ideas for helping kids with ADHD learn to tips for understanding medications, this pairs profiles of kids with ADHD with tested solutions teachers can use throughout the analysis, intervention, and educational process." (California Bookwatch, June 2008 2008-07-11)

About the Author Richard A. Lougy has been living and working for the last 30 years in Sacramento, California, where he began his career as a middle school teacher. During that time, he also served as an elementary school counselor and later as a school psychologist. Before retiring in 2007, he oversaw mental health services for Head Start and Early Head Start programs in a large metropolitan school district in Northern California. He currently runs a private practice specializing in ADHD and related disorders, as well as being a mental health consultant for Early Head Start programs and Before and After School Care Programs for a large school district. Lougy has treated and worked with thousands of children with ADHD and their families throughout his career. In addition to coauthoring two books on ADHD, *ADHD: A Survival Guide for Parents and Teachers* (Hope Press/2002) and *Teaching Young Children With ADHD: Successful Strategies and Practical Interventions for PreK-3* (Corwin Press/2007), Lougy has also written numerous articles on ADHD and regularly presents at state and national conferences.

Silvia L. DeRuvo is a special education resources development specialist with WestEd, a nonprofit agency that works with schools, districts, state agencies, and national policy makers in the areas of educational research, products, and programs. Her work focuses primarily on working with schools and teachers on effective research-based instructional practices that support the needs of students with disabilities within core content integrated classrooms. Prior to her work at WestEd, DeRuvo has been an elementary special educator for nearly 20 years, and a teacher trainer at California State University, Sacramento. Her experience in the classroom, as well as in state special education leadership, has given her vast experience in the area of special education practices and effective inclusion practices that support the needs of students with ADHD and other learning disabilities. She is a national speaker for the Bureau of Education and Research on Response to Intervention implementation practices and is a coauthor of *Teaching Young Children With ADHD: Successful Strategies and Practical Interventions for PreK-3*, a book on classroom strategies for students with Attention Deficit Hyperactivity Disorder (ADHD) published in 2007 by Corwin Press. She is currently authoring a book on instructional strategies to support secondary students with ADHD that will be published in 2009. DeRuvo received an MA in communicative disorders, and holds credentials in Multiple Subjects, Special Education Specialist Communications Handicapped, and Resource Specialist certification from California State University, Fresno.

David Rosenthal, MD, is an adult, adolescent, and child psychiatrist in private practice in Boulder, Colorado. He is an adjunct professor in the Graduate School of Social Work at the University of Denver, where he teaches courses on psychopharmacology. Rosenthal practiced psychiatry in various settings in California for many years and treated thousands of patients with ADHD, anxiety, and mood disorders before coauthoring two books on ADHD: *ADHD: A Survival Guide for Parents and Teachers* (Hope Press/2007) and *Teaching Young Children With ADHD: Successful Strategies and Practical Interventions for PreK-3* (Corwin Press/2007). He also has written articles on ADHD and regularly speaks at state and national conferences on ADHD. Rosenthal earned his medical degree at the University of Iowa School of Medicine in 1986, and completed his residency in adult psychiatry and fellowship training in child and adolescent psychiatry at the University of California, Davis, Medical Center.