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Kind regards,

Alena Verrel
Foreign Rights & Public Relations

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Tangible early interventions

- How handicapped is the development of the child in comparison with other children?
- Which functions are particularly handicapped?
- Can we decrease the disabling factors?
- How can we support the development of the child?

A book for parents and/or professionals working with developmentally retarded or disabled children from 0-5 years. The book is divided into 5 functions: self-care and social development, precise motorics, motorics in general, language, thinking and perception.

At the beginning of each of the five chapters there is a developmental test. The different abilities are listed month for month. The exercises described in the developmental test are at the same time goals to be reached if the child doesn’t dispose yet of this ability. So each point of the test is described as a practical exercise, in whole 260. The exercises are structured in aim, required material, proceeding, final goal, preparatory exercises, references to other exercises.

Target readership
Educators in kindergarten and early education, people working in special education and early childhood intervention

Author information
Prof. em. Dr. Walter Straßmeier has taught mentally handicapped education at Ludwig-Maximilians-University, Munich, Germany, for many years.
Kindergarten - all-inclusive!

- With over 90 games and exercises for kindergartens
- Subdivided into eight main categories
- Describes the basic principles of inclusion and movement

Movement is a basic need of all children. It is closely related to cognitive, emotional and social development, and constitutes an important educational field in inclusive kindergartens.

In this book, the authors demonstrate how inclusive physical activities can be conceived for children aged between three and six years. The comprehensive games section is subdivided into main categories such as movement competence, mindfulness and respect, learning and knowledge, self-confidence and trust in others, cooperation and communication. In addition to a wide variety of games, the book includes suggestions for professionals on how the games and exercises can be adapted for children with disabilities.

Wolfgang Beudels / Ulrike Diehl / Nicola Böcker-Giannini
Promoting Physical Activity in Inclusive Kindergartens
2019
185 pages. 106 illustrations
(978-3-497-02856-6) pb
List price: € 22,90

Target readership
Educators, early learning educators and other educational professionals working in kindergartens

Author information
Prof. Dr. Wolfgang Beudels heads the study course "Infant Education" at the Faculty of Social Sciences at the University of Koblenz, Germany.

Ulrike Diehl, special education teacher, business administrator and systemic counsellor, heads "The Training Centre Colognel Kalk" and is, among other things, a visiting lecturer at the University of Koblenz where she specialises in inclusion.

Dr. Nicola Böcker-Giannini, a grad. sports teacher, psychomotor therapist and consultant for kindergartens, crèches and primary schools based in Berlin, Germany, works as a freelance lecturer specialising in space design and psychomotor development support.
Inclusive kindergarten

- Focused on 3-6 year olds
- “Peer culture” amongst inclusive group

How can inclusion be successfully implemented in kindergarten? In this book, the authors present the current status of integrative development and the change of paradigm to the new concept of inclusion. Focus is on day-care institutions for three-to-six year olds, the admission of children with disabilities and their participation in the “peer culture”. Models which have proven their worth in dealing with difficult situations in integrative groups are described.

Author information

Prof. Dr. Max Kreuzer, dipl. psych., teaches therapeutic and special pedagogy at the Hochschule Niederrhein, Germany.

Prof. Dr. Borgunn Ytterhus teaches sociology at the Institute for Social work and Health Sciences at the Technisch-Naturwiss. Univ. (NTNU) at Trondheim in Norway.
Handicapped children at Kinder-garten

- Learn about behavioural patterns
- Includes material for everyday
- Helps conquer helplessness at work

Educators are often helpless when faced with children with abnormalities in behavior, a handicap or other special needs. These children require special attention and individually targeted aid. Using information from the fields of psychology, pedagogics and medicine, the behavioral patterns of the children are presented in a way that makes them understandable. Suggestions offer tried and tested approaches for the everyday work of the educators while at the same time revealing the limits of educative work.

Stefanie Kuhlenkamp / Beate U. M. Strobel
Basic Knowledge of Therapeutic Pedagogy for Educators
4th revised edition 2016
203 pages. 7 ill. 3 tab.
(978-3-497-02641-8) pb
List price: € 19.90

Target readership
Educators, early learning educators and other educational professionals working in kindergartens

Author information
Prof. Dr. Stefanie Kuhlenkamp, dipl.-pedagogy, teaches in the area of handicaps and social integration at the University of Applied Sciences in Dortmund, Germany. She has longtime experience working in the field of psychomotor development support for children and adolescents.

Dipl. psych. Beate U. M. Strobel, Munich, Germany; additional training in client-centred therapy, established as psychological psychotherapist, lecturer at a specialist academy for social pedagogy in Munich.
One day care centre for all

- Crucial for all daycare centres and day nurseries: an including together
- Examples from everyday life for designing peer interactions
- What to do with the most common developmental endangerments?

The term „inclusion” causes a re-thinking at day care centres and kindergartens: Not if a child can be accepted but how a facility needs to change in order to be able to accept a child with its individual requirements now determines pedagogic actions and the concept of development.

This book concentrates professional knowledge from theory and practice and points towards crucial preconditions for successful inclusion processes. Many examples from everyday life illustrate how pedagogics of versatility can be designed in order to be able to provide shared support for children with developmental impairments, problematic behaviour, sensorial disorders as well as other „types of being different”.

Author information

Prof. Dr. Timm Albers, special pedagogue, teaches early childhood education at the Karlsruhe Pedagogical Academy, Germany.
Lubo motivates participation

- Helps children identify emotions
- Teaches how to regulate emotions and how to solve problems
- Includes games

"Lubo from outer space!" is a tested and scientifically evaluated programme for fostering socio-emotional competencies in pre-school aged children. It is based on the current status of research into resiliency and prevention. Thus it accomplishes good premises for successfully coming to terms with entering school and helps to avoid long term behavioural problems in children.

The 34 units of "Lubo from outer space!" can be integrated into the everyday activities of a kindergarten over a period of three to four months. By means of experience oriented games and methods, resource oriented learning becomes possible. Particularly the accompanying stories about the figure they can identify with, “Lubo”, motivate the children to participate.

"Lubo from outer space" consists of a practical handbook as well as the pictures and songs belonging to the programme, and the hand puppet, “Lubo”. Information for employees and parents about each of the main focuses dealt with (emotions, regulating emotions, social-cognitive ways of processing information, transfer into everyday life) as well as games, and stimulation to continue the contents of the programme round the concept off.

Author information

Prof. Dr. Clemens Hillenbrand, chair of educational help and socio-emotional development advancement at the University of Cologne, Germany.

Dr. Thomas Hennemann, special needs educator, assistant of the chair of educational help and social-emotional development advancement at the University of Cologne, Germany.

Annika Schell, diploma in special needs education and project leader of the evaluation of the programme for prevention, “Lubo from outer Space”.

Target readership

Educators, early childhood special needs carers, teachers of children with special needs, therapeutic pedagogues in kindergartens, child day care centres, early education institutions, therapeutical day care, entrance levels of special needs schools

Clemens Hillenbrand / Thomas Hennemann / Annika Schell
„Lubo aus dem All!“ – Vorschulalter
Programm zur Förderung sozial-emotionaler Kompetenzen

2nd revised edition 2016
115 pages
(978-3-497-02655-5) pb
List price: € 99.00
“Lubo from outer Space” is a training programme for the early encouragement of socio-emotional competency, for the prevention of behavioural disorders and violence while at the same time improving learning opportunities. After “Lubo from outer Space” was successfully used in pre-schools, the Lubo programme has now been made available for the first and second grades. It comprises 30 units and is carried out twice weekly with the entire learning group – either within school class hours or as an elective class during open all-day school.

A clearly structured, ritualized and methodological-didactic, varied approach offers all pupils, particularly those with behavioural, learning or attention problems, the possibility of taking successful part in the training. Extensive academic studies at the University of Cologne confirm the effectiveness of the programme.

In the training manual, all sessions are described in a clear and easily understood way. Posters and cards are included for illustrative purposes. The CD has Lubo songs and material for copying. The pupils also work with an entertaining and child-oriented workbook.
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.

Manfred Pretis / Silvia Kopp-Sixt / Rita Mechtl
ICF-based Work in Inclusive Schools
2019
194 pages, 21 illustrations, 33 tables
(978-3-497-02805-4) pb
List price: € 29.90

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.
Retaining perspective

• “First aid” and essential information
• Differentiation between blindness and visual impairment

How can the joint education of visually and non-visually impaired pupils succeed? Which teaching methods, organizational 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.

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”.

Target readership

Teachers at mainstream schools (primary and secondary)
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.

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.
Specifics of inclusive primary schools

- Background and practical knowledge
- Includes case studies from the classroom

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 curriculum 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.
Enjoying sports despite limited motor skills

- For sports lessons with a lot of variety
- Tried and tested games and exercises for different sports
- Over 450 activities

Sports are fun, they challenging and enable experiencing a community. The book shows how sports activities can be designed for people with limited motor skills. It provides many tried and tested suggestions for sports lessons with a lot of variety at schools, clubs and workshops.

The range of the depicted sports comprises well-known and hardly-known sports: athletics, swimming, therapeutic riding, gymnastics and dancing, but also rafrobball, zone hockey and sport stacking.

Michael Schoo, Osnabrück, Germany, teacher at a school with a focus on supporting physical and motor skill development, head of Münster Training Seminar.

Target readership
Teachers, technical teachers, instructors and team leaders at standard and special schools, clubs and workshops providing and conducting sports activities for people with limited motor skills.
Relaxation for special people

• Stories in simple words
• With ideas for educational work

Tensions, stress, conflicts in the family or the residential group – people with intellectual disabilities have problems like everyone else: Life can be a strain. These relaxation stories held in simple words for reading aloud or listening to allow all those who are involved to “let off steam”. Positive childhood memories, the course of seasons or descriptions of nice places in the world – the stories stimulate self-healing powers, support resilience and allow to unveil and tap one’s own resources in a positive way. The book offers suggestions and activation ideas along with each story to make use of them during educational work. The stories can also be found on the audio CD to listen to.

Tina M. Ossege / Doris Hammerschmidt
Relaxation for People with Intellectual Disabilities
30 Fantasy Stories for Reading Aloud or Listening to
2nd edition 2019
119 pages. With audio-CD
(978-3-497-02878-8) pb
List price: € 25.90

Target readership
Special pedagogues, social pedagogues, psychologists, curative education teachers and nurseryschool teachers – all those who deal with people with intellectual disabilities, be it on a professional or private level

Author information
Tina Marein Ossege, social worker and nursery-school teacher, has been working for “Lebenshilfe München” (Life Aid Munich), Germany, with people with intellectual disabilities since 2003. One of the things she focusses on is developing and holding relaxation courses for the people she takes care of.

Doris Hammerschmidt is a radio journalist and co-owner of the “tonjuwelen” audio and video production agency in Ottobrunn near Munich, Germany.
Well-prepared for the school routine

- Instructions, rules of thumb, examples
- Measures for short-term employment
- Possibilities of prevention and intervention

The term “inclusion” causes a re-thinking at day care centres and kindergartens: Not if a child can be accepted but how a facility needs to change in order to be able to accept a child with its individual requirements now determines pedagogic actions and the concept of development.

This book concentrates professional knowledge from theory and practice and points towards crucial preconditions for successful inclusion processes. Many examples from everyday life illustrate how pedagogics of versatility can be designed in order to be able to provide shared support for children with developmental impairments, problematic behaviour, sensorial disorders as well as other “types of being different”.

Author information

Petra Breuer-Küppers, a special educational needs teacher, has been a member of the teaching profession and trained teachers at university level for many years. She currently works at the North Rhine-Westphalia Ministry for Schools and Education, Germany.

Prof. Dr. Anna-Maria Hintz, a special educational needs teacher, lectures at the University of Oldenburg, Germany, in the field of education and didactics related to learning difficulties.
Hearing Included

- What teachers at regular schools need to know
- Checklists and work aids
- Hands-on recommendations and examples

How can inclusion of hearing impaired pupils at regular schools be done? Often, teachers feel this task to be too much for them and they feel being left on their own. This is where our authors kick in. Apart from basic information on hearing impairments and their impact, the cooperation between teachers at general schools and educators for the hearing impaired is illustrated.

Hands-on tips for designing inclusive classes as well as everyday examples and working aids make designing teaching sessions easier. The many included hints and tips are of crucial importance and very helpful, e.g. regarding teachers’ language and communication in class, visualisation and differentiation, acoustic conditions in class, technical aids etc.

Tilly Truckenbrodt / Annette Leonhardt

Target readership
Teachers of all school types teaching hearing impaired pupils, specialists in the field of mobile special pedagogic services

Author information
Tilly Truckenbrodt, prospective teacher, was a scientific project team member with the chair of deaf and hearing impaired pedagogics at Munich University, Germany, until 2014.
Prof. Dr. Annette Leonhardt, full professor for deaf and hearing impaired pedagogics at Munich University, associate dean with the faculty of psychology and pedagogics.
Compact knowledge for parents

- Vivid description of game situations
- Information on professional help and assistive technology
- Enhances the understanding of hearing impairments

“Your child’s hearing is impaired” – this diagnosis raises many questions and worries in parents: How will my child develop hearing and speech? How can I stimulate my child in everyday life? Which assistive technology is available for hearing-impaired children and how do I handle it? What kind of professional assistance is available for hearing-impaired children and their parents?

The author provides descriptive answers to these questions and enables parents to gain confidence again in everyday contact with their child. The practical and vivid description of numerous game situations encourages to try them out – a must-have for all parents of children with impaired hearing.

Gisela Batliner
Facilitate Development Playfully in Hearing-Impaired Children
A Parent Book for Early Hearing and Speech
4th updated edition 2016
207 pages. 24 illustrations
(978-3-497-02650-0) pb
List price: € 24.90

Target readership
Parents of hearing impaired children and infants, specialists of early diagnostics and early intervention, pedaudiologists, phoniaters, ENT-doctors, pediatricians, teachers for the hearing impaired, speaking orthopedagogics, logopedics, educators

Author information
Gisela Batliner, M.A., hearing impaired pedagogist and psycholinguist, diploma in Montessori pedagogy, own practice in Munich, Germany, substantial teaching assignments in further education.
Early support for children suffering from hearing impairment

- Interdisciplinary expert hands-on knowledge
- Up-to-date: auditory brainstem implant supply
- Learning how to hear even with bilingualism or multiple disabilities

Since the compulsory introduction of hearing screening for newborn babies handling inherent hearing impairments has changed strongly. In this textbook the authors show in plain words and in a systematic way how children suffering from hearing impairment can be efficiently supported after early diagnosis. They pool available knowledge and experiences of various fields – pedagogy, psychology, medicine and medical technology and paediatric audiology. Technical aspects, e.g. the early provision of hearing aids, cochlea or brainstem implants are discussed as well as hearing education and language promotion along with parent consulting at day-care centres, schools, during early learning, information centres and CI centres.

Author information
Annette Leonhardt, Professor of Teaching for the Deaf and Partly Deaf at the Ludwig Maximilian University, Munich, Germany. Author of the UTB-series teaching textbook “Einführung in die Hörgeschädigtenpädagogik” (Introduction to teaching the hearing disabled).

Target readership
Students of special pedagogy, deaf and hearing impaired persons’ pedagogy, specialists in the field of early learning for children suffering from hearing impairment
Expert knowledge on the Usher syndrome

- Extensive overview
- With contributions of leading experts of relevant fields
- Information on innovative therapy and support possibilities

The specialised book on the Usher syndrome combines knowledge of relevant subjects and disciplines. Experts from the field of medicine, psychology and education give insights into the basics of hearing- and visual impairment, its characteristics and symptoms as well as innovative therapy approaches and support possibilities. Topics such as up-to-date molecular and human-genetic research, invasive methods as well as aspects of visual, auditive, tactile and vestibular perception are dealt with. Specific aids and possibilities or professional support are presented and discussed. Deaf-blind assistance, housing projects and mobility training are considered as well as types of help-to-help-yourself methods and the perspective of persons concerned.

Ursula Horsch / Andrea Wanka
The Usher Syndrome – an Acquired Hearing-Visual Impairment
Basics – Causes - Aids
2012
235 pages. 40 illustrations. 5 tables
(978-3-497-02329-5) pb
List price: € 29.90

Target readership
Pedagogues in the field of hearing impairment, visual impairment, deaf-blind aid, social and health psychologists, psych. consultants at schools for hearing impaired children, orientation / mobility

Author information
Prof. Dr. Ursula Horsch teaches hearing impairment and early childhood education at the Pädagogische Hochschule in Heidelberg, Germany.

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This medical pedagogy textbook (of which 35,000 copies have been printed) is a basic work which points the way for all professional groups who work in the various pedagogical and social institutions for people with mental disabilities.

Author information
Prof. em. Dr. phil Otto Speck, faculty for psychology and pedagogy at the Ludwig Maximilian University in Munich, Germany
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Author information

Prof. Dr. Barbara Fornefeld teaches mentally handicapped pedagogics and severely handicapped pedagogics at the human science faculty of the University of Cologne, Germany, department of remedial pedagogy and rehabilitation.
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Thomas Hülshoff
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