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1908251 positive classroom management
Program Evaluation - Robert O. Brinkerhoff 1983-04-30

Please glance over the questions that follow and read the answers to those that are of interest. Q: What does this manual do? A: This manual guides the user through designing an evaluation. A: Who can use it? A: Anyone interested or involved in evaluating professional training or inservice education programs. The primary users will be staff members who are doing their own program evaluation—maybe for the first time. (Experienced evaluators or other professional educators can find useful guides and worksheets in it.) Q: If I work through this manual, what will I accomplish? A: You will develop one or more evaluation designs, and perhaps you'll also use the designs to evaluate something to make it better or to document its current value. Q: What is an evaluation design? A: An evaluation design is a conceptual and procedural map for getting important information about training efforts to people who can use it, as shown in the graphic below.

Program Evaluation - Robert O. Brinkerhoff 2012-12-06

Please glance over the questions that follow and read the answers to those that are of interest. Q: What does this manual do? A: This manual guides the user through designing an evaluation. A: Who can use it? A: Anyone interested or involved in evaluating professional training or inservice education programs. The primary users will be staff members who are doing their own program evaluation—maybe for the first time. (Experienced evaluators or other professional educators can find useful guides and worksheets in it.) Q: If I work through this manual, what will I accomplish? A: You will develop one or more evaluation designs, and perhaps you'll also use the designs to evaluate something to make it better or to document its current value. Q: What is an evaluation design? A: An evaluation design is a conceptual and procedural map for getting important
information about training efforts to people who can use it, as shown in the graphic below.

**A Practitioner's Guide to Public Relations Research, Measurement and Evaluation** - Don Stacks 2010-07-06
This book will provide the business reader with the necessary understanding of the problems and promises of public relations research, measurement, and evaluation and the public relations practitioner as guide to effective use of methods, measures, and evaluation in providing grounded evidence of the success (or failure) of public relations campaigns.

**How to Evaluate Your Middle School** - Sandra L. Schurr 1992
A step-by-step guide to conducting a meaningful assessment of a middle level program.

Contemporary public relations practice has developed over the last several decades from the weak third sister in marketing, advertising, and public relations mix to a full player. To help you keep up to speed with the exciting changes and developments of publications, this book has been updated to provide you with the necessary understanding of the problems and promises of public relations research, measurement, and evaluation. As a public relations professional, this book will guide you through the effective use of methods, measures, and evaluation in providing grounded evidence of the success (or failure) of public relations campaigns. This third edition takes a best practices approach—one that focuses on choosing the appropriate method and rigorously applying that method to collect the data that best answers the objectives of the research. It also presents an approach to public relations that emphasizes the profession's
impact on the client’s return on investment in the public relations function, the measurement of social media and the use of standardized measures.

A Practitioner's Guide for Training Older Workers - Brenda Lester 1984

Developing Effective Student Peer Mentoring Programs - Peter J. Collier 2015-05 This is a comprehensive resource for creating, refining and sustaining effective student peer mentoring programs. While providing a blueprint for successfully designing programs for a wide range of audiences - from freshmen to doctoral students - it also offers specific guidance on developing programs targeting three large groups of under-served students: first-generation students, international students and student veterans. Collier begins by reviewing the issue of degree non-completion, as well as college adjustment challenges that all students and those in each of the targeted groups face. The book then shifts from the theoretical to the practical by covering the nuts and bolts of developing a college student peer-mentoring program. The author covers a range of design issues and analyzes the strengths and limitations of different program delivery options, from paired and group face-to-face mentoring to their e-mentoring equivalents; offers guidance on the creation of program content and resources for mentors and mentees, and provides mentor training exercises and curricular guidelines. This book is primarily intended as a resource for student affairs professionals and program coordinators who are developing new peer-mentoring programs or considering refining existing ones. It may also serve as a text in courses designed to train future peer mentors and leaders.

Program Evaluation - Susan P. Giancola 2020-01-03
Program Evaluation: Embedding Evaluation into...
Program Design and Development provides an in-depth examination of the foundations, methods, and relevant issues in the field of evaluation. With an emphasis on an embedded approach, where evaluation is an explicit part of a program that leads to the refinement of the program, students will learn how to conduct effective evaluations that foster continual improvement and enable data-based decision making. This book provides students with both the theoretical understanding and the practical tools to conduct effective evaluations while being rigorous enough for experienced evaluators looking to expand their approach to evaluation. Susan P. Giancola’s clear language and presentation style make the book’s concepts accessible, and opportunities for self-review and application offer ample practice.

Practitioner’s Guide to Evaluating Change with Neuropsychological Assessment Instruments
Robert J. McCaffrey

2013-11-11 The impetus for this volume began with our research in the 1980's involving serial neuropsychological evaluation with various patient populations. At that time, reports on the practice effects associated with routinely utilized clinical neuropsychological instruments were sparse. While test-retest data were available for almost all assessment instruments, this was usually in the form of correlation coefficients and not changes in mean performance between or across assessment periods (see McCaffrey & Westervelt, 1995 for a detailed discussion of these and related issues). Clinical neuropsychological practitioners had few guidelines to assist them in determining if a change in a patient's performance across assessments was due to an intervention, maturation, practice effects, or a combination of factors. This volume represents our efforts at reviewing the literature between 1970 and 1998 and extracting the reported information on practice effects. The tables include the...
assessment instrument used, information on the subject/patient groups, the sample size (n), gender, age, intervention, interval between the assessments, scores at both assessment points, and the citation. Those studies that reported data on more than two assessment points are indicated by a notation—however, any data beyond the second assessment are not reported and the interested reader should refer to the original article. The tables are arranged alphabetically for the most widely used assessment instruments. Those instruments for which there was limited data on practice effects are grouped by "domain" (e. g.

Suicide in Schools—Terri A. Erbacher 2014-11-20 Suicide in Schools provides school-based professionals with practical, easy-to-use guidance on developing and implementing effective suicide prevention, assessment, intervention and postvention strategies. Utilizing a multi-level systems approach, this book includes step-by-step guidelines for developing crisis teams and prevention programs, assessing and intervening with suicidal youth, and working with families and community organizations during and after a suicidal crisis. The authors include detailed case examples, innovative approaches for professional practice, usable handouts, and internet resources on the best practice approaches to effectively work with youth who are experiencing a suicidal crisis as well as those students, families, school staff, and community members who have suffered the loss of a loved one to suicide. Readers will come away from this book with clear, step-by-step guidelines on how to work proactively with school personnel and community professionals, think about suicide prevention from a three-tiered systems approach, how to identify those who might be at risk, and how to support survivors after a traumatic event—all in a practical, user-friendly format geared especially for the needs of school-based professionals.
Impact Evaluation in Practice - Paul J. Gertler
2011-06-23 This book offers an accessible introduction to the topic of impact evaluation and its practice in development. While the book is geared principally towards development practitioners and policymakers designing prospective impact evaluations, we trust that it will be a valuable resource for students and others interested in using impact evaluation. Prospective impact evaluations should be used selectively to assess whether or not a program has achieved its intended results, or to test alternatives for achieving those results. We consider that more and better impact evaluation will help strengthen the evidence base for development policies and programs around the world. If governments and development practitioners can make policy decisions based on evidence - including evidence generated through impact evaluation - our hope is that development resources will be spent more effectively, and ultimately have a greater impact on reducing poverty and improving people’s lives. The three chapters in this handbook provide a non-technical introduction to impact evaluations, including “Why Evaluate” in Chapter 1, “How to Evaluate” in Chapter 2 and “How to Implement Impact Evaluations” in Chapter 3. These elements are the basic ‘tools’ needed in order to successfully carry out an impact evaluation. From a methodological standpoint our approach to impact evaluation is largely pragmatic: we think that the most appropriate methods should be identified to fit the operational context, and not the other way around. This is best achieved at the outset of the program, through the design of prospective impact evaluation that can be built into the project’s implementation. We argue that gaining consensus between key stakeholders and identifying an evaluation design that fits the political and operational context is as important as the method itself. We also believe strongly that impact evaluations should be upfront about their limitations and caveats. Finally, we strongly encourage policymakers and
program managers to consider impact evaluations in a logical framework that clearly sets out the causal pathways by which the program works to produce outputs and influence final outcomes, and to combine impact evaluations with monitoring and selected complementary evaluation approach to gain a full picture of performance. This book builds on a core set of teaching materials developed for the “Turning Promises to Evidence” workshops organized by the office of the Chief Economist for Human Development (HDNCE) in partnership with regional units and the Development Economics Research Group (DECRG) at the World Bank.

Preventing Substance Abuse Among Children and Adolescents- 1998

The Program Evaluation Standards-Donald B. Yarborough 2010-07-29
Including a new section on evaluation accountability, this Third Edition details 30 standards which give advice to those interested in planning, implementing and using program evaluations.

Program Evaluation and Performance Measurement-James C. McDavid 2018-10-16
Program Evaluation and Performance Measurement offers a conceptual and practical introduction to program evaluation and performance measurement for public and non-profit organizations. James C. McDavid, Irene Huse, and Laura R.L. Hawthorn discuss topics in a detailed fashion, making it a useful guide for practitioners who are constructing and implementing performance measurement systems, as well as for students. Woven into the chapters is the performance management cycle in organizations, which includes: strategic planning and resource allocation; program and policy design; implementation and management; and the assessment and reporting of results. The Third Edition has been revised to highlight and
integrate the current economic, political, and socio-demographic context within which evaluators are expected to work, and includes new exemplars including the evaluation of body-worn police cameras.

**Resources in Education-1999**

**Practitioner’s Guide to Curriculum-Based Evaluation in Reading**

Jason E. Harlacher 2013-12-11 The educators are dedicated and concerned. The curriculum is successful. Yet some students aren't reading at grade level, and meetings air problems without making progress. Many students continue to flounder, leading to more meetings with the same lack of meaningful results. The Practitioner’s Guide to Curriculum-Based Evaluation in Reading gives researchers and professionals the means to break this frustrating cycle, crafted by authors who have not only been there and done that, but can explain in depth how to replicate the method.

Focusing on reading but applicable across subject areas, this highly accessible guide defines curriculum-based evaluation (CBE), provides conceptual background, and analyzes its component steps. Assessment and intervention are given equal attention within a problem-solving model featuring tools for skill assessment, progress monitoring, goal setting, and other bedrock tasks. Chapters build to lead readers beyond classroom strategies to guidelines for problem solving and decision making to effectively address individual student needs. Included in the coverage: The curriculum-based evaluation process. Relating CBE to the Multi-Tier System of Support model. Using CBE in daily practice, both in classwork and schoolwide. Decoding, early literacy, and reading comprehension. Progress monitoring and decision making. Plus FAQs, handouts, and other supplemental materials. This level of educational insight and pedagogical detail make the Practitioner’s Guide to Curriculum-Based Evaluation...
in Reading a clarion call for researchers, graduate students, and professionals in school and clinical child psychology; assessment, testing, and evaluation; applied linguistics; language education; special education and allied education; educational psychology; and social work.

**Confirmative Evaluation**
Joan C. Dessinger 2015-02-27
This much-needed book offers trainers, consultants, evaluation professionals, and human resource executives and practitioners a hands-on resource for understanding and applying the proven principles of confirmative evaluation. Confirmative evaluation is a marriage of evaluation and continuous improvement. Unlike other types of evaluation—which are used during the design of a learning program or applied immediately after conducting a program—confirmative evaluation follows several months after the program is implemented. It tests the endurance of outcomes, the return on investment, and establishes the effectiveness, efficiency, impact, and value of the training over time.

**Practitioner's Guide to Program Management**
Irene Didinsky 2017-06-02
Programs serve as a crucial link between strategy and the execution of business results and organizations implement them to achieve strategic goals. Although the practice of program management has evolved in lockstep with the project management profession, the root causes of program failure remain. In this step-by-step guide, Irene Didinsky offers a standardized approach to program management, closing the knowledge gaps and variations that currently exist across organizations and industries. For the first time, Practitioner's Guide to Program Management walks the reader through all the key components of effective program management. Using a case study example of an actual process improvement program, Didinsky discusses the qualities of excellence in program leadership, the importance of organizational strategy alignment.
throughout the program life cycle, how a program realizes benefits, and how to manage conflicting priorities of stakeholders. This comprehensive resource also includes an historical overview of the professionalization of the field, outlines the logistics of forming a program management community of practice, and concludes with a glossary of terms. With this desktop manual in their hands, practitioners can expect to thrive and guarantee the success of their programs.

Practical Mapping for Applied Research and Program Evaluation
Bernadette Wright
2019-05-31 Practical Mapping for Applied Research and Program Evaluation is the first book to bring the mapping methodology to social research and program evaluation. Bernadette Wright and Steven E. Wallis guide readers through all phases of the research process: learning from stakeholder experience; reviewing existing knowledge in the field; conducting new data collection such as interviews; collaborating with other researchers; and facilitating the use of knowledge for communication, collaboration, and action. With plenty of illustrations and navigational aids such as “travel tips,” the book is an accessible guide for busy students, researchers, and managers of all levels of experience.

Doing Social Justice Education
D. Scott Tharp
2020-10-16 This book is principally written for entry-level student affairs and non-profit staff who develop and facilitate social justice education workshops and structured conversations, as well as for student peer educators who are often employed to assist in the facilitation of such workshops for their peers. It is suitable for anyone starting out to do such work. It provides readers with a practical framework and hands-on tools to craft effective and positive interventions and workshops that are relevant to context and are true to the

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www.patientscarebd.com on March 2, 2021 by guest
facilitator’s own circumstances. It offers a succinct but comprehensive introduction to the planning, design, and facilitation of social justice experiences, grounding readers in relevant theory, taking into account participants’ prior understandings of issues of race and privilege, institutional environment and campus climate, and the facilitator’s positionality. It provides guidance on defining outcomes and developing content and exercises to achieve workshop goals. Starting from the premise that the facilitation and delivery of social justice education experiences should be grounded in scholarship and that such experiences can only achieve their ends if crafted to meet the unique characteristics and circumstances of the institution and workshop participants, the authors begin by synthesizing current theory on social justice education and cultural competence, and then guiding readers on analyzing the context and purpose of their workshop. They provide readers with an easy to follow five-part framework to systematically design social justice education workshops and structured conversations and to assess the resulting learning. Particularly valuable for those starting out in this work is guidance on facilitation and on the use and selection of exercises to align with goals and participants' characteristics and social identities.

Functional Vision - Amanda Hall Lueck 2004 Emphasizing the need for collaboration and cooperation across medical, education, rehabilitation, and social service disciplines, this volume provides a primary reference tool for those engaged in work related to low vision rehabilitation and service delivery. It provides information about the funct.

Developing and Sustaining Sport Psychology Programs - Charles A. Maher 2020-06-15 Developing and Sustaining Sport Psychology Programs: A Resource Guide for Practitioners outlines a systemic approach to creating
comprehensive, sustainable sport psychology programs in professional sports organizations, colleges, universities, and at secondary school levels. Based on the author’s more than 30 years of professional experience, this volume presents a framework that delineates methods for designing, implementing, and evaluating sport psychology programs, discussing topics such as needs assessment and client identification. Featuring real-world experiences and clear, non-technical writing, this step-by-step guide can be applied to a range of sport psychology programs including mental skills, life skills, coach education, leadership training, and team development programs. Developing and Sustaining Sport Psychology Programs details a program development process that has been applied successfully at the professional, collegiate, and secondary school levels over a more than 30-year period. It has contributed to the development of sport psychology programs that have sustained themselves over the course of time and is an essential text for sport psychologists and mental skills coaches at all levels as well as graduate students and other professionals in the field.

Systematic Evaluation  - D.L. Stufflebeam 2012-12-06

Developing and Sustaining Successful First-Year Programs  - Gerald M. Greenfield 2013-07-29
Developing and Sustaining Successful First-Year Programs First-year programs and interventions have become critical launching pads for student success and retention in higher education. However, these programs often flounder not because of what they are trying to do, but because of the ways in which they are implemented. Developing and Sustaining Successful First-Year Programs offers faculty, academic administrators, and student affairs professionals a comprehensive and practical resource that includes step-by-step guidance for developing new first-year.
programs and enhancing existing programs. The book explores the key elements that contribute to sustained student success and the programs that have the capacity to continue to meet student needs while making the most of scarce resources. The authors show how to create and sustain critical partnerships, put in place the needed organizational structures, and include strategies for developing effective assessments and evaluations. Developing and Sustaining Successful First-Year Programs is filled with illustrative examples and profiles of successful programs from a range of institutions that vary in size, type, selectivity, and culture. Examples of common programs and interventions include summer bridge programs, student orientation, first-year seminars, learning communities, residential programs, developmental education, and many more. Based in scholarly literature, theory, and practice, the book highlights the initiatives that facilitate the transition, learning, development, and success of new college students.

The Practitioner's Guide to Data Quality Improvement - David Loshin 2010-11-22 The Practitioner's Guide to Data Quality Improvement offers a comprehensive look at data quality for business and IT, encompassing people, process, and technology. It shares the fundamentals for understanding the impacts of poor data quality, and guides practitioners and managers alike in socializing, gaining sponsorship for, planning, and establishing a data quality program. It demonstrates how to institute and run a data quality program, from first thoughts and justifications to maintenance and ongoing metrics. It includes an in-depth look at the use of data quality tools, including business case templates, and tools for analysis, reporting, and strategic planning. This book is recommended for data management practitioners, including database analysts, information analysts, data administrators, data architects, enterprise architects, data warehouse
engineers, and systems analysts, and their managers. Offers a comprehensive look at data quality for business and IT, encompassing people, process, and technology. Shows how to institute and run a data quality program, from first thoughts and justifications to maintenance and ongoing metrics. Includes an in-depth look at the use of data quality tools, including business case templates, and tools for analysis, reporting, and strategic planning.

**Practitioner’s Guide to Functional Behavioral Assessment**-Stephanie M. Hadaway 2015-10-28 This practical guide introduces functional behavioral assessment as a critical tool in planning interventions to reduce disruptive and other problematic behaviors. The book offers proven methods and strategies as a four-stage protocol in an easy-to-follow format with checklists, Q&A sections, applications, and an extended case example including an assessment report and intervention plan. Step-by-step instructions are delivered in an accessible teaching style, making all phases of assessment equally manageable. And although functional behavioral assessment is typically associated with schoolchildren, this material is also useful for working with adults in residential and community settings. The Guide gives readers: The basics of functional behavioral assessment. Guidance in preparing for conducting a functional behavioral assessment. An overview of assessment methods: formal and informal measures, interview, and observation. A framework for translating assessment data into an appropriate intervention plan. In-depth understanding of the role of prevention in behavioral intervention. A kit of questionnaires, worksheets, and other ready-to-use resources. Practitioner’s Guide to Functional Behavioral Assessment is an essential resource for clinicians and related professionals as well as researchers and graduate students in school and clinical child psychology; behavior therapy; assessment, testing
and evaluation; special education; and educational psychology.

The Practitioner's Guide to Data Quality Improvement-
David Loshin 2010-11-22 The Practitioner's Guide to Data Quality Improvement offers a comprehensive look at data quality for business and IT, encompassing people, process, and technology. It shares the fundamentals for understanding the impacts of poor data quality, and guides practitioners and managers alike in socializing, gaining sponsorship for, planning, and establishing a data quality program. It demonstrates how to institute and run a data quality program, from first thoughts and justifications to maintenance and ongoing metrics. It includes an in-depth look at the use of data quality tools, including business case templates, and tools for analysis, reporting, and strategic planning. This book is recommended for data management practitioners, including database analysts, information analysts, data administrators, data architects, data warehouse engineers, and systems analysts, and their managers. Offers a comprehensive look at data quality for business and IT, encompassing people, process, and technology.

Dealing With Complexity in Development Evaluation-
Michael Bamberger 2015-10-16 Recognizing that complexity calls for innovative, conceptual, and methodological solutions, Dealing with Complexity in Development Evaluation by Michael Bamberger, Jos Vaessen, and Estelle Raimondo offers practical guidance to policymakers, managers, and evaluation practitioners on how to design and implement complexity-responsive evaluations that can be undertaken in the real world of time, budget, data,
and political constraints. Introductory chapters present comprehensive, non-technical overviews of the most common evaluation tools and methodologies, and additional content addresses more cutting-edge material. The book also includes six case study chapters to illustrate examples of various evaluation contexts from around the world.

**Practitioner's Guide to Using Research for Evidence-Based Practice**
Allen Rubin 2011-01-04
Written by a top scholar in the field, Practitioner's Guide to Using Research for Evidence-Based Practice gives essential and practical guidance on how to integrate research appraisal into evidence-based practice endeavors to ensure the best client care. This reader-friendly book presents you with the knowledge you need about various research designs and methods so that when engaging in the evidence-based practice (EBP) process, you can determine which interventions, programs, policies, and assessment tools are supported by the best evidence.

**Developmental Evaluation**
Michael Quinn Patton 2010-06-14 Developmental evaluation (DE) offers a powerful approach to monitoring and supporting social innovations by working in partnership with program decision makers. In this book, eminent authority Michael Quinn Patton shows how to conduct evaluations within a DE framework. Patton draws on insights about complex dynamic systems, uncertainty, nonlinearity, and emergence. He illustrates how DE can be used for a range of purposes: ongoing program development, adapting effective principles of practice to local contexts, generating innovations and taking them to scale, and facilitating rapid response in crisis situations. Students and practicing evaluators will appreciate the book's extensive case examples and stories, cartoons, clear writing style, "closer look" sidebars, and summary tables. Provided is essential guidance for making
evaluations useful, practical, and credible in support of social change.

**Ten Steps to a Results-Based Monitoring and Evaluation System**-Jody Zall Kusek 2004-06-15 This Handbook provides a comprehensive ten-step model that will help guide development practitioners through the process of designing and building a results-based monitoring and evaluation system.

**Functional Behavioral Assessment and Intervention in Schools**-James L. McDougal 2006 This comprehensive manual provides school-based mental health professionals with a user-friendly resource for conducting effective functional behavioral assessments (FBAs) and for creating appropriate behavior intervention plans. Functional Behavioral Assessment and Intervention in Schools uses case examples to illustrate the FBA process and offer guidelines on using FBAs for a variety of problems, from academic to behavioral, from mild to severe. They suggest interventions that match common school-based problems and stress that an FBA should be considered whenever negative behavior is impeding a student's learning or the learning of others. An accompanying CD provides reproducible assessment forms, student handouts, checklists, and evaluation measures.

**Organizational Development Resource Guide**-Homer H. Johnson 1985

**Practitioner’s Guide to Evaluating Change with Intellectual Assessment Instruments**-Robert J. McCaffrey 2000-06-30 While conducting research on intellectual and neuropsychological perfonnance of various patient populations across time, we became aware of the lack of information concerning practice effects associated with many widely
used assessment instruments. Although test-retest data were available for almost all of these instruments, it typically came in the form of correlation coefficients and mean changes in performance between assessments was often absent. In a 1995 article (McCaffrey & Westervelt, 1995), we discussed a number of issues relevant to serial neuropsychological and intellectual assessment and concluded that clinical neuropsychological practitioners had few guidelines to assist them in interpreting change in a patient's performance across assessments. This volume represents our efforts at reviewing the literature between 1970 and 1998 and extracting the reported information on practice effects. The tables include the assessment instrument used, information on the subject/patient groups, the sample size, gender, age, intervention, interval between the assessments, scores at both assessment points, and the citation. The tables reflect the existing published literature within intellectual assessment and, therefore, some instruments (e.g., Wechsler tests) comprise a majority of the tables whereas others (e.g., Raven's Progressive Matrices, Stanford-Binet) do not. The test index is arranged by the name of the test as reported in the specific article. We caution readers to refer to the original articles if additional or more specific information is needed.

**Practitioner's Guide to Empirically Based Measures of Social Skills**

Douglas W. Nangle

2009-12-16 Social skills are at the core of mental health, so much so that deficits in this area are a criterion of clinical disorders, across both the developmental spectrum and the DSM. The Practitioner’s Guide to Empirically-Based Measures of Social Skills gives clinicians and researchers an authoritative resource reflecting the ever growing interest in social skills assessment and its clinical applications. This one-of-a-kind reference approaches social skills from a social learning perspective,
combining conceptual background with practical considerations, and organized for easy access to material relevant to assessment of children, adolescents, and adults. The contributors’ expert guidance covers developmental and diversity issues, and includes suggestions for the full range of assessment methods, so readers can be confident of reliable, valid testing leading to appropriate interventions. Key features of the Guide: An official publication of the Association for Behavioral and Cognitive Therapies Describes empirically-based assessment across the lifespan. Provides in-depth reviews of nearly 100 measures, their administration and scoring, psychometric properties, and references. Highlights specific clinical problems, including substance abuse, aggression, schizophrenia, intellectual disabilities, autism spectrum disorders, and social anxiety. Includes at-a-glance summaries of all reviewed measures. Offers full reproduction of more than a dozen measures for children, adolescents, and adults, e.g. the Interpersonal Competence Questionnaire and the Teenage Inventory of Social Skills. As social skills assessment and training becomes more crucial to current practice and research, the Practitioner’s Guide to Empirically-Based Measures of Social Skills is a steady resource that clinicians, researchers, and graduate students will want close at hand.

Educational Evaluation - Blaine R. Worthen 1987

Building Educational Evaluation Capacity in Developing Countries - John Middleton 1989

Illinois Schools Journal - 1989

Evaluation Basics - Jacqueline Kosecoff 1982-12 A step-by-step guide through the process of programme evaluation which takes into account all the evaluator's roles -- not just as researcher, but as negotiator,
administrator and organizer, writer, and communicator. Kosekoff and Fink offer some of the techniques that have proven useful in their own professional evaluation practice. They show how to appraise a programme's merit, and provide information about its goals, expectations, outcomes, impact and costs.

A Follow-up Evaluation Model for Technical Education in Nepal - David Arthur Ramse 1993

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