Rights Guide

Educational Science
Contents

Books for Teachers

Mazzola / Rusterholz:  
Mindfulness for Teachers .............................................................. 1

Kühn:  
Constructive Relationship-Building for Teachers and Pupils ................................................................. 2

Stuber-Bartmann:  
Learn Better .............................................................................. 3

Inclusion

Hartmann / Methner:  
Leipzig Competence Screening for School (LCS) .................... 4

Rohrmann / Rohrmann:  
Gifted Children and Adolescents ........................................... 5

Breuer-Küppers / Bach:  
Students with Learning Disabilities in Inclusive Classes .............. 6

Terfloth / Cesak:  
Students with Intellectual Disabilities in Inclusive Classes .......... 7

Koch / Jungmann:  
Teaching Children with Mental Disabilities ......................... 8

Pretis / Köpp-Sixt / Mechtlf:  
ICF-based Work in Inclusive Schools ...................................... 9

Lang / Thiele:  
Visually Impaired and Blind Pupils in Inclusive Education ...... 10

Landerl / Vogel / Kaufmann:  
Dyscalculia ............................................................................. 11

Behavioural Disorders

Schultze-Krumbholz / Zagorscak / Roosen-Runge / Scheithauer: 
Media Heroes ........................................................................ 12

Dambach:  
Pupils Bullying Online ................................................................ 13

Mays / Zwertzschier:  
Teaching Mathematics to Children with Behavioural Disorders .... 14

Schleider:  
Dyslexia .................................................................................... 15

Hillerbrand:  
Didactics in Behavioural and Classroom Disorders .................. 16

Damm:  
“You can’t tell me what to do!” .................................................. 17

Dear Colleagues,

With a 120 year history Ernst Reinhardt Publishers Ltd. is a family owned, independent publishing company and has, as of now, 750 titles available.

We specialize amongst others in the fields of psychology, education, gerontology and social work and publish an average of 45 new titles every year.

Internationally known as quality research literature, our publications have been translated into over 30 languages.

Reinhardt Publishing cooperates with professional institutions and associations such as the German Association for Psychology or the Association for Bodypsychotherapy and is a member of utb Ltd. – a university-focused joint venture of 15 German academic publishers.

If you are interested in any particular subject or in obtaining rights for a specific title, please feel free to contact us for a personalized offer: foreignrights@reinhardt-verlag.de

For more information go to: http://www.reinhardt-verlag.de/de/foreign_rights

Kind regards,

Alena Verrel
Foreign Rights & Public Relations
Burn-out at school? No, thanks!

• Survival aid for everyday school life
• Questionnaire to determine your personal standing
• Plenty of examples, tips and checklists

Teachers have to deal with more and more tasks – work seems to be too much for many and they constantly feel exhausted. This book shows a healthy way to get out of the stress trap. It helps teachers to listen to their own needs and feelings, to focus on what’s most important so they find a clear path through the stress jungle again.

The book starts off with a questionnaire allowing to determine where one stands. By making use of five principles the journey begins step by step towards more attention during everyday school life.

Thanks to plenty of examples, check lists and work aids this book will turn into a survival aid in everyday school life.

Target readership
Teachers working at any school types

Author Information
Nina Mazzola and Beat Rusterholz are educational remedial teachers in Herisau, Switzerland. They stage further education courses on attention at school on a regular basis.
Overcoming conflicts!

- An educational concept designed to promote successful teaching techniques on the long term
- With exercises, questionnaires and checklists
- Plenty of tips make teachers' lives easier

Fabian enters the classroom in the morning and hurls his school bag against the wall for no apparent reason. Conflicts and classroom disruptions are par for the course for teachers who work with pupils experiencing behavioural problems. There is considerable pressure to react adequately and convey educational content at the same time. In this context, the learning success of pupils with behavioural problems depends, to a large extent, on a positive teacher-pupil relationship. But what form does a relationship like this take, and how does it look in practice in day-to-day school life?

The author answers these and other questions in his book. He provides important information on school-related parameters and interactions, in addition to numerous practical tips. The book is rounded off by a chapter on teachers’ health.

Target readership
Teachers at mainstream schools and special educational needs teachers who teach pupils with behavioural problems (primary and lower secondary level)

Author Information
Arne Kühn, a child care worker and special needs teacher, Hanover, Germany, has worked at a special school providing remedial assistance for many years. Today, the focus of his work lies on the provision of specialist advice to teachers at mainstream schools. He also gives internal school training courses.
Ready, steady, go!

- Games lasting between 1 and 25 minutes
- For the whole class, small groups and individual pupils
- Templates for planning and implementing the games

During their first years at school, primary school children are faced with diverse challenges, ranging from remembering assignments in mental arithmetic and raising their hands prior to speaking, concentrating on one thing and not being distracted by their neighbours. These skills constitute an important basis for educational success and socio-emotional development. For this, it is essential that children can plan, monitor and control actions. These cognitive processes are known as „executive functions.“

This workbook demonstrates how primary school teachers can further the executive functions and self-regulation of children in their first years at school. It provides teaching staff with over 50 game instructions, exercises and nurturing opportunities for the classroom and gym, including options for language, maths and music lessons.

Author Information

Sabine Stuber-Bartmann, a special educational needs teacher, works at an educational and counselling centre specialising in the promotion of language, and is also engaged as a consultant for teacher training and advanced training at the State Institute of School Sports, Arts and Music in Ludwigsburg, Germany.
Uncovering and promoting the potentials of pupils

- Differentiated competence survey
- Perspective of teachers and pupils
- Standard values according to age and gender

Using the Leipzig Competence Screening (LCS), teachers of all school types survey the competences of their pupils regarding emotional-social behaviour as well as their learning and work behaviour. A version for teachers (LCS-T) allows an assessment of pupils between 6 and 18 years, using the version for pupils (LCS-S) students of 3rd/4th grade can assess themselves.

The authors introduce into competence diagnostics and show how the results of LCS can be made use of to design classes in non-standard learning groups and individual promotion planning. LCS can be deployed quickly and in an uncomplicated manner, ways of deployment are explained thoroughly. Thanks to differentiated items (LCS-T: 124 items, LCS-S: 38 items), LCS is particularly suitable to gathering data on competence changes over time. The standardized screening can be deployed particularly in inclusive school settings.

Target readership
Teachers and educational specialists at regular and special schools, inclusion schools, especially primary schools

Author Information
Dr phil. habil. Blanka Hartmann, graduate pedagogue, works as a lecturer at Bremen university, Germany, in the field emotional-social development and learning promotion.

Dr phil. Andreas Methner, promotional pedagogue, systemic children and youth therapist, counsellor and supervisor (wAB), works as a special pedagogue with a learning promoting school conducting integrative classes and manages workshops for teachers.
Encouraging the gifted

- Differentiated diagnostics which take the whole person into account
- Strategies for encouragement and support help gifted children and teenagers to develop their potential
- Cases from kindergarten to highschool

Small geniuses with special needs: More and more often, when children and teenagers have difficulties, a suspicion that they might be gifted is the reason for them to seek counselling. The discussions surrounding this issue are marked by myths, dramatization and actionism which confuse the specialists and do not do justice to the children and teenagers. This guide shows how one can support children and adolescents with special gifts.

An informative book for professionals which encourages finding new approaches to counselling.

Target readership
Teachers in all types of schools, educationalists, social pedagogues, psychologists, child and youth psychotherapists, professional teacher trainers at the university level, multipliers in the furthering of the development of the gifted, interested parents

Author Information
Dr. Sabine Rohrmann, certified psychologist, child and adolescent psychotherapist; has her own practice for educational counselling and fostering of the gifted in Braunschweig, Germany.

Tim Rohrmann, certified psychologist, works in research, education and counselling for development and education in pre-school and primary-school-age.
Inclusion in a nutshell

- Most important information for teachers
- For primary and secondary school
- Focus on practice: examples, instructions, checklists, tips

How can students suffering from learning disabilities successfully participate in regular classes? Teachers at primary and secondary schools not only get the basic information on manifestations and consequences of learning disorders as well as cooperation in a multi-professional team. They also benefit from hands-on tips and hints on organisational conditions, methods and didactics, educational quiz games, designing classes etc. Practical examples and work aids, for maths and social studies, show how inclusive teaching can be successful.

Target readership
Teachers at regular schools (primary and secondary school)

Author Information

Petra Breuer-Küppers, M.A. and Rüdiger Bach both have many years of experience in working as special teachers focussing on learning at special schools as well as regular classes. They are lecturers at the Department of Curative Pedagogics at Cologne University, Germany.
Inclusive classes for the mentally impaired

- Practical guide for inclusive classes
- Focused on students with mental impairments
- Includes practice materials

What does successful inclusion of students with intellectual disabilities look like? Teachers often feel left alone with that task. This is where this book kicks in. Apart from information on intellectual disabilities and possible consequences for participating in class, it provides tips for teaching practice: didactical hints, help with differentiation, performance evaluation, structuring or learning activities, visualisation etc.

Examples and practice material make it easy for teachers without any special educational knowledge to get into the design of inclusive teaching. What also comes in handy are tips on how to cooperate with other teachers, professions and parents.

Target readership
Teachers at regular and special schools educating mentally handicapped students

Author Information
Prof. Dr. Karin Terfloth, curative and special pedagogue, teaches pedagogics for severe intellectual and multiple disabilities and inclusion pedagogics at Heidelberg University of Education, Germany.

Dr. Henrike Cesak, special pedagogue, used to work with inclusive classes for several years and taught at Heidelberg University of Education in the field of pedagogics for severe intellectual and multiple disabilities.
The joint teaching of pupils with and without mental disabilities is probably one of the greatest challenges faced by mainstream school teachers whose task it is to educate in an inclusive setting. How can children with mental disabilities cope with a primary school syllabus? How should I, as a teacher in an inclusive setting, educate my pupils although I have no background in special educational needs teaching?

This book provides sound background knowledge for the specific challenges of teaching children with and without mental disabilities: not only are basic principles, fundamental didactic components, educational objectives and curricula as well as main teaching principles and methods elucidated, but these are complemented by clear descriptions of key success factors and obstacles in order to ensure effective teaching.

Target readership
Teachers at primary schools, special educational needs teachers without training in the field of intellectual development, novices in the special educational specialism of intellectual development

Author Information
Prof. Dr. Katja Koch, special educational needs teacher, lectures on the subject of early special educational skills development at the University of Rostock, Germany, focusing specifically on (pre-)school education and the development of inclusive educational systems.

Prof. Dr. Tanja Jungmann, graduate psychologist specialising in developmental and rehabilitation psychology, lectures on the subjects of education for speech-impaired individuals and special educational early development at the University of Rostock, Germany.
ICF - how does it work?

- Working effectively with the ICF
- Improved teacher-to-teacher communication
- Includes a host of practical examples

Inclusive schools are staffed by a wide range of education specialists. Among others, mainstream school teachers, special education teachers and school psychologists form a so-called “team around children with disabilities”. Differing classification systems frequently prevent effective communication. This is where the “International Classification of Functioning, Disability and Health” (ICF) can help. It places the focus on the children’s abilities and highlights their various assistance-related needs.

How can professionals work with the ICF? And which opportunities arise as a result? The authors address these and other questions in their book. Using concrete examples, they invite professionals to use ICF in the context of their own academic practice.

Target readership

Teachers, special education teachers and other professionals working at inclusive schools and special schools (primary and lower secondary level), school psychologists

Author Information

Prof. Dr. Manfred Pretis, teacher of children with special needs and clinical psychologist, teaches transdisciplinary early support at the Medical School Hamburg, Germany.

Prof. Silvia Kopp-Sixt teaches at the Institute for Professionalisation in Elementary and Primary Education at the University College of Teacher Education Styria in Graz, Austria.

Rita Mechtl, special education teacher and grad. integration support worker, is head of the private schools in Oberaudorf-Inntal, Germany.
How can the joint education of visually and non-visual-ly impaired pupils succeed? Which teaching methods, organisational conditions and resources are required? The book provides teachers without training in educational methods for the blind and visually impaired with support as far as the planning and implementation of inclusive classroom teaching is concerned. Here, it is important to differentiate between approaches for blind pupils and those for visually impaired schoolchildren. Specific implementation-related aspects including access to information, communication and interior design are presented in a practice-oriented way. An entire chapter is devoted to the topic of compensating for disadvantages, and provides valuable information and tips.

Target readership
Teachers at mainstream schools (primary and secondary)

Author Information
Prof. Dr. Markus Lang, a special educational needs teacher, worked at a centre for education and advice specialising in sight, and is a lecturer in the field of educational methods for the blind and visually impaired at the University of Education in Heidelberg, Germany.

Dr. Michael Thiele, rehabilitation teacher for the blind and visually impaired and graduate motologist, works at the State Support Centre for Sight in Schleswig, Germany. His specialism is “Special educational support and advice for blind pupils”. 
Dyscalculia

- Learn about a source of poor educational performance
- From neurocognitive models to intervention strategies
- 33 study questions

Dyscalculia describes a poor, or incorrect, understanding of magnitudes, numbers and mathematical operations. A considerable number of school pupils of all ages are affected by this problem. These children frequently experience fear of failure and poor educational performance.

The authors explain neurocognitive models of numerical processing and calculation, and elucidate diagnostic methods for dyscalculia. Intervention strategies and training programmes are critically examined and evaluated in terms of their efficacy. The third edition is complemented by current findings on number processing, new diagnostic instruments, computer-based training programmes and neuronal stimulation.

Target readership
Students and teachers of psychology, educational science, teaching studies and medicine

Author Information
Prof. Dr. Karin Landerl lectures on the subject of developmental psychology at the University of Graz, Austria.

Assistant Prof. Dr. Stephan Vogel is a research associate in the field of educational neuroscience at the University of Graz, Austria.

Prof. Dr. Liane Kaufmann is a neuropsychologist at the district hospital in Hall, Austria.
Bullying is not restricted to the long break or the way to school. Cyber-bullying is the phenomenon called when children and teenagers are humiliated by their schoolmates via mobile phone and the internet, especially social networks – resulting in harsh results for the victims, but also for the offenders.

“Media Heroes” is an evaluated teaching material for class. Teachers can put it into practice easily in class as part of the curriculum or have it as a topic for project days. The programme is based on scientific findings and provides pedagogical methods for preventing cyber-bullying and to strengthen important competences, e.g. internet security, promoting empathy and possibilities to take action when dealing with cyber-bullying.
Cyber-Bullying via internet, e-mails and mobile phones is a growing issue among children and teenagers. Yet teachers are becoming victims of electronic bullying as well. Legal and technical measures such as deleting the respective online sites rarely help.

The author suggests introducing a feedback culture in class. That way pupils learn to give each other feedback and to address teachers and fellow pupils alike with their criticism. They don't have to blow off their steam online any longer. Apart from supporting socially responsible actions through teaching at school, cooperation with parents and coaching of bullying victims are also subject of this book. Specific examples show how these ideas are put into effect.
Nowadays, it is customary for pupils to engage actively with the topics covered in their maths lessons, often working out solutions independently. How can children with behavioural disorders be helped to master these methods successfully? How can mathematical and social and emotional skills be promoted simultaneously?

The authors link the two perspectives of mathematical and special education. Concrete case studies and didactic examples provide teachers with suggestions and tips for lesson planning, e.g. on the topics of “measuring”, “part-whole concept”, “semi-written strategies” etc. The cases focus on the most frequent and well-known disorders and areas in which support is required, such as ADHD, autism spectrum disorder and mutism.

Target readership
Teachers, special education teachers and student teachers at primary schools

Author Information
Prof. Dr. phil. Daniel Mays, special education teacher, teaches educational science with a focus on remedial education (“emotional and social development”) at the University of Siegen, Germany.

Dr. paed. Larissa Zwetzschler holds the post of academic counsellor at the Institute for Mathematical Education at the University of Education in Freiburg i.Br., Germany.
Dyslexia

- Problem definition, historical development of the concept and its current status
- Symptoms, classification and epidemiology
- Follow-up disorders and comorbid disorders

In an easily understandable way, the author explains the symptoms, classification and epidemiology of dyslexia. In addition to questions dealing with methods of diagnosis, possibilities for prevention and intervention in cases of dyslexia are treated, as well as questions pertaining to prognosis and course of the condition.

A case study illustrates the information presented and offers the opportunity to deepen one’s understanding.

Target readership
Students of psychology, pedagogics and special education

Author Information
Prof. Dr. Karin Schleider teaches pedagogic psychology at the University of Education in Freiburg i.Br., Germany, department of counselling and clinical psychology.
What form must didactics take to successfully deal with “difficult” children? Children with behavioural disorders are a problem in almost every classroom. Whether aggressive, auto-aggressive, hyperactive or depressive – conventional didactics are not sufficient for those teaching these children.

Clemens Hillenbrand supplies a scientifically based answer to this question. He spans a bridge between general didactics and specific, special-pedagogic models for dealing with behavioural disorders.

Target readership
Students who train to become a teacher and students of special pedagogy

Author Information
Prof. Dr. Clemens Hillenbrand is Chair for Educational Aid and Socio-emotional Developmental Support at the Remedial Pedagogy Department of the University of Cologne, Germany.
Don’t tell me what to do!

• Relationship building with show-offs
• Background know-how and practical tips
• First aid book for all types of schools

Provocations, psychogames, power struggles - teachers frequently find dealing with pupils with narcissistic personalities a challenge. This practice-oriented book provides them with insights into the psychology of narcissism. The author presents teaching ideas for general relationship building with the class, in addition to describing specific ways to form relationships with pupils with narcissistic personalities, all of which are easy to incorporate into everyday teaching practice.

The book is complemented by numerous confrontational and empathetic psychoeducative methods, practical guidelines and tips as regards recognising and differentiating other problematic personality styles, in addition to those designed to aid self-reflection.

Target readership
Teachers at all types of schools, (school) social workers, (youth) educators

Author information
Dr. phil. Marcus Damm, grad. educator, trains teachers working at all types of schools. He also teaches education, psychology and ethics at the Anna-Freud School in Ludwigshafen, Germany.

Marcus Damm
"You can’t tell me what to do!"
Dealing Competently with Narcissistic Pupils
With a preface by Wolfgang Schmidbauer.
2019
167 pages
(978-3-497-02839-9) pb
List price: € 19.90