

Co Instructing At The Secondary Level Strategies For Success Book

Guaranteed success for the co-taught classroom For the increasing number of teachers working in co-taught classrooms, this book provides practical ideas for defining teacher roles, planning lessons, providing effective instruction, and maximizing the value of each team member. Former co-teacher and national presenter Anne Beninghof shares stories, and real-life co-taught lesson examples that emphasize creative yet time-efficient instructional strategies that lend themselves beautifully to the co-taught classroom. Teachers and instructional leaders at all levels and in a wide variety of content areas will find this book replete with valuable co-teaching guidance so that success is guaranteed. Offers tips for effective teaching strategies for every type of team teaching situation imaginable Includes guidelines for successful team-teaching with specialists in technology; literacy; occupational/physical therapy; special education; speech-language therapy; ELL; gifted The author is an internationally recognized consultant and trainer This user-friendly, comprehensive book is filled with concrete ideas teachers can implement immediately in the classroom to boost student learning and engagement.

Featuring detailed student cases, this book provides proven ways to teach all students academic and lifetime learning skills. Informal assessments and sample IEPs are included. Research-Based Practical Strategies for Every Teacher What Works in Secondary Education compiles the advice of experts who not only know the theory behind certain educational practices, but also have experience in the secondary

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classroom. In each user-friendly chapter, key information on a topic vital to secondary educators is boiled down and presented in a straightforward way. Whether you're a new educator, or just seeking to build new skills, you'll benefit from Insight into a handful of innovative topics in instruction; including using technology, UDL, co-teaching, and assessment Novel approaches for classroom management and strategies to engage students Useful reproducibles and resources for every topic area

This second edition presents four approaches to co-teaching and includes updated references, teacher self-assessments, organizational tips, outlines, a glossary of terms, and descriptions of co-teaching roles.

Using marriage as a metaphor, this lighthearted, highly practical, and teacher-friendly resource helps general education teachers and special service providers successfully set up, conduct, and maintain co-teaching partnerships.

Co-Teaching in Higher Education, edited by Daniel Jarvis and Mumbi Kariuki, brings together an international group of educators and scholars to examine the theoretical frameworks and practical experiences relating to co-planning, co-teaching, and co-assessing at the post-secondary level.

Co-teaching practices at the elementary and secondary school levels have been widely documented. This collection explores topics that will enable post-secondary instructors to maximize their courses' potential including undergraduate projects, graduate level co-teaching, pair and group co-teaching, co-taught single-subject courses, and innovative cross-curricular experiments. Contributors share their insights addressing key factors such as logistics, resources, administrative support, Ministry initiatives, and academic freedom. Jarvis and Kariuki have created an indispensable resource that provides the reader with an informed perspective on the realities of creating and sustaining rich co-

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teaching experiences at the university level.

The purpose of this research was to study the professional development of a co-teaching program between general and special educators supporting students with identified disabilities in general education classrooms in a comprehensive suburban high school in Southern California. The implementers of the co-teaching program facilitated the training and supports essential to the program, provided materials designed to teach co-teaching teams valuable skills and strategies essential to co-teaching, and supplied administrators with the infrastructure of a successful co-teaching program. Findings identified common elements of effective professional learning consistent across almost all the programs: content focus, more time (contact hours) for professional learning, longer duration of professional learning, multiple professional learning activities and active learning methods, learning goals in professional learning design, and collective participation by teachers. Three key questions that guided this research are as follows: (1) How do schools implement a formal co-teaching program in secondary education? (2) What are the effects of a formal co-teaching program on co-teaching teams, administrators, and students? (3) What purposeful steps must be taken to increase success rates for an effective co-teaching program? The results of the study show that purposeful and effective professional development is imperative for any new directive but especially when it involves teaching programs such as co-teaching that directly impact student learning. Keywords: co-teaching, inclusion, general and special education partnership, special education.

Strategies for Teaching Content Effectively in the Inclusive Secondary Classroom provides classroom applications, school-wide recommendations and

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content-specific strategies to support students with disabilities in secondary general education settings. Learn how to develop inclusive climates in the general education classroom and across the entire school; implement content-specific teaching strategies; build stronger partnerships between general and special educators; promote social success among middle and high school students; motivate low achieving students; and assess secondary students with disabilities. Written for secondary special education teachers, general education teachers and support staff.

Co-teaching is an increasingly popular teaching model. Although it can be a very effective way of helping all students in inclusive classrooms learn, it can also be quite challenging for teachers to implement, especially at the secondary level, but it is a challenge well worth embracing. This updated and expanded edition of *Co-Teaching in Secondary Schools: 7 Steps to Successful Inclusion*, is an easy-to-use, quick-reference tool for middle and high school teachers embarking on co-teaching for the first time, as well for those in established co-teaching partnerships. Drs. Lisa Dieker and Rebecca Hines, well-known experts in the field of inclusion, have paired up to create a concise yet substantive laminated guide that offers teachers concrete strategies for building strong co-teaching teams. The guide walks collaborative teaching teams through

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the seven steps of successful classroom inclusion, and offers practical tips and examples to help teachers along the way. It also offers a checklist of the key characteristics of effective co-teaching classrooms to help teachers stay on track. Planning forms and helpful charts are also included to assist both special ed and regular education teachers in lesson planning and tracking informal teacher observations, as well as supervising paraeducators. This practical book shows the reader how to use Information and Communication Technology (ICT) to enhance mathematics teaching in the secondary school.

A “strategy bank” for secondary teachers This book offers a bank of proven RTI strategies for Grades 6–12, including easy-to-implement interventions and sample lessons that improve achievement for all students.

Learn how to implement co-teaching in your school! Leading the Co-Teaching Dance provides school leaders with the strategies, resources, best practices, techniques, and materials they need to establish and maintain successful co-teaching teams in their schools. The authors draw on both their experience and research to address the critical key factors: defining what co-teaching is and is not, understanding the menu of options and the benefits of co-teaching, keys to co-teaching and to leading co-teaching, developing a culture and structure to

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support co-teaching, and scheduling and planning strategies.

This 6-page laminated guide is an easy-to-use, quick-reference tool for middle and high school teachers embarking on co-teaching for the first time, as well for those in established co-teaching partnerships. Drs. Lisa Dieker and Rebecca Hines, well-known experts in the field of inclusion, have paired up to create a concise yet substantive laminated guide that offers teachers practical strategies for building strong co-teaching teams. The guide walks collaborative teaching teams through the seven steps of successful classroom inclusion, and offers practical tips and examples to help teachers along the way. It also offers a checklist of the key characteristics of effective co-teaching classrooms to help teachers stay on track

Comparing the co-teaching relationship to a marriage, this resource offers a lighthearted yet comprehensive perspective on setting up, conducting, and maintaining a successful co-teaching partnership.

Expert guidance for creating a successful partnership! Whether you're new to co-teaching, new to your partner, or just see room for improvement in the way you connect, you probably face challenges with communication, planning, grading, and more. When co-teaching is done well, though, the benefits for students are immeasurable. So grab a cup of coffee and your co-teacher—this hands-on book is designed for you to work through together. Features include: • Stories

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from experienced co-teachers • Reflective activities to help each of you discover your collaboration style • Reproducible lists, checklists, templates, agreements, and more to complete together • A downloadable unit-planning tool

Co-teaching is a popular service delivery model for students who are entitled to special education or other specialized services, such as support services for English learners.

Evidence shows that the implementation of co-teaching is significantly associated with improved student outcomes.

However for co-teaching to be effective, teachers need to thoroughly understand what the arrangement entails and what it takes to make co-teaching work. In this second edition of the best selling quick-reference laminated guide, Dr.

Marilyn Friend, a renowned authority on co-teaching, provides educators with an overview of the fundamental "what," "why," and "how" of co-teaching. Dr. Friend outlines six the following six co-teaching approaches, along with recommended frequency of use and variations for each.

Students with disabilities are included into general education classrooms to receive instruction with increasing frequency.

To facilitate this inclusion, co-teaching is frequently used as a service delivery model (Friend, 2016; Murawski & Bernhardt, 2016). Co-teaching is a service delivery model where a

general and special education teacher work in a collaborative environment to instruct students with and without disabilities

(Friend, 2007, 2016). In using this approach, teachers are not always provided with the professional development (PD)

necessary to effectively facilitate the co-teaching partnership. The most widely-used text on the topic of collaboration,

Interactions is a guide for preprofessionals and professionals to help them understand and participate effectively in their

interactions with other school professionals and parents, in an increasingly diverse world that is also now routinely

electronically and globally connected. Interactions presents

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theory and conceptual principles heavily seasoned with examples, cases, and applied activities. Written specifically to enable readers to quickly use their skills in professional settings, the book will be a useful tool for pre-service educators and practitioners-whether they are engaged in formal instructional settings, a study group, or independent study. The book recognizes that knowledge about instructional practices that can improve student outcomes are more important than ever before, and educators are scrambling to respond to the federal legislative mandates that require increasingly high standards and a clear trajectory of improving academic performance for all students, including those with disabilities and other special needs.

Create powerful teaching partnerships that promote success for every student in inclusive classrooms! Ideal for both general and special education classrooms, this indispensable resource integrates interpersonal skills, instructional design, and teaching philosophy to guide educators through the beginning stages of co-teaching relationships toward smooth collaboration. The authors provide proven instructional strategies such as visuals, mnemonics, formative assessment, and more, for use within co-teaching partnerships. Additional resources include: Chapter activities and checklists for planning lessons Case studies from various subject areas and grade levels to illustrate the realities of co-teaching Resources such as books, videos, and helpful Web sites

The Co-Teaching method at the secondary level is an essential part of the students' education with special needs. It benefits the students by including them within the general education curriculum and in turn the students begin to thrive both as students and individuals. The researcher created and presented a manual to the staff of a middle school in North County San Diego outlining how to Co-Teach math at the

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secondary level. The goal is to increase or maintain Co-Teaching specifically with respect to math. Research has proven that providing a solid math foundation at the secondary level is necessary for future success in math subjects at the high school level and beyond. Math is and continues to be a foundation for higher learning. Therefore, it is the researcher's opinion that employing the Co-Teaching method will result in students with special needs greater learning success within their lifetimes.

Collaborative Teaching in Secondary Schools Making the Co-Teaching Marriage Work! Corwin Press

This new co-publication from Routledge and MiddleWeb provides a wealth of practical strategies and tips to help K-12 educators co-teach more effectively. Author Elizabeth Stein presents examples of different co-teaching models and shows how to cultivate a dynamic co-teaching relationship to benefit all students. Whether you're a brand new co-teacher or are simply looking to improve the dynamics in your classroom, the research-based strategies, vignettes, and ready-to-use assessment rubrics in this book will help you create a positive learning culture that influences all learners, teachers and students alike. Topics include: Selecting and implementing the appropriate co-teaching model to optimize student learning; Developing an effective curriculum that plays to the strengths of both teachers; Creating a learning environment that promotes self-reflection and nurtures critical thinking; Accommodating all learners by embracing a multi-dimensional view of teacher knowledge; and Providing specific, attentive feedback to help students take charge of their learning. The book also features book discussion questions for each chapter so you can work on the book with colleagues during book studies and PLCs.

Learn how co-teaching relationships with paraeducators can improve outcomes for students with special needs, and find

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guidelines for successful teamwork and authentic case studies of working paraprofessionals.

Current educational policies that have articulated from IDEA are driving the adoption of inclusionary practices in schools. These policies present challenges to general education, secondary education, and dual-licensed teachers at the secondary level. Secondary general education teachers may lack the pedagogical knowledge necessary to accommodate for students with special needs; special education teachers may lack the competence in content to ensure students with special needs are mastering the required standards. Co-teaching partnerships allow students to be educated in an environment that includes teacher expertise in both areas—a general educator for content-specific instruction and a special educator for data collection and accommodation expertise. This quantitative survey research explored the impact that co-teaching has on teacher efficacy within the co-taught classroom and the stand-alone classroom for general education teachers, special education teachers, and dual-licensed teachers at the secondary level. Quantitative statistics were used to determine if co-teaching impacted teacher efficacy in the constructs of student engagement, instructional strategies, and classroom management. When a repeated-measures t-test for non-independent samples was conducted, the study found that there was a significant difference in teacher efficacy between the stand-alone classroom and the cotaught classroom in the constructs of student engagement, instructional strategies, and classroom management for general education teachers and teachers who are dual-licensed. While efficacy is higher in the co-taught classroom than in the stand-alone classroom for teachers with a special education license, a significant difference did not exist.

Because teacher collaboration isn't an option, it's a MUST!

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EL authorities Maria Dove and Andrea Honigsfeld take ESL teachers and their general education colleagues step-by-step through building a successful collaboration—or improving an existing one. And since no teaching team is exactly alike, you'll find seven collaborative models to choose from.

Features include:

- In-depth profiles of the seven models
- Advantages and challenges of each model
- Clear explanations of each teacher's role
- Tried-and-true strategies for the entire instructional cycle: co-planning, co-instruction, co-assessment, and reflection
- Real-life accounts from co-teaching veterans
- Accompanying videos and dedicated web content

How do you ensure that your co-teaching strategies make the most of the time that you and your co-teaching partner have in the classroom? The answer is co-planning, which will dramatically and efficiently increase the effectiveness of your instruction. In *Co-Planning for Co-Teaching*, author Gloria Lodato Wilson presents time-saving routines for general and special education teachers that will increase the active roles of each co-teacher and intensify instruction for students.

Useful for co-teachers, administrators supervising co-teachers, and pre-service teachers, this book outlines * how to eliminate the frustration and barriers often associated with co-planning, * how to maintain the rigor of the coursework, * how best to address the needs of students, and * co-planning strategies for meeting IEP goals. Packed with useful examples for both elementary and secondary co-teachers, Wilson's "behind-the-scenes" guidance helps co-teachers make the most of co-planning time.

This pragmatic guide provides concrete, detailed strategies for co-teachers looking to expand their instructional methods and involvement beyond the One Teach, One Support model. Including step-by-step examples, practical scenarios, and visuals of successful implementations to help you quickly and

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effectively put these tools into practice, each chapter also highlights specific tensions that can arise in your co-teaching partnership and frames effective solutions to move beyond them efficiently and effectively. While designed for both teachers in a co-teaching pair, the book's tools can easily be applied on your own, making this an ideal resource for co-teachers with limited common planning time.

This study focused on identifying the components that contribute to instructional delivery in co-taught secondary classrooms in hopes of enhancing the understanding in the field of co-teaching in various secondary content areas. Employing a non-experimental mixed method research design, the study integrated qualitative and quantitative methods to gain insight into general education teachers' roles in solo-taught and co-taught classrooms and special educators' roles in co-taught classrooms. Instrumentation included the use of the Teacher Roles Observation Schedule (TROS), the Colorado Assessment of Co-Teaching (CO-ACT), interview questions, and field notes. The quantitative portion of the study consisted of event recordings of teacher interactions (TROS), co-teacher perception rating scale scores (CO-ACT), and class seating charts to monitor the occurrence of one-on-one interactions with students in both settings. The qualitative portion of the research study consisted of the researcher gathering ongoing field notes and teacher interviews. The researcher sought to identify the interaction behaviors of secondary co-teaching teams. The most and least successful co-teaching teams were identified based on the findings. The findings indicate teacher preparation programs need to prepare all teachers to first consider the diverse learning needs of all students and second, to effectively collaborate in inclusive settings. Special education preparation programs need to include more secondary content teaching courses. Likewise, general

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education preparation programs need to prepare future secondary general educators to differentiate instruction to meet the needs of students with disabilities. In addition to improvements in teacher preparation programs, school leaders need to provide ongoing support for co-teachers via planning time and professional development, so they can maximize the collaborative potential embedded within the co-teaching model.

Educational leadership is challenged with meeting the requirements of No Child Left Behind (NCLB) of 2001 and Individuals with Disabilities Education Improvement Act (IDEIA) of 2004. The focus on accessibility and accountability is resulting in an increase in the number of students with disabilities receiving specialized instruction within the least restrictive environment (LRE) of the general education classroom. To support students in the LRE, many schools are implementing the service delivery model of co-teaching, or pairing a special educator with a general educator, to provide core instruction with appropriate special education services to students with special needs. The purpose of this case study was to investigate what practices of principals are deemed most supportive to teachers engaged in a co-teaching service delivery model. The qualitative, multi-case study was designed to analyze perceptions of district level general education administrators, district level special education administrators, building principals, co-teaching coaches, and co-teaching partners who

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participated in the Kansas Co-Teaching Initiative. Data were obtained primarily through interviews of the participants. Demographic surveys, building schedules and field notes served as additional information for analysis and the interpretation of the data. The over-arching research question for this study was: "What practices of principals provide the most meaningful support to collaborative co-teaching in the context of the least restrictive environment?" Sheard and Kakabadse's nine Key Elements of Effective Teams (2002, 2004) formed the framework for the study. These key elements also guided the research sub-questions. Data collected through the study revealed sixty patterns across the key elements of effective teams. When analyzed, the patterns yielded three themes: 1) principals arranged and protected time during the daily schedule for collaboration between co-teaching partners, 2) principals paired co-teachers together with careful consideration for compatibility, and 3) principals established and maintained a culture of professional growth.

"This study investigated how professional development opportunities offering purposeful communication between collaborating teachers and information on models of co-teaching impact the variety of co-teaching models used at the secondary level." --Abstract

Teach your students learning strategies that will last

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a lifetime! Beyond facts and figures, special educators must teach their students how to learn: a skill that will sustain them for a lifetime. Offering an innovative organization, this book explains strategies within context and features: The most effective ways to teach vocabulary, reading, written language, math, and science Instructional strategies known to improve study skills, textbook skills, and self-regulation Informal assessments for each content or skill Case studies that link assessment results, IEP goals, and learning strategies Ready-to-use forms, think-alouds, and application activities

Practical strategies for teachers who share classroom teaching responsibilities Filled with down-to-earth ideas, suggestions, strategies, and techniques, The Co-Teaching Book of Lists provides educators with a hands-on resource for making the co-teaching experience a success. Written by educator and popular teacher trainer Kathy Perez, this book gives educators a classroom-tested and user-friendly reference for the co-taught classroom. Topics covered include: roles and responsibilities; setting up the classroom; establishing classroom climate; effective accommodations and modifications for students; goal-setting; negotiating conflicts; scheduling issues; and more. Author Katherine Perez is a popular presenter and workshop leader for Bureau of Education and Research and Staff Development for Educators Offers best practices

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and helpful strategies for making co-teaching a success. Includes a wealth of ideas that are both practical and easy to implement. This easily accessible reference presents numerous positive and ready-to-use tips, strategies, and resources for collaborative teaching and student success.

"This thesis examines various models of co-teaching and techniques that are successful in teaching students with learning disabilities. It looks at the many advantages and challenges to co-teaching, specifically in a secondary setting. It highlights necessary key elements to achieve success and the barriers that often interfere with success. In addition, social and learning outcomes for students with and without disabilities in inclusive classrooms are addressed."--Leaf 4.

"Since the passage of PL 94-142, also known as the Education of All Handicapped Children Act, in 1975, special and general educators have been urged to work together to improve the education of children with disabilities through increased access to the general education curriculum. Over the years, the evolution of a collaborative approach to educating students with disabilities has resulted in the increased implementation of co-teaching as a service delivery model and a significant change in the role of the special educator. Co-teaching in inclusive education has been a topic of interest in academic research for more than 10 years and much

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of the existing research has been limited to exploring programmatic conditions for success or failure in collaboration and co-teaching and developing models of exemplary co-teaching practice. Despite the prevalence of these models and the research evaluating their efficacy, implementation of effective co-teaching in inclusive classrooms, particularly secondary level remains largely elusive. In this dissertation, I use critical theory and critical discourse analysis to theorize my research, as it allows for the examination of aspects of co-teaching that go unnoticed in traditional models and evaluations of co-teaching. In looking at co-teaching through this critical lens, I hope to begin a conversation about the importance of considering discursive aspects of teacher practice as a way to complement current models of practicing and evaluating co-teaching practice. In conducting a study of this nature, I sought to explore the discursive aspects of co-teaching that were immanent in the co-teachers' language and actions. Foucault's critical theories on discourse, power, dominance, and construction of the subject formed the theoretical basis for this study. Derived significantly from Foucault's conceptual work, Fairclough's Critical Discourse Analysis provided a complementary methodology to structure the majority of the analysis. Specifically, in the first phase of this study I studied their interactions at the

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local level of the classroom, the institutional level of the school district, and the societal level of governmental policy and legislation. The next phase of analysis extended on the first by exploring the patterns of dominance in the power relations between the two teachers. Finally, this study examined seven critical theoretical concepts that were prominent in the data- discourse, the institution, identity, inequality, ideology, agency, and historicity. Taken together, the three phases of analysis in this dissertation represent an in-depth examination of the co-teachers' professional relationship from a critical discursive perspective unlike any other study of co-teaching currently published. The participants in this qualitative case study included a New York State certified special education teacher and a New York State certified secondary math teacher who were assigned as co-teachers for a class of students with and without special education needs. Data for this study came from field notes and a series of videotaped interviews and observations involving the co-teachers, which were subsequently transcribed and coded for analysis. Extensive qualitative coding was used to locate patterns and themes in the data. The three phases of critical analysis presented in this study revealed that what superficially appeared to be a successful inclusive co-teaching relationship was in fact a marginalizing and exclusive arrangement for the teachers and students alike.

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However, this marginalization was not a conscious attempt to exclude Val or the students with IEPs from the educational benefits of Keith's general education math class. Rather, Val and Keith both resorted to traditional special education practices of segregation in an attempt to ensure their own survival as well as that of the students with IEPs in an educational environment that prioritized uniformity, high-stakes testing, and traditional conceptions of normalcy."--Leaves iii-v.

This study was an investigation of co-teaching and inclusion practices at the secondary level. In the explanatory sequential mixed-methods study, regular education co-teachers as well as special education co-teachers offered insights by their participation in a survey and focus groups. This study investigated co-teacher perceptions of inclusion and how their perceptions of inclusion and co-teaching influenced the extent of teacher use of elements of Dr. Friend's co-teaching models. The study also investigated and identified the needs of co-teachers. -- Co-teaching is defined as "two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single space" (Cook & Friend, 1995, p. 1). The development and implementation of co-teaching came as a response to the 1990 revision of the Individuals with Disabilities Education Act and the requirement that students be educated in the Least Restrictive Environment (Shoulders & Krei,

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2016). Co-teaching has allowed students with disabilities the opportunity to be supported by an additional teacher as they are educated in regular education classrooms alongside their typically developing peers (Hang & Rabren, 2009). If teacher attitudes and perceptions in the area of inclusion and co-teaching can be identified and articulated and those perceptions can be brought to the attention of principals and district personnel, the learning and instruction of all students in inclusion classrooms may be impacted. -- This study found that both regular and special education co-teachers had a favorable view of co-teaching and inclusion. They agreed that it is effective, and co-teaching provided more instructional intensity than teaching alone. This study also found that while One Teach/One Assist was the most used co-teaching model, Team Teaching was identified as the most ideal model for effective co-teaching. In addition, co-teachers cited content knowledge of co-teachers, compatibility of co-teachers, common planning, positive perspectives of inclusion, and training as needs for successful co-teaching.

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