Teacher Education Series

Students at Risk in the Classroom

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About the Teacher Education Series

Canadian Faculties of Education enrol teacher candidates in concurrent or consecutive education courses or in-service programs aimed at professional development of practising teachers. While each of these programs has its own set of unique learning objectives, all teacher candidates share the quest for up-to-date information covering current educational research and teaching trends.

The Pearson Teacher Education Series is a modular publishing program covering hot and timely topics, such as the use of technology in education, gender equity issues, and integrating Aboriginal culture into your educational practice. These new and cutting-edge modules, authored by leaders in the field of education, all follow the same format, highlighting theories and examples, practical applications for the classroom, and case studies.

Continue to visit the Pearson Teacher Education Series throughout the year as it will continue to grow over time.
About the Authors

Dr. Kim Calder Stegemann is an assistant professor at Thompson Rivers University teaching in the School of Education (kcalder@tru.ca). She received her B.Ed. and M.Sc. (in educational psychology) from the University of Calgary and her Ph.D. from the University of British Columbia under the supervision of Drs. Deborah Butler and Nancy Perry.

Kim has been a general and special education teacher in both public and private settings, worked as a consultant for school districts, and provided professional development opportunities across Western Canada. For the last 19 years she has been an instructor at Thompson Rivers University sharing her expertise with both pre- and in-service teachers. Research interests include inclusive and special education, interventions for reading and math disabilities, learning disabilities, universal design for learning, teacher dispositions, and teacher education admission procedures.

Dr. William (Bill) Roberts received his B.A. from Reed College, where he majored in philosophy. He completed his M.A. (in physiological psychology) and Ph.D. (in developmental psychology) at Simon Fraser University, where he studied under Janet Strayer and Elinor Ames. After teaching at Mount Saint Vincent University in Halifax and York University in Toronto, he was washed ashore by the tides of fate at Thompson Rivers University in British Columbia (wlroberts@tru.ca).

His research has focused on the family roots of children’s competence in preschool and elementary school, particularly on parents’ warmth and responsiveness to emotional distress and their links to children’s peer interactions and self-regulation. He has collaborated with several notable Canadian researchers in the area of child development, including Janet Strayer (empathy), Debra Pepler (aggression), and Clyde Hertzman (early experience). His work (see http://faculty.tru.ca/wlroberts/index.html) has been cited in over 500 publications, including many textbooks.

Bill has also authored (and placed in the public domain) software for recording and analyzing children's behaviour in natural settings (such as homes, schools, and playgrounds; see http://sourceforge.net/projects/behavioraldata/files).

Bill is the current editor of the Canadian Journal of Behavioural Science and a consulting editor for Developmental Psychology.
Introduction

The aims of the Students at Risk module are to offer teacher candidates and in-service teachers a practical guide to understanding some of the most common behaviours that interfere with learning in the classroom, their origins, and some useful strategies for helping students who face these challenges.

This text is not designed to be a handbook for teachers who are teaching in special education settings. Rather, it is intended for general education teachers who are working in inclusive educational environments. The principles of universal design for learning, multiple intelligences, and response to intervention that are introduced in this text are extremely useful constructs for use in any general education setting.
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