

## Differential Appitude Test 5th Edition

A multi-faceted handbook that integrates the unique roles of educators and parents.

This volume brings together many of the leading researchers on human intelligence and cognition to address issues including definition, measurement, and instructional design. Its publication is a result of the Inaugural Spearman Seminar recently held at the University of Plymouth -- a seminar that is slated to become a regularly scheduled event providing a major international forum for the presentation of work on human abilities. To properly inaugurate this series, scientific experts in this field were asked to reflect on various issues raised but not resolved in Charles Spearman's classic work, *The Abilities of Man: Their Nature and Measurement*, published in 1927. As a result of this approach, the book offers a unique overview of the way in which the study of human abilities has developed since 1927, and of current positions in the field. It offers exhaustive discussions on: \* the nature of cognitive abilities and intelligence -- a review of how the factor analytic approach to abilities which grew out of Spearman's work has developed, thoughts regarding the contribution of a cross-cultural perspective, and an elucidation of some of the conceptual issues which often cloud discussions of ability; \* different aspects of the contribution of cognitive psychology to our understanding of abilities -- the relationship between Spearman's *g* and working memory, links between attention and cognitive style, and the area of spatial abilities; \* recent developments in latent variable and item response modeling; and \* applied issues -- the argument that little predictive value can be gained in occupational selection from measuring abilities other than Spearman's *g*, and the question of aptitude treatment interactions in education.

?Our peacock starts out as a little chick with limited color and few feathers. Many years later he/she is a beautiful bird with amazing colored feathers. Likewise each human begins life with mysterious patterns yet to be determined. How accidents or disabilities affect career choice and how to manage these is our life story.

Trustworthy information about career assessment instruments and their value for career counseling is difficult to obtain. This text contains information and reviews of a wide range of assessment instruments. The decisions as to what instruments to include for review were based on input from an advisory committee, a review of the literature and of publisher catalogues, and the results of a survey of users. The principles underlying the decisions to select instruments for review included selecting previously reviewed instrument that have undergone extensive revisions or update, new instruments that appear to have promise of extensive use, instruments that could be used by employers to make hiring or advancement decisions, and instruments with proven utility for persons with disabilities or disadvantages. Fifty-two instruments in forty-nine test reviews comprise the heart of this volume. These are divided into six categories:

Comprehensive Aptitude/Achievement and Companion Measures; Interest; Values and Satisfaction; Career Development/Maturity; Personality; and Instruments for Disabled and Disadvantaged Populations. Reviews begin with publisher-provided information, followed by a brief critical review of the instrument's strengths and limitations. Also provided is practical information which potential users can refer to in order to gauge the usefulness of an instrument. (RJM)

This book is focused on work, occupation and career development: themes that are fundamental to a wide range of human activities and relevant across all cultures. Yet theorizing and model building about this most ubiquitous of human activities from international perspectives have not been vigorous. An examination of the literature pertaining to career development, counseling and guidance that has developed over the last fifty years reveals theorizing and model building have been largely dominated by Western epistemologies, some of the largest workforces in the world are in the developing world. Career guidance is rapidly emerging as a strongly felt need in these contexts. If more relevant models are to be developed, frameworks from other cultures and economies must be recognized as providing constructs that would offer a deeper understanding of career development. This does not mean that existing ideas are to be discarded. Instead, an integrative approach that blends universal principles with particular needs could offer a framework for theorizing, research and practice that has wider relevance. The central objective of this handbook is to draw the wisdom and experiences of different cultures together to consider both universal and specific principles for career guidance and counseling that are socially and economically relevant to contemporary challenges and issues. This book is focused on extending existing concepts to broader contexts as well as introducing new concepts relevant to the discipline of career guidance and counseling.

Concept Mapping in Mathematics: Research into Practice is the first comprehensive book on concept mapping in mathematics. It provides the reader with an understanding of how the meta-cognitive tool, namely, hierarchical concept maps, and the process of concept mapping can be used innovatively and strategically to improve planning, teaching, learning, and assessment at different educational levels. This collection of research articles examines the usefulness of concept maps in the educational setting, with applications and examples ranging from primary grade classrooms through secondary mathematics to pre-service teacher education, undergraduate mathematics and post-graduate mathematics education. A second meta-cognitive tool, called vee diagrams, is also critically examined by two authors, particularly its value in improving mathematical problem solving. Thematically, the book flows from a historical development overview of concept mapping in the sciences to applications of concept mapping in mathematics by teachers and pre-service teachers as a means of analyzing mathematics topics, planning for instruction and designing assessment tasks including

applications by school and university students as learning and review tools. This book provides case studies and resources that have been field tested with school and university students alike. The findings presented have implications for enriching mathematics learning and making problem solving more accessible and meaningful for students. The theoretical underpinnings of concept mapping and of the studies in the book include Ausubel's cognitive theory of meaningful learning, constructivist and Vygotskian psychology to name a few. There is evidence particularly from international studies such as PISA and TIMSS and mathematics education research, which suggest that students' mathematical literacy and problem solving skills can be enhanced through students collaborating and interacting as they work, discuss and communicate mathematically. This book proposes the meta-cognitive strategy of concept mapping as one viable means of promoting, communicating and explicating students' mathematical thinking and reasoning publicly in a social setting (e.g., mathematics classrooms) as they engage in mathematical dialogues and discussions. *Concept Mapping in Mathematics: Research into Practice* is of interest to researchers, graduate students, teacher educators and professionals in mathematics education.

These transcripts provide testimony regarding the reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. The first part of the transcripts presents testimony from members of national educational associations urging legislators to show a stronger commitment to helping education professionals improve their skills and to adopt a new research project to improve learning for special needs children. The major portion of the transcripts contains statements from school administrators, other experts from educational agencies and delivery systems, and legislators concerning: (1) the role of ESEA programs in school reform and the improvement of K-12 education; (2) the reauthorization and improvement of Chapters 1 and 2; (3) the Dwight D. Eisenhower Mathematics and Science Education program and techniques of successfully integrating technology into schools; (4) the need for coordinated education, health, and social services as a means of better serving young people; (5) recommendations for improving women's equity in education; and (6) issues related to the education programs for Native Americans, Alaskan Natives, and Native Hawaiians. (SM)

Offers a thoroughly revised, comprehensive A to Z compilation of authoritative information on the education of those with special needs.

An excellent resource in both career development and tests-and-measurement courses, *USING ASSESSMENT RESULTS FOR CAREER DEVELOPMENT*, 9th Edition vividly illustrates how to use assessment instruments to increase clients' self-awareness and help them make rational career choices. Extremely practical, this hands-on text delivers detailed information on applying knowledge of tests and measurements in clinical settings and using assessment results in a wide variety of counseling situations.

Through case studies, charts, bulleted and numbered lists, dialogues, agency addresses, and more, students learn to truly master the use of assessment results. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The locus of concreteness effects in memory for verbal materials has been described here in terms of the processing of shared and distinctive information. This theoretical view is consistent with a variety of findings previously taken as support for dual coding, insofar as both verbal and perceptual information may be involved in comprehending high-imagery sentences and in learning lists of concrete words. But going beyond previous accounts of imagery, this view also can provide explanations for several findings that appear contradictory to the thesis that concrete and abstract materials differ in the form of their storage in long-term memory. Although this does not rule out a role for imagery in list learning or text comprehension, it is clear that the complex processes involved in comprehension and memory for language go beyond mechanisms supplied by a theory based on the availability of modality-specific mental representations. The task now is to determine the viability of the theory in other domains. Several domains of imagery research presented at EWIC provided fertile ground for evaluating my theoretical viewpoint. Although not all provide a basis for distinguishing representational theories of imagery from the imagery as process view, there are data in several areas that are more consistent with the latter than the former. In other cases, there are at least potential sources of evidence that would allow such a distinction.

The Third Edition of the highly acclaimed Encyclopedia of Special Education has been thoroughly updated to include the latest information about new legislation and guidelines. In addition, this comprehensive resource features school psychology, neuropsychology, reviews of new tests and curricula that have been developed since publication of the second edition in 1999, and new biographies of important figures in special education. Unique in focus, the Encyclopedia of Special Education, Third Edition addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field.

Females consistently score lower than males on standardized tests of mathematics - yet no such differences exist in the classroom. These differences are not trivial, nor are they insignificant. Test scores help determine entrance to college and graduate school and therefore, by extension, a person's job and future success. If females receive lower test scores then they also receive fewer opportunities. Why does this discrepancy exist? This book presents a series of papers that address these issues by integrating the latest research findings and theories. Authors such as Diane Halpern, Jacquelynne Eccles, Beth Casey, Ronald Nuttal, James Byrnes, and Frank Pajares tackle these questions from a variety of perspectives. Many different branches of psychology are represented, including cognitive, social, personality/self-oriented, and psychobiological. The editors then present an integrative chapter that discusses the ideas presented and other areas that the field should explore.

In the last decade, neuropsychology has grown from a small subspecialty to a major component in the practice of clinical and medical psychology. This growth has been caused by advances in psychological testing (such as the Halstead-Reitan

neuropsychological battery, as discussed in Chapter 5) that have made evaluation techniques in the field available to a wider audience, by advances in neuroradiology and related medical areas that have enabled us to better understand the structure and function of the brain in living individuals without significant potential harm to those individuals, and by increased interest by psychologists and other scientists in the role that the brain plays in determining behavior. Many disorders that were believed by many to be caused purely by learning or environment have been shown to relate, at least in some cases, to brain dysfunction or damage. With the growth of the field, there has been increased interest in the work of neuropsychologists by many who are not in the field.

Assessment and evaluation are central to the educational system of a country as they impact the national policy of education, besides helping in framing future strategies for growth of the nation. The process of measurement, evaluation and assessment is interlinked with curriculum and teaching–learning methods enabling learning outcomes to be determined. Good quality assessment is instrumental in determining a student’s future goal and career path, besides impacting all stakeholders of the school system. An effective school system cannot be built where the students are examined on the basis of mere paper and pencil tests. Today schools have access to the use of a range of techniques for student’s assessment, teacher performance, school’s effectiveness and the evaluation of the school system as a whole. The aim of the book is to provide an in-depth knowledge and understanding of measurement, evaluation and statistics in education—both from theoretical and practical aspects. It also offers a concise, step-by-step guide that helps in making assessment simple and economical in terms of money and time, besides being a boon for any institution. The book contains effective strategies to facilitate enhanced learning by explaining the interpretation of test scores. It has several illustrative examples drawn from the author’s experience. Portfolios are proving to be a great way of assessment, and how to incorporate them in the teaching–learning process is dealt with in detail. Instructions for constructing rubrics for evaluation of different domains of learning, i.e., cognitive, psychomotor and affective have also been included in the book. Item analysis, basic statistics and different types of tests are discussed elaborately.

Preparing readers for real-world practice, *THE TRANSFORMED SCHOOL COUNSELOR*, Third Edition demonstrates how to effectively use theories, data-driven decision-making, leadership, advocacy, and consultation to improve clients' scholastic achievement and foster social justice. Thoroughly integrating the ASCA National Model throughout, the book provides an excellent overview of how the school counseling profession has transformed to successfully meet the needs of 21st-century students. It challenges pre-service counselors to view their sphere of influence from a systemic perspective and develop awareness of the major societal and educational changes impacting the school counselor—including economy, technology, family structures, standards-based education, and diversity. Completely current and aligned with 2016 CACREP standards, the third edition is packed with new case studies, Voices from the Field insights, the latest data available, and real-world illustrations. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Bernard R. Gifford In the United States, the standardized test has become one of the major sources of information for reducing

uncertainty in the determination of individual merit and in the allocation of merit-based educational, training, and employment opportunities. Most major institutions of higher education require applicants to supplement their records of academic achievements with scores on standardized tests. Similarly, in the workplace, as a condition of employment or assignment to training programs, more and more employers are requiring prospective employees to sit for standardized tests. In short, with increasing frequency and intensity, individual members of the political economy are required to transmit to the opportunity marketplace scores on standardized examinations that purport to be objective measures of their abilities, talents, and potential. In many instances, these test scores are the only signals about their skills that job applicants are permitted to send to prospective employers. THE NATIONAL COMMISSION ON TESTING AND PUBLIC POLICY In view of the importance of these issues to our current national agenda, it was proposed that the Human Rights and Governance and the Education and Culture Programs of the Ford Foundation support the establishment of a "blue ribbon" National Commission on Testing and Public Policy to investigate some of the major problems, as well as the untapped opportunities, created by recent trends in the use of standardized tests, particularly in the workplace and in schools.

This book is a scholarly overview of the modern concepts, definitions, and theories of intellectual giftedness, and of past and current developments in the field of gifted education. The authors consider, in some detail, the roles of intelligence, creativity, and wisdom in giftedness and the interaction between culture and giftedness, as well as how giftedness can be understood in terms of a construct of developing expertise. The authors also review and discuss a set of key studies that address the issues of identification and education of children with intellectual gifts. This volume may be used as a summary overview of the field for educators, psychologists, social workers, and other professionals who serve intellectually gifted children and their families.

This comprehensive graduate-level text prepares readers to handle the problems and responsibilities they'll face as professional school counselors, preschool through high school. It covers a wide range of topics in-depth, including: effective interventions for racism and bullying, the continuing score gap between ethnic groups, a school counselor's leadership role in implementing school-based action research, a model for advocating on behalf of, and providing services to children with disabilities. The book is packed with real life examples and case descriptions: it provides strategies for preventing and responding to social and emotional problems, improving educational outcomes, and helping children score at optimum levels on high-stakes tests.

This text provides students with the information needed to properly assess childhood language disorders and decide appropriate treatments. The book covers language development from birth to adolescence.

Adolescence is a distinct period of development that presents a number of special challenges. This fact has important implications for professionals selecting and administering assessment procedures and interpreting the data they yield, yet assessment texts have focused on adults or children and devoted minimal attention to adolescents. This book constitutes the first up-to-date and practical guide to the effective psychological assessment of adolescents. Throughout, the author's emphasis is on standardized instruments. Their use, he argues, provides more valid information about individuals, leads to better treatment or placement

decisions, and contributes to the more efficient management of organizational resources than does reliance on clinical interviews and judgment alone. *Assessing Adolescents in Educational, Counseling, and Other Settings* will be welcomed by all those professionally involved in the assessment of adolescents--psychologists, psychiatrists, social workers, child care agency staff, and educators--as well as by those who must make decisions based on their assessments--school principals, youth court judges, and managers of residential treatment facilities among others. Developmental researchers will also find this review of available standardized tools helpful in their work.

This premiere counseling reference book is ideal for students, educators, supervisors, researchers, and practitioners seeking to quickly update or refresh their knowledge of the most important topics in counseling. More than 400 entries span the 2009 CACREP core areas used in counselor preparation, continuing education, and accreditation of counseling degree programs, making this a perfect text for introductory counseling classes or for use as a study guide when preparing for the National Counselor Exam. This encyclopedia makes counseling come alive through its user-friendly writing style; instructive examples that connect readers to practice, teaching, supervision, and research; and its helpful cross-referencing of entries, boldfaced important terminology, and suggested resources for further study. \*Requests for digital versions from the ACA can be found on [wiley.com](http://wiley.com).

\*To request print copies, please visit the ACA website here:

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First published in 1985. Routledge is an imprint of Taylor & Francis, an informa company.

From a noted specialist in astronomy education and outreach, this Brief provides an overview of the most influential discipline-based science education research literature now guiding contemporary astronomy teaching. In recent years, systematic studies of effective and efficient teaching strategies have provided a solid foundation for enhancing college-level students' learning in astronomy. Teaching astronomy and planetary science at the college-level was once best characterized as professor-centered, information-download lectures. Today, astronomy faculty are striving to drastically improve the learning environment by using innovative teaching approaches. Uniquely, the authors have organized this book around strands of commonly employed astronomy teaching strategies to help readers, professors, and scholars quickly access the most relevant work while, simultaneously, avoiding the highly specialized, technical vocabulary of constructivist educational pedagogies unfamiliar to most astronomy professors. For readers who are currently teaching astronomy at the college level—or those who plan on teaching at the college level in the future—this Brief provides an indispensable guide.

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This revised, updated edition of a bestseller includes planning checklists, ready-to-use forms, and best practices to help special educators successfully navigate their first year.

As such, the book may be useful to a variety of professionals including regular education teachers, special education teachers,

vocational education teachers, school counselors, school psychologists, and school administrators, as well as professionals employed by community agencies like Vocational Rehabilitation, Mental Health/Mental Retardation, and Social Services."--BOOK JACKET.

"I am very pleased to see EPPP Fundamentals, a concise, compact presentation of essential information, that does not overwhelm the reader who is already feeling some anxiety about the upcoming exam. This is an efficient alternative to expensive EPPP preparation courses, and is now at the top of my list of recommendations for our graduates." Richard Tedeschi, PhD, Professor of Psychology, University of North Carolina-Charlotte This authoritative guide to the EPPP provides an affordable, concise, and comprehensive review of core exam content and includes over 300 sample questions. The guide goes beyond merely "teaching the test" through rote memorization. Instead, it covers the eight content domains of the EPPP and their knowledge areas in a step-by-step, narrative, and review format. The book also includes contributions from the directors of top psychology training and internship programs in the United States. The combined approach of providing a comprehensive review from true content experts helps users gain the depth and breadth of knowledge required for passing the exam, and mirrors how doctoral-level courses are commonly taught. The review gives test-takers an orientation to the EPPP by covering the development and format of the exam along with successful test-taking strategies. Chapters covering EPPP content domains each include a comprehensive review of the material, key points to remember, sample questions and answers, and recommended readings for more in-depth study. Reflecting the test's presentation, chapter authors cover each subject domain according to the ASPPB's EPPP Information for Candidates Guide. Chapters are written by clinical supervisors and faculty directly involved in training interns, residents, and fellows in psychology. In addition to sample exam questions with answers in each chapter, a bonus section of 100 questions gives readers practice in taking this high-stakes test. Key Features: Presents an in-depth, comprehensive content review that goes beyond "teaching the test" Provides an affordable alternative to expensive EPPP preparation courses Written and edited by directors of the foremost training, internship, and postdoctoral fellowship programs Includes key points to remember, sample questions and answers, and recommended readings in each chapter Presents over 300 sample questions and answers Introduction to the Counseling Profession is a comprehensive overview of the history and foundational concepts of counseling, offering the most current and relevant breadth of coverage available. Students will gain insight into the myriad issues that surround not only the process of counseling and its many populations but also the personal dynamics that have an impact on this process. The contributed-author format provides state-of-the-art information from experts in their respective fields while maintaining a consistent structure and message. This edition has been brought in line with the 2009 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards and includes chapters on each of the CACREP specializations. Topics rarely treated in other introductory texts are addressed, such as research and writing in counseling, technology and counseling, and self-care and growth. This edition includes new pedagogical features such as sidebars and more case studies to expand on key topics, as well as new chapters on: Cross-Cultural Counseling Self-Care and Self-Growth Individual Counseling Diagnosis and

Treatment Planning Addictions Counseling Student Affairs and College Counseling A collection of supplemental resources are available online to benefit both instructors and students. Instructors will find PowerPoint slides and test banks to aid in conducting their courses, and students can access chapter summaries, exercises, and other tools to supplement their review of the material in the text. These materials can be accessed at <http://www.routledgeentalhealth.com/cw/Capuzzi>

Language Disorders from Infancy Through Adolescence, 4th Edition is the go-to text for all the information you need to properly assess childhood language disorders and provide appropriate treatment. This core resource spans the entire developmental period through adolescence, and uses a descriptive-developmental approach to present basic concepts and vocabulary, an overview of key issues and controversies, the scope of communicative difficulties that make up child language disorders, and information on how language pathologists approach the assessment and intervention processes. This new edition also features significant updates in research, trends, instruction best practices, and social skills assessment. Comprehensive text covers the entire developmental period through adolescence. Clinical application focus featuring case studies, clinical vignettes, and suggested projects helps you apply concepts to professional practice. Straightforward, conversational writing style makes this book easy to read and understand. More than 230 tables and boxes summarize important information such as dialogue examples, sample assessment plans, assessment and intervention principles, activities, and sample transcripts. UNIQUE! Practice exercises with sample transcripts allow you to apply different methods of analysis. UNIQUE! Helpful study guides at the end of each chapter help you review and apply what you have learned. Versatile text is perfect for a variety of language disorder courses, and serves as a great reference tool for professional practitioners. Highly regarded lead author Rhea Paul lends her expertise in diagnosing and managing pediatric language disorders. Communication development milestones are printed on the inside front cover for quick access. Chapter objectives summarize what you can expect to learn in each chapter. Updated content features the latest research, theories, trends and techniques in the field. Information on autism incorporated throughout the text Best practices in preliteracy and literacy instruction The role of the speech-language pathologist on school literacy teams and in response to intervention New reference sources Student/Professional Resources on Evolve include an image bank, video clips, and references linked to PubMed.

The primary purpose of this revision remains identical to that of the first edition--to show how key personality, cognitive/behavioral, and vocational tests/assessment procedures can be used by counselors in their work with clients. Too often, assessment books only provide the reader with information about tests and assessment procedures. They do not, however, take the next step--showing readers how these tests/assessment procedures can be used and integrated into the actual work of counseling. This revision is designed to fill that void. Chapter authors, all of whom are experts in

their respective topic areas, share the theoretical and research backgrounds about a particular test/assessment procedure and then provide a case example or examples to show how assessment data can be meaningfully incorporated into the counseling process.

This book has been replaced by Clinician's Thesaurus, 8th Edition, ISBN 978-1-4625-3880-5.

In December, 1984 a NATO-sponsored Advanced Study Institute entitled "Human Assessment: Cognition and Motivation" took place in Athens. It succeeded in attracting a great many of the most eminent scholars and researchers in this area, both as lecturers and participants. The contributors to this book are mostly members of staff who taught at the Institute. The chapters they have written are designed to provide an introduction to the principal issues that arise in the study of the assessment of intelligence and cognition. Since most of the protagonists are represented in this book the student is provided with an excellent overview. Many different people are responsible for preparation of a book such as this. We would like to express particular thanks to Siobhan Breslin and Julie Coleman, who typed the text despite an unfriendly and unreliable word-processing system. Thanks are also due to Steve Gill who helped with the preparation of the figures. Finally, as a mark of respect for his achievements and leadership in the field of mental measurement, we dedicate this volume to Norman Frederiksen. Sidney H. Irvine Stephen E. Newstead Plymouth, September 1985. -VII- CONTENTS Preface VII Contributors to this volume XI Functions and constants in mental measurement: Chapter 1 A taxonomic approach. 1 Sidney H. Irvine Human cognition and intelligence: Towards an Chapter 2 integrated theoretical perspective. 27 John M. Verster Chapter 3 Synopsis of a triarchic theory of human intelligence.

Impairment and disability are widely used terms, yet considerable disagreement exists as to their relationship—especially when impairment means different things to different professionals in the fields of mental health, medicine, and education. Although diagnostic criteria for various disorders are clearly detailed in the DSM-IV and elsewhere, criteria for impairment remain elusive. And patients with severe limitations but minimal symptoms, or the reverse, further complicate the discussion. The first in-depth treatment of the theory, definition, and evaluation of this core concept, *Assessing Impairment: From Theory to Practice* cuts through the confusion and cross-talk. Leading scholars and clinicians offer a robust evidence base for a much-needed reconceptualization of impairment within the context of diagnosis and disability, arguing for a wide-ranging quality-of-life perspective. This contextual approach to assessment goes beyond mere symptom counting, resulting in more accurate diagnosis, targeted interventions, and improved patient functioning. Within this concise but comprehensive volume, coverage focuses on key areas including: Current conceptualizations from the DSM-IV and other medical models. Methodologies for measuring symptom severity and impairment. Social/behavioral issues, such as resilience, adaptive behaviors, and family environment. Developmental issues across the life span. Legal

and ethical questions and civil rights issues. Impairment and disability as they relate to trauma. The interdisciplinary model proposed in Assessing Impairment gives clinicians vital tools for working with the unique limitations and strengths of every patient. Child, school, and educational psychologists will find it particularly useful, given the critical importance of early detection and the complexity of young people's lives.

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