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"The blue cat is like a knight on a quest. His quest is to find a hearth to fit the song the river taught him and to teach the owner of the hearth to sing that song"--Jacket.

Psychology, Third Edition, builds upon the experience and reputations of Phil Zimbardo and Ann Weber with the addition of a new co-author, Bob Johnson, who has a wealth of teaching experience at the community college level. This briefer, less expensive book presents psychology in a meaningful, manageable format that focuses on the key questions and core concepts of psychology. Introductory psychology covers such a wide range of topics and issues that it becomes difficult for readers to see the forest for the trees. To make key psychological concepts more meaningful, the authors found inspiration in a classic chess study. This study showed that experts did no better than novices at remembering the location of pieces on a chess board when they were placed randomly. Only when the patterns represented actual game situations did they make sense and therefore become more easily memorable for the experts. Clearly, meaningful patterns are easier to remember and understand than random arrangements, and Psychology applies this by presenting the field of psychology in meaningful patterns to enhance comprehension. These concepts are then applied to readers' own lives, study skills, and the world around them. Finally, Psychology integrates a cross-cultural and

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multicultural perspective to make psychology meaningful for everyone. For anyone interested in Introductory Psychology.

In the movement toward standards-based education, an important question stands out: How will this reform affect the 10% of school-aged children who have disabilities and thus qualify for special education? In *Educating One and All*, an expert committee addresses how to reconcile common learning for all students with individualized education for "one"--the unique student. The book makes recommendations to states and communities that have adopted standards-based reform and that seek policies and practices to make reform consistent with the requirements of special education. The committee explores the ideas, implementation issues, and legislative initiatives behind the tradition of special education for people with disabilities. It investigates the policy and practice implications of the current reform movement toward high educational standards for all students. *Educating One and All* examines the curricula and expected outcomes of standards-based education and the educational experience of students with disabilities--and identifies points of alignment between the two areas. The volume documents the diverse population of students with disabilities and their school experiences. Because approaches to assessment and accountability are key to standards-based reforms, the committee analyzes how assessment systems currently address students with disabilities, including testing accommodations. The book addresses legal and resource implications, as well as parental participation in children's education.

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