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How can markets help us adapt to the challenges of climate change? Editor Terry L. Anderson brings

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together this collection of essays featuring the work of nine leading policy analysts, who argue that market forces are just as important as government regulation in shaping climate policy—and should be at the heart of our response to helping societies adapt to climate change. Anderson notes in his introduction that most current climate policies such as the Paris Agreement require hard-to-enforce collective action and focus on reducing or mitigating greenhouse gases rather than adapting to their negative effects. Adaptive actions can typically deliver much more, faster and more cheaply than any realistic climate policy. The authors tackle a range of issues: the hidden costs of renewable energy sources, the political obstacles surrounding climate change policy, insurance and financial instruments for pricing risk of exposure to the effects of climate change, and more. Reliance on emerging renewable energies and a carbon tax are not enough to prevent the effects of global warming, they argue. We must encourage more private action and market incentives to adapt to a rapidly changing climate.

Looking at and listening to picture and story books is a ubiquitous activity, frequently enjoyed by many young children and their parents. Well before children can read for themselves they are able to learn from books. Looking at and listening to books increases children's general knowledge, understanding about the world and promotes language acquisition. This collection of papers demonstrates the breadth of information pre-reading children learn from books and increases our understanding of the social and cognitive mechanisms that support this learning. Our hope is that this Research Topic/eBook will be useful for researchers as well as educational practitioners and parents who are interested in optimizing children's learning.

It's never been more challenging to manage behavior and motivate students in a physical activity setting. There are more at-risk children and students with disabilities to manage. Physical activity professionals also face the unique challenge of providing instruction to large groups with limited resources and distractions galore. If not handled correctly, these challenges can quickly add up to chaos, ineffective instruction, and frustrated, burnt-out physical activity professionals. That's where the third edition of Positive Behavior Management in Physical Activity Settings, Third Edition comes in. This resource will help you not only overcome those and other discipline challenges, but also use tried-and-true, positive techniques to develop appropriate and responsible behaviors and good character among all learners. This new edition incorporates principles, methods, and instructional practices from psychology, special education, pedagogy, recreation, athletics, and coaching. It shows teachers, coaches, and recreation leaders how to apply the principles that have proven effective in schools, youth sport programs, and recreation sites. Positive Behavior Management in Physical Activity Settings offers this new material:

- A new chapter on bullying, providing up-to-date information to help you recognize

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and manage such behavior within your group • A new chapter on children with special needs, including autism spectrum disorder, attention deficit disorder, learning disabilities, intellectual disabilities, traumatic brain injury, and behavioral/emotional disabilities • A new chapter on behavior management ethics and professionalism, to help those who are preparing to be physical activity professionals at the pre-service and in-service levels • New sections on motivating children who are overweight or obese, using the latest research to help you to encourage them to participate Also new to this edition are an instructor guide and a web resource. The instructor guide offers different sample syllabi, showing various ways to teach the course; sample assignments; answers to chapter review questions; suggested further readings; and useful websites and apps. The web resource supplies behavior management scenarios, sample forms (checklists, rubrics, certificates, worksheets) from the chapters, instructions for designing an Applied Behavior Analysis graph and a trifold display, useful websites and apps, and a glossary by chapter. This text provides you with evidence-based strategies in managing special needs populations, including designing a positive behavioral support (PBS) model and a behavioral intervention plan (BIP), as well as information on response to intervention (RTI). The authors have added a fourth section to this new edition. Part I details the challenges that professionals face in developing a positive learning environment, and shows readers how to be proactive in doing so. Part II outlines the interventions that physical activity professionals have successfully used in a variety of settings. This part includes chapters that discuss behavioral, humanistic, and biophysical approaches. The final chapter in this section addresses how to evaluate the behavior intervention. Part III explores behavior management with various populations, and offers the new chapters on bullying and on special needs children. In part IV, the authors discuss ethical and professional behavior of physical activity professionals relative to the application of behavior management techniques used with children and youth with a focus on professionalism. The final chapter will synthesize the information presented in this text and assist the reader to take the appropriate steps needed to develop a working, teaching, and behavior management portfolio. GUIDANCE TO MOTIVATE CHILDREN Positive Behavior Management in Physical Activity offers current and future K-12 physical educators, coaches, recreation specialists, and adapted physical education specialists guidance in motivating young people. You will learn how to manage behavior and create a physical activity environment that is conducive to performance and learning—and that is designed to empower children rather than control their behavior.

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2014 International Conference on Education and Management Science (ICEMS2014) will be held in Beijing, China on August 19–20, 2014. The main purpose of this conference is to provide a common forum for researchers, scientists, and students from all over the world to present their recent findings, ideas, developments and application in the border areas of Education and Management Science. It will also report progress and development of methodologies, technologies, planning and implementation, tools and standards in information systems. Education is an internal topic. It is a process of delivering knowledge in a basic meaning. Humans are hard to define the actual definition of education. But it is the key point for our society to step forward. Management science is the discipline that adapts the scientific approach for problem solving to help managers making informed decisions. The goal of management science is to recommend the course of action that is expected to yield the best outcome with what is available.

Since 1987, the number of American children diagnosed with ADHD has jumped from 3 to 11 percent. Meanwhile, ADHD rates remain relatively low in other countries such as France, Finland, the UK, and Japan, where the number of children diagnosed with and medicated for ADHD is 1 percent or less. Alarmed by this trend, family therapist Marilyn Wedge set out to understand how ADHD became an American epidemic and to find out whether there are alternative treatments to powerful prescription drugs.

Lifecourse research in physical activity tracks long-term trends in physical activity behaviours and gives an insight into the link between a physically active lifestyle and later-life health outcomes. However, the complexity of physical activity behaviours, and the analytical issues posed by lifecourse research, present researchers with real challenges in accurately assessing the relationship between lifelong physical activity and health. *Physical Activity Assessment: A Lifecourse Approach* is the first book to approach the assessment of physical activity for health from a lifecourse perspective and provide students and researchers with much-needed guidance on conducting lifecourse studies. The book provides readers with a thorough grounding in physical activity assessment from across the lifecourse perspective and evaluates current methods of measurement, including comparison studies, criterion methods, subjective assessment methods and physical activity monitors. It then goes on to offer guidance on the optimal measurement techniques of physical activity across the lifecourse, suggesting how data should be collected, analysed and quantified in light of modern technology and global connectivity, and what these methods mean for physical activity guidelines and interventions, and public health outcomes. Offering a unique and novel combination of theoretical grounding and quantitative research guidance, this is important reading for any students taking modules in physical activity measurement or physical activity and health, and any researchers conducting lifecourse physical activity studies.

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